

U.S. ARMY SERGEANTS MAJOR ACADEMY (BNCOC)

CMP

OCT 04

COURSE MANAGEMENT PLAN

for the

BASIC NONCOMMISSIONED OFFICER COURSE (BNCOC)



Stand Alone Common Core

Course Management Plan (CMP)
for the
Basic Noncommissioned Officer Course (BNCOC)
Stand Alone Common Core (SACC)
The Army Training System (TATS)
600-00-BNCOC
October, 2004

**This CMP
Contains**

TABLE OF CONTENTS

		Page
Preface	Purpose	CMP-1
	Applicability	CMP-1
	Supersedes CMP	CMP-1
	Proponent	CMP-2
	Comments and Recommendations	CMP-2
	Foreign Disclosure (FD) Restrictions	CMP-2
	Course Management Plan Approval	CMP-2
Chapter 1	Course Structure	1-1
	Student Eligibility and Course Prerequisites	1-4
	Height and Weight Standards	1-4
	Course Graduation Requirements	1-6
	Honors	1-6
	Training Support Package Synopsis	1-7
	Nonacademic Requirements	1-11
	Course Map (Mandatory Training Sequence)	1-13
Chapter 2	SGL/Instructor to Student Ratio	2-1
	Method of Instruction	2-1
	Course Manager Guidance Responsibilities	2-2
	Request Waivers	2-3
	Course Evaluation/Feedback Form	2-4
	SGL/Instructor Standards	2-4
	SGL/Instructor Grade & Experience Requirements	2-5
	SGL/Instructor Certification Requirements	2-5
	Instruction Certification Program	2-6
	SGL/Instructor Guidance	2-6
	SSGL Role and Responsibilities	2-7
	Student Counseling Requirements	2-8
	Student Academic Records	2-10

**This CMP
Contains,
continued**

TABLE OF CONTENTS, continued

		Page
	Service School Academic Evaluation Report (AER)	2-11
	Student Recognition	2-11
	Student Academic Deficiency/Dismissal	2-12
	Student Dismissal	2-13
	Student End of Course Critique	2-13
Chapter 3	SGL Overview	3-1
	SGL/Instructor Responsibility	3-2
	Lesson Presentation	3-2
	Study Hall	3-4
	Refresher Training	3-5
	Remedial Instruction	3-5
	Class Management/Environment	3-6
	Discipline	3-7
Chapter 4	Lesson Composition	4-1
	Methods and Techniques for Delivering Instruction	4-3
Appendix A	Required References	A-1
Appendix B	Test Administration Guides (TAGs)	B-1
Appendix C	Index of Student Handouts	C-1
Appendix D	End of Course Critiques	D-1
Appendix E	Unit Pre-execution Checklist	E-1
Appendix F	Consolidated Glossary	F-1

Gender Disclaimer Unless this Course Management Plan (CMP) states otherwise, masculine nouns and pronouns do not refer exclusively to men.

PREFACE

Purpose This Course Management Plan (CMP) serves as a single source document that will assist in the administration of the Basic Noncommissioned Officer Course (BNCOC). It provides the Course Manager and the Small Group Leaders (SGLs)/Instructors information needed to conduct the training as prescribed by the associated training materials. It also provides information students will need to meet their responsibilities for learning and successful completion of the course. NCO Academies must obtain an exception to policy from the proponent to modify this CMP. NCO Academies may use this CMP in developing their Standing Operating Procedures. **TSPs can be used to provide: training on one or more tasks, one or more than one lesson plan for resident training, all training materials for implementing a complete course at a remote site, and awareness training material that can be in one or more media. TRADOC Regulation 350-70 explains training support packages (TSP), lesson plans, and course management plans (CMP) formats and components.**

(TRADOC 350-70, Appendix E)

Applicability This plan applies to all Noncommissioned Officer Academies (NCOAs) that conduct The Army Training System (TATS) Stand Alone Common Core (Phase I) BNCOC. This includes the Active Army, the Army National Guard (ARNG), and the U.S. Army Reserve (USAR).

If there is a conflict between this CMP, and the BNCOC Program of Instruction (POI), follow the CMP and notify the proponent of the difference.

If there is a conflict between this plan, and Army publications or Army guidance, the Army publication or guidance takes precedence.

The intent of the CMP is to enhance BNCOC and not establish Department of the Army (DA) or Training and Doctrine Command (TRADOC) policy.

Supersedes CMP This CMP supersedes the Course Management Plan for the Basic Noncommissioned Officer Course dated October 2003.

Proponent The proponent for this CMP is the U. S. Army Sergeants Major Academy.
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Comments and Recommendations Send e-mail messages to the above listed e-mail address or send comments, and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to:

ATTN ATSS DCA
COMDT USASMA
BLDG 11291 BIGGS FLD
FT BLISS TX 79918-8002

Foreign Disclosure (FD) Restrictions The course developers in coordination with the USASMA Foreign Disclosure (FD) authority reviewed the information contained in this CMP, and this course. Some components of this course may not be releasable to students from foreign military schools/countries. Commandants must check each TSP FD statement for Foreign Disclosure release restrictions. This CMP is releasable.

Course Management Plan Approval The following individuals have reviewed, and approved this Course Management Plan for publication and implementation into the Basic Noncommissioned Officer Course (BNCOC).

Name/Signature	Rank	Title	Date Signed
Phil King	GS11	Course Manger, B/A/BSNCOC	
Agnes D. Bennett-Green	SGM	Chief, B/A/BSNCOC	
Marion Lemon	SGM	Chief, CDDD	
John T. Griffin	SGM	Director, QAO	
Mack H. Vereen	GS13	Director, DOTD	

CHAPTER 1

Course Structure

This course all SSGs and selected promotable SGTs and non promotable SGT an opportunity to acquire the leader, technical, and tactical skills, knowledge, and experience needed to lead a squad size unit. BNCOC includes this stand-alone branch-immaterial common core, commonly referred to as Phase I, and branch-specific technical training, commonly referred to as Phase II. Students must satisfactorily complete (graduate) all phases before granting them course credit for BNCOC.

The BNCOC SACC is a 12-day TATS course taught in Active Army, Army National Guard (ARNG), and U.S. Army Reserve (USAR) NCO academies/schools. It employs classroom instruction using the Small Group process technique and Small Group Instruction (SGI) with practical applications, performance evaluations, and testing. BNCOC uses hands-on performance oriented training when possible. Training focuses on:

- Preparing unit and subordinate elements for peace and wartime missions and contingencies.
- Planning, supervising, and executing tasks and missions assigned to squad-size units.
- Leading, supervising, disciplining, training, and developing subordinates.
- Planning, scheduling, supervising, executing, and assessing the unit's mission essential training.
- Planning, initiating, and supervising personnel, administration, and supply actions.
- Planning, supervising, and assessing the safe use, maintenance, security, storage, and accountability of personal equipment and organizational materiel.
- Caring for subordinates and their families.

(Ref: AR 350-1, Chapter 3, para 3-47 and TRADOC 350-10, Chapter 5, para 5-4)

Course Structure,
continued

NCO Academies will conduct the SACC in the resident mode to Active Duty (AD), Annual Training (AT)/Active Duty for Training (ADT) and Inactive Duty for Training (IDT) students.

Students attending BNCOC at active duty academies will attend for two weeks and 2 days (5 days per week) (12 consecutive training days).

Students attending BNCOC in the AT/ADT mode will attend for 12 consecutive days.

Students attending BNCOC in the IDT mode will attend one weekend per month for 6 consecutive months (6 MUTA-4s).

Active Army and AGR personnel will receive academic credit for attendance at TASS battalion schools.

(Ref: AR 350-1, Chapter 3, para 3-45)

The following shows the Course Components:

	Method of Instruction	Technique of Delivery	Training Site
Phase I Stand Alone Common Core (SACC)	Case Study Conference Lecture Demonstration Practical Exercise (Performance) Study Assignment Role Playing Test Test Review (AAR)	Small Group Instruction (SGI) Individualized, Self- Paced Instruction	Resident (TASS Training Institution)

(Ref: TRADOC 350-10, Chapter 5, para 5-1)

Course Structure,
continued

Proponent commandants will develop and implement a Command Post Exercise (CPX), Field Training Exercise (FTX), Situational Training Exercise (STX), or Live Training Exercise (LTX), virtual or live, in the field or at a job site, as a culminating event designed to evaluate (Go/No-Go) the soldier's ability to perform the terminal learning objectives of the course to graduate. These events will be at least 72 hours in length, be scenario driven and conducted under CONOPS conditions. Schools should include in the evaluations during their CPX, FTX, STX, or LTX, virtual or live, in the field or at a job site the soldiers' ability to lead and perform the following tasks:

- Conduct a Tactical Road March
- Occupy an Assembly Area
- Apply Troop Leading Procedures
- Move Tactically
- Direct Reacting to NBC Attack
- Consolidate and Reorganize
- Direct Reacting to Contact
- Direct Reacting to Indirect Fire
- Direct Reacting to Ambush
- Employ Air Defense Measures
- Direct Breaking Contact
- Defend
- Conduct Continuous Operations

NOTE: CPX/FTX/STX/LTX must incorporate the 11 variables of the Contemporary Operating Environment (COE).

(Ref: TRADOC 350-10, Chapter 2, para 2-7f & TRADOC CTG)

NOTE: All references hereafter to BNCOC refer to the Stand Alone Common Core (SACC) (Phase I) unless otherwise specified.

**Student
Eligibility and
Course
Prerequisites**

Attendees to BNCOC must meet the following eligibility criteria:

- Active duty, USAR and ARNG soldiers incur a six month service-remaining obligation upon graduation.
- Have not previously received promotion point credit for the course.

Attendees to BNCOC must meet the following mandatory prerequisites:

- Active Army or Reserve Component enlisted soldier who meets enlistment requirements.
- Selected by HRC (Active Army) or selected by appropriate promotion authority for Reserve Component.
- Staff Sergeant or promotable Sergeant.
- Qualified in their MOS.
- **Complete TASS Unit Pre-execution Checklist.**
- Meet requirements outlined in AR 350-1, TRADOC Regulation 350-10 and TRADOC Regulation 350-18.
- Successfully completed PLDC.

(Ref: AR 350-1, AR 614-200, TRADOC Regulation 350-10, and TRADOC Regulation 350-18)

**Height and
Weight
Standards**

All students must meet height and weight standards in accordance with AR 600-9 to enroll into the course. Students will weigh-in during in-processing. If a student exceeds the screening table weight, the NCOA will administer the tape. If the student exceeds the body fat standards, the NCOA will deny enrollment. The commandant will deny enrollment, the NCOA will notify the first general officer in the student's chain of command. Additionally, the commandant may direct that a student weigh-in at any time during the course. Should the student exceed the body fat standards, the commandant will process the student for dismissal.

NCOAs will deny enrollment to soldiers failing to meet any of the above prerequisites.

(Ref: AR 600-9)

**AR 600-9,
APFT
Requirement
and
Profiles for
NCOES
continued**

“The requirement to take an APFT within 72 hours of enrollment for NCOES courses as outlined in AR 350-1 (Reference A) is suspended until further notice. All school commandants and commanders will arrange for students to meet the APFT requirement as an end of course graduation requirement, while allowing for one retest. The APFT requirement for BNCOC and ANCOC common core phase training, as outline in AR 350-1 is suspended. The APFT requirement will shift to the technical phase training as a graduation requirement.”

“The current DA Message (Reference D) suspends APFT requirement for the first 90 days, following redeployment, for units to conduct a physical readiness assessment. This unit requirement does not effect the individual requirement to prepare to pass the APFT as part of their course application to meet graduation requirements. Reference D made allowances for soldiers attending PME within the 90-day stabilization period to waive individual APFT requirement for courses thirty or fewer days in length. Any course greater than 30 days or attendance at any courses requiring an APFT after the 90-day stabilization period, requires that a student must pass the APFT in order to graduate.”

“Army Regulation 350-1 states that soldiers with temporary profiles, which prevents’ full participation in a temporary duty course of instruction, will be removed from school consideration by the immediate commander until the temporary profile is removed. Soldiers with a permanent designator of "3" or "4" in their physical profile must include a copy of DA Form 3349, dated FEB 04, and the results of their Military Medical Review Board (MMRB) as part of their course application. Soldiers who have been before a MMRB, awarded medical limitations, and 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 the course graduation requirements. Guidance on the qualification for continuance of disabled personnel on active duty for profiles resulting from injuries incurred in the line of duty in OIF/OEF OR OTHER GWOT combat missions can be found in AR 635-40, Physical Evaluation for Retention, Retirement or Separation, dated AUGUST 1990.”

Ref: DA Mssage, Subject: ALARACT 103/2004, dated 091624Z JUN 04

**Course
Graduation
Requirements**

To meet course graduation requirements students must: Achieve an overall rating of a “GO” on the Military Briefing Evaluation and score at least 70 percent or better on the Written Examination and the Graphics & Overlays Examination.

- L331, Military Briefing Evaluation.
- E303, Written Examination.
- E302, Graphics & Overlays Examination

NOTE: Commandants may not supplement these graduation requirements. Upon completion of the SACC, academies will issue students a copy of DA Form 1059 (Service School Academic Evaluation Report) indicating the student has successfully completed BNCOC Phase I. This does not, however, constitute completion of BNCOC. A BNCOC graduate must complete Phase I and Phase II to become a BNCOC graduate.

(Ref: TRADOC 350-10, Chapter 2, para 2-16, 2c(1) and (2))

Honors

There will be no honors given for completion of the Stand Alone Common Core (Phase I).

(Ref: TRADOC 350-10, Chapter 5, para 5-11c(5))

**Training
Support
Package (TSP)
Synopsis**

The following table shows a brief synopsis of the Training Support Package (TSPs):

TSP No./ Title	Training Support Package (TSP) Synopsis
L324 Ethical Behavior	Familiarizes the student with analyzing the ethical climate in the squad and shows how to develop a plan to sustain or improve that climate.
L326 Communicate Effectively in a Given Situation	Requires students to develop a communication plan for communicating their position.
L327 Enforce the Equal Opportunity Program	Review of the Army's Equal Opportunity/Equal Employment Opportunity Programs.
L328 Counsel Subordinates	Teaches counseling techniques, forms of influence, reasons for counseling, the processes for counseling, the pitfalls, and use of, and preparation of the DA Form 4856-E, and addresses the responsibility to counsel.
L329 Financial Management	Provides managerial processes for the soldiers: how to manage money, plan for future needs, and addresses the Army's latest policy using the Government Visa Travel Card.
L330 The Army Writing Style	Teaches how to prepare written correspondence using the Army writing style.
L331 Conduct a Military Briefing	Shows how to plan, prepare, and deliver a military briefing that quickly and clearly conveys the bottom line. Students must successfully present an information briefing. This is a graduation requirement.
L333 The Noncommissioned Officer Evaluation Reporting System:	Provides a review of the responsibilities for preparing fair and correct NCO-ERs.
L334 The Army's Homosexual Policy	Provides the Army's policy on Homosexual perspectives, outlook, and awareness.

Training Support Package (TSP) Synopsis,
continued

The following table shows a brief synopsis of the Training Support Package (TSPs):

TSP No./ Title	Training Support Package (TSP) Synopsis
L335 Develop Subordinate Leaders in a Unit	Requires students to provide an assessment to develop a subordinate in a platoon-sized element, given instruction about emerging leadership doctrine. Students must provide assessments to develop a subordinate IAW FM 22-100.
L336 Motivate Subordinates to Accomplish Unit Mission	Teaches students how to develop a motivation plan. Students will discuss motivation theories and techniques as a motivational tool. They will discuss needs motivation, theories, and goal setting. Students will have to complete advance reading assignments, and a homework assignment. Students must develop a motivation plan IAW FM 22-100.
L337 The Army Health Promotion Program at the Unit	The Army Health Promotion Program (AHPP) includes the soldier, his family members, civil service employees, and military retirees. AR 600-63 provides both the structure and guidelines for the maintenance of the AHPP. This regulation also outlines the policy, responsibilities, and implementation procedures for the program.
L338 Apply the Ethical Decision-Making Method at Small Unit Level	Requires students to resolve an ethical problem at the small unit level by using sound reasoning and judgment in the application of the ethical reasoning process. Students must resolve an ethical problem at the small unit level IAW FM 22-100 and DOD 5500.7-R.
L340 Develop a Cohesive Team	Shows students how to prepare a plan to develop a cohesive team given the stages of soldier team development, the factors of unit cohesion, and how they apply to the plan. Students must prepare a plan to develop a cohesive team IAW FM 22-100.
T321 The Risk Management Process	Teaches the risk management process at the section/squad level.
T323 Training Management at the Squad Level	Looks at the Army's training doctrine, some basic terms students need to know, and the "Principles of Training."

Training Support Package (TSP) Synopsis,
continued

The following table shows a brief synopsis of the Training Support Package (TSPs):

TSP No./ Title	Training Support Package (TSP) Synopsis
T330 Supervise Squad-Level PMCS	Familiarizes students with the requirements to conduct, supervise, and check that preventive maintenance is being performed on equipment used by soldiers and organizations.
T340 Suicide Prevention	Provides prevention methods squad leaders must recognize to prevent suicide.
T341 Casualty Evacuation	Covers the procedures soldiers must follow to rescue, plan, and assist with the safe, effective evacuation of injured and wounded soldiers on the battlefield. The primary focus of this lesson is their responsibility and actions in caring for and the possible evacuation of soldiers from the battlefield. It gives them visuals of how to conduct the different types of carries in any given situation.
T342 Cultural Awareness Considerations	Gives the student some insight into the concept of culture, becoming familiar with other cultures, and some information on the social and cultural issues that affect individual and group behavior. Its purpose is to provide an opportunity for understanding the diversity that exists between us, and the people of other countries.
T343 Implement a Total Fitness Program	Students learn how to develop a squad physical fitness program for a unit. Students must implement a total fitness program in a unit in IAW FM 21-20.
W321 Graphics and Overlays	Shows how to prepare offensive and defensive overlays for an armored or mechanized company or battalion. It discusses operational terms, acronyms, and abbreviations.
W322 Plans, Orders, and Annexes	The focus of this lesson is the Operations Order, and its format. It provides a basic understanding of plans, orders, and annexes in relationship to preparing overlays.
W323 Troop Leading Procedures	Explains the steps of troop leading procedures for directing squad operations.

Training Support Package (TSP) Synopsis,
continued

The following table shows a brief synopsis of the Training Support Package (TSPs):

TSP No./ Title	Training Support Package (TSP) Synopsis
W324 Leader's Responsibilities in a Chemical Environment	This lesson focuses on the squad/section leader skills necessary to conduct squad-level NBC operations during tactical operations.
W325 Squad Tactical Operations	Provides students a base of knowledge for critical combat tasks that relate to controlling a tactical road march, performing the duties as a serial/march unit commander, directing unit air defense operations, occupation of an assembly area, squad movement, squad offensive operations, squad defensive operations, and consolidation and reorganization.
W326 Intelligence and Electronic Warfare (IEW) Operations	Familiarizes students with intelligence and electronic warfare operations. It focuses on how to keep the enemy from discovering out information about friendly forces.
W332 Establishment of a Check Point	Briefly covers the role of reconnaissance platoons in support of stability and support operations. It covers the basics for establishing a checkpoint and gives the students some information on how to construct a checkpoint and what actions to take at checkpoints, i.e., searches, etc.
W333 React to a Possible Improvised Explosive Devices (IEDs)	Discusses how to react to a possible Improvised Explosive Device (IED), their possible locations, visual indicators, reactions to IED's, avoidance, and reporting IED's using the standard 9-line UXO report.

Nonacademic Requirements

The following provides a brief description of administrative nonacademic activities required during the course. They are not POI training requirements or supported by instructor contact hours (ICH).

Activity	Synopsis
In processing	Students shall undergo in processing before the course starts. They will receive the lesson Advance Sheets, assigned SDL TSP, and publications for the course.
Commandant's Orientation	This allows for the Commandant's welcome, orientation, and briefing on local Standing Operating Procedures (SOPs). This includes a safety briefing, standards of conduct expected while attending the course, and introduction of the staff and faculty. It will also include BNCOC graduation requirements. The local academy Commandant will develop this briefing.
Introduction to BNCOC	SGLs/Instructors conduct this session in the group rooms. They provide an overview of the BNCOC and explain the objectives and course standards. They also discuss course content, explain the small group process, and cover study requirements and techniques, and the Leadership Performance Evaluations. They will also explain the Student Evaluation Plan. Assign Student Discussion Leaders (SDLs) and issue their lessons.
Study Hall	This provides students time to adequately study and prepare for the next day's lessons. It also allows instructors to recognize and assist students in correcting poor study habits. Study hall is not mandatory. NCOAs must provide students a single point of contact at a designated location to provide guidance and support.
Commandant's Time/Training Support Activities (Four Hours)	Time used at the Commandants' discretion for remedial/refresher training/retesting, equipment issue/turn-in, travel time as required to/from training areas, physical fitness training sessions (sustainment), religious activities, and other non-POI requirements.
Student Counseling	NCOAs must allow for event-oriented counseling for students failing the examinations/evaluations. Additionally, there are reception and integration, and end of course performance and professional growth counseling requirements. There are no ICHs for this counseling.

**Nonacademic
Requirements,**
continued

Activity	Synopsis
Out-processing	This time is used for students to clear Phase I activities and out-process.

Course Map

This section discusses the course map. This course map depicts the designed sequence of presentation for the Stand Alone Common Core BNCOC established during course design.

The following chart shows a listing of all the lessons that make up the course. This listing **does** indicate the sequence of presentation. It reflects the Program of Instruction File Number (PFN), the Lesson Title, the length of the lesson, and the type presentation, e.g., Small Group Leader/instructor-led and Student Discussion Leader-led (SDL).

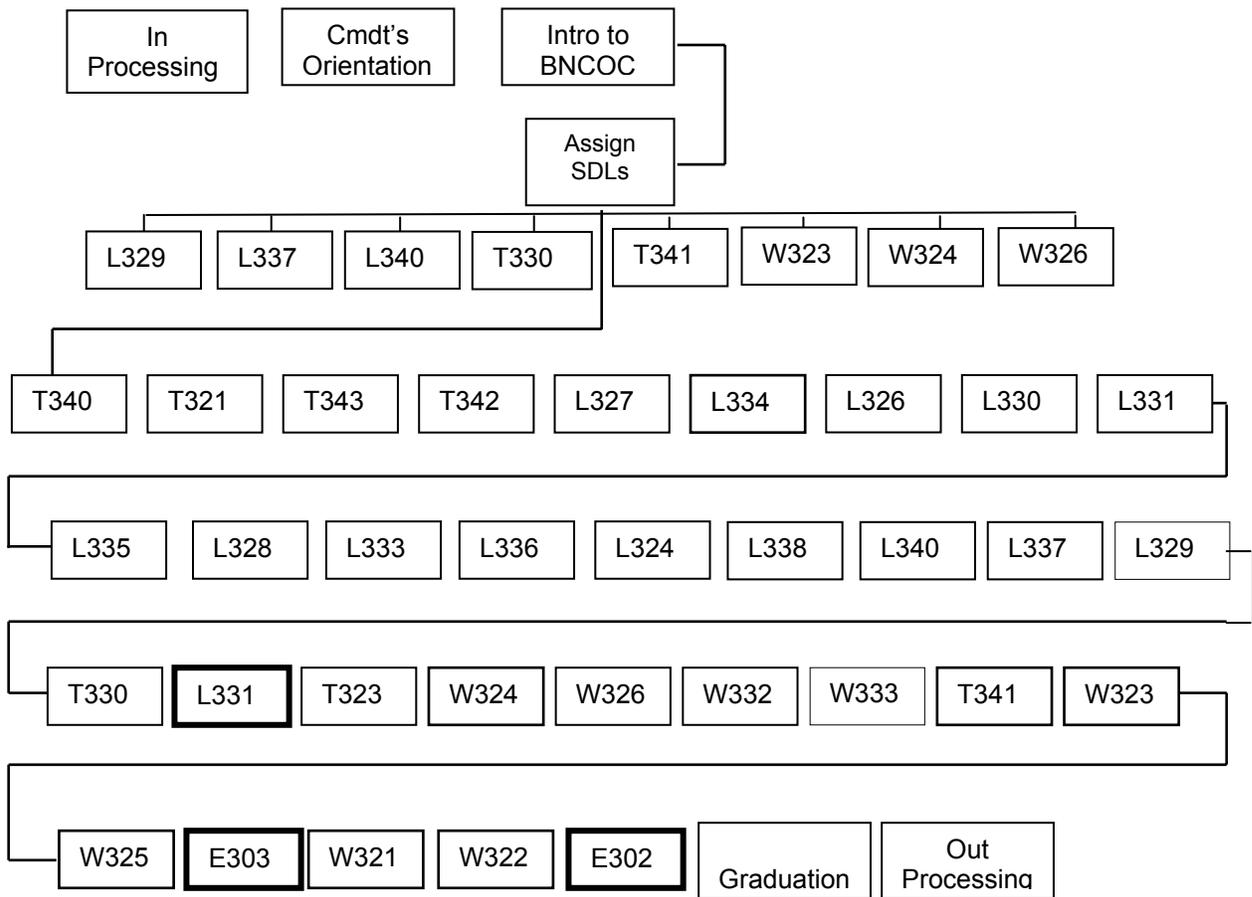
PFN	Lesson Title	Hours	Type
T340	Suicide Prevention	3	SGL
T321	The Risk Management Process	2	SGL
T343	Implement a Total Fitness Program	2	SGL
T342	Cultural Awareness Considerations	2	SGL
L327	Enforce the Equal Opportunity Program	1	SGL
L334	The Army's Homosexual Policy	1	SGL
L326	Communicate Effectively in a Given Situation	2	SGL
L330	The Army Writing Style	2	SGL
L331	Conduct a Military Briefing	1	SGL
L335	Develop Subordinate Leaders in a Unit	3	SGL
L328	Counsel Subordinates	5	SGL
L333	The Noncommissioned Officer Evaluation Reporting System	3	SGL
L336	Motivate Subordinates to Accomplish Unit Mission	6	SGL
L324	Ethical Behavior	2	SGL
L338	Apply the Ethical Decision-Making Method at Small Unit Level	2	SGL
L340	Develop a Cohesive Team	2	SDL
L337	The Army Health Promotion Program at The Unit	2	SDL
L329	Financial Management	2	SDL
T330	Supervise Squad-Level PMCS	1	SDL
L331	Conduct a Military Briefing	4	SGL
T323	Training Management at the Squad Level	3	SGL
W324	Leader's Responsibilities in a Chemical Environment	2	SDL
W326	Intelligence and Electronic Warfare (IEW) Operations	2	SDL
W332	Establishment of a Check Point	2	SGL
W333	React to Possible Improvised Explosive Devices (IEDs)	1	SGL
T341	Casualty Evacuation	2	SDL
W323	Troop Leading Procedures	5	SDL
W325	Squad Tactical Operations	10	SGL
E303	Written Examination	3	SGL
W321	Graphics and Overlays	8	SGL

Course Map
continued

PFN	Lesson Title	Hours	Type
W322	Plans, Orders, and Annexes	5	SGL
E302	Graphics and Overlays Exam	3	SGL
	Total Hours:	94	

Course Map,
continued

This shows the mandatory training sequence for this course.



= Examinations (Tests)/Evaluations

NOTE: Present the first hour of L331, Conduct a Military Briefing, on Day 2. Present the other hours, which are the student briefings (performance evaluations), at least on Day 6 or later. This would provide the students sufficient time to prepare. Conduct all the student briefings on the same day.

NOTE: Assign and issue the SDL lessons during the Introduction to BNCOC session.

NOTE: All academies will conduct required retests between 0500 to 0800 or 1700 to 2000.

CHAPTER 2

SGL/Instructor to Student Ratio

Class sizes (the number of students in a class) may vary due to capacity, and training requirements. NCO academies may adjust class size based on their own capabilities, anticipated student load and ATRRS, and the number of qualified SGLs/Instructors they have. NCO academies must maintain a 1:12-16 SGL/Instructor to student ratio (One SGL/Instructor to 12-16 students). This ratio ensures adequate student control, safety, and supervision. It also facilitates teaching, coaching, mentoring, evaluating and developing individual students. Group sizes per **classroom**: MIN: 12, OPTIMUM: 14, MAX: 16.

(Ref: TRADOC 350-18, Chapter 4, para 4-3 and TRADOC 350-10, Chapter 2, para 2-13)

Method of Instruction

(The above ratio facilitates successful training using Small Group Instruction (SGI) for which USASMA designed this course.)

Small group instruction shifts the teaching methodology from "what to think" to "how to think" and places the learning responsibility on the student through group participation. This approach creates an atmosphere whereby the students can exchange ideas on any subject and use collective reasoning to solve problems. The small group process fosters team building, and provides training reinforcement based on a wide range of backgrounds and professional experience. For some of the training, students serve as student discussion leaders (SDLs).

Divide the students into their assigned groups and maintain this group integrity throughout the course. Ensure each student in the group serves in a variety of different leadership positions. When in a leadership position, each student must lead, train, and care for the other members of the group. Members of the cadre critique and counsel all student leaders on leadership techniques, ideas, and principles that apply to the various situations they may confront. The small group leader assigned to a group remains with that group throughout the course and all the rotations of group leaders. Evaluate the students using the Leadership Position Performance Evaluation Checklist at Appendix B, TAG-4-12.

NCO Academies conduct training in a challenging, live-in, leadership intensive academy environment that reinforces leadership and professional skills as part of the students' academic training and daily routine.

Method of Instruction,
continued

NCO Academy cadre must teach and demonstrate the standards of leadership, training, tactical competence, and overall professionalism that the NCO Corps throughout the Army must maintain. Everything the students observe in an NCO Academy should set the example of how to conduct activities in the Army.

(Ref: TRADOC 350-10, Chapter 2, para 2-13 and 2-14)

Course Manager Guidance Responsibilities

The Course Manager is responsible for ensuring the NCOA presents the training as USASMA designed it. Course Managers must keep in mind that the training environment must enhance learning, encourage student initiative, and require students to attain and sustain high levels of discipline. The NCO Academy must also have defined, publicized, and enforceable standards; and focus on preparing the student to lead soldiers through training, maintenance, deployment, and sustained operations in support of unit missions. Specifically, the Course Manager must, at a minimum:

1. Ensure required training resources are available for presenting the training as scheduled, and obtains required reference materials.
 2. Ensure instructors receive support, materials, and equipment required for presenting this training.
 3. Ensure the staff and faculty presents and manages the training correctly.
 4. Continuously evaluate course effectiveness and efficiency, and provide appropriate feedback to the U.S. Army Sergeants Major Academy.
 5. Ensure staff, faculty, and students comply with safety and environmental protection rules, regulations, laws, and course requirements.
 6. Evaluate Senior SGLs (SSGLs) on a regular basis (at least quarterly, except at IDT sites, evaluate semi-annually).
 7. Ensure proper maintenance of the facilities, materiel (equipment and supplies) systems required for presenting this training.
 8. Disseminate to the students information in this CMP that pertains to the students.
 9. Disseminate to the SGLs/Instructors information in this CMP that pertains to the SGLs/Instructors.
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**Course
Manager
Guidance
Responsibilities,**
continued

If required, NCOAs will submit their requests for waivers to USASMA. Address the requests to the Directorate of Training and Doctrine (DOTD) at ATSS-DCA or the Quality Assurance Office (QAO) at ATSS-Q in accordance with the following listing:

**Requests for
Waivers**

<u>SUBJECT</u>	<u>AGENCY</u>
Academic Time/Hours	DOTD
Administrative Time/Hours	DOTD
Completion Standards	DOTD
Constructive/Equivalent/Equal Credit	DOTD
Course Length	DOTD
Course Requirements	DOTD
Equipment	DOTD
IDT/ADT Periods	DOTD
Minimum/Maximum Class Size	DOTD
POI	DOTD
Student Administration	DOTD
Student Prerequisites	DOTD
SGL/Instructor -to-Student Ratio	DOTD
Training Schedule	DOTD

<u>SUBJECT</u>	<u>AGENCY</u>
Accreditation Standards	QAO
Billeting and Facilities	QAO
Classroom Size	QAO
External Evaluation Program	QAO
Instructor Grade and Experience Requirements	QAO
Instructor Evaluation	QAO
Instructor Qualification/Certification	QAO
Internal Evaluation Program	QAO

<u>SUBJECT</u>	<u>AGENCY</u>
Classroom Configuration	TRADOC

NOTE: For expedited requests, academies should phone USASMA for a verbal approval/disapproval, then FAX or send the written request. USASMA will return the response via FAX with a copy going to the QAO. **Please enclose a working fax number for all waivers; this will provide a faster turn around time.**

Course Evaluation/Feedback Form Course Managers, Chief Instructors, SSGLs and SGLs/Instructors can assist in the effort to continuously improve this course by completing and returning to USASMA the Course Evaluation/Feedback Form at Appendix D, CEF-1

SGL/Instructor Standards The SGLs/Instructors are the image and reputation of the NCO Academy. Dedicated, motivated, and caring cadre provides the example by which all NCOs pattern themselves. There is probably no more important task for an academy than the selection of its instructors.

Commandants must take a personal interest in the selection and assignment of SGLs/Instructors. They must interview potential SGLs/Instructors, and select them based on their apparent leadership ability, communications skills, military bearing and appearance, physical fitness, attitude, and demonstrated motivation. SGLs/Instructors are role models and must lead by example. They must understand that their role as a mentor requires them to be there for the student and this requires the highest level of dedication.

The SGLs/Instructors conduct leadership assessments and counseling. They assist students to identify strengths, weaknesses, and actions to improve their performance. They are responsible for student physical conditioning, control, discipline, and administrative requirements. Commandants should consider the following selection criteria for SGL/Instructor duty from AR 614-200:

- Be a high school graduate or possess the GED equivalent.
 - Have no personal habits or character traits that are questionable from a security standpoint, such as financial irresponsibility, foreign holdings or interest, heavy drinking, drug abuse, gambling, emotional instability, and so forth. Concerning alcohol and drug abuse, persons declared rehabilitation successes under the ASAP program should not be included.
 - Possess mature judgment and initiative.
 - Have served at least three years of active federal service in any branch of the armed forces.
 - Have three years time remaining in-service upon arrival at assignment or be able to reenlist or extend to meet the requirement.
 - Have a security clearance consistent with that required to attend the requisite instructor course.
 - Meet minimum reading grade level (RGL) and language grade level (LGL) (measured by Test of Adult Basic Education (TABE) (See AR 350-1)) required for attendance to the requisite instructor course.
-

SGL/Instructor Standards, continued

- Display good military bearing.
- Meet the body composition requirements in AR 600–9.
- Be able to pass the Army physical fitness test (APFT).
- Be fully qualified in the MOS for which instructor duty is desired and have at least one year of experience in that MOS.
- Have recently held a leadership assignment.
- Have a demonstrated ability to be an instructor.

(Ref: AR 614-200, para 6-9)

SGL/Instructor Grade and Experience Requirements

For information:

<http://usasma.bliss.army.mil/qao/docs/instructor/InstrCertProgramAug03.pdf>

SGL/Instructor Certification Requirements

SGLs/Instructors must meet the following certification requirements:

- A BNCOC graduate (all phases) awarded the appropriate NCO education code.
 - Certified in accordance with the USASMA Instructor Certification Program with the following records on hand, at a minimum:
 - USASMA Certification Memorandum.
 - DA Form 2-1 (Personnel Qualification Record – Part II) or Enlisted Record Brief (ERB).
 - DA Form 705 (Army Physical Fitness Test Scorecard).
 - DA Form 1059 (Service School Academic Evaluation Report) or Certificate of Training for:
 - Instructor Training Course (ITC).
 - Small Group Instructor Training Course (SGITC).
 - BNCOC (All phases).
 - DA Form 5500-R or DA Form 5501-R (Body Fat Worksheet) (if applicable).
 - DA Form 3349 (Physical Profile) (if applicable).
 - Orders awarding Skill Qualification Identifier (SQI) “H.”
-

SGL/Instructor Certification Requirements, continued

SGLs/Instructors must meet the same physical standards required of the students, except that SGLs/Instructors **will not have** a permanent profile that precludes them from performing all of their duties (e.g., running, marching, physical fitness exercises and, wearing of required equipment).

NOTE: The servicing chief, MPD/commander, PSB, or the training activity commander will award fully qualified soldiers appropriate SQI by publishing orders. Excluding SQI "X," "Q," "H," or "B" (which maintain precedence while soldier is assigned to an authorized Drill Sergeant position, equal opportunity advisor (EOA) position, instructor position, or inspector general NCO position, respectively).

(Ref: AR 614-200, Chapter 3, para 3-13; TRADOC 350-70, Chapter III-4, AR 40-501, Chapter 7, para 7-1 through 7-13, and FM 21-20, Chapter 14)

Instructor Certification Program

For information

<http://usasma.bliss.army.mil/qao/docs/instructor/InstrCertProgramAug03.pdf>

SGL/Instructor Guidance

SGLs/Instructors are in direct contact with the students and represent the command in the presentation of the instruction. They serve as the role models for the students. They must be technically competent and professional in demeanor. Each SGL/Instructor must:

1. Thoroughly study and be familiar with the lesson material prior to presenting the lessons.
 2. Effectively manage the training.
 3. Maintain an environment conducive to student learning.
 4. Supervise and guide the learning process.
 5. Provide immediate feedback on student performance.
 6. Be alert to students having difficulty and intercede as appropriate.
-

**SGL/Instructor
Guidance,
continued**

7. Be able to explain the Student Evaluation Plan to the students, and post it in a conspicuous location for reference. Provide the students with the required lesson materials before instruction starts. Thoroughly explain to the students the use/importance of these items and the student responsibilities.
8. Ensure students comply with safety and environmental protection rules, regulations, laws, and course requirements.
9. Explain the graduation criteria and requirements to the students prior to start of training.
10. Counsel students.
11. Provide appropriate remedial/refresher training.
12. Continuously evaluate course effectiveness and efficiency, and provide appropriate feedback to the Chief Instructor/Course Manager.

**SSGL Role and
Responsibilities**

In addition to the SGLs/Instructors assigned, each NCO Academy will have Senior Small Group Leaders (SSGLs) assigned at a ratio of at least 1:8 (One SSGL for every eight SGLs/Instructors assigned/attached). The SSGLs shall be in the rank of Sergeant First Class (SFC), (or the senior Staff Sergeant with the most experience as an SGL/Instructor). The SSGL is responsible for the day to day supervision of the SGLs.

1. SSGLs may have to serve as an SGL/Instructor and therefore must have, at a minimum, the same qualifications as an SGL/Instructor, and be able to meet the same requirements of an SGL/Instructor.
2. SSGLs must have had previous field unit platoon sergeant or equivalent level assignment experience.
3. SSGLs will serve as leadership mentors, role models, and teachers. They must conduct leadership assessments, counseling, and assist SGLs/Instructors to identify strengths, weaknesses, and actions to improve performance. They are responsible for SGLs/Instructors' physical conditioning, control, discipline, and administrative requirements.
4. SSGLs will serve as Subject Matter Experts (SMEs).

(Ref: TRADOC 350-10, Chapter 2, para 2-13d).

SSGL Role and Responsibilities,
continued

5. SSGLs will provide feedback through the Chief Instructor or Course Manager to USASMA DOTD on quality and correctness of training materials.
6. SSGLs will evaluate their SGLs/Instructors using the Small Group Leader Performance Checklist in the USASMA Instructor Certification Program, on a quarterly basis, at a minimum.
7. Additionally, SSGLs:
 - Assist in coordinating issue and turn in of all student and SGL/Instructor required course materials (publications, training aids, etc), equipment and training area scheduling.
 - Designate after academic day times, locations, and SGLs/Instructors to conduct refresher/remedial training sessions for student test failures and study halls for soldiers seeking additional training help.
 - Conduct periodic reviews of SGL/Instructor maintained student files and records to insure compliance with applicable standards.
 - Review student progress reports, class documents, and DA Forms 1059s to ensure ratings students receive are supported by their overall course performance.
 - Screen, review and counsel all academically deficient students recommended for dismissal by SGLs/Instructors under their supervision.

Student Counseling Requirements

SGLs/Instructors must counsel students. They should let the students know what the standards are during the Commandant's Orientation and the Introduction to BNCOC session. Additionally, they shall conduct, at a minimum, two counseling sessions with each student.

1. The first counseling session shall be a Reception and Integration type counseling completed near the start of the course. During this session, the SGL/Instructor identifies and helps resolve students' problems and/or concerns. During this session the SGL/Instructor also clarifies any questions the student might have, and establishes the one-to-one dialogue.
 2. The second counseling session will be a Performance and Professional Growth type counseling conducted near the end of the course. During this session, the SGL/Instructor conducts a performance review that results in an agreement on a plan of action (Developmental Action Plan) that builds on the student's strengths, and establishes goals to improve the student's weaknesses.
-

**Student
Counseling
Requirements,**
continued

3. Record the results of the counseling sessions using DA Form 4856-E (Developmental Counseling Form) in accordance with FM 22-100.
 4. Additionally, the SGL/Instructor shall conduct event-oriented counseling sessions after the examinations/evaluations with each student who fails or receives a NO-GO on the examination/evaluation. Using the DA Form 4856-E (Developmental Counseling Form), document the results of the counseling. Include a plan of action to improve and pass the retest.
 5. When conducting the Performance Evaluation, and the Leadership Performance Evaluations, the SGLs/Instructors will comment in writing on the evaluation form on the student's strengths, weaknesses, and ways to improve. The SGLs/Instructors will use the information from the counseling sessions when conducting the Performance and Professional Growth counseling and preparing the DA Form 1059 (Service School Academic Evaluation Report).
 6. During the counseling, focus on the student's test scores, performance evaluations, leadership performance evaluations, and classroom participation. Inform the student of any shortcomings, and help identify corrective actions to take. Conduct positive counseling, especially for those students who perform well during the course.
 7. During counseling and in official records, refer to examinations/evaluations as "Written Examination," "Performance Evaluation," or "Leadership Performance Evaluations."
 8. Include on the counseling form what actions the SGL/Instructor agree to take to assist in the student's improvement.
 9. Maintain a copy of the Developmental Counseling Forms on file in the student's records, but provide a copy, especially the one showing the developmental action plan, to the student. Counseling records will play a major role in the event the NCOA has to take adverse administrative action against a student.
-

**Student
Counseling
Requirements,
continued**

10. In addition to evaluating students on “Brief to Inform, Persuade, and Direct”, the “Written Examination”, and the “Graphics and Overlays Exam,” SGLs/Instructors will evaluate students on their assumed leadership positions as well as their ability to lead classmates in the following activities using a Leadership Performance Evaluation:

- Conduct an Army Physical Fitness Training Session.
- Drill and Ceremony.
- Conduct an After Action Review.
- Conduct a Risk Assessment.
- Student Discussion Leader.

NOTE: Remember the student received training on the counseling process, so it is imperative that all counseling sessions follow the same process.

**Student
Academic
Records**

The SGL/Instructor will create a file for each student and maintain those files IAW AR 25-400-2, The Modern Army Record Keeping System (MARKS) which has been replaced by Army Records Information Management System (ARIMS) working through the Quality Assurance Office (QAO).

As a minimum, student records must contain copies of the following:

- The enrollment application (as applicable).
 - The assignment/attachment order (if applicable).
 - A copy of the Unit Pre-Execution Checklist with attachments.
 - All student leadership position evaluations.
 - Leadership Performance Evaluation Checklists.
 - All counseling records (DA Forms 4856-E).
 - Copy of DA Form 1059 (Service School Academic Evaluation Report).
 - DA Form 3349 (Physical Profile) (if applicable).
 - Examination/Evaluation scores (Maintain answer sheets with TCO).
-

**Student
Academic
Records,
continued**

In accordance with TRADOC Reg 350-10:

- Maintain records on graduates for a minimum of 12 months after graduation then destroy.
- Maintain examination answer sheets on disenrolled and non-graduate students for 24 months and then destroy.
- Maintain student examination answer sheets separately with the TCO and destroy after graduation.

(Ref: TRADOC 350-18, Chapter 3, para 3-28 and TRADOC 350-10, Chapter 2, 2-8)

**Service School
Academic
Evaluation
Report (AER)**

Academies must prepare a DA Form 1059, Service School Academic Evaluation Report (AER) for each student upon successful completion or up to the point of disenrollment from the course. Do not issue an AER to a student denied enrollment into the course.

All comments must be on a face-to-face personal basis and not comments taken from a "one comment fits all" list.

The academy must provide the students a copy of their AER on graduation day.

The AER is the student's record of completion of the SACC and provides the student's chain of command a clear and concise evaluation of the students' performance during training.

**Student
Recognition**

Present all students who successfully complete the course meeting all graduation requirements with a copy of DA Form 1059 (Service School Academic Evaluation Report).

Academies must input graduation data IAW the Army Training Requirements and Resource System (ATRRS) policies and regulations.

There will be no honors given for completion of the SACC.

(Ref: TRADOC 350-18, Chapter 3, para 3-31)

**Student
Academic
Deficiency/
Dismissal**

It is the responsibility of the student to learn to perform the lesson training objectives of this training. This includes completing the homework assignments, Practical Exercises (PEs), and participating in all training activities.

Students must read the Student Evaluation Plan Appendix C. It explains the academic grading and test plan, and the course requirements for graduation. It also explains student responsibilities, counseling requirements, and general standards, which include:

- Minimum Achievements.
- Standards of Conduct.
- Remedial/Refresher Training.
- Retesting.
- Student Elimination from the Course.
- Student Grievances and Redress.
- Student Recognition.
- Challenging Training.

The Student Evaluation Plan also explains the standards for the DA Form 1059 ratings.

This course requires that students come to class prepared to discuss assignments in lieu of any lecturing. This course also requires students to lead classes as Student Discussion Leaders (SDLs). Student-led instruction is an essential part of leader development and skill proficiency under the small group instruction process.

Student Dismissal

Apply the following dismissal procedures for motivational, disciplinary, or academic reasons:

1. The training supervisor will notify the student in writing of the proposed action, the basis for the action, the consequences of disenrollment, and the right to appeal. The supervisor will advise the student that any appeals must be submitted within 7 duty days after receipt of the written notification of the dismissal action. All appeals must be submitted to the schools' commandant or commander.

2. The student will acknowledge by endorsement within 2 duty days receipt of the written notification of dismissal action. The endorsement must indicate whether or not the student intends to appeal the dismissal action.

a. Forward appeals to the school commandant or commander who will refer the proposed action and the appeal to the Judge Advocate to determine legal sufficiency of the dismissal decision. All appellate actions will become part of the student's case file. Commandants and commanders will make their final decision on dismissals after considering the supporting staff Judge Advocate's recommendation. In cases where a Judge Advocate is not available, the commandant or commander will forward appeals to the commander who has General Court Martial Convening Authority (GCMCA) for review and final decision.

b. Students who elect to appeal will remain actively enrolled in the course pending disposition of their appeals.

(Ref: AR 350-1, Chapter 3, para 3-18e)

Student End of Course Critique

Each student will complete an End of Course Critique (EOCC) Questionnaire (See Appendix D). Academies will review these critiques for corrective actions and maintain them on file for review by the QAO team. **Academies will provide USASMA a summary (in memorandum format) of the comments that pertain to the course and its curriculum.**

CHAPTER 3

SGI Overview

The Basic Noncommissioned Officer Course uses Small Group Instruction (SGI) as its primary technique of delivery. SGI differs from the traditional platform method of instruction in that the small group process revolves around active student participation. It is a means of delivering training that places the responsibility for learning on the student through participation in small groups led by SGLs/Instructors who serve as role models throughout the course. Students will also serve as a Student Discussion Leader (SDL) and lead some of the training.

SGL/Instructor Responsibility

1. The Training Support Packages (TSPs) include everything the SGL/Instructor or SDL need to present the lesson. The SGL/Instructor does not need to develop additional material. However, the SGL/Instructor must read all of the lesson material, and become familiar with it prior to teaching the lesson. The key to presenting effective quality instruction in the small group process is thorough preparation. Experience shows that the SGLs/Instructors who devote time to preparing a lesson present excellent instruction.
 2. SGLs/Instructors must read and study the TSP to become familiar with the content well enough to teach it to the students. The more comfortable the SGL/Instructor is with the material, the better the presentation skills will be. The SGL/Instructor must:
 - a. Understand the content: TSP, Advance Sheet (AS), Practical Exercises (PEs), etc., and know how to use them during the course of the lesson.
 - b. Know the time requirements in the TSP and manage time in order to teach all the ELOs.
 - c. Prepare the Visual Aids (VAs) and learn when to use them during the lesson, and when to remove them from the overhead projector/monitor.
 - d. Prepare all classroom equipment (visual aids, training aids, projector/monitor, etc.) in advance to ensure they are in working order.
 - e. Know how to ask questions that stimulate class discussion and encourage the small group process. The developers included questions in the TSPs for this purpose.
 - f. Rehearse the lesson by presenting it to a fellow SGL/Instructor.
-

**SGL/Instructor
Responsibility,
continued**

g. Ensure students have the required material prior to the lesson.

3. Assign Student Discussion Leaders (SDLs) during the Introduction to BNCOOC session. They will then need to review the material and rehearse prior to presentation. The SGL/Instructors responsibility does not end with assigning SDLs. He must properly monitor the presentation to ensure the SDL conducts it to standard, and interject when needed to ensure the ELOs are covered.

**Lesson
Presentation**

BNCOOC instruction revolves around student participation during the TSP presentation. USASMA prepares the TSP in a question and answer format to help generate the discussion needed to make the small group process effective. By following the TSP, the SGL/Instructor /SDL can effectively present the lesson, allowing the students to participate, and ensuring the students learn the objectives. Keep in mind the following points when presenting the lesson:

- Get the students' attention immediately by properly introducing the TSP.
 - Try not to read the TSP verbatim to the students, teach the lesson to them. The TSP serves as a guide. SDLs may read the TSP verbatim since they may not be as familiar with the lesson. This will help ensure the instruction covers each of the ELOs and TLO, which are testable.
 - Keep the TSP flowing and meet the time requirements.
 - Do not abruptly cut off a student making a valid point.
 - Stay focused on the lesson, especially the Terminal Learning Objective (TLO) and Enabling Learning Objectives (ELOs).
 - Keep the lesson positive and **all** students involved in the small group process.
-

**Lesson
Presentation,**
continued

- If using a practical exercise, allow the students to discuss the solution, and learn from the exercise.
 - Conclude by summarizing, and conducting a check on learning allowing the students a better opportunity to understand the lesson.
-

Study Hall

NOTE: Academies must offer Study Hall to students nightly and list it on the training schedule.

Study hall is a vital part of this training. SGLs/Instructors may require students experiencing difficulty to attend. Keep in mind the following:

1. The SGL/Instructor must allow the students to prepare for class just as he prepares himself for the next day's class. The students **must** study the required lesson material prior to the classroom presentation. Study hall is a good time to do that. The Advance Sheet lists the requirements for student preparation. Academies should have enough SGLs/Instructors present to ensure that each student gets the most out of study hall. Proper supervision is a judgement call reserved for the commandant.
 2. The POI does not allot hours for study hall. Commandants have the authority to end or extend study hall hours as required. SGLs/Instructors determine when students have completed their study requirements.
 3. Many students have study problems that may vary from slow reading, and comprehension, to poor study habits. The SGL/Instructor must realize which of his students have these problems and take measures to remedy them. The following are tips to help the SGL/Instructor improve the study habits, and learning ability of his students.
 - Get to know the students as individuals in order to better understand their particular problems.
 - Help the slow readers by showing patience and understanding their problems.
 - Seek help from the students who know how to study by pairing them up with the slow learners. Peer help is a great team builder.
 - Help the students organize their material by showing them how to outline and take notes.
 - Ensure the students preparing for SDL understand the lesson by having them paraphrase the material back to the SGL/Instructor.
-

Study Hall,
continued

4. Nothing helps a student with problems more than a caring instructor who takes time to help that student learn and understand the course material. Good SGLs/Instructors do everything within their control to help their students learn. They build confidence in the students with problems by actively involving them in the small group process.

NOTE: Study Hall is mandatory for students failing or in danger of failing.

**Refresher
Training**

Used to reinforce previous training and/or sustain/regain previously acquired skills and knowledge. It-

- Is:
 - · Related to course-specific training objectives.
 - · Performed under prescribed conditions, and must meet prescribed performance standards.
 - Usually takes place in the unit to sustain or retrain a previously required proficiency level; may be trained to prepare an individual for institutional training, i.e., meet prerequisite training requirements.
 - May take place in a course during/outside of POI time.
-

**Remedial
Instruction**

Special instruction designed and delivered to alleviate deficiencies in the achievement of some of the learning objectives of an instructional program.

**Class
Management/
Environment**

Commandants must ensure that all SGLs/Instructors exercise proper class management in order to create an environment conducive to learning. The SGLs/Instructors are the key to classroom discipline. They can successfully manage their classes by understanding: the physical environment of the classroom and effective class management.

Effective classroom management affects the physical environment, and is important to the small group process. Some of the important physical environmental aspects to keep in mind are the following:

- Classroom: Keep the classroom prepared, neat, orderly, and clean. This creates an atmosphere conducive to good learning.
- Lighting: Correct lighting plays a major part in the student's comprehension of the lesson. Inadequate lighting can sabotage the small group process.
- Temperature: The SGLs/Instructors should ensure that the classroom is neither too hot nor too cool, and has proper ventilation.
- Seating: Arrange student seating in a horseshoe configuration so the students can see each other. This supports participation in small group discussion, and allows the students to interact with one another as well as the SGL/Instructor /SDL.
- Noise: The SGL/Instructor must eliminate or reduce noises that interfere with the learning process.
- Classroom Equipment: Ensure visual aids and training aids do not obstruct or distract line of sight, and that the equipment is serviceable.
- Training Schedule: Post a copy of the training schedule prior to class as a reference for students and visitors.

(Ref: TRADOC 350-18, Appendix B, Accreditation Checklist).

Discipline

Discipline must not interfere with the learning process. Army policy prohibits SGLs/Instructors from using demerit systems, harassment, or similar techniques to enforce discipline in the classroom. This is not to say that discipline does not have a place in the classroom.

SGLs/Instructors must treat students as they would treat subordinate NCOs in a unit. Remember that soldiers learn better when the SGL/Instructor treats them with professionalism and respect. The SGL/Instructor who maintains his professionalism, and treats his students like fellow NCOs successfully manages his class and maintains the proper level of discipline.

CHAPTER 4

Lesson Composition

This chapter outlines the components of the TSPs used to conduct BNCOC training. Each lesson in BNCOC has a training support package (TSP) which may or may not contain all of the following components:

1. **Cover Page**. As the name implies, this is just a cover page showing the lesson number, date, and lesson title. The Army Training Support Center (ATSC) printed products will have an additional TATS (The Army Training System) Courseware cover.
 2. **Title Page**. This is the standard TRADOC title page that shows the TSP number, hours, title, effective date, and super session notice, courses that use the TSP, proponent, and location to send comments and recommendations, and the Foreign Disclosure Restrictions statement.
 3. **Preface Page**. The Preface Page shows the purpose of the TSP, the Table of Contents, and the gender disclaimer. The Table of Contents lists the page numbers in the TSP on which the TLO and ELOs appear.
 4. **SECTION I, ADMINISTRATIVE DATA**. This section provides administrative information about the lesson. It shows the courses that teach this TSP, the tasks trained to standard, the tasks taught (supported and reinforced) the academic hours, the test lesson, and prerequisite lessons. It also lists the clearance and access requirements, the references used to develop the lesson, and the student assignment. It shows the instructor any additional personnel equipment, materials, copyright information, classroom training area, ammunition requirements, and instructional guidance. It also shows who wrote and approved the lesson.
 5. **SECTION II, INTRODUCTION**. This section serves as an introduction to the lesson. It begins with a brief motivator designed to "grab" the students' attention, and the Terminal Learning Objective (TLO). It also includes the safety requirements, the risk assessment level, environmental considerations, an explanation of how, when, and where the students will get evaluated, and a short instructional lead-in to the lesson.
 6. **SECTION III, PRESENTATION**. This section contains the narrative that the SGL/Instructor /SDL use to present the training to the students. It is in text discussion and question and answer format, and contains instructor notes that guide the SGL/Instructor /SDL in covering the key points of the training. It shows the ELOs, and the Learning Steps/Activities (LS/A) that support the ELOs.
-

**Lesson
Composition,
continued**

A learning activity lists the time required to perform the activity, type of activity, SDL/instructor to student ratio, media, and reference. A learning activity may be a conference (CO), a demonstration (DM), a practical exercise (PE), etc. It shows when to use visual aids (VAs), and other training aids in support of the instruction. The SGL/Instructor /SDL may add his own experiences and thoughts while presenting the TSP to help the students understand the material better, but should stay within the time frames indicated.

7. **SECTION IV, SUMMARY**. This is a summary of the lesson, and includes a transition statement leading to the next lesson, if appropriate.

8. **SECTION V, STUDENT EVALUATION**. This explains the test or evaluation the students will receive for this lesson.

9. **Appendix A, Index of Visual Aid Masters**. This appendix contains the masters (or facsimiles) of the visual aids used to support the training.

10. **Appendix B, Index of Tests and Test Solutions**. This appendix would normally include the tests or evaluations used to test the students' ability to perform the tasks. BNCOC does not use this appendix. The TSPs contain no test items and the Test Control Officers (TCOs) receive the test items from USASMA shipped as a separate document.

11. **Appendix C, Index of Practical Exercises**. This appendix contains the Practical Exercises and solutions, if applicable.

12. **Appendix D, Index of Student Handouts**. This appendix contains the student handouts and other training aids provided to the students to assist in their learning. Student Handout 1 will be the Advance Sheet for the lesson.

a. **Advance Sheet**. The Advance Sheet provides an overview of the lesson, the learning objectives (TLO and ELOs), reading assignments, and any special instructions for the student. The students must receive the Advance Sheet prior to receiving the lesson to allow them time to prepare.

b. **Student Handout**. This document the student receives and sometimes retains. It may consist of a map, sketch, form, diagram, chart, glossary, reading assignment, or similar item necessary for the student to complete the lesson. Student handouts contain information that the students can use following graduation when they return to their units and assume leadership positions.

**Lesson
Composition,
continued**

You may label student handouts that contain extracts from doctrinal publications as “**RECOVERABLE.**” However, the decision to use this label is at the commandant’s discretion. USASMA recommends the “**RECOVERABLE**” label in the interest of saving on printing and shipping costs.

**Methods and
Techniques for
Delivering
Instruction**

This course uses the following methods of instruction:

- **CS (Case Study).** The student gets a description of a situation, and must solve problems or identify actions related to the situation.
 - **CO (Conference) (Discussion).** This is student-centered instruction in which the SGL/Instructor leads a discussion of the learning objective. This method elicits student participation. A SDL could also lead this discussion.
 - **LE (Lecture).** An individual verbally passes information to attending students. Student participation is minimal.
 - **PE (Practical Exercise) (Performance).** Students must perform the action required by the learning objective under controlled conditions to the established standard.
 - **RP (Role Playing).** The students act out the simulated situation. The student may assume the duties of a staff member in an organization and perform the work of that position.
 - **TE (Test).** Evaluate the students on the performance of the action required by the learning objective. This may include a performance action not involving actual equipment, e.g., a paper-based exercise, or written examination.
 - **TR (Test Review).** After-action review of test with students.
-

**Methods and
Techniques for
Delivering
Instruction,**
continued

This course uses the following Technique of Delivery:

- **SGL (Small Group Instruction).** A means of delivering training that places the responsibility for learning on the soldier through participation in small groups led by small group leaders (SGL/Instructors) who serve as role models throughout the course. SGI uses small group processes, methods, and techniques to stimulate learning. The SGL is an instructor who facilitates role modeling, counseling, coaching, learning, and team building in SGI.
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APPENDIX A

Required References

This Appendix Contains This Appendix contains a listing of the references needed for administering this course, the references the students will need during the course, and the references used to develop this course.

Course Administration Those references referred to in this Course Management Plan and those references you will need for the proper administration of this course are as follows:

Number	Title	Date
AR 15-6	Procedures for Investigating Officers and Boards of Officers	30 Sep 96
AR 25-400-2	The Army Records Information Management System (ARIMS)	18 Mar 03
AR 350-1	Army Training and Education	9 Apr 03
AR 600-8-104	Military Personnel Information Management/Records	22 Jun 04
AR 600-9	The Army Weight Control Program	10 Jun 87
AR 623-1	Academic Evaluation Reporting System	31 Mar 92
DA PAM 611-21	Military Occupational Classification and Structure	31 Mar 99
TRADOC Reg 350-18	The Army School System (TASS)	26 May 00
TRADOC Reg 350-70	Systems Approach to Training (SAT) Management, Processes and Products	9 Mar 99
TRADOC Reg 350-10	Institutional Leader Training and Education	12 Aug 02
TRADOC Pam 350-70-8	Total Army School System (TASS) Training Requirements Analysis System (TRAS)	1 Nov 96
FM 21-20	Physical Fitness Training	30 Sep 92 w/c1
FM 22-100	Army Leadership	31 Aug 99
FM 7-0	Training the Force	22 Oct 02
FM 7-1	Battle Focused Training	15 Sep 03

**Student
References**

The following listing shows those references students will need during the course. The lessons are also listed as reflected by the PFN:

Reference	Title	Date	PFN
AR 25-50	Preparing and Managing Correspondence	3 Jun 02	L330
AR 600-20	Army Command Policy	13 May 02	L327 L334
AR 600-63	Army Health Promotion	28 Apr 96	L337
AR 600-85	Army Substance Abuse Program (ASAP)	1 Oct 01	L337
AR 623-205	Noncommissioned Officer Evaluation Reporting System	15 May 02	L333
DA PAM 600-25	US Army Noncommissioned Officer Professional Development Guide	15 Oct 02	L328
DA PAM 600-67	Effective Writing for Army Leaders	02 Jun 86	L330
DA PAM 738-750	Functional Users Manual for the Army Maintenance Management System (TAMMS)	1 Aug 94	T330
DOD 7000.14-R	Department of Defense Financial Management Regulation, VOL 9, Chapter 3, DOD Government Travel Charge Card	Sept 00	L329
FM 3-0	Operations	14 Jun 01	W326
FM 3-06.11	Combined Arms Operations in Urban Terrain	28 Feb 02	W325
FM 3-3	Chemical and Biological Contamination Avoidance	16 Nov 92	W324
FM 3-11.4	Multiservice Tactics, Techniques, and Procedures for Nuclear, Biological, and Chemical Protection	Jun 03	W324
FM 3-20.98	Reconnaissance Platoon	2 Dec 02	W332
FM 3-25.26	Map Reading and Land Navigation	20 Jul 01	W321
FM 4-25.11	First Aid	23 Dec 02	T341
FM 5-71-2	Armored Task Force Engineer Combat Operations	28 Jun 96 w/c2	W323
FM 6-22.5	Combat Stress	23 Jun 00	W325
FM 7-0	Training the Force	22 Oct 02	T323
FM 7-1	Training the Force Battle Focused Training	15 Sep 03	T323
FM 7-7	The Mechanized Infantry Platoon and Squad (APC)	15 Mar 85	W325
FM 7-8	Infantry Rifle Platoon and Squad	1 Mar 01 w/c1	W325
FM 7-10	The Infantry Rifle Company	01 Oct 00 w/c1&2	T341 W323 W325

**Student
References,
continued**

Reference	Title	Date	PFN
FM 7-22.7	The Army Noncommissioned Officer Guide	23 Dec 02	L328
FM 8-10-6	Medical Evacuation in a Theater of Operations	14 Apr 00	T341
FM 21-20	Physical Fitness Training	30 Sep 92 w/c1	T343
FM 22-100	Military Leadership	31 Aug 99	L324 L326 L328 L335 L336 L338 L340
FM 24-33	Communications Techniques: Electronic Counter Countermeasures	17 Jul 90	W326
FM 25-51	Battalion Task Force Nuclear Training	16 Jun 91	W324
FM 34-1	Intelligence and Electronic Warfare Operations	27 Sep 94	W326
FM 55-30	Army Motor Transport Units and Operations	15 Sep 99 w/c1	W325
FM 100-14	Risk Management	23 April 98	T321
FM 101-5	Staff Organization and Operations	31 May 97	L331 W321 W322
FM 101-5-1	Operational Terms and Graphics	30 Sep 97	W321 W322
SUI-1	Army Suicide Prevention-A Guide for Installation Units	01 Jul 02	T340
STP 21-1-SMCT	Soldier's Manual of Common Tasks, Skill Level 1	21 Aug 03	T323
STP 21-24-SMCT	The Soldier's Manual of Common Tasks, Skill Levels 2 thru 4	Aug 03	T341
TC 9-21-01 (093-89D-01)	Soldier Improvised Explosive Device (IED) Awareness Guide IRAQ and AFGHANISTAN Theaters of Operation	20 Apr 04 w/c1, ver 1	W333
	US Army Personal Financial Management Training Instructor Guide	15 May 02	L329

APPENDIX B**Test Administration Guides (TAGs)****This Appendix
Contains**

This Appendix contains the items listed in the following table:

Item	Pages
Military Briefing Performance Evaluation Test Administration Guide (TAG) 1	TAG-1-1 thru TAG-1-3
Written Examination Test Administration Guide (TAG) 2	TAG-2-1 thru TAG-2-3
Graphics and Overlays and Plans, Orders, and Annexes Examination Test Administration Guide (TAG) 3	TAG-3-1 thru TAG-3-2
Leadership Performance Evaluation Checklists Test Administration Guide (TAG) 4	TAG-4-1 thru TAG-4-13

MILITARY BRIEFING PERFORMANCE EVALUATION TEST ADMINISTRATION GUIDE (TAG) 1

Overview	The Military Briefing Performance Evaluation measures the student's ability to properly conduct a military information briefing in accordance with lesson L331, Conduct a Military Briefing, and FM 101-5, Staff Organization and Operations, within an established time frame.
Administration Guidance	After receiving instruction on conducting a military briefing, students must plan, prepare, and present an information briefing that quickly and clearly conveys the bottom line. They must organize it with the main supporting points easily identifiable, and present it in accordance with the standards set forth in FM 101-5, Appendix E.
Instruction to Students	Ensure students have the Advance Sheet. Advise the students they will have six minutes (plus + or minus – two minutes) to present their briefing. The SGLs/Assistant Instructors will evaluate them on their ability to perform to standard all the performance steps listed on the Military Briefing Performance Evaluation Checklist.
Safety Requirements	Identify and observe all safety procedures IAW local SOPs.
Risk Assessment Level	Low
Environmental Considerations	Identify environmental considerations according to local SOPs.
Evaluation Standards	Evaluate students on a GO/NO-GO basis. In order to achieve a “GO”, students must attain 8 of 11 performance steps within the Introduction, Body, and Closing, and be within the time limit of six minutes, plus + or minus – two minutes. Provide students feedback on their use of the six “Key Communication Factors” for future development but they are not part of the evaluation. The Time requirement is CRITICAL. Failure to meet the time requirement automatically results in an overall NO-GO rating.

Retest

Students who fail to achieve an overall GO rating will undergo remedial/refreshers training and get one retest. Students must undergo the complete evaluation during the retest.

MILITARY BRIEFING Performance Evaluation Checklist

Student Name:	Student Number:	Rank:
Subject/Topic:	SGL/Instructor Name:	Date:

Student must receive a “GO” in eight out eleven Performance Measures and be within time to receive an overall “GO” rating. The six key communication factors do not affect the rating, but the SGL/Instructor will comment on the student’s strengths, weaknesses, and ways to improve in these areas.

PERFORMANCE MEASURES	GO	NO-GO	
INTRODUCTION			
• Greeting:	()	()	
• Type and Classification of Briefing:	()	()	
• Purpose and Scope:	()	()	
• Outline or Procedure:	()	()	
BODY			
• Main Ideas in a Logical Sequence:	()	()	
• Visual Aids:	()	()	
• Transitions:	()	()	
• Prepared to Answer Questions:	()	()	
CLOSING (Pause timing. Q & A time does not count against briefing time.)			
• Asked for Questions:	()	()	
• Recap and Concluding Statement:	()	()	
• Announced the next speaker:	()	()	
TIME: _____ (min/sec) Critical	()	()	
KEY COMMUNICATION FACTORS			
• Enthusiasm	()	()	
• Stance	()	()	
• Gestures	()	()	
• Eye Contact	()	()	
• Voice Variables	()	()	
• Clarity	()	()	
OVERALL EVALUATION:			
		GO	NO-GO
SGL/Instructor’s Signature:	Student’s Signature:		

WRITTEN EXAMINATION TEST ADMINISTRATION GUIDE (TAG) 2

Overview The Written Examination is an open book, performance-based, multiple choice computer generated examination that requires the student to select the best correct answer by applying knowledge to solve problems in an environment that simulates the soldier's duty position. Students must demonstrate their knowledge of the subject or their research ability in finding the best correct answer.

Test Control Guidance For information, visit:
http://usasma.bliss.army.mil/qao/docs/test_policy_memo.pdf

Administration Guidance Academies must build their own examinations using an examination cover sheet (See Example at TAG-2-4) and a version of the test. This is a three-hour examination: ten minutes for the introduction, 2.5 hours for the examination, ten minutes for an After Action Review (AAR), and a ten-minute break. **This is a course graduation requirement.** Those who fail the initial test will undergo remedial/refresher training and get one retest. Commandants will drop/dismiss from the course those students who fail the retest.

Instruction to Students Advise the students of the following:

1. This is an open book examination. You may use your Advance Sheets, Practical Exercises, appropriate publications issued for the course, personal notes, and calculators. You must demonstrate your knowledge of the subject or your research ability in finding the best correct answer.
2. Use only a number 2 pencil to record answers on the mark sense form. Darken the desired answer block completely. Do not extend the marks outside of the answer block.
3. If you must erase a mark, do so completely. This will prevent improper scoring of the answer sheet.
4. Work carefully so as not to make stray pencil marks.
5. If you have a question during the examination, raise your hand and the test proctor or administrator will come to you.

Instruction to Students
continued

6. Read each question carefully and place your response in the space provided on the answer sheet.

7. After completing the examination, record your answers on the blank piece of paper (Review Sheet) provided and turn it in along with the test booklet and the mark sense form answer sheet. You will use the record of your answers (Review Sheet) during the AAR.

Safety Requirements

Identify safety considerations according to local SOPs.

Risk Assessment Level

Low.

Environmental Considerations

Identify environmental considerations according to local SOPs.

Evaluation Standards

This examination consists of 50 questions. The passing grade is 70 percent. Students must answer at least 35 or more questions correctly to get a passing score. Each question has a value of two points. This is a graduation requirement.

Retest

Students who fail the initial examination will undergo remedial/refreshers training and get one retest. The student must retake the entire test. NCOAs will drop from the course any student who fails the retest for “failure to meet course standards.”

**Test
Administration**

Read the following instructions to the students before beginning the examination:

1. "I will now administer the _____ Examination. If you know of any reason why you should not take the exam at this time, please tell me now, and we will discuss your reason in private."
2. "If you are ill, taking medication which affects your concentration, or if you have serious personal stresses, you may request to take the examination at a later time (usually when we do the retest)."
3. "Failure to prepare for the examination is not an acceptable reason for delay."

NOTE: Ask if there is anyone who feels they should not test at this time? If there is, dismiss them from the room until you get a chance to speak with them in private.

Give each student a blank piece of paper along with the examination and answer sheet. Have the students write their names and student numbers on the blank piece of paper and number on the paper 1 through 50. Tell them this is a review sheet (**NOT** an answer sheet) to use in the AAR following the exam. Tell the students that after they have completed the exam, to put their answers on the review sheet. Once they have completed the exam and filled out their review sheets, collect them along with the examination materials and the answer sheet.

4. "All work on this examination must be your own. Do not communicate with other students, give or receive assistance, make a record of your answers anywhere except on the answer sheet and the blank piece of paper provided, or pass information about this examination to other students (current, past, or future)."

**SAMPLE
EXAMINATION MATERIAL OR BOOKLET**

BNCOC (Stand Alone Common Core) <i>FORT NOWHERE NCO ACADEMY</i>	TEST BOOKLET NUMBER :
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EXAMINATION _____	EXAMINATION BOOKLET:	VERSION: "A"
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1. **ALL WORK ON THIS EXAMINATION MUST BE YOUR OWN.** You may not communicate with other students, give or receive assistance, or make a record of your answers anywhere but on the answer sheet and review sheets provided.
2. **DO NOT PASS ON INFORMATION ABOUT THIS EXAM TO OTHER STUDENTS.**
3. Unless otherwise stated, all questions have only one best correct answer. Make all responses clear and legible on the answer sheet provided. **DO NOT MARK IN THIS BOOKLET.** Ensure that the question number in the booklet corresponds to the question number on the answer sheet. **Read each question carefully.**
4. This is a three-hour examination: ten minutes for the introduction, 2.5 hours for the examination, 10 minutes for an After Action Review (AAR), and a ten minute break. You may not leave this room unless released by the person administering the examination.
5. This examination booklet contains pages 1 thru _____. Count and check each page now. **DO NOT READ THE QUESTIONS OR STUDY THE EXAMINATION AT THIS TIME.** You are to check the examination booklet for completeness and legibility **ONLY.**
6. You have received a Mark Sense Form answer sheet with a control number affixed. Complete the identification box with the information shown below:

- | | |
|---------------------------------|-----------------------------|
| a. Name (Last Name, First, MI). | d. Time. |
| b. Student Number. | e. Examination Number. |
| c. Date. | f. Test Administrator Name. |
-

NOTE: Commandants may modify this format; however, the booklet cover page and instructions should contain this same information.

GRAPHICS AND OVERLAYS AND PLANS, ORDERS, AND ANNEXES EXAMINATION TEST ADMINISTRATION GUIDE (TAG) 3

Overview The Graphics and Overlays Examination and Plans, Orders, and Annexes examination is an open book, performance-based, multiple choice examinations that require the student to select the correct answer by applying knowledge to demonstrate an understanding of military graphics and overlays. Students must demonstrate their knowledge of the subject or their research ability in finding the correct answer.

**Test Control
Guidance** For information, visit:
http://usasma.bliss.army.mil/qao/docs/test_policy_memo.pdf

**Administration
Guidance** Conduct this examination after presenting lesson W321 and W322. This is a three-hour examination: ten minutes for the introduction, two hours and 30 minutes for the exam, 10 minutes for an After Action Review (AAR) and 10 minute for a break. This is a course graduation requirement. Those who fail the initial examination will undergo remedial/refresher training and get one retest. Commandants will drop/dismiss from the course those students who fail the retest.

**Instruction to
Students** Advise the students of the following:

1. This is an open book examination. You may use your Advance Sheets, Practical Exercises, appropriate publications issued for the course, personal notes, and calculators. You must demonstrate your knowledge of the subject or your research ability in finding the best correct answer.
2. Use only a number 2 pencil to record answers on the mark sense form. Read each question carefully and place your response in the space provided on the answer sheet. Darken the desired answer block completely. Do not extend the marks outside of the answer block.
3. If you must erase a mark, do so completely. This will prevent improper scoring of the answer sheet.
4. Work carefully so as not to make stray pencil marks.
5. If you have a question during the examination, raise your hand and the SGL/Instructor /test administrator will come to you.

6. After completing the examination, record your answers on the blank piece of paper provided (Review Sheet) and turn it in to the SGL/Instructor /test administrator along with the test booklet and the mark sense form answer sheet. You will use the record of your answers (Review Sheet) during the AAR.

Safety Requirements

Identify safety considerations according to local SOPs.

Risk Assessment Level

Low.

Environmental Considerations

Identify environmental considerations according to local SOPs.

Evaluation Standards

This examination consists of 50 questions. The passing grade is 70 percent. Students must answer at least 35 or more questions correctly to get a passing score. Each question has a value of two points. This is a graduation requirement.

Retest

Students who fail the initial examination will undergo remedial/refresher training and get one retest. The student must retake the entire test. NCO Academies will drop from the course any student who fails the retest for “failure to meet course standards.”

LEADERSHIP PERFORMANCE EVALUATION CHECKLISTS TEST ADMINISTRATION GUIDE (TAG) 4

Overview

BNCO provides soldiers an opportunity to acquire the leader skills, knowledge and behaviors needed to lead a squad size unit. The Leadership Performance Evaluations are performance tests that require the student to lead soldiers in various activities in order to demonstrate their leadership ability and skills. The below listed Leadership Performance Evaluation Checklists measure the student's ability to properly conduct a squad level Physical Fitness Training session, Drill and Ceremonies, an After Action Review, a Risk Assessment, and act as Student Discussion Leader (SDL) to facilitate a Small Group Instruction session, and serve in an appointed leadership position:

Activity	Pages
Physical Fitness Training Session	TAG-4-3 thru 4-6
Drill and Ceremonies	TAG-4-7 thru 4-8
After Action Review	TAG-4-9
Risk Assessment	TAG-4-10
Student Discussion Leader	TAG-4-11 thru 4-12
Leadership Position	TAG-4-13 thru 4-13

Administration Guidance

NCO Academies must use these Leadership Performance Evaluation Checklists to evaluate students as they demonstrate their leadership ability and skills. To ensure standardization, NCO Academies **may not** use "local" versions of the evaluation checklists.

To ensure there is sufficient time and opportunity to evaluate all the students, evaluate, at a minimum, two students each day (if necessary). Maintain copies of the checklists in the student records.

Conduct the Student Discussion Leader evaluation in a classroom.

For the Physical Fitness Training Session and Drill and Ceremonies evaluations, you will need an area large enough to accommodate a 1:12-16 leaders to squad size unit ratio for the entire class size. See Recommended Procedures below for conducting the Physical Fitness Training Sessions.

Instructions to Students

NOTE: Review the requirements for each activity with the student. Provide the appropriate instructions as applicable.

Safety Requirements	Train safely. Ensure staff enforces student compliance with safety rules, regulations, and procedures. Identify safety considerations according to local SOPs.
Risk Assessment Level	Conduct risk assessments as appropriate. Ensure staff, faculty, and students adhere to the intent of risk management.
Environmental Considerations	Identify environmental considerations according to local SOPs.
Evaluation Standards	Students must get a GO for 70 percent or more of the performance measures for each activity to get an overall GO for that activity (except for the Leadership Position Evaluation). The Leadership Performance Evaluations are not graduation requirements; however, should a student receive a final NO-GO on two or more of the activities, they shall receive a “Marginally Achieved Course Standards” in the Performance Summary (Item 13) of their DA Form 1059 (Service School Academic Evaluation Report).
Retest	Students who fail the initial Leadership Performance Evaluation will get one retest. The student must undergo the complete evaluation. There is no retest requirement for the Leadership Position Evaluation.
Personnel Requirements	Minimum number of students per squad: 9 to 12. Number of SGLs/Instructors per group: 1

**Physical Fitness
Training
Session
Recommended
Procedures**

Recommend the following procedure for evaluating two soldiers during a Physical Fitness Training Session. NCO Academies may use variations based on conditioning activity and local conditions:

1. Trainer 1 (1st student) takes charge of the group, conducts a risk assessment, and forms the extended rectangular formation.
2. Trainer 1 puts the formation "AT EASE."
3. Trainer 2 (2nd student) joins Trainer 1 and begins the warm-up phase by jogging in place. They then alternate leading the group through rotations, stretches, and warm-up calisthenics (e.g., Trainer 1 conducts neck rotations, Trainer 2 conducts arm and shoulder rotations, etc.)
4. After the warm-up, Trainer 2 returns to the formation and Trainer 1 forms the group into a line formation by ordering "Assemble to the right, MARCH."
5. The Trainers pair up and conduct whatever conditioning activity they have planned (e.g., they can lead ability groups in a run, conduct circuit-training, etc.)
6. After the conditioning phase, Trainer 2 has the group fall in, conducts a risk assessment, and forms the extended rectangular formation.
7. Trainer 2 puts the formation "AT EASE."
8. Trainer 1 joins Trainer 2 and they alternate leading the group through cool-down exercises/stretchches.
9. After the cool-down, Trainer 1 returns to the formation and Trainer 2 forms the group into a line formation by ordering "Assemble to the right, MARCH."

NOTE: This would conclude the Physical Fitness Training Session. Both trainers will have accomplished all of the required performance measures, and the group will have received an adequate work out in accordance with FM 21-20 and current fitness policies.

PHYSICAL FITNESS TRAINING SESSION Performance Evaluation Checklist					
Student Name:	Student Number:		Rank:		
SGL/Instructor Name:			Date:		
Student needs a "GO" in 19 of the 26 Performance Measures to receive an overall "GO."					
PERFORMANCE MEASURES		INITIAL		RETEST	
RISK ASSESSMENT		GO	NO-GO	GO	NO-GO
Conducted risk assessment					
EXTENDED RECTANGULAR FORMATION:		GO	NO-GO	GO	NO-GO
Brought group to attention and formed group into two ranks.					
Commanded Extend to the left, MARCH					
Commanded Arms downward, MOVE					
Commanded Left, FACE					
Commanded Extend to the left, MARCH					
Commanded Arms downward, MOVE					
Commanded Right, FACE					
Commanded From front to rear, COUNT OFF					
Commanded Even numbers to the left, UNCOVER					
WARM-UP:		GO	NO-GO	GO	NO-GO
Conducted slow jog-in-place or walk for 1-2 minutes					
Conducted slow joint rotation exercises					
Conducted slow, static stretching					
Conducted calisthenic exercises (Appropriate for Warm-up)					
Conducted warm-up for 5-7 minutes					
CONDITIONING ACTIVITY:		GO	NO-GO	GO	NO-GO
Brought group to attention before beginning each exercise					
Conducted Calisthenic exercises (Appropriate for Conditioning)					
Provided sufficient training intensity					
Session included CR, muscular endurance, and/or strength training for 20-45 minutes					
COOL DOWN:		GO	NO-GO	GO	NO-GO
Conducted cool down					
Cool down gradually brought the body back to its resting state					
Repeated the stretches done in the warm-up					
Held stretches 30 seconds or more					
Conducted cool down for 5-7 minutes					
ENDS SESSION		GO	NO-GO	GO	NO-GO
Brought group to attention					
Commanded Assemble to the Right, MARCH					
OVERALL EVALUATION:		GO	NO-GO	GO	NO-GO

**PHYSICAL FITNESS TRAINING SESSION
Performance Evaluation Checklist**

STRENGTHS:

WEAKNESSES:

RECOMMENDATIONS FOR IMPROVEMENT:

SGL/Instructor 's Signature:

Student's Signature

DRILL AND CEREMONIES Performance Evaluation Checklist					
Student's Name:		Student's Number:		Rank:	
		SGL/Instructor Name:		Date:	
Students may do the commands in any order but must do each command at least once. Student needs a "GO" in 17 of the 24 Performance Measures to receive an overall "GO."					
PERFORMANCE MEASURES (PLATOON DRILL)		INITIAL		RETEST	
FORMING THE SQUAD		GO	NO-GO	GO	NO-GO
Assumed post three steps in front of and centered on the squad.					
Came to the position of attention and commanded FALL IN.					
ALIGNING THE SQUAD		GO	NO-GO	GO	NO-GO
Commanded Dress Right, DRESS.					
Commanded Ready, FRONT.					
MARCHING THE SQUAD		GO	NO-GO	GO	NO-GO
Commanded Right, FACE to form a column formation.					
Commanded Column Right (<i>Left</i>), MARCH.					
Commanded Column Half Right (<i>Left</i>), MARCH.					
Properly changed the direction of march while marching.					
Marched in the opposite direction (Commanded REAR, MARCH).					
Marched to the flank [Right (<i>Left</i>) Flank, MARCH]					
Brought squad to a halt.					
Commanded Left, FACE					
RESTING THE SQUAD		GO	NO-GO	GO	NO-GO
Parade, REST.					
Stand At, EASE.					
AT EASE.					
REST.					
FALL OUT.					
DISMISSING THE SQUAD		GO	NO-GO	GO	NO-GO
Commanded DISMISSED with members at <i>attention</i> .					
COMMANDS AND THE COMMAND VOICE		GO	NO-GO	GO	NO-GO
When at the halt, assumed the position of attention and faced the troops when giving commands.					
When marching, turned head in the direction of the troops.					
Voice Control.					
Distinctiveness.					
Inflection.					
Cadence.					
OVERALL EVALUATION:		GO	NO-GO	GO	NO-GO

**DRILL AND CEREMONIES
Performance Evaluation Checklist**

STRENGTHS:

WEAKNESSES:

RECOMMENDATIONS FOR IMPROVEMENT:

SGL/Instructor 's Signature:

Student's Signature

AFTER ACTION REVIEW Performance Evaluation Checklist				
Student's Name:		Student's Number:		Rank:
Training Activity:		SGL/Instructor 's Name:		Date:
Student needs a "GO" in 5 of the 6 Performance Measures to receive an overall "GO."				
PERFORMANCE MEASURES (INFORMAL AAR)		INITIAL		RETEST
PREPARING FOR THE AAR:		GO	NO-GO	GO
Checked to ensure all participants were present.				
Established focus by restating the exercise, or training objectives.				
ESTABLISH WHAT HAPPENED:		GO	NO-GO	GO
Described what actually happened during the training task.				
DETERMINE WHAT WAS RIGHT OR WRONG:		GO	NO-GO	GO
Participants established strong & weak points of their performance.				
DO IT DIFFERENTLY THE NEXT TIME:		GO	NO-GO	GO
Determined how the participants will do it differently next time.				
PERFORM THE TASK AGAIN:		GO	NO-GO	GO
Performed the task again applying lessons learned from AAR (if applicable).				
OVERALL EVALUATION:		GO	NO-GO	GO
STRENGTHS:				
WEAKNESSES:				
RECOMMENDATIONS FOR IMPROVEMENT:				
SGL/Instructor 's Signature:			Student's Signature	

RISK ASSESSMENT Performance Evaluation Checklist					
Student's Name:		Student's Number:		Rank:	
Training Activity:		SGL/Instructor's Name:		Date:	
Student needs a "GO" in 4 of the 5 Performance Measures to receive an overall "GO."					
PERFORMANCE MEASURES		INITIAL		RETEST	
IDENTIFY HAZARDS:		GO	NO-GO	GO	NO-GO
Identified actual or potential hazardous conditions.					
Applied METT-T factors (if applicable)					
ASSESS HAZARDS TO DETERMINE RISKS:		GO	NO-GO	GO	NO-GO
Assessed hazards and determined risk level.					
DEVELOP CONTROLS AND MAKE RISK DECISIONS:		GO	NO-GO	GO	NO-GO
Developed controls to eliminate the hazard or reduce the risk.					
IMPLEMENT CONTROLS:		GO	NO-GO	GO	NO-GO
Implemented the controls.					
SUPERVISE AND EVALUATE:		GO	NO-GO	GO	NO-GO
Enforced standards and control measures.					
OVERALL EVALUATION:		GO	NO-GO	GO	NO-GO
STRENGTHS:					
WEAKNESSES:					
RECOMMENDATIONS FOR IMPROVEMENT:					
SGL/Instructor's Signature:			Student's Signature		

STUDENT DISCUSSION LEADER (SDL) Performance Evaluation Checklist				
Student's Name:	Student's Number:		Rank:	
Assigned Lesson:	SGL/Instructor's Name:		Date:	
Student must receive a "GO" in 9 of the 13 Performance Measures to receive an overall "GO." (Not counting Group Performance.)				
PERFORMANCE MEASURES		INITIAL		RETEST
INTRODUCTION:	GO	NO-GO	GO	NO-GO
Focused group on the task.				
Clearly stated lesson objectives.				
Motivated/Created interest in students.				
LESSON BODY:	GO	NO-GO	GO	NO-GO
Facilitated discussion according to Training Support Package.				
Involved all students in the discussion.				
Displayed understanding of lesson material.				
Asked appropriate questions that stimulated class discussion.				
CONCLUSION:	GO	NO-GO	GO	NO-GO
Summarized lesson.				
Conducted a check on learning.				
SDL REQUIREMENTS:	GO	NO-GO	GO	NO-GO
Prepared and ready to conduct lesson and Practical Exercises.				
Stayed within the time requirements.				
Used visual aids effectively.				
Reported lesson discrepancies to the SGL.				
GROUP PERFORMANCE:	GO	NO-GO	GO	NO-GO
Group members interacted with each other.				
Group worked as a team.				
Group members provided feedback.				
Group adhered to group rules.				
Group focused on the learning objectives.				
Group achieved the Terminal Learning Objective.				
OVERALL EVALUATION:	GO	NO-GO	GO	NO-GO

NOTE: Group performance rating does not effect student's evaluation.

**STUDENT DISCUSSION LEADER (SDL)
Performance Evaluation Checklist**

STRENGTHS:

WEAKNESSES:

RECOMMENDATIONS FOR IMPROVEMENT:

SGL/Instructor 's Signature:

Student's Signature

LEADERSHIP POSITION Performance Evaluation Checklist			
Student's Number:		Rank:	
SGL/Instructor's Name:		Date:	
<p>Student must attain a "GO" in 12 of 17 Performance Indicators to receive an overall "GO." The SGL/Instructor must comment on student's strengths, weaknesses, and ways to improve. (Note: Refer to FM 22-100, Appendix B)</p>			
PERFORMANCE INDICATORS			
VALUES	GO	NO-GO	N/A
Demonstrated Loyalty			
Demonstrated Devotion to Duty			
Demonstrated Respect			
Demonstrated Selfless Service			
Demonstrated Honor			
Demonstrated Integrity			
Demonstrated Personal Courage			
ATTRIBUTES	GO	NO-GO	N/A
Demonstrated Desirable Mental Attributes			
Demonstrated Desirable Physical Attributes			
Demonstrated Appropriate Emotional Attributes			
SKILLS	GO	NO-GO	N/A
Demonstrated Interpersonal Skills			
Demonstrated Conceptual Skills			
Demonstrated Technical Skills			
Demonstrated Tactical Skills			
ACTIONS	GO	NO-GO	N/A
Influenced with effective Communication, Timely Decisions, and Motivation			
Operated by Effectively Planning, Executing, and Assessing			
Improved the organization by effectively Developing, Building and Learning			
COMMENTS:			
OVERALL EVALUATION:		GO	NO-GO

**LEADERSHIP POSITION
Performance Evaluation Checklist**

STRENGTHS:

WEAKNESSES:

RECOMMENDATIONS FOR IMPROVEMENT:

SGL/Instructor 's Signature:

Student's Signature

APPENDIX C

Index of Student Handouts

**This Appendix
Contains**

This Appendix contains the items listed in the following table:

ITEM	PAGES
SH-1, Student Evaluation Plan (SEP) for SACC BNCOC (See Note)	SH-1-1 thru SH-1-14
SH-2, Advance Sheet for E303, Written Examination	SH-2-1
SH-3, Advance Sheet for E302, Graphics and Overlays and Plans, Orders, and Annexes Examination	SH-3-1

NOTE: You must explain the Student Evaluation Plan to each student at the beginning of the course and post a copy in a conspicuous location.

STUDENT HANDOUT 1

Student Evaluation Plan (SEP) for SACC BNCOC

Overview The Student Evaluation Plan (SEP) explains how Noncommissioned Officer Academies (NCOAs) conducting The Army School System (TASS) Stand Alone Common Core (SACC) (Phase I) BNCOC will determine if students have demonstrated a sufficient level of competency to pass the course. It establishes student responsibilities and training graduation (pass/fail) criteria, and lays out the testing strategy used to evaluate the student on the training. It specifically identifies course completion requirements to include the minimum passing score (including GO/NO-GO and Satisfactory or Superior) for each written examination and performance evaluation. It very specifically identifies specific lessons tested in each examination/evaluation, and describes the counseling and retesting policy

Applicability This SEP applies to Active Army, Army National Guard (ARNG), and U.S. Army Reserve (USAR) soldiers attending the TASS Stand Alone Common Core (Phase I) Basic Noncommissioned Officer Course (BNCOC). This course provides soldiers selected for promotion to Staff Sergeant with an opportunity to acquire the leader and tactical skills, knowledge and behaviors (SKB) needed to lead a squad size unit.

Student Requirements

- Read the attached Student Evaluation Plan and its enclosures.
- Abide by the policies and procedures of this SEP.

SGL/Instructor Requirements Explain this SEP to the students at the beginning of the course. Post it in a conspicuous location.

ATSS-DCA

MEMORANDUM FOR STUDENTS ATTENDING TASS SACC BNCOC

SUBJECT: Student Evaluation Plan (SEP) for the TASS Stand Alone Common Core (Phase I) Basic Noncommissioned Officer Course (BNCOC), Course Number, 600-00-BNCOC

1. This Student Evaluation Plan (SEP) establishes student responsibilities and training graduation (pass/fail) criteria, details how NCO academies will determine if the student has demonstrated a sufficient level of competency to pass, and lays out the testing strategy used to evaluate the student on the training.

2. This SEP informs students, Small Group Leaders (SGL)/instructors, and other personnel of the course graduation requirements. Academies will explain this plan to the students at the beginning of the course and post it in a conspicuous location.

3. This SEP includes:

(a) Academic Grading and Test Plan is at Enclosure 1.

(b) Student Responsibilities.

(c) Counseling.

(d) Other Evaluations.

(e) General Standards.

(f) DA Form 1059, Service School Academic Evaluation Report is at Enclosure 2.

(g) Student Grievances and Redress.

(h) Student Recognition.

(i) Challenging Training.

4. STUDENT RESPONSIBILITIES.

(a) This course uses the Small Group Instruction (SGI) Technique of Delivery. This technique places the responsibility for learning on the student through participation in small groups led by small group leaders (SGLs) who serve as role models and instructors throughout the course. SGL uses small group processes, methods, and techniques to stimulate learning. The SGL is an instructor who facilitates counseling, coaching, learning, and team building in SGI.

ATSS-DCA

SUBJECT: Student Evaluation Plan (SEP) for the TASS Stand Alone Common Core (Phase I) Basic Noncommissioned Officer Course (BNCOB), Course Number, 600-00-BNCOB

(b) The small group process is a technique for learning in small groups that capitalizes on (uses) student experiences, requires intensive student interaction, and makes each student responsible for their own learning. Cooperation takes precedence over competition. SGI provides individualized learning, team building, and maximum exchange of ideas. It also requires students to serve as Student Discussion Leaders (SDLs) and lead some training.

(c) It is the responsibility of the student to learn to perform the lesson training objectives of this training. This includes completing the homework assignments, completing the Practical Exercises (PEs), and fully participating in classroom/group room discussions and training activities.

(d) NCOA will dismiss students who fail a retest/reevaluation or fail to meet performance standards, and/or require extraordinary assistance to remain in the course.

5. COUNSELING.

(a) Students will participate in at least two counseling sessions conducted by the SGLs/Instructors during the course. One will be a review of academic progress to discuss performance and professional growth. Students will receive additional counseling whenever their academic standing reaches borderline failing status or if they fail an examination/evaluation, or fail to comply with the standards of conduct. When a student receives formal counseling, the SGL/Instructor will complete a DA Form 4856-E (Developmental Counseling Form). Students must attend a mandatory study hall if they are failing or are in danger of failing.

(b) At a minimum, each student will receive an initial (reception and integration) counseling, and an end of course (performance and professional growth) counseling which will include a developmental action plan. The performance and professional growth counseling will be the basis for comments on the DA Form 1059 (Service School Academic Evaluation Report).

6. OTHER EVALUATIONS. (None)

7. GENERAL STANDARDS.

(a) Minimum Achievements. Students must complete all graded requirements/graduation requirements, all homework assignments, all Practical Exercises, and all Performance and Leadership Performance Evaluations. Students will attend all classes and training activities. Students will participate in all training activities and shall serve as Student Discussion Leaders (SDLs), where they will lead the discussion of certain classes. To graduate, students must complete each graduation requirement to the established standard. Failure to pass any of the graduation requirements will constitute failure to meet course standards and the student will not graduate. Students will receive only one retest.

ATSS-DCA

SUBJECT: Student Evaluation Plan (SEP) for the TASS Stand Alone Common Core (Phase I) Basic Noncommissioned Officer Course (BNCOC), Course Number, 600-00-BNCOC

(b) Standards of Conduct. Students will conduct themselves in a manner expected of a noncommissioned officer. This includes demonstrating law abiding personal conduct and behavior, both on and off duty. The NCO Academy commandant may relieve students from the course for any conduct or behavior that violates local, state, or federal law, including the Uniform Code of Military Justice (UCMJ) or for any conduct or behavior that violates any DoD, Army, or local regulation or policy. This includes, but is not limited to, substantiated cases of lying (oral or written, sworn or unsworn), cheating, plagiarism, and improper relationships, e.g., senior-subordinate or student-cadre. Students shall be at their appointed place of duty on time. Students demonstrating a pattern of lateness may receive dismissal consideration.

(c) Physical Fitness Standards. Students must meet and maintain physical fitness standards. Students will maintain physical fitness standards by participating in physical fitness training sessions. SGLs/Instructors will evaluate students on their ability to lead the physical fitness training sessions. Students with permanent medical profiles will take part within their profile limitations. Commandants will consider for administrative dismissal those students that receive a temporary profile that precludes them from meeting the minimum graduation requirements of the course.

(d) Remedial/Refresher Training and Retesting. SGLs/Instructors will formally counsel students failing an initial examination/evaluation. They shall provide remedial/refresher training and offer one retest. They will coordinate remedial/refresher training and retesting during non-POI time. They shall provide a retest for the Written Examination and the Graphics and Overlays Examination and Plans, Orders, and Annexes no earlier than 24 hours of the initial examination. They shall provide a retest for the performance evaluations within 72 hours of the initial evaluation. All retests will be conducted between 0500 and 0800 or 1700 and 2000.

(e) Student Elimination From the Course. Commandants may remove students from the course before course completion for disciplinary reasons, lack of motivation, and other valid reasons, such as illness or injury, and academic deficiencies. Failure of a student to maintain standards during the course may constitute an infraction of the UCMJ or may simply indicate a lack of motivation or aptitude. Students whose actions during the training constitute a violation of the UCMJ may receive a suspension or dismissal from the course. Commandants may require them to report to the court-martial convening authority. SGLs/Instructors will counsel those students whose actions demonstrate a probable lack of motivation, and may consider them for dismissal/disenrollment for motivational, disciplinary, or academic reasons.

ATSS-DCA

SUBJECT: Student Evaluation Plan (SEP) for the TASS Stand Alone Common Core (Phase I) Basic Noncommissioned Officer Course (BNCOC), Course Number, 600-00-BNCOC

8. STUDENT GRIEVANCES AND REDRESS. Students having a grievance purely academic in nature will address that grievance to SGL/Instructor or Senior SGL and then to the Chief Instructor or Course Manager, whose decision is normally final. Students may also address their grievance to the commandant, if necessary. Students having a grievance involving discrimination or violation of policy should use the chain of command up to the commandant. Students may seek the assistance of the Inspector General (IG) at any time, but first must inform the chain of command if they desire to see the IG during duty time.

9. STUDENT RECOGNITION. Students successfully completing this Stand Alone Common Core TASS course will receive a DA Form 1059 Service School Academic Evaluation Report (AER). Academies will not issue any additional certificates of training, honors certificates or diplomas until the student completes Phase II.

10. CHALLENGING TRAINING. The Stand Alone Common Core TASS (Phase I) BNCOC does not have a test-out policy. Students may not get credit or take any tests prior to receiving the training.

11. Refer any questions about this SEP through the SGL/Instructor to the Chief Instructor or Course Manager.

12. Point of contact at USASMA is SGM Bennett-Green, Course Chief, BNCOC at DSN 978-8331, commercial (915) 568-8331, e-mail: Agnes D. Bennett-Green@bliss.army.mil.

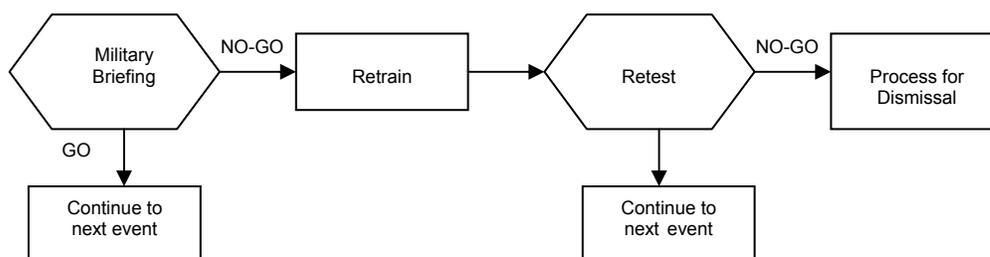
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JOHN E. SEWARD
COL, AD
Commandant

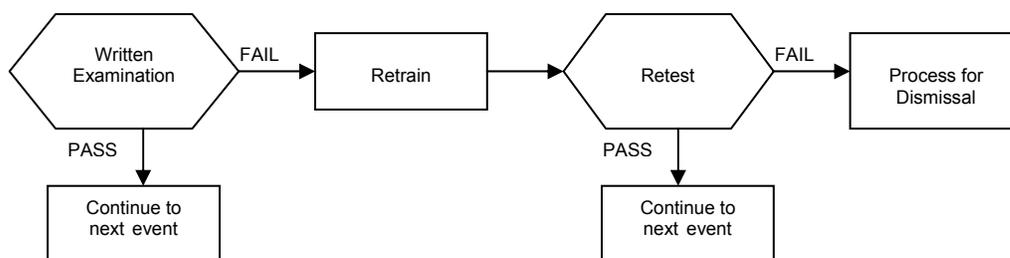
Student Evaluation Plan (SEP) for SACC BNCOC (Enclosure 1)

ACADEMIC GRADING AND TEST PLAN

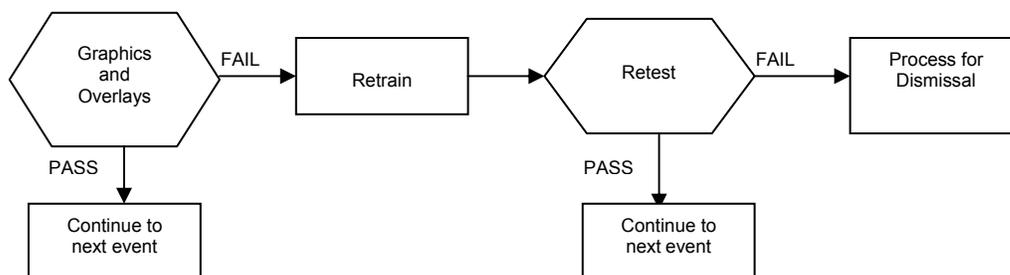
1. NCOAs conducting the TASS SACC (Phase I) BNCOC will use written examinations, performance evaluations, and leadership performance evaluations to ensure students can demonstrate overall mastery of course material and meet course graduation requirements.
2. Academies will evaluate academic subject matter on a basis of 100 weight points per written examination distributed according to this document. They shall calculate weight point achievement to a percentage computed to the second decimal place (0.00%) to determine student's completion of training. They shall evaluate leadership and other performance evaluations based on a "GO/NO-GO" basis. To receive a passing score the student must score at least 70 percent or higher on the Written Examination and Graphics and Overlays and Plans, Orders, and Annexes Examination. The passing grade for the Military Briefing Evaluation and Leadership Position(s) is a "GO."
3. Academies will provide remedial/refresher training to those students failing an examination/evaluation and offer them one retest. The retest will cover the entire test and not just the portion the student failed. Should a student fail the retest, the commandant will dismiss them from the course if it is a graduation requirement.
4. Academies will award students passing the retest the minimum passing score, regardless of the student's actual grade point achieved on the retest. Academies will not have to remove those students who require and pass a retest from class honors consideration since there are no class honors given for the Stand-Alone Common Core. Academies will record the final retest score in student course records along with counseling and remediation documentation.
5. The major examinations/evaluations are:
 - b. **Military Briefing Performance Evaluation (L331)**. The Military Briefing Performance Evaluation requires the student to demonstrate an ability to properly conduct a military briefing in accordance with Lesson L331, Conduct a Military Briefing. Students must plan, prepare, and conduct an information briefing that quickly and clearly conveys the bottom line. Students have six minutes (plus + or minus - two minutes) to present their briefing. This evaluation covers POI File L331. Students must receive a "GO" to pass. This is a graduation requirement. Students who fail the initial evaluation will undergo remedial/refresher training and get one retest. Academies will drop/dismiss from the course any student who fails the Military Briefing Performance Evaluation retest for failure to meet course standards. The following flowchart graphically depicts the flow process for the Military Briefing Performance Evaluation:



c. **Written Examination (E303).** The Written Examination is an open book, performance-based, multiple choice examinations that require the student to select the correct answer by applying knowledge to solve problems in an environment that simulates the soldier’s duty position. Students may use their Advance Sheets, Practical Exercises, appropriate publications issued for the course, personal notes, and calculators. Students must demonstrate their knowledge of the subject or their research ability in finding the correct answer. This examination covers POI Files L324, L326, L328, L329, L330, L331, L333, L334, L335, L336, L337, L338, L340, T321, T323, T330, T340, T341, T343, W323, W324, W325, W326, and W332. This is a three-hour examination: ten minutes for the introduction, 2.5 hours for the examination, ten minutes for an After Action Review (AAR), and a ten minute break. The passing grade is 70 percent. Students must answer at least 35 or more questions correctly to pass. This is a graduation requirement. Students who fail the initial examination will undergo remedial/refresher training and get one retest. Academies will drop/dismiss from the course any student who fails the Written Examination retest for failure to meet course standards. The following flowchart graphically depicts the flow process for the Written Examination.



d. **Graphics and Overlays and Plans, Orders, and Annexes Examination (E302)**. The Graphics and Overlays and Plans, Orders, and Annexes Examination is an open book, performance-based, multiple choice examination that requires the student to select the best correct answer by applying knowledge to demonstrate an understanding of military graphics and overlays. Students may use their Advance Sheets, Practical Exercises, appropriate publications issued for the course, personal notes, and calculators. Students must demonstrate their knowledge of the subject or their research ability in finding the best correct answer. This examination covers POI File W321 and W322. This is a 3-hour examination: ten minutes for the introduction, ten minutes for the introduction, 2.5 hours for the examination, ten minutes for an After Action Review (AAR), and a ten minute break. The passing grade is 70 percent. Students must answer at least 35 questions or more correctly to pass. This is a graduation requirement. Students who fail the initial examination will undergo remedial/refresher training and get one retest. Academies will drop/dismiss from the course any student who fails the Graphics and Overlays and Plans, Orders, and Annexes Examination retest for failure to meet course standards. The following flowchart graphically depicts the flow process for the Graphics and Overlays and Plans, Orders, and Annexes Examination

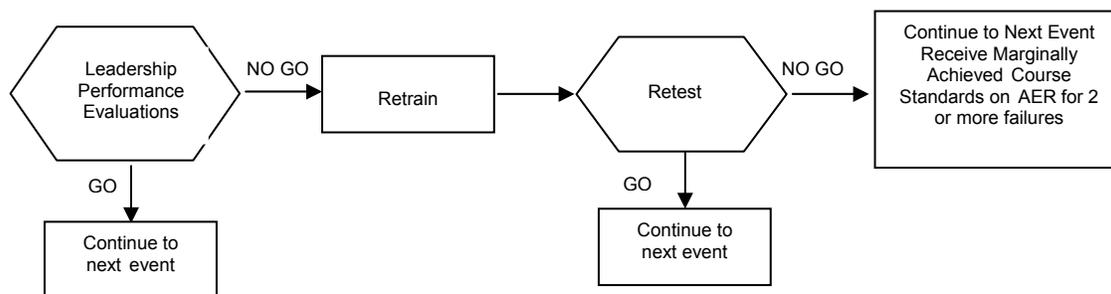


e. **Leadership Performance Evaluations.** The Leadership Performance Evaluations are performance tests that require the student to lead soldiers in various activities and assume a leadership position in order to demonstrate their leadership ability and skills. There are five leadership activities:

- (a) Physical Fitness Training Session.
- (b) Drill and Ceremonies.
- (c) After Action Review.
- (d) Risk Management.
- (e) Student Discussion Leader.

Students must complete 70 percent of the performance measures for each activity correctly to receive a “GO.” Should a student fail the initial evaluation they will undergo remedial/refreshers training and get one retest. The Leadership Performance Evaluations are not graduation requirements. However, should a student receive a final “NO-GO” on two or more of the five Leadership Performance Evaluations, they shall receive a Marginally Achieved Course Standards in the Performance Summary (Item 13) of their DA Form 1059 (Service School Academic Evaluation Report). Additionally, students will undergo a performance evaluation while assuming a leadership position. The SGL/Assistant Instructor will counsel each student on their strengths, weaknesses, and ways to improve. There is no retest requirement for the Leadership Position Evaluation.

The following flowchart graphically depicts the flow process for the Leadership Performance Evaluations:



Student Evaluation Plan (SEP) for SACC BNCOC (Enclosure 2)

DA FORM 1059, SERVICE SCHOOL ACADEMIC EVALUATION REPORT

1. SGLs/Instructors will evaluate each student's academic performance on the DA Form 1059, Service School Academic Evaluation Report (AER). The AER will explain the student's accomplishments, potential, and limitations during the course. All entries will reflect the actual performance of the student.

2. The goal is to provide the students an original copy of the AER not later than graduation day. NCOAs will prepare the AER according to this SEP. **Negative counseling is anything other than academic i.e. missing formation, failing to prepare, etc.** SGLs/Instructors shall consider the following when making their evaluations:

a. Item 13, Performance Summary. For the Performance Summary block, students may receive one of four evaluations, based on the following:

(1) **EXCEEDED COURSE STANDARDS**. Reserve "Exceeded Course Standards" rating to no more than 20 percent of the graduating class. If more than 20 percent exceed course standards, student academic scores will determine the outcome. Students may achieve all superior ratings on their DA Form 1059 and not exceed course standards. Students must:

(a) Pass the **INITIAL** Written Examination and Graphics and Overlays and Plans, Orders, and Annexes Examination with an overall average of 90 percent or higher.

(b) Receive an **INITIAL** "GO" rating on the Military Briefing evaluation.

(c) Receive an **INITIAL** "GO" on all Leadership Performance Evaluations.

(d) Receive at least three SUPERIOR ratings in the Demonstrated Abilities block (Item 14) of the DA Form 1059 with one being in Leadership Skills, and no UNSATISFACTORY (UNSAT) ratings.

(e) Receive no negative counseling statements (other than academic).

(f) Participate fully in all BNCOC activities.

(2) **ACHIEVED COURSE STANDARDS**. Students must:

- (a) Pass the Written Examination and Graphics and Overlays and Plans, Orders, and Annexes Examination.
- (b) Receive a "GO" rating on the Military Briefing evaluation.
- (c) Receive a "GO" on at least four of the five Leadership Performance Evaluations.
- (d) Receive at least three SATISFACTORY (SAT) or above ratings in the Demonstrated Abilities block (Item 14) of the DA Form 1059.
- (e) Receive no more than ONE negative counseling statement (other than academic).
- (f) Participate fully in all BNCOC activities.

(3) **MARGINALLY ACHIEVED COURSE STANDARDS**. Students must:

- (a) Receive a "NO-GO" on two or more Leadership Performance Evaluations.
- (b) Receive no more than two UNSATISFACTORY (UNSAT) ratings in the Demonstrated Abilities block (Item 14) of the DA Form 1059.
- (c) Receive no more than TWO negative counseling statements (other than academic).
- (d) Fail to participate fully in all BNCOC activities.

(4) **FAILED TO ACHIEVE COURSE STANDARDS**. A student will fail to achieve course standards if any of the following apply:

- (a) Fails to meet height and weight standards IAW AR 600-9 after enrollment.
- (b) Receives less than 70 percent on the final Written Examination or Graphics and Overlays and Plans, Orders, and Annexes Examination.
- (c) Receives a "NO-GO" rating on the Military Briefing Performance Evaluation.
- (d) Receives three or more UNSATISFACTORY (UNSAT) ratings in the Demonstrated Abilities block (Item 14) of the DA Form 1059.
- (e) Relieved from the course for disciplinary reasons or violations of the standards of conduct outlined in paragraph 3a.

b. Item 14 Demonstrated Abilities. For the Demonstrated Abilities block, students may receive one of four evaluations in the five categories listed below, based on the following:

(1) **WRITTEN COMMUNICATION**. NCO Academies will not evaluate Written Communication.

(2) **ORAL COMMUNICATION**. NCO Academies will base the Oral Communication rating primarily on the Military Briefing Performance Evaluation. They will also consider the student's performance as Student Discussion Leader (SDL), and any other oral communication requirements during the course.

(a) **SUPERIOR** – To receive a "SUPERIOR" rating a student must receive a "GO" in all areas on the Military Briefing Performance Evaluation, no negative counseling statement from their performance as SDL.

(b) **SATISFACTORY** – To receive a "SATISFACTORY" rating a student must receive an overall "GO" rating on the Military Briefing Performance Evaluation, no negative counseling statement from his performance as SDL, and no "NO-GO" ratings on any oral communication requirements during the course.

(c) **UNSATISFACTORY** – To receive an "UNSATISFACTORY" rating a student must receive at least ONE negative counseling statement for poor oral communication skills (e.g., excessive use of profanity, distinctiveness, or voice control). Should a student receive a "NO-GO" rating for the Military Briefing Performance Evaluation, they shall receive a "FAIL TO ACHIEVE COURSE STANDARDS," and will not graduate.

(3) **LEADERSHIP SKILLS**. NCO Academies will base the Leadership Skills rating primarily on the Leadership Performance Evaluations ratings. They will also consider the student's performance while they served in any other leadership positions.

(a) **SUPERIOR** – To receive a "SUPERIOR" rating a student must receive a first time "GO" on all Leadership Performance Evaluations, and no negative counseling statements from his performance while in any other leadership position.

(b) **SATISFACTORY** – To receive a "SATISFACTORY" rating a student must receive a "GO" on at least three of the Leadership Performance Evaluations, and no more than ONE negative counseling statements from their performance while in any other leadership positions.

(c) **UNSATISFACTORY** – To receive an "UNSATISFACTORY" rating a student must receive a "NO-GO" rating on two or more of the Leadership Performance Evaluations, and TWO or more negative counseling statements from their performance while in any other leadership positions. A negative counseling statement for apathy, poor attitude, or failure to fully participate in training events will result in an **AUTOMATIC** "UNSATISFACTORY" rating.

(4) **CONTRIBUTION TO GROUP WORK**. NCO Academies will base the Contribution to Group Work rating primarily on the student's participation in the lesson discussions and practical exercises.

(a) **SUPERIOR** – To receive a "SUPERIOR" rating a student must consistently enhance training by sharing their experiences, receive no negative counseling statements regarding class/group participation or failure to complete reading/homework assignments, or failure to prepare for class, contribute above and beyond that of fellow classmates, and receive an overall "SUPERIOR" rating for their contributions throughout the course.

(b) **SATISFACTORY** – To receive a "SATISFACTORY" rating a student must actively participate in classroom discussions, and receive no more than ONE negative counseling statement for poor class participation, disruptive behavior, or lack of participation.

(c) **UNSATISFACTORY** – To receive an "UNSATISFACTORY" rating a student must receive TWO or more negative counseling statements for poor class participation, disruptive behavior, lack of participation, or failure to complete reading/homework assignments.

(5) **EVALUATION OF STUDENT'S RESEARCH ABILITY**. NCO Academies will base the Evaluation of Student's Research Ability rating on the student's Written Examination and Graphics and Overlays Examination.

(a) **SUPERIOR** – To receive a "SUPERIOR" rating a student must receive a grade point average (GPA) of 90 percent or higher on the initial examinations.

(b) **SATISFACTORY** – To receive a "SATISFACTORY" rating a student must receive a grade point average (GPA) between 89 and 70 percent on initial examinations.

(c) **UNSATISFACTORY** – To receive an “UNSATISFACTORY” rating a student must receive less than 70 percent on the initial and subsequent retest on the Written Examination or Graphics and Overlays and Plans, Orders, and Annexes Examination. Students may also receive two or more negative counseling statements for failure to complete reading/homework assignments or failure to prepare for classes.

Student Handout 2

Advance Sheet for E303, Written Examination

Overview This is a three-hour open-book examination that measures your ability to demonstrate overall mastery of the course material and your ability to use references: ten minutes for the introduction, 2.5 hours for the examination, ten minutes for an After Action Review (AAR), and a ten minute break. The intent is to ensure you know the material, or know how to research and find the answers. You must work individually. Questions will come from the learning objectives of the lessons listed below. You will receive a “GO” (70 percent correct [35 questions] or better), or a “NO-GO” (less than 70 percent correct). Students requiring a retest may only score a maximum of 70 percent.

Learning Objectives You are responsible for all the terminal and enabling learning objectives from the following lessons: L324, L326, L328, L329, L330, L331, L333, L334, L335, L336, L337, L338, L340, T321, T323, T330, T340, T341, T343, W323, W324, W325, W326, and W332.

Student Assignments

Before the examination:

- Read Student Handout 1.
- Use your reference materials and notes to prepare for a 50-question objective and open-book examination.

During the examination:

- Bring all the materials issued for the lessons listed above and use them to research your answers.

After the examination:

- Participate in a review of the examination.

Additional Subject Area Resources None.

Bring to Class

- All reference material.
- Pen or pencil.
- Writing paper.

Student Handout 3

Advance Sheet for E302, Graphic and Overlays Examination and Plans, Orders, and Annexes

Overview	<p>This is a three-hour open-book examination that measures your ability to demonstrate overall mastery of the course material and your ability to use references: ten minutes for the introduction, 2.5 hours for the examination, ten minutes for an After Action Review (AAR), and a ten minute break. The intent is to ensure you know the material, or know how to research and find the answers. You must work individually. Questions will come from the learning objectives of the lessons listed below. You will receive a “GO” (70 percent correct [35 questions] or better), or a “NO-GO” (less than 70 percent correct). Students requiring a retest may only score a maximum of 70 percent.</p>
Learning Objectives	<p>You are responsible for all the terminal and enabling learning objectives from the lesson W321, Graphic and Overlays and W322, Plans, Orders, and Annexes.</p>
Student Assignments	<p>Before examination:</p> <ul style="list-style-type: none">• Read Student Handout 1.• Use your reference materials and notes to prepare for a 50-question, open-book, criterion-referenced examination. <p>During examination:</p> <ul style="list-style-type: none">• Bring all Advance Sheets, personal notes, and references. <p>After examination:</p> <ul style="list-style-type: none">• Participate in a review of the examination.
Additional Subject Area Resources	<p>None.</p>
Bring to Class	<ul style="list-style-type: none">• All reference material.• Pen or pencil.• Writing paper.

APPENDIX D**End of Course Critiques**

This Appendix Contains This Appendix contains the items listed in the following table--

ITEM	PAGES
End of Course Critique Questionnaire Guidance	EOCC-1
End of Course Critique Questionnaire	EOCC-2 and EOCC-4
Course Evaluation/Feedback Form	CEF-1 and CEF-2
Quarterly Instructor Checklist	http://usasma.bliss.army.mil/qao/docs/instructor/InstrCertProgramAug03.pdf

END OF COURSE CRITIQUE QUESTIONNAIRE GUIDANCE

Overview

This End of Course Critique (EOCC) questionnaire is the basis for improving the quality of the educational services provided to students.

Instructions to Administrator

1. Have students complete this questionnaire as close as possible to the end of the course and after the students receive their performance and professional growth counseling. (NCOAs should have someone other than the assigned SGL/Instructor administer this questionnaire to the students.)

2. Proposed guidelines:

- a. Ensure each student completes a questionnaire.
- b. Provide adequate time for the students to complete the questionnaire.
- c. Request that each student be honest and encourage written comments.
- d. Create a non-threatening atmosphere to encourage openness and candor.

3. For those NCOAs having access to the Army Information Management System (AIMS), have students prepare and submit written comments on a separate sheet of paper.

4. NCO Academies will review these critiques for corrective actions and maintain them on file for review by the QAO team. They will provide USASMA a summary of the comments that pertain to the course and its curriculum. This will help USASMA and each NCOA build upon the positive and correct the negative aspects of training content, and conditions.

NOTE: This is the preferred form. Do not add or take away from the information requested.

Instructions to Students

The staff of the U.S. Army Sergeants Major Academy seeks to continuously improve this course. You can assist in the improvement process by completing this questionnaire. This critique addresses areas you encountered throughout the course. Please read each question carefully. After reading the question, select the response that most accurately reflects your opinion. Please record your response by circling the number that applies.

NOTE: If using a mark sense form, fill in the number that corresponds to your feelings about the question.

END OF COURSE CRITIQUE QUESTIONNAIRE							
COURSE TITLE:			DATE:				
AREA OF CONCENTRATION			Evaluation				
<p>The staff of the U.S. Army Sergeants Major Academy seeks to continuously improve this course. You can assist in the improvement process by completing this questionnaire. This End of Course Critique (EOCC) questionnaire is the basis for improving the quality of the educational services provided to you. It addresses areas encountered throughout the course. Please read each question carefully. After reading the question, select the response that most accurately reflects your opinion. Please record your response by circling the number that corresponds to your feelings.</p> <p>NOTE: If you are using a mark sense form, fill in the circled number that corresponds with your feelings.</p> <p>NOTE: Use EOCC-4 for expanding your comments on any items in this questionnaire.</p>			STRONGLY AGREE	AGREE	UNSURE	DISAGREE	STRONGLY DISAGREE
COURSE CONTENT							
1. During the orientation, the staff thoroughly explained the course graduation requirements.			1	2	3	4	5
2. I understood what was expected of me as a student in BNCOB.			1	2	3	4	5
3. The Small Group Leader (SGL)/instructors displayed a thorough knowledge of the subject matter.			1	2	3	4	5
4. The SGL/Instructor s involved the students in the course subject matter.			1	2	3	4	5
5. The SGL/Instructor s responded adequately to questions or calls for help.			1	2	3	4	5
6. The SGL/Instructor s conducted the training in a clear, organized, and interesting manner.			1	2	3	4	5
7. The lessons were trained in a logical sequence.			1	2	3	4	5
8. Course materials were useful and adequate for the training.			1	2	3	4	5
9. The training I received was important to me in my career development.			1	2	3	4	5
10. The training I received improved my leadership skills.			1	2	3	4	5
11. The training I received was at the appropriate level for my rank/grade.			1	2	3	4	5
12. Group discussion helped support my learning experience.			1	2	3	4	5
13. Interaction with the SGL/Instructor s helped support my learning experience.			1	2	3	4	5
14. Interaction with my fellow students helped support my learning experience.			1	2	3	4	5
15. Student Handouts/readings were adequate.			1	2	3	4	5
16. Student Handouts/readings helped support my learning experience.			1	2	3	4	5
17. Role-playing helped support my learning experience.			1	2	3	4	5
18. Training Aids, Devices, Simulators, and Simulations (TADSS) used were adequate.			1	2	3	4	5
19. The Training Aids, Devices, Simulators, and Simulations (TADSS) helped support my learning experience.			1	2	3	4	5
20. The Advance Sheets helped me better prepare for training.			1	2	3	4	5
21. I feel that even though the training days were usually long and busy, my time was used productively.			1	2	3	4	5
22. I feel more confident about assuming a leadership position after having completed this course.			1	2	3	4	5

COURSE SUPPORT					
23. This course exceeded my expectations.	1	2	3	4	5
24. My administrative inprocessing was efficient and professional.	1	2	3	4	5
25. My logistical (supply) inprocessing was efficient and professional.	1	2	3	4	5
26. In my opinion, the administrative, logistical, and operational support in this course was adequate.	1	2	3	4	5
FACILITIES AND SERVICES					
27. Students were billeted in two to four-person rooms with adequate living and study facilities.	1	2	3	4	5
28. The billeting was comfortable.	1	2	3	4	5
29. The classrooms were adequate.	1	2	3	4	5
30. The classrooms did not exceed the 1:12-16 SGL to student ratio.	1	2	3	4	5
31. The dining facility:					
a. Staff members were efficient and professional.	1	2	3	4	5
b. Meals were tasty and well prepared.	1	2	3	4	5
c. Meals were nutritious.	1	2	3	4	5
d. Provided ample meal portions.	1	2	3	4	5
	STRONGLY AGREE	AGREE	UNSURE	DISAGREE	STRONGLY DISAGREE
32. My overall rating of the Course Content is:	1	2	3	4	5
33. My overall rating of the Course Support is:	1	2	3	4	5
34. My overall rating of the Facilities and Service is:	1	2	3	4	5
REMARKS: I would like to bring the following to the Commandant's attention regarding <u>Course Content</u> :					
REMARKS: I would like to bring the following to the Commandants' attention regarding <u>Course Support</u> :					
REMARKS: I would like to bring the following to the Commandants' attention regarding <u>Facilities and Services</u> :					

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Department of the Army
United States Army Sergeants Major Academy
Fort Bliss, TX 79918-8002

COURSE EVALUATION/FEEDBACK FORM

Course: _____

Date: _____

Location: _____

ITEMS (Use a blank page to continue an item.)

YES

NO

1. Did you find the training products to be efficient and effective?

If no, specify: _____

2. Did you find the training products in compliance with Department of the Army (DA) and TRADOC policies and guidance?

If no, specify: _____

3. Did you detect any errors or inconsistencies in the training materials?

If yes, specify: _____

4. Were the training products of high quality, and did they identify training objectives and performance standards, and appropriately illustrate and describe the material taught.

If no, specify: _____

5. Upon completion of the training were the students able to perform to the standards and conditions prescribed in the lesson plans (Training Support Packages)?

If no, specify: _____

COURSE EVALUATION/FEEDBACK FORM, cont.

ITEMS

YES

NO

6. Were the tests adequate to determine whether or not the students could accomplish the Terminal Learning Objectives (TLOs)?

If no, specify: _____

7. Did you feel the practical exercises accomplished their intended purpose efficiently and effectively?

If no, specify: _____

8. Were the equipment requirements for the lessons adequate, and did they contribute to the learning experience?

If no, specify: _____

9. Did you find the Course Management Plan helpful?

If no, specify: _____

10. What improvements or corrective actions do you recommend?

Name: _____

Position: _____

Phone: _____ E-mail: _____

APPENDIX E**Unit Pre-execution Checklist**

This Appendix Contains This Appendix contains the items listed in the following table--

ITEM	PAGES
TASS Unit Pre-execution Checklist	http://usasma.bliss.army.mil/qao/docs/check/New_Pre_Checklist.pdf

Appendix F

Consolidated Glossary

This Appendix Contains This Appendix contains the items listed in this table:

Item	Pages
Consolidated Glossary, Terms	G-3 thru G-15

Consolidated Glossary

Terms

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

Accreditation

The recognition afforded an educational institution when it has met accepted standards of quality applied by an accepted, professional accreditation agency.

Administrative drop

The removal of a student from a formal training program for reasons other than failure to meet minimal academic standards.

After-Action Review/Report (AAR)

A professional discussion of an event focused on performance standards, that enable soldiers to discover for themselves what happened, why it happened, and how to sustain strengths and improve on weaknesses. It is a tool leaders, instructors, and units can use to get maximum benefit from every mission or task.

Army Training Requirements and Resource System (ATRRS)

The Army training management system. It projects inputs, resource requirements, and student accountability, and updates military personnel training records. It provides the data for Congressional Military Manpower Training Reports (MMTR), etc.

Automated Systems Approach to Training (ASAT)

The automated system for developing training.

Certification

Written verification of proficiency in a given task or tasks.

Class schedule

Documentation of start and end dates for one iteration of a course.

Class size

The number of students in a class.

Commandant's Time

Administrative time included in a program of instruction to provide additional training, correct training deficiencies, or provides time for other requirements.

**Consolidated
Glossary,
Terms,
continued**

Conference

A method of instruction that develops the training material through an instructor-guided student discussion.

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 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.

Course map

A chart that depicts the designed sequence of presentation for a given course, established during course design.

Courseware

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

Criterion-referenced test

A test that establishes whether or not a unit or soldier performs the learning objective to the established standard.

Distance learning

The delivery of standardized individual, collective, and self-development training to soldiers and units at the right place and right time through the application of multiple means and technologies.

**Consolidated
Glossary,
Terms,
continued**

Enabling learning objective (ELO)

A learning objective that supports the terminal learning objective. It must be learned or accomplished to learn or accomplish the terminal learning objective. It consists of an action, condition, and standard. Enabling objectives are identified when designing the lesson. A terminal learning objective does not have to have enabling objectives, but it may have more than one.

Evaluation

Measurement of the demonstrated ability of soldiers or units to perform a task, and supporting skill and knowledge; or learning objective against the established standard.

Exercise

Collective task training designed to develop proficiency and crew teamwork in performing the task to the established standard. It also provides practice for performing supporting individual critical tasks. Exercises may be conducted in units and resident training.

(1) Field Training Exercise (STX)-A scenario-driven tactical exercise used to train and evaluate critical collective and supporting individual tasks in a collective environment which simulates the stress, sounds, and wartime conditions. It is conducted in an austere field environment through all weather conditions and during night as well as day. The STX 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. An exercise designed to allow a unit/team to engage targets with its organic weapons and support.

(2) Situational Training Exercise (STX)-A short scenario driven mission-oriented tactical exercise that provides a vehicle to train a group of closely related collective tasks and drills together. Situational training exercises provide reconstructed, bite-sized, short-term exercises that are central to sustainment training for tactical mission proficiency.

Instructor training

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

**Consolidated
Glossary,
Terms,
continued**

Lesson

A lesson normally includes telling or showing the soldiers what to do and how to do it, an opportunity for the soldiers to practice, and providing the soldiers feedback concerning their performance. A lesson may take the form of an instructor presented lesson, a SGI-presented lesson, or a self-paced lesson, such as a correspondence course or CBI lesson.

(1) An instructor presented lesson or SGI presented lesson is documented as a lesson plan.

(2) A self-paced lesson must be of sufficient detail that the student can learn the material to the established learning objective standard on his own.

(3) An extension training lesson is a self paced instructional program developed, reproduced, and packaged for distribution to soldiers in the field. These lessons consist of a terminal learning objective, instructional text, practice, and immediate feedback to the soldier.

Lessons 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.

Lesson plan

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

Mandatory release date

Refers to the date at which individual National Guard or United States Army Reserve soldiers must be released from training to return to their home station.

**Consolidated
Glossary,
Terms,
continued**

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, and computer program.

Methods of instruction

Indicates exactly how the training material will actually be provided to the student and has an assigned instructor-to-student ratio. Examples of methods of instruction are conference, demonstration, and practical exercise.

Optimum class size (OCS)

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

Performance measures

The actions that can be objectively observed and measured to determine if a task performer has performed the task to the prescribed standard. These measures are derived from the task performance steps during task analysis.

Performance step

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

Performance test

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

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

**Consolidated
Glossary,
Terms,
continued**

Practical exercise (PE)

The practical exercise is the hands-on application of the performance required in enabling or terminal learning objectives. Gives the student the opportunity to acquire and practice skills, knowledge, and behaviors necessary to perform the training objective successfully.

Prerequisite training

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

Program of instruction (POI)

The POI covers a course/phase. The program of instruction is a requirements document that provides a general description of course content, duration of instruction, types of instruction, and lists resources required to conduct peacetime and mobilization training in an institutional setting. See TRADOC Regulation 350-70.

Programmed training

The training of a critical task (forwarded to non-proponent schools as a training support package (TSP) by including the TSP in a formal course of instruction as a stand-alone lesson with a separate lesson number (program of instruction (POI) file number) and specific learning objectives. It is conducted in a structured manner; trained to standard; essential as it serves as the foundation for other training in the course; a qualification training requirement; and evaluated during instruction. It may require use of specific equipment.

Refresher Training

Used to reinforce previous training and/or sustain/regain previously required skills and knowledge.

Remedial Training

Special training designed and delivered to alleviate deficiencies in the achievement of some learning objectives of an instructional program.

**Consolidated
Glossary,
Terms,
continued**

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. See FM 100-14.

Risk assessment

The identification and assessment of hazards. See FM 100-14

Safety-in-training

The integration of safety requirements and risk management into the training development process. It involves hazard (risk exposure) identification and prevention (risk control techniques) into individual training products, e.g., lesson plans, STPs, and TSPs.

Self-study

Individual study-a soldier learns or reinforces previous learning, on his/her own.

Sequential training

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

Skill

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

Small group instruction (SGI)

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

**Consolidated
Glossary,
Terms,
continued**

Soldier Manual of Common Tasks (SMCT)

A document that contains the critical tasks which every soldier must be able to perform in order to fight and win on the battlefield. It provides the conditions, standards, and performance measures for each common soldier critical task.

Small group leader (SGL)

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

Standard

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

- (1) The task standard reflects task performance requirements on the job.
- (2) The learning objective standard reflects the standard that must be achieved in the formal learning environment.

Student evaluation plan

A plan that details how the proponent school will determine if the student has demonstrated a sufficient level of competency to pass the specified course or training. It specifically identifies course completion requirements to include the minimum passing score (or go/no go) for each written or performance examination, final grade requirement, minimum course attendance requirements (if applicable), and specific tests that must be satisfactorily completed to graduate. It very specifically identifies how the student's performance will be evaluated. Specific lessons tested in each test are identified. Counseling and retesting policy are delineated. Other evaluations, such as the Army Weight Control Program and Army Physical Fitness Test, that impact on graduation are identified, and their requirements included.

Student performance counseling

Communication, as related to training, which informs soldiers/students about their training and the expected performance standards and provides feedback on actual performance. Soldier/student performance includes appearance, conduct, learning accomplishment, and the way learning is being carried out. See FM 22-100, App C.

**Consolidated
Glossary,
Terms,
continued**

TASS Integration Element (TIE)

The TRADOC office in the CONUS sub geographical Regulation that coordinates Army training instructors, students, training devices, equipment, and facilities for Reserve Component individual soldier training.

TASS Training Battalion

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

TASS Training Institution

The education/training environment of the Army (Active Army, Reserve Component, and Civilians) which encompasses all Army sites where a soldier and civilian can receive training, to included proponent schoolhouses, TASS training battalions, TASS training sites, Army Training Centers, RTI/RTS, DL classroom, and Classroom XXI.

Technique of delivery

Process or manner of delivering instruction that includes one or more methods. For example, group-paced instruction could use conference, discussion, demonstration, and practical exercise. A technique of delivery may involve a whole course, a phase, or a module.

**Consolidated
Glossary,
Terms,
continued**

Test

A device, technique, or measuring tool used to determine if a student or group can accomplish the objective to the established standard. Determine if training does what it is designed to do efficiently and effectively. Measures the skill, knowledge, intelligence, abilities, or other aptitudes of an individual or group. Collect data as a basis for assessing the degree that a system meets, exceeds, or fails to meet the technical or operational properties ascribed to the system.

1. **Criterion-referenced test**

A test that establishes whether or not a unit or soldier performs the learning objective to the established standard. Performance is measured as a "go" or "NO-GO" against a prescribed criterion or set of criteria - the learning objective standard. It is scored based upon absolute standards, such as job competency, rather than upon relative standards, such as class standings.

2. **Norm-referenced test**

A test that grades a student based on performance of other students taking the same test. Is scored based upon relative standards, such as class standings, rather than upon absolute standards, such as job competency.

The Army School System (TASS)

A composite school system comprised of the AC, ARNG, and USAR institutional training systems. TASS, through the Army's training proponents, provides standard training courses to America's Army, focusing on three main points of effort---standards, efficiencies, and resources. The TASS is composed of accredited and integrated AC/ARNG/USAR schools that provide standard institutional training and education for the Army. TASS training battalions are arranged in Regulations and functionally aligned with the training/TD (task) proponents.

TASS school battalions

The training institution of both the ARNG (state military NCO Academies, National Guard Bureau (NGB) Regional NCO Academies/schools, etc.) and USAR (U.S. Army Reserve Forces schools/USARC NCO Academies, etc.). TASS school battalions comprise all NCO Academies and schools of the Reserve Component.

**Consolidated
Glossary,
Terms,
continued**

The Army Training System (TATS) course

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

The Army Training System (TATS) POI

A requirements document that provides a general description of The Army Training System Course content, duration of instruction, and methods of instruction and media. It lists critical tasks taught and resources required to conduct peacetime and mobilization training. Note: This is the objective TATS POI; currently being automated.

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), and standard.

**Consolidated
Glossary,
Terms,
continued**

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 safely

Achieved by identifying task performance safety hazards and integrating safety in training procedures during training design, development and implementation. Safety in training and training safely are not one and the same.

Training support

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

Training Support Center (TSC)

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

Training Support Package (TSP)

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

**Consolidated
Glossary,
Terms,
continued**

Validation

An evaluation of the training products and materials. It is the process used to determine if training accomplishes its intended purpose. Validation and revising training are continuous actions in the teaching/revising process of training improvement. Validate products and materials to--

1. Verify their training effectiveness in training the objective.
 2. Determine beneficial improvements in the quality of training products and materials.
 3. Identify training product deficiencies.
 4. Improve efficiency and effectiveness of training objectives, sequence, products, and materials. In the "testing" context, it is the process of determining the degree of validity of a measuring instrument (e.g., skill qualification test, end of module test, and end of course comprehensive test). In the "technical manual context, it is the process used by a contractor to test an equipment publication for completeness, compliance with contractual requirements, and technical accuracy.
-