

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

*TRADOC Regulation 350-18

21 July 2010

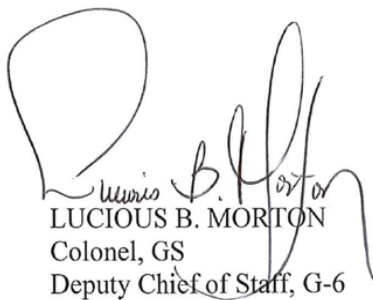
Training

THE ARMY SCHOOL SYSTEM

FOR THE COMMANDER:

OFFICIAL:

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History. This publication is a rapid action revision. The portions affected by this rapid action revision are listed in the summary of change.

Summary. This regulation defines The Army School System (TASS) and prescribes policy and guidance for TASS particularly as it relates to the operation, support, and accreditation of reserve component TASS institutions. While active proponent schools are referenced throughout this regulation, those policies, guidance, and responsibilities are specifically related to the support and integration of the reserve component TASS institutions.

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

Proponent and exception authority. The proponent of this regulation is the Deputy Chief of Staff, G-3/5/7, Reserve Component Training Integration Directorate. The proponent has the authority to approve exceptions or waivers to this regulation that are consistent with controlling law and regulation. The proponent may delegate this approval authority in writing when activities request a waiver. The proponent may delegate this authority in writing, to a division chief with the proponent agency or its direct reporting unit or field operating agency, in the grade

*This regulation supersedes TRADOC Regulation 350-18, dated 03 April 2007 and Change 1, dated 28 Dec 2007.

of colonel or the civilian equivalent. Activities may request a waiver to this regulation by providing justification that includes a full analysis of the expected benefits and must include formal review by the activity's senior legal officer. All waiver requests will be endorsed by the commander or senior leader of the requesting activity and forwarded through their higher headquarters to the policy proponent.

Management control process. This regulation is subject to the requirements of Army Regulation (AR) 11-2 Managers' Internal Control Program.

Supplementation. Supplementation of this regulation and establishment of command and local forms are prohibited without prior approval from the Reserve Component Training Integration Directorate (ATTG-TRR-R), 3 Bernard Road, Bldg 105, Fort Monroe, VA 23651.

Suggested improvements. The proponent of this regulation is the Reserve Component Training Integration Directorate. Forward comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) through channels to Reserve Component Training Integration Directorate (ATTG-TRR), 3 Bernard Road, Bldg 105, Fort Monroe, VA 23651-1057. Suggested improvements may also be submitted using DA Form 1045 (Army Ideas for Excellence Program (AIEP) Proposal).

Distribution. This TRADOC regulation is available via the TRADOC Homepage <http://www.tradoc.army.mil>.

Summary of Change

TRADOC Regulation 350-18
The Army School System

This rapid action revision, dated 21 July 2010–

- o Changes the summary to focus on The Army School System policy and guidance specifically to how it relates to the operation, support, and accreditation of reserve component TASS institutions.
- o Removes references to Deputy Chief of Staff for Operations and Training and replaces it with Deputy Chief of Staff G-3/5/7.
- o Updates names and responsibilities of Deputy Chief of Staff, G-3/5/7 directorates based on conversion to G-staff and subsequent reorganization.
- o Realigns Army National Guard and U.S. Army Reserve responsibilities in accordance with current organization and mission.
- o Removes Office of the Chief, Army Reserve and Regional Readiness Commands references.
- o Removes Forces Command and Continental United States Army references.
- o Removes all references to Title XI support to The Army School System, including general support provisions for TRADOC Title XI Soldiers (Chapter 2) and use of Title XI personnel in support of The Army School System (Chapter 3).
- o Eliminates Section III Mobilization Training and other related references.
- o Makes U.S. Army Training and Doctrine Command Form 350-18-12-2-E, (paper form) obsolete only for reserve component schools; replaced by Army Training Requirements and Resources System automated pre-execution checklist (para 3-22 a).
- o Changes the Training Coordination Council Workshop process (para 3-15).
- o Updates references, terminology, and organization titles throughout the publication.
- o Removes reference to specific ranks for appeal authorities in the student dismissal and appeals process (para 3-30).
- o Changes the amount of time that training proponents have to respond to course-related waiver requests from 45 days to 30 days from the date of the request. (para 2-5 b (4))

TRADOC Reg 350-18

TRADOC Regulation 350-18 rapid action revision, dated 3 April 2007–

- o Removes references to Deputy Chief of Staff Education and replaces with Reserve Component Training Integration Directorate (para 2-3).
- o Addresses the relationship of Reserve Component Training Integration Directorate and U.S. Army Training and Doctrine Command Quality Assurance Program (para 2-3).
- o Removes references to The Army School System Integration Elements (Chapter 2).
- o Specifies the role of Title XI in reserve component accreditation (Chapter 3).
- o Removes Accreditation policy and procedures covered by Headquarters, U.S. Army Training and Doctrine Command Quality Assurance Office (Chapter 3).
- o Adds appeal process for reserve component students not covered in Army Training and Leadership Development, Army Regulation 350-1 (para 3-32).
- o Removes chapters 5 and 6 incorporating content not governed by component command regulations.
- o Updates references to regulations and field manuals (app A).
- o Adds Appendix C, Quarterly The Army School System Readiness Report from Reserve Component Commands to Headquarters, U.S. Army Training and Doctrine Command, Reserve Component Training Integration Directorate (app C).

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Chapter 1

Introduction

1-1. Purpose

This regulation establishes policy, guidance, and procedures for operation, administration, training and education support, and conduct of The Army School System (TASS), as defined in this regulation (see para 1-4). Forward exceptions to operational procedures for overseas commands (U.S. Army, Pacific (USARPAC) and U.S. Army, Europe (USAREUR)) through the United States Army Reserve Command (USARC) to U.S. Army Training and Doctrine Command (TRADOC), Deputy Chief of Staff (DCS) G-3/5/7, Reserve Component Training Integration Directorate (RCTID).

1-2. References

Required and related publications and prescribed and referenced forms are listed in [appendix A](#).

1-3. Explanation of abbreviations and terms

Abbreviations and terms used in this regulation are explained in the [glossary](#).

1-4. TASS

a. TASS is a composite system made up of Army National Guard (ARNG), U.S. Army Reserve (USAR), and active Army (AA) schools. TASS conducts initial military training (IMT), reclassification training, officer, warrant officer (WO), noncommissioned officer (NCO) and Department of the Army (DA) civilian professional development training, functional training, and education. Training and education are accomplished through standard resident, active duty for training (ADT), inactive duty training (IDT), and distributed/distance learning (DL) courses.

b. See Army Regulation (AR) 350-1, paragraph 1-29 for DA policy regarding TASS.

c. Reserve component (RC) TASS units are functionally aligned and linked to appropriate proponents. The Army proponents include TRADOC proponent schools and:

- (1) U.S. Army John F. Kennedy Special Warfare Center and School (USAJFKSWCS).
- (2) The Judge Advocate General's Legal Center and School (TJAGLCS).
- (3) U.S. Army Medical Department Center and School (AMEDDCS).
- (4) U.S. Army Management Staff College (AMSC).
- (5) U.S. Army Force Management School (AFMS).
- (6) Department of the Army Inspector General (DAIG).
- (7) Civilian Personnel Operations Center (CPOC).

- (8) U.S. Military Academy (USMA).
- (9) U.S. Army Corps of Engineers (USACE).
- (10) U.S. Army Materiel Command (AMC) Schools.
- (11) U.S. Army Criminal Investigation Command (USACIDC).

d. The AA proponents serve as a link to the RC schools to ensure equivalency. This link ensures quality assurance (QA), instructor certification, The Army Training System (TATS) courseware availability, use of the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) curriculum design method, and a DL strategy. The TATS courseware ensures that all Army Soldiers, regardless of component, receive the same critical task instruction, regardless of which TASS institutions conduct the training or education.

e. TASS training and education missions are validated during the Structure Manning Decision Review (SMDR) process, reflected in the Army Program for Individual Training (ARPRINT), and documented in Army Training Requirements and Resources System (ATRRS). Training and education missions are fully resourced through a deliberate cross component (AA, ARNG, and USAR) affiliation program.

f. Some TASS institutions and units focus on education as the primary method of instructions while others may focus on training. Many TASS units use a combination of both methods of instructions through a variety of courses. For the purposes of this regulation, the term "training" may be used throughout as a generic term to also include policy and guidance that applies equally to educationally focused units, institutions, and courses. Learning objectives should be substituted for critical tasks where applicable.

1-5. TASS organization

a. DCS G-3/5/7. Paragraph 2-2 of this regulation delineates responsibilities for the DCS G-3/5/7. This organization is located at Headquarters (HQ), TRADOC and staffed by AA, ARNG, and USAR personnel.

b. RCTID. Paragraph 2-3 of this regulation delineates duties for RCTID. This organization is located at HQ, TRADOC and staffed by AA, ARNG, and USAR personnel.

c. Proponents. TRADOC Regulation (TR) 350-70 and AR 350-1 prescribe policy for proponents.

d. States' The Adjutant General (TAG). Command responsibility for ARNG units is vested in the state and territorial governors who execute their responsibilities through TAGs. State TAGs provide command and control of the ARNG TASS activities within their state/territory.

e. USAR Training Command (TASS) provides command and control through the divisions of USAR TASS schools.

f. TASS training regiments (REGTs)/brigades (BDEs): functional alignment is provided (see figure 1-1).

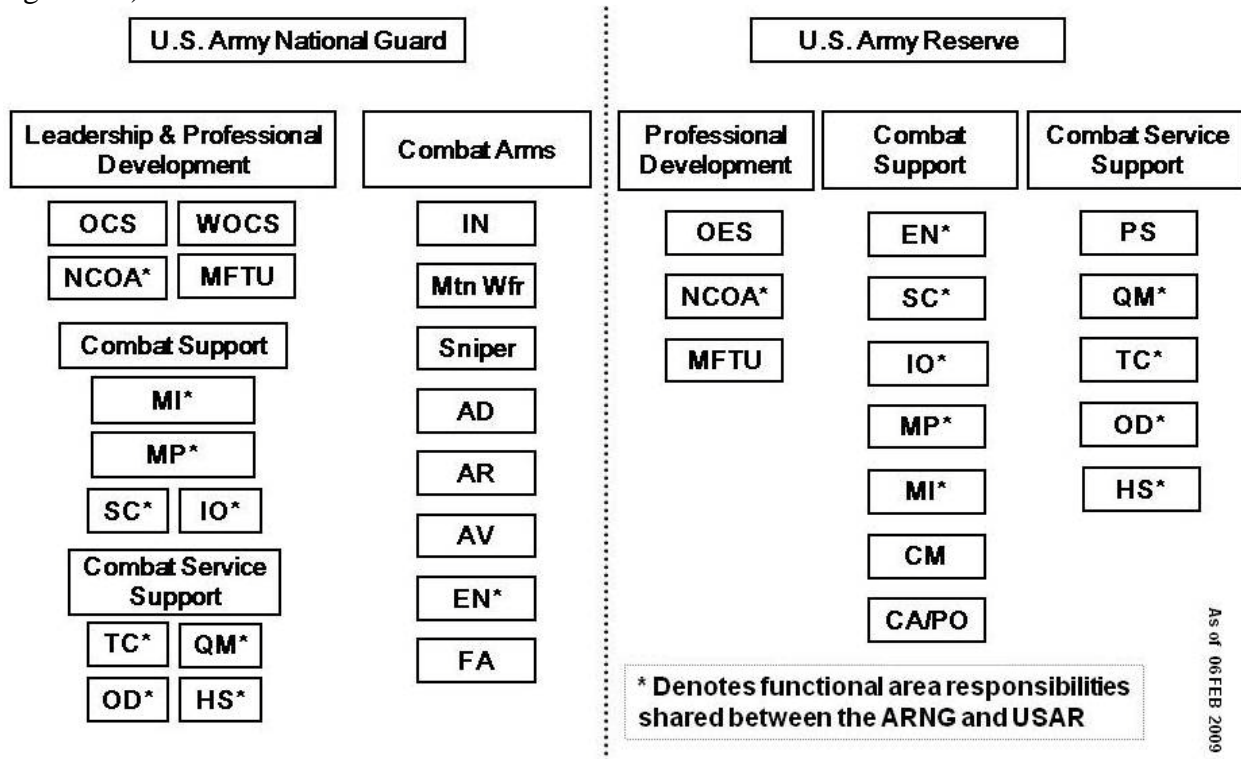


Figure 1-1. RC TASS functional alignment

(1) ARNG regional training institutions (RTIs) are subordinate to the TAGs and are responsible for their aligned ARNG TASS battalions (BN).

(2) USAR TASS BDEs are subordinate to the 80th Training Command (TASS) Divisions with responsibility for aligned USAR TASS BN. USAR Noncommissioned Officer Education System (NCOES) and Officer Education System (OES) BNs are subordinate to the 84th Training Command.

g. Multifunctional training units (MFTU) are located outside the continental United States (OCONUS). These TASS training units present unique situations because of their lack of proximity to other training facilities. They offer officer and noncommissioned officer professional development courses and military occupational specialty – transition (MOS-T) to all components of the Army and must conduct most of this training and education on their own. Because of the broad mission, MFTUs are not directly affiliated with any one proponent school, but are subject to the same accreditation standards as other TASS institutions. MFTUs follow the operational procedures and requirements of this regulation.

(1) USAR MFTUs are located in Germany, Hawaii, and Puerto Rico and are under the command and control of U.S. Army Reserve Command (USARC).

(2) ARNG MFTUs are located in Puerto Rico/Virgin Islands, Alaska, and Hawaii/Guam, and are subordinate to their respective TAGs.

h. TASS training BNs and regional training site maintenance (RTSMs) are proponent accredited schools responsible for functionally aligned instruction.

(1) ARNG and USAR RTSMs are functionally aligned with and accredited by the ordnance proponent quality assurance office (QAO).

(2) USAR high tech RTSMs (HTRTS-M) are functionally aligned with and accredited by the signal proponent QAO. The signal proponent QAO will coordinate with ordnance proponent QAO/quality assurance element for ordnance courses taught at the HTRTS-Ms.

i. TRADOC proponent schools and proponent school NCO academies provide proponent-approved course material, assistance, accreditation, and instructor certification.

j. U.S. Army Medical Command (MEDCOM) schools provide proponent-approved course material, assistance, accreditation, and instructor certification.

k. AMC schools provide proponent-approved course material, assistance, accreditation, and instructor certification.

l. U.S. Army Special Operations Command (USASOC) schools, USAJFKSWCS provide proponent-approved course material, assistance, accreditation, and instructor certification.

m. Defense Information School is a field activity of the Assistant Secretary of Defense (Public Affairs) and provides Public Affairs and visual information training for the U.S. Department of Defense (DOD).

Chapter 2

Responsibilities

2-1. Commanding General (CG), TRADOC

CG, TRADOC will:

a. Serve as the Army's proponent for training and leader development and education (LD&E).

b. Serve as the Army's executive agent for accrediting all Army institutions conducting training and LD&E.

c. Serve as the proponent/program manager for the Army quality assurance program.

d. Serve as the Army executive agent for TASS and its accreditation.

- e. Establish, develop, and provide training and education programs, instructional support materials, and criteria for course standardization, and accreditation standards for TASS.
- f. Enforce requirements for functional alignment of TASS BNs with TRADOC proponent schools.
- g. Establish the accreditation policy for TASS.
- h. Identify, document, and develop TASS mobilization missions.

2-2. Deputy Chief of Staff, G-3/5/7

Deputy Chief of Staff (DCS), G-3/5/7 will:

- a. Serve as the TRADOC proponent for individual training and education.
- b. Serve as Headquarters, Department of the Army (HQDA) executive agent for the Army distributed/distance learning program (ADLP) implementation.
- c. Serve as the proponent for the staff and faculty development program and common training within the proponents and Army training centers.
- d. Develop policy for the development, implementation, and management of individual training and education.
- e. Ensure implementation and institutionalization of TASS within the Army.
- f. Provide policy and guidance on workload management procedures.
- g. Provide resources to proponents to execute workload.
- h. Publish TASS requirements and identify and document policy guidance.

2-3. DCS, G-3/5/7 staff directorates

- a. Director, RCTID.
 - (1) Serve as the executive agent for the implementation of TASS within the RC. In coordination with the DCS, G-3/5/7, develop and publish policy, plans, and programs to meet the Army's individual training and education requirements.
 - (2) Manage the implementation and institutionalization of TASS within the Army.
 - (3) Manage, maintain, coordinate, and update TASS policies and standing operating procedures (SOPs).

- (4) Coordinate policies and requirements between HQ, TRADOC elements, National Guard Bureau (NGB), USARC, and proponent schools.
- (5) Provide support and assistance to TRADOC QA accreditation program for RC TASS institutions.
- (6) Establish and maintain data for determining significant trends and tracking issues. Provide data on RC institutional trends and findings to DCS, G-3/5/7 and proponents, as required.
- (7) Serve as subject matter expert (SME) to CG, TRADOC on TASS-related matters. Respond to RC individual training and education information requests by HQDA and CG, TRADOC, coordinated with Training Operations Management Activity (TOMA), Generating Force Training Directorate (GFTD), QAO, NGB, and USARC.
- (8) Resolve TASS accreditation and implementation issues.
- (9) Assist with the application of ADLP courseware and facilities in the presentation of TATS courses by RC schools in support of TASS with NGB and USARC.
- (10) Facilitate ADLP implementation by resolving RC facility support and fee-for-use issues at locations where digital training facilities from one component are required to support all Army training.
- (11) Approve/disapprove waivers for TATS Courseware (TATS-C) exemptions.
- (12) Analyze data and provide summary statistics that measure the performance of TASS using data from the TASS readiness report ([appendix C](#)).
- (13) Serve as the executive agent for the Training Coordination Council Workshop (see [para 3-15](#)).

b. Director, TOMA will:

- (1) Manage training ammunition for the TASS through planning, programming, and execution cycles. Maintains and provides the status of training ammunition and prioritize distribution to TASS based on availability and Army needs.
- (2) Based on projected mobilization training requirements provided by HQDA, G-1 and in coordination with schools/USATCs, develop a fiscal year mobilization Army Program for Individual Training (MOB ARPRINT) which projects potential course input requirement for the expanded training base during mobilization; manage training and training support requirements during mobilization.
- (3) Coordinate USAR Training Command (initial entry training (IET)) augmentation of IET mission.

c. Director, GFTD will:

(1) Develop policy and initial training strategies, provide oversight, and recommend resource priorities for enlisted IET and Army functional training programs.

(2) Provide plans, policy, and oversight for training and education development and staff and faculty development.

(3) Develop and recommend resource priorities for leader development training and education for officer, WO, NCO, and civilian education systems (CES).

(4) Provide systematic plans, policy, and oversight for ADLP.

2-4. Commander, Army Training Support Center (ATSC)

Commander, ATSC will:

a. Manage the TRADOC TATS courseware reproduction and distribution to school codes authorized to teach the courses. Refer to TR 350-70 for information on ATSC storage of TATS-C in the digital library.

b. Support the proponent school's development, management, and distribution of AdLP courseware.

c. Serve as the proponent for instructor certification.

2-5. Proponent commandants

a. Army training and leader development proponents include TRADOC subordinate proponent schools, USAJFKSWCS, TJAGLCS, AMEDDCS, AMSC, AFMS, DAIG, CPOC, USMA, USACE, AMC Schools, and USACIDC. Proponent will:

(1) Develop courses based on established training and education goals and objectives, as well as the duties, responsibilities, and missions their graduates will be assigned.

(2) Train, develop, and evaluate leaders in technical and tactical tasks that focus on missions for the size or type units to which graduates will be assigned.

(3) Provide progressive and sequential training and education.

(4) Provide leader, technical, and tactical training and education that affords Soldiers and DA civilians an opportunity to acquire the skills and knowledge needed to perform more complex duties and missions of greater responsibility.

(5) Develop, produce, store, maintain, and distribute training and education support products to institutions, units, and individuals.

b. The commandants are responsible for training, education, and doctrine within their assigned proponent areas. Proponents will:

(1) Accredite functionally aligned TASS training institutions to ensure they meet training and education standards.

(2) Share subject matter proficiency with functionally aligned school battalions and OCONUS MFTUs.

(3) Execute TRADOC policy for certifying instructors.

(a) RC instructors will not be required to travel from their unit locations to the proponent school for the certification process (that is, appearing for certification boards or performing on-the-job training).

(b) Proponents may require that RC instructor candidates attend prerequisite certification courses which may be offered at the proponent school.

(c) Certification must be attainable in one TATS year in accordance with (IAW) TR 350-70.

(4) Approve/disapprove course-related waiver requests and provide response within 30 days of request.

(5) Plan, program, and budget funds and other resources required to develop products/materials and QAO accreditation mission of RC TASS schools.

(6) Provide proponent-specific training and education to functionally aligned RC TASS school personnel.

(7) Keep NGB, USARC, state TAG/USAR TASS commands, functionally aligned schools, and ATSC informed of unforecasted changes to courseware.

(8) Submit Training Requirements Analysis System (TRAS) documents IAW TR 350-70.

(9) Support the training coordination council workshop (TCCW) in accordance with [para 3-15](#).

(10) In coordination with NGB and USARC, resolve capacity issues before the SMDR. Refer unresolved issues to the council of colonels (COC)/general officer in-progress review (GOIPR) during the SMDR.

(11) In coordination with NGB and USARC, attend the SMDR to represent the courses under their proponentcy.

(12) Address NGB, USARC, and the appropriate school, with any issues elevated to the COC/GOIPR.

2-6. Commander, Human Resources Command (HRC)

Commander, HRC will:

- a. Identify training, education, and budget requirements, obtain training allocations, and issue orders for training AA Soldiers.
- b. Ensure AA Soldiers are eligible to attend the identified RC TASS courses.
- c. Request and manage quotas and publish orders for all AA personnel to attend TATS courses (excluding Warrior Leader Course) at RC schools.
- d. Request quotas and publish orders for all AA Soldiers to attend appropriate training.
- e. Identify training, education and budget requirements, obtain training allocations, and issue orders for training individual mobilization augmentee (IMA) and individual ready reserve (IRR) Soldiers.
- f. Ensure IMA/IRR Soldiers are eligible to attend the identified course and are properly attached to the parent TASS battalion for the duration of courses.
- g. Request and manage quotas and publish orders for all USAR officers/WOs to attend TATS OES/WOES courses.
- h. Request quotas and publish orders for all IRR and IMA Soldiers to attend appropriate courses.
- i. Provide timely responses to requests for attachment orders to USAR TASS battalions.
- j. Manage officer and WO professional development education (PDE).
- k. Manage all IRR/IMA PDE requirements.

2-7. Commander, Combined Arms Center/Combined Arms Support Command

Commander, Combined Arms Center/Combined Arms Support Command will:

- a. Accredit proponent schools.
- b. Provide a master accreditation schedule to TRADOC QAO.
- c. Support QAO accreditation of MFTUs and NCO academies.

2-8. Director, Army National Guard (ARNG) Directorate (NGB)

Director, ARNG Directorate NGB will:

- a. Resource and provide oversight and SMEs to ARNG schools through the TAGs.
- b. Provide appropriate guidance and management oversight of all ATRRS functions within the ARNG.
- c. Serve as ARNG executive agent for the TCCW process in accordance with [para 3-15](#).
- d. Resource ARNG active guard reserve (AGR) elements of RCTID.
- e. Identify and validate ARNG requirements in Total Army Centralized Individual Training Solicitation (TACITS) process and enter requirements into ATRRS IAW AR 350-10.
- f. Mission and resource ARNG TASS schools to support individual requirements identified in the ARPRINT.
- g. Assist in the analysis, design, development, implementation, and evaluation of TATS courses and accreditation of TASS schools IAW TR 350-70.
- h. Ensure instructor training is available to functionally aligned TASS instructors.
- i. Maintain instructor data and ensure instructor scheduling as directed in [appendix C](#) of this regulation.

2-9. Commander, U.S. Army Reserve Command

Commander, USARC will:

- a. Resource and provide oversight to USAR schools and SMEs through the training commands.
- b. Provide appropriate guidance and management oversight of all ATRRS functions within the USAR.
- c. Serve as USAR executive agent for the TCCW process, see para 3-15.
- d. Resource USAR AGR elements of RCTID.
- e. Identify and validate USAR training requirements in TACITS process and enter requirements into ATRRS IAW AR 350-1.
- f. Ensure USAR students meet prerequisites, are attached to TASS schools, and remain in classes through course completion.
- g. Ensure unit commanders submit applicable training waiver requests prior to issuing orders.

h. Ensure all USAR Soldiers travel for training with confirmed ATRRS reservations and travel orders. Orders must be in the Soldiers' possession a minimum of 30 days prior to their reporting date. Exceptions are granted for Soldiers upgraded from "wait" to "reserved" status in ATRRS.

i. Mission and resource USAR TASS schools to support individual requirements identified in the ARPRINT.

j. Assist in the analysis, design, development, implementation, and evaluation of TATS courses and accreditation of TASS schools, IAW TR 350-70.

k. Ensure instructor training is available to functionally aligned TASS instructors.

l. Maintain instructor data and ensure instructor scheduling as directed in [appendix C](#) of this regulation.

2-10. State The Adjutant General

State TAG will:

a. Command and control assigned TASS institutions.

b. IAW their TASS mission, provide all instruction by ARNG forces within their state.

c. Resource subordinate units to support individual training requirements identified in the ARPRINT.

d. Ensure ARNG Soldiers meet prerequisites, are attached to TASS schools, and remain in classes through course completion.

e. Ensure unit commanders request any applicable waivers prior to issuing orders.

f. Ensure all ARNG Soldiers travel for training with a confirmed reservation in ATRRS and proper orders. Orders should be in the Soldier's possession a minimum of 30 days prior to their reporting date. Exceptions are Soldiers upgraded from wait to reservation status in ATRRS.

2-11. Commanders, OCONUS Commands (USAREUR and USARPAC)

Commanders, OCONUS Commands (USAREUR and USARPAC) will:

a. Operate the USAR TASS MFTUs under their commands in consonance with the procedures described herein.

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

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

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

e. Coordinate with appropriate proponent schools for all RC institutional training and education matters in their area of responsibility.

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

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

2-12. Commander, U.S. Army Special Operations Command

Commander, USASOC will:

a. Identify training requirements and obtain training allocations for USASOC Soldiers.

b. Ensure USASOC Soldiers meet prerequisites, are attached to TASS school, and remain in classes through course completion.

c. Support the TCCW in accordance with [para 3-15](#).

2-13. Commanders, U.S. Army Reserve Training Command

Commanders, USAR Training Command will:

a. Provide command and control of USAR TASS divs/BDEs.

b. Serve as USAR individual training and education focal point.

c. Coordinate equipment and other instructional product availability, based on resource requirements in the program of instruction (POI).

d. Resource subordinate units and troop program unit (TPU) Soldier requirements to support individual requirements identified in ARPRINT.

e. Support the TCCW in accordance with [para 3-15](#).

f. Ensure all instructors meet instructor qualifications and certification requirements set by the proponent.

g. Maintain instructor data and ensure instructor scheduling as directed in [appendix C](#) of this regulation.

2-14. Commanders, TASS Training Regiments/Brigades

Commanders, TASS REGTs/BDEs will:

a. Exercise command and control or coordinating authority and provide guidance, oversight, missioning, and support to school battalions, as appropriate.

- b. Maintain coordination with functionally aligned proponents and implement changes in courses as soon as possible, not to exceed one year, for courses not requiring changes in resources. Ensure correct prerequisites are listed in ATRRS and submit errors to RCTID for review and forwarding to the proponent school, if necessary.
- c. Coordinate and cooperate with evaluation and accreditation teams.
- d. Establish standing operating procedures (SOP) for operations and training support for the school BNs and training sites.
- e. Maintain instructor data and ensure instructor scheduling as directed in [Appendix C](#) of this regulation.
- f. Support the TCCW in accordance with [para 3-15](#).

2-15. Commanders, multifunctional training units

Commanders, MFTUs will:

- a. Maintain communication/coordination with appropriate proponents to ensure standards are maintained.
- b. Perform all responsibilities of TASS battalions, as shown in para 2-17.
- c. Establish SOP for operations and support for the school BNs and training sites.

2-16. Commanders, TASS battalions

Commanders, TASS training BNs will:

- a. Coordinate and cooperate with QA evaluation teams.
- b. Ensure all instructors meet instructor qualifications and certification requirements set by the proponent IAW TR 350-70.
- c. Schedule and conduct classes based on the ARPRINT and the training resource arbitration panel (TRAP).
- d. Order instructional support materials.
- e. Actively supervise, monitor, observe and evaluate instruction/instructors at all sites under their coordinating authority. Assist proponent school in the certification of instructors.
- f. Ensure course managers/branch chiefs, or other qualified staff in the appropriate career management field (CMF), evaluate all instructors, and maintain those records IAW TR 350-70. Forward a copy of the instructor's evaluation results to the instructor.

g. Enter schedules for all courses, quotas, and student dates into ATRRS. Student and graduation data must be entered IAW AR 350-10.

h. Report unresolved issues, in memorandum format, through the chain of command, with copy furnished to RCTID.

i. Maintain administrative and operational accountability of support documentation for accreditation.

j. Perform TASS BN-level ammunition management IAW AR 5-13 and TR 350-8.

k. Submit requests for waivers directly to the proponent school or appropriate agency.

(1) Waiver requests should be submitted NLT 90 days prior to the course start date, particularly if waiver disapproval may result in course cancellation, rescheduling, or relocation.

(2) Waivers must be submitted in time to allow proponents 30 days to process and respond to the request (para 2-5b(4)).

(3) If the waiver request is disapproved by the proponent and results in class cancellation, approved class cancellations will be announced no later than 46 days before the class start date and posted in ATRRS. See AR 350-1 (para 3-2 g) for further guidance.

l. Coordinate requirements with RC support office, or appropriate agency of training installations.

m. Establish SOP for operations and support for the school BNs, companies, and training sites.

n. Perform/submit self-assessments IAW TRADOC QAO policy and guidance.

o. Maintain instructor data and ensure instructor scheduling as directed in [appendix C](#) of this regulation.

p. Support the TCCW in accordance with [para 3-15](#).

Chapter 3 TASS Management

Section I Procedures

3-1. General

This chapter contains general policies and administrative procedures for the operation, administration, and support of TASS. The procedures herein are applicable to individual institutional training. Forward exceptions to the operational procedures in this regulation to HQ, TRADOC, RCTID (ATTG-TRR-R), 3 Bernard Road, Fort Monroe, VA 23651-1001.

3-2. Institution standing operating procedures

TASS schools must develop and maintain SOPs which include, at a minimum, policy and procedures for the following:

- a. Verifying student prerequisites.
- b. Ensuring students, staff, and faculty comply with AR 600-9.
- c. Test control and accountability.
- d. Student in-processing and out-processing.
- e. Student disenrollment and appeal process.
- f. Preparation and distribution of student guides.
- g. Refresher and remedial training and education requirements.
- h. Resourcing
- i. Ensuring safety and conducting risk assessment.
- j. Sexual harassment/equal opportunity/sexual assault policies and procedures.
- k. Student attendance, counseling, and maintenance of classroom records.
- l. Environmental compliance.
- m. Instructor qualifications, certifications, and evaluations.
- n. Self-assessment process.
- o. Waiver request procedures.

p. Staff and faculty development program (IAW TR 350-70).

3-3. Soldier safety and force protection

Reference TR 350-10, TR 350-70, TR 385-2, and Field Manual (FM) 7.0.

3-4. Risk assessment and management

Reference TR 350-10, TR 350-70, TR 385-2, and FM 5-19.

3-5. Conduct of institutional training and education

a. Prerequisites for each course are published in DA Pam 611-21, the course management plan, and ATRRS. Student qualification in prerequisite tasks is the individual's and unit commander's responsibility.

b. Schools will present training and education as designed and approved by the proponent. This ensures tasks and learning objectives are taught at the appropriate skill level to the standards prescribed for each course.

c. Student learning and instructors.

(1) School staffs and faculties will supervise and support the training, education, and development of each student. Schools will provide facilities to accommodate after-hours study requirements for students.

(2) Qualified, experienced, and certified instructors conduct and supervise student learning. Student to instructor ratios will be IAW POI and the course management plan (CMP) requirements. Ratios will be sufficient to ensure student control, safety, and supervision.

(3) Instructors will provide students with progressive and sequential learning, as designed and approved by the proponent; accurate student performance measurements and/or assessments, and with timely feedback.

(4) TASS commanders will ensure the fair treatment of Soldiers in accordance with TR 350-6, paragraph 3-26. Soldiers attending MOS-T training for reclassification will be afforded the same privileges as permanent party members of equal grade and will be treated with the dignity and respect due their grade. The TASS BN commander determines specific privileges, based on such factors as grade, performance, self-discipline, motivation, and conduct. Permanent party privileges include: training area/on-post pass, off-post pass, overnight pass, wearing of civilian clothes during nontraining hours, cell phones, pagers, electronic devices, drive or ride in privately owned vehicles, alcohol use for Soldiers of legal age, and tobacco use.

(5) ATRRS, the system of record, determines report date and times. TASS institutions will not alter the report date. The window for reporting will be no less than a full day. TASS institutions will include after-duty phone numbers in their welcome letters or ATRRS school header screens for Soldiers arriving after normal duty hours.

d. There will be occasions when TASS BNs are requested to conduct courses for which TRADOC or the other proponents have not developed and distributed courseware. The requirement for TASS BNs to conduct training only with proponent-approved courses remains in effect. Procedures for TASS battalion development and proponent approval of such courseware are found in TR 350-70.

e. The situation may arise where a TASS battalion is unable to conduct a course under its school code. If the course is essential to unit readiness, it may become necessary for another component to assume the mission. If this occurs, the following guidelines apply:

(1) The TASS BN responsible for the conduct of the course, or the BN's chain of command, may grant permission for another component to conduct the course.

(2) When approved, the course will be loaded in ATRRS under the school code conducting the course, on a one-time basis.

(3) The AA proponent school may grant a one-time authorization to a different component to teach a course if circumstances warrant. Permanent or multiple authorizations require TRADOC G-3/5/7 approval.

(4) The component given the authorization to teach the course is responsible to verify instructor certifications and enforce standards.

3-6. Military occupational specialty-transition (reclassification)

a. MOS-T (reclassification) courses have non-MOS-specific (for example, common core) tasks removed by the proponent, as Soldiers attending these courses have already completed IMT and do not need to repeat basic Soldiering training. AA Soldiers may attend training at TASS BNs if the BN is accredited and teaching TATS-C delivered in ADT mode.

(1) As appropriate, use MOS-T courses approved by TRADOC (proponent commander), AMEDDCS, or USAJFKSWCS.

(2) Teach all critical tasks in the approved POI. In circumstances that preclude a task being taught to published standards (such as equipment nonavailability), the training BN must obtain an exception to policy from the training proponent prior to conduct of training. The TASS BN will prepare and distribute DA Form 1059, IAW AR 623-3. Retain a copy at the TASS BN IAW AR 25-400-2.

b. TASS BN MOS-T courses may be taught in an IDT mode, an AT/ADT mode, DL, or a combination thereof, as specified in the POI.

c. Except for AMEDDCS, successful completion of a TASS MOS-T course qualifies an individual for award of the MOS/area of concentration (AOC). Complete all phases of multi-

phase courses prior to awarding a MOS. Students enrolled in MOS/AOC courses must be qualified for MOS/AOC award (except for pending clearances) IAW the ATRRS screen, prior to attending.

d. For AMEDDCS courses, the Academy of Health Sciences (AHS) diploma awarded upon successful completion of the course certifies the mandatory formal training, required by DA Pam 611-21, has been completed and is the basis for award of the MOS.

3-7. The Army Training System Course

a. TR 350-70 provides guidance on the analysis, design, development, requisition, implementation, and evaluation of TATS courseware.

b. A TATS course is a single course designed to train the same MOS/AOC skill level or additional skill identifier (ASI), language identifier code (LIC), and skill qualification identifier (SQI) within the Army. It also includes MOS-T (formerly known as reclassification) Army leadership, functional, and professional development courses. The TATS course structure (phases, modules, tracks, lessons, and tests) and media ensure standardization by training all Soldiers, regardless of component, on course critical tasks to task performance standard. Method of presentation and conditions may vary IAW TR 350-70.

c. Proponent school TATS courseware training developers will ensure MOS-T courseware contains only MOS-specific critical tasks, as Soldiers who are reclassifying do not need to repeat IMT skill sets.

3-8. Instructor qualification and certification

a. The proponent commandant certifies instructors IAW TR 350-70 and proponent-specific requirements contained in appropriate course management plans. Proponent school will ensure all instructor certification requirements can be accomplished within one TATS training year. The proponent will provide certification documentation.

b. TASS institutions will maintain instructor certification documents IAW local SOPs and the certification/accreditation authority requirements.

c. TASS institutions using borrowed instructors are not required to recertify borrowed instructors and are required to possess only the proponent school certificate for the course instructed.

3-9. Instructor grade and experience requirements

AR 614-200, DA Pam 611-21, TR 350-10, and appropriate CMP provide guidance for instructor grade and experience requirements.

3-10. Instructional products and training aids requisitioning

a. ATSC or the Reimer Digital Library (RDL) will furnish instructional products. The AA, ARNG, and USAR will document resource requirements and the organizations providing resources. Resource data will be shown by school name and course by the unit identification code (UIC). The resource requirements will be for the execution year. USARC and NGB will report any changes to fiscal year school missions that occur as a result of TRAP to the Army G-3.

b. Instructional products from three distinct sources support TASS BNs:

(1) The visual information/training support center (VI/TSC) system. Instructional aids, devices, and visual information products and equipment, although often required in the conduct of courses, are not included in instructor or student sets, and are not provided by ATSC or RDL. Request these items on a loan basis from the appropriate VI/TSC. All TASS BNs will establish and maintain accounts with the VI/TSC serving their geographic location. Examine courseware products for required training aids, devices, simulators, and simulations (TADSS). Requests for such items will be made in sufficient time to support scheduled classes. Note that VI/TSC loans are made on a first-come, first-served basis. Adequate prior planning and coordination are essential to ensure responsive support. TASS BNs will maintain copies of DA Pam 350-9 and TRADOC Pam 350-9 in their libraries.

(2) The DA administrative publications system. Some courses still require DA publications as instructor resources and/or as student texts. Such DA publications are not included in course instructor/student sets and must be requisitioned separately. All TASS BNs will establish accounts with the U.S. Army Publications Distribution Center, St. Louis. AR 25-30 and DA Pam 25-33 outline procedures to establish and use DA publication accounts. Examine courseware products for required TADSS. Request needed courseware products in sufficient time to support scheduled classes.

(3) Courseware reproduction/distribution system.

(a) Reproduction and distribution of TATS courseware are requirements-based, driven by the ARPRINT and TRAP requirements. ATSC reproduces and distributes courseware based on user requests received during established requisitioning windows for IDT and AT as follows-

- 1 February - AT requisitions due to ATSC for Warrior Leader Course, advanced leader course (ALC) common leader, phase I, ALC/senior leader course (SLC) phase II, first sergeants course, and chemical, biological, radiological, and nuclear (CBRN) defense.
- 1 November - AT requisitions due to Directorate of Distance Education (DDE)/intermediate level education (ILE) for ILE and Combined Arms Exercise (CAX). DDE will forward to ATSC.
- 1 June - IDT requisitions due to ATSC for ALC common leader, phase 1/SLC phases, and CBRN defense.

- 1 April - IDT requisitions due to DDE for ILE. DDE will forward to ATSC.

(b) For Army Basic Instructor Course, Small Group Instructor Training Course, and Systems Approach to Training Basic Course, submit requests through Commander USATSC (DLC-S), Fort Eustis, VA 23604-5166.

(c) All courseware user requirements are submitted using TRADOC Form 350-18-1-R-E. Forward all requisitions through appropriate channels to ATSC (TMSD-T). TRADOC Form 350-18-1-R-E completion instructions see [appendix B](#); for requisition procedures, see sec 3-11g.

(d) ATSC must receive all courseware requisitions prior to the close of the appropriate requisition window. At the close of each window, ATSC consolidates the requirements, by course, into basis-of-issue plans (BOIP). The BOIP determine how many courseware sets will be distributed.

(e) Submit requisitions to Commander, ATSC (ATIC-TMSD-T), Bldg. 1542, Fort Eustis, VA 23604-5168, DSN 927-5066/5072, Comm (757) 878-5066/5072.

(f) Proponents may choose to reproduce, distribute, and manage TATS-C material. The courseware can be multimedia and may involve distribution over video teletraining (VTT) or the Internet. Proponents will distribute courseware in response to the BOIP, published by ATSC. ATSC and responsible training proponents distribute courseware so the products will be on hand prior to the course start date.

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

c. Initiate requisitions for course materials, for a particular phase or module, per the TATS course structure and the CMP implementation guidance; for example, a normal two-phased course, ADT phase/module, do not order at the same time as the IDT phase. Order each phase separately using TRADOC Form 350-18-1-R-E.

d. TAG/TASS commands will:

(1) Identify and requisition all instructional products needed to conduct required classes in sufficient time to receive prior to class start dates.

(2) Establish and maintain accountability for all products received.

(3) Cross-level all available products prior to forwarding requisitions.

(4) Identify, retain, conserve, cross-level, and share all instructional products.

e. Specific courseware responsibilities:

(1) Training proponents will monitor courseware issues and assist ATSC and TASS REGTs/BDEs to resolve problems/issues concerning courseware requisitioning and delivery.

(2) TASS REGTs/BDEs will:

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

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

(3) TASS BNs/companies will:

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

(b) Provide courseware inventories, as directed by TASS REGTs/BDEs.

(c) Establish test control procedure for test control officer/NCO (TCO/TCNCO) that supports AR 380-5 and TRADOC test control memorandum.

(d) Provide training proponents and ATSC with orders or memorandums appointing the TCO/TCNCO, and a DA Form 1687 authorizing the TCO to request test material.

(e) Requisition test material on a separate TRADOC Form 350-18-1-R-E.

(f) Issue tests for courses upon request and IAW TRADOC PAM 350-70-5.

(g) Maintain an account with proponent or ATSC for test material. Failure to comply will result in nonsupport of testing products.

(h) Establish a test control account for TATS course testing material in accordance with proponent guidelines.

f. Account establishment/maintenance.

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

(2) Update and submit DA Form 1687 by 1 October of each year. Immediately submit a new form when personnel, address, or other changes occur which affect the DA Form 1687. Immediately notify ATSC of changes to point of contact (POC), telephone numbers, and addresses, in order to ensure timely and efficient shipment of courseware.

g. Requisitioning procedures.

(1) Use TRADOC Form 350-18-1-R-E ([appendix B](#)) to request courseware for both IDT and AT phases.

(2) TASS REGT/BDE must forward out-of-cycle requisitions to ATSC, 60 days prior to scheduled class start date.

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

(4) Instructor sets, in their entirety, are accountable/recoverable items, as are some student materials. If a course has been taught by TASS school code in the preceding 3 years, requisitions for additional instructor sets/materials and recoverable student materials must be justified based on increased student load and/or additional instructors. Justification for additional or replacement recoverable materials must be forwarded with the TRADOC Form 350-18-1-R-E.

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

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

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

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

h. Inventory and cross-leveling procedures.

(1) Schools will inventory all courseware quarterly and copy-furnish TASS REGTs and BDEs.

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

(3) TASS REGTs/BDEs will supervise the cross-leveling of courseware within their regions and will report, as necessary, to ATSC any excess materials for cross-leveling among other regions. ARNG TASS SMEs will provide guidance on cross leveling within their CMF.

3-11. Reproduction and distribution

See AR 350-1. The TRADOC goal is to maximize technology; therefore, courseware will be provided in digital format when possible.

3-12. Test control procedures

See TRADOC Pam 350-70-5.

3-13. Attendance register

- a. Purpose is to track attendance for pay.
- b. Each training site will maintain student attendance by using the ATRRS class roster (R2) or TRADOC attendance record (TRADOC Form 270-R-E, figure 3-13). Distribution will include:
 - (1) Original to TASS BN HQ.
 - (2) Copy for instructor's records.
 - (3) Copy in the visitor folder in each classroom (ATRRS class roster (R2))
 - (4) Copy for individual's unit of assignment, if applicable.

INSTITUTIONAL ATTENDANCE REGISTER (For use of this form see TRADOC Reg 350-18)				DATE _____	
				PAGE ____ OF ____	
TYPE OF ASSEMBLY (CHECK ONE) ___ SINGLE ___ MULTIPLE (2)		ASSEMBLY CONDUCTED (CHECK ONE) ___ STUDENT ___ STAFF/FACULTY		HOURS	COURSE
RCTI (School, Academy, RTS, etc.)			Address (Class location)		
SIGNATURE (SIGN IN/OUT)	NAME (TYPED OR PRINTED)	RANK	MOS	ADDRESS (UNIT OF ASSIGNMENT)	
IN					
OUT					
IN					
OUT					
IN					
OUT					
IN					
OUT					
IN					
OUT					
IN					
OUT					
IN					
OUT					
IN					
OUT					
The above attendance is certified correct					
Typed or printed Name, Grade and Title			SIGNATURE		
TRADOC FORM 270-R-E, (FEB 2007) Previous editions are obsolete					

Figure 3-13. TRADOC Form 270-R-E sample

3-14. Maintenance of training support records

Maintain training support records at each school code site, as required by the proponent school.

3-15. Training Coordination Council Workshop

a. The TCCW is a semiannual individual training requirement determination and confirmation process hosted by TRADOC and supported by USARC and ARNG.

(1) The TCCW is conducted on a CMF, course-by-course basis to compare training requirements against the total RC TASS training capacity and cross-leveled between components, as required.

(2) These workshops provide a venue for both the TRAP and TACITS processes to be completed prior to final validation by each component. TACITS results are provided for the current fiscal year plus 4 (4 years out) in support of the SMDR. TRAP results support training execution in the current FY.

b. Responsibilities:

(1) Proponents: During the TCCW, proponents will be prepared to address course currency and equivalency issues, future courseware changes, accreditation issues, and present new schoolhouse information to the field.

(2) TASS Schools: Prior to the TCCW, TASS schools will coordinate with proponent schools to identify and resolve major capability discrepancies. TASS RC institutions will resolve major training capability discrepancies with their Training Commands (TASS) (Leader Readiness)/State HQ, and USARC/NGB.

(3) Reserve Components (USARC and NGB) will ensure that training directorate representative, including SMEs, are prepared to participate in the TCCW by providing accurate capabilities through ATRRS. Component representatives will be prepared to prioritize and negotiate intercomponent cross-leveling of requirements and capacity to include AA MOS transition requirements as provided by HRC and HQDA.

(4) The ATRRS summary sheet (SUMSHEET Report) is the primary working document for the TCCW. It records the training and education requirements and variable course data required to develop the ARPRINT.

(5) The Army must fully utilize the entire existing TASS base capacity for constrained courses. If AA schools within TASS are unable to accommodate projected load, they must recommend alternative solutions. Part of the analysis should include an analysis of reserve institutions as a means to accommodate active component requirements that exceed proponent capabilities. Proponents will identify constrained courses. TASS institutions will determine the number of iterations.

3-16. Army Training Requirements and Resources System

a. ATRRS is an automation system that directly supports the TCCW and SMDR process. The system generates the ARPRINT, which is the mission and resourcing document for the Army training base. ATRRS provides the tool that permits personnel, resource, and training managers (representing Army staff, field agencies, and training Army commands) to size the training base and to schedule and reserve training seats to assist in maintenance of personnel readiness.

b. See AR 350-10, the governing regulation for ATRRS.

3-17. Training and education resources

a. TASS schools are responsible for obtaining all resources associated with conducting courses.

b. Establish an installation support agreement (ISA)/memorandum of understanding (MOU) IAW the TASS cross-component resourcing MOU to facilitate borrowing equipment or facilities.

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

(1) If equipment nonavailability degrades training to the point that award of the MOS cannot be justified, follow guidance in AR 350-1.

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

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

e. USARC and NGB will develop school missions during the SMDR IAW AR 350-1. The chiefs of each component are represented at the SMDR. Schools review their future missions prior to the SMDR and have an opportunity to comment on their resource constraints. No school is given a mission unless its component agrees to provide the resources to execute the mission. IAW AR 350-1, schools will not cancel scheduled classes because of resource constraints during the execution year, unless all components with quotas agree to the cancellation, or it is determined by HQDA that the necessary resources cannot be made available. It is the responsibility of the requesting component to move or zero out ATRRS quotas associated with the canceled or nonconducted classes. Schools receive no reimbursement for students, regardless of the service or component of the student. Each Army component is responsible for providing sufficient resources for the number of students programmed to attend its schools as identified by ARPRINT. Resources, for the purpose of this regulation, are defined as-

(1) Manpower (staff and faculty).

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

(b) Reimbursement among the military pay appropriations (National Guard Pay Appropriations (NGPA) and Reserve Pay Appropriations (RPA)), for services provided by one component in support of another component, may occur under certain circumstances. Obtain sufficient Funded Reimbursement Authority (FRA) through the normal budgetary process. In order to ensure this authority is available, negotiate local support agreements and report up the chain of command for aggregation and incorporation into budget submissions. NGB and HQ,

USARC will issue instructions to subordinate activities on procedures to report locally negotiated support agreements. NGB and HQ, USARC will review and reconcile the amounts that drive the requirement for FRA and will incorporate into budget submissions. NGB and USARC must approve all memorandums of agreement to ensure there are sufficient funds available in the FRA in year of execution. Once approved, the funds are locked-in for that support. NGB and USARC then provide an open allotment fund site for the orders. In addition, NGB and HQ, USARC will negotiate summary level agreement concerning overall reimbursement between NGPA and RPA. In the year of execution, a military interdepartmental purchase requests (MIPR) will be exchanged between NGB and HQ, USARC to effect the reimbursement. Lower echelons will not be required to process reimbursements, but will receive adjustments to their direct funding based on support agreements. Direct any questions concerning reimbursement among the military pay appropriations to resource management channels.

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

(2) Facilities.

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

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

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

(3) Billeting and food service.

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

(b) Billeting will be provided to students from all components on an equitable basis, regardless of training status (including AT, ADT, TDY, or TDY and return). This is not to preclude the use of limited billeting, but to ensure that billeting accommodations are distributed fairly regardless of component or unit affiliation.

(c) Provide students with a statement of nonavailability when government quarters are not available. Students will be reimbursed through normal per diem claim procedures.

(d) Schools will provide government meals to students where possible.

(e) Furnish meals at government expense to entitled personnel, regardless of the individual's component. In no case will a student from one component be required to pay a different amount than a student from another component in the same or like training status.

(f) Provide a statement of nonavailability to students who are charged for meals. Students will be reimbursed for charged meals through normal per diem claim procedures. Do not issue students from one Army component nonavailability statements for the same course in which government meals are made available to students from another component.

(4) Equipment, to include operating tempo (OPTEMPO)

(a) See AR 700-131 which governs short-term loan of equipment.

(b) See DOD Directive 1225.6 which governs long-term loan of equipment.

(c) The borrower will pay all costs associated with the use of borrowed equipment. Costs include preparation for issue and turn-in, transportation to and from the lender, OPTEMPO, and repairs (to include parts and manpower). Return borrowed equipment to the lender in the same condition it was received. The borrower will transfer funds to the lender to make repairs, if the borrower does not have repair capability.

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

(5) Supplies: classes I, II, III, III (P), IV, VIII, and IX.

(a) Personal clothing (uniform) requirements, will be determined by the school and posted in ATRRS. The school will not issue personal clothing. A student's unit of assignment will ensure they report for training with the required individual clothing and equipment.

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

Section II

Student Administration

3-18. Selection

AR 350-1, AR 600-8-19, and NGR 600-200 address the selection process and criteria for resident training and education courses.

3-19. Orders

Students will not travel or report for institutional courses (IDT, ADT, or AT) without proper orders. For IDT and at/near home station courses, the ATRRS Automated Training Application System (AATAS) application will serve as the order. Commanders will ensure Soldiers receive orders a minimum of 30 days prior to their report date. Soldiers upgraded from wait status to reservation status on ATRRS will receive their orders at the earliest possible time.

3-20. Student orientation

All TASS commanders will post their student orientation information under their respective school codes on the school header screen in ATRRS. Information will be current at all times. Units and students may access the student orientation material on the ATRRS homepage, <https://atrrs.army.mil>. If ATRRS access is not available, mail student information to the student's unit no later than (NLT) 45 days prior to the course start date. TASS schools will provide additional copies of orientation packets for students upon arrival. Information will include:

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

3-21. Physical fitness/weight control

- a. See AR 600-9 and AR 350-1 which defines body composition and physical fitness standard training requirements.
- b. Initial entry Soldiers (Soldiers without an MOS) and Soldiers attending MOS-T as part of advanced individual training (AIT), with IET Soldiers, will follow the guidance contained in TRADOC Regulation 350-6.
- c. AA and AGR Soldiers with a permanent designator of P3 (one or more medical conditions that require significant limitation of military duty) or P4 (one or more medical condition of such severity as to drastically limit military duty) in their physical profile, must include a copy of the complete results of their MOS Medical Retention Board (MMRB) (includes DA Form 3349) when reporting for school IAW AR 350-1.

d. TPU (battle assembly)/traditional Soldiers with a permanent designator of P3 or P4 in their physical profile, as a minimum, must include a copy of the DA Form 3349 (MMRB results are pending) or the completed MMRB, if accomplished. DA Forms 3349 must include Army doctor approved alternative aerobic event for the Army physical fitness test (APFT). Soldiers who have been awarded medical limitations by a MMRB or similar medical authority (IAW AR 40-501, chap 9), and are allowed to retain their occupational classification will be eligible to attend appropriate courses and train within the limits of their profile, provided they can meet all course graduation requirements.

3-22. Enrollment and attachment

a. Prerequisites: Unit commander will ensure all Soldiers, including walk-ons, enrolled in institutional training, meet course prerequisites. TRADOC Form 350-18-2-R-E is obsolete for reserve component schools and is replaced by the ATRRS automated pre-execution checklist (PEC). TASS Schools should retain completed TRADOC Forms 350-18-2-R-E only as required for QA purposes.

b. Active proponent schools that have been utilizing TRADOC Form 350-18-2-R-E may continue to use the paper form until the automated form is available through ATRRS.

c. The purpose of the PEC is to ensure unit commanders have prepared Soldiers for school attendance by defining course prerequisites, admission requirements, and administrative information.

d. The PEC is a working document and tool for training managers and commanders to ensure Soldiers are fully qualified and prepared to attend courses. The commander will use the PEC to verify prerequisites such as line scores, physical, upper, lower, hearing, eyes, psychiatric (PULHES); and course prerequisites and qualifications. The unit commander can further certify the completion of prerequisite testing/assessment such as a typing test. The PEC is to be used as the commander's certification that the Soldier meets routine and special course prerequisites.

(1) Documentary evidence of security clearance, physical profile, and other nonroutine prerequisites are required when reporting.

(2) Soldiers reporting for courses without the required documentary evidence have 72 hours to provide required documents to course administrators. Soldiers attending IDT courses have until Saturday of the second multiple unit training assembly-4. Failure to provide required documents in the established time will result in the Soldier being disenrolled and returned to their unit.

(3) Prior to the student's arrival for training, process training waivers through the unit chain of command to the proponent for final approval. Students requiring waivers must report with the approved waiver in-hand. Commander, HRC will ensure IMA/IRR students are eligible to attend the identified course.

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

(5) Commanders will forward AATAS enrollment applications to the appropriate quota manager for Soldiers who desire to attend TASS BN classes during IDT/AT.

e. Army officers serving in an active status, to include ADT for 140 days or more, may require PCS orders IAW joint travel regulations to attend TASS BN phases of ILE.

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

(2) USAR AGR officers will submit requests for quotas on DA Form 4187 to USARC (AFRC-OPT-I). USARC will forward requests to Commander, HRC Ft. Knox (ARPC-OPM-PD) 1600 Spearhead Division, Fort Knox, KY 40121, who will issue quotas and provide fund sites to the major U.S. Army Reserve command for publication of orders.

(3) All IRR/IMA Soldier requests for ADT phases of TASS BN courses and TPU officer requests for AT/ADT phases of CAX and ILE will be forwarded to Commander, HRC, Ft. Knox (ARPC-OPM-PD), 1600 Spearhead Division, Fort Knox, KY 40121.

(4) For IRR officers enrolling in ILE, TASS ILE BNs will assist applicants in initiating DA Form 4651-R, IAW AR 140-10. After the officer completes the form, the TASS ILE BN will sign and mail the form to Commander, HRC, Ft. Knox (ARPC-OPM-O), 1600 Spearhead Division, Fort Knox, KY 40121.

(5) DL (or correspondence course) students who are academically eligible and meet course prerequisites may apply through appropriate channels to attend TASS AT/ADT phases of ILE.

(6) Enlisted Soldiers serving on active status may attend RC TASS courses, provided the courses meet requirements listed in AR 350-1.

3-23. Procedures for transfer between schools

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

3-24. Academic retest

- a. TASS BN commanders will ensure students are tested and retested IAW the student assessment plan for the course being presented.
- b. Soldiers who pass a retest are awarded the minimum passing score for grade averaging and class standing purposes. However, retest scores will also be recorded in students' records to establish final proficiency level attained.

3-25. Student academic records

- a. The TASS BN commander is responsible for ensuring all student input/output data is posted to ATRRS IAW AR 350-10.
- b. The TASS BN will maintain individual records for at least 12 months after the completion of training (24 months for students dismissed from a course). Student records must contain the following documents:
 - (1) The enrollment application (AATAS, ATRRS R2, or DA Form 4187).
 - (2) The attachment order, if prepared.
 - (3) All student leadership evaluations.
 - (4) All assessment scores.
 - (5) All counseling, to include initial, performance, leadership, end-of-course assessments, and individual developmental action plans.
 - (6) Copy of course completion, DA Form 1059 and DA Form 5286, if applicable.
 - (7) Any other correspondence referencing the student, such as a drop packet.
 - (8) DA Form 705 (as required for professional development courses and selected functional courses).
 - (9) DA Form 3349 with MMRB results, if applicable.
- c. After the 12-month record retention period, retain DA Forms 1059 and 5286 in the individual records and keep on file IAW AR 25-400-2. Destroy supporting documentation.
- d. The TASS BN will prepare a certificate of course completion and/or DA Form 1059 IAW AR 623-3 for each student (except AMEDDCS/Officer Candidate School (OCS) courses) upon successful completion of all phase requirements. The certificate of course completion will include the student's name, course title and phase, completion date, and total course hours.

- e. Maintain records for disenrolled students for 2 years IAW AR 25-400-2 and TR 350-10.

3-26. Student assessments

- a. Instructors/facilitators will measure student performance IAW TR 350-70, and training development (TD) (task) proponent-provided student evaluation assessment plans.
- b. Instructors will conduct developmental counseling IAW FM 6-22.
- c. Designated instructors will consolidate and analyze each student's performance assessments near the end of the course and at intervals appropriate to course length as determined by the commander. Instructors will provide students documented feedback at completion of each evaluation or test. Course managers/senior instructors or other school personnel knowledgeable on course requirements will counsel students on consequences for failure on evaluations IAW course management and student assessment plans. Instructors will use results to determine ratings for AER and course academic records and reports.

3-27. Academic assessment report

- a. TASS institutions (except OCS) will prepare a DA Form 1059, IAW AR 623-3, for each student upon successful completion or dismissal from the course or phase (as listed below).
- b. MOS-T (Reclassification), OES courses, NCOES courses and courses that result in award of ASI/SQI, will receive DA Form 1059 upon course completion or dismissal. Generate a DA Form 1059 for the final phase of a NCOES course, regardless of delivery method.
- c. SLC and ALC will receive DA Form 1059 upon completion of each resident training phase including VTT delivery.

3-28. Student recognition

- a. Commanders/commandants will present a proponent diploma or certificate as required by the proponent (except ILE) to students who meet course completion criteria established by the student assessment plan for a TATS course.
- b. Certificates and diplomas will contain:
 - (1) Complete course title and course identification number.
 - (2) Student's full name, grade, course, or phase, and beginning and completion dates of the course and hours.
- c. Commanders/commandants may issue locally produced certificates to students who successfully complete shorter courses. They may also issue certificates for constructive, equivalent, or operational credit when proficiency has been verified by prescribed assessments.

d. Enter course completion in appropriate personnel records IAW AR 600-8-104 and NGR 600-8-104.

3-29. Notice of academic removal, denied enrollment, or withdrawal

Follow guidance IAW AR 350-1.

3-30. Student dismissal and appeal process

a. See AR 350-1 and AR 623-3 which outline procedures for student dismissal.

b. In addition to AR 350-1, the student appeal process is:

(1) The supervisor will advise the student that an appeal must be submitted within 7 duty days following receipt of written notification of the dismissal action IAW AR 350-1, paragraph 3-18.e(1).

(2) The student will acknowledge by endorsement within 2 duty days receipt of the written notification of dismissal action IAW AR 350-1, paragraph 3-18.e(2).

(a) Appeals will be forwarded to the commander or school commandant who will refer the proposed action and the appeal to an unbiased/neutral party to determine sufficiency of the dismissal decision. All appellate actions will become part of the student's case file. Commanders and commandants will make their final decision on dismissals after considering the unbiased/neutral party's recommendation. Ref: AR 350-1 para 3-18.e.2(a).

(b) Traditional (TPU Soldier/drilling guardsmen) students who elect to appeal will remain actively enrolled in the course pending disposition of their appeals, provided there are at least 3 training days remaining for the course/phase.

(c) Traditional students who elect to appeal and have less than 3 training days left will return to their units for disposition, if unable to resolve given time constraint. If the disposition is favorable, they may return to the next available class at the point of their dismissal to the same school or transfer to another school IAW paragraph 3-25 above to complete remaining course requirements. Commandants and commanders will provide the complete student academic record to the receiving school, while maintaining a copy in their files IAW paragraph 3-27.

3-31. Recycle policy

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

b. Medical or emergency recycles. Commandants may recycle students who (through illness, injury, emergency leave, or other unavoidable absence) miss a significant portion of classes

following coordination with HRC, Army Reserve Human Resource Command, NGB, USARC, and/or individual's unit.

- c. See TR 350-10 for Leader Training and Education guidelines.

3-32. Credit for course completion requirements

Requirements for successful completion:

- a. Meet course completion requirements specified in the Student Evaluation Plan/CMP.
- b. For ILE, receive a satisfactory grade on all assessments, as specified in the Student Assessment Plan.
- c. For AMEDDCS courses, the TASS institution must report modules successfully completed to AHS (MCCS-HSN) for preparation of course diplomas.

3-33. Constructive/equivalent/operational credit

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

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

(1) Courses are conducted at the proponent or proponent accredited RC TASS BN or MFTU.

(2) Instructors are proponent certified.

(3) TATS courseware is used.

- c. See AR 350-1 and applicable TRADOC policy for operational credit.

Section III

TASS Training Courses

3-34. Course standards and proponency

To accomplish individual standards for students, each TASS BN must adhere to the standards and requirements of the proponent for each course. The following paragraphs outline proponency for courses taught by TASS institutions and references governing how those courses are conducted.

3-35. Noncommissioned Officer Education System courses

NCOES course requirements, instructor qualifications, student prerequisites, and completion standards are found in ATRRS, in the CMP, and in the course POI. AR 350-1 and TR 350-10 address requirements for the NCO Academy environment.

3-36. Officer Education System (OES) courses

a. United States Army Command and General Staff College is proponent for OES. ATRRS and TR 350-10 address most course requirements, instructor qualifications, student prerequisites, and completion standards.

b. All officers are required to attend resident Basic Officer Leader Course.

3-37. Warrant Officer Education System (WOES) courses

a. The proponent for Warrant Officer Candidate School, Warrant Officer Staff Course, and Warrant Officer Senior Staff Course is the Warrant Officer Career Center, Fort Rucker, AL. ATRRS and TR 350-10 address course requirements, instructor qualifications, student prerequisites, and completion standards.

b. Warrant Officer Basic Course and Warrant Officer Advance Course proponents are the Military Occupational Specialty Schools. ATRRS addresses course requirements, instructor qualifications, student prerequisites, and completion standards.

3-38. Functional training

TASS institutions may conduct training for functional courses with the approval of the proponent.

3-39. MOS-T course proponents

TR 350-70 outlines appropriate proponents, course requirements, instructor qualifications/certifications, student prerequisites, and course completion requirements for MOS-T courses. This information can also be found in ATRRS, in the CMP, and in the course POI.

3-40. Foreign language training

a. The Army proponent for foreign language training is the c for Intelligence and HQDA. Proponents for language-required MOSs are the U.S. Army Intelligence Center and Fort Huachuca and USAJFKSWCS.

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

c. Per DOD Directive 5160.41, technical control includes criteria, standards, procedures for screening applicants, testing, texts, instructional aides, assessment of proficiency, and instructor qualifications.

d. Specific requirements for nonresident foreign language refresher training are also contained in AR 350-20, which defines nonresident, foreign language training as any foreign language training program or course of instruction operated by service/agency installations and AA or RC commanders.

e. Among TASS BNs, military intelligence BNs of the TASS combat support BDEs normally conduct foreign language training.

Chapter 4 Training and Education

Section I General

4-1. General

The TASS training year (TY) is from 1 October through 30 September.

4-2. Training and education programs

TASS BNs will prepare and maintain yearly training plans/programs and training calendars as prescribed in FM 7.0, FM 7.1, and Forces Command (FORSCOM)/ARNG Regulation 350-2.

4-3. Establishment and continuance of courses of instruction

a. The course proponent establishes minimum, maximum, and optimum classroom/group size on appropriate TRAS document (course administrative data (CAD)/POI). Minimum classroom/group size can be adjusted by the organization conducting the course, except when the minimum is based on a specific limiting factor (for example, safety, crew size, small group instruction (SGI)). Obtain waivers for restricted minimum class size from the course proponent. Exceeding the maximum classroom/group size also requires a waiver from the course proponent.

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

c. Enlisted IDT classes will begin so phases will be completed prior to ADT when the IDT classes are required as a prerequisite by the course CMP. When the IDT is not a prerequisite, student will not be required to attend the IDT and ADT simultaneously.

4-4. Instructor qualifications

a. Every TASS instructor must meet the qualification standards established in AR 350-1, AR 614-200, TR 350-70, TR 350-10 and the proponent school instructor certification program. Commanders will ensure no instructor assumes primary instructor duties unless certified by the proponent.

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

c. All TASS instructors will meet APFT standards outlined in AR 350-1, FM 3-22.20, and component-specific requirements. Any medical profile that restricts an instructor from performing duties in a course will be identified. The instructor will not instruct that course without a waiver from the proponent school.

d. All TASS commanders/commandants will ensure:

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

(2) All instructor qualification/certification for assigned, borrowed, civilian, and contractor instructors are maintained in the TRADOC TASS Readiness Reporting System IAW [appendix C](#).

(3) Each training site maintains a class visitor folder (see paragraph 4-5).

4-5. Visitor folders

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

a. Visitor sign-in log.

b. Class roster (ATRRS R2 report minus social security numbers (SSNs)).

c. The current training schedule.

d. The course POI/CMP and current lesson plan.

e. Instructor credentials:

- (1) Instructor certification certificate or memo signed by the proponent commandant.
- (2) Appropriate operator's permit, as necessary.

f. Feedback/observation forms for class visitors.

g. Daily risk assessment worksheet, as necessary. If conducting classroom instruction where the conditions do not change, the risk assessment in the training support package (TSP) will suffice.

4-6. Instructor portfolios

Maintain instructor portfolios by each TASS BN and school code. Instructors directed to other TASS BNs/schools/remote training sites will report with a copy of their instructor certification. Instructor folders will be current and contain:

- a. Instructor's proponent certification.
- b. Instructor training certificate(s) (or DA Form(s) 1059) for instructor training course, SGI, video teletraining instructor training course, as appropriate.
- c. Copy of orders or request for orders assigning ASI 5K or SQI 8, as appropriate.
- d. Copy of certificates for any civilian training related to the course being taught.
- e. Documentary evidence of graduation from the course to be taught, meeting the same MOS or civilian equivalent training/education, as appropriate.
- f. Documentary evidence of appropriate training/education/experience for the level of the course being taught, as specified by the TD/task proponent.
- g. Valid DA Form 705, when applicable.
- h. Copies of instructor evaluations from the previous 12 months.
- i. Appropriate operator's permit.
- j. Appropriate security clearance verification, when applicable.
- k. Any additional requirements as directed by the proponent.

Section II

Annual Training/Active Duty for Training (AT/ADT)

4-7. Requirements for AT/ADT

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

b. Each TAG and TASS Command will:

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

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

4-8. AT/ADT guidelines

a. The AT/ADT period of the TASS BN will consist of all academic instruction, including assessments specified by the proponent. Schedule more than one annual session when student population dictates.

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

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

d. Agencies issuing orders will ensure all personnel have 10 copies of their orders in their possession at least 30 days before leaving for AT/ADT/TDY. Exceptions are Soldiers upgraded from wait status to reservation status in ATRRS. For those Soldiers, issue orders at the earliest possible time. Orders will include the reporting date and the earliest and latest times for reporting. TASS BNs conducting AT/ADT will not modify the orders of the issuing HQ except to correct names or SSNs. Verify report date and time with ATRRS prior to issuing orders.

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

f. All IDT instructors of TASS BNs will be required to support their functionally aligned BN during AT/ADT when mission demands.

4-9. Site selection

a. TAG/TASS commanders will:

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

(2) Attend the continental United States Army (CONUSA) site/date conference.

(3) Coordinate directly with:

(a) Training site commanders.

(b) Proponent commandants.

(c) Responsible DA staff agencies.

(d) Civilian institutions.

(e) Installation commander when leasing specific facilities from a civilian institution.

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

(1) Arrive at the site in time to complete inventories and prepare materials for issue.

(2) Report shipping shortages/overages to the appropriate distributor immediately upon receipt.

(3) Issue each school the products needed to support AT/ADT.

(4) Set up controls for issuing and returning accountable instructional products.

(5) Set up controls for properly safeguarding tests and returning instructional aids.

(6) Serve as the POC with FORSCOM, TRADOC, MEDCOM, USASOC, CONUSA, NGB, USARC, proponents, and TASS BNs conducting AT/ADT.

(7) Ensure the site is properly closed; return materials, as required, to appropriate agencies; inventory and store material at the site; and notify the appropriate agencies and the responsible control HQ of quantities on hand and storage location.

c. Host installation commanders will:

(1) Program and provide required installation support.

(2) Plan and provide equipment support for formal TASS BN training programs based on pre-AT/ADT requirements.

(3) Host pre-AT/ADT conferences as early as possible, preferably in the first quarter of the TY, and inform FORSCOM (AFOP-OT) and TRADOC (ATOM-O) of instructional equipment and support requirements.

Appendix A
References

Section I
Required Publications

AR 1-201
Army Inspection Policy

AR 5-13
Total Army Munitions Requirements Process and Prioritization System

AR 25-400-2
The Army Records Information Management System (ARIMS)

AR 40-501
Standards of Medical Fitness

AR 140-1
Mission, Organization, and Training

AR 140-10
Assignments, Attachments, Details, and Transfers

AR 350-1
Army Training and Leader Development

AR 350-20
Management of the Defense Foreign Language Program

AR 380-5
Department of the Army Information Security Program

AR 600-8-104
Military Personnel Information Management/Records

AR 600-9
The Army Weight Control Program

AR 600-20
Army Command Policy

AR 614-200
Enlisted Assignments and Utilization Management

AR 623-3
Evaluation Reporting System

AR 700-131
Loan, Lease, and Donation of Army Materiel

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

DA Pam 350-9
Index and Description of Army Training Devices

DA Pam 611-21
Military Occupational Classification and Structure

DA Pam 623-3
Evaluation Reporting System

FM 3-22.20
Physical Fitness Training

FM 5-19
Composite Risk Management

FM 6-22
Army Leadership

FM 7.0
Training For Full Spectrum Operations

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

NGR 350-1
Army National Guard Training

NGR 600-8-104
Military Personnel Information Management/Records

NGR 600-200
Enlisted Personnel Management

TRADOC Reg 350-8
Ammunition

TRADOC Pam 350-9

TRADOC Reg 350-18

TRADOC Training Devices for Armywide Use

TRADOC Reg 350-10
Institutional Leader Training and Education

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

Section II
Related Publications

AR 11-6
Army Foreign Language Program

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

AR 25-52
Authorized Abbreviations, Brevity Codes, and Acronyms

AR 34-4
Army Standardization Policy

AR 135-200
Active Duty for Missions, Projects, and Training for Reserve Component Soldiers

AR 350-10
Management of Army Individual Training Requirements and Resources

AR 335-15
Management Information Control System

AR 350-28
Army Exercises

AR 385-10
The Army Safety Program

AR 420-1
Army Facilities Management

AR 600-3
The Army Personnel Development System

AR 611-5
Army Personnel Classification and Testing

AR 612-201
Initial Entry/Prior Service Trainee Support (RCS MILPC-17 (R1))

AR 670-1
Wear and Appearance of Army Uniforms and Insignia

DA Pam 600-3
Commissioned Officer Professional Development and Career Management

DOD Directive (DODD) 1225.06
Equipping the Reserve Forces

DODD 5160.41E
Defense Language Program (DLP)

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

FORSCOM Reg 350-21
Visits to FORSCOM Active and Reserve Component Installations, Centers, and Units

NGR 600-100
Commissioned Officers—Federal Recognition and Related Personnel Actions

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

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

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

Title 18, United States Code, Section 1385
Use of Army and Air Force as posse comitatus

TRADOC Reg 140-3
USAR Division (Institutional Training) Training Management and Policies

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

TRADOC Reg 350-18

TRADOC Reg 350-16
Drill Sergeant Program (DSP)

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

Section III Prescribed Forms

TRADOC Form 270-R-E
Institutional Attendance Register
(para 3-13b)

TRADOC Form 350-18-1-R-E
TATS Exportable Instructional Material Request Form
(paras 3-10b(3)(b), 3-10c, 3-10e(3)(e), 3-10g(1), and 3-10g(4))

TRADOC Form 350-18-2-R-E
The Army School System (TASS) Unit Pre-Execution Checklist
(paras 3-22a and 3-22b)

Section IV Referenced Forms

DA Form 31
Request and Authority for Leave

DA Form 705
Army Physical Fitness Test Scorecard

DA Form 1059
Service School Academic Evaluation Report

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

DA Form 2028
Recommended Changes to Publications and Blank Forms

DA Form 3349
Physical Profile

DA Form 4187
Personnel Action

DA Form 4651

Request for Reserve Component Assignment or Attachment

DA Form 5286

Individual Basic Training (BT), Advanced Individual Training (AIT), One Station Unit Training (OSUT)

DD Form 448

Military Interdepartmental Purchase Request

Appendix B
Instructions for TRADOC Form 350-18-1

B-1. Completion instructions

Complete TRADOC Form 350-18-1, TATS Exportable Instructional Material Request Form as shown in figure B-1.

TATS/RC3 EXPORTABLE INSTRUCTIONAL MATERIAL REQUEST FORM (For use of this form see TRADOC Reg 350-18; proponent is TRADOC DCS, G-3/5/7, ATTN: ATTG-X.)						Page ___ of ___ pages	
TYPE OF REQUEST (Select only one) <input type="checkbox"/> In Cycle <input type="checkbox"/> Out of Cycle <input type="checkbox"/> Follow up		TYPE OF RCTI REQUEST (Select only one) <input type="checkbox"/> TASS Bde <input type="checkbox"/> TASS Bn <input type="checkbox"/> TIE <input type="checkbox"/> TASS DIV		TRAINING CYCLE (Select only one) <input type="checkbox"/> IDT <input type="checkbox"/> Supplemental <input type="checkbox"/> AT <input type="checkbox"/> Year round			
FROM: _____ _____ _____ _____		THRU: _____ _____ _____		THRU: _____ _____ _____		TO: Commander U.S. Army Tng Spt Ctr ATTN: ATIC-ETP-R Bldg 1542 Ft Eustis, VA 23604-5168	
Approved by: _____		Date: _____		Approved by: _____			Date: _____
COURSE OR MOS TITLE a	PHASE OR MOS NO. b	BRANCH (AT ONLY) c	TRAINING PACKAGES		TRAINING DATES f	SHIP TO (Be specific) g	
			INSTRUCTOR d	STUDENT e			
PREPARED (name, grade, title): _____ _____		TELEPHONE NUMBER: _____ DATE: _____		AUTHORIZED SIGNATURE (DA FORM 1687) _____		DATE: _____	

TRADOC FORM 350-18-1, R.F. FEB 2007 Previous editions are obsolete

Figure B-1. TRADOC Form 350-18-1 sample

Page__ of__ pages

If additional pages are required, use the reverse side of the form first, then additional forms. Number all pages consecutively.

Type of request - Check the blocks indicating the type of request.

Training Cycle - Check the block indicating what type training material (IDT/AT) is needed. Fill out separate forms for IDT, AT, and test material. Do not combine IDT, AT, and test requirements on a single requisition.

From - Provide complete mailing address for the requesting school code. Address provided must be capable of receiving mail or freight delivery during duty hours.

To - Commander U.S. Army Training Support Center (ATIC-TSMD-T), Fort Eustis, VA 23604-5168.

- a. Course or MOS - List specific course name or MOS title, to include "Common Core," "Branch," or "MOS- specific," as appropriate.
 - b. Phase or MOS - List the specific alphanumeric MOSC skill level and phase.
 - c. Branch - Not applicable; leave blank.
 - d. Tng Pkg - Instr - Enter the number of instructor sets needed to conduct the training. For courses taught previously, order only to replace material due to fair-wear-and-tear or for an expanded number of instructors/classes.
 - e. Tng Pkg - Student - Enter the number of student sets needed to conduct the training.
 - f. Training Dates - List the training start date. This is a mandatory entry. "TBA" will be processed last.
 - g. Ship to - Enter the home station address of the school code scheduled to conduct training. All instructor sets will be sent to the home station address. If different from home station, also enter the address where student material is to be shipped. All addresses provided must be capable of receiving mail or freight deliveries during normal duty hours and must include POC, telephone number, UIC, DODAAC, and other specific information as needed to ensure delivery. Post office boxes are not acceptable addresses.
 - h. Prepared by - Print or type the name, grade, and title of the person authorized to requisition material, to include telephone number and date.
 - i. Signature - Enter the signature of the person authorized to requisition material and the date signed. If different from the person in block 9, print or type the name and grade of the person signing. The person actually signing **MUST** be listed on DA Form 1687.
- Notes:
1. TATS configured courseware requisitions must be submitted to reach ATSC prior to the close of the proper requisitioning window.
 2. Out-of-cycle requisitions must be sent through TAG/TASS Training Commands (TASS) (Leader Readiness) using TRADOC Form 350-18-1-R-E.
 3. Copy-furnish appropriate HQ.
-

Appendix C

TRADOC TASS Readiness Reporting (TTRR) System

C-1. General

a. The TTRR System provides the chain of command a snapshot on the current readiness (manning and training) of instructors in TASS schools. The system uses current tables of distribution and allowance (TDAs) and data from personnel databases (Integrated Total Army Personnel Database, Total Army Personnel Database - Guard, Total Army Personnel Database – Reserve) (ITAPDB, TAPDB-G, TAPDB-R)) and ATRRS to determine personnel assigned to instructor positions and their current qualifications.

b. The TTRR is designated the system of record for instructor certification. Schools are required to ensure their personnel's data is complete and accurate as some certification requirements are not verifiable through current databases. Schools are also required to enter borrowed or contracted instructors manually.

C-2. Guidance

Organizations listed below will ensure the following functions are performed.

a. TRADOC RCTID will:

(1) Monitor the TTRR to ensure it is current and changes to TDAs and/or other database systems are incorporated or properly linked to the system.

(2) Support training requirements for ARNG and USAR users through an online tutorial.

(3) Control access to the system for TRADOC and for NGB and USARC designated senior POCs responsible for controlling ARNG and USAR user access.

b. Proponent schools will:

(1) Determine and publish instructor certification requirements.

(2) Determine TTRR access policy and procedures for their organization.

(3) Designate a POC to control access for local users.

(4) Coordinate with TRADOC RCTID for recommended changes/additions to the system.

c. NGB and USARC will:

(1) Designate a senior POC to control access for respective users and to be the POC to TRADOC for coordination and/or issues that may arise.

(2) Ensure any TDA or operational changes affecting TASS schools and instructors are provided to TRADOC RCTID prior to the effective date.

(3) Ensure personnel responsible for data entry are trained.

(4) Monitor compliance by subordinates to ensure accuracy and integrity of data.

(5) Coordinate with TRADOC RCTID for recommended changes/additions to the system.

d. TASS schools will:

(1) Ensure instructor data is complete and current.

(2) Complete the fields required to be maintained by the respective BNs.

(3) Manually enter all data for borrowed and contracted instructors.

(4) Ensure the instructor scheduling data is maintained for each course and class.

Note: To prevent proliferation of nondoctrinal terms/processes that create confusion in the TD and training environments, proponents, contractors, or government/private institutions/individuals working TD and training policy, processes, products, and procedures (to include, but not limited to TASS training strategy/initiatives/plans) will not incorporate terminology or processes that are not IAW this regulation and training doctrine/training development doctrine unless approved by DCS, G-3/5/7.

Glossary

Section I

Abbreviations

AA	active Army
AATAS	Army Training Requirements and Resources System Automated Training Application System
ADDIE	analysis, design, development, implementation, and evaluation
AdLP	Army Distributed/Distance Learning Program
ADT	active duty for training
AER	academic evaluation report
AFMS	U.S. Army Force Management School
AGR	active guard and reserve
AHS	Academy of Health Sciences
AIT	advanced individual training
ALC	advanced leader course
AMC	U.S. Army Materiel Command
AMEDDCS	Army Medical Department Center and School
AMSC	Army Management Staff College
AOC	area of concentration
APFT	Army physical fitness test
AR	Army regulation
ARNG	Army National Guard
ARPRINT	Army Program for Individual Training
ASI	additional skill identifier
AT	annual training
ATRRS	Army Training Requirements and Resources System
ATSC	Army Training Support Center
BDE	brigade
BN	battalion
BOIP	basis-of-issue plans
CAD	course administrative data
CATS	combined arms training strategy
CAX	combined arms exercise
CBI	computer based instruction
CBRN	chemical, biological, radiological and nuclear
CBT	computer based training
CES	civilian education system
CFX	command field exercise
CG	Commanding General
CMF	career management field
CMI	computer-managed instruction
CMP	course management plan
CoC	council of colonels
CONUSA	Continental U.S. Army

CPOC	Civilian Personnel Operations Center
CPX	command post exercise
CS	combat support
CSS	combat service support
DA	Department of the Army
DAAR	Department of the Army, Army Reserve
DAIG	Department of the Army Inspector General
DCS	Deputy Chief of Staff
DDE	Directorate of Distance Education
DL	distributed/distance learning
DOD	Department of Defense
DODD	Department of Defense Directive
DODI	Department of Defense Instruction
FM	field manual
FORSCOM	Forces Command
FRA	Funded Reimbursement Authority
FTX	field training exercise
GFTD	Generating Force Training Directorate
GOIPR	general officer in progress review
HQ	headquarters
HQDA	Headquarters, Department of the Army
HRC	Human Resources Command
HTRTS-M	high-tech regional training site - maintenance
IAW	in accordance with
ICW	interactive courseware
IDT	inactive duty training
IET	initial entry training
ILE	intermediate level education
IMA	individual mobilization augmentee
IMT	initial military training
IRR	individual ready reserve
ISA	installation support agreement
LD&E	leader development and education
LFX	live fire exercise
LIC	language identifier code
LTX	lane training exercise
MEDCOM	U.S. Army Medical Command
MFTU	multi-functional training unit
MIPR	military interdepartmental purchase request
MMRB	military occupational specialty Medical Retention Board
MOB ARPRINT	Mobilization Army Program for Individual Training
MOS	military occupational specialty
MOS-T	military occupational specialty – transition (reclassification)
MOU	memorandum of understanding
NCO	Noncommissioned Officer
NCOA	Noncommissioned Officer Academy

NCOES	Noncommissioned Officer Education System
NDS	normal duty station
NGB	National Guard Bureau
NGPA	National Guard Pay Appropriations
NGR	National Guard Regulation
NLT	not later than
OCONUS	outside the continental United States
OCS	Officer Candidate School
OES	Officer Education System
OPTEMPO	operating tempo
PDE	professional development education
PEC	Pre-execution checklist
POC	point of contact
POI	program of instruction
QA	quality assurance
QAO	quality assurance office
RC	reserve component
RCTID	Reserve Component Training Integration Directorate
REGT	regiment
RPA	reserve pay appropriations
RTI	regional training institution
RTSM	regional training site - maintenance
SGI	small group instruction
SLC	senior leader course
SMDR	Structure Manning Decision Review
SME	subject matter expert
SOP(s)	standing operating procedure(s)
SQI	special qualification identifier
SSN	social security number
STD	system training device
STX	situational training exercise
TACITS	Total Army Centralized Individual Training Solicitation
TADSS	training aids, devices, simulators, and simulations
TAG	The Adjutant General
TASS	The Army School System
TATS	The Army Training System
TATS-C	The Army Training System-Courseware
TCCW	Training Coordination Council Workshop
TCO	Test Control Officer
TD	training development
TDA	table of distribution and allowances
TDY	temporary duty
TI	technical inspection
TJAGLCS	The Judge Advocate General's Legal Center and School
TOMA	Training Operations Management Activity
TPU	troop program unit

TR	U. S. Army Training and Doctrine Command Regulation
TRADOC	U. S. Army Training and Doctrine Command
TRAP	Training Resources Arbitration Panel
TRAS	Training Requirements Analysis System
TSC	training support center
TSP	training support package
TTRR	TRADOC TASS Readiness Reporting System
TY	training year
UIC	unit identification code
USACE	U.S. Army Corps of Engineers
USACIDC	U.S. Army Criminal Investigation Command
USAJFKSWCS	U.S. Army John F. Kennedy Special Warfare Center and School
USAR	U.S. Army Reserve
USARC	U.S. Army Reserve Command
USAREUR	U.S. Army, Europe
USARPAC	U.S. Army, Pacific
USASOC	U.S. Army Special Operations Command
USMA	U.S. Military Academy
VI	visual information
VTT	video teletraining
WO	warrant officer
WOES	Warrant Officer Education System

Section II

Terms

Note: This section provides standardized definitions of training and training development terms. Use these definitions in all training and training development correspondence and publications.

accreditation

A disciplined approach to ensuring standardization across the Army. It assures the command that training institutions meet accepted standards and higher HQ guidance; it addresses the quality of our graduates and other concerns from the field. It is the result of an evaluative process that certifies an institution meets the required percentage of TRADOC accreditation standards with a focus on quality current and relevant training and education that meets the needs of the ARMY. Current TRADOC accreditation standards cover conduct of training, training support, and proponent functions.

additional skill identifier (ASI)

A code that identifies specialized skills that are closely related to, and are in addition to, those required by a Soldier's MOS or an officer's AOC. Specialized skills, administrative systems and subsystems, computer programming, procedures, and installation management identified by the ASI include operation and maintenance of specific weapons systems and equipment, analytic methods, animal handling techniques, and other required skills that are too restricted in scope to comprise an MOS or AOC (see DA Pam 611-21 and AR 600-200).

annual training

The minimal period of annual active duty training a member performs to satisfy the annual training requirements associated with an RC assignment. It may be performed during one consecutive period or in increments of one or more days, depending upon mission requirements.

Army school

Institution authorized by HQDA to conduct formal courses for individuals, collective training where required (such as crew training), and training of ARNG or USAR units.

Army Training Requirements and Resource System (ATRRS)

ATRRS is the Army training management system. It is the DA's major online information system for support of institutional training missions during peacetime, partial or full mobilization, and subsequent reduction to the training base consisting of a centralized training management database with interactive terminals supporting— the HQDA, HRC, and its RC counterparts; Army schools and training centers; and other service or government agency schools and training centers. It projects inputs, resource requirements, and student accountability and updates military personnel training records. It provides the data for Congressional Military Manpower Training Reports.

assessment

Within institutional training and education, assessment refers to the measurement of individual learner performance or leader competency for standards related to task/topic learning objectives. Evaluation refers to programs, courses, and products, not to learners.

career management field (CMF)

A grouping of related military occupational specialties that provides visible and logical progression of a Soldier's career to grade sergeant major.

Certification

Written verification of proficiency in a given task or tasks.

certified instructor

An instructor who received written certification of proficiency by the instructor certification board as meeting all the requirements to instruct in a specific course. Certification requires:

- a. Training as an instructor (through graduation from ABIC or other approved instructor course) and eligibility to hold the instructor identifier.
- b. Training in SGI for those assigned responsibility to facilitate SGI.
- c. Demonstrating performance ability in course content (including being MOS/specialty qualified) or being a graduate of the course.
- d. Demonstrating teaching or facilitating competence in the course the instructor will conduct.

class size

The number of students in a class.

combat readiness

A unit's ability to perform in combat. Includes the status of personnel, logistics, morale, and training.

component

One of the three components that make up the Army to include the active Army and both reserve components, Army National Guard and U.S. Army Reserve).

common collective task

See tasks

common core

The portion(s) of a course that provides training and/or education on common critical tasks and/or learning objectives and supporting skills and knowledge.

common core training

Directed training requirements for specific courses, grade/skill levels, or organizational levels. It consists of tasks performed by individuals at specific grade levels, regardless of MOS or career field. Common core includes primarily organizational level tasks and may include some common Soldier and common skill level tasks. The result is Soldiers, leaders, and civilians who are prepared to perform new and more complex leadership related duties in operational units and organizations.

computer-managed instruction (CMI)

A type of interactive multimedia instruction (IMI) involving the use of computers and software to manage the instructional process. Functions of CMI can include a management administration system designed to track student performance over time, provide information concerning performance trends, record individual and group performance data, schedule training, and provide support for other training management functions. CMI functions may be used with computer based training (CBT), computer based instruction (CBI), computer-aided/assisted instruction, or IMI based on need.

coordinating authority

Coordination authority of training missions across state/territory/component boundaries of command and control or funding lines to assure resources are available for executing training.

correspondence course

A formal, centrally-managed, series of self-study, self-paced instructional material prepared by TRADOC training proponents; identified by a course title and course number; and administered to nonresident students. A course may include phases, but usually consists of subcourses presented in a logical, progressively sequenced, and directed toward specific learning objectives. See "Army's Correspondence Course Program in TR 350-70.

counseling

A means of assisting and developing students and subordinates. A leader/instructor counsels subordinates to: praise and reward good performance, develop teamwork, inform Soldiers on how well or how poorly they are performing, assist Soldiers to reach required standards, cause Soldiers to set personal and professional goals, and help Soldiers resolve personal problems.

course

A complete series of instructional units (phases, modules, and lessons) identified by a common title or number. It trains critical tasks required for qualification of a specific job.

course administrative data (CAD)

A resident course document that provides critical planning information used to determine student input requirements for new and revised courses.

course management plan (CMP)

A document that tells the course manager and instructors how to manage the course. It is part of a training course TSP.

courseware

An actual instructional package (including content and technique) loaded in a computer, training device, or other instructional delivery system.

distributed/distance learning (DL)

The delivery of standardized individual, collective, and self-development training to Soldiers, DA civilians, units, and organizations at the right place and right time through the use of multiple means and technologies. DL may involve both synchronous (in real time—for example, via two-way audio/video television) and asynchronous (non-real time—for example, via CBT) student-instructor interaction. It may also involve self-paced student instruction without benefit of access to an instructor (for example, correspondence programs).

doctrine

Fundamental principles by which the military forces or elements thereof guide their actions in support of national objectives. It is authoritative, but requires judgment in application.

education

Instruction with increased knowledge, skill, and/or experience as the desired outcome for the student. This is in contrast to training, where a task or performance basis is used and specific conditions and standards are used to assess individual and unit proficiency.

equivalent credit

Credit may be granted to officers or enlisted in lieu of course attendance based on courses possessing comparable critical tasks. Critical task assessments are performed by the respective proponent school. Individuals must possess the same skills and qualifications as course graduates.

evaluation

A major phase in the ADDIE process as described in chapter 9 of TR 350-70 and in associated pamphlets. A systematic, continuous method to appraise the quality (or determine the deficiency), efficiency and effectiveness of a program, process, or product. It provides the mechanism for decision makers to assure quality.

exercise

Collective task training designed to develop proficiency and crew teamwork in performing tasks to established standards. It also provides practice for performing supporting critical individual (leader and Soldier) tasks. Exercises may be conducted in units or during resident training. Types of exercises are as follows:

a. command field exercise (CFX)

A field training exercise with reduced troop and vehicle density, but with full command and control, combat support (CS), and combat service support (CSS) elements (such as, the platoon leader in his/her vehicle represents the entire platoon). CFXs are excellent vehicles for training leaders and staff with full command, control, communications, and logistical systems.

b. command post exercise (CPX)

An exercise in which the forces are simulated. It may be conducted from garrison locations or between participating HQ in the unit. An expanded map exercise for staff and all commanders to lead and control tactical operations by using tactical communications systems. Often the CPX is driven by a simulation or is part of a larger exercise.

c. (FTX)

A scenario-driven tactical exercise used to train and evaluate critical collective and supporting individual tasks in a collective environment that simulates the stress, sounds, and wartime conditions. It is conducted under simulated combat conditions in an austere field environment through all weather conditions and during night, as well as day. The FTX should guide Soldiers through a series of events exposing them to the rigors of duty performance during wartime operations. It combines combat arms, combat support, and combat service support. FTXs fully integrate the total force in a realistic combat environment. FTXs encompass such training as battle drills, crew drills, and STXs to reinforce Soldier and collective training integration. They are used to train the commander, staff, subordinate units, and slice elements.

d. lane training exercise (LTX)

An exercise used to train company-size and smaller units on one or more collective tasks (and prerequisite Soldier and leader individual tasks and battle drills) supporting a unit's mission essential task list; however, it usually focuses on one primary task. An LTX consists of assembly area, rehearsal, lane execution, after-action review, and retraining activities that culminate the lane training process. An LTX is a situational training exercise conducted using lane training principles and techniques.

e. live fire exercise (LFX)

An exercise designed to allow a unit/team to engage targets with its organic weapons and support. An LFX is resource-intensive; player units maneuver and employ organic and

supporting weapons systems using full-service ammunition. LFXs integrate all combat arms, CS, and CSS elements. The extensive range and resource requirements usually limit them to platoon and company team levels. Consequently, their principal focus is unit and weapons integration at company team level. LFXs provide realistic training on collective and Soldier skills.

f. situational training exercise (STX)

A short scenario-driven mission-oriented tactical exercise that provides a vehicle to train one collective task or a group of closely related collective tasks and drills together. Situational training exercises provide preconstructed, bite-sized, short-term exercises that are central to sustainment training for tactical mission proficiency. STXs teach the standard, preferred method for carrying out the task. They are more flexible than drills and usually include drills, leader tasks, and Soldier tasks. STXs may be modified based on the unit mission essential task list or expanded to meet special mission requirements. To ensure standardization, service schools develop STXs to teach the doctrinally preferred way to perform specific missions or tasks.

field manual (FM)

A DA publication that contains doctrine that prescribes how the Army and its organizations function on the battlefield in terms of missions, organizations, personnel, and equipment. The level of detail should facilitate an understanding of "what" and "how" for commanders and staffs to execute their missions and tasks. FMs may also contain informational or reference material relative to conducting military operations and training.

field training

Technical, operator, or other training conducted at operational locations on specific systems and associated direct support equipment.

field training exercise (FTX)

See "exercise."

formal training

Training in an officially designated course conducted or administered according to an appropriate course outline and training program and appropriate training objectives. The course may be resident or nonresident.

functional alignment

The direct relationship between a TASS school BN and its corresponding training proponent. This relationship develops a shared responsibility for maintaining standards through quality instruction.

functional course

A course designed to train Soldiers to perform the critical tasks and supporting skills and knowledge required to perform the specialty or functional job. It may provide training that qualifies Soldiers for award of an additional skill identifier, special qualification identifier, or skill identifier.

functional training

Training designed to qualify leaders, Soldiers, and DA civilians for assignment to duty positions that require specific functional skills and knowledge.

individual student assessment plan

A plan that details how the proponent school determines if a student has demonstrated a sufficient level of competency to pass the course or training. It specifically identifies course completion requirements to include the minimum passing score (go/no go) for each written or performance examination, final grade requirements, minimum course attendance requirements (if applicable); and specific assessments that must be satisfactorily completed to graduate. It specifically identifies how the student's performance must be assessed. Specific lessons assessed in each assessment are identified. Counseling and reassessment policy are delineated. Other evaluations that affect graduation—such as the Army weight control program and Army physical fitness tests are identified and their requirements included.

individual training

Training that prepares the Soldier to perform specified duties or tasks related to assigned duty position or subsequent duty positions and skill level. Training that officers and NCOs (leader training) or Soldiers (Soldier training) receive in schools, units, or by self-study. This training prepares the individual to perform specified duties or tasks related to the assigned or next higher specialty code or skill level and duty position. See AR 350-10.

initial entry training (IET)

IET produces technically and tactically competent Soldiers who exemplify Army values, live Warrior Ethos, and are prepared to take their place in the ranks of the Army. For enlisted Soldiers, it includes traditional basic combat training, AIT, one station unit training, or other formal Army individual training received prior to the award of an initial MOS and needed to prepare for initial duty assignments. Officer IET consists of preappointment and precommissioning programs—the Warrant Officer Candidate School and Basic Officer Leader Course Phase I; and initial branch-qualification training—the Warrant Officer Basic Course and Basic Officer Leader Course Phases II and III. See initial military training.

initial military training (IMT)

The IMT provides an orderly transition from civilian to military life. It is the first step to growing volunteers into aggressive, intelligent, and empowered Soldiers. It teaches Soldiers the tasks and supporting skills and knowledge needed to be proficient in required skills at the first unit of assignment. The IMT includes all IET for both officers and enlisted Soldiers.

instructional delivery system

A medium or combination of media (including personnel, equipment, and software) used to convey instruction to the student.

instructor

Any personnel (military or civilian) who presents instruction.

instructor evaluation

A written evaluation report, provided by qualified observers of an instructor's teaching ability, knowledge, and skills.

instructor training

The training of selected personnel in the techniques of teaching to qualify them as instructors.

knowledge

Information or fact required to perform a skill or supported task.

lesson

The basic building block of all training. The level at which training is designed in detail. The lesson is structured to facilitate learning. A lesson normally includes telling or showing the Soldiers what to do and how to do it, an opportunity for the Soldiers to practice, and providing the Soldiers feedback concerning their performance. A lesson may take the form of an instructor presented lesson, a SGI-presented lesson, or a self-paced lesson such as a correspondence course or CBI lesson.

- a. An instructor presented lesson or SGI presented lesson is documented as a lesson plan.
- b. A self-paced lesson must be of sufficient detail that the student can learn the material to the established learning objective standard on his own.
- c. An extension training lesson is a self-paced instructional program developed, reproduced, and packaged for distribution to Soldiers in the field. These lessons consist of a terminal learning objective, instructional text, practice, and immediate feedback to the Soldier. See "Lesson outline" and "Lesson plan."

lesson outline

An organized outline of the training material to be presented. It identifies the terminal learning objective, enabling learning objectives (optional), learning steps/activities, methods of instruction, media, references, instructor-to-student ratios, resources required, facilities required, safety factors, environmental considerations, and risk factor. The lesson outline is completed during the design phase of the training development process from training analysis data. See "Lesson" and "Lesson plan."

lesson plan

The detailed blueprint for presenting training by an instructor or small group leader. It prevents training from becoming haphazard and provides for training standardization. A lesson plan is built on the lesson outline and includes all the details required for a presentation. It must be of sufficient detail that a new instructor can teach the lesson with no decrement of training. See "Lesson outline" and "Lesson."

maximum class size

The largest number of students in a class that can be trained with acceptable degradation in the training effectiveness due to manpower, facility, or equipment constraints.

media

A means of conveying or delivering information. Examples of training media are paper, film, videotape, broadcast television, computer program.

mission

The commander's expression of what the unit must accomplish and for what purpose (FM 1-02). A series of related tasks that comprise the major capabilities and/or requirements imposed on a unit by its parent organization or table(s) of organization and equipment. Examples: defend in sector, conduct a hasty attack, and delay. Missions may be imposed to support the parent unit.

Mobilization Army Program for Individual Training (MOB ARPRINT)

The MOB ARPRINT is the primary planning document for training base expansion during all levels of mobilization. It is developed and produced in ATRRS, and provides detailed planning data during peacetime (prior to mobilization) for expanding, continuing, or terminating current (peacetime) training courses and establishing new mobilization-only courses as required (that is, IRR refresher courses). The MOB ARPRINT reflects projected time-phased input to all courses expected to continue during mobilization.

module

A grouping of lessons in an approved course of instruction consisting of a single lesson, including distributed learning. Synonymous with annex and subcourse. A module includes one or more training media/methods or combination thereof.

multimedia

As a general term, multimedia is the use of more than one media to achieve a specific purpose or objective. The term is used primarily to refer to a technology combining text, still and animated images, video, audio, and other forms of computer data that can be manipulated and used to convey information in a useful, educational, entertaining, realistic, or more easily understood manner. Multimedia is delivered on a multimedia workstation/personal computer via network, data storage device, or CD-ROM.

multimedia package

A self-contained instructional unit using more than one presentation medium.

operational credit

Award of MOS credit by HRC or other component commands based on the validation by course proponents for job skills or duties performed outside of a Soldiers' primary MOS and conducted in an operational environment.

optimum class size

The largest number of students in a class that can be trained with no degradation in training effectiveness. The constraining factor is the availability of equipment, facilities, and manpower. Optimum class size serves as the basis for determining equipment and resource requirements.

performance evaluation

A process of data collection and analysis to determine the success of students on learning to perform a specific learning objective, individual, or collective task to the established standard as a result of a training program.

performance step

A single discrete operation, movement, or action that comprises part of a task.

performance test

A test of actual performance of an established criterion, such as a learning objective, to determine if a student can perform the action under the prescribed conditions, to the established absolute standards. Example: Replace the gas mask canister on your M40-series protective mask.

performance-based test

A test to determine if a student can perform the learning objective (the criterion) to the established standard without demonstrating actual performance. Also called performance-oriented. See performance test.

phase

A major part of a training course that may be trained at different locations. Phases are required as a necessary breakup of a course version due to time, location, equipment, and facility constraints, as well as facilitation in management of different techniques of instruction. It contains one or more modules. See "phased training."

phased training

Training that has been compartmentalized into distinct phases to enhance training. Distance learning phases may conserve resources.

prerequisite training

That training which personnel must have successfully completed in order to be qualified for entry into training for which they are now being considered.

professional development course

A course designed to prepare commissioned officers, WOs, or NCOs to effectively perform the duties required in assignments of progressively greater responsibility.

proficiency

Ability to perform a specific behavior (task, learning objective) to the established performance standard in order to demonstrate mastery of the behavior.

program of instruction (POI)

The POI covers a course/phase. It is a requirements document that provides a general description of course content, duration of instruction, methods and techniques of instruction, and lists resources required to conduct peacetime and mobilization training.

progressive training

Training that is sequenced to require increased levels of performance proficiency.

proponent

Army organization or agency assigned primary responsibility to analyze, design, develop, implement, and evaluate training, instructional materials, and training support products related to its doctrinal, combat, or logistical training responsibility and that is presented at one or more Army schools or training centers.

proponent school

School designated by the CG, TRADOC, or other appropriate Army command, as training proponent to exercise management of all combat/training development aspects of a materiel system, functional area, or task. It analyzes, designs, develops, implements, and evaluates training/training products for proponent area.

reclassification training

A Soldier may be reclassified into a new job due to organizational restructure, mission, or new/revised systems, etc. Reclassification training is training provided to those individuals which qualifies them to perform in a newly assigned job (MOS, AOC).

refresher training

Used to reinforce previous training and/or sustain/regain previously acquired skills and knowledge. The training:

- a. Is related to course-specific training objectives, performed under prescribed conditions, and must meet prescribed performance standards.
- b. May take place in a course during or outside of POI time.
- c. Usually takes place in the unit to sustain or retrain a previously required proficiency level; or may be trained to prepare an individual for institutional training, such as to meet prerequisite training requirements.

resident school

A training location other than the Soldier's unit where the Soldier is a full-time student. Resident schools include NCO academies; service schools; training centers; and TASS schools (BNs), an extension of TRADOC proponent schools.

resident training course

Training presented to students usually in a formal training environment by trained instructors. The training may be presented by conventional methods such as conference; by advanced technology, such as computers; by distributed training methods; or could involve a combination of methods.

risk

Risk is characterized by the probability and severity of a potential loss that may result from hazards due to the presence of an enemy, an adversary, or some other hazardous condition (FM 5-19).

risk assessment

The identification and assessment of hazards (first two steps of risk management process) (FM 1-02). It is the process used to identify potential hazard(s) associated with training, set values on the risk elements, compare risks against training benefits, and eliminate unnecessary risks. It is an expression of potential loss in terms of hazard severity, accident probability, and exposure to a hazard.

risk assessment code

A code representing the risk assessment output assigned to training products such as lessons and mission training plans.

self-study

Individual study where a Soldier learns or reinforces previous learning, on his/her own.

sequential training

The order of training so that learning new or more complex skills/knowledge is built upon and reinforces previously learned material.

simulation

A method for implementing a model(s) over time. Any representation or imitation of reality, to include environment, facilities, equipment, mechanical and maneuver operations, motion, role-playing, leadership, etc. It is the representation of salient features, operation, or environment of a system, subsystem, or scenario. Three common types are: simulating part of a system, simulating the operation of a system, and simulating the environment in which a system will operate.

skill

The ability to perform a job-related activity that contributes to the effective performance of a task performance step.

skill level (enlisted)

A type and degree of skill representing the extent of qualification with the total MOS. Under enlisted personnel management system (EPMS), it reflects the skills typically required for successful performance at the grade with which the skill level is associated.

small group instruction (SGI)

A means of delivering training that places responsibility for learning on the Soldier through participation in small groups led by small group leaders who serve as role models and mentors throughout the course. SGI uses small group processes, methods, and techniques to stimulate learning.

small group leader

An instructor who facilitates role modeling, counseling, coaching, learning, and team building in SGI.

staff and faculty

The collective term given to all personnel involved in the ADDIE process, such as analysts, developers, faculty/instructors, small group leaders, training facilitators, educators, evaluators, and managers.

staff and faculty development

Refers to the process of ensuring that the total workforce (military, Army civilians, and contractors) can carry out their training and education responsibilities through HQ TRADOC, DCS, G-3/5/7-approved training and education products and programs.

standard

A statement that establishes criteria for how well a task or learning objective must be performed. The standard specifies how well, completely, or accurately a process must be performed or product produced.

- a. The task standard reflects task performance requirements on the job.
- b. The learning objective standard reflects the standard that must be achieved in the formal learning environment.

standardization

As applicable to Army training, means:

- a. The development and implementation of performance standards the Army employs in training and in combat.
- b. Units and Soldiers performing the same task will be trained to perform that task to the same standard.
- c. Training products are produced in one format by the training proponent and used by other training activities.

student performance counseling

As related to training, communication that informs Soldiers/students about their training and expected performance standards, and provides feedback on actual performance. Soldier/student performance includes appearance, conduct, learning accomplishment, and the way learning is being carried out.

study guide

A document that guides the student through the process of studying a lesson or series of lessons. The student can use it to record notes.

subject matter expert (SME)

An individual who has a thorough knowledge of a job (duties and tasks). This knowledge qualifies the individual to assist in the training development process (for example, consultation, review, analysis, etc.). Normally, an SME will instruct in his/her area of expertise.

target population

Personnel for whom the instructional or training materials are designed. Samples from this population are used to evaluate training materials during development (also referred to as a target audience).

task

A clearly defined and measurable activity accomplished by individuals and organizations. It is the lowest behavioral level in a job or unit that is performed for its own sake. It must be specific; usually has a definite beginning and ending; may support or be supported by other tasks; has only one action; and therefore, is described using only one verb. It is generally performed in a relatively short time (however, there may be no time limit or a specific time limit), and it must be observable and measurable. The task title must contain an action verb and object and may contain a qualifier. Types:

a. **Collective task.** A clearly defined, discrete, and measurable activity, action, or event (such as a task) that requires organized team or unit performance, and leads to accomplishment of a mission or function. A collective task is derived from unit missions or higher-level collective tasks, and requires group participation to accomplish (such as operating a M105 Howitzer). It may also be a mission requirement, (such as secure a bridgehead), which can be broken down into supporting individual tasks. Task accomplishment requires performance of procedures composed of supporting collective or individual tasks. A collective task describes the exact performance a unit must perform in the field under actual operational conditions.

b. **Common collective task.** A collective task that is trained and performed in the same way by every unit in the Army. Example: Set up a personnel decontamination station.

c. **Common skill level task.** An individual task performed by every Soldier in a specific skill level regardless of MOS or branch. Example: A task performed by all captains.

d. **Common Soldier task.** An individual task performed by all Soldiers regardless of grade. Example: All Soldiers must be able to perform the task, "Perform mouth-to-mouth Resuscitation."

Note: There are common Soldier tasks that apply to all Army civilian employees as well. Example: Maintain security of classified information and material.

e. **Critical collective task.** A collective task that is critical. See "collective task" and "critical task."

f. **Critical common collective task.** A common collective task that is critical. See "common collective task" and "critical task."

g. Critical common skill-level task. A common skill level task that is critical. See "common skill level task" and "critical task."

h. Critical common Soldier task. A common Soldier task that is critical. See "common Soldier task" and "critical task."

i. Critical individual task. An individual task that is critical. See "individual task" and "critical task."

j. Critical shared task. A shared task that is critical. See "shared task" and "critical task."

k. Critical task. A collective or individual task a unit or individual must perform to accomplish their mission and duties and to survive in the full range of Army operations--war or military operations other than war. Critical tasks must be trained.

l. Individual task. The lowest behavioral level in a job or duty that is performed for its own sake. It should support a collective task; and usually supports another individual task.

m. Leader task. An individual task performed by a leader that is integral to successful performance of a collective task.

n. Organizational level task. Common skill-level task shared by other skill levels, such as, captains and company first sergeants may perform the same tasks.

task proponent

See "training proponent."

teletraining

Training delivered via communication links such as satellite or cable links.

test

A device, technique, or measuring tool used to:

- a. Determine if a student or group can accomplish the objective to the established standard.
- b. Determine if training does what it is designed to do efficiently and effectively.
- c. Measure the skill, knowledge, intelligence, abilities, or other aptitudes of an individual or group.

The Army School System (TASS)

A composite school system comprised of the AA, ARNG, and USAR institutional training systems. TASS, through the Army's training proponents, provides standard training courses to America's Army, focusing on three main points of effort--standards, efficiencies, and resources. TASS is composed of fully accredited and integrated AA, ARNG and USAR schools that

provide standard resident and nonresident dL institutional training and education for the Army. TASS training BNs are functionally aligned with the training proponents.

TASS training institution

The training and education environment of the Army (AA, RC, and civilians) that encompasses all Army sites where Soldiers and civilians can receive training, to include proponent schoolhouses, TASS training BNs and MFTUs, TASS training sites, Army Training Centers, RTI/RTS, dL classroom, and Classroom XXI.

The Army Training System (TATS) course

A course designed to train the same MOS/AOC skill level or ASI, LIC, SQI, ASI within the Army. The course ensures standardization by training all course-critical tasks to task performance standard. It may be trained at different sites and may involve use of different media/methods to train the various phases/modules/lessons.

TATS POI

A requirements document that provides a general description of TATS-C content, duration of instruction, and methods of instruction and media. It lists critical tasks taught and resources required to conduct peacetime and mobilization training.

Note: This is the objective TATS POI; currently being automated.

training

An organized, structured process based on sound principles of learning designed to increase the capability of individuals or units to perform specified tasks or skills. Training increases the ability to perform in known situations with emphasis on competency, physical and mental skills, knowledge and concepts.

training aids, devices, simulators, and simulations (TADSS)

A general term that includes combat training center and training range instrumentation; tactical engagement simulation; battle simulations; targetry; training-unique ammunition; dummy, drill, and inert munitions; casualty assessment systems; graphic training aids; and other training and education support devices. All of these are subject to the public laws and regulatory guidance governing the acquisition of materiel. TADSS are categorized as system and nonsystem:

a. System Training Devices (STDs). STDs are designed for use with a specific system, family of systems, or item of equipment, including subassemblies and components. STDs may be designed/configured to support individual, crew, collective, or combined arms training tasks. They may be standalone, embedded, or appended. Using system-embedded TADSS is the preferred approach, where practical, and cost effective.

b. Nonsystem Training Devices (NSTDs). NSTDs are designed to support general military training and nonsystem-specific training requirements.

training BN

A functionally aligned organization that executes ADT classes and coordinates IDT/ADT classes in other states and accredited by the proponent.

training course

Structured, sequenced training designed to train a student to perform identified learning objectives to the prescribed standard. The training may be presented by advanced technology, such as computers; by conventional methods, such as conference using trained instructors; by dL techniques, such as distributed print or interactive courseware (ICW) modules; or by a combination thereof.

training device

Three-dimensional object and associated computer software developed, fabricated, or procured specifically for improving the learning process. Categorized as either system or nonsystem devices. See Training aids, devices, simulators, and simulations (TADSS).

training equipment

Items of tactical or nontactical equipment or components used for training purposes in which the pieces of equipment do not lose their identity as end items for operational purposes, such as rifles, vehicles, communication equipment, and aircraft.

training facility

A permanent or semipermanent facility, such as a firing range (range towers, scoring benches, lane markers, range signs), confidence course, military operations on urbanized terrain complex, aircraft mock-up, jump school tower, or training area. Training facilities are construction projects and are not considered items of TADSS.

training management

The process commanders and their staff use to plan training and related resource requirements needed to conduct and evaluate training. It involves all echelons and applies to any unit in the Army regardless of strength, mission, organization, or equipment assigned.

training materials

Those materials developed as a result of training design and provided to teach or evaluate training. They include, but are not limited to; computer-based instruction, correspondence courses, training literature products, student handouts, and other products used to train to a prescribed standard.

training method

The procedure or process for attaining a training objective. Examples include lecture, demonstration, discussion, assigned reading, exercise, examination, seminar, and programmed instruction.

training objective

A statement that describes the desired outcome of a training activity in the unit. It consists of the following three parts: task, condition(s), standard.

training plan

A detailed description of the actions, milestones, and resources required to implement a training strategy. The detail depends upon the plan type and level.

training program

An assembly or series of courses or other training requirements organized to fulfill a broad overall training goal.

Training Requirements Analysis System (TRAS)

The management system that provides for the documentation of training and resource requirements in time to inject them into resource acquisition systems. The TRAS uses three types of documents: individual training plans (ITPs), CAD, and POIs. The purpose of the TRAS is to ensure, as required by current and future proponents, Combined Arms Training Strategy (CATS) institutional strategies, students, instructors, facilities, ammunition, equipment, manpower, and funds are all at the right place and time to accomplish TRADOC's missions, and the instruction produced is consistent with TRADOC and Army training requirements.

training resources

Those human, physical, financial, and time resources used to conduct and support training.

training strategy

The general description of the methods and resources required to implement a training concept. It lays out the who, what, where, when, why, how, and cost of the training. The development of a training strategy includes determining the training site and media selected to train each critical task.

a. CATS. The Army's overarching concept or plan used to attain and sustain desired levels of training proficiency on mission essential or critical tasks. CATS is the Army's overarching strategy for the current and future training of the force. Its basis is a series of branch proponent unit and institutional strategies describing training events, frequencies, and resources required to train to standard. These training strategies describe how the Army will train the total force to standard and consist of unit, individual, and self-development training strategies. CATS also identifies, quantifies, and justifies the training resources required to execute the training.

b. Individual training strategy (ITS). A cradle-to-grave description of the methods and resources required to develop and implement individual training. It describes who (Soldier), what (task), where (training site), when, and at what cost the training will be developed and implemented. There are long-range and short-range individual training strategies.

(1) Long-range training strategy. The long-range estimation of who, how, when, and where training will be provided. The time period extends from the third year following the execution year and beyond. It also identifies resource estimates for the program objective memorandum. Long-range training strategies are developed/updated after a needs analysis determines a training requirement(s) exists. Long-range plans (for example, individual training plan) document future training requirements. Example: Needs analysis determines a requirement to develop training to support a new MOS or system. Strategy development determines the best way to train these tasks is by a training device. This requirement is entered in the individual training plan for the affected MOS skill level(s).

(2) Short-range training strategy. The short-range determination of who, how, when and where tasks will be trained. The time period includes the execution plus the 2 budget years. Short-range training strategies are developed following the critical individual task analysis. They are supported by updated long-range plans (for example, individual training plan) and development/update of short-range training plans/models. Example: Strategy development determines that computer-based instruction is the best way to train several of the approved critical tasks. Developers then develop a computer-based instruction project management plan and design the computer –based instruction product.

c. Soldier training strategy. A CATS training strategy that reflects individual tasks unit commanders must ensure their Soldiers can perform in the accomplishment of unit missions.

d. Unit training strategy. The training design (plan) to attain and sustain the desired level of performance proficiency on mission essential or critical collective tasks. These strategies are based on mission and critical collective analysis data and evaluation feedback. They establish the need to produce collective training products and materials. Unit strategies are prepared in the form of a gunnery, maneuver/collective, and Soldier matrix.

training support

The provision of the materials, personnel, equipment, or facilities when and where needed to implement the training. It includes such functions as the reproduction and distribution of training products and materials, training scheduling, and student record maintenance.

training support center (TSC)

An authorized installation activity with area responsibility to provide storage, instruction, loan/issue, accountability, and maintenance for TADSS.

training support package (TSP)

A complete, exportable package integrating training products, materials, and/or information necessary to train one or more critical tasks. Its contents will vary depending on the training site and user. A TSP for individual training is a complete, exportable package integrating training products/materials necessary to train one or more critical individual tasks. A TSP for collective training is a package that can be used to train critical collective and supporting critical individual tasks (including leader and battle staff). There are various uses of TSP that fall under these categories:

a. Collective/warfighter TSP. A complete, standalone, exportable training package integrating training products and materials needed to train one or more critical collective tasks and supporting critical individual tasks (including leader and battle staff). A task-based information package provides a structured situational training scenario for live, virtual, or constructive unit or institutional training.

b. Common or shared individual task TSP. This is a TSP for one or more common or shared tasks.

c. Lane Training TSP. A package of material used to plan, execute, and assess lane training.

d. TADSS TSP. A complete package integrating all training products/materials necessary to train one or more individuals in the operational use and/or maintenance of a TADSS. A TADSS TSP may be an exportable package for use in units to "train-the-trainer" or a package exclusively used within an institution to train instructors or students on the utilization of the TADSS. The primary TADSS TSP development is an approved, validated TSP containing all material required to implement the training at the unit or institution. Its contents will vary depending on its type/use.

e. Training/TATS course TSP. Contains all guidance and materials needed to train all critical tasks of a particular course to the Army.

f. TSP for collective task(s) trained in the unit. TSP prepared or approved by the proponent school for unit training of critical collective task(s).

g. TSP for individual task trained in unit. A TSP prepared by the proponent school for a critical individual task selected during the media selection process for training at the unit. It contains all guidance/material needed to train the task.

h. Warfighter TSP. A collective TSP that fully supports training for all units (for example, both current and Force XXI units (sometimes referred to as analog and digital, respectively)). See Collective/Warfighter TSP.

i. Warrior TSP. A package of training products/materials necessary to train one or more critical individual tasks anywhere in the world, to include in the institution, at the unit, or in a Soldier's home. Training may be conducted using formal instruction, self-study, or distance learning in a live, virtual, or constructive environment.

j. WarMod TSP. A package of training products/materials used to initially train individual operator/maintainer/repairer, battle staff, or collective tasks for new equipment/systems. It provides the means to deliver training anywhere in the world, to include in the institution, at the unit, or at the contractor facility. Training may be conducted via formal instruction or distance learning in a live, virtual, or constructive environment. Used for instructor and key personnel training and may include doctrine, tactics, techniques, and procedures training.

k. Training test support package. Information provided the tester to evaluate training on new systems. This package includes the program of instruction, Soldiers' manuals, trainers' guides, Army training and evaluation program mission training plan changes, and training devices. It also includes embedded training components, training ammunition, targets, technical documentation, and training extension materials.

vertical alignment of training

Training is vertically aligned when tasks for a particular skill level build upon skills, knowledge, and experience gained during previous training and/or operational assignments. If tasks are in the same general categories, then their training must be progressive and sequential -- they must show an increase in the skill level required to accomplish them, the conditions and standards

must be more exacting, or the tasks must represent increased supervisory responsibilities when compared to related tasks trained earlier. Task statements should indicate the increase in required skill level or supervisory responsibility.

video teletraining

See "teletraining."

training coordination council workshop (TCCW)

A semiannual conference hosted by TRADOC and supported by USAR, ARNG, and proponents to review individual training and education requirements, capacity, constraints and to reallocate resources.

PART II - ROUTINE PREREQUISITES												
TASK	REGULATION DATA					SOLDIER DATA						
Minimum Aptitude Score (ASVAB) (if applicable)	CO	CL	FA	GM	MM	CO	CL	FA	GM	MM		
	OF	EL	SC	ST	GT	OF	EL	SC	ST	GT		
Color vision requirements (if applicable)												
Physical demand rating/profile (PULHES) <i>*See Part III for P/T profiles</i>	P	U	L	H	E	S	P	U	L	H	E	S
Prerequisite phase/course attendance (if applicable):			School code			Course completed						
			Date of completion			Phase completed						
Military and civilian vehicle operator license(s) (if applicable):												
Military license number:			Expiration date:									
Civilian license number:			Expiration date:					State:				
PART III - REQUIRED DOCUMENTS												
Security clearance (if applicable, attach as required)												
*Permanent profile attendees (if applicable): AC & AGR must have copy of MRB (P3, P4) results with completed DA Form 3349 (must include Army doctor-approved alternate aerobic event for APFT). TPU/Traditional Guardsmen must have copy of completed DA Form 3349 (must include Army doctor-approved alternate aerobic event for APFT).												
All required waivers (if applicable)												
Other requirements (if applicable)												
OTHER REQUIREMENTS OF DA PAM 611-21 NOT PREVIOUSLY LISTED:												
Other requirements (if applicable)												
Other requirements (if applicable)												
Other requirements (if applicable)												
Other requirements (if applicable)												
I have been counseled and have read all requirements applicable to the course I'm selected to attend. Attendance at this course and class will not pose any known hardship on me and/or my family that would detract from or prevent my successful completion of course requirements.												
Student's Signature:						Date:						
I have reviewed the above soldier's qualifications and potential to successfully complete this course, counseled them on these requirements, and hereby verify their readiness to attend.												
Commanding Officer (typed name):						Date:						
Signature:												