

Army Enterprise Accreditation Standards

Revised 1 April 2013

AEAS-1	AEAS-1	QA Program: Institution has an effective Quality Assurance Program that empowers the institution to perform its mission and to become a "Learning Organization."
AEAS-2	AEAS-2	Mission and Functions: Institution empowers its subordinate organizations/units to be effective via published policy and guidance concerning its missions, functions, programs, and processes.
AEAS-3	AEAS-3	Military Personnel: Institution properly utilizes its military personnel resources.
AEAS-4	AEAS-4	Instructional Equipment: Institution ensures that all equipment requirements for safe realistic training are documented and available.
AEAS-5	AEAS-5	Civilian Personnel: Institution acquires, sustains, develops, and compensates an effective civilian workforce to support the mission.
AEAS-6	AEAS-6	Facilities and Environment: Facilities and environment are conducive to learning. (Note: Includes barracks, classrooms, shop areas, learning facilities, and mission-related environmental issues.)
AEAS-7	AEAS-7	OE: Students perform training and education tasks under appropriate Operational Environment (OE) conditions.
AEAS-8	AEAS-8	OE: Institution integrates the Operational Environment (OE) complexities into concepts, capabilities, and requirements processes.
AEAS-9	AEAS-9	Library: Institution maintains a library resourced to meet the needs of the staff and faculty, training developers, and students, both resident and non-resident.
AEAS-10	AEAS-10	ALM Management: Institution Manages Implementation of Army Learning (Institutional learning analysis, design, development, implementation and evaluation) based on Army Learning Model (ALM), Senior Leader Guidance and priorities, policies, and available resources.
AEAS-11	AEAS-11	Training Resource Management: Institution has an effective system in place to manage the identification of resources for education and training development and conduct of education and training.
AEAS-12	AEAS-12	Test Control: Institution administers, controls, and negates or investigates compromise of all tests and test materials in accordance with regulatory guidance.
AEAS-13	AEAS-13	Safety-Institution implements risk management and TRADOC safety and occupational health program requirements.
AEAS-14	AEAS-14	Knowledge Management: Knowledge management (KM) has been operationalized by implementing KM processes and procedures.
AEAS-15	AEAS-15	(NCOAs only): NCOA is managing proponent NCOES courses, providing Army NCOs a positive learning environment, and continuously scanning the force for educational improvement.
AEAS-16	AEAS-16	Doctrine: Institution manages and develops Army doctrine.
AEAS-17	AEAS-17	Staff and Faculty: The institution has the faculty and staff needed for effective, high-quality programs.
AEAS-18	AEAS-18	Educational Programs: The institution demonstrates responsibility for the quality of its educational programs and learning environments. It evaluates their effectiveness for student learning through processes designed to promote continuous improvement.
AEAS-19	AEAS-19	AC/RC Equivalency: Institution develops and distributes equivalent individual education and training to active Army and Reserve component Soldiers.
AEAS-20	AEAS-20	Leader Development: Institution's climate, culture, and curriculum foster the development of leaders of character and presence; with intellect; who lead, develop and achieve

AEAS-21	AEAS-21	Lessons Learned: Institution understands and trains the lessons learned (L2) concepts as outlined in AR 11-33, and integrates collected and analyzed observations, insights, and lessons (OIL) into education and training.
AEAS-22	AEAS-22	ADDIE – Analysis: Institution conducts analysis to determine training and education requirements.
AEAS-23	AEAS-23	ADDIE – Design: Institution designs individual training and education that includes individual training strategies and design of training programs, courses, and products.
AEAS-24	AEAS-24	ADDIE – Development: Institution converts course design into the training products and materials required to implement the course.
AEAS-25	AEAS-25	Unit Training Products: Proponent institution designs and develops efficient, effective, and relevant unit training products.
AEAS-26	AEAS-26	Distributed Learning Development: DL products are developed, delivered, and maintained IAW TRADOC and Army policies and regulations.
AEAS-27	AEAS-27	Staff Development - Institution has a program(s) and process(es) in place to develop its assigned personnel (those on TDA and contractors as appropriate).
AEAS-28	AEAS-28	Training Support: Institution forecasts, requests, provides, uses, and manages resources to support effective and efficient training and education.

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AEAS-1 QA Program: Institution has an effective Quality Assurance Program that empowers the institution to perform its mission and to become a “Learning Organization.”

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
1a	Program office/structure and support:								
1a(1)	The CoE or independent school has a QA Office (QAO) as a Special Staff element of the command group per Department of the Army (DA) policy and guidance. 1a(1): Review organization’s mission and functions regulations and wiring diagrams.	a. AR 350-1, Training and Leader Development, (Chapter 2, Sections II and V; Chap 3, Section II), 18 Dec 09.	Org mission and function regulation and wiring diagram.	X	X				Document standard as “Not Met” if the institution does not have a QAO or it is not part of the command per DA policy and guidance.
1a(2)	The CoE/school has a QA Special Staff Element aligned under the QAO and respective commandant IAW DA and TRADOC policy and guidance. 1a(2): Review organization’s mission and functions regulations and wiring diagrams.	b. Army Quality Assurance (QA) Program Policy and Accreditation Implementation Guidance, May 2012			X				Document standard as “Not Met” if the CoE/school does not have a QAE for the subordinate school aligned under the QAO and respective commandant IAW DA and TRADOC policy and guidance.
1a(3)	1a(3): Learning institution has a QA organization or QA officer identified to provide QA functions IAW DA and TRADOC policy and guidance. *Note: Applicable to former FORSCOM NCOAs.	c. Current TRADOC policy and guidance (post-fielding updates to the above).				X*	X		Document standard as “Not Met” if the RC institution does not have an organization or person identified to provide QA functions. *Note: Interim to AR 350-1 change that requires the RC QAO/officer be in a special staff position under the command group, document as “value added” if the QA functions at the RC unit is structured as such.”
1a(4)	QAO/E promotes the CoE or school as a “Learning Organization” by conducting commander-directed functions; providing additional support functions, and fostering a climate of continuous improvement through open communication, assistance, and shared knowledge/best practices. 1a(4): Collect evidence of QAO’s conduct of QA or non-QA Program-directed initiatives that support the CoE/school leadership and a learning environment from interviews (QA Director and other institution directors) and focus groups.	SAA	Documents that evidence QA support to QA or non-QA Program initiatives	X	X				Document as “value added” or “best practice” any initiative outside of QA Program requirements that promotes the institution as a “Learning Organization.”
1a(5)	QAO/E personnel have attended QA Evaluator Course *Note: Applicable to former FORSCOM NCOAs. 1a(5): Review QAEC certificates of training	SAA		X	X	X*	X		Document instances where QAO/E personnel have not submitted enrollment applications to attend the QAEC

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1b	Master Evaluation Plan (MEP): The CoE or independent school QAO develops and submits a MEP IAW TRADOC QA Program policy that provides a framework for the QAO to conduct and provide stakeholders feedback on internal, external, and accreditation evaluations over a three-year period. Course evaluations include ALM pilots.	a. Army QA Prog Program Policy and Accreditation Implementation Guidance, May 2012 b. Current TRADOC policy and guidance (post-fielding updates to the above).	Institution's MEP						Document standard as “Met with Comment” if the institution does not have a MEP that depicts required internal and external evaluations and RC accreditations (if applicable) or if the MEP was not forwarded to TRADOC QAO in correct format via SharePoint. Document as “value added” if a RC learning institution has a MEP.
1b(1)	1b: Review MEP to determine it contains a three-year schedule for internal and external evaluations, and, if applicable, accreditation of aligned RC training units; validate that the same courses were identified for internal and external evaluation. Note 1: MEP provides a framework for the QAO to conduct and provide stakeholders feedback on internal, external and RC accreditation evaluations over a three-year period. Note 2: If a RC learning institution has a MEP, it would need to cover internal evaluation only (i.e., a three-year schedule for internal evaluation of courses taught IAW Army QA Program policy).			X	X				
1c	Internal Evaluation-The QAO coordinates and conducts internal evaluations that provide feedback to stakeholders which enable them to identify and correct deficiencies.	a. AR 350-1, Training and Leader Development, (Chapter 2, Sections II and V; Chap 3, Section II), 18 Dec 09. b. Army Quality Assurance (QA) Program Policy and Accreditation Implementation Guidance, May 2012 c. Current TRADOC policy and guidance (post-fielding updates to the above).	QAO/QAE pre-accreditation SA report						Document standard as “Not Met” if the institution does not conduct internal evaluations IAW DA and TRADOC policy and guidance. Document all major deficiencies, HHIs, and best practices.
1c(1)	Pre-accreditation self assessments (SAs): Using CoE/school DOTMLPF matrixed team of stakeholders in all accreditation standards, QAO/E leads a self assessment against all applicable Army Enterprise Accreditation Standards (AEAS) and submits commander/commandant-approved report to TRADOC QAO IAW required timelines prior to accreditation. Notes: (1)* Applicability includes former FORSCOM NCOAs. (2) RC institution QA POC should solicit staff and faculty support as available. 1c(1): Review the QAO's self assessment report to determine if report is in proper format, all standards were evaluated, and report was submitted within the required timeframe per the Letter of Notification.			X	X	X*	X		
1c(2)	Annual SA: QAO/E conducts annual SA (similar to pre-accreditation SAs) against all applicable AEAS using CoE/school matrixed team support. Note: RC institution QA POC should solicit staff and faculty support as available. Note: * Applicability includes former FORSCOM NCOAs. 1c(2): Review QAO/E annual SA reports/briefings to respective commander/commandant and staff.		QAO/E annual SA reports and briefings	X	X	X*	X		

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1c(3)	<p>Course/non-course assessments:</p> <ul style="list-style-type: none"> - QAO/E conducts internal evaluation of all of the institution’s proponent courses over a three-year period against course-related accreditation standards (to include evaluation of instructor and student records) in order to assess the institution’s ability to meet accreditation standards; - Conduct internal evaluations of non-course related standards at least annually (Note: This can be part of annual and pre-accreditation SAs); - Evaluate evolving pilot Army Learning Concept (ALC) programs to ensure effectiveness of instructional strategies and technologies. 		MEP; internal evaluation reports and briefings for all focus courses (at a minimum).	X	X			X*	<p>Document standard as “Met with Comment” if institution does not conduct course/non-course internal evaluation against accreditation standards.</p> <p>* Document as a “best practice” if RC learning institution QA personnel conduct annual internal evaluation against accreditation standards for courses taught in the institution.</p>
	<p>1c(3): Review MEP to validate 1/3 of all courses were scheduled for internal evaluation each year, resulting in all courses being evaluated over a three-year period; review internal evaluation reports/briefings to department heads and institution’s leadership to validate ratings were documented for each course-related standard, efficiencies and deficiencies were noted, and recommendations for solutions to deficiencies were provided; review documents that annotate tracking of correction to deficiencies review instructor and student records IAW institution or local QA Program policy.</p> <p>Review documentation that indicates QAO/E evaluation support and guidance in design, development and implementation of ALC 2015 pilots/programs.</p>								
1c(4)	<p>Off-site evaluations: QAO/E conducts assessments of off-site proponent courses against course-related accreditation standards; briefs unit leadership on findings and recommended solutions; and tracks correction of identified deficiencies. Note: Off-site courses are proponent courses taught at other training locations other than at RC TASS units, to include MTTs and courses taught in residence.</p>		MEP; off-site evaluation reports and briefings.						<p>Document standard as “Met with Comment” if institution does not off-site course valuation against applicable AEAS.</p>
	<p>1c(4): Review off-site assessment reports: ensure report packages include memo: executive summary; Summary Record of Accreditation Ratings; and Summary of Findings, Recommendations, and Higher Headquarters Issues. Packages may include briefing charts presented to evaluated unit leadership and proponent leadership as well as documentation that tracks correction of deficiencies. Individual reports for each evaluated standard need to be included in the package or provided electronically to the unit.</p> <p>Note: “Off-sites include proponent courses taught at other sites as well as a sampling (per course) of training conducted via mobile training teams (MTTs).</p>			X	X				
1c(5)	<p>Follows up on TRADOC Accreditation Team findings and recommendations and monitors their implementation.</p>		Institution’s previous accreditation report.	X	X	X	X		
	<p>1c(5): Review write-up in institution’s previous accreditation report for this standard; review QAO’s “post-accreditation get well plan” and validate if corrections to deficiencies were made.</p>								
1d	<p>Conducts external evaluations: conducts external evaluations at the Commander’s/Commandant’s discretion in accordance with command priorities. It could include any initiative to garner feedback from the operational force on education/training outcomes. (Note: This is not a required QA Program function.)</p>	SAA	MEP; external evaluation reports/briefings to institution’s	X	X				<p>Document command-directed external evaluation efforts. If there is no command-directed evaluation,</p>

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	1d(1): Review MEP and interview QA Director to ascertain if the CoE/School QAO conducts external evaluations at the direction of the commander/commandant. If so, review external evaluation reports/briefings to institution’s senior leadership. This criterion includes all types of external evaluation processes to garner feedback from the operational force on education/training outcomes, e.g., conferences, R-CAATS, special surveys, etc.		senior leadership; other documentation	X	X				document criterion as “N/A”; if the QAO does have an external evaluation function, document as “Value Added.”
1e	Internal/External Evaluation Reports/Briefings								
	- Coordinates DOTMLPF-type matrix team assessment of feedback data from internal and external evaluations and RC accreditations (if applicable); determines trends, and consolidates team recommendations in quarterly (at a minimum, semi-annually) briefings and reports to units and CoE/school commander/commandant. Team should include appropriate staff representatives, e.g., DOT, DOTD, instructors, lessons-learned representatives. -Briefs commander/commandant and senior leadership at least annually on QA-led self assessment against Army accreditation standards.	SAA							Document standard as “Not Met” if the institution’s QAO/QAE is not analyzing internal and external evaluation data and providing reports on trends, deficiencies, and recommended solutions to the Commander/ Commandant and staff. Document all major deficiencies, HHIs, and best practices.
1e(1)	1e(1)(a): Interview QA Director and CoE/school staff to ascertain if a DOTMLPF matrix team was used to review internal and external evaluation reports to identify trends and recommend solutions. 1e(1)(b): Review internal evaluation reports/briefings to department heads and institution’s leadership to validate ratings were documented for each course-related standard, efficiencies and deficiencies were noted, and recommendations for solutions to deficiencies were provided; review documents that annotate tracking of correction to deficiencies. 1e(1)(c): Review external evaluation reports /briefings to institution’s senior leadership to validate standards reported as not met by graduates and supervisors were identified, reasons why standards were not met, trends were identified, and recommendations were made as appropriate. 1e(1)(d): Review documentation of annual SA reports/briefings.			X	X				
1e(2)	Submits report data to HQ, TRADOC via QAO SharePoint as required, e.g., Master Evaluation Plan; external evaluation data on percent of tasks trained to standard; status of RC TASS unit accreditations; RC TASS unit assessment reports.	SAA	MEP, summary external evaluation report in SharePoint (including data on % of tasks trained to standard); status of RC	X	X				

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	1e(2)(a): Ensure documentation is posted in SharePoint.		TASS unit accreditations; RC TASS unit accreditation reports; other required documents.	X	X				
1f	<p>RC unit accreditations: CoE/school QAO conducts accreditation evaluations and recommends to the Commander/Commandant accreditation rating for all functionally aligned RC learning institution every three years; supports TRADOC-led accreditation of Regional Training Institutes (RTIs), Multi-Functional Training Brigades/Units (MFTB/U), and NCOAs, as applicable; identifies RC learning institution Higher Headquarters Issues (HHIs) and follows up for resolution.</p> <p>1f(1): Review RC unit accreditation reports (for focus courses at a minimum): ensure report packages include memo; executive summary; Summary Record of Accreditation Ratings; and Summary of Findings, Recommendations, and Higher Headquarters Issues. Individual reports for each evaluated standard need to be included in the package or provided electronically to the unit.</p> <p>1f(2): Review briefing charts presented to evaluated unit and proponent leadership. Get pre-visit feedback from TRADOC QAO Green Team Chief on CoE/school support to RC RTI, MFTB, and NCOA accreditation teams/reports.</p> <p>1f(3): Review documentation that tracks resolution of RC unit accreditation HHIs.</p>	SAA	RC unit accreditation reports (for focus courses at a minimum); related briefings; documents tracking resolution of RC unit HHIs.	X	X			<p>Document standard as “Not Met” if the institution has failed to make accreditation visits to its functionally aligned RC learning institutions IAW required references and accreditation standards or if institution has not followed up on resolution of a RC unit HHI.</p> <p>Document all major deficiencies, HHIs, and best practices.</p>	
1g	<p>Codifies QA Program roles and responsibilities for respective CoE, school, MFTB, RTI, NCOA, e.g., policy, SOP.</p> <p>1g(1): Review all institution QA Program policy or guidance documents, to include regulations, pamphlets, and SOPs.</p>	SAA	Institution’s regulations, pamphlets, or SOPs that contain QA Program policy and guidance.	X	X			<p>Document if the institution does not have codified QA Program policy or guidance. Document as “value added” if a RC learning institution has a QA SOP or QA guidance included in a SOP.</p>	

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AEAS-2 Mission and Functions: Institution empowers its subordinate organizations/units to be effective via published policy and guidance concerning its missions, functions, programs, and processes.

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NOTE: All documents assessed by this standard must be officially approved and signed by leadership or delegated authority and cannot be in an other than "Final" status. Document as "Not Met" if there is evidence of recurrence of any standard criteria deficiencies between accreditation visits.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA TR	RC		
2a	Documents are current and describe the mission and functions of the institution and its subordinate organizations	TR 10-5 Missions and Functions series.	Mission and functions documents and comparable CoE and school documents.					Identify when mission and functions documents are missing, not current, or do not align with higher headquarters.	
	2a(1): Review the institution's missions and functions documents to determine if they are current and aligned with TRADOC Regulation (TR) 10-5 series, or applicable higher headquarters' published policies or local policies.	TRADOC/Non-TRADOC Schools, and stand alone NCOAs use applicable higher headquarters policy or local policies.		X	X	X	X	Identify when mission and functions documents do not completely address roles, responsibilities and operations of its organization.	
	2a(2): Review mission and functions documents to determine if guidelines are established which address responsibilities and operations of individual directorates, departments and staff sections of the organization.	RC schools use SOPs IAW TR 350-18							
2b	Current command training guidance or campaign plan that supports higher headquarters guidance has been published by the institution and appropriate subordinate organizations and is being followed.	Current TRADOC or higher headquarters Campaign Plan, applicable Fragmentary Orders and state or local command training guidance.		X	X	X	X	Identify when Command Training Guidance is missing, not in accordance with that from the next higher headquarters, or not being followed.	
	Compare the institution's command training guidance or campaign plan to see if it conforms to the guidance from the next higher headquarters.								

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability				Mandatory Comments
				COE	School/ College	TR NCOA	RC	
	2c(1): Look for evidence that command guidance is being followed in the institution's programs and processes.	Institution's and its higher headquarters regulations, SOPs, and published policies. (e.g., Center/School, NGB, USARC, and 20th TC	SOPs, MOIs, Policy letters.	X	X	X	X	Comment when there is a lack of evidence among staff members on responsibilities and procedures.
	2c(2): Interview institution's personnel to include command leadership and organizational staff members to determine if they are aware of, provide input to, and have access to, the institution's published policy and guidance.		Institution's published policies, SOPs, MOIs, policy letters.	X	X	X	X	

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AEAS-3 Military Personnel: Institution properly utilizes its military personnel resources.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
3a	Institution properly utilizes its military personnel resources.	TRADOC PAM 525-8-2 AR 600-8. AR 600-8-6. AR 614-100. AR 614-200. AR 220-1.	List of military human resource supervisors and leaders in the organization. Current assigned military strength and authorizations.						Assign a rating of "Met with Comment" if the institution does not fully meet the criteria in accordance with HQDA and TRADOC Manning Guidance and TRADOC Pamphlet 525-8-2 but performs above the "Not Met" rating guidance.
	3a(1): Is school/organization able to successfully achieve mission with personnel against authorizations. Is school/organization transforming in order to resource against ALC 2015.								Identify all instances in which the institution exceeded the standard in an exceptional manner or implemented improved business practices.
	3a(2): Assess the Instructor selection and requisition process to ensure units are resourced with qualified and experienced instructors. Are units able to move from an instructor-centric to learner-centric model.	HQDA Active Component Manning Guidance. TRADOC Manning Priority Tiers. TRADOC PAM 525-8-2		X	X	X			Designate a rating of "Not Met" if military personnel are not assigned to positions in accordance with TRADOC Manning Guidance or institution's higher headquarters' published policy guidance and are not operational. **REQUIRED IF ORGANIZATION HAS A SHORTAGE OF INSTRUCTORS.
	3a(3): Determine if the institution assigns personnel to duty positions in accordance with HQDA and TRADOC Manning guidance in order to fill priority positions.								Document any military personnel manning issue that cannot be resolved at the organization level as a Higher Headquarters Issue (HHI). Student to instructor ratios when fully manned will be addressed in other standards.
	3a(4): Determine if the institution assigns personnel to duty positions in order to meet ARPRINT mission requirements. NOTE: *This criterion only applies to Reserve Component and non-TRADOC schools.	*TR 350-18 (RC)	*Current TASS Readiness Report (RC).					X	

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AEAS-4 Instructional Equipment: Institution ensures that all equipment requirements for safe realistic training are documented and available.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA TR	RC		
4a	The institution ensures that all equipment requirements identified by the POI are met.			X	X	X	X		
	4a(1): Verify that all TDA equipment required by the POI for training is reflected on the TDA, and either on hand or on order. Or, that it is obtainable from external sources (i.e., other units/schools)	AR 350-10, AR 71-32	POI, TDA, PBO		X	X	X		
	4a(2): Validate that sufficient Organizational Clothing and Individual Equipment (OCIE) is available to support safe, realistic training.		POI, OCIE Menu at CIF		X	X	X		
	4a(3): Verify that school conducts required POI/TDA reviews (NLT every 3 years).			X	X	X	X		

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AEAS-5 Civilian Personnel: Institution acquires, sustains, develops, and compensates an effective civilian workforce to support the mission.

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Note: All seven criteria do not have to receive a "met" rating for the institution to meet this standard. Random samples will be 3% of the organization's civilian workforce or a minimum of 5 employees' records or a maximum of 30 employees' records selected for review. Only records for randomly selected employees will be reviewed.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
5a	<p>Institution is maintaining appropriate civilian strength levels.</p> <p>5a: Review the Institution's civilian personnel strength against its authorizations. Institution should have achieved or made progress toward end of fiscal year authorized strength. Temporary or term employees, not against permanent authorizations must be approved by HQ TRADOC. Normally civilian strength should be maintained at 95%-100% of the authorized strength. Reviewer must consider variables that may affect strength such as Traps, Budget, or Realignments.</p>	OPORDER 13-001 (OPORDER 12-20 is suspended until further notice)	(1) Current assigned civilian strength and authorizations. (2) Approval documents for overages.	X	X				
5b	<p>Institution is utilizing available tools to recruit and retain well-qualified Civilian employees as needed. Review the institution's hiring/sustainment practices to ensure:</p> <p>5b(1): Selections were made within 30 days of receipt of the referral list. Institutions can receive an extension to the 30 days, and extensions should be considered during the review.</p> <p>5b(2): All vacancy announcements for GS-13, equivalent, and above positions include a statement that PCS costs are authorized.</p>	TRADOC Memo, 14 Mar 08, Sub: Civilian Vacancy Announcements and Payment of Permanent Change of Station (PCS) Costs. (OPORDER 13-001 suspends this requirement effective 30 Jan 13, until further notice)	Recent (last 6 months) vacancy announcements for current/past open positions, GS-13 and above or equivalent. (2) List of recent (last 6 months) hiring actions with fill times.	X	X				<p>Note if:</p> <p>(1) Selection was not made within 30 days of receipt of the referral list and no extension granted.</p> <p>(2) Vacancy announcements for GS-13, equivalent, and above positions do not include the PCS costs statement.</p>

AEAS-5 Civilian Personnel: Institution acquires, sustains, develops, and compensates an effective civilian workforce to support the mission.

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Note: All seven criteria do not have to receive a "met" rating for the institution to meet this standard. Random samples will be 3% of the organization's civilian workforce or a minimum of 5 employees' records or a maximum of 30 employees' records selected for review. Only records for randomly selected employees will be reviewed.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	5b(3): The institution uses a variety of recruitment sources and incentives as needed to fill Civilian vacancies.	TRADOC Memo, 8 Jan 13, Sub: Delegation of Civilian Human Resources (CHR) Authorities AR 690-200.	(3) Merit Promotion files. 10% of actions within the last 12 months (minimum of 5 files). (4) Local Merit Promotion Plan. (5) Local policy/plan for administering the 3Rs. (6) Local policy/plan for administering SQAs. (7) List of employees who received recruitment, relocation or retention incentives, Superior Qualifications Appointments, or service credit or annual leave accrual in the past 6 months.	X	X				(3) The institution has used the 3Rs but does not have a 3R plan in place. (4) Documentation is not adequate.
5c	Institution has implemented and is executing the TRADOC Civilian Leader Development Program (CLDP) policy requirements. Review the institution's implementation and execution of the TRADOC Civilian Leader Development Program (CLDP) to ensure: 5c(1): The institution is utilizing a Greening Course. 5c(2): The institution encourages and tracks CES attendance; supervisors have completed the Supervisor Development Course.	(1) TRADOC Policy Letter 10 29 Aug 2011, Civilian Leader Development Program (CLDP). (2) TRADOC TASKORDER IN121671		X	X				

AEAS-5 Civilian Personnel: Institution acquires, sustains, develops, and compensates an effective civilian workforce to support the mission.

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Note: All seven criteria do not have to receive a "met" rating for the institution to meet this standard. Random samples will be 3% of the organization's civilian workforce or a minimum of 5 employees' records or a maximum of 30 employees' records selected for review. Only records for randomly selected employees will be reviewed.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
5d	All Civilian employees have current Individual Development Plans (IDPs).	TRADOC Policy Letter 10, 29 Aug 2011, Civilian Leader Development Program (CLDP).	Random sample of Individual Development Plans (IDPs).	X	X				
	5d: Ensure all civilian employees have current Individual Development Plans (IDPs) and the plans are being used to ensure institution is developing the civilian workforce.								
5e	All Civilian Employees have accurate and current Job Descriptions	DoDI 1400.25-V511, December 1996	Classification audit questionnaires for a random sample of employees	X	X				
	5e: Ensure all civilian employees have accurate and current position descriptions and position descriptions are updated as needed to reflect changes and duty requirements.								
5f	Published grievance procedures for employees are maintained and followed equitably.	Local Collective Bargaining Agreements; DoD 1400.25-M, SC 771, December 1996	Grievance files for the past 12 months	X	X				
	5f: Ensure grievances are timely and equitably answered by the appropriate deciding official.								
5g	Performance management procedures are effective and followed equitably.	AR 690-400	Random Sample of Performance Plans and Appraisals	X	X				
	5g: Ensure all civilian employees have adequate performance plans and are properly evaluated in a timely manner.								

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AEAS-6 Facilities and Environment: Facilities and environment are conducive to learning. (Note: Includes barracks, classrooms, shop areas, learning facilities, and mission-related environmental issues.)

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
6a	General. This section applies to all facility types assessed. Verify the installation ISR, observe lighting, climate control & HVAC, furnishings and facility condition, and future planning to meet facility requirements	ISR WEB http://isr.hqda.pentagon.mil	Schoolhouse Facility Strategy Plans.	X	X	X	X	Document as "Not Met" for "rating of record" if there is a significant deficiency and the institution has not taken proper steps to correct deficiency. Document as "Not Met w/HHI Impact" if institution has taken steps to correct deficiency and resolution is responsibility of higher headquarters.	
	6a(1): Verify the status of facilities as described in the most recent Installation Status Report (ISR).								
	6a(2): At a minimum, observe size, lighting, climate control & HVAC, furnishings and condition of facility. Adequate lighting must be provided in halls, internal and external stairways, and around building's exterior.								
	6a(3): Verify procedures used to report and follow-up on repair and maintenance of facilities. Does organization have written procedures for submitting service orders and work orders? Service orders completed within 48 hours for water closets, showers, wash basins, and washers & dryers.								
6b	Soldier (Student) Barracks. Evaluate barracks for adequacy, sufficiency and functionality.							Document as "Met w/Comment" rating of record" if there is a moderate deficiency and the institution has a plan to take proper steps to correct deficiency.	
	6b(1): Observe living and sleeping areas, latrines & showers, laundry rooms, learning resource centers, HVAC and facilities maintenance. ISR Mission-rating for the barracks at least F-2.	ISR WEB http://isr.hqda.pentagon.mil							
	6b(2): Living Areas: Barracks Utilization: overcrowded; under-utilized; at least minimum SF living space per trainee being met. Barracks rooms set up with desks and chairs and lamp for individual study by students. Furnishings sufficient and in good condition. FMO have a Furniture replacement plan in-place. Integrated lighting in sleeping/living spaces. Gender integrated training, Trainees in a safe & secure environment. BCT/OSUT = 72 SqFt; AIT = 90 SF; WTC (Warrior Trans Crse) = 90 SqFt	AR 420-1, Sect III. TR 350-6. TRADOC CG Memo 1 May 09.		X	X	X	X		
	6b(3): Learning Resource Center (AIT only). Learning Resource Center with LAN interconnectivity available in each barracks for students to study.	Current Design Standard.							
	6b(4): HVAC: HVAC system adequate and in good working condition. Temperatures remain within comfortable ranges.	TRADOC CG Memo 1 May 09							
	6b(5): Latrines & Showers: Ratio of operable toilets, urinals, lavatories, showers, to students is sufficient and sanitary. Each system and fixture in good working order. Built-in bathroom ventilation system in good working order. Toilets M-1:10, F 1:6; Showers 1:8;	AR 420-1, Sect III. TRADOC CG Memo 1 May 09.							

AEAS-6 Facilities and Environment: Facilities and environment are conducive to learning. (Note: Includes barracks, classrooms, shop areas, learning facilities, and mission-related environmental issues.)

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
	6b(6): Laundry Rooms: Ratio of operable washer/dryer machines to trainees sufficient. Repairs to washer/dryer within response standard. Laundry rooms meet Separate & Secure requirements. Washers 1:8; Dryers 1:6	TRADOC CG Memo 1 May 09.		X	X	X	X		
6c	Dining Facilities. Assess sufficiency and location. 6c(1): Number of dining facilities sufficient. ISR Quantity-rating of C1. Dining Facilities located to minimize loss of training time. 10-minute walk from training or billeting. Transient Dining Facilities (DFAC TRAN) ISR Mission-rating at least F-2.	ISR WEB http://isr.hqda.pentagon.mil AR 210-20.		X	X	X	X	Document as "Not Met" if surfaced roads ISR Quality-rating is not at least Q-2.	
6d	Physical Training Areas. Assess adequacy, sufficiency and location. 6d(1): Covered training areas exist for small group outdoor instruction and formations. Roads used for students' running are in good condition with proper lighting. Surfaced Roads have ISR Quality-rating of at least Q-2. Running tracks and ¼-mile tracks surfaces are adequate.	ISR WEB http://isr.hqda.pentagon.mil Published policy or higher headquarters' guidance (e.g. TR 350-6, TR 3-22.20, AR 210-20).		X	X	X	X		
6e	Classrooms (General Instruction facilities). Evaluate classrooms for adequacy, sufficiency and functionality. 6e(1): General Instruction Facilities ISR Mission-rating at least F-2. Classrooms meet documented POI requirements. Facilities maintained in serviceable condition. HVAC system adequate, maintains normal comfort cooling and heating. HVAC in good working condition. LAN and Internet access capability. Audio/visual capability meets POI requirements. Adequate lighting in classrooms. Modern and sufficient electrical fixtures/outlets. Electrical system in good operation. Visual aids visible to all.	ISR WEB http://isr.hqda.pentagon.mil		X	X	X	X		
6f	Laboratory/Applied Instruction Area. Evaluate labs and applied instruction areas for adequacy, sufficiency and functionality. 6f(1): Other Instructional Facilities ISR Mission-rating at least F-2. Shop areas meet POI requirements. HVAC system adequate, maintains normal comfort cooling and heating. HVAC in good working condition. Facility supports LAN and Internet access capability. Audio/visual capability meets POI requirements. Flexible layout. Integrated design which supports all necessary equipment. Fully integrated lighting system. Modern and sufficient electrical fixtures/outlets. Electrical system in good operation.	ISR WEB http://isr.hqda.pentagon.mil		X	X	X	X		

AEAS-6 Facilities and Environment: Facilities and environment are conducive to learning. (Note: Includes barracks, classrooms, shop areas, learning facilities, and mission-related environmental issues.)

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
6g	Environment. Assess whether there are any environmental issues that adversely impacting training.	Section 366, P.L. 107-314							
	6g(1): Encroachment issues impacting training.	(National Defense Authorization Act of FY 2003).							
	6g(2): Land use issues affecting training (i.e. compatible uses, noise, erosion and sedimentation).	32 CFR 651 (5)(b) (replaces AR 200-2).	National Environmental Policy Act	X	X	X	X		
	6g(3): Education or control measures in place for trainers to minimize impacts to wetlands, streams, soils, or other sensitive areas.	33 CFR 320-330. USC 1341.							
	6g(4): Institution has access to input on environmental issues. (Environmental Quality Control Committee (EQCC)).	AR 200-1, Chap 15-2 (EQCC).							
6h	Planning & Programming: Assess facility planning and programming to include School Facility Plans, Capital Investment Strategy (CIS), Tabulation of Existing facilities (TAB), Training Barracks Strategic Development Plan, Project Priority System (PPS), Sustainment funding, Installation Status Report (ISR), Service Order Tracking, Installation master Plan support, Military Construction (MCA) Planning support.	AR 420-1							
	6h(1): System for Taking Care of Existing Facilities:			X	X	X	X		
	6h(1)(a): Institution participates as a voting member on the Installation Planning Board. CoE/Schoolhouse receives from DPW a list of SRM projects prioritized in Project Priority System. CoE/Schoolhouse has access to PPS.								
	6h(1)(b): Institution real property facilities (RPF) receiving at least 90% sustainment funding annual funding. (A sensing question).								
	6h(1)(c): Institution participates in the annual ISR ratings of its facilities. Facility inspectors properly trained. Facility inspectors understand how Red/Amber/Green ratings calculated.								
	6h(1)(d): Mission projects contained in the installation's work plans or Project Priority System.								
	6h(1)(e): Institution has a viable, functional, facilities maintenance & repair (M&R) program to include service order and work order tracking system.								
	6h(1)(f): Institution has a viable Schoolhouse Facility Strategy that supports TRADOC CG mission and priorities and the Army goal to improve ISR ratings.								
	6h(1)(g): Institution has identified SRM issues which need to be addressed. List them.								
6h(1)(h): Institution has clearly identified facility requirements within each POI?									

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AEAS-7 OE: Students perform training and education tasks under appropriate Operational Environment (OE) conditions.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
7a	(Doctrine): OE complexities are analyzed and integrated into the (proponent) doctrine development process.								
	7a(1): Interview doctrine developers to determine if OE complexities and variables (political, military, economic, social, information, infrastructure, and physical environment and time – PMESII-PT) are analyzed and integrated as appropriate into the doctrine development process.	ADP 3-0 & JP 3-0, TC 7-100.1-4, OE WP 2009	(None)	X					OE variables and complexities are not analyzed and integrated into doctrine development process.
	7a(2): Interview doctrine developers and review doctrine development process to determine if OE and threat assessments are current, relevant, and based on concepts listed in Army Doctrine Publication (ADP) 3-0 for decisive action in unified land operations.	ADP 3-0 & JP 3-0, TC 7-100.1-4, OE WP 2009	SOPs, working notes, process doc's						OE and Threat does not challenge decisive action operations.
7b	(Leader Development): Students can analyze an OE and perform tasks/drills under appropriate OE conditions.								
	7b(1): Review instructor education program to determine if instructors are taught how to analyze an OE and are able to create learning conditions that reflect appropriate OE complexities.	TC 7-100.1-4, ADP 3-0 & JP 3-0	POIs, and lesson plans.		X	X		X	Instructors are not taught how to analyze an OE or how to integrate appropriate OE complexities into education and training.
	7b(2): Interview instructors, cadre, and students, review lesson plans, and observe training to ensure that OE variables are incorporated into classroom work as well as practical training exercises and that variable interaction results in OE complexities such as civilians on the battlefield, media, culture, language, infrastructure, etc., that challenge desired learning and training outcomes for decisive action concepts appropriate to the training audience.	TRADOC G2's OEs to 2028, TP 525-3-0, ADP 3-0 & JP 3-0 ALDS 2009	POI, lesson plans with OE		X	X		X	OE variable (PMESII_PT) interaction is not incorporated, thus OE complexities do not establish conditions needed to challenge stated learning and training outcomes.
	7b(3): Interview instructors, cadre, and students, review lessons plans, and observe training to ensure that OE complexities include appropriate conditions of Joint, Interagency, Inter-governmental, Multi-National (JIIM) operations (governmental and non-governmental organizations, private sector groups, contractors, host-nation forces, security/police forces, UN peacekeepers, etc.)	TC 7-100.1-4, ADP 3-0 & JP 3-0 ALDS 2009	POI, lesson plans with OE.		X	X			JIIM not included in OE integration.
	7b(4): Interview instructors, cadre, and students, review lessons plans, and observe training to determine if instructors facilitate discussions of OE complexities citing decisive action based examples (real world and/or training based) that support the need for operational adaptability.	TC 7-100.1-4, ADP 3-0 & JP 3-0 ALDS 2009	POI, lesson plans with OE.		X	X			No OE discussions reported or observed that highlight the challenges of operational adaptability.
	7b(5): Interview instructor, cadre, and students, review lessons plans, and observe training to determine if students understand, as appropriate for their level of education, various combinations of threats employing hybrid strategies (regular, irregular, criminal) and threat characteristics (lethal, durable, asymmetric) as applied against current and future decisive action operations.	2012 Army Posture Statement, TP 525-3-0, TC 7-100.1-4, ADP 3-0 & JP 3-0 ALDS 2009	POI, lesson plans with OE.		X	X			Threat based doctrine not taught. Students do not understand how complex OEs may influence multiple different threat actors and capabilities/weaponry.
	7b(6): Review proponent command training guidance (CTG) to determine that OE and its complexities are addressed as a component of training and education for decisive action, and that training guidance provides some measure of command expectation.	ALDS 2009	CMD Training Guidance	X	X	X		X	OE is not addressed in CTG.

AEAS-7 OE: Students perform training and education tasks under appropriate Operational Environment (OE) conditions.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
	7b(7): Interview course instructors/cadre and review scenarios to determine if courses use a (or part of a) scenario from the TRADOC-approved Common Framework of Scenarios (CFoS) or approved derivative that fully represents the complexities of the OE and reflect a wide range of reasonable and feasible threats including hybrid threat.	ALDS 2009, T-Pam 525-8-2, TCP FRAGO 19 (dated 3 Feb 10)	POI, lesson plans with OE.	X	X	X			Unapproved scenarios are used.
7c	(Functional Training): Students can analyze an OE and perform functional tasks under appropriate OE conditions.								
	7c(1): Review instructor and cadre education program to determine if instructors and cadre are taught how to analyze an OE and are able to create learning conditions that reflect appropriate OE complexities.	TC 7-100.1-4, ADP 3-0 & JP 3-0	POIs, and lesson plans.						Instructors and cadre are not taught how to analyze an OE or how to integrate appropriate OE complexities into functional education and training.
	7c(2): Interview functional course instructors, cadre, and students, review lesson plans, and observe training to ensure OE complexities are incorporated into classroom work and discussions as well as any training exercise and the variables and their interactions are appropriate for the training audience and incorporate decisive action concepts and doctrine where applicable.	TC 7-100.1-4, ADP 3-0 & JP 3-0	POI, lesson plans with OE	X	X				OE variables and complexities are not incorporated.
	7c(3): Interview functional course instructors and review teaching scenarios to determine if the functional course uses a (or part of a) scenario from the TRADOC-approved common scenarios CFoS or approved derivative that fully represents the complexities of the OE and reflect a wide range of reasonable and feasible threats including hybrid threat.	ALDS 2009, T-Pam 525-8-2, TCP FRAGO 19 (dated 3 Feb 10)	POI, lesson plans with OE						Unapproved scenarios are used.
7d	(Training Development): Appropriate OE complexities are incorporated into the conditions of collective and individual tasks.	Army Posture Statement, TRADOC G2's OE to 2028, TP 525-3-0, TC 7-100.1-4, FM 7-0, ADP 3-0 & JP 3-0	POIs, and lesson plans.			X			Training developers lack the ability to identify and integrate OE complexities such as hybrid threat strategies and foreign culture(s) into learning conditions.
	7d(1): Interview training developers to determine if they have the ability to identify and integrate appropriate OE complexities which create learning conditions that meet 21st Century Soldier Competency learning outcomes								OE is not addressed.
	7d(2): Interview training developers and review their training development SOP to determine if the OE is being taught as a concept and is integrated throughout the TRADOC common core and instructional material as part of the task "Condition" statement	TC 7-100.1-4, ADP 3-0 & JP 3-0	SOP, POIs, lesson plans						No process to identify changes in the OE that impact their course content.
	7d(3): Interview training developers and review training development process to determine how the institution periodically and/or dynamically updates lesson plans to address changes in the OE within their course content.	TC 7-100.1-4, ADP 3-0 & JP 3-0, OE WP 2009	POI, lesson plans with OE	X	X				Unapproved scenarios are used.
	7d(4): Interview training developers and review teaching scenarios to determine if the proponent uses a scenario from the TRADOC-approved CFoS or approved derivative that fully represents the complexities of the OE and reflect a wide range of reasonable and feasible threats including hybrid threat.	ALDS 2009, T-Pam 525-8-2, TCP FRAGO 19 (dated 3 Feb 10)	POI, lesson plans with OE			X			Operational variables are not taught.
	7d(5): Interview training developers and review lesson plans to determine if operational variables (PMESII-PT) and mission variables (METT-TC) are incorporated as a component for decisive action operations.	ADP 3-0 (Chapter 1)	POI, lesson plans with OE						Feasible but not used or integrated Not current or relevant (TBOC data not used).
	7d(6): Interview training developers to determine the use and feasibility of integrating Training Brain applications that enhance student experiences during learning and leader development opportunities. Review sample of lesson plans to determine relevancy of OE complexities, and the "live data" from TRADOC Central Training Database (currently resident in the Training Brain Operations Center) is integrated for currency.	TRADOC Pam 525-8-2, TRADOC Pam 525-8-3	POI, lesson plans with OE						
7e	(Training Support): OE related training support facilities, capabilities, and resources are available, used, and relevant to emphasize OE complexities.								

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
	7e(1): Interview instructors, cadre, and training developers to determine if required OE related resources are available within the integrated training environment (LVC-G) needed to replicate OE complexities within their scenarios and training venues.	TRADOC Pam 525-8-3, OE WP 2009, FM 7-0	POI, lesson plans with OE	X	X	X			OE complexities not replicated or no resources available.
	7e(2): Interview appropriate personnel (S3/G3s, Range Control, etc) and review of training ranges and facilities to determine their feasibility in replicating various complexities of the OE (e.g. availability of non-combatant targets on rifle range, MOUT sites, etc)	TC 7-100.1-4, TRADOC Pam 525-8-3	POI, lesson plans with OE					X	OE complexities not replicated or no resources available.
	7e(3): Review access to and use of training aids, devices, simulators, and simulations (TADSS) to replicate OE complexities (e.g. training IED simulators, MILES, etc).	TC 7-100.1-4, TRADOC Pam 525-8-3	POI, lesson plans with OE	X	X	X	X		None available or used.
	7e(4): Interview G3/G8 or contracting agency to determine process for acquiring or contracting role players including cultural, linguistic and other special skilled role-players as non-traditional training resources.	TC 7-100.1-4, TRADOC Pam 525-8-3	POI, lesson plans with OE					X	No method or funding.
	7e(5): Interview training support organization to assess their status of their ability to address resource requirements IAW the Operational Environment Master Plan (OEMP) (Chapter 7 TBP for CoEs).	TC 7-100.1-4, OEMP	POI, lesson plans with OE					X	OEMP analysis not conducted.
	7e(6): Interview CoE model and simulations (M&S) staff and review simulation capability to determine if they appropriately replicate complexities and effects of OE variables (civilians on the battlefield, commercial traffic, buildings, caves, underground tunnels, etc.)	TC 7-100.1-4, TRADOC Pam 525-8-3	POI, lesson plans with OE						M&S lacks critical capabilities in replicating the OE.
7f	(OE Supports Lessons Learned Process): OE helps the lessons learned process by studying variables of the OE that drive change.								
	7f(1): Interview proponent lessons learned integration (L2I) staff to determine if the study of OE implications promotes the understanding of why changes in TTP occur.	ADP 3-0 -TRADOC G2 products (Red Diamond, OE Watch, OE WP)	POI, lesson plans with OE						OE variables not used in analyzing effects that create change.
	7f(2): Is the L2I staff capturing and disseminating products from the TRADOC Intelligence Support Activity (TRISA) on both AKO and SIPR CALL websites? If cognizant of the TRISA lessons learned products, determine how are these (or other lessons learned with significant OE implications) integrated into their developmental process on observations, insights, and lessons (OIL).	TRADOC G2 products	POI, lesson plans with OE	X	X	X			No dissemination of Red Diamond, OE Watch reports, or other OE related lessons learned.
	7f(3): Interview proponent L2I staff and CoE instructors, and review their SOP to determine how effectively OE lessons learned (or lessons learned with significant OE implications) are being disseminated throughout the CoE.	TRADOC G2 products	POI, lesson plans with OE						OE related lessons learned not disseminated.
	7f(4): Interview instructors, cadre, and training developers to determine if and how they incorporate or use OE related OIL into classroom instruction or exercises.	TRADOC G2 products	POI, lesson plans with OE						OE related lessons learned not used.
7g	(Initial Military Training): Students perform education and training tasks under appropriate OE conditions.								
	7g(1): Review instructor/cadre education program to determine if instructors are taught how to analyze an OE and are able to create learning conditions that reflect appropriate OE complexities.	TC 7-100.1-4, ADP 3-0 & JP 3-0	POIs, and lesson plans.						Instructors/cadre are not taught how to analyze an OE or how to integrate appropriate OE complexities into T&E.
	7g(2): As applicable, "conditions" for warrior tasks and battle drill tasks are modified to represent and integrate OE complexities (e.g. role players, urban terrain, IEDs, culture, language, media, etc).	TC 7-100.1-4, FM 7-0	POI, lesson plans with OE	X	X				Conditions are not modified to reflect relevant threat tactics and OE variables.
	7g(3): Interview training developers and review teaching scenarios to determine if the proponent uses a scenario from the TRADOC-approved CFoS or approved derivative that fully represents the complexities of the OE and reflect a wide range of reasonable and feasible threats including hybrid threat variations.	ALDS 2009, T-Pam 525-8-2, TCP FRAGO 19 (dated 3 Feb 10)	POI, lesson plans with OE						Unapproved scenarios are used.

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AEAS-8 OE: Institution integrates the Operational Environment (OE) complexities into concepts, capabilities, and requirements processes.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
Operational environments are a composite of the conditions, circumstances, and influences that affect the employment of capabilities and bear on the decisions of the commander (JP 3-0). FM 3-0 (Operations) defines operational (environment) variables using eight categories: Political, Military, Economic, Social, Information, Infrastructure, Physical Environment, and Time (PMESII-PT).									
8a	(Concept Development) Projected complexities of the OE are integrated and drive concept development considerations and processes.								
	8a(1): Interview concept developers to determine if they understand key factors of the OE and how they may interact to shape the future OE, and capture their impact on Army operations.	ADP 3-0, JP 3-0 TR 71-20, JOE 2010, OE 2009-2025	QAO Schedules of focus-group interviews, ICDs.	X					No understanding of the OE
	8a(2): Interview concept developers and review selected concepts and integrated concept development (ICDs) charters to determine how they describe future OE conditions (PMESII-PT) and adequately address challenges that drive concept development.	ADP 3-0, JP 3-0 TR 71-20, JOE 2010, OE 2009-2025	Concepts development documents & ICDs		OE not addressed in documentation				
	8a(3): Interview concept developers and review selected concepts and integrated concept development (ICDs) charters to determine if presented OE conditions reflect FSO challenges across the spectrum of conflict	ADP 3-0, JP 3-0 TR 71-20, JOE 2010, OE 2009-2025	Conc. Develop. documents & ICDs		OE not addressed in documentation				
8a(4): Interview concept developers and review documentation to determine if their concept development process includes TRADOC G2 participation as part of their integrated concept development teams (ICDT).	ADP 3-0, JP 3-0 TR 71-20, JOE 2010, OE 2009-2025	ICDT documentation	TRADOC G2 not part of process						
8b	Determination for requirements include considerations of projected and applied OE complexities.								
	8b(1): Interview threat managers and points of contact to determine if they understand and appropriately apply OE complexities and realize the challenges in changing dynamics.	TR 71-20 CJCSI-3170.01G AR 381-11, TR 381-1, JOE 2010, OE 2009-2025	QAO Schedules of focus-group interviews	X					No design. Threat Mgr or POC.
	8b(2): Interview threat managers and points of contact to determine if OE is promulgated and implemented within the CoE capability development integration directorate's (CDID) requirements determination process. Interview threat mgrs/POCs, developers, and/or focus groups. Review of CBAs, AoAs, JCIDS documentation. Compare requirement documentation with concept documentation. Review scenarios.	TR 71-20 CJCSI-3170.01G AR 381-11, TR 381-1, JOE 2010, OE 2009-2025	Threat Mgr orders, CBAs, AoAs, JCIDS documentation		OE not addressed in documentation				
	8b(3): Interview threat managers and points of contact to determine if OE complexities are integrated on an ongoing basis within capabilities based assessments (CBAs), analysis of alternatives (AoAs), and other analytical processes/efforts. Review of CBAs, AoAs, JCIDS documentation.	TR 71-20 CJCSI-3170.01G AR 381-11, TR 381-1, JOE 2010, OE 2009-2025	CBAs, AoAs, JCIDS documentation.		OE not addressed in documentation				
8b(4): Interview threat managers and points of contact, and review JCIDS documentation to determine if OE complexities are described in applicable documentation IAW the JCIDS process. Compare requirement documentation with concept documentation.	TR 71-20 CJCSI-3170.01G AR381-11TR 381-1	CBAs, AoAs, JCIDS documentation.	OE is not addressed at all						

AEAS-8 OE: Institution integrates the Operational Environment (OE) complexities into concepts, capabilities, and requirements processes.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	8b(5): Compare requirement documentation with concept documentation to determine if OE variables and their application are consistent (not necessarily the same) with those of the concept development process.	TR 71-20 CJCSI-3170.01G AR 381-11, TR 381-1 , JOE 2010, OE 2009-2025	ICDs, CBAs, AoAs, JCIDS documentation.						Major differences noted
8c	(Capabilities Integration) Capabilities continue to adapt to changing OE complexities throughout the integration process.								
	8c(1): Interview threat managers or point of contacts, and integrators to establish if they understand and have the ability to analyze OE complexities and determine their implications throughout the integration process.	ADP 3-0, JP 3-0 DoDI 5000.02 DIAD 5000.002 DIAI 5000.200 AR 381-11 TR71-20 &381-1							No designated Threat Mgr or POC.
	8c(2): Interview threat managers or point of contacts to determine if OE variables are integrated on an ongoing basis within system threat assessments reports (STARs),system threat assessments (STAs), test and evaluation master plan (TEMP), threat test support packages (TTSPs), and other analytical processes/efforts. Review STARs, STAs, TEMPs, TTSPs.	DoDI 5000.02 DIAD 5000.002 DIAI 5000.200 AR 381-11 TR71-20 &381-1	STARs, STAs, TEMP, TTSPs						OE not addressed in documentation
	8c(3): Interview threat managers or point of contacts to determine if documentation is updated/modified as applicable and/or required based on changing OE conditions (STARs every two years minimum). Review randomly and selected documentation for OE updates.	DoDI 5000.02 DIAD 5000.002 DIAI 5000.200 AR 381-11 TR71-20 &381-1	POI, lesson plans with OE						Not updated every two years
	8c(4): Interview threat managers or point of contacts to determine if the TRADOC G2 validated threat that is based on a defense planning scenario (DPS) /integrated security construct (ISC)and is updated as required (minimum every two years). Review threat replication documentation with TRADOC G2 T&E.	DoDI 5000.02 DIAD 5000.002 DIAI 5000.200 AR 381-11 TR71-20 &381-1	POI, lesson plans with OE	X					Un-validated threat or not updated every two years
	8c(5): Interview threat managers/POCs and review current scenarios to determine if the proponent uses a scenario or derivative from the TRADOC approved Common Scenarios that fully represents the complexities of the OE and reflect a wide range of reasonable and feasible threats including hybrid threat variations in order to influence a desired outcome	DoDI 5000.02 DIAD 5000.002 DIAI 5000.200 AR 381-11 TR71-20 &381-1 TRADOC Campaign Plan FRAGO 19 (dated 3 Feb 2010),	POI, lesson plans with OE						Non-TRADOC approved scenarios are used
	8c(6): Interview threat managers or point of contacts to determine if threat replication during operational testing (OT) incorporates applicable OE variables and encompasses entire spectrum of conflict when required.	DoDI 5000.02 DIAD 5000.002 DIAI 5000.200 AR 381-11 TR71-20 &381-1	POI, lesson plans with OE						OE not addressed in documentation

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	8c(7) Interview threat managers or point of contacts to determine if the COE or school model and simulations (M&S) accurately replicate complexities of the OE and that their replication influences scenario based outcomes. Review OE replication in M&S or BCTC.	DoDI 5000.02 DIAD 5000.002 DIAI 5000.200 AR 381-11 TR71-20 &381-1	Review Schools M&S						OE not addressed in documentation
<p>Mandatory Comments. Record instances where the proponent:</p> <ul style="list-style-type: none"> a. Has instituted a "best practice" for complying with this standard. b. Is using JOE or threat data that is outdated or not relevant. e. Is not incorporating JOE variables. 									
<p>Required Documentation. Posted before visit. Documents to be posted to the QA SharePoint site prior to the TRADOC Accreditation Team visit:</p> <ul style="list-style-type: none"> • Analysis (individual) documentation • Copy of the institution's Staff and Faculty Development Program and policy, to include evidence of COE training for staff and faculty • Copy of institution's SOP 									
<p>References (Army Regulations, COE Publications, Doctrine, and references):</p> <ul style="list-style-type: none"> a. AR 381-11, Threat Intel Support to the Army b. TRADOC REG 381-1: Threat MGR 7 COE POC c. JP 3-0, Joint Operations (go to the Joint Electronic Library at URL: http://www.dtic.mil/doctrine/s_index.html) e. FM 3-0, Operations a. TRADOC G-2 White Paper, "The Operational Environment," (July 2009)** f. Common Scenario Framework (CSF) Directive 									

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AEAS-9 Library: Institution maintains a library resourced to meet the needs of the staff and faculty, training developers, and students, both resident and non-resident.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
9a	The institution has assigned a Library Director or Chief Librarian position filled with a qualified GS-1410 Librarian as defined in OPM Qualification Standards and AR 25-97. 9a(1): Verify qualified GS-1410 Librarian.	AR 25-97, Army Library Program & AR 735-17, Accounting for Library Materials		X	X				Report if library is not staffed with a Librarian.
9b	Information services and library resources are available and accessible. 9b(1): Interview school personnel staff and faculty and review student evaluations (feedback) to ensure that the library has adequate hours of service for optimum access by users. 9b(2): Interview school personnel staff and faculty and review student evaluations (feedback) to ensure that the Library staff provides reference and research assistance. 9b(3): Review library function statistics to determine if library is staffed to meet the service hours and research needs of the users. 9b(4): Library provides information and guidance on copyright and copyright laws. 9b(5): Library acquires resources that are beneficial and promote the tenants of the Army Learning Model	AR 25-97, Army Library Program & AR 735-17, Accounting for Library Materials		X	X				Report if library has exceeded the standard by adapting to changing institution information needs.
9c	Library staff ensures that students and CoE/school personnel are aware of information services and resources. 9c(1): Library staff conducts briefings to provide instruction and guidance in use of library resources. 9c(2): Library director informs staff and faculty of new and available library resources. 9c(3): Library coordinates with the Knowledge Management Office to insure Soldiers are aware of resources and their virtual location. 9c(4): The Library staff works with the school personnel to enhance their Army Learning Model implementation.	AR 25-97, Army Library Program & AR 735-17, Accounting for Library Materials		X	X				
9d	The library is resourced to support the information requirements of the CoE/school. 9d(1): Review the latest library needs assessment to ensure that the library staff conducts periodic needs assessment. 9d(2): Library director prepares an annual budget to develop and maintain required library resources. Review collection development and acquisition policies.	AR 25-97, Army Library Program & AR 735-17, Accounting for Library Materials	Copy of collection development/ acquisition policy. Copy of library budget.	X	X				

AEAS-9 Library: Institution maintains a library resourced to meet the needs of the staff and faculty, training developers, and students, both resident and non-resident.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	9d(3): Check that equipment within the library is in good working order and that the library has internet access and peripheries to print and/or download materials.		Copy of Internet access policy.	X	X				
	9d(4): Library has an integrated library system and has an accessible Online Patron Access Catalog on the library Web site.								
	9d(5): Check CoE/School portal for library interface and library webpage to ensure that library Web site contains content and resources specific to the information requirements of the Soldiers, staff & faculty, training developers and other school personnel.								
9e	Measurement, Tracking, and Information Collection System (METRICS) input is accurate and current.	AR 25-97, Army Library Program & AR 735-17, Accounting for Library Materials							
	9e(1): Review METRICS input on Army Library Program page (AKO).								

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AEAS-10 ALM Management: Institution Manages Implementation of Army Learning (Institutional learning analysis, design, development, implementation and evaluation) based on Army Learning Model (ALM), Senior Leader Guidance and priorities, policies, and available resources.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
10a	<p>(Establish Career Span Framework for 21st-C Soldier Competencies): The institution has processes and procedures in place that facilitate sequential and progressive learning along Soldiers' Career Continuums of Learning and ensure that course outcomes are aligned with 21st Century Soldier Competencies.</p> <p>Criterion Background/Description: The ALM Career Span Framework includes guidelines (ways) to develop 21st Century Competencies (ends) by applying the elements of the learner-centric environment (means) at major points and locations within Soldiers' entire career span. This includes foundational competencies at the Initial, Midgrade, Intermediate, and Strategic levels, as well as the ability to tailor learning to suit operational and position-specific needs. 21st Century Soldier Competencies are the learning outcomes for the Continuous Adaptive Learning Model (AKA: Army Learning Model). Competencies include fundamental tactical and technical warrior skills, skills appropriate for each cohort and echelon, and skills necessary to think critically, be adaptable and resilient, and act ethically.</p>	<p>TRADOC PAM 525-8-2 (TP 525-8-2, p. 19) OPORD 11-008 ALC FRAGO 4 to 11-008 ALCC Terms of Reference TR 350-70 TR Pam 350-70-6</p> <p>ALCC-endorsed General Learning Outcomes (as approved by CG/DCG)</p>						<p>Mandatory comments are only required if:</p> <p>Institution does not have an ALM implementation plan and/or processes and procedures are incomplete and lack full implementation.</p> <p>OR</p> <p>Processes and procedures have been fully developed and implemented and should be recognized as exemplary.</p>	

AEAS-10 ALM Management: Institution Manages Implementation of Army Learning (Institutional learning analysis, design, development, implementation and evaluation) based on Army Learning Model (ALM), Senior Leader Guidance and priorities, policies, and available resources.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability			Mandatory Comments	
				COE	School/College	TR NCOA		RC
	<p>10a(1) The Institution-level Army Learning Model Implementation-Plans (ALM Plans) and interviews with senior managers are used to verify that processes and procedures are in place for:</p> <p>a) Career span framework planning, programming, and/or implementation (e.g., training and education courses and programs that address individual learning requirements across the career span (institutional, operational, and self-development).</p> <p>b) Ensure course outcomes for all cohorts are aligned with the General Learning Outcomes under each 21st Century Soldier Competency (as appropriate for course objectives).</p> <p>10a(2) The Institution-level ALM Plans and interviews with managers are used to verify that if there are resource requirements; they are identified to meet Institution ALM Milestones and objectives for Soldiers' Career Continuums of learning and that institution-level objectives are consistent with TRADOC ALM priorities, milestones, and objectives.</p> <p>10a(3) See the following AEAS standards for evidence of career span framework (e.g., increased capabilities and opportunities to push and pull information across career continuum) (See Note 1):</p> <ul style="list-style-type: none"> • AEAS 9 (e.g., 9d - library services are adequate to meet student learning and faculty info needs) • AEAS 18 (e.g., 18l - training is delivered at point of need in operating force) • AEAS 23 (e.g., 23f(5) - planning for learner-centric learning environments across the career-span) <p>10a(4) 10a(4) See the following AEAS standards for evidence of course outcomes aligned with ALCC-endorsed/CG TRADOC approved General Learning Outcomes under each 21st Century Soldier Competency:</p> <ul style="list-style-type: none"> • AEAS 17 (e.g., 17g) - faculty integrate/promote opportunities to develop/reinforce ALC principals) • AEAS 18 (e.g., 18h - culture) • AEAS 20 (e.g., 20a-7 - curriculum fosters development of 21st Century Soldier Competency) • AEAS 23 (e.g., 23f(2) - alignment of 21st Century Competencies across learning outcomes for all cohorts) • AEAS 24 (e.g., 24c(2) - Adaptability, Initiative, Problem Solving, and Critical Thinking integration builds/increases student confidence). 			X	X Note 1			Note 1: School/College/Institution-level ALM Activities will be evaluated as part of the associated AEAS standards and supporting criteria cited.

AEAS-10 ALM Management: Institution Manages Implementation of Army Learning (Institutional learning analysis, design, development, implementation and evaluation) based on Army Learning Model (ALM), Senior Leader Guidance and priorities, policies, and available resources.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability			Mandatory Comments
				COE	School/College	TR NCOA	
				X	X		
10b	<p>10b (Learner-Centric Learning Environments): The institution has processes and procedures in place to ensure that learner-centric learning environment is being planned, programmed and implemented.</p> <p>Criterion Background/Description: The ALM calls for a learning environment that fosters 21st Soldier Competencies with instructional strategies, expert facilitators, and technologies that support the learner. Key characteristic include, but are not limited to: Collaborative problem-centered learning; adaptive technology-enabled learning (e.g., blended learning [resident and on-line or distributed], intelligent tutors and coaches, virtual and immersive learning); assessments, tracking and feedback; self-structured learning and performance support (e.g., on-demand information and access at the point of need).</p> <p>10b(1): The Institution-level ALM Plans and interviews with managers are used to verify how a Learner-centric learning environment is being planned, programmed, and/or implemented that promotes learning in institutions, thru self-development, and provides support in operational settings.</p> <p>10b(2): Institution ALM Plan(s) and interviews with managers are used to verify that functioning processes are in place to ensure that if there are resource requirements; they are identified to meet Institution ALM Milestones and objectives for a learner-centric environment, and that institution-level objectives are consistent with TRADOC ALM priorities, milestones, and objectives.</p> <p>10b(3): See the following AEAS standards for evidence of a Learner-Centric Learning Environment (See Note 1):</p> <ul style="list-style-type: none"> • AEAS 6 (e.g., 6e and 6f for evidence of classroom and instructional areas being adapted to provide a learner-centric learning environment) • AEAS 9 (e.g., 9b and 9d for evidence that libraries enable a learner-centric learning environment) • AEAS 16 (e.g., 16b(3) and c for evidence of collaboration tools and processes for problem centered learning and 16b(4) for evidence of on-demand information (content) and access at point of need) • AEAS 17 (e.g., 17g – promote active learning) • AEAS 18 (e.g., 18 g and j - incorporation of student experiences in learning events and data sources to maintain currency and relevance of instruction; 18 o - learner-centric knowledge management opportunities) • AEAS 23 (e.g., 23f(3/4) - planning for learner-centric learning environment and instruction) 	<p>TRADOC PAM 525-8-2 (TP 525-8-2, p 19-24)</p> <p>OPORD 11-008 ALC</p> <p>OPORD 10-015 TCP</p> <p>TR 350-70</p> <p>AR 350-1</p>	<p>Institution-level ALM Plans</p> <p>Command guidance, Proponent Career Maps and Individual Training Plans (ITP)</p>	X	X Note 1		<p>Mandatory comments are only required if:</p> <p>Institution does not have an ALM implementation plan and/or processes and procedures are incomplete and lack full implementation.</p> <p>OR</p> <p>Processes and procedures have been fully developed and implemented and should be recognized as exemplary.</p>

AEAS-10 ALM Management: Institution Manages Implementation of Army Learning (Institutional learning analysis, design, development, implementation and evaluation) based on Army Learning Model (ALM), Senior Leader Guidance and priorities, policies, and available resources.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability				Mandatory Comments
				COE	School/College	NCOA TR	RC	
10c	<p>(Adaptive Development and Delivery Infrastructure): The institution has processes and procedures in place to develop and maintain an adaptive development and delivery infrastructure to include:</p> <p>Criterion Background/Description: The ALM is an enterprise approach that requires new school models that transform both the organizational structure and workforce capabilities. This includes, but is not limited to, new training development and administrative tools; building workforce skills (developer, facilitator, and supporter); updating resourcing models, policies, and procedures; and knowledge management enabling capabilities, systems, and networks.</p> <p>10c(1) Rapid and Adaptive Development of Instruction.</p> <p>10c(1)(a) Institution-level ALM Plans and interviews with managers are used to verify that enterprise-level and / or institutional instructional development tools are being planned, programmed, and/or implemented.</p> <p>10c(1)(b) See the following AEAS standards for evidence of rapid and adaptive development of instruction (See Note 1):</p> <ul style="list-style-type: none"> • AEAS 11 (e.g., 11a - rapid and adaptive development of instruction reflects ALM principles) • AEAS 17 (e.g., 17 d - AARs, assessments, and feedback systems are used to improve and keep instruction current and relevant; 17f - development of assessments promote individual learning effectiveness) • AEAS 18 (e.g., 18b – AARs, assessments and feedback; 18g - student experiences are being incorporated into instruction, lessons learned, and updated curriculum (consistent with course objectives)) • AEAS 19 (e.g., 19a(3) - ALM principle are being incorporated into Reserve Component-unique courses) • AEAS 21 (e.g., 21b – observations, insights and lessons learned (OIL), assessments, and feedback are integrated into curriculum) • AEAS 22 (e.g., 22a, 22c, and 22c - adaptive analysis and design processes and procedures that promote relevance) • AEAS 22, 23 and 24 (e.g., 22h(3), 23d, and 24c(2) - learning assessments are conducted to insure learning effectiveness and analyzing courses to promote ALM principles, ensure currency, and meet operating force needs) • AEAS 23 and 24 (e.g., 23b(2) and 24b(1) - employment of analysis and design teams to improve relevance and learning effectiveness; 23f and 29f - courses are being specifically designed and/or updated IAW ALM principles (e.g., Tailorable and Learner-centric; collaborative and problem solving; incorporate 21st Century Competencies)) • AEAS -26 (e.g., 26b, f(1/2), g(1), and h(1) - media design (e.g., gaming, simulations, IMI, and DL Products) that promote learning across the force) 	<p>TRADOC PAM 525-8-2 (TP 525-8-2, p. 27-29)</p> <p>OPORD 11-008</p> <p>ALC</p> <p>OPORD 10-015</p> <p>TCP</p> <p>TR 350-70</p> <p>AR 350-1</p>	<p>Institution-level ALM Plans and Command guidance to include: (1) List of Updated Staff and Faculty Courses; (2) List of Curriculum and Courses updated or re-designed to reflect ALM principles; (3) Future Curriculum Update Schedule</p>	X	X Note 1	X Note2	X Note2	<p>Mandatory comments are only required if:</p> <p>Institution does not have an ALM implementation plan and/or guidance that address priorities for how the Institution is going to plan and program for implementation of Rapid and Adaptive Development of Instruction, and Adaptive and responsive Instructional methods and techniques, Delivery capabilities, and Learning development and delivery support (infrastructure)</p> <p>OR</p> <p>Major supporting initiatives/pilots and milestones are identified and should be recognized as exemplary.</p>

AEAS-10 ALM Management: Institution Manages Implementation of Army Learning (Institutional learning analysis, design, development, implementation and evaluation) based on Army Learning Model (ALM), Senior Leader Guidance and priorities, policies, and available resources.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability				Mandatory Comments
				COE	School/ College	TR NCOA	RC	
	<p>10c(2) Adaptive and Responsive Instructional Methods and Techniques.</p> <p>10c(2)(a) Institution-level ALM Plans, and interviews with managers are used to verify that enterprise-level (e.g., core professional development courses) and/or authorized institutional instructional methods and tools are being planned, programmed, and/or implemented.</p> <p>10c(2)(b) See the following AEAS standards for evidence of the employment of adaptive and responsive instructional methods and techniques (See Note 1):</p> <ul style="list-style-type: none"> • AEAS 17 (e.g., 17a - ALM teaching/curriculum development; 17b - instructor currency promotes adaptation and responsiveness; and faculty qualifications and certification reflect ALM instructional methods and techniques of instruction; 17c - courses are being adapted to be responsive; 17e - environment is conducive to individual student learning; 17g faculty can employ assessments that promote individual learning effectiveness; 17i - faculty promote active learning) • AEAS 18 (e.g., 18g and j - faculty effectively employ collaborative learning techniques) • AEAS 21 (e.g., 21a(3) - faculty employ student experiences and lessons learned/operational forums) • AEAS 24 (e.g., 24c(2) - faculty can employ assessments that promote individual learning effectiveness) • AEAS 27 (e.g., 27a (1-6), b, and d(2) - assessing needs and providing workforce developmental opportunities to promote ALM design, development, employment and support of ALM principles, instruction, and products) 		(4) List of Courses or Lessons where updates or re-design to reflect ALM principles have been implemented	X	X Note 1	X Note2	X Note2	Note 2: Only Adaptive and responsive instructional methods and techniques apply to the TR NCOA and RC
	<p>10c(3) Adaptive and Responsive Delivery Capabilities.</p> <p>10c(3)(a) Institution-level ALM Plans and interviews with managers are used to verify that enterprise-level instructional methods and tools (e.g., TRADOC Capability Manager (TCM) programs of record) and/or authorized local initiatives are being planned, programmed, and/or implemented.</p> <p>10c(3)(b) See the following AEAS standards for evidence of ALM delivery capabilities (e.g., blended, self-structured, peer-enabled and/or technology enabled).</p> <ul style="list-style-type: none"> • AEAS 6 (e.g., 6e and 6f – Classrooms and Applied instructional areas) • AEAS 17 (e.g., 17e(3) - educational technologies and delivery positively affect student learning) • AEAS 18 (e.g., 18o - incorporation of knowledge management tools to deliver curriculum) • AEAS 19 (e.g., 19a(4) - technology is available to distribute updated courseware to reserve institutions) • AEAS 26 (e.g., 26b - media use engages learners and enhances effectiveness; 31f - distributed learning products are being designed IAW ALM principles) 			X	X	X Note2	X Note2	

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability				Mandatory Comments
				COE	School/ College	NCOA TR	RC	
	<p>10c(4) Adaptive and Responsive Learning Development and Delivery Support (Infrastructure) Capabilities.</p> <p>10c(4)(a) Institution-level ALM Plans, and interviews with managers are used to verify that enterprise-level KM infrastructure initiatives (common core capabilities) and/or authorized local initiatives are being planned, programmed, and/or implemented.</p> <p>10c(4)(b) See the following AEAS standards for evidence of the employment of an adaptive development and delivery infrastructure:</p> <ul style="list-style-type: none"> • AEAS 14 (e.g., 14 b2 - b4 and 16c for evidence of applicable knowledge management enabling capabilities/systems/tools) • AEAS 18 (e.g., 18d(4)(c) - information technology is leveraged to keep active and reserve course materials current and relevant; 24n(3) - KM tools in curriculum and programs) • AEAS 23 (e.g., 23f(8) - enterprise learning support and knowledge management capabilities are being leveraged for new or redesigned courses) • AEAS 26 (e.g., 26h - DL products are assessable to both AC and RC Soldiers) 			X	X Note1	X Note2	X Note2	
10d	(Sustain Adaptation). The institution has processes and procedures in place to respond to operational changes and evolving trends in learning technology and methods.							

AEAS-10 ALM Management: Institution Manages Implementation of Army Learning (Institutional learning analysis, design, development, implementation and evaluation) based on Army Learning Model (ALM), Senior Leader Guidance and priorities, policies, and available resources.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability			Mandatory Comments	
				COE	School/College	TR NCOA		RC
	<p>Criterion Background/Description: The ALM is an enterprise approach that requires school processes and procedures that are dynamic and responsive to operational changes and evolving trends in learning technologies and methods. This includes, but is not limited to, focusing on external feedback from both individuals and organizations on the effectiveness of learning outcomes (e.g., 21st Century Learning Competencies)</p> <p>Criteria Guidelines for AEAS-10d: 10d(1) Institution-level ALM Plans, and interviews with managers are used to verify that: a) Enterprise and/or authorized institution Performance Feedback processes focus on Outcomes, rather than internal processes, for learning effectiveness and operational relevance. b) Operational lessons are formally and informally collected and systematically considered for responsive adaption and incorporation (consistent with learning/curriculum objectives). c) Policy, process, organizational and programmatic changes are based on informed analysis/assessments and focus on sustaining long-term change (vice transitory and/or near-term interim objectives). Managers describe options, strategies, and trade-off to implement ALM. d) Resource requirements are being identified to meet enterprise level objectives and institution-level integration, and local initiatives.</p>	TRADOC PAM 525-8-2(TP 525-8-2, p. 29-30) OPORD 11-008 ALC OPORD 10-015 TCP TR 350-70 AR 350-1	Institution-level ALM Plans Command guidance, Proponent Career Maps and Individual Training Plans (ITP). List of Completed and Planned ALM-related Pilots	X	X Note1		RC	Mandatory comments are only required if: Institution does not have an ALM implementation plan and/or guidance that address priorities for how the institution is going to sustain adaption. OR Major supporting initiatives/pilots and milestones are identified and should be recognized as exemplary.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	College/School/	TR NCOA	RC		
	<p>10d(2) See the following AEAS standards for evidence of employing capabilities that sustain adaptation (See Note 1):</p> <ul style="list-style-type: none"> • AEAS 1 (e.g., 1c(1),1c(2), and 1d for self, course/non-course, and external assessment evidence of AML integration into institution Quality Assurance Program to sustain adaptation) • AEAS 16 (e.g., 16b(3) for evidence of collaboration tools and feedback on effectiveness of learning outcomes, and 16c for evidence of responding to operational changes) • AEAS 17 (e.g., 17 c and d - faculty update curriculum to sustain relevance) • AEAS 18 (e.g., 18a(5) - stakeholders are involved in helping to update the institution's goals, objectives and priorities; 18b - systematic and continuous feedback processes keep courseware current and relevant; 18d and e - curriculum reflects current and relevant scenarios (consistent with learning objectives)) • AEAS 21 (e.g., 21a and b - lessons learned, observations, and insights are being analyzed and as appropriated integrated into education and training) • AEAS 22 (e.g., 22h - courses are being assessed IAW ALM principles, and assessment and analysis processes inform future ADDIE processes) • AEAS 23 and 24 (e.g., 23e, 24c and e - evaluation and validation plans and execution promote adaptation and effectiveness) • AEAS 24 (e.g., 24f(3) - pilots are being used to verify ALM implementation and effectiveness) • AEAS 27 (e.g., 27c(1) - responsiveness to operational changes and evolving trends in learning technologies/ methods) 								
10e	<p>(Manager Training) Institution complies with mandatory training requirement for Middle and Senior Training/Education Managers (see Note 3).</p> <p>10e(1): Determine how mandatory requirements for STEMC are being tracked and scheduled within a year of assuming positions requiring these courses.</p> <p>10e(2): Determine training requirements and backlog as necessary to determine necessary throughput.</p> <p>10e(3): Collect feedback from prior course attendees on course effectiveness or desired improvements. Collect feedback from future course attendees on perceived requirements.</p>	<p>TR 350-70, TRADOC memorandum 8 May 07 Mandatory Training for Senior Training Managers</p>	<p>Roster of training and education manager positions, titles, rank and names. Records of time in position and course attendance as applicable.</p>	X	X	X			
<p>Note 1: School / College / Institution - level ALM activities will be evaluated as part of the associated AEAS standards and supporting criteria cited.</p> <p>Note 2: Only Adaptive and Responsive Instructional Methods and Techniques apply to the TR NCOA and RC</p> <p>Note 3: All senior and middle managers supervising training and education development must attend the STEMC or TEDMMC. CoE/School commanders/commandants are to ensure that senior leaders and middle managers complete mandatory training.</p>									

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AEAS-11 Training Resource Management: Institution has an effective system in place to manage the identification of resources for education and training development and conduct of education and training.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
11a	The institution performs the training management functions necessary to ensure assigned training and educational responsibilities are performed to the highest standards. Training management functions include: Documenting training and education curriculum requirements in the current approved automated Training Development system that results in products that can be used within the Training Requirements and Analysis System (TRAS). TRAS includes Individual Training Plans (ITPs), Course Administrative Data (CAD), and Programs of Instruction (POI). Use of the Army Training Requirements and Resource System (ATRRS) to accurately and timely manage the institutions approved training mission as documented in the Army Program for Individual Training (ARPRINT).								Document as "not met" if the institution is not capturing the resource requirements for the production and conduct of education and training. Document significant strengths and weaknesses in the institution's ability to forecast, update, and control its doctrine, training and leader development related resourcing requirements.
11a(1):	Verify institution has ITPs (Individual Training Plans) for each career field or separate course.	TR 350-70, CH 4 TP 350-70-9, CH 4	ITPs						
11a(2):	Verify ITPs provide accurate and logical long-range planning tool for each career field or separate course.	TR 350-70, CH 4 TP 350-70-9, CH 4	ITPs						
11a(3):	Validate if ITP is used to identify resources that have a long lead time to acquire (i.e., facilities, etc).	TR 350-70, CH 4 TP 350-70-9, CH 4	ITPs						
11a(4):	Validate that Training and education curriculum requirements are entered into the appropriate automated TD system including POIs, CADs & lessons outlines for all courses.	TR 350-70, CH 4 TP 350-70-9, CH 4	CAD, POI Automated TD system data	X	X				
11a(5):	Review CAD for each course that the institution plans to conduct. The commandant-approved CADs are submitted to the appropriate validating authority at least a year out and early enough to stimulate the resource systems.	TR 350-70, CH 4 TP 350-70-9, CH 4	CAD, POI Automated TD system data						
11a(6):	Verify that the institution has received a response from HQ TRADOC or higher headquarters on each submitted CAD document within 8 weeks of submission.	TR 350-70, CH 4 TP 350-70-9, CH 4	POI, HQ TRADOC Memo, Higher Headquarters guidance Memo						
11a(7):	Review POI for each course that the institution conducts. The Commandant-approved POIs are submitted to HQ TRADOC or higher headquarters in time for validation and supports stimulation of the resource and training management systems.	TR 350-70, CH 4 TP 350-70-9, CH 4	POI						
11a(8):	Verify that the institution has received a response from HQ TRADOC or higher headquarters on each submitted POI document within 8 weeks of submission.	TR 350-70, CH 4 TP 350-70-9, CH 4	POI						
11a(9):	Verify that the institution has a validated HQ TRADOC or appropriate validating authority POI for each course taught.	TR 350-70, CH 4 TP 350-70-9, CH 4				X	X		

AEAS-11 Training Resource Management: Institution has an effective system in place to manage the identification of resources for education and training development and conduct of education and training.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	11a(10): Verify POI data is accurately documented in ATRRS: 11a(10)(a): Validated POI data matches ATRRS without error (course scope, prerequisites, length, academic hours, instructor contact hours, etc.). 11a(10)(b): Verify ATRRS reflects the institution's approved training load as documented in ARPRINT. 11a(10)(c): Verify the institution posts inputs and graduation data in ATRRS within 2 working days of start and graduation for all onsite courses for which they are assigned proponency.	AR 350-10, CH 2 TR350-70, CH4 AR 350-10,CH 2 TR 350-70, CH 4 TP 350-70-9, CH 4	ATRRS Data	X	X				
	11a(11): Verify what, if any, courses are being taught that are not listed in ATRRS.	TP 350-70-9, CH 4	POI, ATRRS Data	X	X	X	X		
11b	The institution plans and prepares for the institution's training requirements through participation in the Structure Manning Decision Review (SMDR).								
	11b(1): Determine if institution provided accurate and timely information for SMDR process.	AR 350-10, CH 2 TP 35-70-9, CH 4	SMDR Data	X	X				
	11b(2): Determine if shortfalls to the training and education mission are identified and submitted to higher headquarters for resolution.	AR 350-10, CH2 TP 35-70-9, CH 4	SMDR Data						
11c	The institution provides accurate and timely available capacity and resource assessment required to support adjustments to institution training requirements through participation in the Training Resource Arbitration Panel (TRAP).								Documents as HHI instances where the proponent has requested critically needed resource and those resources have not been provided by higher headquarters. Delineate the impact on mission accomplishment.
	11c(1): Verify the institution provides accurate and timely information for the TRAP workbook. Identifies additional resources required to support changes in the ARPRINT for the budget year and year of execution.	AR 350-10, CH 2	ARPRINT, POI, TDA, ATRRS Data	X	X	X	X		
11d	The institution provides required information to higher headquarters reports that directly support training management systems and processes (i.e., military construction Army accounts (MCA) ; program objective memorandum (POM); Training and Doctrine Development-Quality Assurance Workload Management System (TD2-QA); individual manning requirements list (IMRL); tables of distribution and allowance (TDA); and unfinanced requirements (UFR), etc).		Command Budget Guidance for current FY, TDA, DA Forms 4610/1391s, Budget submissions, POM submissions, UFRs, Individual Manning Requirements List, TD2-QA database.						
	11d(1): Verify resource documents to validate that appropriate actions are taken to garner resources to implement training and education (i.e., Tables of Distribution and Allowance (TDA)/personnel, training, material, funding).			X	X	X	X		

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AEAS-12 Test Control: Institution administers, controls, and negates or investigates compromise of all tests and test materials in accordance with regulatory guidance.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
12a	Institutions control and administer tests (exams) in accordance with regulatory guidance.								
	12a(1): Verify learning institution standing operating procedures (SOP) includes test control and administration guidance. Institution may have a separate SOP for test control/administration.	AR 350-1. TR 350-6. TR 350-10. TR 350-18. TR 350-70. TP 350-70-5. CMP Current SOP	SOP, Local guidance. CMP	X	X	X	X		Comment: If there is no SOP guidance covering test control.
	12a(2): Verify test control officer(s) (TCO(s)) and alternate TCO(s) (ATCO(s)) are identified by written appointment orders or memorandum.	TR 350-10. TR 350-18. TP 350-70-5. Current local/higher headquarter guidance.	TCO/ATCO appointment orders or memo of additional duty. SOP	X	X	X	X		Comment: If there is no written appointment order or memorandum.
	12a(3): Review test destruction logs to ensure tests are being destroyed, purged, or transferred and documented in IAW guidance.	AR 25-400-2. AR 380-5. TR 350-10. TR 350-18. TP 350-70-5. Current local/higher headquarter guidance.	SOP, test destruction logs, or any destruction, purged, or transferred documents.	X	X	X	X		Comment: If destruction logs (or any destruction documentation) are not being maintained and/or tests are not being purged and destroyed properly.
	12a(4): Review test control logs and observe test issuance to verify tests are properly receipted, issued, inventoried, and returned. Compare control logs and inventories against actual/original test inventory to ensure all tests are accounted for IAW guidance. Note: This includes performance-based test materials, if applicable.	AR 380- 5. TR 350-70. TR 350-10. TR 350-18. TP 350-70-5. Current local/higher headquarter guidance.	SOP, Test control and inventory logs, any inventory documents.	X	X	X	X		Comment: If tests are not being properly issued or inventoried.

AEAS-12 Test Control: Institution administers, controls, and negates or investigates compromise of all tests and test materials in accordance with regulatory guidance.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	12a(5): Check security measures to verify tests are properly secured at all times. Note: Ensure key issuance is inventoried and controlled to secured test control areas.	AR 25-2. AR 25-400-2. AR 350-1. AR 380- 5. TR 350-10. TR 350-18. TP 350-70-5. Current local/higher headquarter guidance.	SOP, evidence to confirm tests are properly secured at all times.	X	X	X		X	Comment Not Met: If there is evidence that a test has been compromised and subsequently administered to students OR if there is evidence that a test has been compromised but no formal investigation has been conducted. Comment: If security measures are not being employed.
	13a(6): Observe the administration of a written exam to verify instructors follow the required test administration procedures.	AR 350-1. TR 350-70. TP 350-70-5. Current local/higher headquarter guidance.	SOP, SEP, CMP, POI, and test administration lesson plan.	X	X	X		X	Comment: If tests are not properly administered.
12b	Institution puts in place security measures to negate compromise of all test materials. NOTE: This includes electronic and hard copy versions.								
	12b(1): Verify test materials delivered, mailed, or transferred by the proponent are handled IAW information assurance (IA) requirements.	AR 25-1. AR 25-2. AR 25-55. AR 350-1. AP 25-1-1. TR 350-70. TP 350-70-5. Current local/higher headquarter guidance.	SOP, Instructional materials; server containing dL or electronic testing materials; IA required documents.	X	X	X		X	Comment: If test materials are not handled IAW IA requirements.
	12b(2): Verify test screen/access design does not compromise the test items.	AR 25-2. TP 350-70-2. TP 350-70-5. Current local/higher headquarter guidance.	Access to electronic tests.	X	X	X		X	

AEAS-12 Test Control: Institution administers, controls, and negates or investigates compromise of all tests and test materials in accordance with regulatory guidance.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	12b(3): Verify all test materials are properly labeled with correct classification CLASSIFIED, UNCLASSIFIED, SENSITIVE in NATURE or similar wording. Electronic tests are marked with warning NOT TO PRINT, COPY, TRANSMIT, or SAVE.	AR 25-2. AR 25-55. TP 350-70-5. Current local/higher headquarter guidance.	SOP, Access to all testing material to include electronic tests.	X	X	X		X	Comment: If materials are labeled improperly.
	12b(4): Verify media and systems selected to store and manage test records meet the requirements of Department of Defense.	DOD 5015.02-STD. AR 25-2. AR 25-400-2. TR 350-70. TR 350-70-5. Current local/higher headquarter guidance.	SOP, Access to all testing material to include electronic tests.	X	X	X		X	
	12b(5): Verify all superseded or obsolete electronic test materials are disposed of IAW regulatory and local guidance.	DA PAM 25-403. AR 25-400-2. AR 25-2. Current local/higher headquarter guidance.	Access to all disposable or destroyed electronic test material records.	X	X	X		X	Comment: If there is any improper disposed or destroyed electronic test materials.
12c	Institution formally investigates suspected incidents of compromised tests.								
	12c(1): Verify if there are suspected incidents of compromise or cheating on tests and whether or not proper investigation procedures are followed and documented by the commander/commandant or approving authority.	UCMJ Articles 133 and 134. AR 15-6. TR 350-10. TR 350-18. TP 350-70-5. Current local/higher headquarter guidance.	Access to any records of violations.	X	X	X		X	Access to any records of violations.

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AEAS-13 Safety-Institution implements risk management and TRADOC safety and occupational health program requirements.

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NOTE: IAW AR 385-10; para: 1-9a: When multiple safety standards apply, the command will adopt the more stringent standard.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
13a	Institution conducts training in compliance with safety standards identified in Training Support Packages (TSPs), lesson plans, field manuals (FMs), technical manuals (TMs), and applicable regulations.								
	13a(1): Determine if all school products and activities incorporate safety and Risk Management (RM).	AR 385-10; para: 1-6 AR 350-1; para: G-15 TR 385-2; para: 1-5d(1)	TMs/FMs, TSPs, LPs, policy, doctrine, etc.	X	X	X		X	Documentation which shows the Safety Office is reviewing School products
	13a(2): Determine if the Branch Safety Office or designated representative reviews all lesson plans/TSPs and mediates risk assessment level/code, if necessary.	AR 385-10; para: 10-3a AR 350-1; para: G-15 TR 350-70; 5-7I-TR 385-2 4-2(f)	TSPs, LPs, other training products, policy, doctrine, etc.	X	X	X			Documentation which shows the Safety Office/designated representative is reviewing products.
	13a(3): Determine if leaders and managers have integrated risk management into all their respective processes and operations.	AR 385-10; para: 10-3(a) FM 5-19	Review SOPs, policies, regulations, LPs, OPORD	X	X	X		X	
	13a(4): Determine if there are sufficient instructors/assistant instructors present to conduct training in accordance with the requirements of the subject TSPs.	Appropriate TSP TR 350-6; para: 3-4(a) TR 350-70	Copy of TSPs, LPs, SOP	X	X	X		X	On-site inspections required
	13a(5): Determine if, when the number of instructors and/or assistant instructors drops below the number specified in the TSP, the risk assessment is updated and approved at the appropriate level.	TSPs/LPs FM 5-19 TR 350-6; para: 3-4b TR 350-70	SOP, policy, and updated risk assessment	X	X	X		X	
	13a(6): Determine if instructors and cadre are qualified in proper operations and training and received RM training in ABIC or Faculty Develop Program 1 (FDP).	TR 350-70	Review local ABIC and records	X	X	X		X	ATSC sets curriculum for ABIC
13a(7): Determine if risk management is integrated into all technical and leader development training.	AR 350-1; para: G-15 TR 385-2; para: 1-5 TRADOC OPORD 10-018	TSPs, LPs, training schedules, risk assessments	X	X	X		X	TR 350-6; para: 3-27 covers in detail	
13b	Risk management (RM) and safety standards are integrated into training and military operations IAW FM 5-19			X	X	X		X	

AEAS-13 Safety-Institution implements risk management and TRADOC safety and occupational health program requirements.

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NOTE: IAW AR 385-10; para: 1-9a: When multiple safety standards apply, the command will adopt the more stringent standard.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	13b(1): Determine if leaders are provided specialized training to enable them to execute their safety, occupational health and risk management leadership responsibilities properly.	AR 385-10; para: 10-5 AR 350-1; para: G-15 TR 350-6; para: 3-27a	Training requirements, LPs, attendance rosters, S&F program document	X	X	X		X	
	13b(2): Determine if risk management is applied to all training and risk approved at the appropriate level. Is a current copy of the risk assessment worksheet maintained at the training site?	AR 385-10; para: 1-6 AR 350-1; para: G-15 TR 350-6; para: 5-1	Observe training, review deliberate, and daily risk assessments	X	X	X		X	Are the cadre and soldiers briefed on the risks associated with each event/activity?
	13b(3): Determine if the risk assessment maintained at the training site reflects current conditions.	AR 350-1; para: G-15 TR 385-2; para: 1-5	Copy of current risk assessment	X	X	X		X	
	13b(4): Determine if there is a lesson plan/TSP at ranges and training areas.	TRADOC Reg 350-18; Para: 4-5 TR 385-2; para: 1-5	Copy of the LP/TSP	X	X	X		X	
	13b(5): Determine if OIC is qualified on the weapon system(s) used for training at the range or training area.	DA PAM 385-63; para 1-6g TR 350-70	Verify the FMs readily available and OIC is qualified on system(s)	X	X	X		X	
	13b(6): Determine if the commander has established a policy which defines the appropriate risk decision authority based upon residual risk of an activity.	AR 350-1; para: G-15 DA Pam 385-30; para: 4-11 TR 385-2; para: 1-5	Review commander's risk decision authority policy/SOP and risk assessment worksheets	X	X	X		X	
13c	Individual education and training products address safety and incorporate risk management in the education and training material.			X	X	X		X	

AEAS-13 Safety-Institution implements risk management and TRADOC safety and occupational health program requirements.

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NOTE: IAW AR 385-10; para: 1-9a: When multiple safety standards apply, the command will adopt the more stringent standard.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	13c(1): Determine if commanders have completed the Commander's Safety Course (dL) prior to assuming command.	AR 385-10; para 10-6 TR 350-6; para: 5-1	Completion certificates of completion	X	X	X	X		
	13c(2): Determine if the ADSO's completed the Additional Duty Safety Officer Course (dL) within 30 days (90 days for NG/USAR) of assignment.	AR 385-10; para: 10-8 TR 385-2	Copy of training certificate						
	13c(3): Determine if all PME, WLC and CES programs include the approved RM training product?	TRADOC CRM Integration Plan (2010),	Copy of course curriculum	X	X	X	X		
	13c(4): Determine if all assigned or supporting safety professionals/representative meet the appropriate ACTEDS skill/education requirements.	AR 385-10; para: 10-4 AR 350-1; para G-15 ACTEDS TRADOC FRAGO IN1277-214	Copies of completed CP-12 Form 1 and IDPs	X	X	X	X		
	13c(5): Determine if the Safety Office monitors the command to ensure all Army personnel are provided risk management training in areas needed for a safe and efficient execution of their tasks.	AR 385-10, paragraph 10-2	Review documented RM training for cadre	X	X	X	X		
	13c(6): Determine if all Civilian Employees completed the RM Basic Course for Civilians (DL) 60 days from date of employment.	AR 350-1; para: G-15a	Copy of completed training certificate	X	X	X	X		
	13c(7): Determine if soldiers are completing the RM Basic Course within 60 days of arrival at their first duty assignment.	AR 350-1; para: G-15	Copy of completed training certificate	X	X	X	X		
13d	Institution meets the requirements of TRADOC Safety and Occupational Health Program Evaluation criteria IAW TRADOC PAM 385-1, The TRADOC Model Safety Program and Self-Assessment Guide, applicable Code of Federal Regulations, statutes, and laws; DODI, directives, and ARs.			X	X	X	X	TRADOC	
	13d(1): The TRADOC Model Safety Program and Self-Assessment Guide is required to be completed and forwarded to the TRADOC Safety Office at least 30 days prior to inspection date (RC organizations post completed TRADOC Self Assessment Guide to the designated TRADOC QAO SharePoint). All elements of the self assessment are inspectable criteria.	TRADOC PAM 385-1		X	X	X	X		

AEAS-13 Safety-Institution implements risk management and TRADOC safety and occupational health program requirements.

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NOTE: IAW AR 385-10; para: 1-9a: When multiple safety standards apply, the command will adopt the more stringent standard.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	13d(2): Determine if the Army Traffic Safety Training Program is fully implemented (Introductory, Local area hazards, Intermediate, Accident avoidance, Remedial driver training, AIT, TRIPS, and Motorcycle safety training).	AR 385-10, paragraph 11-7. TR 385-2	Attendance roster, LPs, TRIPS, reports, POV/POM/ATV agreement, Motorcycle Mentorship Program	X	X	X	X		

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AEAS-14 Knowledge Management: Knowledge management (KM) has been operationalized by implementing KM processes and procedures.

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Note: Also applies to Non-TRADOC Schools

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability				Mandatory Comments
				COE	School/College	TRADOC	RC	
14a	The degree and level that a formal KM office/initiative has been implemented. Establish a core KM capability to facilitate the management of the Organization's knowledge and intellectual capital.							<p>Met - For the initial review, if a KM office/initiative has been established at any level this is considered met. This would include a KM strategy plan and documentation to support reporting outcomes and successes of KM and collaboration efforts. For future reviews, the organization is at a maturity level between 2 and 3 and can document and demonstrate efforts to incorporate KM practices and concepts.</p> <p>Met with Comment - For the initial review, an established KM office/initiative at any level meets this standard. If they do not have a written KM strategy plan or documentation to support reporting outcomes, this would be met with comments. For future reviews, if organization is at a Level 1 and can demonstrate application of basic knowledge management practices and concepts into the organization, then would be met with comments.</p> <p>Not Met - This standard is not met if there is no KM office/initiative. Any future plans to establish the KM office/initiative can be documented under comments to capture the historical perspective for future reviews.</p>
	14a(1): Review organizational information to identify: when KM office/ initiative was established; KM staff roles and training; leadership's support/ involvement and the KM office/initiative reporting chain; who is the POC for the KM office/initiative, their position and who they report to; collaborative tools being used; how KM office/initiative engages with organizations to inform them of the KM program; how the KM office/initiative is resourced (e.g., permanent TDA positions with baseline budget support, temp/term positions, UFR budget support, overhires).	TRADOC and local Campaign/ Strategic Plans; AKM Principles	Local KM Strategy, Policy or Guidance (either integrated or stand-alone)	X	X			
	14a(2): Have a documented local KM implementation strategy. Review the organization's: process for developing their plan, their methodology, and stakeholders involved including leadership, and an articulation of the way ahead/execution; the self assessment process and how they update their plan; and their engagement strategy to communicate their KM strategy.	TRADOC and local Campaign/ Strategic Plans; TRADOC CKO Strategic Plan; Implementing the AKM Principles, HODA Memo, 15 Jan 2009	Local KM Strategy, Policy or Guidance (either integrated or stand-alone); KM communication strategy	X	X			
	14a(3): Demonstrate an effective professional development plan for KM professionals. Review the organization's positions and functions occupied by KM professionals and how long they been in these positions and functions, what training they have received and the training recommendation with specific outcomes. Review the description and list of competencies for its knowledge professionals, with increasing levels and descriptions, and ensure it's in accordance with TRADOC KM training guidelines.	TRADOC and local Campaign/Strategic Plans; TRADOC KM Education and Training Guidelines	Tailored KM Professional development plans	X	X			

AEAS-14 Knowledge Management: Knowledge management (KM) has been operationalized by implementing KM processes and procedures.

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Note: Also applies to Non-TRADOC Schools

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability				Mandatory Comments
				COE	School/C ollege	TRADOC	RC	
	14a(4): Demonstrate an overall employee (i.e., KM practitioner) development concept. Review the organization's: approach for KM briefings for new employees; approach for tailored KM briefing and classes for the following (at a minimum): (1) Content Management, (2) Process Improvement, (3) Collaboration, (4) Change Management, (5) Using KM Technology/Tools, and (6) Critical & Creative Thinking; and how they market and participate in the TRADOC KM training programs.	TRADOC and local Campaign/Strategic Plans; TRADOC KM Education and Training Guidelines	KM Briefings and other KM training materials; participation data for TRADOC KM training programs.	X	X			<p>The following should be used to assess maturity:</p> <p>Level One : (a) KM office/initiative is beginning or has just begun; (b) Minimal manning; (c) Needing training; (d) Some leadership support/funding is for limited time</p> <p>Level Two: (a) KM office/initiative is established within last three to five years with one or two dedicated positions; (b) Staff have received some KM training; (c) Operating with some KM tools (COP, technological collaboration tool); (d) Minimal program/funding support; (e) Minimal engagement with others to inform them of the KM program</p> <p>Level Three: (a) KM office well established, five to seven years in existence with three or more dedicated positions; (b)Offers internal KM training; (c) Offers support to customers, operates multiple KM Enterprise level tools;</p> <p>(d) Integrated into command staff, supported by leadership with KM initiatives priority for funding and support</p> <p>Level Four: (a) Fully operational and established over seven years; (b) Located on the Commanding General's staff; (c) Internal collaboration capability maximized by command; (d) Can demonstrate support for all mission lines of effort (e.g., training, capability development, training support, mission support).</p>

AEAS-14 Knowledge Management: Knowledge management (KM) has been operationalized by implementing KM processes and procedures.

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Note: Also applies to Non-TRADOC Schools

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability				Mandatory Comments
				COE	School/College	TRADOC	RC	
14b	Degree to which improvements to training, education, and capability development products within the Organization are realized due to implementing KM practices and concepts.			X	X			Met – There is documentation that describes the local KM training strategy as well as the processes and ongoing implementation efforts to help make KM practices/concepts/content management available for integration into training, education, and capability development.
	14b(1): Ensure design, codification and implementation of KM specific training and education is in accordance with TRADOC KM training guidelines. Review the organization's documentation on: how their KM specific training and education program support is applied/ modified to support specific training, capability development, training support, and mission support efforts; when and what type of KM specific training has been provided; and that KM training and education is included in the local KM strategy.	TRADOC and local Campaign/Strategic Plans; TRADOC KM Education and Training Guidelines	Local KM Strategy that includes training; List of training provided	X	X			Met with Comment – Strategies and processes can be described by staff but have not been documented or implementation efforts have not yet begun. There should be a plan to document the process.
	14b(2): Ensure KM practices/concepts are made available for integration into training, education, and capability development processes. Review the organization's availability of KM specific products, tools, or references; and how KM practices/concepts are sustained and monitored.	TRADOC and local Campaign/Strategic Plans; TRADOC KM Education and Training Guidelines	Local KM Strategy that includes training; List of KM specific products, tools or references provided	X	X			Not Met – This standard is not met if specific strategies and processes are not documented nor can be described by staff. Plans to develop and document processes should be captured to provide a historical perspective for future reviews.
	14b(3): Demonstrate the ability to collaborate using approved enterprise level architecture, collaborative tools and technologies. Review documentation that demonstrates: the organization has access to more than one collaborative technique and has access to documentation indicating the appropriate approach towards using that technique; the organization uses, if appropriate, forums, practices, and initiatives to support larger collaborative efforts; a policy that addresses the security of information with the goal of moving from a culture of "need to know" to one of "need to share."; their "return on investment" (ROI) methodology; how they internally manage KM efforts within their organization, and how learning model principles (such as collaborative tools and processes for problem-centered learning, enterprise-wide collaboration, and feedback on effectiveness of learning outcomes) are being implemented to sustain adaptation and relevance.	TRADOC and local Campaign/Strategic Plans; AKM Principles	Local KM Strategy that identifies collaborative tools and technologies used.	X	X			Maturity Level of Content Management: a. Level 1: (a) Organization tends to operate mostly in "need to know" stovepipes - minimum "responsibility to share" efforts,
	14b(4): Employs appropriate content management procedures. Review the organization's documentation, policies and practices to determine: if the organization follows appropriate content management policy and regulations, e.g., TRADOC Content Management Plan; if access to information for collaborative use is inhibited or facilitated by the organization; the process for ensuring content is registered in accordance with regulations; if the required content for training & education classes is available online (including on-demand learning) and secure (where appropriate); if the organization has a capability to facilitate easy access to content to support mission requirements and at point of need throughout an individual's career; what content management capabilities the organization currently employs; and if the organization trains employees on effective content management?	AKM Principles; TRADOC Content Management Plan; AR 25-30, TR 350-70, Appendix B	Local Content Management Plan.	X	X			(b) large majority of employees do not understand or appreciate a viable content management approach, (c) Most of the organization's content is located on shared drives or on individual's hard drives; (d) emailing documents is the primary content management approach, (e) No evidence of an organizational content management plan; inconsistent approach across the organization.

AEAS-14 Knowledge Management: Knowledge management (KM) has been operationalized by implementing KM processes and procedures.

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Note: Also applies to Non-TRADOC Schools

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability				Mandatory Comments
				COE	School/C ollege	TR NCOA	RC	
	14b(5): Document enhancements to mission based on use of KM concepts. Review the organization's documentation that demonstrates: their methodology for identifying how they will support an initiative or strategy; their methodology for measuring and reporting outcomes of each initiative or strategy; and whether feedback on improvement and best practices for KM processes have been provided to TRADOC HQ CKO office.	TRADOC and local Campaign/Strategic Plans; AKM Principles	Local KM Strategy, Policy or Guidance (either integrated or stand-alone); Feedback provided to TRADOC HQ CKO on improvement/ best practices	X	X			<p>b. Level 2: (a) Organization operates in "need to know" stovepipes but can demonstrate some efforts to collaborate on content, (b) while most employees do not understand or appreciate a viable content management approach, the organization can demonstrate some employees who do work under proven content management concepts, (c) Most of the content is located on shared drives but the organization can demonstrate efforts to place content in enterprise-wide tool (i.e., AKO), (d) Organization can demonstrate efforts to centralize content and allow access from outside their respective "stovepipe", (e) The organization has an informal and somewhat effect content management program with no formal governance effort.</p> <p>c. Level 3: (a) Organization has begun to establish a "responsibility to share" environment but still has residual stovepipes to overcome, (b) a basic content management training capability is available to help employees but is not sufficiently mature, (c) the organization is moving to an enterprise-wide content management capability but it is not sufficiently mature, (d) the organization is expanding access to content on its an enterprise-wide content management capability but it is not sufficiently mature,</p>

AEAS-14 Knowledge Management: Knowledge management (KM) has been operationalized by implementing KM processes and procedures.

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Note: Also applies to Non-TRADOC Schools

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability				Mandatory Comments
				COE	School/C ollege	TRADOC	RC	
								(e) Some of the organization's subordinate units have an effective content management program but do not follow a standardized governance plan. d. Level 4: (a) Organization has an established a "responsibility to share" environment, (b) a robust content management training capability is available to help employees, (c) the organization has moved to an enterprise-wide content management capability, (d) most of the organization's content is accessible on their enterprise-wide content management capability, (e) the organization has an effective content management program which follows a standardized governance plan.
14c	Degree that Warfighter forums (WfFs) and knowledge networks (KNs) are being used to support engagement and collaboration with the Operational and Generating Force.			X	X			Met – For the initial review if a WfF/KN has been established at any level this is considered met. For future reviews, the organization is at a maturity level between 2 and 3 and can document and demonstrate the capability to share knowledge with curriculum and capability developers.
	14c(1): Document and demonstrate the concept behind the development and utilization of the Organization's WfF/KN. Review the organization's documentation to determine: if a WfF/KN professional forum facilitator is being utilized to manage the effort; if the organization monitors the health of their forum through basic metrics; if the WfF/KN supports various community of practice sub-topics; if the organization shares lessons learned generated through the WfF or from other agencies; and if the WfF/KN supports the organization's efforts in responding to operational changes and feedback on the effectiveness of its learning outcomes?	TRADOC WFF TASKORD IN505866 (13June2008)	Local WfF/KN plans	X	X			
	14c(2): Demonstrate the process where data & information generated from the WfF/KN is provided or made accessible to the Organization's training and capability development organizations. Review organization's information that provides: a documented process that takes knowledge taken from WfF/KN and makes accessible for curriculum and capability developers to adapt learning to support career and operational needs; and a capability to demonstrate the process to share WfF/KN knowledge with other CoEs/Schools.	TRADOC WFF TASKORD IN505866 (13June2008)	Local WfF/KN plans	X	X			Met with Comment – For the initial review an established WfF/KN at any level meets this standard. If there is no documented plan that describes the areas identified in the standard, this would be met with comments.

AEAS-14 Knowledge Management: Knowledge management (KM) has been operationalized by implementing KM processes and procedures.

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Note: Also applies to Non-TRADOC Schools

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability				Mandatory Comments
				COE	School/College	TR NCOA	RC	
	14c(3): Demonstrate the Organization's collaborative ability in effectively & efficiently collecting, codifying and sharing information and knowledge across internal and external organizational boundaries in a rapid & responsive manner. Review documentation that demonstrates the organization's collaborative programs that support all aspects of the organization's mission (e.g., collaboration with soldiers and experts, training, capability development, training support, mission support) commensurate with resources; and enhancements to programs due to collaboration.	TRADOC and local Campaign/Strategic Plans; AKM Principles	Collaboration success stories	X	X			<p>For future reviews, if organization is at a minimum of a Level 2 and can demonstrate basic knowledge sharing processes, then would be met with comments.</p> <p>Not Met – No capability or plans for a Wff/KN or demonstrated knowledge sharing processes. Maturity Level of Wff/KN: Level 1: (a) Wff/KN is forming, lacks developed organizational structure; (b) Lack of evidence or documentation to indicate knowledge sharing; (c) Lack of knowledge management support for customers Level 2: (a)Wff/KN is established and organized; (b)Can provide evidence or documentation to indicate knowledge sharing; (c) Provides knowledge management support for customers to include SME support</p> <p>Level 3: (a) Evidence or documentation of expanded knowledge sharing and/or knowledge management support for customers to include SME support; (b) Evidence that the Wff/KN is integrated with the subject matter school house; (c) Wff/KN is being used to vet doctrine and lessons learned Level 4: (a) In addition to above, Wff/KN is supported with multiple Army Enterprise level tools; (b) Evidence/documentation indicates Wff/KN reach back from the field occurs with support and/or response; (c) Evidence/documentation that multiple forums are run.</p>

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AEAS-15 (NCOAs only): NCOA is managing proponent NCOES courses, providing Army NCOs a positive learning environment, and continuously scanning the force for educational improvement.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
15a	Cadre are knowledgeable of current and emerging NCOES policy changes.	AR 350-1, Army Training and Leader Development TR 350-10. Institutional Leader Training and Education TR 10-5-9, Institute for Noncommissioned Officer Professional Development and United States Army Sergeants Major Academy.				X	X	Note: provide coaching and mentoring to NCOA cadre on current and emerging NCOES policy changes.	
	15a: Review procedures for updating cadre of current and emerging NCOES policies.								
15b	Analysis and feedback based on operational needs of the Army and current backlog statistics exist that was used to determine each course training length.								15b: Review the analysis and feedback by which NCOAs maintain resident training requirements under 8 weeks based on operational needs of the Army and current backlog statistics.
	15c	Analysis and feedback based on operational needs of the Army and current backlog statistics exist that was used to determine feasibility of conducting MTTs for each course.	15c: Review the analysis and feedback by which NCOAs produce an exportable MTT POI based on operational needs of the Army and current backlog statistics.				X		

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AEAS-16 Doctrine: Institution manages and develops Army doctrine.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
16a	Institution forecasts doctrine development requirements, projects, revisions, and reviews in order to sustain Army doctrine.			X					
	16a(1): Proponent forecast their Doctrine Literature Master Plan (DLMP) in the Training and Doctrine Development Management – Quality Assurance System (TD2-QA).	TR 25-36, TD2-QA System	DLMP						
	16a(2): Doctrinal publications are numbered IAW TR 25-36, AR 25-30, and DA PAM 25-40 and list the old and new number as applicable.	TR 25-36, DA PAM 25-40 TD2-QA System	DLMP						
	16a(3): Doctrinal publications are forecast for assessment every 18 months IAW TR 25-36 and AR 25-30, and results (green -current, amber - require assessment, and red - need revision status) are recorded in the DLMP via TD2-QA.	TR 25-36, AR 25-30 TD2-QA System	DLMP						
	16a(4): Doctrinal publications are forecast for revision a minimum of every 5 years or sooner as determined by the proponents.	TR 25-36 TD2-QA System	DLMP						
	16a(5): Doctrinal publications are forecast against the appropriate development milestones and corresponding man-hours IAW TR 25-36.	TR 25-36 TD2-QA System	DLMP						
	16a(6): Doctrinal publications are forecast for development completion around a 12 - 24 month period.	TR 25-36 TD2-QA System	DLMP						
	16a(7): The DLMP lists the proponent's POC name; phone; and email.	TR 25-36 TD2-QA System	DLMP						
16b	Institution submits accurate and timely list of current FY doctrine development workload based on CG TRADOC guidance, CAC priorities, and available resources.			X					
	16b(1): Proponent completes and submits the FY DDG appendixes as applicable, as well as midyear and yearend assessments upon request.	TR 25-36 Doctrine Priority Memo DDG Guidance	DDG						
	16b(2): Compare the publications being worked in the DDG appendixes against the published HQ guidance and priorities.	TCP TR 25-36	DDG						
	16b(3): Crosswalk the doctrinal publications listed in the DLMP that are resourced for revision/ development in the current FY to the proponent's FY DDG that was provided to CAC/ CADD to verify they match.	TR 25-36	DLMP DDG						

AEAS-16 Doctrine: Institution manages and develops Army doctrine.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
16c	Institution ensures obsolete or superseded doctrine is rescinded and no longer appears/ available in the web-based DA Pamphlet 25-30, and on AKO/ CAR (formerly RDL) doctrine repositories.			X					
	16c(1): The proponent rescinds obsolete doctrinal publications IAW TR 25-36 and DA PAM 25-40.	TR 25-36 DA PAM 25-40	Memo						
	16c(2): The proponent submit a memorandum through ATSC to APD to rescind obsolete doctrinal publications.	TR 25-36 DA PAM 25-40	Memo						
	16c(3): Supersession statement annotated on the title page of doctrinal publications that supersedes an existing publication.	DA PAM 25-40	Pub Cover						
	16c(4): Supersession statement annotated on the DA Form 260 to supersede existing publications when appropriate.	DA PAM 25-40	DA Form 260						
	16c(5): The proponent validates that the web-based DA PAM 25-30 (index of Army publication)/ CAR (RDL)/ AKO/ and proponent public Websites (if applicable) contains the most current proponent doctrinal publications available to the force.	TR 25-36	None						
16d	Institution submits and manages its anticipated doctrinal publication print schedule IAW ATSC Annual Print Prioritization Memorandum.			X					
	16d(1): The proponent submits an annual print forecast requirements document IAW with ATSC annual print request memorandum if hard copies publications are required for distribution once published.	TR 25-36 Annual ATSC Memo	Reply Memo Spreadsheet with print rqmts						
	16d(2): The proponent update their print forecast (requirements) submitted to ATSC when changes occur.	TR 25-36 Annual ATSC Memo	Memo/email updates						
16e	Institution staffs/ resource doctrine development branch/ division/ or directorate appropriately to support accomplishment of the FY doctrine development guidance and priorities.	TDA, Guidance		X					
	16e(1): The proponent's doctrine development office is adequately staffed against current TDA authorization to meet CAC and Commandants Goals/Objective.	TDA, Guidance	TDA						
	16e(2): The proponent has contract support in place to compensate for staffing shortfalls against TDA authorization to accomplish assigned FY doctrine workload.	TDA, Guidance	Program Work Statement						
	16e(3): The proponent has valid UFRs on file/submitted to proponent/ TRADOC G8 to cover current and future doctrine requirements (Budget years) not covered by on-hand staff.	TDA, Guidance	UFRs						
	16e(4): The proponent is adequately staffed to review other proponents' doctrine ((horizontal and vertical integration), i.e. Joint, Multiservice, Allied Joint, etc.).	TDA, Guidance	TDA						

AEAS-16 Doctrine: Institution manages and develops Army doctrine.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	16e(5): The proponent has a trained/appointed COR managing the support contract, as applicable.	TDA, Guidance	COR Appt Orders/ Tng Certificates	X					
	16e(6): The proponent has IPRs with the contract staff (IAW the program work statement) to ensure compliance with objectives in program work statement to ensure the contractor provides high quality deliverables.	TDA, PWS, Guidance	PWS IPR Minutes						
16f	Institution develops and gains approval of doctrinal publications IAW regulations and guidance listed in references.								
	16f(1): The proponent SMEs and/ or editorial/ VIS support staff are knowledgeable and using the Army doctrine process and Army publication templates for formatting and development of doctrinal publications.	TR 25-36	-Doctrine process -C39Pub Template						
	16f(2): A program directive has been developed by the proponent, and approved by CAC/CADD for each publication in development/ revision cycle.	TR 25-36	Program directives	X					
	16f(3): The proponent SMEs are following the publications guidelines in AR 25-30 and DA PAM 25-40 that supports doctrine development (i.e. DA Form 260; DA Forms; Distribution Restrictions and Authentication procedures).	AR 25-30 DA PAM 25-40	N/A						
	16f(4): The proponent develops/maintains a detailed production schedule for each doctrinal publication in development/ revision and tracks development milestones accordingly.	TR 25-36	-PD -Production Timelines						
	16f(5): The proponent commandant or designated approval authority approves the doctrinal publications (by signing some form of documentation denoting approval) for publishing.	TR 25-36	Approval Memo						
16g	Institution staffs draft program directives and publications IAW regulations and guidance.								
	16g(1): Maintains a current operating and generating staffing list for staffing draft PDs and doctrinal publications.	TR 25-36	Staffing list						
	16g(2): Staff and adjudicate comments on draft reviews (PDs and publications).		- Comment Matrixes - TR 25-36	X					
	16g(3): The reviewers are notified of adjudicated actions on the comments provided.		- Comment Matrixes						
	16g(4): Historical records of staffing actions on each draft PD and doctrinal publication are filed IAW TR 25-36, paragraph 1-4.		- Comment Matrixes - TR 25-36						

AEAS-16 Doctrine: Institution manages and develops Army doctrine.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
16h	Institution reviews draft material from other doctrine proponents and preparing agencies; provides and receives feedback; and maintains record of reviews.			X					
	16h(1): The proponent maintains files (comment matrix or track changes) on review for comments provided on other proponent doctrine (Army, Joint, Multi-Service, and Allied doctrine) IAW TR 25-36.	TR 25-36	- Comment Matrixes						
	16h(2): The proponent comments are submitted IAW requested proponents staffing memorandum.		- Memo - Comment Matrixes						
	16h(3): All critical/ major comments are approved by leadership before submitting (proponent's position).		- Comment Matrixes						
	16h(4): The proponent participates in the doctrine review and approval group (DRAG) on unresolved major/ critical issues submitted.		- Comment Matrixes - DRAG Pub						
16i	Institution addresses issues from external staffing during doctrine development; resolves, adjudicates, or convenes the Doctrinal Review and Approval Group for unresolved critical/ major comments per TR 25-36.								
	16i(1): The institution forms and chairs a Doctrinal Review and Approval Group (DRAG) for unresolved critical/ major issues via VTC, onsite working group, teleconference, etc.	TR 25-36	- Comment Matrixes - DRAG Pub	X					
	16i(2): The proponent leadership participate in the DRAG.	TR 25-36	DRAG Roster						
	16i(3): The proponent leadership approve DRAG results.	TR 25-36	- Results of DRAG						
16j	Institution requests for publishing Army doctrine IAW AR 25-30 and DA PAM 25-40.								
	16j(1): A DA Form 260 has been completed by the proponent and approved by CAC, with supporting documentation as required.	TR 25-36 AR 25-30 DA PAM 25-40	DA Form 260 CAC Memo	X					
	16j(2): The proponent determined an initial distribution list for publications requiring hard copy distribution.	TR 25-36	- Initial distribution list						
16k	Most current/relevant doctrine is made available to the training staff for incorporation into institutional training.			X					

AEAS-16 Doctrine: Institution manages and develops Army doctrine.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	16k(1): The doctrine proponent staffs all draft doctrine with the training proponents.	TR 25-36	Staffing list	^					
	16k(2): Verify effectiveness of methodology used by the doctrine proponents to ensure that the training staff are aware that new/ updated doctrine is available for incorporating into institutional training.	TR 25-36	- SOP - Command regulations	X					
	16k(3): The doctrine proponent check DA PAM 25-30, AKO, and CAR (RDL) to ensure most current/ relevant approved proponent doctrine is posted/ available.	TR 25-36 DA PAM 25-30							

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AEAS-17 Staff and Faculty: The institution has the faculty and staff needed for effective, high-quality programs.

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Note: Staff and Faculty encompasses both personnel directly involved in instructions such as found in TR 350-70 - Instructor/Facilitator/Educator as well as those that support the instruction – training developers, senior leaders, administration and logistics personnel.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
17a	The Institution proactively recruits, selects, assigns and develops staff and faculty with requisite skills.	Army Learning Model (ALM)	Upon request, TDAs, UMRs, policies, and SOPs.	X	X	X	X	X	Comment if institution does not have sufficient numbers and continuity of faculty members to carry out classroom and non-classroom roles of faculty. Comment if institution does not evaluate staff and faculty based on established policies, procedures, and doctrine.
	17a(1): Proactively recruits, selects, assigns and develops staff and faculty with requisite Joint, Interagency, Intergovernmental, Multinational (JIIM), Army, branch operational and institutional experiences in coordination with the operational Army and Human Resources Center of Excellence (HRC).								
	17a(2): Has sufficient numbers and continuity of faculty members to carry out classroom and non-classroom roles of faculty, including oversight of the curriculum, establishment of academic credentials for instructional staff and involvement in assessment of student learning.	Army Leader Development Strategy (ALDS)							
	17a(3): Has processes and resources for assuring that staff and faculty are current in their disciplines and adept in their teaching roles; it supports their professional development.	TRADOC PAM 525-8-2, Army Learning Model (ALM),							
	17a(4): Staff and faculty contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.	CTGs, Campaign Plan(s)							
	17a(5): Evaluates staff and faculty based on established institutional policies, procedures and Army leadership doctrine.	TR 350-10							
	17a(6): Institution's priorities support faculty preparing, teaching, and developing students.	ADP 6-22 AR 350-1, para 1-11							
	17a(7): Institution's senior leaders are involved in:	TR 350-70 CH 7							
	17a(7)(a): Mentoring, coaching, and counseling staff, faculty and students.	TR 350-16							
17a(7)(b): Teaching and curriculum development.	TR 350-37								
17b	Faculty that teach are qualified, certified, and stay current in the subjects they teach. Determine that faculty that teach:	TR 350-70, Table 6-9	Related Policies and SOPs	X	X	X	X	X	Rate standard as Not Met if faculty that teach do not meet qualification and certification requirements.

AEAS-17 Staff and Faculty: The institution has the faculty and staff needed for effective, high-quality programs.

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Note: Staff and Faculty encompasses both personnel directly involved in instructions such as found in TR 350-70 - Instructor/Facilitator/Educator as well as those that support the instruction – training developers, senior leaders, administration and logistics personnel.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA TR	RC		
	17b(1): Meet DA, TRADOC, Proponent, and Institution qualification and certification requirements.	TR 350-6 Appendix B	Upon request, staff and faculty qualification records						
	17b(2): Are knowledgeable in Joint, Army and Branch doctrine, training, leadership, organization, material, and personnel as necessary for the subjects they teach.								
	17b(3): Have access to and use Army's Combat Training Centers (CTCs) (including Mission Command Training Program (BCTP), knowledge management (KM) websites such as Center for Army Lessons Learned (CALL), and Battle Command Knowledge System (BCKS) and others and have links to the operational Army to assist them in providing current and relevant instruction.			X	X	X	X		
	17b(4): Maintain currency in the subjects they teach; professionally develop.								
17c	Faculty are prepared to teach. Determine that faculty that teach:	TR 350-70, Table 6-9		X	X	X	X		Comment if faculty that teach do not establish an environment where students are comfortable asking questions.
	17c(1): Prepare the learning environment.								
	17c(2): Thoroughly study and are well versed in the material, including the course outcomes, goals and standards that will be met prior to implementation.								
	17c(3): Make pen and ink changes to materials to customize and consciously integrate opportunities to develop attributes such as accountability, initiative, confidence, critical and creative thinking, and problem solving.								
	17c(4): Consider the impact of all interactions with students during activities to ensure a collaborative and positive learning environment.								
	17c(5): Establish an environment where students are comfortable asking questions to increase learning proficiency.								
17d	The Institution manages the learning environment. Staff and faculty:	TR 350-70, Table 6-9	Upon request, student records, EOCCs, and other feedback/assessment forms.	X	X	X	X		Comment if assessment systems are not used; or if systems are used, but feedback is not used for improvement.
	17d(1): Are involved in sustaining the currency and relevancy of the curriculum.								

AEAS-17 Staff and Faculty: The institution has the faculty and staff needed for effective, high-quality programs.

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Note: Staff and Faculty encompasses both personnel directly involved in instructions such as found in TR 350-70 - Instructor/Facilitator/Educator as well as those that support the instruction – training developers, senior leaders, administration and logistics personnel.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	17d(2): Conduct and use assessment and feedback from systems such as after action reviews (AARs), end of course critiques (EOCCs) and other assessment and feedback systems to improve course materials and Institution's system to design, develop and implement curriculum. 17d(3): Actively apply their experiences and research in assisting curriculum development and incorporate observations, insights, and lessons learned (OIL); and tactics, techniques and procedures (TTPs); in classroom instruction. 17d(4): Are empowered to sustain currency and relevancy in curriculum and academic processes.			X	X	X	X		
17e	Staff and Faculty teach effectively. Staff and faculty: 17e(1): Perform their instructional duties and responsibilities in accordance with regulatory guidance and lesson objectives. 17e(2): Follow teaching methodologies as described in the course materials. 17e(3): Use available educational technology to positively affect student learning and delivery of instruction.	ALM, ALDS TR 350-70, Table 6-9	Related Unit Policies and SOPs	X	X	X	X	Comment if staff and faculty do not perform instructional duties in accordance with guidance/objectives.	
17f	Staff and Faculty demonstrate a commitment to educational achievement and improvement through ongoing assessment of student learning. Staff and Faculty assess student performance by: 17f(1): Verifying students can perform learning objectives (LOs) to prescribed standards, checking practical exercise (PE), performance evaluation results and observing student performance using rubrics designed for such evaluations. 17f(2): Providing students both formal and informal assessment and feedback on their academic and professional performance in accordance with the individual student assessment plan (ISAP) and any other requirements (start, phase, mid-course, end-of-course, test failure, etc). 17f(3): Reviewing assessment results with students. 17f(4): Providing students remediation prior to undergoing retests.	ALM TR 350-70, Table 6-9-6 ADP 6-22 ISAP		X	X	X	X	Comment if faculty is not performing any applicable guideline in this criterion.	

AEAS-17 Staff and Faculty: The institution has the faculty and staff needed for effective, high-quality programs.

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Note: Staff and Faculty encompasses both personnel directly involved in instructions such as found in TR 350-70 - Instructor/Facilitator/Educator as well as those that support the instruction – training developers, senior leaders, administration and logistics personnel.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	17f(5): Providing continuous feedback to students in reference to their leader competency and performance. Feedback is appropriate to the situation and enhances the transfer of learning, to include assessment of overarching problem-solving skills.								
	17f(6): Remaining alert to students having difficulty and intercede as appropriate.								
	17f(7): Routinely conducting classroom assessment techniques.								
	17f(8): Follow the assessment control measures set in place for the learning product.								
17g	Staff and Faculty adhere to adult learning principles and promote active learning. Staff and faculty:	TR 350-70, Table 6-9							Comment if staff and faculty do not promote active learning.
	17g(1): Provide opportunities for students to take initiative.								
	17g(2): Provide operational context and ask students "why" to cause thinking beyond immediate learning objectives.								
	17g(3): Provide opportunities to engage in problem solving activities in the learning environment.								
	17g(4): Create active learning in creative ways.								
	17g(5): Focus on teaching the fundamentals.			X	X	X	X		
	17g(6): Support and guide the learning process.								
	17g(7): Foster, motivate, and facilitate active learning.								
	17g(8): Use learning products effectively for active learning.								

AEAS-17 Staff and Faculty: The institution has the faculty and staff needed for effective, high-quality programs.

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Note: Staff and Faculty encompasses both personnel directly involved in instructions such as found in TR 350-70 - Instructor/Facilitator/Educator as well as those that support the instruction – training developers, senior leaders, administration and logistics personnel.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	17g(9): Explain the graduation criteria and requirements to students prior to start of instruction								
	17g(10): Address safety issues immediately.								
	17g(11): Ensure students comply with safety and environmental protection rules, regulations, laws, and course requirements.			X	X	X	X		
	17g(12): Ensure the environment remains conducive to student learning.								

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AEAS-18 Educational Programs: The institution demonstrates responsibility for the quality of its educational programs and learning environments. It evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

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Accreditation Standards are not a historical record of the school's performance in training and education. Rather, accreditation must challenge the institution to look to the future; focus and engage the Army, Training and Doctrine Command (TRADOC) Centers of Excellence and U.S. Army schools on challenges they face in meeting their stakeholders' definition of the value of their product The Army accreditation standards must challenge U.S Army Centers of Excellence and Schools to train and educate soldiers who have the critical 21st Century Soldier Competencies as described in the Army's Learning Model (ALM – TRADOC Pamphlet 525-8-2)

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
18a	(Mission): The institution's mission is broadly understood within the institution and guides its operations.	Army Doctrinal Publications (ADP) 1.0 and 3.0	Post Before Arrival: CTG, POI, SEP, CTL, CMP, LPs, Training Schedules, Campaign Plans, Command Briefings, QTBs, SATBs, External Surveys, Student Counseling, Attrition Data, ATRRS Info (OS), Related Campaign Plan (TCP)	X	X	X	X		
	18(a)(1): The mission statement is developed through a process suited to the nature and culture of the institution.	ADP 7.0							
	18(a)(2): The institution clearly articulates its mission through one or more documents that include statements of purpose, vision, values, goals, plans, or institutional priorities.	Army Regulation (AR) 350-1, paragraph 1-9,							
	18(a)(3): The mission documents: • Are current and explain the extent of the institution's emphasis on the various aspects of its mission • Identify the nature, scope, and intended constituents of the training and education programs and services the institution provides.	TRADOC Campaign Plan (TCP)							
	18(a)(4): Staff and faculty read, understand, and can articulate the mission, and guidance described in the mission documents as it relates to their training and education programs.	TR 350-70 and Supporting TR Pamphlets							
	18(a)(5): The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.								
	18(a)(6): Institution has processes to evaluate and revise its mission. These processes involve the Institution's stakeholders.								
	18(a)(7): The institution engages in systematic and integrated planning based on a sound understanding of its current capabilities and emerging changes in its operational environment.								
	18(a)(7)(1): The planning process: • Encompasses the institution as a whole. • Considers the perspectives of internal and external constituent groups.								

AEAS-18 Educational Programs: The institution demonstrates responsibility for the quality of its educational programs and learning environments. It evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

01 April 2013

Accreditation Standards are not a historical record of the school's performance in training and education. Rather, accreditation must challenge the institution to look to the future; focus and engage the Army, Training and Doctrine Command (TRADOC) Centers of Excellence and U.S. Army schools on challenges they face in meeting their stakeholders' definition of the value of their product. The Army accreditation standards must challenge U.S. Army Centers of Excellence and Schools to train and educate soldiers who have the critical 21st Century Soldier Competencies as described in the Army's Learning Model (ALM – TRADOC Pamphlet 525-8-2)

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
18b	The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission. The institution:								
	18(b)(1): Has and employs policies and procedures to engage its internal constituencies—including its leadership, administration, faculty, staff, and students—in the institution's governance.			X	X	X	X		
	18(b)(2): The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.								
18c	The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals. The institution:								For student learning, a commitment to assessment would mean assessment at the program level that proceeds from clear goals, involves faculty at all points in the process, and analyzes the assessment results; it would also mean that the institution improves its programs or ancillary services or other operations on the basis of those analyses. Institutions committed to improvement review their programs regularly and seek external judgment, advice, or benchmarks in their assessments
	18(c)(1): Has an effective process for assessment of student learning.	ADP 7.0							
	18(c)(2): Processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members	TRADOC PAM 525-8-2, Army Learning Model (ALM), CH 3.3		X	X	X	X		
	18(c)(3): Uses the information gained from assessment to improve student learning.								
18d	Institution has systematic and continuous assessment and feedback processes in place to keep the courseware current, relevant and supporting its mission. These processes:	TRADOC PAM 525-8-2, Army Learning Model (ALM), CH 3.3							
	18(d)(1): Involve instructors, training developers, course managers, senior leaders and others as determined by the institution.	ADP 7.0 (AR 350-1) TR 350-70 Supporting Pamphlets Training Circular (TC) 25-20		X	X	X	X		
	18(d)(2): Are both bottom up (instructor driven) and top down (senior leader guidance, direction and priorities).								
	18(d)(3): Result in decisions needed on changes to courses and course materials. Institution makes changes for the next iteration based on the Institution's senior leaders' decisions, available resources, and priorities.								

AEAS-18 Educational Programs: The institution demonstrates responsibility for the quality of its educational programs and learning environments. It evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

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Accreditation Standards are not a historical record of the school's performance in training and education. Rather, accreditation must challenge the institution to look to the future; focus and engage the Army, Training and Doctrine Command (TRADOC) Centers of Excellence and U.S. Army schools on challenges they face in meeting their stakeholders' definition of the value of their product. The Army accreditation standards must challenge U.S. Army Centers of Excellence and Schools to train and educate soldiers who have the critical 21st Century Soldier Competencies as described in the Army's Learning Model (ALM – TRADOC Pamphlet 525-8-2)

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
	18(d)(4): The Institution: 18(d)(4)(a): Leverages information technology to manage its change process and keep courseware current both for active and reserve courses. 18(d)(4)(b): Provides feedback to staff and faculty on their recommended changes to course materials 18(d)(4)(c): Systematically collects, analyzes, decides, implements and assesses lessons learned to improve its curriculum. 18(d)(4)(d): Uses proponent-approved course materials. Where Proponent course materials are outdated, the institution coordinates with the proponent to obtain current materials.			X	X	X	X		
18e	Institution's curriculum reflects current doctrine, regulations and other official Joint, Army, proponent and other publications as appropriate. 18(e)(1): Curriculum reflects Joint, Army Capstone and Branch Doctrine in the curriculum based on senior leader guidance and needs analysis by the institution and within 90 days of the fielding of new doctrine. 18(e)(2): Course materials reflect current Army (and other appropriate) regulations and technical manuals (e.g., Technical Bulletins, Safety of Use Messages)	Current doctrine and other official publications http://www.apd.army.mil		X	X	X	X		
18f	Institution's curriculum incorporates decisive action skills 18(f)(1): Curriculum imparts fundamental decisive action operations skills, Army core competencies and mission command.	Army Leader Development Strategy (ALDS) TRADOC PAM 525-8-2, Army Learning Model (ALM), CH 3.3 ADP 3.0 ADP 7.0 TR 350-70 and Supporting TR Pamphlets		X	X	X	X		
18g	Institution integrates student experiences into the training and education	TRADOC PAM 525-8-2, (ALM) ALDS		X	X	X	X		

AEAS-18 Educational Programs: The institution demonstrates responsibility for the quality of its educational programs and learning environments. It evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

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Accreditation Standards are not a historical record of the school's performance in training and education. Rather, accreditation must challenge the institution to look to the future; focus and engage the Army, Training and Doctrine Command (TRADOC) Centers of Excellence and U.S. Army schools on challenges they face in meeting their stakeholders' definition of the value of their product. The Army accreditation standards must challenge U.S Army Centers of Excellence and Schools to train and educate soldiers who have the critical 21st Century Soldier Competencies as described in the Army's Learning Model (ALM – TRADOC Pamphlet 525-8-2)

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
	18(g): Students actively apply their operational experiences in incorporating observations, insights, lessons learned (OIL), and tactics, techniques and procedures (TTP) in: 18(g)(1): Classroom instruction. 18(g)(2): Assisting staff and faculty in maintaining existing curriculum. 18(g)(3): Solving real world problems in the profession of arms.	ADP 7.0 AR 350-1 TR 350-70, Supporting Pamphlets		X	X	X	X		
18h	Institution's curriculum provides appropriate geopolitical, culture, and language training and education. 18(h): Curriculum provides opportunities to increase student geopolitical, cultural and language proficiency as determined by the institution, senior leader guidance and available resources.	TRADOC PAM 525-8-2, (ALM) ALDS AR 350-1 Army Foreign Language and Culture Strategy		X	X	X	X		
18i	Institution's curriculum integrates relevant guest speakers. 18(i)(1): Institution has a program to bring leaders with relevant experiences into classrooms to dialogue with students and staff and faculty as appropriate.	TRADOC PAM 525-8-2, (ALM)		X	X	X	X		
18j	Institution's curriculum provides shared training experiences. 18(j): Shared learning exists between officers, warrant officers (WOs), NCOs, enlisted soldiers and branches to provide students with the kind of leadership experience needed to lead in units after graduation and make the education experience more effective by cohort and multi-branch interaction where feasible, suitable and acceptable.	TRADOC PAM 525-8-2, (ALM) ADP 6.22		X	X	X	X		
18k	Institution's curriculum provides opportunities for information engagement as appropriate. 18(k): Students are engaged in information engagement such as: 18(k)(1): Writing blogs. 18(k)(2): Conducting media engagement. 18(k)(3): Submitting written works for publication. 18(k)(4): Conducting a community outreach event.	TRADOC PAM 525-8-2, (ALM)		X	X	X	X		
18l	Institution delivers training to the operating force.	AR 350-1		X	X	X			

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
	18(l)(1): Institution supports the Army where feasible and with available resources by conducting mobile training teams (MTTs) to deliver training and education to units.	TR 350-70 Supporting Pamphlets							
	18(l)(2): Institution conducts assessment and feedback of MTTs to ensure they are achieving the learning outcomes.			X	X	X	X		
	18(l)(3): Institution periodically reviews the requirements for MTTs with the operating force, CAC TRADOC and other stakeholders as appropriate and makes adjustments as necessary.								
18m	Institution integrates Army Digital training based senior leader guidance, priorities and available resources.	Army Battle Command Training & Education Strategy							
	18(m)(1): Institution trains current Army digital battle command systems and software.	AR 25-1							
	18(m)(2): Army digital battle command training includes awareness, operator, integration, and decision maker levels.			X	X	X	X		
	18(m)(3): Institution maintains a balance of analog and digital instruction as appropriate.								
	18(m)(4): Institution integrates Army digital battle command systems into practical exercises, Field Training Exercises, Situational Training Exercises and Command Post Exercises.								
18n	Institution implements directed training based on senior leader guidance and direction.	TRADOC PAM 525-8-2, (ALM)		X	X	X	X		
	18(n)(1): Institution executes directed training based on a needs analysis, training strategy, and training materials by the staff leads for the education systems and the training proponent.	AR 350-1 TR 350-70 Supporting Pamphlets							
	18(n)(2): If the training proponent and staff leads have not provided institution a training strategy and training products, institution conducts a needs analysis, determines a training strategy for training organizations to implement the directed training.	TR 350-6		X	X	X	X		

AEAS-18 Educational Programs: The institution demonstrates responsibility for the quality of its educational programs and learning environments. It evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

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Accreditation Standards are not a historical record of the school's performance in training and education. Rather, accreditation must challenge the institution to look to the future; focus and engage the Army, Training and Doctrine Command (TRADOC) Centers of Excellence and U.S. Army schools on challenges they face in meeting their stakeholders' definition of the value of their product. The Army accreditation standards must challenge U.S Army Centers of Excellence and Schools to train and educate soldiers who have the critical 21st Century Soldier Competencies as described in the Army's Learning Model (ALM – TRADOC Pamphlet 525-8-2)

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
	18(n)(3): Institution provides assessment and feedback to the proponent and staff lead (s) on implementation of directed training.	TR 350-36							
18o	Institution fosters knowledge management (KM) in its students, staff, and faculty and curriculum. The Institution:	ALM, ALDS							
	18(o)(1): Develops students to be technologically competent with KM tools.	ADP 6.01.1							
	18(o)(2): Teaches students and faculty to use technology effectively in inquiry, practice and creativity.	AR 25-1		X	X	X	X		
	18(o)(3): Provides students guidance in the effective use of research and information resources.								
	18(o)(4): Incorporates knowledge management tools in its curriculum and programs.								

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AEAS-19 AC/RC Equivalency: Institution develops and distributes equivalent individual education and training to active Army and Reserve component Soldiers.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
19a	Institution develops and distributes equivalent individual education and training to active Army and Reserve component Soldiers.	Army Leader Development Strategy	Requested: Policies and SOPs Lesson plans POIs SEPs Course maps CMPs Records						Comment on any criteria Not Met.
	19a(1): Obtain and evaluate evidence that the institution designs and develops education or training products that instructs active and reserve students performing the same task or job to the same standard.	TR 350-70 and Supporting Pamphlets AR 350-1 TR 350-18 TR 350-10 One Army School System (OASS) OPORD		X	X				
	19a(2): Obtain and evaluate evidence that for major course re-design or new course developed, the institution involves reserve stakeholders throughout its ADDIE processes.		Critical individual task list for each proponent job and task analysis reports for selected critical tasks or other documents used by the institution to support the ADDIE process.	X	X				
	19a(3): Obtain and evaluate evidence that RC unique courses reflect appropriate ALM concepts and objectives, consistent with related AA courses.								
	19a(4): Obtain and evaluate evidence that the institution leverages technology to distribute courseware between active and reserve institutions to ensure, as changes are made at active institution, reserve component institution implements prior to the the next time the material is taught where/when feasible.			X	X				
	19a(5): Where there are differences between active and reserve courses, obtain and evaluate evidence that the proponent institution does an analysis to determine what those differences are, validated the reason for the differences, and developed a training or education strategy in coordination with the stakeholders.								

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AEAS-20 Leader Development: Institution’s climate, culture, and curriculum foster the development of leaders of character and presence; with intellect; who lead, develop and achieve

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
20a	Leader Character including Army Values, Empathy, Warrior/Service Ethos and Discipline is clearly reflected in the learning environment and is exhibited by leaders at the Institution.	ADP 6-22 para 26-27; ADRP 6-22 Ch. 3 ; TRADOC PAM 525-8-2, Ch 1, para 3-4 & App C.		X	X	X	X	Comment on any criteria not met.	
	20a(1): Institutions of character foster leaders of character. Does the institution itself exhibit Army Values, empathy and Warrior/Service Ethos and discipline? Positive indicators would include special events that show respect to deserving individuals or groups; support for community members in need; refusal by the institution to give up on its people or its mission despite obstacles and insistence on high standards despite pressure to lower them. While written policies can be important, the strongest evidence is the actions of the institution and its people.								
	20a(2): Do the institution's leaders including staff, faculty and cadre, model character at all times? Does the institution capitalize when developing leaders set positive examples for each other?								
	20a(3): When breaches of character occur are they dealt with appropriately? Breaches of character that are tolerated or treated lightly do harm by giving developing leaders the impression that Army Values, empathy, Warrior/Service Ethos or Discipline are not important or that they do not apply in all circumstances. Examples of breaches include acts of racism, gender discrimination, giving false reports, taking advantage of subordinates, or cheating on a test. Joking about such acts also sets a poor example by giving the impression that they are not serious character weaknesses.								
20b	Institution leaders foster the development of military or professional bearing, comprehensive fitness, composure, confidence and resilience by setting an appropriate example for developing leaders.	ADP 6-22, para 28; ADRP 6-22 Ch. 4; TRADOC PAM 525-8-2, Ch 1, para 3-4 & App C.		X	X	X	X		
	20b(1): Do the institution's leaders including staff, faculty and cadre, model leader presence at all times? An appropriate example is set when a leader displays these attributes in a manner consistent with the expectations of his or her profession.								
	20b(2): A uniformed leader sets an appropriate example of physical fitness when ready to meet the physical requirements of any duty to which he or she may be assigned.								
	20b(3): A civilian leader likewise sets an appropriate example of physical fitness when he or she is ready to meet the physical requirements of any duty to which he or she may be assigned. It is not necessary for civilian leaders to meet the standards of AR 600-9. A leader in any field who is able to carry out his or her duties to a high professional standard with vitality and enthusiasm will inspire others to do likewise in their own chosen field.	ADRP 6-22, para 4-4, 4-9; ; TRADOC PAM 525-8-2, Ch 1, para C-3							
20c	The institution provides opportunities for developing leaders to display character and presence.	ADP 6-22, para 26 to 28; ADRP 6-22 Ch 3 & 4 ; TRADOC PAM 525-8-2, Ch 1, paras 3-3 & 3-4.		X	X	X	X		
	20c(1): Does the design of training or education include opportunities for developing leaders to display character and presence? Opportunities would include placing developing leaders under stress, posing ethical dilemmas, and challenging them physically or mentally.								
	20c(2): Extra-curricular activities such as community service, sports, and leisure activities may also provide developing leaders opportunities to exhibit character and presence. Does the institution recognize and capitalize on these?								

AEAS-20 Leader Development: Institution’s climate, culture, and curriculum foster the development of leaders of character and presence; with intellect; who lead, develop and achieve

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
20d	Coaching, counseling and/or mentoring provide developing leaders constructive feedback on character and presence.	ADRP 6-22, para 7-49 to 7-71.		X	X	X	X		
	20d(1): Does the institution recognize and reinforce display of strong character or presence in its developing leaders?								
	20d(2): Does the institution recognize and provide coaching, counseling or mentoring to individuals who need development in the areas of character or presence?								
	20d(3): Reinforcement and development may be formal or informal, but should specifically address elements of character and presence.								
20e	Mental agility is clearly integrated throughout the curriculum, reflected in the institution’s policies and processes, and exhibited by the institution’s leaders.	ADP 6-22, para 29; ADRP 6-22 para 5-3 to 5-5; TRADOC PAM 525-8-2, Ch 1, para C-4		X	X	X	X		
	20e(1): Does the learning environment reflect the complexity of the operational environment? Does the institution display a high regard for intellectual capacity and pursuits? Are developing leaders confronted with problems for which they have not been explicitly prepared? Are developing leaders expected to think for themselves and voice their ideas when appropriate? Are developing leaders expected to explain and support their ideas?								
20f	The institution’s leaders foster the development of sound judgment, innovation, interpersonal tact and expertise by setting an appropriate example for developing leaders.	ADP 6-22, para 29; ADRP 6-22 para 5-6 to 5-18; TRADOC PAM 525-8-2, Ch 1, para C-10		X	X	X	X		
	20f(1): Are leaders at the institution (faculty cadre and others) empowered to use their judgment and to innovate within the commander’s intent? Do leaders display sound judgment in the absence of explicit guidance? Are leaders able – and as appropriate, willing – to explain their decisions? Do leaders innovate in unfamiliar or unexpected circumstances or to improve performance or efficiency? Do leaders communicate their ideas in a way that considers the perspective of the intended audience? Do leaders possess expertise befitting a professional in the content-related field?								
20g	The curriculum or other learning environment provides adequate opportunity for developing leaders to display sound judgment, innovation, interpersonal tact and expertise.	ADP 6-22, para 29; ADRP 6-22 para 5-6 to 5-18; TRADOC PAM 525-8-2, Ch 1, para C-10		X	X	X	X		
	20g(1): Are developing leaders expected to provide a rationale for their decisions? Are developing leaders encouraged to think critically about their own ideas, as well as those of others? Are developing leaders afforded opportunities to attain and display mastery of course-related content? Are developing leaders expected to communicate ideas in a way that considers the perspective of the audience?								
20h	Coaching, counseling and/or mentoring provide developing leaders constructive feedback on their mental agility, judgment, innovation and interpersonal tact, and expertise.	ADRP 6-22, para 7-49 to 7-71.		X	X	X	X		
	20h(1): Does the institution recognize and reinforce display of strong intellect in its developing leaders?								
	20h(2): Does the institution recognize and provide coaching, counseling or mentoring to individuals who need development in the area of intellect?								
	20h(3): Reinforcement and development may be formal or informal, but should specifically address intellectual attributes.								
20i	The institution takes action to ensure that all leaders – including staff, cadre and students – set an appropriate example by demonstrating core leader competencies at all times.	ADRP 6-22, para 6-66 to 6-75; Table 6-4		X	X	X	X		

AEAS-20 Leader Development: Institution’s climate, culture, and curriculum foster the development of leaders of character and presence; with intellect; who lead, develop and achieve

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	20i (1): Are instructors considered to be leaders in the fullest sense, or are they simply distributors of information? Do they accept responsibility for developing students’ leader attributes and competencies? Are the institution’s leaders visible, accessible and engaged with developing leaders? Does the institution recognize and fulfill its responsibility to develop its permanent party as well as its students. Are institutional communication channels open, clear and effective? Is the institution effectively engaged with stakeholders beyond the installation boundaries? Do institutional leaders seek diverse ideas and points of view? Does the institution place importance on improvement over the long term, beyond the tenure of the people in place now?								
20j	The institution provides adequate opportunity for developing leaders to lead others.								
	20j(1): Are developing leaders placed in situations calling for them to balance mission and welfare of subordinates?	ADRP 6-22, para 6-42 to para 6-47		X	X	X	X		
	20j(2): Are developing leaders placed in situations calling for them to use a variety of influence techniques to gain compliance and commitment?	ADRP 6-22, para 6-3 to 6-21							
	20j(3): Are developing leaders placed in situations calling for them to provide purpose, motivation and inspiration to others?	ADRP 6-22, para 6-22 to 6-34		X	X	X	X		
	20j(4): Are developing leaders placed in situations calling for them to enforce standards?	ADRP 6-22, para 6-35 to 6-41.							
20k	The institution provides adequate opportunity for developing leaders to build trust.	ADRP 6-22, para 6-48 to 6-52.							
	20k(1): Trust builds when a leader assumes risk for the welfare of those he leads. Assuming risk implies a challenging environment or context. Are developing leaders confronted with challenges where the welfare of subordinates/followers is at stake?			X	X	X	X		
	20k(2): Trust builds when the team succeeds. Does it seem like the level of trust is increasing?								
	20k(3): A leader exhibits trust when he empowers subordinates to use their judgment and initiative. Are subordinates empowered to use their judgment and initiative?								
20l	The institution provides adequate opportunity for developing leaders to extend influence beyond the chain of command.	ADRP 6-22, para 6-53 to 6-65. TR Pam 525-8-2, Ch 1, para C-9 (Culture and JIIM)							
	20l(1): Are developing leaders placed in situations calling for them to influence people who are not subject to the traditional chain of command? Examples include Joint or coalition partners, local civilians, contractors, and representatives of other governmental or non-governmental organizations.			X	X	X	X		
	20l(2): Do the institutions’ leaders model leader competencies appropriately for developing leaders?	ADRP 6-22, para 6-57 to 6-60							
	20l(3): Does the institution recognize that leadership by example happens whether intended or not, and that both good and poor examples can be as influential?	ADRP 6-22, para 6-61 to 6-63							
	20l(4): Have IMT cadre and instructors been carefully selected and prepared for the unique challenges of their duties?	ADRP 6-22, para 6-64 to 6-65							

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
20m	The institution provides adequate opportunity for developing leaders to lead by example.								
	20m(1): Are developing leaders placed in situations where they must display Army Values by putting the organization and subordinates above personal self-interest, career, and comfort?								
	20m(2): Are developing leaders placed in situations where they must display presence under adverse conditions?								
	20m(3): Are developing leaders placed in situations that call for physical or moral courage?			X	X	X	X		
	20m(4): Are developing leaders placed in situations where they must demonstrate technical or tactical competence?								
	20m(5): Are developing leaders placed in situations where they must model conceptual skills?								
	20m(6): Are developing leaders placed in situations where they might seek diverse ideas or points of view?								
20n	The institution provides adequate opportunity for developing leaders to improve their ability to communicate.	ADRP 6-22, para 6-77 to 6-86; TR Pam 525-8-2, Ch 1, para C-7 (Communication and engagement [oral, written and negotiation])							
	20n(1): Are developing leaders placed in situations calling for them to foster teamwork?								
	20n(2): Are developing leaders placed in situations calling for them to build cohesion among team members?		X	X	X	X			
	20n(3): Are developing leaders placed in situations calling for them to encourage initiative on the part of subordinates or team members?								
	20n(4): Are developing leaders placed in situations calling for them to foster a sense of responsibility on the part of subordinates or team members?								
20o	The institution provides adequate opportunity for developing leaders to create a positive environment/foster esprit de corps.	ADRP 6-22, para 7-5 to 7-25							
	20o(1): Are developing leaders placed in situations calling for them to foster esprit de corps?								
	20o(2): Are developing leaders placed in situations calling for them to encourage fairness and inclusiveness?								
	20o(3): Are developing leaders placed in situations calling for them to encourage open, candid communications?								
	20o(4): Are developing leaders placed in situations calling for them to create a learning environment?		X	X	X	X			
	20o(5): Are developing leaders placed in situations calling for them to encourage subordinates to exercise initiative, accept responsibility and take ownership?								
	20o(6): Are developing leaders placed in situations calling for them to demonstrate care for follower well-being?								
	20o(7): Are developing leaders placed in situations calling for them to anticipate people’s on-the-job needs?								
	20o(8): Are developing leaders placed in situations calling for them to set and maintain high expectations?								

AEAS-20 Leader Development: Institution’s climate, culture, and curriculum foster the development of leaders of character and presence; with intellect; who lead, develop and achieve

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
20p	The institution sets conditions that encourage self-improvement.	ADRP 6-22, para 7-32 to 7-48; TR Pam 525-8-2, Ch 1, para C-5 (Lifelong Learner [includes digital literacy])		X	X	X	X		
	20p(1): Does the institution create conditions conducive to maintaining mental and physical health and well-being?								
	20p(2): Does the institution provide the knowledge and skills developing leaders need to improve themselves with respect to knowledge, conceptual and interpersonal capabilities?								
	20p(3): Does the institution create conditions conducive to maintaining cultural and geopolitical awareness?								
	20p(4): Does the institution create conditions conducive to maintaining self-awareness?								
20q	The institution provides developing leaders with an understanding of how a leader develops others	ADRP 6-22, para 7-59 to 7-71		X	X	X	X		
	20q(1): Is teaching treated as an important leader competency?								
	20q(2): Is the counseling, coaching and mentoring provided by the institution consistent with Army doctrine and does it improve subordinates' understanding and proficiency in coaching, counseling and mentoring?								
	20q(3): Does the institution assess the developmental needs of leaders and facilitate their ongoing development?			X	X	X	X		
	20q(4): Are mentorship opportunities afforded where appropriate?								
20r	The institution provides an understanding of how a leader stewards the profession.	ADRP 6-22, para 7-91 to 7-95		X	X	X	X		
	20r(1): Does the institution exemplify stewardship by supporting the personal and professional growth of developing leaders beyond their tenure with the institution?								
	20r(2): Does the institution exemplify stewardship by making decisions and taking action for the long-term benefit of the institution?								

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
20S	The institution provides adequate opportunity for developing leaders to get results by providing guidance, managing resources and performing other leader competencies.	ADRP 6-22, para 8-1 to 8-24; Table 8-1							
	20s(1): Are developing leaders given opportunities to prioritize, organize and coordinate requirements among teams and individuals?								
	20s(2): Are developing leaders given opportunities to align capability to task/goal?								
	20s(3): Are developing leaders given opportunities to designate, clarify and deconflict roles?								
	20s(4): Are developing leaders given opportunities to identify, contend for, allocate and manage resources?								
	20s(5): Do developing leaders remove work barriers?								
	20s(6): Do developing leaders recognize and reward good performance?								
	20s(7): Are developing leaders given opportunities to use innovative or collaborative means to improve team performance?								
	20s(8): Are developing leaders given opportunities to make feedback part of the work process?								
	20s(9): Are developing leaders given opportunities to execute plans?								
20s(10): Are developing leaders given opportunities to take prudent risk and act consistent with the commanders intent?									
20t	Coaching, counseling and/or mentoring provide developing leaders constructive feedback on their core leader competencies.	ADRP 6-22 para 7-59 to 7-71							
	20t(1): Does the institution recognize and reinforce display of strong core leader competencies in its developing leaders?								
	20t(2): Does the institution recognize and provide doctrinally sound coaching, counseling or mentoring to individuals who need development in the area of core leader competencies?								
	20t(3): Reinforcement and development may be formal or informal, but should specifically address core leader competencies.								

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AEAS-21 Lessons Learned: Institution understands and trains the lessons learned (L2) concepts as outlined in AR 11-33, and integrates collected and analyzed observations, insights, and lessons (OIL) into education and training.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability				Mandatory Comments
				COE	School/College	NCOA TR	RC	
21a	Institution understands and trains the lessons learned (LL) concepts as outlined in AR 11-33, and integrate collected and analyzed observations, insights, and lessons (OIL) into education and training.	AR 350-1, para 1-10	Post Prior to Arrival:					Comment on any criteria not met.
	21a(1): Staff and faculty teach the concept of lessons learned (LL) and of the Army as a learning organization, and acquire the most recent, relevant information available to enhance the learning environment (at the appropriate level) using all available resources, including their respective Rapid Adaptation (RA) site on the Joint LL Information System/Army LL Information System (JLLIS/ALLIS) and applicable Army Professional Forums, as well as the Center for Army Lessons Learned (CALL) and its Liaison Officer (LNO) network.	AR 11-33	LL SOP					
	21a(2): Institution:	Related CTGs	Training Schedules					
	21a(2)(a): Ensures its curriculum teaches LL as a concept and how it is a combat multiplier in ensuring lessons and experience acquired by one Army element is shared quickly across the institutional and operational force.	Guidance at https://www.jllis.mil/ARMY/speciality.cfm?disp=site.cfm&&ssiteid=39 and the respective school/center	Copy of Related SOPs, Policies, and Issue lists					
	21a(2)(b): Actively shares information acquired from student surveys, after action reports, collection activities, etc. with the Army by posting it to the appropriate JLLIS/ALLIS sites and the appropriate Army Professional Forums as the Army's principal repositories for OIL and LL.	Professional Army Forum site at https://forums.army.mil/SECURE/CommunityBrowser.aspx?id=1 .		X	X	X	X	
	21a(2)(c): Incorporates training on submission and retrieval of OIL using JLLIS/ALLIS and the Army Professional Forums as well as retrieval of information archived at the CALL web sites on NIPRNET (http://call.army.mil) and SIPRNET in staff and faculty programs and curriculum.							
	21a(2)(d): Uses JLLIS/ALLIS, Army Professional Forums, and CALL products and studies in their developmental process on OIL.							
	21a(2)(e): Provides feedback to CALL on the effectiveness of OIL and other information acquired from JLLIS/ALLIS, the Army Professional Forums and CALL, with respect to proponent priority information/collection requirements, and on completed, ongoing and planned proponent collection activities.							
	21a(3): Instructors.							
	21a(3)(a): Teach LL as a concept in ensuring the Army is a learning organization.							
	21a(3)(b): Teach students to effectively employ JLLIS/ALLIS, the Army Professional Forums, and CALL's web site search engines, LNOs and RA network, and to become agents for change in the Army through their ability to search, sort, retrieve and disseminate OIL, LL, and operational products in their duty assignments							
21b	Institution implements programs and procedures to effectively integrate collected and analyzed observations, insights, and lessons (OIL) into education and training.			X	X			

AEAS-21 Lessons Learned: Institution understands and trains the lessons learned (L2) concepts as outlined in AR 11-33, and integrates collected and analyzed observations, insights, and lessons (OIL) into education and training.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
	21b(1): Institution establishes and empowers an active Rapid Adaptation (RA) organization to assist in the collection, analysis and dissemination of OIL and to quickly and efficiently convert OIL into traceable actions and knowledge for use in curriculum.								
	21b(2): Institution actively shares information acquired from student surveys, after action reports, collection activities, etc. with the Army by posting it to the appropriate JLLIS/ALLIS site and the appropriate Army Professional Forums as the Army's principal repositories for OIL and LL.								
	21b(3): Institution understands and employs procedures for submission and retrieval of OIL using JLLIS/ALLIS and the Army Professional Forums as well as retrieval of information archived at the CALL web sites on NIPRNET (http://call.army.mil) and SIPRNET.								
	21b(4): Institution provides feedback to CALL on the effectiveness of OIL and other information acquired from JLLIS/ALLIS, the Army Professional Forums and CALL, on proponent priority information/collection requirements, and on completed, ongoing and planned proponent collection activities.			X	X				
	21b(5): Institution supports CAC requests for subject matter experts (SMEs) for collections during military operations and major training events, exercises, and experiments.								
	21b(6): Institution actively participates in the OEF LL Forum to collaborate on resolving major issues identified from ongoing contingency operations, collection activities and reports.								

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AEAS-22 ADDIE – Analysis: Institution conducts analysis to determine training and education requirements.

01 April 2013

Note: Educational institutions, such as the US Army War College; Leader Development and Education Colleges and Schools; the Sergeants Major Course; graduate level courses and courses required for civilian certification, may follow a somewhat different ADDIE process. See TR 350-70, Chapter 6.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
22a	The CoE and School have defined responsibilities for analysis. 22a(1): The CoE and School define and implement responsibilities for analysis.	CoE and School Training Development SOP.		X	X				
22b	Institution conducts needs analysis to identify valid training development and training requirements. Collect and evaluate evidence that the institution: 22b(1): Conducts needs analysis based on triggering circumstances. 22b(2): Clarifies performance deficiency(ies). 22b(3): Identifies training and education solutions to the performance deficiency(ies). 22b(4): Where applicable, recommends non-training and education performance deficiency(ies) solution(s) to the appropriate organization. 22b(5): Obtains approval for new training and education solution(s) and training development requirement(s) and learning outcomes.	TR 350-70, Chapter 6 TP 350-70-6 TP 350-70-7		X	X				
22c	Institution conducts job analysis to identify individual tasks critical to job performance and survival on the battlefield. Collect and evaluate evidence that the institution: 22c(1): Initiates job analysis based on its needs analysis. 22c(2): Conducts a new job analysis based on needs analysis identifying training and education development requirements to create a new job, restructure a job, merge or consolidate jobs or divide a job into two or more jobs. 22c(3): Conducts a job analysis revision when needs analysis identifies a change in the tasks performed in the job. 22c(4): Employs a job analysis survey(s).	TR 350-70, Chapter 6 TP 350-70-6 TP 350-70-7		X	X				

AEAS-22 ADDIE – Analysis: Institution conducts analysis to determine training and education requirements.

01 April 2013

Note: Educational institutions, such as the US Army War College; Leader Development and Education Colleges and Schools; the Sergeants Major Course; graduate level courses and courses required for civilian certification, may follow a somewhat different ADDIE process. See TR 350-70, Chapter 6.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	22c(5): Develops target audience description.								
	22c(6): Compiles total task inventory								
	22c(7): Collects task performance data.								
	22c(8): Nominates critical individual tasks and recommended training and/or education sites (i.e., school, unit, dL, etc).			X	X				
	22c(9): Updates task list based on individual task analysis findings.								
	22c(10): Where applicable, gains approval of learnin hierarchy of topics.								
22d	Institution conducts Critical Task Site Selection Boards (CTSSB) to recommend individual tasks for approval as critical tasks. Collect and evaluate evidence that the institution's:	TR 350-70, Chapter 6 TP 350-70-6 TP 350-70-7							
	22d(1): Critical task lists are reviewed every two or three years.								
	22d(2): Conducts CTSSBs IAW TRADOC and CAC guidance. (CTSSBs are not required to make minor changes to critical task lists.)			X	X				
	22d(3): Ensures CTSSBs are composed of field forces' subject matter experts and include NG and AR representatives.								
	22d (4): Ensures the resulting critical task list (CTL) is approved by the Commandant or designated senior leader.								
22e	Institutions conducts individual task analysis. Collect and evaluate evidence that the institution's:	TR 350-70, Chapter 6 TP 350-70-6 TP 350-70-7	Individual Task Analysis Reports.						
	22e(1): Task title describes the performance required of the Soldier on the job.			X	X				

AEAS-22 ADDIE – Analysis: Institution conducts analysis to determine training and education requirements.

01 April 2013

Note: Educational institutions, such as the US Army War College; Leader Development and Education Colleges and Schools; the Sergeants Major Course; graduate level courses and courses required for civilian certification, may follow a somewhat different ADDIE process. See TR 350-70, Chapter 6.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	22e(2): Task analysis identifies how the task is performed, under what conditions and how well the individual must perform the task. Institution: 22e(2)(a): Identifies individual task performance specifications. 22e(2)(b): Assigns permanent individual task number. 22e(2)(c): Prepares individual to collective task matrix/links. 22e(2)(d): Develops a task to skill and knowledge matrix. 22e(2)(e): Includes STP requirements. 22e(2)(f): Task summary data. 22e(2)(g): Individual task-to-job matrix. 22e(2)(h): Obtains individual task analysis approval. 22e(2)(i): Distributes individual task analysis. 22e(2)(j): Updates individual task analysis when needed.	TR 350-70, Chapter 6 TP 350-70-6 TP 350-70-7	Individual Task Analysis Reports.	X	X				
22f	Institution performs its responsibilities in individual task management for common, shared, and branch tasks. Collect and evaluate evidence that the institution performs individual task management within its functional area: 22f(1): Assigns task number for all tasks which they are the designated proponent. 22f(2): Identifies task status – proposed, approved, inactive, and archived. 22f(3): Ensures currency of all task performance specifications and supporting products. 22f(4): Eliminates tasks and supporting products no longer valid, have major changes in action performed, performance conditions or standards of performance.	TR 350-70, Chapter 6 TP 350-70-6 TP 350-70-7		X	X				

AEAS-22 ADDIE – Analysis: Institution conducts analysis to determine training and education requirements.

01 April 2013

Note: Educational institutions, such as the US Army War College; Leader Development and Education Colleges and Schools; the Sergeants Major Course; graduate level courses and courses required for civilian certification, may follow a somewhat different ADDIE process. See TR 350-70, Chapter 6.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	22f(5): Horizontally and vertically aligns tasks among skill levels and courses.								
	22f(6): Programs resources for training product revisions.								
	22f(7): Develops and distributes training products for each critical task in its functional area(s). Maintains a list of all training products using the task.								
	22f(8): Conducts periodic assessments of all training products for tasks in its functional area(s).								
	22f(9): Identifies foreign disclosure requirements for tasks.			X	X	X	X		
	22f(10): Gains approval of branch/MOS task list (including shared tasks and common tasks).								
	22f(11): Condustr task-related resource analysis.								
	22f(12): Gains approval of educational topic list, as applicable.								
22g	Individual (institutional) training analyses products are developed and/or stored in TDC. Collect and evaluate evidence that:	TR 350-70, Chapter 6 TP 350-70-6 TP 350-70-7							
	22g(1): Approved Individual Critical Task Lists (ICTL) are developed for each MOS and skill level and/or stored in TDC.								
	22g(2): The ICTL produced for each MOS and skill level are available to Soldiers in a Soldier Training Publication (printed or electronic).			X	X				
	22g(3): Task analyses (as described above) for proponent tasks are developed and/or stored in TDC.								

AEAS-22 ADDIE – Analysis: Institution conducts analysis to determine training and education requirements.

01 April 2013

Note: Educational institutions, such as the US Army War College; Leader Development and Education Colleges and Schools; the Sergeants Major Course; graduate level courses and courses required for civilian certification, may follow a somewhat different ADDIE process. See TR 350-70, Chapter 6.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
22h	The institution analyzes existing courses, based on ALM 2015, command guidance, and other guidance documents as appropriate.	TP 525-8-2 and TRADOC Army Learning Concept 2015 Integration Plan		X	X				
	22h(1): Determine if the institution is determining needed course changes based on ALM 2015, command guidance, and other guidance documents.								
	22h(2): Determine if the institution has process in place to collect feedback and data to ensure that current and projected learning outcomes meet the needs of the operating force.								
	22h(3): Determine if the institution gathers and analyzes assessment data for transfer of learning. Analysis informs course adaptation and ADDIE processes, as appropriate.								

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AEAS-23 ADDIE – Design: Institution designs individual training and education that includes individual training strategies and design of training programs, courses, and products.

01 April 2013

Note: Educational institutions, such as the US Army War College; Leader Development and Education Colleges and Schools; the Sergeants Major Course; graduate level courses and courses required for civilian certification, may follow a somewhat different ADDIE process. See TR 350-70, Chapter 6.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
23a	The CoE and School have defined responsibilities for design.	TR 350-70, Ch 4 and 6 TP 350-70-6 TP 350-70-7	Related TD SOPs, MOA, MOU, Policies						Comment on any criteria Not Met .
	23a(1): The CoE and School(s) defines and implements responsibilities for design.	CoE and School Training Development SOPs and Policies		X	X				
23b	Institution develops and maintains key program design products/training strategies – ITPs, CADs, POIs, and lesson outlines.	TR 350-70, Chapter 4 and 6	ITPs						
	23b(1): Collect and assess evidence that the institution's ITPs, CADs, POIs are developed and maintained IAW TR 350-70 and TP 350-70-6. They should include a description of method and resources required to develop and implement individual training.	TP 350-70-6 TP 350-70-7	Selected CADs, POIs, CMPs, and lesson plan design documents						
	23b(2): Collect and assess evidence that the institution: - Establishes a design team which uses individuals who conducted needs analysis and can assist in the course development where feasible. - Acquires analysis data – review and revise as necessary	TP 252-8-2							
	23b(3): Collect and assess evidence that the institution's course design documents identify, as appropriate: - Establish purpose and scope of training – pre-requisites, verifies tasks and supporting skills and knowledge. - Course prerequisites (as required). - Instructor/facilitator certification requirements. - Terminal and enabling learning objectives: o Action. o Conditions. o Standards. o Learning level (as applicable). o Learning domain (as applicable). o Joint PME area (as applicable).			X	X				

AEAS-23 ADDIE – Design: Institution designs individual training and education that includes individual training strategies and design of training programs, courses, and products.

01 April 2013

Note: Educational institutions, such as the US Army War College; Leader Development and Education Colleges and Schools; the Sergeants Major Course; graduate level courses and courses required for civilian certification, may follow a somewhat different ADDIE process. See TR 350-70, Chapter 6.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
	<ul style="list-style-type: none"> o Proposed course numbers for AA and RC versions of a course. o Unless approved by HQ TRADOC, TATS courses design comply with RC duty training limitations. o Course length; ADT, IDT, and distributed course lengths for RC versions. o Course structuring (phases/modules). o Course maps. o Skills/knowledge matrix. o Mandatory or recommended task/topic sequence (as required). o Lesson plan prerequisites (as applicable). o Steps and/or activities associated with each task/topic and comprehensive performance exercises for each course outcome (as appropriate). o Method of instruction. o Proposed media selections. o Delivery techniques. o Time requirements. o Instructor/facilitator-to-student ratio. o Selection of existing materials (as necessary). o Detailed scripts/storyboard designs (as required). o References. o Global requirements (foreign disclosure, security, safety, environmental). o Resource requirements. 			X	X				
23c	<p>Institution designs and develops or updates training and education strategies based on triggering circumstances and subsequent needs analysis identifying a training development requirement to revise or develop training and education and supporting products.</p> <p>23c(1): Collect and assess evidence that the institution initiates individual training and education course design for new courses or revision to existing courses based short term individual training and education strategies and updated analyses.</p>	TP 525-8-2 TR 350-70, Chapter 4 and 6 TP 350-70-6 TP 350-70-7	Requested Project Management Plans	X	X				
23d	<p>Overall, the institution's assessments of students are performance-based.</p> <p>23d(1): Collect and assess evidence that the institution focuses on assessing students' performance.</p> <p>23d(2): Collect and assess evidence that the institution's basic knowledge tests/assessments (vice application of knowledge) are only used when/where absolutely needed.</p> <p>23d(3): Collect and assess evidence that the institution's assessments have supporting instructor guides, rubrics, answer keys, etc.</p> <p>23d(4): Collect and assess evidence that the institution's draft/design Individual Student Assessment Plan (ISAP) includes grading criteria, assessment administration guide (as appropriate), sample assessment item(s) for each measurable task/topic and sample comprehensive assessment for each outcome.</p>	TR 350-70 TP 350-70-6 TP 350-70-7		X	X				

AEAS-23 ADDIE – Design: Institution designs individual training and education that includes individual training strategies and design of training programs, courses, and products.

01 April 2013

Note: Educational institutions, such as the US Army War College; Leader Development and Education Colleges and Schools; the Sergeants Major Course; graduate level courses and courses required for civilian certification, may follow a somewhat different ADDIE process. See TR 350-70, Chapter 6.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
23e	The institution designs and executes an evaluation/validation plan.	TR 350-70, Para 6-16 thru 6-19.	Request and review copies of plans.	X	X				
	23e(1): Collect and assess evidence that the institution's evaluation and /or validation plan includes evaluation methodology, sample data collection tools, data collection methodologies to be used, formative and summative evaluations, and implementation plan.			X	X				
	23e(2): Collect and assess evidence that courses and programs are evaluated/validated IAW plans.								
23f	The Institution designs courses IAW ALM 2015 guidance and time lines.	TP 525-8-2 and TRADOC Army Learning Concept 2015 Integration Plan							
	23f(1): Obtain evidence from the institution that it is redesigning its courses IAW its management plan and appropriate ALM 2015 concepts/guidance such as: - Instruction that is learner-focused, context based, collaborative, problem centered. - Instruction that may include video and game based scenarios, immediate feedback on learning, and assessment of instructional outcomes. - Individual learning activities such as readings, research, and research, self-paced technology-delivered training done outside the classroom. - Discussion, collaborative learning activities that focus on relevant problems and solving those problems in the small group classroom environment. - Instruction in which the instructor's role is to guide students to better solutions.			X	X				

AEAS-23 ADDIE – Design: Institution designs individual training and education that includes individual training strategies and design of training programs, courses, and products.

01 April 2013

Note: Educational institutions, such as the US Army War College; Leader Development and Education Colleges and Schools; the Sergeants Major Course; graduate level courses and courses required for civilian certification, may follow a somewhat different ADDIE process. See TR 350-70, Chapter 6.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
	<p>23f(2): Collect and assess evidence that:</p> <ul style="list-style-type: none"> - The institution demonstrates the alignment of TLOs / ELOs to course outcomes to General Learning Outcomes for all courses (e.g., 21st Century Soldier Competencies are being identified and incorporated into Initial Entry, Midgrade, Intermediate, to Strategic level learning outcomes for all cohorts). - After validation of outcomes' alignment, the institution addresses gaps or redundancy, where necessary. - Course outcomes, aligned with general learning outcomes, are reflected in Course Admin Data / Programs of Instruction / Lesson Plans (CAD/POI/LP)for each course. 			X	X				
	<p>23f(3): Determine if the institution is planning, programming, and/or implementing ALM-like learner-centric learning environments.</p> <p>23f(4): Determine if the institution's new ITPs/CADs/POIs/LPs, etc., describe how instructional strategies will incorporate context-based, collaborative, problem-centered instruction; blended learning; adaptive learning (e.g., individual/self-structured; peer-based; small group); technology delivered instruction/tools; and ALM-like assessments, performance support, and feedback applications.</p> <p>23f(5): Determine how the institution is planning, programming, and/or implementing ALM's career-span framework. Collect/cite specific examples/actions.</p>			X	X				
	<p>23f(6): Determine if new training and education designs include collaborative problem solving events led by facilitators (vice instructors) who engage learners to think and understand the relevance and context of what they learn.</p> <p>23f(7): Determine if new training and education designs allow managers to tailored learning, to the individual learner, based on experience and competence assessments.</p> <p>23f(8): Determine if enterprise oriented learning support capabilities (e.g., knowledge management policies, networks, data repositories) are being planned/programmed and their use designed into new courses.</p> <p>23f(9): Review courses and interview appropriate training and educational managers for evidence of plan execution - milestones and movement towards objectives.</p>			X	X				

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AEAS-24 ADDIE – Development: Institution converts course design into the training products and materials required to implement the course.

01 April 2013

Note: Educational institutions, such as the US Army War College; Leader Development and Education Colleges and Schools; the Sergeants Major Course; graduate level courses and courses required for civilian certification, may follow a somewhat different ADDIE process. See TR 350-70, Chapter 6.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
24a	The institution has defined responsibilities for development.	Institution's Training Development SOP	CoE and School Related SOPs and Policies	X	X				Comment on any criteria below that is not met.
	24a(1): Collect and assess evidence that the institution defines and implements responsibilities for development.								
24b	The institution converts course design into the products and materials required to implement the course.	TR 350-70, Chapters 4 and 6 TP 350-70-6 TP 350-70-7 TP 252-8-2	Upon Request: Approved CTG Selected: - Task Analysis Data - CMPs - Lesson plans - assessment instruments, - I SAP - Media development audit trail - dL products and story boards	X	X				Comment if significant differences exist between courseware and training schedules.
	24b(1): Collect and assess evidence that the institution: 24b(1)(a): Maintains the design and development team where feasible. 24b(1)(b): Acquires, studies, and uses task analysis and training design data as necessary. 24b(1)(c): Obtains and implements related command guidance (i.e., academic and instructor contact hours validated by HQ TRADOC, integration of mandatory tng, daily classroom hour limits, etc). 24b(1)(d): Completes courseware (CMP, lesson plans, media development, assessment instruments, ISAP) IAW guiding directives. 24b(1)(e): Courses/lessons are accurately reflected on Institution training schedules.								
24c	The institution validates its courseware.	TR 350-70, Chapters 4 and 6		X	X				
	24c (1): Collect and assess evidence that the insittution has and uses it's processed and procedures to validate coursewewere/products.								

AEAS-24 ADDIE – Development: Institution converts course design into the training products and materials required to implement the course.

01 April 2013

Note: Educational institutions, such as the US Army War College; Leader Development and Education Colleges and Schools; the Sergeants Major Course; graduate level courses and courses required for civilian certification, may follow a somewhat different ADDIE process. See TR 350-70, Chapter 6.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	<p>24c(2): Collect and assess evidence that the institution ensures:</p> <ul style="list-style-type: none"> - Courses and courseware are developed IAW approved designs and command guidance. - Courseware content is doctrinally correct, current, and accurate. - Risk assessments are accurate and risk mitigation actions are feasible and effective. - Learning objectives are correctly written, clear, and standards are measurable. - Learning resources are identified, obtained, and used. - Intellectual property, copyright, and environmental protection laws and regulations are complied with. - Foreign disclosure requirements have been reviewed (where appropriate). - The course builds/increases student confidence, adaptability, initiative, problem solving, analysis, and/or critical/creative thinking. - Student learning is achieved IAW learning objectives. - Student learning assessment tools accurately measure student learning and performance. - Final approval of new course by the commander, commandant, or the institution's course approval designee is obtained. 	<p>TR 350-70, Chapter 6</p> <p>TP 350-70-6</p> <p>TP 350-70-7</p> <p>TP 252-8-2</p>							
24d	<p>The institution prepares staff and faculty for changes and new courseware.</p> <p>24d(1): Collect and assess evidence that the effected staff and faculty are taught to implement new courseware.</p> <p>24d(2): Collect and assess evidence that the institution has procedures in place for staff and faculty to evaluate and report the effectiveness of changes and new courseware and adjust/fix courseware where needed.</p> <p>24d(3): Collect and assess evidence that the institution effected staff and faculty are taught how to assess student learning using new courseware.</p>	<p>TR 350-70, Chapter 6</p> <p>TP 350-70-6</p> <p>TP 350-70-7</p> <p>TP 252-8-2</p>							
24e	<p>The institution properly documents live training resource requirements in POIs for current and future training. Review POIs. Ensure:</p> <p>24e (1): POIs with live fire training requirements document all training range resource requirements by range type and time required for each Problem File Number (PFN).</p> <p>24e (2): POIs with training land requirements document all training land resource requirements; including training land size, configuration, and time required for each PFN.</p> <p>24e (3): POIs with training land requirements includes vehicle types/numbers and average distance traveled by each vehicle type per class iteration.</p>	<p>AR 350-19, DA Pam 385-63, TC 25-1, TC 25-8, TR 350-70</p>	<p>POIs, ARRM, RFMSS (or equivalent historical data)</p>						<p>Comment if POIs do not document accurate training range resource requirements.</p>

AEAS-24 ADDIE – Development: Institution converts course design into the training products and materials required to implement the course.

01 April 2013

Note: Educational institutions, such as the US Army War College; Leader Development and Education Colleges and Schools; the Sergeants Major Course; graduate level courses and courses required for civilian certification, may follow a somewhat different ADDIE process. See TR 350-70, Chapter 6.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	24e (4): POIs with live training requirements accurately reflect the commandant's intent and current training plan; POIs are up to date.								Comment if POIs have not been updated and do not reflect current training requirements.
	24e (5): Ensure that the institution uses ranges and training lands in accordance with their POIs. Review POIs and interview with institution G3/S3 representatives and IMCOM representatives.			X	X				
24f	The institution updates and develops courses based on ALM 2015 concepts, other appropriate command guidance.	TP 525-8-2 and TRADOC Army Learning Concept 2015 Integration Plan		X	X				
	24f(1): Review related management plans.								
	24f(2): Obtain evidence from the institution that it is updating and developing courses based on the ALM concepts and other appropriate command guidance.								
	24f(3): Verify that pilots are being scheduled and conducted to meet Institution ALM Milestones and Objectives.								

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AEAS-25 Unit Training Products: Proponent institution designs and develops efficient, effective, and relevant unit training products.

01 April 2013

Note: The CAC's 2011 Unit (collective) Training Standard included criteria and steps related to individual task analysis. To eliminate redundancy, those criteria and steps were inetgrated into the new AEAS 22: ADDIE Analysis.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
25a	The institution is organized, manned and equipped to develop training products in support of unit training.	AR 350-1, Army Training and Leader Development	Copy of SOP or TTPs used within the institution for conducting training development in support of unit training.	X	X				<p>For All Criterion and Guidelines: Document all instances where the proponent institution met the standard. Document all issues/criteria that are the responsibility of higher headquarters or organizations outside of the proponent's control as a higher headquarters issue (HHI). Document all instances in which the proponent institution exceeded the standard or implemented improved business practices. Document all issues/criteria as "Not Met": (1) Cases that are the direct responsibility of the proponent institution and for which the institution is not in compliance. (2) Cases where there is a significant deficiency in meeting prescribed criteria. (3) Cases where a deficiency in meeting prescribed criteria are the exception to the proponent institution standard operational procedures and work accomplishment. (4) Cases where a predominance of the collective task analysis reports are not complete (i.e., no viable task standards, skills and knowledge not identified, safety hazards and environmental considerations not included, etc.).</p>
	25a(1): Uses unit training development procedure consistent with AR 350-1, TR 350-70, and TP 350-70-1.	TR 350-70							
	25a(2): Verify that the training development automated system used to develop and manage unit training products is a TRADOC approved system.	TP 350-70-1, Training Development in Support of the Operational Domain							
	25a(3): Ensures all TD personnel assigned collective training development duties and responsibilities are trained in the ADDIE process.								
	25a(4): Ensure all TD personnel assigned are trained in and have access to the current automated Training Development System.								
25a(5): Review Proponent domain support tables in TRADOC approved automated training development system to ensure references and support material are current and relevant.									
25b	The institution performs its responsibilities for developing training products in support of unit training.			X	X				

AEAS-25 Unit Training Products: Proponent institution designs and develops efficient, effective, and relevant unit training products.

01 April 2013

Note: The CAC's 2011 Unit (collective) Training Standard included criteria and steps related to individual task analysis. To eliminate redundancy, those criteria and steps were integrated into the new AEAS 22: ADDIE Analysis.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
25b(1): Needs Analysis process is conducted, documented, and feeds the subsequent processes.		TP 350-70-6, Analysis							<p>For Criterion 25b: Document cases as "Met with Comment" where a Commander/ Commandant or designated representative approved unit task list does not exist.</p> <p>Met: All CATS needed for units are accounted for and displayed in DTMS. Document cases as "Met with Comment" where:</p> <p>(1) All cases where analyses do not reflect current doctrine.</p> <p>(2) Some unit CATS are not accounted for.</p> <p>(3) All cases where proponent developed Mission Training Plans are posted on APD, AKO, or proponent web site.</p> <p>Document as a "Met with Comment" and as "HHI" when:</p> <p>(1) The TRADOC approved automated training/education development tool does not contain current, valid task and task analysis data.</p> <p>(2) Some unit CATS are missing due to lack of funding or are not displayed in DTMS.</p>
25b(2): Needs Analysis documents ensure the analysis identifies training solutions to the performance deficiency.		TP 350-70-1, Training							
25b(3): Mission analyses are conducted, documented, and feed the subsequent processes and ensures:	<ul style="list-style-type: none"> There is a current, comprehensive list of all of the proponent type units, and that mission analyses ensure that the analysis is documented to show linkage of mission to collective tasks to individual tasks. Identification of the missions for their proponent tables of organization and equipment (TOEs), and for their tables of distribution and allowance (TDAs). There is a current Unit Task List for each TOE/TDA unit. The Commander/Commandant or designated representative has approved the current unit task lists (UTLs) for each TOE/TDA unit. 	Development in Support of the Operational Domain FM 7-0, Training for Full Spectrum Operations. Army Training Network FM 7-15, Army Universal Task List CTD and DAMO-TR approved CATS Events list. U.S. CAC							
25b(4): Ensure CATS are current, complete, comprehensive, and written to the prescribed standard for each TOE/TDA proponent type unit.		Memorandum, Interim Guidance for the Analysis, Quality Control, and Application of Collective Tasks, 16 Oct 06		X		X			
25b(5): CATS are periodically reviewed for quality control to ensure they are maintained current, and relevant.		TR 350-70							
25b(6): Ensure CATS are managed to meet the needs of units within ARFORGEN; CATS have been approved and displayed properly in DTMS.		TP 350-70-1							
25b(7): Ensure UTLs have been entered into the CATS development tool for each TOE/TDA unit requiring a CATS.		AR 25-30							
25b(8): Ensure FSO METLs are developed for HQDA selected units in compliance with the established standards.		TRADOC Memo 5 Jan 09 EX509859							
25b(9): Ensure METL taxonomy (MET, task group, collective task, individual task) is developed that is full spectrum operations in nature and tailored for ARFORGEN.		ALARACT 208/2009							

AEAS-25 Unit Training Products: Proponent institution designs and develops efficient, effective, and relevant unit training products.

01 April 2013

Note: The CAC's 2011 Unit (collective) Training Standard included criteria and steps related to individual task analysis. To eliminate redundancy, those criteria and steps were integrated into the new AEAS 22: ADDIE Analysis.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
	25b(10): Participate in the Army METL Review Board (AMRB).			X	X				Document as "Not Met" when the proponent has not developed a DA directed FSO METL or has not submitted the FSO METL to AMRB. Report as HHI when proponent FSO METL has been approved by the AMRB but has not yet been approved by HQDA G-3/5/7.
25c	<p>The institution has a process whereby collective training products are identified and developed in support of unit training.</p> <p>25c(1): Ensure approved collective tasks are in the current TRADOC approved automated training/education development tool and are written to the prescribed standard (i.e., conditions, standards, performance steps, performance measures, supporting tasks, and appropriate supporting products)</p> <p>25c(2): Collective Task Analyses are conducted, documented, and feed the subsequent processes.</p> <p>25c(3): Develop collective tasks, with task analysis data, for which they are responsible.</p> <p>25c(4): Use only proponent task numbers for proponent tasks.</p> <p>25c(5): Develop tasks in accordance with approved policy and guidance:</p> <ul style="list-style-type: none"> • Task numbers use the standard seven-digit format. • Derivative task numbers are not used. • Task titles have only one verb. • Tasks are written at the highest echelon performed. • Task standards contain quantitative and/or qualitative criteria. • Tasks include an appropriate safety statement. • Tasks include an appropriate environmental impact statement. • Tasks are submitted for inclusion into the CDBR. <p>25c(6): Verify collective tasks are linked to the appropriate supported tasks in the Army Universal Task List (AUTL) and/or Universal Joint Task List (UJTL).</p>	TR 350-70		X	X			<p>For Criterion 25c: Document cases as "Met with Comment":</p> <p>(1) All cases where analyses do not reflect current doctrine.</p> <p>(2) Collective task analysis reports are not complete (i.e., viable task standards, safety hazards and environmental considerations are not included).</p> <p>(3) All cases where collective tasks do not reflect current doctrine.</p> <p>Document as a "Met with Comment" and as "HHI" when:</p> <p>(1) The proponent institution has documented request for (but did not acquire) current, updated shared task analysis data.</p> <p>(2) The TRADOC approved automated training/education development tool does not contain current, valid task and task analysis data.</p>	

AEAS-25 Unit Training Products: Proponent institution designs and develops efficient, effective, and relevant unit training products.

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Note: The CAC's 2011 Unit (collective) Training Standard included criteria and steps related to individual task analysis. To eliminate redundancy, those criteria and steps were integrated into the new AEAS 22: ADDIE Analysis.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	25c(7): Verify supporting individual tasks are identified and linked to collective tasks.								data.
	25c(8): Participate in the Shared Collective Task List (SCTL) Review Board.								

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AEAS-26 Distributed Learning Development: DL products are developed, delivered, and maintained IAW TRADOC and Army policies and regulations.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
26a	The ADDIE processes were used in developing DL IMI training and education product.	TRADOC Pamphlet 350-70-12 and TR 350-70	Selected courses' POI, Course Map, and Performance work statement.	X	X				
	26a (1): GFI/GFM, CAD, and supplemental information are used to develop the training product; this may include job/mission analysis, critical task analysis, lesson plans, FMs, and doctrinal publications.								
	26a (2): The PWS establishes contractor performance criteria and deliverable requirements for the production of DL courseware under the DL Contract vehicle.								
	26a (3): The final products are approved by the proponent.								
26b	Media used enhances learning and involves learners; judged to be correct, clear, good quality, easy to read and understand by learners, and does not cause cognitive overload	TR 350-70	Selected courses' POI, course map, instructional media design package, Web and CD ROM versions of courseware	X	X				
	26b(1): The product connects learning to what the target audience already knows (prerequisite knowledge).	TP 350-70-12							
	26b(2): The products trigger/stimulate concrete imagery and/or experiences.								
	26b(3): New concepts and terms are defined and explained.								
	26b(4): The products actively engage/involve learners. Overall, the products incorporate a variety of teaching and learning techniques; judged to be interesting.								
	26b(5): If required by the instructional design, the products allow students to communicate with the instructors, other students, and technicians for assistance when needed. Courseware may utilize a blended learning methodology using an "instructor in the loop" to assist with student remediation.								
26c	The products provide feedback on performance consistent with the instructional design, strategy and method.	TP 350-70-12	Web and version of courseware, results of test item analysis.	X	X				
	26c(1): The products provide frequent corrective feedback on performance. Feedback should address the accuracy of learners' responses to problems and tasks.								
	26c(2): All tests and other student assessments include timely, constructive feedback that enhances learning.								

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
	26c(3): Tests are at the appropriate level of difficulty and discriminate among levels of student performance.								
	26c(4): Correct performance is rewarded.			X	X				
	26c(5): Remediation (if required) should be conducted after any "check-on-learning."								
26d	Performance of the product reviews and validation procedures help ensure achievement of the required level of QC for DL courses and courseware.	TP 350-70-12	Test item analysis results, Web version of courseware.						
	26d(1): The products have been validated - alpha and beta tests were conducted. Corrections were made. Audit trails are maintained.								
	26d(2): The products provide navigation features that ensure learners know where they are in the lesson/course, where appropriate.								
	26d(3): The products allow students to leave the course and then resume training where they left off.			X	X				
	26d(4): Stand-alone versions of the courseware are available for use by students in remote locations.								
	26d(5): The courseware is available for student distribution; input to the RDL online card catalog with ATIS-TIS.								
26e	The proponent captures metrics to determine the effectiveness of learning accomplished through DL using several different processes.	TP 350-70-12	POI, PWS, Web and CD ROM versions of courseware, end-of-course surveys, TRADOC Form 350-70-12-1.						
	26e(1): Institution tracks the number of completions in ATRRS (quota managed courses). Students receive credit for the course after they have successfully completed all of the task-based training requirements contained in the course. Functional courses are not necessarily managed by ATRRS; neither are self-development or reach-back course versions.	TRADOC Campaign Plan		X	X				
	26e(2): Institution tracks number of months the courseware was fielded with students enrolled before major maintenance or revision was performed.								
	26e(3): Institution obtains feedback from students on the value of DL.								
26f	The proponent designs and develops DL products IAW the Army Learning Model (ALM) and other appropriate command guidance.	ALM ALM Implementation Plan	DL course redesign/development management plan	X	X				

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
	<p>26f(1): The Institution has a DL course redesign/development management plan based on the Army Learning Model (ALM) and other appropriate command guidance.</p> <p>26f(2): The Institution analyzes, updates, and develops its DL courseware IAW the ALM, the course development management plan, and other appropriate command guidance.</p>	<p>TR 350-70</p> <p>TP 350-70-4</p> <p>TP 350-70-12</p>	<p>Review DL courseware</p> <p>End-of-course surveys</p> <p>Test item analysis</p> <p>Instructor, student, and receiving unit interviews</p>	X	X				
26g	<p>The proponent uses a team, which includes input from both Army National Guard, and Reserve representatives, to analyze, design, and develop DL products and contract requirements.</p> <p>26g(1): The proponent AA, NG, and USAR reps function as a collaborative "Development Team" in the analysis, design, development, and contract development of the Institution's DL products.</p>	<p>ALM</p> <p>TR 350-70</p> <p>TP 350-70-4</p> <p>TP 350-70-12</p>		X	X				
26h	<p>The proponent designs and builds DL products after careful analysis of the Army learning management tools' capabilities and delivery systems that are available to both active and reserve Soldiers.</p> <p>26h(1): DL products are designed and developed IAW the Army Learning Management Tools' capabilities and delivery systems that are available and useful to both AA and RC Soldiers.</p> <p>26h(2): The Proponent ensures alternate/useful methods of delivery/infrastructure are available, when needed, to deliver DL products to both AA and RC Soldiers.</p>	<p>ALM</p> <p>TR 350-70</p>	<p>DL course redesign/development management plan</p> <p>Business Rules, Best Practices, and Examples of Army SCORM Conformant Courseware (with appropriate SCORM edition) http://www.atsc.army.mil/itsd/imi/bus_rules.asp</p> <p>Performance work statement.</p> <p>Review DL courseware</p> <p>End-of-course surveys</p> <p>Test item analysis</p> <p>Instructor, student, and receiving unit interviews</p>	X	X				

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AEAS-27 Staff Development - Institution has a program(s) and process(es) in place to develop its assigned personnel (those on TDA and contractors as appropriate).

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Note: Staff and faculty development refers to the process which the total workforce (Soldiers and Army civilians) uses to develop and sustain adaptable Soldiers and Army civilians with the cognitive, interpersonal, and cultural skills necessary to perform their jobs and remain relevant.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
27a	The Institution has policies and procedures to assess needs and provide developmental opportunities for the institution's personnel, based on senior leader guidance, priorities and available resources.	AR 614-200	Policy Letters						Not Met - If no procedures in place. Comment - If no internal analysis or assessments are conducted. Comment - If IDPs are not utilized, as required by policy or SOPs.
		TR 350-10	SOPs						
	27a (1): Review policies, standing operating procedures and/or documents (e.g., budgets, needs assessments, etc.) related to the institution's training and education programs supporting the competency development of their assigned personnel (those on TDA and contractors as appropriate). Interview leaders, supervisors and non-supervisors in the organization.	TR 350-70	Training Records						
	27a (2): Collect and assess data indicating the institution periodically assesses its workforce needs. Are training gaps identified?	TP 350-70-3							
		TP 525-8-2	Training Needs Survey						
	27a (3): Collect and assess data indicating the institution uses individual IDPs as part of its workforce assessment 27a (2) above.	TRADOC Policy Letter 12, 02 March 2009, Civilian Leader Development Program (CLDP).	Requests for professional development training	X	X	X	X		
	27a (4): Collect and assess data indicating the institution takes action to meet the developmental needs of the workforce.	Local policies regarding IDPs.	Education and Training completion certificates						
27a (5): Review data indicating the institution budgets for and funds professional development, given available resources, priorities, and mission constraints.									
27a (6): Collect and assess data indicating the institution supports developmental assignments for workforce, given command priorities and mission constraints.									
27b	The institution is developing its workforce IAW the new Army's Learning Model's impact on the institution.	TP 525-8-2	Any documents that support professional development in concert with ALM (e.g. new course material)	X	X	X	X	Comment: If no plan is in place to support ALM requirements.	
		TP 350-70-3							
	27b (1): Collect and assess data indicating the institution is developing, or has near term plans to develop, its workforce IAW the new Army's Learning Model's impact on the institution.	CTG/YTG							
27c	The institution has/provides current technology capabilities, training and education, equipment, and products to support its operational demands.	TR 350-70		X	X	X	X	Comment – If Institution does not support emerging technologies or its operational demands.	
	27c (1): Conduct interviews with leaders/supervisors, and staff personnel to assess whether or not the institution is responsive to operational changes and evolving trends in learning technologies and methods. Collect and assess data indicating the institution supports its operational demands.	TP 525-8-2							

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
	27c (2): Institution is providing capabilities to support current requirements and professional development needs in support of its operational demands.			X	X	X	X		
27d	The institution has a Staff and Faculty Development (SFD) functional element (activity/office/designated lead).	TR 350-70 TP 525-8-2	Organization Chart or Wire Diagram					<p>Not Met - If Institution does not have an established staff to perform its staff and faculty mission.</p> <p>Comment - If Institution does not have a primary and alternate responsible for its S&F program or its equivalent.</p> <p>Comment – If instructors/facilitators are not being periodically evaluated.</p> <p>Comment - If Institution is not conducting periodic evaluation of its assigned personnel (other than instructors/facilitators).</p>	
	27d (1): Collect and assess data indicating the institution has an established staff, and maintains a staff and faculty office or functional equivalent to conduct Staff and Faculty Common Training (SFCT) courses required for initial skill development and skill sustainment.	AR 611-1 DA PAM 611-21	Local policy						
	27d (2): Collect and assess data indicating that within the institution the SFDP: - Institution has a primary and alternate person responsible for its S&F program or its equivalent (RC training organizations should identify staff or section as lead for SFD/SFDP). - Personnel certified to instruct/facilitate. - Instructors/facilitators are proficient in current delivery techniques, facilitation, and instructional methods. - Developers and writers incorporate current technology and appropriate instructional methods, material and products that support its operational demands. - Personnel who possess the skills to use the CAC-approved automated development system to support the ADDIE process, manage student data, and review and validate resource requirements for courses. - Appropriate personnel are tactically and technically proficient in combat, training, and doctrinal development. - Institution provides opportunities to attend specialized training and education for its assigned personnel. - Institution conducts periodic and comprehensive evaluations of its assigned personnel and provides additional training as needed. - Institution processes award of ASI 7Q and SQI 2 for their training developers in accordance with AR 611-1, DA PAM 611-21, and unit policies.	TP 350-70-3	Instructor evaluations for last year Evaluations, assessments, counselings, etc., of assigned personnel	X	X	X	X		
27e	The institution's SFCT courses are based on the CAC-T, ATSC SFDO requirements and course components.	TR 350-70 TP 350-70-3	ATRRS records					<p>Comment - If Institution does not forward its customized ATSC SFCT material to the SFDO, ATSC.</p> <p>Comment: Institution does not utilize the ATRRS.</p> <p>Note - If local staff and faculty course(s) other than ATSC courses are approved by the institution's commander/commandant policy/guidance.</p>	
	27e (1): Collect and assess data indicating that the institution's customized ATSC SFCT POIs are forwarded to Commander, ATSC, ATTN: SFDO, ESD, for review, certification and approval prior to conducting any ATSC SFCT (includes the Foundation Instructor/ Facilitator Course, Intermediate Facilitation Skills Course, Advanced Facilitation Skills Course, Blackboard Basics Course, Synchronized Distributed Learning Instructor Course, etc.).			X	X	X	X		
	27e (2): Ensure all SFCT courses are entered into the CAC-approved automated development system to ensure permanent record of training (e.g., ATRRS).								
27f	The institution's SFCT instructors/facilitators are fully certified before conducting SFCT courses.	TR 350-70 TP 350-70-3 TR 350-18						Not Met - If instructors/facilitators are not qualified to conduct SFCT instruction.	

AEAS-27 Staff Development - Institution has a program(s) and process(es) in place to develop its assigned personnel (those on TDA and contractors as appropriate).

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
	27f (1): Collect and assess data indicating that: - SFCT instructors/facilitators certification is in accordance with SFDO, ATSC requirements. - Certification requirements are documented. - SFCT instructor/facilitator recertification requirements are identified and followed by the institution.	DA PAM 611-21		X	X	X	X		Comment - If Institution is not appropriately recertifying instructors/facilitators.
27g	The institution's instructors/facilitators are certified to teach its assigned courses. Collect and assess data indicating that: 27g (1): Institution's requirements for certification (other than SFCT) are clearly described/documentated through SOP/policy letter. 27g (2): The institution's SFCT certification requirements are based on CAC staff and faculty certification requirements. Personnel detailed or designated to an instructor/facilitator position must be qualified/certified. All assigned instructors/facilitators must be certified in the current foundational, CAC-T, ATSC-provided instructor/facilitator course or an equivalent, CAC-T, ATSC-approved course. See TR 350-18 for more information, specifically regarding RC certification requirements. - Part I of the Certification Process is successful completion of the current foundational, CAC-T, ATSC-provided instructor/facilitator course as a minimum requirement. Note: For instructor/facilitators in educational institutions and/or courses, which follow guidelines for Army education, Faculty Development Program (FDP)1 and FDP2 satisfy certification requirements of SI 5K. Applicable institutions and courses are: the U.S. Army War College; all LDE schools including intermediate level education (ILE) and captains career course (CCC); the Sergeants Major Course within the Sergeants Major Academy; graduate level courses; and courses required for civilian certification. - Part II of the certification process is mastery of the specific course content requirements in the content area, as defined by the institution. - Part III of the certification process is demonstrated proficiency in the methods and techniques for delivery of instruction and facilitation while student teaching as an assistant instructor/facilitator under a certified instructor/facilitator of that course. A certified instructor/facilitator, S&F, or QAO member must assess the instructor/facilitator using evaluation guidelines and institution requirements for instruction. - Upon completion of SFDP instructor/facilitator certification requirements, the chain of command must submit a complete certification packet for approval to the DOT, DDOT, or designated representative within the institution and request appropriate skill identifiers for all military instructors in accordance with AR 611-1 and DA Pam 611-21. (Note: all instructors/facilitators must meet all requirements in AR 614-200 to receive SQI 8) - All qualification and certification requirements for RC instructors/facilitators (USAR and NGB) must be achievable within one TATS training year (13 months) and must not require travel to the institution location for parts II and III of the certification process. The RC may initiate processing of skill classification upon completion of the CAC-T, ATSC-approved equivalent course. However, before an RC instructor/facilitator is fully certified, the institution must determine the instructor/facilitator has reached demonstrated proficiency of the subject matter, and has exhibited effective use of learning methods and techniques, within the TATS training year. - There are instructor/facilitator recertification requirements for those personnel who have not taught in a military learning environment within the last 5 years or as designated by the Proponent institution.	AR 614-200 TR 350-70 TP 350-70-3 TR 350-18	Certification/recertification documents, CMP, Instructor record, and/or any other relevant documents.						Not Met - If Institution does not possess its certification requirements in SOP/Policy Letter. Not Met - If instructors are not being certified in accordance with policy and programs. Comment - If instructors being certified, but not by commandant or designated representative. Not Met - If Institution does not award the SQI 8 identifier IAW Army regulation. Comment If Institution does not certify its instructors/facilitators within one TATS training year. Comment: The institution does not process the SI 5K or SQI 8 IAW Army regulation. Comment - If Institution does not submit exception to policy/waivers to CAC-T, ATSC.

AEAS-27 Staff Development - Institution has a program(s) and process(es) in place to develop its assigned personnel (those on TDA and contractors as appropriate).

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Note: Staff and faculty development refers to the process which the total workforce (Soldiers and Army civilians) uses to develop and sustain adaptable Soldiers and Army civilians with the cognitive, interpersonal, and cultural skills necessary to perform their jobs and remain relevant.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
	- For Active Army instructors/facilitators only, their unit processes the SI 5K (officers) or SQT 8 (NCOs and warrant officers (WOs)) once they satisfy the components of the certification process. - Institution requests exception to policy/waivers to CAC-T, ATSC for approval.								
27h	The institution maintains required records.			X	X	X	X		
	27h (1): Collect and assess data indicating that the institution: - Maintains instructor records (all instructors must have a record regardless of their assigned teaching responsibility). - Maintains student records (each responsible element for instructing must maintain a student record IAW Army regulation). - Assigned personnel records are maintained. - Institution maintains course records of all courses it conducts (Including NCOES, IMT, SFCT courses, etc.)	TR 350-18 TR 350-70 TP 350-70-3	Instructor records Student Records Personnel Records Course Records	X	X	X	X	Comment – If instructor records are not maintained. Comment – If student records are not maintained. Comment if Institution does not maintain a record for all of its assigned personnel (for records other than instructors, a file should be kept that contains as a minimum any counseling, training certification completion, IDP, and any other documents that support professional development).	
27i	The institution has an established recognition program for its instructors and curriculum developers designed to promote professionalism. 27i (1): Collect and assess data indicating that the element responsible for S&F responsibilities has an established recognition program for instructors and curriculum developers designed to promote professionalism.		Policy Letter SOP Nomination packets, awards, and any documentation that supports recognition.	X	X	X	X	Not Met if Institution does not support any recognition program (can be their own, installation, or TRADOC program).	
27j	The institution has an effective Career Program (CP) office (s) or designated representative (s) responsible for coordination with CP Managers and institution management regarding the training of the institution's CP workforce.	TR 350-70 ALC 2015 (TP 525-8-2) Civilian Leader Development	Training Records Course Records Training needs					Comment if Institution does not provide training opportunities as directed. Comment if Institution does not	

AEAS-27 Staff Development - Institution has a program(s) and process(es) in place to develop its assigned personnel (those on TDA and contractors as appropriate).

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Note: Staff and faculty development refers to the process which the total workforce (Soldiers and Army civilians) uses to develop and sustain adaptable Soldiers and Army civilians with the cognitive, interpersonal, and cultural skills necessary to perform their jobs and remain relevant.

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/College	NCOA	TR	RC	
	27j (1): Interview CP representative(s) to collect information to confirm that: - Coordination with Career Program Managers and institution management regarding the training of the institution's CP workforce takes place; - CP civilians are surveyed to identify their training/education requirements; - Schedules of relevant training opportunities for directed courses are established and that the CP workforce is notified of course offerings (includes STEM C and TEDMMC). - Records of completed CP courses and attendance rosters are maintained.	Development Program	Surveys CP course schedules and offerings Course Records	X	X				conduct needs assessment surveys.

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AEAS-28 Training Support: Institution forecasts, requests, provides, uses, and manages resources to support effective and efficient training and education.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
28a	The institution provides required equipment; training aids, devices, simulators, and simulations (TADSS); Class V (ammunition); training materials; consumable supplies; and references as prescribed to support training.	TR 350-70, Chap 8	Policies/SOPs addressing training management, POIs, and TSPs.						Comment if the institution does not have formal, documented procedures in place.
	28a(1): Review policies/SOPs to ensure institution has formal, documented procedures in place to request and provide the necessary resources required to execute training.	TR 350-18, Chap 3		X	X	X	X		
28a	<p>28a(2): Verify institution provides required resources to support training. If significant resource shortages are found, determine the cause:</p> <p>Verify the institution forecasts and requests equipment, TADSS, Class V, training materials, consumable supplies, and references required in POIs and TSPs from appropriate sources and in accordance with local procedures.</p> <p>Collect data to determine that the institution has adequate tasking and scheduling procedures to ensure equipment and other support is on hand for training.</p> <p>Determine if the institution has an approved waiver from the appropriate proponent and an analysis has been done to determine if learning objectives can still be accomplished.</p> <p>Verify the institution maintains equipment and TADSS listed in the POI in a fully mission capable condition in accordance with applicable technical manuals, and are available and serviceable when needed.</p>	<p>TR 350-70, Chaps 3 and 8</p> <p>TR 350-18, Chaps 2 and 3</p> <p>TP 350-70-9, Chap 4</p> <p>Applicable TMs and/or user manuals</p>	As requested, associated policies/SOPs, POIs, TSPs, and equipment records.						<p>Assess this standard as Not Met if a shortage of equipment is having a negative impact on student learning and the institution does not have an approved waiver from the appropriate proponent.</p> <p>Comment if the institution is not forecasting and/or requesting required materials.</p> <p>Comment if the institution's tasking and scheduling procedures are inadequate.</p> <p>Comment if the institution has not conducted an analysis to determine if learning objectives can still be accomplished.</p> <p>Comment if the institution does not have an approved waiver from the appropriate proponent for violating student-to-equipment ratios.</p> <p>Comment if the equipment and TADSS is not maintained and/or are not available/serviceable when needed.</p>

AEAS-28 Training Support: Institution forecasts, requests, provides, uses, and manages resources to support effective and efficient training and education.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	28a (3): Determine if the institution has sufficient multi-media, word processing, and information technology capabilities for training, education, and training development.	TR 350-70	None	X	X	X		X	Comment if the institution does not have sufficient multi-media, word processing, and information technology capabilities to meet the workload.
28b	The institution's live training requirements are adequately supported.								
	28b(1): Verify the institution has developed, established, and prioritized Range and Training Land Program (RTLTP) and Integrated Training Area Management (ITAM) Program requirements for ranges and training lands to include range operations, safety requirements, and land management needed to support required training. Verify the institution has communicated requirements to the garrison commander.	AR 350-19, Chaps 1 and 4 AR 385-63, Chap 1 TC 25-8, Chaps 1 and 4 EXORD 360-08, para 4a	As requested, institution's Training Status Report (TSR), Range Complex Master Plan (RCMP), and MILCON submittal to TRADOC G4.	X	X	X		X	Comment if the institution does not provide RTLTP or ITAM priorities to the garrison per regulations.
	28b(2): Verify the institution has adequate facilities to execute all required live training, ranges are adequate and maintained to standard to support training requirements, training lands are adequate and maintained to standard to support training, and range operations provide adequate support to training.	AR 350-19, Chap 3 TC 25-8 EXORD 360-08, para 4a	As requested, institution's TSR or Monthly Status Report (MSR).						Comment if the institution cannot execute all required live training due to facility or other support shortfalls.
28c	The institution coordinates with Range Operations, IMCOM, and other supporting agencies to ensure that their live training requirements will be met.			X	X	X		X	
	28c(1): Verify the institution maintains regular communication with Range Operations (or equivalent) personnel in order to communicate specific live training requirements and de-conflict live training schedules.	AR 350-19, Chap 4	Associated policies/SOPs						Comment if the institution does not maintain effective communication on live training issues with IMCOM supporting elements.

AEAS-28 Training Support: Institution forecasts, requests, provides, uses, and manages resources to support effective and efficient training and education.

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Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
	28c(2): Verify the institution notifies DPTMS (or equivalent) when new live training requirements emerge or live training requirements change.	AR 350-19, Chaps 1 and 4	Associated policies/SOPs, RCMP, and MILCON submittal to TRADOC G-4	X	X	X		X	Comment if the institution does not inform IMCOM supporting elements of changing live training resource requirements.
	28c(3): Verify the institution coordinates its new live training facility requirements with IMCOM and MACOM Headquarters in accordance with the SRP process.	AR 350-19, Chap 1 EXORD 360-08, para 4a	When requested, associated policies/SOPs, RCMP, and MILCON submittal to TRADOC G4.						Comment if the institution does not coordinate their live training facility requirement list with IMCOM developed live training facility requirement list.
	28c(4): Institution schedules ranges and training lands in an efficient fashion.	AR 350-19, Chap 4	When requested, associated policies, SOPs, scheduling documents, and Range Facility Management Support System (RFMSS) historical documents.	X	X	X		X	Comment if the institution does not schedule ranges or training lands in a timely fashion.
28d	Institution uses and updates RITMS and ATRRS for student training management.							X	
	28d(1): Note: This guideline only applies to TRADOC institutions. Verify institution is using RITMS to document and track student training.	AR 350-1, para 3-22	Student records in RITMS						Comment if the institution is not using RITMS to document and track student training.
	28d(2): Compare class rosters to students currently enrolled in the course according to ATRRS (R2 screen). Verify discrepancies between class rosters and ATRRS have been reported to personnel with the authority/responsibility to update student statuses in ATRRS.	AR 350-10 AR 612-201 TR 350-6, para 4-1b (only applies to IET)	Class rosters	X	X	X		X	Comment if the institution is not reporting/maintaining student statuses in ATRRS as required by references.

AEAS-28 Training Support: Institution forecasts, requests, provides, uses, and manages resources to support effective and efficient training and education.

01 April 2013

Criteria	Criteria and Guidelines	Criteria References	Required Documents	Applicability					Mandatory Comments
				COE	School/ College	NCOA	TR	RC	
28e	RC courses train with the same equipment as their equivalent AA version of a course.								Asses this standard as Not Met if major equipment differences exist and there are no approved waivers in place.
	28e(1): Determine if there are major differences in the equipment trained in equivalent AA and RC POIs by comparing POIs equipment annexes and lesson plans and conducting interviews and focus groups of knowledgeable personnel.	TR 350-70, Chaps 2, 4, and 6	Associated POI(s) and approved waivers	X	X			X	Comment if major equipment differences exist and there are approved waivers in place.