

GOV- A: (Validation) Institution integrates Counter Improvised Explosive Device (CIED) training into IMT and PME.								As of: May 2011
Criteria	Criteria Guidelines	References	Required Documents	Applicability				Mandatory Comments
				CoE	School/College	TR NCOA	RC	

Improvised Explosive Devices (IEDs) remain the most dangerous threat to our Soldiers--all branches and all ranks--on the battlefield. They are not an asymmetric threat; they are very clearly an enduring threat. TRADOC, in collaboration with Major Subordinate Organizations (MSO) Leads and Centers of Excellence (COEs) within TRADOC, developed an integrated and standardized program for CIED training. The standardized training program addresses the three principal elements of IED; Defeat-the-Device, Signatures, and the Network—and includes training and education of individual Soldiers and leaders. In collaboration with other stakeholders (per directive), the TRADOC Directorate for Counter Improvised Explosive Devices (DCIED) supported MSCoE by developing a matrix that aligns the three elements of IEDD with training and education outcomes at echelons from Initial Military Training (IMT) through Professional Military Education (PME). The DCIED approved TRADOC Training Support Packages (TSPs) are the baseline training and education that each of the respective institutions must integrate to achieve approved outcomes (TRADOC Taskord IN513505).

Criterion Aa: (Doctrine) CIED is integrated into (proponent) doctrine development	Aa(1): Interview doctrine developers to determine where CIED fits in the Army hierarchy of publications (doctrine; Army Tactics, Techniques, and Procedures (ATTPs); Training Circulars; or other official training publications and develop a recommendation on the integration of CIED information into Army publications.	Use current references primarily from task orders.		X	X			
	Aa(2): Interview doctrine developers and review documentation supporting doctrine development process to ensure CIED skills and knowledges are integrated.		SOPs, working notes, process documentation	X	X			
	Aa(3): Interview doctrine developers and review doctrine development process to assess CIED threat considerations for currency, relevancy, and the full-spectrum-based/hybrid threat.		SOPs, working notes, process documentation	X	X			
Criterion Ab: Students can demonstrate the application of CIED skills and knowledge and their ability to adapt to changing conditions during full spectrum operations.	Ab(1): Interview instructors and students, review lesson plans, and observe training to ensure CIED tasks are integrated into lessons (or as stand alone lessons) to include practical and full spectrum training exercises.		TSP and lesson plans	X	X	X	X	
	Ab(2): Observe trainer and student interaction to verify students understand and can perform the CIED learning objectives. If unable to determine through observation, interview students.		TSP and lesson plans	X	X	X	X	
	Ab(3): Interview instructors/students and observe training to determine if instructors facilitate discussions of CIED experiences using real-world examples.		TSP and lesson plans	X	X	X	X	
	Ab(4): Interview instructors and students to determine if they know how to access CIED doctrine and various KM portals (such as AKO, JIEDDO, BCKS, or CALL).				X	X	X	X

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	Ab(5): Interview instructors/students and observe training to determine if instructors are using Training Aids, Devices, Simulators, and Simulations (TADSS).		TSP, lesson plans	X	X	X	X	
Criterion Ac: (Training Development): Training developers incorporate CIED current mandated tasks into proponent school training and education.	Ac(1): Interview training developers and review their training development SOP to determine if the CIED tasks are being taught as "stand alone" are integrated throughout TRADOC common core and instructional material as part of the task "Condition" statement		SOP, POIs, lesson plans	X	X			
	Ac(2): Interview training developers and review the training development SOP to determine how the proponent updates of lesson plans to address routine or contingency changes in the CIED environment.		POI, lesson plans	X	X			
	Ac(3): Interview training developers and review course materials to determine if the proponent uses a scenario from TRADOC-approved CIED scenarios or a approved derivative that represents the OE.		POI, lesson plans.	X	X	X		
	Ac(4): Review selected lesson plans to determine relevancy of integrated CIED tasks and that any "live data" from TRADOC Central Training Database (currently approved virtual training) is integrated for currency.		POI, lesson plans	X	X			
	Ac(5): Interview instructors/training developers to determine if required CIED related resources are available in the training environment, scenarios, and venues.		POI, lesson plans	X	X	X	X	
	Ac(6): Interview training developers to determine if they have access to KM portals to create learning conditions reflective of CIED tasks, skills and knowledge.		POIs, and lesson plans.	X	X	X	X	
Criterion Ad: (Training Support): CIED related training support facilities,	d(1): Interview appropriate personnel (Range Control, training facilitators, etc) and evaluate training ranges and facilities to determine feasibility of replicating CIED scenarios within the OE. (e.g. availability of IED HSTLs and IED simulators, non-combatants, MOUT sites, etc).		POI, lesson plans	X	X	X	X	

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capabilities, and resources are available, used, and relevant to illustrate the IED threat.	d(2): Assess availability of Training Aids, Devices, Simulators, and Simulations (TADSS).		POI, lesson plans	X	X	X	X	
	d(3): Interview training support organizations to assess their understanding and ability to address resource requirements.		POI, lesson plans	X	X		X	
	d(4): Interview model and simulations (M&S) staff and review simulation capability to determine if they appropriately replicate IED threats (civilians on the battlefield, commercial traffic, buildings, culverts, underground tunnels, MOUT sites, etc.)		POI, lesson plans	X	X		X	
Criterion Ae: CIED tasks are integrated into training and education.	e(1): Interview instructors and review education programs to determine if they have the ability to conceptualize the IED threat and create learning conditions reflective of CIED tasks.		Lesson plans	X	X	X	X	
	e(2): Are the "Conditions" for Warrior Tasks and Battle Drills modified to represent and integrate CIED tasks.		POI, lesson plans	X	X	X	X	
	e(3): Are students required to perform tasks and battle drills in conditions reflective of the CIED environment.		Lesson plans	X	X	X	X	
	e(4): Review training to ensure CIED materials are appropriately classified.		POI, TSP lesson plans	X	X	X	X	

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