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1 Apr 2011

MARINE CORPS ORDER 1553.2B

From: Commandant of the Marine Corps
To: Distribution List

Subj: MANAGEMENT OF MARINE CORPS FORMAL SCHOOLS AND TRAINING DETACHMENTS

Ref: (a) MCO 1553.1
       (b) Marine Corps Systems Approach to Training (SAT) Manual
       (c) MCO 1580.7D
       (d) MCO 1553.4B
       (e) MCO P3500.72A
       (f) NAVMC 3500.14B
       (g) MCO 5311.1D
       (h) MCO P7100.8K
       (i) MCO 3500.27B
       (j) MCO 5100.29B
       (k) CJCSI 1800.01D, "Officer Professional Military Education Policy
           (OPMEP)," July 15, 2009
       (l) CJCSI 1805.01, "Enlisted Professional Military Education Policy,"
           October 28, 2005
       (m) MCO 1200.13F
       (n) NAVMC 3500.37A
       (o) MCO P5102.1B
       (p) MCO 3504.2
       (q) TECOMO 5041.1
       (r) MCO 1550.26
       (s) MARADMIN 178/10
       (t) TRNGCMDO 5401.1, Training Command Standard Operating Procedure
       (u) SECNAVINST 5211.5E
       (v) NAVMC Directive 5100.8
       (w) SECNAVM M-5510.30
       (x) OPNAVINST 1500.75B
       (y) 10 U.S.C. 5041 Headquarters, Marine Corps: function; composition
       (z) SECNAV M-5210.1

Encl: (1) Formal Schools Management Procedural Guidance (Appendices A-S)
       (2) High Risk Training Instructor Pre-Assignment Checklist
       (3) Formal Schools Seat Coordinating Instructions
       (4) High Risk Training Courses at Formal Schools

1. Situation. Establish management policies and procedures for the
establishment and operation of Marine Corps Formal Learning Centers.
References (a) through (z) apply.

2. Cancellation. MCO 1553.2A.

3. Mission. This Order delineates and defines matters related to Marine
Corps training and education at Formal Learning Centers (FLCs) in Training
Command (TRNGCMD) and Training and Education Command (TECOM). Such matters

include, but are not limited to, development of individual and collective training events, oversight of formal school training management procedures, and proponency for worldwide Marine Corps training support resources. Utilizing the guidance found in enclosure (1) will increase FLC mission effectiveness throughout the Marine Corps.

4. Execution. Reference (a) details the overarching policy for the Marine Corps Training and Education System. The standards and procedures set forth in references (a) through (d) apply to commanders and all personnel assigned to Marine Corps Formal Learning Centers. FLCs will ensure that all Programs of Instruction (POI) are developed based on the guidance contained in either reference (b) or enclosure (1) of this Order, or reference (d).

   a. Commander's Intent and Concept of Operations

      (1) Commander's Intent. FLC Commanders/Directors/OICs shall administer their school and subordinate courses per this Order to ensure continuity of service level processes and satisfaction of identified learning requirements. It is imperative that all FLCs develop standards based instruction in accordance with reference (b).

      (2) Concept of Operations

         (a) Under the authority vested in the Commandant of the Marine Corps (CMC) by Title 10 USC, the Commanding General, Marine Corps Combat Development Command (MCCDC) advises and guides Marine Corps commanders of the operating force and supporting establishments in all matters related to training.

         (b) The Commanding General, Training and Education Command (CG, TECOM) is responsible for validating learning requirements and overseeing FLC training.

         (c) Commanding officers/Directors/OICs of FLCs shall follow the policies in this Order, as well as the guidance contained in reference (b), and enclosure (1).

         (d) Inspector General of the Marine Corps evaluates the effectiveness of the implementation of the policies and procedures outlined in reference (b) and enclosure (1) during inspections utilizing the Automated Inspection Reporting System (AIRS) 400 Formal School checklist.

   b. Tasks

      (1) Deputy Commandant, Manpower and Reserve Affairs (DC, M&RA); Director, Personnel Management Division (MM); Director, Reserve Affairs Division (RA) shall:

         (a) Report all manpower issues impacting training and education to CG, TECOM for resolution.

         (b) Comply with appropriate coordinating instructions contained within the references for determining formal school seat requirements.

         (c) Validate, prioritize, and submit Training Input Plan (TIP) requirements to CG, TECOM (C 4611).

(b) Comply with appropriate coordinating instructions contained within the references for determining formal school seat requirements.

(c) Validate, prioritize, and submit Training Input Plan (TIP) requirements to CG, TECOM (C 4611).

(d) In concert with FLC Commanding Officers/Directors/OICs Pre-screen all High Risk Training (HRT) Instructor candidates per enclosures (2) and (3) prior to assignment to Marine Corps Formal Schools or Detachments.

(2) Deputy Commandants of the Marine Corps, Division Directors, and Heads of Separate Offices, Headquarters, U. S. Marine Corps, Deputy Directors, MCCDC shall:

(a) Provide inputs to proposed training and education affecting their occupational fields.

(b) Assist CG, TECOM in the determination of training and readiness events and learning outcomes, revisions to existing curricula, the infusion of Distance Learning (DL) technologies, and the development and execution of an integrated curriculum plan for Military Occupational Specialty (MOS) and non-MOS learning requirements outlined in references (c), (d), (e), and (f).

(c) Report any issues concerning training or education to CG, TECOM for resolution.

(d) Solicit learning requirements from the operating force in order to submit the next fiscal year and follow-on fiscal out-year training requirements into the TIP.

(e) Attend annual TIP conference with representatives from each Marine Expeditionary Force in order to submit learning requirements.

(f) Provide CG, TECOM with five-year skill enhancement training requirements and other than entry-level and lateral move MOS training requirements for active component MOSs under their cognizance. These requirements will be entered into the TIP.

(g) Serve as the principal point of contact between the Total Force Structure Officer (TFSO) and the Marine Corps with regard to force structure requirements, intended structure changes, and unique operational considerations that may affect force structure and result in occupational field (OccFld) assignment actions. Conduct such liaison in accordance with reference (g).

(h) Determine FLC seat requirements per enclosure (3).

(3) Commanding General, Training and Education Command (TECOM) shall:

(a) Promulgate, develop, coordinate, monitor, and evaluate training and education policy, plans, concepts, and programs for training in Formal Learning Centers.

(b) Establish Formal Learning Centers to satisfy Marine Corps-wide learning requirements.

(c) Direct Formal Learning Centers to develop POIs that satisfy the learning requirements identified in references (c), (d), (e), (f), and appropriate community Training and Readiness (T&R) manuals.

(d) Conduct and review evaluations of instruction performed in the FLCs and resolve all issues.

(e) Determine priorities and allocate assigned resources to support valid FLC learning requirements.

(f) Review and approve POIs for all courses taught at Marine Corps FLCs for which CG TECOM is the first General Officer in the chain of command as identified at the TECOM website at https://www.intranet.tecom.usmc.mil/hq/divisions/g3/currops/ORGANIZATIONCHART S/TECOMORGANIZATIONCHART.doc. Review all equivalent course documents from other service schools and civilian courses to determine if they meet Marine Corps learning requirements. (C 469/C 4610)

(g) Manage school seat requirements for the Marine Corps. Publish the annual TIP and related Training Quota Memoranda (TQM). (C 4611)

(h) Identify, in conjunction with MOS/OccFld Advocates, and include in the Marine Corps Training Information Management System (MCTIMS) Student Registrar, all pre- and post-course requirements for Marine attendance and graduation. (C 4611)

(i) Develop and publish the annual TIP based on manpower requirements submitted by the Deputy Commandant for Manpower and Reserve Affairs (DC, M&RA), HQMC, and other formal learning requirements as submitted by OccFld advocates and force commanders. (C 4611)

(j) Assist schools with the use of MCTIMS for the development of Programs of Instruction for each course, conducting student evaluation, managing student data, managing class data, and scheduling lessons. (C 469)

(k) Provide Curriculum Assistance Visits (CAV) to requesting Marine Corps Formal Learning Centers. (C 469/C 4610)

(l) Develop and publish Training and Readiness (T&R) Manuals. (C 469/C 4610)

(m) Consolidate and submit all costing data for FLCs execution of approved POIs in accordance with reference (h). (C 464)

(n) Coordinate Program Objective Memorandum (POM), Program Reviews and Financial Budget Plan data calls with FLCs for identification of funding requirements. (C 4671)

(o) Coordinate product development priorities for the receipt, evaluation, staffing, and tasking of Marine Corps Institute (MCI) products. (C 468)

(p) Develop distance-learning courseware for entry-level, MOS, and by-grade professional development based on approved training and readiness events and/or learning outcomes. (C 468)

(q) Assist schools and units within the Operating Force with the use of MCTIMS Student Registrar module to maintain accountability of students from course commencement through graduation (add/drop, to/from). (C 4611)

(r) Establish a Commanding General's Inspection Program (CGIP) to assist, inspect, and assess mission readiness of FLCs.

(s) Review, approve, and designate courses meeting HRT criteria set forth in this Order as "high risk" and include as changes to enclosure (4).

(4) Commanding General, Training Command (TRNGCMD) shall:

(a) Exercise command and operational control of all assigned Marine Corps Formal Learning Centers.

(b) Manage policies and administrative procedures for the application of the SAT and Operational Risk Management (ORM) processes in the formal schools.

(c) Submit for review, validation, resourcing, and approval, all POIs for FLC courses to CG, TECOM (C469/C4610) every two years.

(d) Provide and maintain the Train the Trainer School (T3S) to support the training requirements of Formal School instructors, curriculum developers, school administrators, and Operating Force and Supporting Establishment Unit Training Managers.

(5) Commanding General, Education Command (EDCOM) shall:

(a) Exercise command and operational control of all assigned PME schools.

(b) Manage policies and administrative procedures for the application of Instructional Systems Development (ISD) and ORM processes in the PME schools. Detail policies and procedures for all subordinate commands/institutions in accordance with reference (d).

(c) Submit for review, validation, and resourcing all Programs of Instruction for PME schools to CG, TECOM as required.

(6) Director, Safety Division, Headquarters Marine Corps shall:

(a) Coordinate the participation of safety managers in periodic FLC inspections or curriculum assist visits with TECOM Safety Division as well as base and station safety offices. These inspections or assist visits will occur on a periodic basis not to exceed 2-year intervals.

(b) Maintain memorandum of understanding (MOU) with the Commander, Naval Safety Center (NAVSAFCEN) so required HRT safety inspections and assist visits to all FLCs are conducted. (Note: Safety assist visits differ from safety inspections in that they render assistance pertaining to a specific safety problem vice a complete safety overview. Assist visits may be requested, as required. These visits are at no cost to the requesting unit.)

(c) Develop, and audit risk assessment checklists and inspect all HRT courses, listed in enclosure (4), or identified by the FLCs themselves on a periodic basis (not to exceed two year intervals), for compliance with this Order, references (i) and (j), and all other pertinent orders.

(d) Monitor the conduct of risk assessments for HRT courses under development, existing HRT courses, and HRT courses undergoing modification where elements of risk are introduced or removed.

(e) Upon request, assist the CG, TECOM/CG, TRNGCMD in assessing nominated courses as HRT.

(7) Commander, Naval Safety Center (NAVSAFCEN) shall:

(a) Provide HRT program safety surveys and assist visits to all Formal Learning Centers listed in enclosure (4).

(b) Upon request, assist CG, TECOM in the review of courses nominated as HRT.

(8) Commanding Officers, Marine Corps Formal Learning Centers shall:

(a) Follow the directives found in references (a), (c through f), (i), and (j); observing the guidance in reference (b) and enclosure (1) to ensure approved training and education meets the readiness needs of the operating force and supporting establishment.

5. Administration and Logistics

a. Submit all recommendations concerning this Order to CG, TECOM via Training, Management and Evaluation, Ground Training Branch (C469TMEB).

b. Developers, owners, and users of all Marine Corps information systems have the responsibility to establish and implement adequate operation and information technology controls including records management requirements to ensure the proper maintenance and use of records, regardless of format or medium, to promote accessibility and authorized retention per the approved records schedule and reference (z).

6. Command and Signal

a. Command. This Order is applicable to the Marine Corps Total Force.

b. Signal. This Order effective the date signed.

G. J. FLYNN
Deputy Commandant for
Combat Development and Integration

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Subj: FORMAL SCHOOLS MANAGEMENT PROCEDURAL GUIDE

Location: _____
                (Indicate location(s) of copy(ies) of this Order.)

RECORD OF CHANGES

Log completed change action as indicated.

Change Number	Date of Change	Date Entered	Signature of Person Incorporated Change

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Chapter 1

Curriculum Development

1. <u>Background</u>. The Marine Corps FLCs shall be administered in accordance with this Order and enclosures. FLC adherence to guidance found in enclosure (1) will increase mission effectiveness throughout the Marine Corps. To meet the learning requirements of the contemporary and future operating environment, a balanced integration of training and education across the continuum is necessary. FLCs must achieve this balance to meet the learning requirements through standards based and outcome driven instruction that is guided by this enclosure and reference (b).

2. <u>Training and Readiness</u>

    a. There are two Training and Readiness (T&R) programs within TECOM – the Aviation T&R and the Ground T&R Program, see references (e) and (f) respectively. Together these programs provide T&R requirements that enable commanders to attain and maintain combat readiness at the individual and unit levels in order to support MAGTF and combatant commanders while conserving resources. The T&R Programs provide policy and guidance for development and standardization of all USMC T&R Manuals.

    b. These T&R Programs are based on Operating Force requirements and performance based standards designed to ensure unit proficiency in combat skills. The standards established in these programs are validated by Subject Matter Experts (SME) to maximize combat capabilities for a unit assigned Mission Essential Tasks (MET). Both T&R Programs produce fundamental tools used by commanders of FLCs to construct and maintain effective formal programs of instruction for entry-level and skills-progression. T&R Manuals also support unit Managed On-the-Job Training (MOJT) and unit readiness by identifying METs and the standards for individual and collective events.

    c. <u>Individual Training Events (ITEs) and Joint Learning Objectives</u> (JLOs)

        (1) The Marine Corps T&R Programs require the establishment of Individual Training Events (ITE) that are based on specific requirements and performance standards to ensure a common base of training and depth of combat capability; ITEs provide a standard of competence to be achieved. ITEs are established per references (e) and (f), and published in Marine Corps T&R Manuals in the NAVMC 3500 series. An occupational field (OccFld) whose ITEs are established by Joint, DoD, or Interagency publications reproduce those ITEs verbatim into the applicable T&R Manual.

        (2) Individual Training Events form the foundation from which FLCs develop new or revised POIs. POIs identify the requirements to conduct a course, and any additional resources needed such as instructors, ranges, ammunition, facilities, and other logistical support, or the acquisition of new systems, equipment and/or devices.

        (3) Joint Learning Objectives (JLO) are established in the joint instruction for Officer and for Enlisted Professional Military Education Policies (references (k) and (l), respectively). Marine SMEs represent the Marine Corps' interest at joint formal schools to ensure joint learning

requirements are met. Gaps in joint training are identified by SMEs and instruction is developed to meet these gapped learning requirements.

    d. TECOM. CG, TECOM executes responsibility to establish T&R policy and maintain T&R Manuals through the TECOM training divisions: Aviation Training Division (ATD) and Ground Training Division (GTD). ATD and GTD are tasked to execute and maintain their respective T&R Programs and ensure OccFld/Community/MOS/Common Skills T&R Manuals are revised, as required. Each training division assigns a task analyst to manage each OccField. These analysts are responsible for the timely revision of their assigned T&R Manual. They chair the T&R conference, assist/coordinate the conduct of the conference, obtain SME TAD funding through the TECOM Comptroller (C 464), and provide guidance on the "How to" of writing or revising T&R Manuals. The TECOM task analyst serves as the duty expert on TECOM programs, policies, and procedures during the conduct of a T&R conference.

    e. Ground T&R Development Process

        (1) T&R Conference. The T&R Development process begins with a conference at which SMEs from the Operating Force, OccField Sponsors, and schoolhouse personnel gather to determine the individual, and collective training events necessary to provide MOS mission capable Marines and Marine units to the Operating Force. The goal of the T&R Conference as the first phase of the T&R Development process is to identify and validate individual and collective events, build conditions, standards, performance steps/component events, identify event support requirements, and enter the information in the T&R Development Module of the MCTIMS. A model for the preparation of a T&R conference ROP is located in Appendix H.

        (2) Front End Analysis (FEA). Front End Analysis surveys should be conducted in accordance with reference (m) and a FEA Report completed prior to a T&R development or review conference. The results of the FEA are provided as an information source for training standard development. Other pertinent information to be included can be found in reference (b).

        (3) Draft T&R Manual. Following the T&R Development Conference, the TECOM Task Analyst will build event reports from MCTIMS and collate those reports with other information required in the T&R Manual to create a draft T&R for staffing to the Operating Forces, HQMC, and the Formal Learning Center. The draft T&R will be posted on the GTD website for staffing and will be staffed through Marine Corps Action Tracking System (MCATS) for comments. GTD will release a DMS message to the Operating Force and schoolhouse to identify the location of the draft T&R and provide instructions for reviewers to provide comment. The draft T&R will be provided for comment for thirty (30) days from release of the message. The entire staffing process takes approximately 131 days.

        (4) Revision and Validation. Following culmination of the staffing process, the TECOM Task Analyst, in conjunction with the FLC and Occupational Field (OccField) Sponsor, will validate comments, make necessary changes to the draft T&R, and prepare the final draft for CG, TECOM signature. Once the CG signs the T&R, the approved version will be posted on the GTD website as a signed T&R Manual.

f. <u>Aviation T&R Development Process</u>. Specific information regarding individual Aviation T&R Manuals, conduct of conferences, and staffing processes are governed by reference (f).

g. <u>Marine Corps Formal Instruction</u>

(1) Approved and published ITEs that are designated for instruction at the FLC become the foundation for the development or revision of a course. ITEs are designated as entry-level or post entry-level training. Entry-level and MOS producing FLCs instruct entry-level individual events. Those ITEs not designated for entry-level instruction may be included in skills-progression or non-MOS PME courses, or in unit Managed On-the-Job Training (MOJT) programs. ITEs can also be instructed using Distance Learning (DL) courses developed by the College of Distance Education and Training (CDET), Marine Corps Institute (MCI), Navy Knowledge Online (NKO), Defense Knowledge Online (DKO), and Army Knowledge Online (AKO).

(2) ITEs that are included in a formal course of instruction will have corresponding Terminal and Enabling Learning Objectives (TLO/ELOs). All TLOs and ELOs shall be taught and evaluated/tested in a formal school setting.

(3) FLCs training entry-level ITEs will certify in Section V of the POI, that all graduates of their courses can perform all the entry-level ITEs to standard and will also note where in the POI this mastery is accomplished. This certification is separate from mastery of learning objectives, since the Operating Forces will require the Marines to show proficiency in the actual events. FLCs will also note in Section V of the POI any entry-level ITEs not performed to the standard contained in the T&R Manual.

3. <u>Program of Instruction</u>. The Program of Instruction (POI) details the structure, content, and execution of the course. During the development phase of the Systems Approach to Training (SAT) process, all Marine Corps FLCs are required to create POIs using the Curriculum Management Module within MCTIMS and to submit POIs per this Order and reference (b). Courses of instruction developed and approved by other services shall be accepted as POI equivalent documentation as long as the OccField Sponsor, TECOM Task Analyst, and the formal school concur that the T&R event requirements for the particular course are being met by the other service POI. The Formal Learning Center will complete all 24 elements of the Course Descriptive Data (CDD) identified in par e(2) based upon the other service course documents.

a. Formal Learning Center <u>Commanding Officer's Letter</u>. The CO's Letter provides information necessary to identify the document. This includes the course title, Standard Subject Identification Code (SSIC), school name/address, and effective date. The effective date is left blank until the POI is approved, then the date approved is recorded. Each time a revised POI is approved, the new approval date is recorded.

b. <u>Certification Page</u>. The signed certification page signifies that the CG, TECOM or the Commanding General, TRNGCMD, as appropriate, has reviewed and approved the POI. The approved POI directs the school commander/director/OIC to implement the course of instruction. Local approval of any POI is not authorized.

c. Record of Changes Page. The record of changes page is a chronological log of all changes made to a POI. Each entry must indicate the change number, date of change, date received, date entered, and the signature of the individual entering the change. Changes entered in the change log should be administrative, and should not include a lengthening of the course, or the omission of TLOs. Any major change will be included in an update and resubmission of the POI.

d. Table of Contents. This table details the content of the POI and is arranged by section number and section title. The Table of Contents should include by section the following: Certification Page, Record of Changes, Preface, CDD, Summary of Hours, Scope of Annexes, Concept Cards, Student Evaluation, and Distribution List.

e. Course Descriptive Data (CDD). The Course Descriptive Data (CDD) within the Program of Instruction (POI) is the key document for all TECOM activities involved in the resourcing process. The CDD is part of the POI and is the school's estimate of the resource requirements for the course. Accurate reporting of the schools resources and requirements will provide the documentation and justification required to compete for resources in the Program Objective Memorandum (POM) process. Failure to provide accurate resourcing data in the CDD jeopardizes future funding for the FLC.

(1) FLCs will review all CDD portions of active POIs annually or more often as necessary in connection with the TECOM, G-7 and G-8 annual budgeting and programming.

(2) The CDD contains 24 essential elements providing the justification for development or refinement of formal training courses. The 24 elements provide a summary of the course, including the instructional resources, course length, breakdown of curriculum hours, and the task list indicated in the appropriate Training and Readiness (T&R) Manual(s) (see Appendix A). The task list located in the CDD only lists those ITEs that were selected for training within the POI. JLOs should also be manually entered and specified on the CDD task list. Specifically, the CDD does the following:

(a) Outlines the school's concept of how the course will meet the learning requirements established in the T&R Manual or Joint Instruction.

(b) Identifies resource requirements needed to conduct the course.

(3) Item 16 identifies Target Population Description (TPD) and Prerequisites. To reduce lesson purpose time in career progression courses, schools are encouraged to require Marines to complete relevant Distance Learning (DL) products prior to attending a resident course.

(a) The TPD and prerequisites for MOS producing courses should be identical to those found in the MOS Manual.

(b) Commanders waiving TPD requirements and prerequisites should track those Marines' performance and submit a waiver progress report quarterly to TRNGCMD and TECOM G3 via GTD OPS.

(4) Resource requirements are contained in CDD items 21, 22, 23 and/or the "CDD NOTES" after item 24. Manpower resource requirements are identified in items 21 and 22. All other resources are listed in item 23.

(a) Item 21 allows the school to reflect the <u>total instructor requirement</u> for a course by T/O number, line number, grade, billet and hours utilized for one iteration of the POI.

(b) <u>Item 22 reflects the total personnel overhead requirement for the entire school</u>.

(c) For item 21 and 22, it is imperative that the school indicate the actual deficiency (course requirement minus authorized T/O strength) in separate remarks so that there will be no confusion as to what additional personnel (if any) are required to implement the course. The MCTIMS data fields for items 21 and 22 contain preformatted Table of Organization (T/O) information and space for free text remarks.

(d) The number of instructors reported in the Instructor Computation Worksheet (ICW) should be a whole number. Therefore, all concept cards should reflect, in the student/instructor ratio, the number of instructors required to train the maximum class capacity of students in the course; concept card must match the maximum class capacity.

(e) Item 23 is entirely free text and will be used to list resource requirements other than personnel. It will list all requirements, but specifically emphasize the portion that exceeds current availability (e.g., the course requires *9 xyz widgets*, the unit has 6 on-hand, hence the *3 xyz widget* shortfall that needs highlighted in item 23). Item 23 will contain, at a minimum, the following:

<u>1</u>. Identity (nomenclature, name, type or title) of the deficiency.

<u>2</u>. Total amount required.

<u>3</u>. Amount on hand.

<u>4</u>. Deficiency.

<u>5</u>. Justification.

(5) Course data developed and approved by other services shall be accepted. FLCs will complete all 24 elements of the CDD based on the other service data and submit that CDD for staffing.

f. <u>Summary of Hours</u>. Section II of the POI relates to the breakdown of academic and non-academic hours. Annexes A-Y are for academic concept cards and annex Z is reserved for administrative concept cards. Due to MCTIMS' automatic calculations of academic and administrative hours from each concept card, the totals shown in this paragraph will match the instructional hours represented on the concept cards and the curriculum breakdown in the CDD (items #9 and #11).

(1) <u>Academic Time</u>. Time required actually transferring learning objective based instruction, evaluating performance, or conducting lesson purpose classes as discussed below.

(2) <u>Non-Academic Time</u>. Time instructors are in contact with students as required by the FLC Commander, TECOM/TRNGCMD directives, various Marine Corps Orders, and the POI. Non-academic time can include but is not limited to the following:

    (a) Physical Training (PT). (Exceptions see Par (4))

    (b) Chow.

    (c) Equipment Draw/Issue.

    (d) Transit.

    (e) Field day.

    (f) Overnight Duty (Duty NCO, Firewatch, etc).

    (g) <u>Administrative Time</u>. Time required in the POI to complete administrative tasks necessary for the smooth functioning of the course. Instructors must be present during Administrative Time, but there is no requirement to prepare course materials. Administrative time includes:

        <u>1</u>. Checking in.

        <u>2</u>. Checking out.

        <u>3</u>. Graduation practice/graduation.

        <u>4</u>. Specialized uniform/equipment fittings.

        <u>5</u>. Medical appointments.

        <u>6</u>. Weapons' cleaning.

(3) <u>Lesson Purpose</u>. A Lesson Purpose class presents material that, while important, is not associated with learning objectives of a specific individual or collective training event and is not testable. Instructional hours not supporting the instruction or evaluation of course learning objectives is known as lesson purpose time and should be avoided to the greatest extent possible. Lesson purpose time may be used by FLCs for instruction deemed essential but not connected to learning objectives. FLCs should strive to meet the goal of no more than 1 hour of lesson purpose time a week so as to remain focused on instructing and evaluating the learning objectives of the course. If more lesson purpose time is necessary, FLCs may justify additional hours at POI submission with the task analyst.

(4) <u>Physical Training (PT)</u>. PT will only be considered academic time when the specific PT event has a learning objective(s) and is instructed and evaluated. PT in all other cases may be conducted at the discretion of the commanding officer as non-academic time. PT as non-academic time should be scheduled whenever possible so it does not interfere with the minimum 7 hours of academic time each day.

(5) <u>Remediation</u>. Remediation is neither academic nor non-academic time and must be conducted after-hours. Scheduled review sessions may be included in the examination time provided all students are involved; however individual remediation will not be captured in the POI. A description of the approach to remediation will be included in Section V of the POI.

g. <u>Scope of Annexes</u>. The scope of annexes carries a subheading, and details a description of the scope of each annex contained in the POI. If there is a difference in the scope between the conduct of the course during peacetime and mobilization, it must be annotated here.

h. <u>Concept Cards</u>. Section IV of the POI is made up of the concept cards. Concept cards comprise the bulk of the POI and provide a snapshot of all lessons, examinations, and administrative events. An introduction is provided to explain the description of the contents of the concept cards, the location of learning objectives report, and summaries of instructional hours.

i. <u>Student Evaluation</u>. Section V of the POI documents the scope of the evaluation, standards for successful performance, and evaluation procedures. Refer to the school SOP for guidance on specific evaluation procedures. Students must demonstrate mastery of all learning objectives. Student evaluation must be detailed and include, at a minimum, the evaluation philosophy (mastery/non-mastery/GPA), methods of evaluation (e.g., written, performance), Fitness Reports (if applicable), Pro/Con marks (if applicable), disposition of academic failures (recycle/MOS re-designation procedures).

(1) Each learning objective must be evaluated using one of the following methods:

(a) <u>Performance Evaluations</u>. The student actually performs the learning objective to standard and is evaluated using a checklist prepared in MCTIMS. Consistent with the objective evaluation of training and subjective evaluation of education, the performance checklist may be oriented on evaluating tangible or intangible characteristics in accordance with the learning objective standard.

(b) <u>Written Evaluations</u>. The student answers written questions either by selecting from a list, writing short answers or essays. These tests will be prepared in MCTIMS.

(c) <u>By Exception</u>. Some learning objectives contained in the Marine Corps Common Skills Vol 1 and 2 do not lend themselves to evaluation either by performance or written evaluations. These "by exception" events relate to ethics or values. An example of a "by exception" event would be a guided discussion or during another venue in which an instructor introduces values topics and encourages student feedback. These by exception events are evaluated based on the students ability to show understanding of DOD and Marine Corps policies. Students expressed opinions, views, and religious beliefs are not to be considered as part of an evaluation.

4. <u>POI Documentation</u>. FLC commanders shall ensure that the POI will be submitted in sufficient time to allow the TECOM/TRNGCMD staff to budget, include in the Program Objective Memorandum (POM), or otherwise commence action to obtain the required resources.

a. <u>POI Validation</u>. The designated resource manager at the FLC shall review and validate POI information prior to submission. Commanders shall verify the POI information is an accurate communication of how the FLC is executing resources for that course prior to staffing via the chain of command to TECOM/TRNGCMD for approval.

(1) Commanders shall certify the validity and accuracy of the POI by signing a cover letter from the CO to CG, TECOM or CG, TRNGCMD as appropriate, dated the same day the POI is submitted to TECOM electronically in MCTIMS. Should substantive changes be made to the POI following the initial submission, a new cover letter should be signed and dated to assure CG TECOM or CG TRNGCMD that the commander is aware of the most current version submitted for his approval. In standard Naval letter format on formal school letterhead, the commander will address in narrative: any shortfall(s) in funding, personnel, and equipment, as well as changes in course days, and requests for waivers for additional lesson purpose time. The cover letter should not contain all the details of revisions to items 21, 22, 23 but point the reviewer to those changes in the CDD validated in the ROP.

(2) As direct communication with CG TECOM or CG TRNGCMD, the Commander should ensure all issues of importance to the CGs are addressed. The cover letter also certifies that the Commander is aware of and approves the contents of the POI. The cover letter may be sent electronically in ".pdf" format to TECOM Ground Training Branch Operations.

b. If the POI being submitted cannot be executed with existing resources, the forwarding letter will identify those shortfalls most critical to the execution of the course. Normally, additional resources need to be programmed through TECOM G-8, which is done three years in advance.

c. When revising an existing POI, or for a new POI that does not require a Proof of Concept CDD, the schoolhouse develops the POI and forwards it to CG TECOM or CG TRNGCMD for approval. In the event that there are resource shortfalls, the school must detail actions planned or already underway to resolve those deficiencies (e.g., initiation of MILCON requests, T/O and T/E Change Requests (TOCR/TECR), request for additional funding, etc.) and explain the impact of not having these resources in place. These documents (e.g., TOCR, TECR) will be submitted in accordance with TECOM staff procedures in order to facilitate the TECOM staffing and approval process. If resources to support the POI are not available, include comments concerning the priority of the POI in support of the operating force's and advocate's requirements.

d. When a POI is submitted as a proposal to change a course, full justification for any recommended changes must accompany the revised POI in the cover letter. Reasons for changing a course include, but are not limited to, publication of new training events, changes to requirements published in a T&R Manual or Joint Instruction, new equipment, and revised tactics, techniques, procedures or doctrine. POIs modified as a result of Course Content Review Boards shall be accompanied by the CCRB Record of Proceedings (ROP) as an enclosure.

e. The POI checklist contained in Appendix O-33 will be annotated with the originator's name as well as the date completed, and submitted concurrently with the POI and the cover letter.

f. <u>POI Staffing</u>. When a school is ready to submit a POI for approval, the school will send a Portable Document Format (PDF) version of the POI cover letter, POI checklist, and CCRB Record of Proceedings (ROP) to either GTD or ATD Ops via email at <u>TECOM.GTB.OPS@USMC.MIL</u> or <u>TECOM.ATB.OPS@USMC.MIL</u> respectively. The cover letter and ROP will be collated with a hard copy MCTIMS POI, assigned a GTD tasker tracker number, and forwarded to the appropriate GTD/ATD task analyst to start the review/staffing process. The ATD/GTD responsible Task Analyst, in coordination with GTD/ATD Ops, will conduct a cursory review of the POI within 10 days to determine if the POI is ready for staffing. If the POI is determined to have substantive errors, the school or detachment commander will be notified of the errors via official correspondence and given 14 days to make necessary corrections. The start date of the 60-day staffing and approval process begins upon receipt of a POI that is determined to be suitable for staffing. When possible, staffing will be accomplished electronically to previously coordinated points of contact in resource management sections/branches.

(1) The ATD/GTD Ops analyst has 10 working days to review the POI upon receipt. The TECOM/TRNGCMD staffing process will not exceed 60 calendar days from receipt of a correct POI.
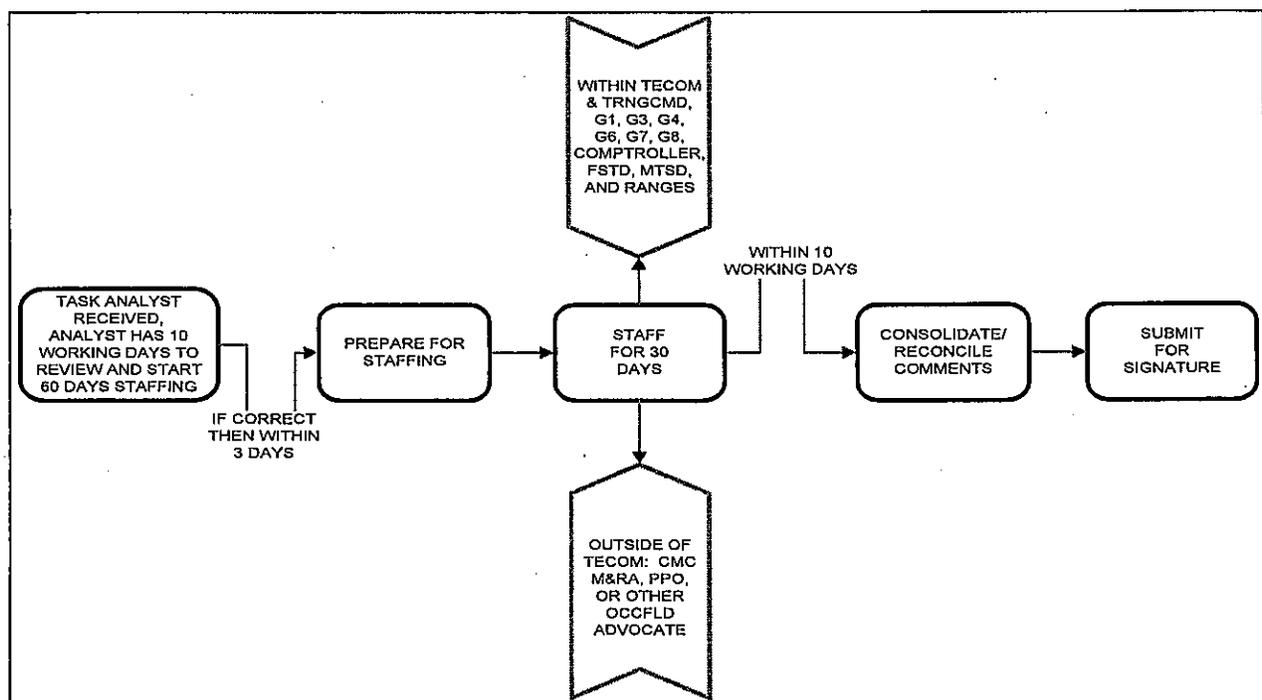
Figure 1-1.--POI Staffing Process

(2) The ATD/GTD task analyst for the course drafts routing sheet comments and forwards the POI and the comments to GTD Ops/ATD Ops for staffing.

(3) GTD Ops: Prepares the routing sheets, ATD/GTD Ops staffs the POI, continues staff action to refine and resolve resourcing issues. The staffing destinations within TECOM and TRNGCMD for POIs are dependent on the particular chain of command of the FLC. TRNGCMD FLCs are identified in

Appendix J. The POI will be staffed to the following offices for review, comment, and recommendations:

        (a) Applicable Occupational Field Advocate.

        (b) HQMC, Manpower and Reserve Affairs.

        (c) TECOM/Training Command G-1 (Analysis of personnel requirements).

        (d) TECOM/Training Command G-3 (Current Ops/Future Ops).

        (e) TECOM/Training Command G-4 (Analysis of equipment).

        (f) TECOM/Training Command G-6 (Analysis of computer/IT related requirements).

        (g) TECOM/Training Command Comptroller (Analysis of funding requirements).

        (h) TECOM G-8 (Analysis of programming implications (funding; MILCON; equipment).

        (i) MAGTF Training Simulations Division.

        (j) Range and Training Area Management Branch (ammunition requirements).

        (k) College of Distance Education and Training (CDET)/Distance Learning Center (DLC).

        (l) Formal Schools Training Division.

        (m) Safety.

        (n) Interservice Training Office.

     (3) Staff Resource Proponents (manpower, facilities, ammo, ranges, and supply/equipment) will identify resource shortfalls in their commodity area. Where issues may be resolved internally, proponents will make recommendations such as: adjust MCBUL 8011 to increase ammunition allocations, reassign personnel, adjust budgets to provide additional funding, etc. Proponents will clearly state any necessary follow-on actions required and who is responsible for initiating the action. When internal resolution is not possible, proponents will detail actions to be taken, and provide an estimated time line for when resources can be put in place. Proponents are directed to seek non-traditional solutions to address resource shortfalls until programming can be affected.

     (4) When staffing comments are returned, the TRNGCMD Action Officer or TECOM Task Analyst resolves any further discrepancies or determines whether further coordination is required. A recommendation to approve or disapprove the POI is then submitted to CG, TECOM.

    g. POI Approval. POI approval authority rests with CG, TECOM or CG, Training Command, depending on the chain of command for the FLC. The TECOM

HQ or Training Command HQ conducts appropriate staff action to review, validate, and recommend resourcing, prior to submission to CG, TECOM or CG, Training Command for approval. This action is required for all POIs for new and revised Marine Corps formal courses of instruction, to include all Marine-unique courses attended by Marines at other service formal schools. POIs (or an equivalent document) for consolidated courses at other service schools are reviewed to ensure applicable T&R events are being addressed regardless of service teaching the course. The signature package presented to the appropriate CG will have a route sheet. The route sheet remarks will outline all unresolved issues and include recommendations for resolution. Attached to the paper will be all staffing comments and a letter approving or disapproving the POI. After signature by the appropriate CG, the decision letter indicating approval/disapproval is attached to the POI and it is returned to the FLC.

(1) The POI decision letter will be worded only as follows:

(a) "Approved". This approval is contingent on the FLCs ability to execute the course given the current level of resources. The letter may contain other guidance on distribution and prioritization for existing course resources in order to implement the approved POI, but the basic tenet — unconditional approval— remains.

(b) "Disapproved". Disapproval may be for a variety of reasons— not necessarily related to resourcing, however the reason will be clearly stated in the letter.

(c) "Approved, but further execution is not authorized until required resources are obtained". This conditional approval prohibits the schoolhouse from executing the POI until such time as TECOM and/or the school is able to arrange for sufficient resources to effectively teach the course. The letter will clearly state which resources are deficient, who has staff cognizance for further action to obtain the resources, and a tentative time-line for delivery of the resources.

(2) The importance of the POI letter cannot be overemphasized. The approval letter, not the POI itself, is the document which obligates TECOM activities to provide resources, or to take certain actions that will ultimately result in resources being provided as feasible.

(3) Once the POI is approved, it will be submitted by CG, TECOM (C 469/C 4610) to the American Council on Education (ACE) to determine if the course qualifies for vocational/collegiate credit. The ACE will review the POI to determine if the course is a candidate for credit review and contact the formal school to coordinate a site visit as appropriate.

h. POI Changes. POIs are dynamic documents. If changes are immediately required following approval of the POI (i.e., modification of the task list in the T&R Manual, or changes due to resource requirements are necessary), those changes will be identified to CG, TECOM or CG, TRNGCMD via ATD/GTD task analyst listing the necessary change, justification for change, and the impact on execution of the POI. The appropriate CG will approve those changes at the completion of staffing procedures outlined above. Commanders/OICs/Directors may not "locally approve" changes to the POI when those changes involve task list/T&R modification or changes in required resources. Allowable local changes are those that do not require additional

resources, add additional training days, or modify existing TLOs. (See Par 3c on how to record local changes.) Time-critical changes to T&R Manuals reflected in the working copy of the T&R Manual and approved by appropriate advocate, Task Analyst, and/or T&R sponsor, may be immediately integrated into formal school instruction, but must be formalized by submitting an updated POI for approval. Changes to T&R events based on emergent training requirements are to be submitted to CG, TECOM (C469) for review and approval.

    i. <u>POI Revisions</u>. Major Subordinate Commanders (MSCs) will ensure FLCs <u>submit POIs for review every two years from the date of initial approval</u>, or sooner as the need requires, or as directed by CG, TECOM or CG, TRNGCMD. POI submission will follow the T&R Manual revision cycle to the maximum extent possible. The FLC, in concert with the assigned task analyst, will formulate a plan that outlines a schedule for POI submission and MLF completion. CCRBs will be conducted and revised POIs will be submitted within 120 days of T&R Manual approval, unless CG, TECOM or CG, TRNGCMD provides a waiver based on the following guidance.

    (1) Tier 1 courses have the highest priority for curriculum development. FLCs will prioritize all POIs into Tier 1, Tier 2 and Tier 3 using the following criteria.

        (a) Tier 1 Courses - Entry-level MOS producing courses, featuring 1000-level events.

        (b) Tier 2 Courses - MOS career progression courses, featuring 2000 level events.

        (c) Tier 3 Courses - All other courses conducted.

    (2) If the volume of POIs affected by the update of the applicable T&R Manual makes the 120 day deadline untenable, the FLC CO may request an extension from CG, TECOM via CG, TRNGCMD. Requests for extensions of the 120 day deadline will be fully justified in a request to CG, TECOM or CG, TRNGCMD, via GTD Ops or ATD Ops, and must include a Plan of Action and Milestones (POA&M) along with submission dates for all affected POIs. Within the POA&M, priority should go to Tier 1 courses.

5. <u>Proof of Concept CDD</u>. At times, following Course Content Review Board (CCRB) recommendations, or a FLCs CO's initiative, FLCs will recommend new instruction to meet an existing learning gap or a critical learning requirement. To expedite the development of new instruction, a *Proof of Concept CDD* will be submitted containing the following information: course title, purpose, scope, length, location, class capacity, class frequency, provisional/draft task list, and training/education support requirements. The Proof of Concept CDD will identify critical resource shortfalls and detail interim plans for execution of this instruction until all resource requirements can be addressed.

    a. The Proof of Concept CDD will be submitted under cover letter identifying why the course is required, what deficiencies it will correct, and why it will be conducted in a formal school setting. Documentation such as pertinent Marine Corps Center for Lessons Learned (MCCLL) information or the CCRB Record of Proceedings (ROP) will be included as an enclosure. The cover letter will also include an assessment of the school's ability to execute the instruction utilizing existing resources (instructors, structure,

facilities, equipment, funding). The Proof of Concept CDD will identify critical resource shortfalls and detail interim plans for execution of this instruction until all resource requirements can be addressed.

b. A Proof of Concept CDD for a new course that replaces an existing course will identify the replaced course identification (CID) and title, and the anticipated effective date of replacement.

c. The Proof of Concept CDD will also outline Advocate and other Agency (e.g. Manpower and Reserve Affairs (M&RA), Marine Corps Systems Command (MCSC) etc.) staff actions to address schoolhouse resource shortfalls.

d. POIs for Proof of Concept CDDs will be submitted to CG TECOM or CG, Training Command, ATD/GTD within 120 days following CG, TECOM or CG, TRNGCMD approval of the Proof of Concept CDD.

e. Proof of Concept CDDs will not be created nor submitted for a new course that has been directed by TRNGCMD, TECOM, MCCDC or higher. FLCs will conduct a learning analysis and develop a POI for submission following notification that the events to be trained have been put into MCTIMS or, using existing events that had an initial training setting of MOJT that have been modified so that the initial training setting is FORMAL. The POI for this new, directed course will be submitted within 120 days of notification.

6. Master Lesson File

a. The Master Lesson File (MLF) is not a stand-alone document. Course information contained in the MLF and the training schedule must match the approved POI. MLFs will contain, at a minimum, the requirements listed in paragraph (b). The training schedule will contain, at a minimum, the lesson designators, titles, and times. The minimum peacetime course day is 8 hours; the minimum peacetime course week is 40 hours (8 hours a day multiplied by 5 working days). A course week will contain at a minimum 35 academic hours. The training schedule will follow the course structure to the maximum extent possible. There are no established maximum hours for a training day. Courses with a training need may have an extended academic day. Task analysts will review the average training day and average training week to evaluate if additional justification from the FLC is required for excessive academic day length.

b. MLFs will contain at a minimum, the following material:

(1) Learning Analysis Worksheets (LAWs). Documents the transition between the T&R events and learning objectives (Appendix O-2).

(2) Learning Objective Worksheets (LOWs). Describes the anticipated learning outcome, provides a measurement for each Learning Objective (LO), and contains test/evaluation items and selected methods and media for that specific LO (Appendix O-4).

(3) Concept Cards. Identifies all learning objectives, instructional methods and media, and the resources required to conduct entire lesson, exam, or event (Appendix O-11 through O-13).

(4) <u>Lesson Plan</u>. The lesson is written in such detail that an alternate instructor, with minimal preparation time, could effectively deliver the lesson (Appendix O-16).

(5) <u>Student Outline</u>. Refer to Appendix O-25 for a Student Outline Checklist.

(6) <u>Supplemental Student Materials (if applicable)</u>.

(7) <u>Media (or a description of the media and location)</u>. Refer to Appendix O-29 and O-31 for appropriate checklists.

(8) <u>Instructor Preparation Guide (IPG)</u>. Refer to Appendix O-26 for an example of an IPG, and Appendix O-27 for an IPG Checklist.

(9) <u>Operational Risk Assessment Worksheet (ORAW)</u>. The ORAW documents the school plan to conduct training in the safest manner possible. The ORAW documents the 5-step Operational Risk Management process as it relates to the lesson. Refer to Appendix O-15 and O-30.

Note: LAWS and LOWS are not required for lesson purpose classes. Computer Based Training (CBT) MLFs will contain an Instructor Preparation Guide.

c. Course Chiefs will use the templates from the Appendices and the SAT Users Guide for 1-9 above. Course Chiefs will maintain an MLF inventory matrix listing items 1-9 above on the y-axis and the lessons on the x-axis with the intersection showing the date last revised. All components of the MLF will be revised/validated on a yearly basis using the MLF checklists from Appendix O and the SAT Users Guide.

Chapter 2

Roles and Responsibilities

1. Introduction. FLCs will establish a policy for staff and faculty development. In addition to formal requirements specified in this chapter, schools will tailor additional faculty development to the needs of their school in a Staff and Faculty Development Program (SFDP). Specifically, faculty development programs will center on maintaining proficiency in the formal school faculty ITEs listed in reference (1), as well as include any school house specific training. The faculty development program will also include refresher and/or advanced training in course content; and advanced or emerging topics in curriculum, instruction, evaluation, adult learning and school administration.

2. Faculty Records. All FLCs must maintain records for each faculty member (civilian and military; instructors, curriculum developers, Formal School Manager, and other staff designated for providing formal instruction) documenting completion of required courses and other associated requirements. Faculty records will contain at a minimum:

     a. SAT/ORM Indoctrination (or Refresher as required) DL completion certificates.

     b. T3S Course completion certificates.

     c. Designation letters (e.g. Formal School Manager, Course Chief, Chief Instructor, Master, Senior and/or Basic Instructor).

     d. Quarterly Instructor Evaluations (Instructors will be evaluated using a local adaptation of the Instructor Evaluation Checklist, Appendix O-37).

     e. All Instructional Rating Forms (IRFs). IRFs (Appendix O-44) will be completed by at least 10% of all students immediately following each lesson and will be maintained by the respective Course Chief.

          (1) Include a locator sheet identifying where IRFs are stored.

          (2) Other material as required (e.g. Faculty Advisor designations, counseling session documentation, attendance rosters for faculty development training).

          (3) Instructor hours.

               (a) Platform hour. Time an instructor spends facilitating a period of instruction in a structured learning environment.

               (b) Contact hour. Time an instructor/faculty advisor engages students outside of the structured learning environment.

3. Previous Instructor/Curriculum/Administrator Training

     a. Primary instructors who have previously completed another service's instructor training course are not required to attend the FSIC. Instructors reassigned to a formal school will be required to attend FSIC again for recertification unless they have been assigned to an instructor billet within

the previous 5 years. Marine instructors at Inter-service Training Review Organization (ITRO) schools may attend another service's local instructor course; however, every attempt will be made to send Marine instructors to the FSIC.

b. Regardless of previous training or education, all personnel in designated curriculum development billets (i.e. Course Chiefs, Academics Officers, military and civilian curriculum developers, TECOM task analysts, Training Command Action Officers) should attend the CDC.

4. <u>Train The Trainer (T3) School</u>. Located at Camp Johnson, NC with a Detachment at Camp Pendleton, CA, T3S provides resident, Mobile Training Team (MTT), and Distance Learning courses for specific billets within Marine Corps Formal Learning Centers.

   a. Instructors

      (1) Formal School Instructor Course (FSIC): This course provides the knowledge and skill sets required for instructors to succeed in Marine Corps formal schools and detachments. There are three objectives for this course: the preparation of instruction, the delivery of instruction and to conduct after lesson management. Per this Order (MCO 1553.2_) FSIC is a requirement for all personnel assigned to an instructional billet within TECOM.

      (2) Senior Instructor Course (SIC): The SIC is designed to train instructors in enhanced instructional methods and techniques complimenting methods previously received in the FSIC. Instructional methods and techniques include: Guided Discussion, Role Play, Case study, Socratic questioning, Coaching and Scaffolding. Prerequisites for the SIC are; the FSIC (or equivalent), currently assigned to an instructor billet, and commanders recommendation. It is recommended that FSIC graduates attend SIC before their one year mark and have at least six months of instructing experience before nomination to the Senior Instructor Course.

   b. Curriculum Management

      (1) Curriculum Developer Course (CDC): The Curriculum Developer Course provides the skills required to succeed as a curriculum developer in the Formal Learning Centers. This course includes instruction and practical application in conducting a learning analysis, writing learning objectives, writing exams, writing instructional materials and developing media. Students are also taught the processes associated with developing and generating a POI using the Marine Corps Training Instructional Management System (MCTIMS).

      (2) Formal School Manager Course (FSMC): To train Formal Learning Center personnel serving in billets associated with management of Marine Corps' formal schools in compliance with applicable orders, directives and practices. Students are trained on the use of SAT, as well as compliance with this Order (MCO 1553.2_), Standing Operating Procedures (SOP), an introduction to MCTIMS, Staff and Faculty Development (SFDP), program assessments, and Evaluation Plans.

      (3) Formal School Commanders Course (FSCC): The FSCC is currently available as a Distance Learning (DL) product only, at this time. The FSCC is designed for school administrators responsible for the design,

development, implementation, and evaluation of instruction at Marine Corps Formal Learning Centers. The emphasis of this course is on the management and supervision of FLCs in accordance with the SAT Users Guide and applicable directives.

    c.   Unit Training Managers

      (1) Unit Readiness Planning Course (URPC): This course provides the knowledge and skills required for commanders and unit training managers to systematically plan, conduct and assess unit training. This course also includes instruction and practical application in the development of a Mission Essential Task List (METL), conduct of a unit training assessment, development of training plans, letter of instruction (LOI), as well as training processes, procedures and best practices associated with training management concepts in support of the Training and Readiness (T&R) program and the Systems Approach to Training (SAT).

5.   <u>Commanding Officer/Director/OIC Responsibilities</u>

    a.   Identify those FLC personnel required to attend the appropriate T3S Course and ensure they are trained before performing their specific duties. Following the assignment of personnel as a Primary Instructor or Curriculum Administrator/Developer, the Commander has 120 days to ensure the individual's attendance at the appropriate FSIC or CDC course.

      (1) Use the appropriate T3S screening checklist to ensure that personnel, prior to attending the required T3S course, have met all prerequisites for that specific course.

      (2) FLCs will contact T3S to secure a seat in the required course and initiate a funding request for Marines attending the course via TAD.

        (a) If attending the course on TAD orders, personnel assigned to FLCs located east of the Mississippi River, will attend T3S Detachment East located at Camp Johnson, North Carolina.

        (b) For FLCs located west of the Mississippi River, to include Hawaii and Okinawa, personnel will attend T3S Detachment West located at Camp Pendleton, California.

        (c) Requests for exceptions to this policy will be forwarded to the Director, T3S. Funding for Marines to attend these courses is provided by CG, TECOM (C 464).

        (d) Units outside of TECOM must budget and allocate unit TAD funds for personnel to attend these T3S courses.

    b.   Complete the DL Formal School Commander Course (FSCC) available on the TECOM website at:

<u>https://www.intranet.tecom.usmc.mil/sites/gtb/sections/tme/default.aspx</u>

within 30 days of assuming command and prior to attending the annual TECOM Commander's Conference. Coordinating instructions from CG, TECOM will be sent to each incumbent and inbound FLC Commander via separate correspondence.

(1) Executive Officers, SNCOICs, Academic Officers/Chiefs, Chief Instructors, and Operations Officers/Chiefs will also complete the FSCC DL within 30 days of reporting.

c. All Formal Learning Center personnel will complete the SAT (MarineNet course # UT01A0), and ORM (MarineNet course # DI5101A) DL courses within 30 days of reporting.

d. Staff and Faculty Development

(1) Establish and administer a Staff and Faculty Development Program (SFDP) that addresses the specific needs of the school. Upon assuming command, Commanders and Directors must conduct a detailed assessment of the school and revise or tailor the SFDP accordingly. Because the SFDP must be designed and personalized to the strengths and weaknesses of the individual school/command, the construct of the SFDP will vary widely from school to school. At a minimum, the SFDP will address required formal training, new instructor orientation, and continuing professional development for both active duty and civilian personnel. Potential considerations for SFDPs are outlined below.

(a) Required formal training

1. Assign all primary instructors and curriculum developers to the appropriate T3S course early in their assignment; within 120 days of their arrival at the FLC. Submit the appropriate T3S screening checklist with nomination request for faculty attending T3S courses.

2. Require all personnel to complete the required SAT and ORM Indoctrination DL courses (located on MarineNet).

(b) New instructor orientation

1. Orientation seminars. This could include administrative, logistical, and welcome aboard considerations, as well as an introduction to effective teaching methods (building upon FSIC).

2. Mentoring program.

3. Introductory period during which new instructors observe classes.

4. Introductory period during which new instructors assist in instruction prior to assuming lead.

5. Opportunity for peer review of new instructor's teaching prior to instructing students, offering non-threatening, professional, and honest feedback.

6. Requirement for staff review of new instructor's teaching, providing both rigorous peer evaluation and informal certification to instruct a lesson (typical of the "murder boards"). Instructor Evaluation Checklist located in Appendix O-37.

7. Videotaping of presentations or discussions for self-analysis.

<u>8</u>. Validation of the new instructor as a 'certified'
instructor.

(c) Continuing Professional Development

<u>1</u>. Sustainment interval/refresher training in the formal
school faculty ITEs listed in reference (n).

<u>2</u>. Refresher and or advanced training/education in course
content.

<u>3</u>. Advanced or emerging topics in curriculum, instruction,
evaluation, adult learning and school administration.

<u>4</u>. Establish a standardized reading list tailored to the
needs of each individual school. A list of resources utilized in higher
education can be found on the T3S website at:

http://www.marines.mil/unit/tecom/t3s/Pages/welcome.aspx

(2) <u>Civilian Employees</u>. Provide professional development for those
civilian employees assigned to Marine Corps Formal Schools, PME Schools,
Training Detachments or educational institutions. Ensure civilian 17XX
series employees attend required TECOM hosted seminars and appropriate T3S
courses. Authorization for such training is established in the Government
Employees Training Act (Public Law 85-507). Requests for quotas for civilian
employees and subsequent seat assignments to Marine Corps formal courses of
instruction will be coordinated through the Service Quota Managers, at CG,
TECOM (C 4611). The training must be related to the individual's present or
prospective responsibilities. FLCs must budget for and fund civilian
employee training.

e. <u>POI Submission</u>. Submit POIs to CG, TECOM or CG TRNGCMD as
appropriate for review of all new or revised formal courses of instruction in
accordance with Chapter 1, Par 4 of this enclosure.

(1) For courses taught at multiple locations, the mirrored schools
will submit the POIs simultaneously.

(2) Schools required to execute POIs developed by a designated
subject matter proponent or TECOE must revise and submit a site specific CDD
with the proponent POI for that school. Upon approval, a CID will then be
assigned to the POI that includes the submitting school's school code. For
example: All marksmanship ranges across the Marine Corps creating
Marksmanship Instructors will have identical Programs of Instruction, except
for the location specific data contained in the CDD. This location specific
data will be reflected in a location-specific CID for each range, even though
the training delivered at the various locations is identical.

(3) For those courses of instruction conducted at other service
schools, submit equivalent course documentation and other service CDD created
in Microsoft Word or in future revisions of MCTIMS.

(4) Formal course revision is only authorized when an updated POI,
along with a cover letter detailing the proposed changes, is approved by CG,

TECOM, or CG, TRNGCMD. Additionally, course revision can also be authorized via a formal approval letter from CG, TECOM, or CG, TRNGCMD.

    f. Master Lesson Files. Maintain an MLF for each lesson taught, containing the required components and checklists in accordance with the SAT Users Guide and Appendix O.

        (1) Review all MLFs annually and make required adjustments.

        (2) For those lessons containing Interactive Multimedia Instruction (IMI), a student and Instructor Preparation Guide (IPG) for that portion of the lesson must also be maintained in the MLF.

    g. Archives. Maintain, at a minimum, an archive of the following course documents (hard-copy from the latest CCRB cycle and electronic copies from the previous two CCRB cycles):

        (1) POI approval letter.

        (2) Pertinent T&R Manuals.

        (3) Course Content Review Board Record of Proceedings.

        (4) After Instruction Reports.

    h. Assistance. Request assistance from CG, TECOM (C 469/C 4610) for problem areas relating to the design, development, implementation, and evaluation of any course, as well as any problem areas concerning school administration.

    i. Student Management

        (1) Ensure students meet the prerequisites for attendance of their school as codified in the Target Population Description (TPD) in the POI. If students do not meet the prerequisites, Commanders may return students to their respective command.

        (2) Submit class convening rosters, through MCTIMS Student Registrar, to CG TECOM (4611) within five calendar days of the class beginning date.

        (3) Submit validated student and class data (rosters, completion rosters, graduation reports, etc.), using the MCTIMS Student Registrar, within seven calendar days of course completion. For MOS producing courses, also enter awarded MOS into Marine Corps Total Force Structure Management System (MCTFMS) within seven days.

    j. Joint Instruction/Other Service Schools. Notify CG, TECOM (C 469/C 4610) of any anticipated or proposed changes to a joint/other service school's course of instruction attended by Marines.

        (1) Review other service school course data bi-annually to ensure the instruction adequately trains Marine Corps T&R requirements.

        (2) Submit the other service school course data along with the same data in Marine Corps CDD format for each other service school course attended by Marines to TECOM ATD/GTD for approval.

k. T&R Manual Conferences. Provide qualified Subject Matter Experts (SME) who can speak on the behalf of the formal school, PME School, or training detachment commander to participate in the development of Marine Corps individual and collective events during T&R Manual conferences.

l. Course Content Review Boards (CCRB). Plan and conduct CCRBs on all courses at a minimum every two years. Plan and conduct CCRBs within 120 days of the signed T&R Manual for all affected courses. Requests for deviation will be fully justified in an extension request to CG, TECOM or CG, TRNGCMD as appropriate. While the T&R conference, in conjunction with a well executed FLC evaluation plan, garners extensive operating force/supporting establishment feedback on POI inputs (T&R events) and outputs (course, graduates), FLCs should invite SMEs from the operating force/supporting establishment to participate as available in CCRBs.

m. Recommendations. Make recommendations for changes to T&R Manuals or improvements to any Marine Corps programs of instruction, to CG, TRNGCMD (C 47) or CG, TECOM (C 469/C 4610 as applicable) based on chain of command.

n. Operational Risk Management (ORM)

(1) Conduct ORA for all lessons contained in the POI and maintain the ORAW, including the Cease Training (CT) criteria and Cease Training procedures, as part of the MLF.

(2) For training lessons/events that involve risk of injury or death, develop site-specific pre-mishap plan per reference (o). Review and exercise pre-mishap plans annually.

(3) Investigate and report all training related mishaps in accordance with reference (o).

(4) Determine if a course has an ORM risk assessment code (RAC) of I or II. For any course that has an ORM RAC I or II, submit a request (with justification) to CG, TECOM for approval and inclusion to the High Risk Training (HRT) Courses at Formal Schools (enclosure (4)). Note: Generally, any course that involves shooting and moving, leaping from or suspension from a height, the possibility of electrical shock and/or submersion in water should be closely evaluated with a bias towards inclusion in the list of HRT.

(5) Submit Serious Incident Report (SIR) via Chain of Command to CG, TECOM per reference (p).

o. Formal Schools Commander's Course (FSCC). Take DL Formal School Commander's Course (FSCC) within 30 days of assignment.

p. Standing Operating Procedures (SOP). Revise/validate FLC SOP. (Refer to SAT Users Guide, and Appendix O-59 for school SOP checklist.)

q. HRT Category I and II. Commanding Officers/Directors/OICs, Marine Corps Formal Learning Centers with Courses Designated as HRT Category I and II (see Appendix N).

(1) Include initial and residual risk assessment codes and safety controls in the note(s) section of the concept card.

(2) Complete an Operational Risk Assessment Worksheet (ORAW) (see Appendix O-15) using the Risk Assessment Matrix in Appendix N for Marine Corps High-Risk Training Programs for each RAC I or II course and maintain that checklist in the MLF.

(3) Brief all students on cease training procedures per Appendix K.

(4) Verify that all high-risk instructor candidates are screened per enclosure (2).

(5) Designate a HRT Safety Officer (HRTSO) for oversight of all HRT events. See Appendix L for more information on the HRTSO.

(6) Ensure the HRTSO completes the Ground Safety for Marines Distance Learning (DL) course and the ORM Indoctrination DL course prior to assuming duties.

(7) Establish a schedule for the HRTSO to observe and evaluate all high-risk evolutions. See Appendix L for guidance, while referencing and utilizing the HRT checklists available on the Naval Safety Center web page:

http://www.safetycenter.navy.mil/ashore/trngsafetyprg/index.asp

(8) Investigate and report all training related mishaps in accordance with reference (o) and (p).

(9) Ensure HRT course prerequisites include safety considerations.

(10) Verify that students meet all course prerequisites prior to commencing training. If students do not meet the prerequisites, Commanders may send students back to their respective command.

(11) Monitor student medical status and establish internal controls to inform instructors of any changes in a student's condition. Students determined to be physically unfit or psychologically unsuited will be removed from training until cleared by qualified medical personnel to return.

(12) Design student critiques that address the following safety related areas:

(a) Cease Training procedures were explained.

(b) Lessons on safety were included as applicable.

(c) Lessons related safety to job performance.

(d) Emergency action procedures were explained.

(e) Safety precautions were in place for each event.

(f) Instructors followed all safety precautions.

(13) Conduct an annual safety review and verify the HRT Category of all courses.

(14) Establish an instructor proficiency evaluation program that evaluates high-risk instructors in the appropriate instructional environment (classroom and/or field) per Appendix L.

(15) Develop site-specific pre-mishap plans for all high-risk events per reference (o). Review and exercise pre-mishap plans annually.

(16) Provide annual ORM/HRT refresher training to faculty, i.e., mishap reporting, site-specific safety requirements/updates.

(17) Request a periodic safety survey from the NAVSAFCEN (Code 48). The frequency of these surveys will not exceed two-year intervals. Direct liaison is authorized.

6. Formal School Manager (FSM)

a. Each FLC will have a Formal School Manager (FSM) who assists the CO/OIC/Director in the execution of the provisions of this Order. The FSM can be a collateral duty for the Executive Officer, Operations Officer, Academics Officer/Director, Deputy Director, Chief Knowledge Officer, Academics SNCOIC, Chief Instructor, etc., or in the case of larger FLCs, a separate billet. The FSM will be designated in writing by the Formal Learning Center Commander/OIC/Director.

b. The FSM will maintain a desktop turnover binder to include, at a minimum, the FSM designation letter, a printed or electronic copy of each relevant T&R Manual, a printed copy of all approved POIs to include the CG approval letter for each, designation letters of one Course Chief per POI, copies of at least the last two ROPs associated with each POI, results of any CGIP inspections conducted within the previous three years, a printed copy of this Order, and a printed or electronic copy of the SAT Users Guide.

7. Academics Section. Each FLC will have an Academics Officer. The Academics Officer/Director is responsible for all FLC POIs, to include POI design, development, submission, evaluation, and maintenance. The Academics Officer is responsible for planning, preparing, facilitating, and consolidating CCRBs along with submission of POIs to higher headquarters. If not designated as the FSM, the Academics Officer/Director will be designated in writing by the FLC Commander/OIC/Director, and will assist the FSM in execution of the provisions of this Order. Other Academic related billets within the FLC, manpower permitting, that could be part of the Academics Section include: Assistant Academics Officer/Director, Curriculum Administrator/Developer, Course Chief(s), POI/Course Manager, as well as a Testing & Evaluation Officer/Director.

8. Curriculum Administrator/Developer

a. Marine, civil servant, other service member, or civilian contractor who conducts the analysis, design, develop, and evaluate phases of the SAT process for each POI within the FLC.

b. Each POI will have at least one curriculum administrator/developer but not more than two, except in cases where a CGIP AIRS 400 formal school inspection has determined the need for additional curriculum administrators/developers for a course to be mission capable.

c. Personnel assigned as a curriculum administrator/developer will attend the Curriculum Developer Course (CDC).

9. <u>Course Chief</u>. COs/OICs/Directors will assign in writing the most qualified personnel as Course Chiefs. Course Chiefs will be drawn from the assigned instructors and are responsible for the maintenance of course documents and the conduct of a specific course. As instructors, Course Chiefs will also be expected to perform platform instruction albeit with a reduced course-load so they may fulfill their duties as Course Chief. A Course Chief will be assigned for each POI at a FLC.

a. <u>Billet Requirements</u>

(1) Senior or Master Instructor in accordance with the minimum requirements established by TECOM.

(2) FSIC and SIC/AIC graduate.

b. <u>Course Development</u>. Course Chiefs will be the primary advocates for their respective POIs. Course chiefs should work closely with the school Academics Officer/Director and resource manager in the performance of their duties. Course Chiefs are responsible to coordinate all aspects of each course iteration, to include the scheduling of classes, instructors, After Course Reports, and all course associated requirements.

c. <u>Course Records</u>. Course Chiefs will maintain the following records in Course History Folders for their assigned course (unless otherwise specified, records should be maintained for the time period dating back to the last CCRB):

(1) Two-year plan outlining T&R Manual Revision, POI submission, MLF completion, convening of CCRB.

(2) ROPs from at least the last two CCRBs conducted.

(3) Observation, Environment, and Safety Checklists (Appendix O) will be updated by the Course Chief for each MLF annually.

(4) Instructor Qualification Roster showing which instructors are qualified/certified to instruct which lessons (at a minimum, instructors will observe the lesson once and be evaluated giving the lesson by the Course Chief prior to being qualified to instruct the lesson to students). This roster must be routinely updated based on instructor flow.

(5) After Instruction Report (Appendix O-52) summarizing Instructional Rating Forms (Appendix O) for each course iteration. (Instructional Rating Forms will be completed by at least 10% of all students immediately following each lesson.)

(6) Post-Graduate Surveys (refer to Appendix O-55) conducted via mail, email, phone conversation, electronically via online survey tools, or in person. Surveys should be maintained until rendered obsolete by the next CCRB for the affected course.

(7) Course Structure (containing at a minimum: Lesson Designators Lesson Titles and time allotted, each from the pertinent Concept Card.)

(8) Training Schedules for each course iteration.

(9) After Instruction Report summarizing all Exam Rating Forms (Appendix O-45) for each course iteration. (Exam Rating Forms will be completed by at least 10% of the students immediately following each exam.)

(10) After Instruction Report summarizing End of Course Critiques (Appendix O-46) from all students for each course iteration.

10. <u>Testing Officer/Director</u>. The Testing Officer/Director is responsible for oversight of all testing procedures as well as evaluation of testing data as part of the Evaluation Phase of SAT.

11. <u>Primary Instructor</u>

a. Marine, civil servant, other service member, or civilian contractor who teaches a lesson as designated by the POI and conducts the implement phase of the SAT process. Primary Instructors will assist the Curriculum Developer with development and maintenance of MLFs.

b. A Primary Instructor is a Subject Matter Expert (SME) in the subject being taught.

c. Instructor hierarchy is as follows:

(1) Basic Instructor

(2) Senior Instructor

(3) Master Instructor

d. Primary instructors will complete the SAT and ORM DL courses and attend the Formal School Instructor Course (FSIC), as well as any other required course(s).

e. <u>Instructor Operational Risk Management Responsibilities</u>

(1) Review all course materials to include the ORAW for each training event and ensure all personnel are briefed on the risk factors, safety controls, cease training criteria, and cease training procedures.

(2) Conduct time-critical ORAs as required and report findings to school administrators via the After Instruction Report (AIR).

(3) Cease training when the risk to personnel or equipment exceeds the pre-determined acceptable level.

(4) Complete the proper mishap report in the event of a mishap.

12. <u>Assistant Instructor</u>

a. Marine, civil servant, other service member, or civilian contractor who supports an academic lesson (e.g. small unit leader for students, supervises practical application, conducts coaching or demonstrations, assists with range safety) under the supervision of a Primary Instructor. Assistant Instructor will <u>not</u> perform primary platform instructor duties.

b. Assists in conducting the implement phase of the SAT process.

c. Assistant instructors will complete the SAT, ORM, and Basic Instructor Skills Course (BISC), available on the TECOM website:

https://www.intranet.tecom.usmc.mil/sites/gtb/sections/tme/default.aspx

d. Assists Primary Instructor in the performance of all ORM responsibilities.

13. High Risk Training (HRT) Instructor Responsibilities

a. Complete the SAT and ORM Indoctrination DL courses and the FSIC.

b. Complete the ORAW Checklist for Marine Corps High-Risk Training Programs for each RAC I or II course and maintain that checklist in the MLF.

c. Review all course materials to include the ORAW for each training event and ensure all personnel are briefed on the risk factors, safety controls, cease training criteria, and cease training procedures.

d. Conduct time-critical ORAs as required and report findings to school administrators via the After Instruction Report (AIR).

e. Cease training when the risk to personnel or equipment exceeds the pre-determined acceptable level.

f. Assist the HRTSO in developing and reviewing the pre-mishap plan.

g. Assist the HRTSO in completing the proper mishap report in the event of a mishap.

14. High-Risk Training Safety Officer (HRTSO) Responsibilities

a. Complete the two week Ground Safety for Marines course prior to assuming duties.

b. Review all courses with ORM RAC I or II annually.

c. Review the completed ORAW Checklist (Appendix O-30) for Marine Corps High-Risk Training Programs for each RAC I or II course and maintain that checklist in the MLF.

d. Review all training mishaps to determine if training procedures, safety precautions, pre-mishap plans, or training devices caused or contributed to the mishap.

e. Notify the command's safety office of all mishaps to ensure mishap reporting and recording is initiated per reference (o).

Chapter 3

Evaluation

1. Introduction. The goal of evaluation in any FLC is to determine the effectiveness of a course. FLC Commanders/OICs/Directors are required to conduct course evaluations on an ongoing basis as part of the school's overall evaluation plan. The evaluation plan is based on a two-year cycle and coincides with the T&R and POI battle rhythm.

2. Purpose. The purpose of evaluation is to identify potential improvements to courses by:

    a. Validating course content.

    b. Assessing student achievement.

    c. Measuring graduate performance.

    d. Evaluating instructor performance.

3. Commanding General's Inspection Program (CGIP). FLCs will be inspected by the TECOM CGIP every two years in accordance with reference (q) and the AIRS 400 checklist (Appendix I). Current AIRS checklists are updated regularly and are available through the IGMC Marine Corps web site at:

http://hqinet001.hqmc.usmc.mil/ig

4. Continuous Evaluation. Evaluation is continuous throughout all phases of the SAT process. Evaluations are conducted in accordance with reference (b) and the SAT Users Guide. FLCs conduct evaluations on an ongoing basis by collecting data from:

    a. Students (Instructional Rating Forms, End of Course Critiques).

    b. Graduates (Post Graduate Surveys).

    c. Supervisors, of recent graduates (Post Graduate Supervisor Surveys).

    d. Marine Corps Center for Lessons Learned (MCCLL).

    e. Course Instructors (After Instruction Report).

    f. FLC staff and faculty (AIRs, IRFs, other data in puts as required).

    g. Operating Force (Field Surveys).

Note: Designated Course Chiefs will consistently monitor MCCLL information pertaining to their assigned course.

5. Course Content Review Board (CCRB). The CCRB is not the formal school evaluation plan in and of itself. Rather, it is the conclusion of a two-year process to collect, evaluate, and provide input data to the formal school evaluation process. The CCRB is not a mini T&R review conference. The majority of discussion and deliberation should be on agenda items generated by data inputs. The above referenced data sources, in addition to changes to

the T&R Manual from a valid T&R conference, along with initiatives from the advocate, will enable school commanders to make required changes to the course. This data becomes input to a CCRB. The purpose of the CCRB is to review and validate course content using data inputs from the formal school evaluation process. CCRBs validate that the proper T&R events are being used, and completes the Formal School Evaluation Plan for a given course.

a. CCRBs will occur within 120 calendar days after the T&R Manual is signed, yet prior to the deadline for submission of POI(s). FLCs are required to submit POIs to either GTD Ops or ATD Ops for staffing within 120 days of the date of the signed T&R Manual. POIs will be submitted by the respectively designated FLC Formal School Manager to either GTD or ATD Ops section via the following email address: TECOM.GTB.OPS@USMC.MIL or TECOM.ATB.OPS@USMC.MIL for appropriate staffing.

(1) If a FLC is incapable of meeting the timeline above, the FLC will submit a waiver request with justification, along with a plan of Action and Milestones (POA&M) detailing how the FLC will expeditiously meet the CCRB requirement.

(2) Waiver requests with justification and POA&M will be submitted to either ATD Ops or GTD Ops.

b. A CCRB will be conducted for each course with supervision from the Academics Officer. CCRBs will be conducted with guidance from TECOM.

c. Record Of Proceedings (ROP). The results of the CCRB are captured in the ROP and are used to aid revisions of POIs.

(1) The CCRB ROP will accompany the submission of the POI as support and justification of the contents.

(2) The CCRB ROP will include course revision data listed by lesson designator, lesson title, and lesson time expressed in hours. The previous and current lesson designators and hours are listed (when applicable) and rationale is provided for each change to these items. It should also identify any required resource revisions in CDD items 21, 22, and 23.

(3) An example CCRB ROP may be found in Appendix G.

d. Formal CCRBs are planned and conducted, at a minimum of once every two (2) years, by the FLC. Representatives from the following organizations should be invited to attend CCRBs:

(1) Operating Force.

(2) Occupational Field Sponsor.

(3) ATD/GTD Task Analyst (to the maximum extent possible).

(a) Task Analyst is a non-voting member in the CCRB.

(b) Will advise CCRB Chair on matters pertaining to conduct of the CCRB.

(c) If the Task Analyst is present, they will produce an After Action Review (AAR) to TECOM GTD Ops within 5 working days of their return. The AAR is the Task Analysts opinion of the board and issues of concern to higher headquarters, and not a duplicate of material contained in the ROP.

e. <u>CCRB Chair</u>. The designated Course Chief, under the guidance of the Formal School Manager, will be the CCRB chair and will ensure the CCRB is conducted in a fair and equitable manner.

f. <u>Consolidated CCRBs</u>. For courses taught at multiple locations, a consolidated CCRB will be convened to ensure curriculum content remains consistent between course locations.

g. <u>Funding</u>. School O&M funds are normally used to fund travel to CCRBs. Schools must plan and budget appropriately.

6. <u>FLC Evaluation Report (FLCER)</u>. Two months prior to a T&R Conference, FLCs are encouraged to create a report summarizing the result of evaluations associated with every CID. Once created, this report will greatly benefit the T&R Conference, and will assist attendees in reviewing ITEs in the light of the results contained in the FLCER report (example located in Appendix F). This report should contain:

a. Assessment by the OPFOR of FLC's transfer of learning.

b. Assessment by the OPFOR of the relation of FLC product to the mission of the gaining unit.

c. Assessment by the OPFOR of gaps in training and education, specifically:

(1) Individual events not identified in the T&R nonetheless required by the mission.

(2) Individual events required to be trained at the FLCs but identified as MOJT in the T&R Manual.

(3) Individual events assigned to the FLC but irrelevant to a unit's mission.

7. <u>Battle Rhythm</u>. Intent of CG, TECOM is for T&R Manuals and POIs to be updated every two years. To standardize and synchronize these requirements, see reference (e) for Ground T&R Manuals or reference (f) for Aviation T&R Manuals. The following generic battle rhythm is promulgated:

- T&R Conference: Approximately one week in duration.
- Up to 60 days after the end of the T&R Conference, or during the conference (if possible), conduct complete review of T&R events and entry of revisions into MCTIMS T&R Development Module.
- NLT 20 days after event entry in the T&R Development Module: complete draft T&R Manual and staff for general review.
- NLT 30 days after draft is posted for review: edit draft manual based on staffing comments from OPFOR, advocate and supporting establishment.
- 15 days after staffing completed: complete final draft of T&R Manual.
- Approximately 5 days after formal draft is complete: final review and approval/signature by CG TECOM.

- After CG TECOM signature: submission of the signed T&R Manual to HQMC Administration and Resources Management Division for formal publishing of manual; simultaneous posting of the signed manual in pdf on TECOM GTD website.

- 120 days after T&R Manual is signed: Conduct a Course Content Review Board (CCRB); submit all POIs, unless extension has been granted, as described above.

- 60 days prior to next T&R conference: prepare FLC Evaluation Report, provide to Task Analyst.
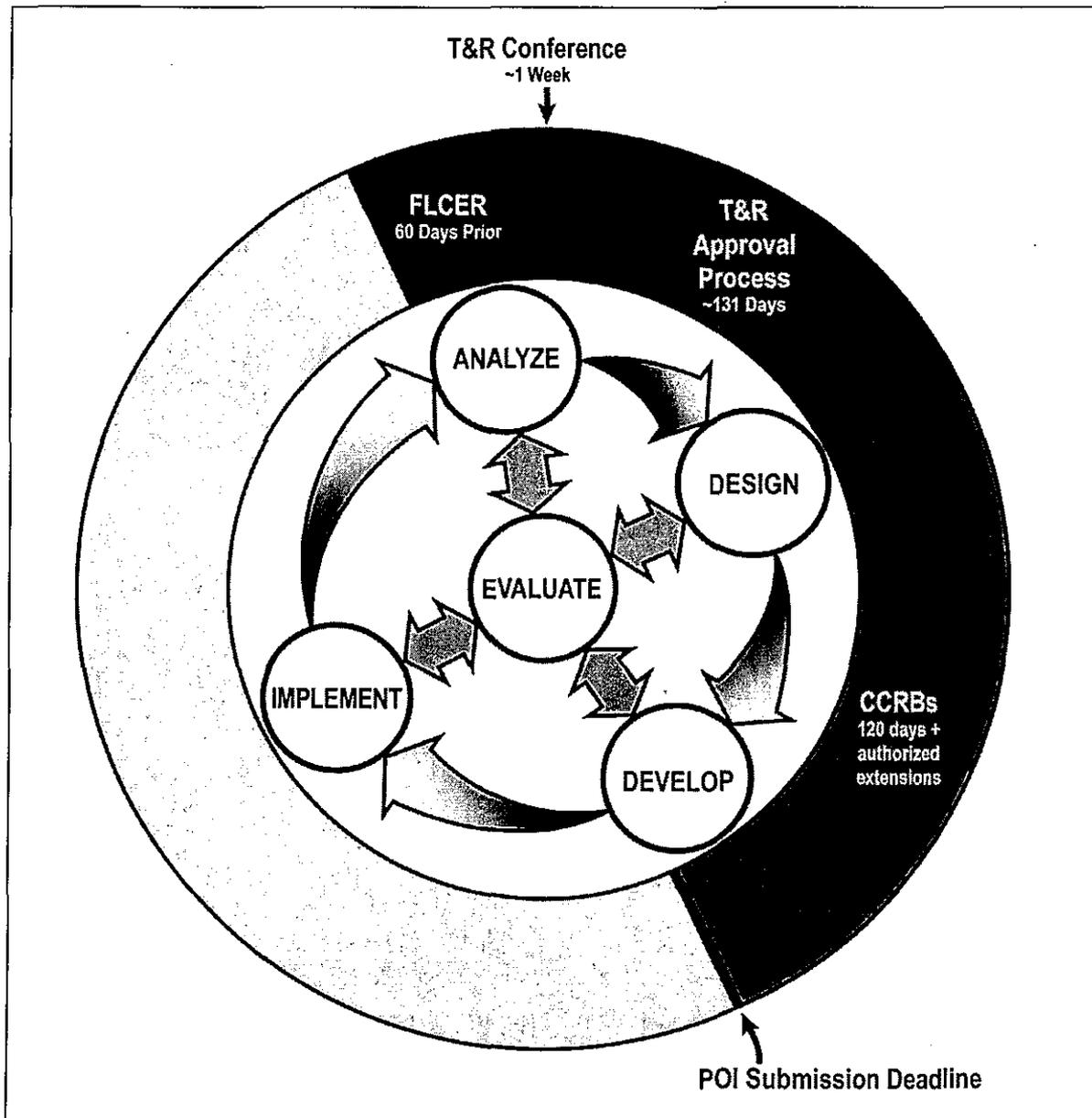
Figure 3-1. 2 Year Battle Rhythm

Chapter 4

Formal School Resources and Requirements

1. Background. The following information is provided to enable Formal Learning Centers to better participate in the programming, budgeting, and resourcing processes within TRNGCMD and TECOM. While POIs are developed, submitted, and approved continuously throughout the year, funding is only allocated through specific programming and budgeting initiatives tied to specific dates within the calendar year. Although a Commander/OIC/Director may request resources at any time throughout the year, a basic understanding of the PPB&E (Planning, Programming, Budgeting, and Execution) process will better enable him/her to acquire the necessary resources to adequately support both existing and future POIs.

   a. The FLC financial plan incorporates Planning, Programming, Budget, and Execution (PBBE). The input to the Financial Plan data call will be inclusive of not only the previously established baseline, but also all requests and data call inputs that will effect the next fiscal year.

   b. Data Submission Timeline

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┌─────────────────────────────────────────────────────────────────────┐
│                                                                       │
│          Programming      Mid-Year        Financial                   │
│          Data Call      Review Data       Plan Data                   │
│                            Call             Call                      │
│                                                                       │
│   ◄──────────────┬───────────────┬────────────────┬──────────────►   │
│                                                                       │
│   OCT           JAN             APR              JUL            OCT    │
│                                                                       │
│                       Deficiencies                                    │
│                ◄──── Submitted Year Round ────►                       │
│                                                                       │
└─────────────────────────────────────────────────────────────────────┘
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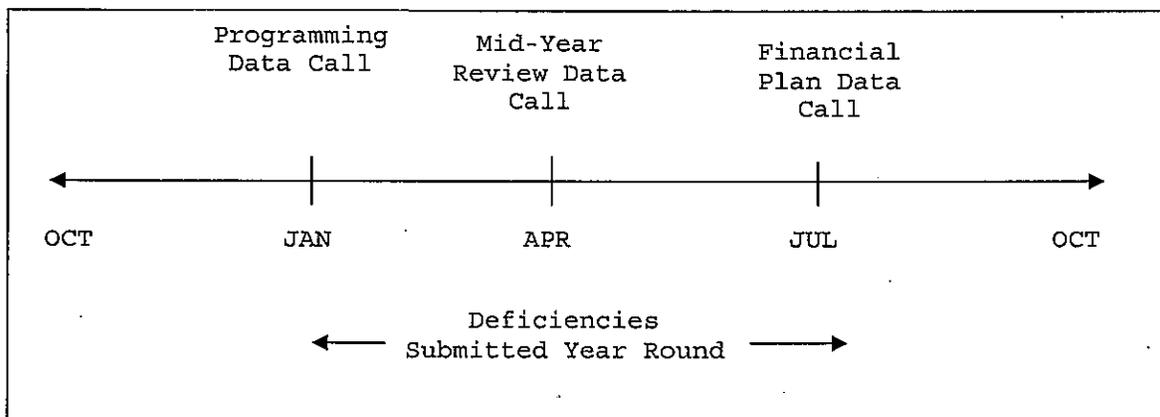
2. Programming

   a. TECOM staff and subordinate commands will use the following procedures for submitting budgets and engaging the Program Objective Memorandum (POM) process.

      (1) Programming activities are annually conducted with the development of the service Program Objective Memorandum (POM).

         (a) POM build year (annually). The total program is evaluated and there are opportunities to compete for additional funding to pursue new programs or activities.

      (2) Programming data calls will normally be issued during the end of the 1st Quarter/beginning of the 2d quarter by the TECOM G-8. Commanders and activity heads will develop and identify initiatives detailing additional funding required to execute their mission.

(3) G-8 will issue guidance and provide the formats for completing the programming data calls. Data elements will be similar to those required for budget development.

(4) FLCs will identify funding required by course, per approved POI. FLC overhead costs must be tied to one and only one course- costs must not be duplicated in the data call (i.e. one instructor may teach multiple courses, but should only be tied to one course for accounting purposes).

(5) The data will be by category as follows:

(a) Civilian labor.

(b) Staff TAD.

(c) Administrative supplies (including fuel).

(d) Printing/Reproduction.

(e) Annual contracts (copier, etc).

(f) Replenishment/replacement of parts and materials.

(g) Equipment, not including course-specific training equipment.

(h) Budget (current year +1) fiscal year deficiencies.

3. Budget and Financial Plan Submissions

a. Annual Financial Plan. The annual Financial Plan is the vehicle for all of TECOM and TRNGCMD to identify phasing plans (allocation and obligation) and currently known mission related funding deficiencies for the budget year. Annual Financial Plans are submitted to TECOM Comptroller as follows:

(1) TECOM Major Subordinate Commands (MSCs) will submit their financial plan information directly to the TECOM Comptroller (to include subordinate unit requirements): MCRDs Parris Island and San Diego, MAGTFTC, and EDCOM.

(2) TRNGCMD Formal schools and Marine Detachments will submit their financial plan information directly to the CG, TRNGCMD G7.

(3) TECOM headquarters divisions, branches, and activities forward financial plans directly to TECOM Comptroller.

b. Funding Deficiencies. All TRNGCMD elements will use the format in Appendix P to identify deficiencies. Unfunded deficiencies will be submitted to TRNGCMD Comptroller as follows:

(1) During the annual Financial Plan data call, identified deficiencies will reflect collective deficiencies on previously approved POIs that cannot be funded internally by the FLC. To this end, all FLCs will review all CDDs when preparing their annual submissions.

(2) Via an Unfunded Deficiency Request (UDR) as needed during the fiscal year, when additional/emerging requirements are identified to support an approved Proof of Concept CDD or POI.

(3) During the TECOM annual Mid-Year Review (MYR) process for all funding deficiencies that cannot be funded internally.

(4) All Formal Learning Centers must understand that the programming (POM/PR) process is the primary vehicle/method for obtaining significant additional permanent funding resources.

(5) Other deficiencies

(a) Manpower. T/O deficiencies will be addressed through the Marine Corps Total Force Structure System (MCTFSS). All T/O change requests will be submitted to CG, TECOM via TECOM GTD OPS and the G-1 for TECOM MSCs, via EDCOM for EDCOM MSCs, and via TRNGCMD for TRNGCMD MSCs.

(b) Logistic Support. For Formal Learning Centers located at MCB's Camp Lejeune and Camp Pendleton, logistic support will be per the respective memorandums of agreement (MOA) between TECOM and each base. Requests for T/E equipment will be submitted as appropriate to CG, TECOM or CG, TRNGCMD via TECOM GTD OPS and the G-4.

(c) Facilities. Facility matters are the responsibility of the host installation. Unresolved or urgent issues, however, will be coordinated with the respective G-4. The G-4 will assist in ensuring facilities requirements are coordinated with Marine Corps Bases Facility offices.

(d) Ammunition. Recommended changes to ammunition resource requirements will reflect approved POIs and will be submitted to CG, TECOM via the G-4.

4. Additional Support Requirements

a. The CDET and the Director, MCI will develop, publish, and administer Distance Learning (DL) products for MOS training and PME as directed by CG, TECOM. These materials will be based on T&R events developed for a specific Military Occupational Specialty (MOS) or PME course. Further guidance for DL product development is contained in reference (r).

b. School Commanders that require Combat Camera equipment support must coordinate and submit written request for support and resources from local Combat Camera personnel.

(1) When requirements cannot be filled by the local Combat Camera unit, that Combat Camera unit will request assistance from CG, TECOM (C 468).

(2) For FLCs not co-located with Marine Corps Combat Camera personnel, requests for assistance will be forwarded to the host Commander in accordance with appropriate inter-service agreements and other governing directives.

c. When training and education support requirements cannot be filled by in-house Marine Corps or host command assets, such as learning devices,

courseware, or specific technical expertise, it may be necessary to request contract support from organizations external to the Marine Corps.

(1) FLC commanders will forward requests for contractor support, with detailed justification, to CG, TRNGCMD G-7, or CG, TECOM (C 464).

(2) Courseware developed by contractors, including Computer Based Training (CBT), must be developed under the guidance of references (b) and (r).

d. World Wide Travel (WWT) is authorized in accordance with MARADMIN 178/10 contained in reference (s). Additional issues pertaining to WWT should be directed to the G-3, TRNGCMD.

5. <u>TRNGCMD Formal Learning Centers</u>. All TRNGCMD FLCs are identified in Appendix J.

Chapter 5

Administration and Oversight

1. Introduction. This section provides an overview of current web-based management tools as well as critical guidance for Operational Risk Management (ORM) and the safeguarding of sensitive information.

2. Management Tools

    a. Marine Corps Training Information Management System (MCTIMS). MCTIMS is the primary tool for planning, developing, resourcing, executing and evaluating training in the Marine Corps. All Marine Corps FLCs are directed to use applicable MCTIMS functionality in the performance of schoolhouse functions. MCTIMS is continuously evolving in its capability, thus personnel should identify MCTIMS shortfalls to the Training Management and Evaluation (TMEB), Ground Training Division (GTD) via the process outlined in this chapter. Commercial-Off-The-Shelf (COTS) technology for training capability is not authorized without prior written consent from CG TECOM (GTD). This directive is not designed to restrict schoolhouse capability, but rather to ensure the maximum capability is integrated into MCTIMS to satisfy both current and future learning requirements. While COTS capabilities exist to satisfy piecemeal requirements within the Training continuum, MCTIMS is being developed to integrate all T&E information to ensure a comprehensive approach to all phases of the Systems Approach to Training (SAT) process. More than a Learning Management System (LMS), MCTIMS will fully integrate the entire training and education continuum of both individual Marines and Marine Units from the Fire Team to the MEF. Where needed, it will integrate with other USMC Enterprise systems and other TECOM systems to execute day to day training and education as well as long range planning in accordance with the SAT process.

        (1) Use Appendix D for a System Change Request (SCR) or Production Trouble Report (PTR) submission. Appendix D is the primary means for resolving problems and submitting changes for any MCTIMS module. Management of SCR/PTRs is the responsibility of CG, TECOM (C469TMEB).

        (2) FLC Commanders/OICs/Directors will use the MCTIMS Student Registrar Module for enrollment and reporting of course attendance, attrition, and graduation (see Enclosure 3 for Formal School Seat Coordinating Instructions). The following actions will be completed:

            (a) Class Convening Rosters for each class will be submitted within MCTIMS within 5 calendar days of the class beginning date.

            (b) Class Completion Rosters will be validated within MCTIMS within 7 calendar days of the class ending date.

        (3) The MCTIMS Student Management module provides student tracking based on the unit hierarchy structure used for formal courses/classes matching the organizational structure of the schoolhouses within Student Registrar. There are numerous pre-defined rosters and reports built within the application. In addition, there is the capability to customize rosters and reports. The following are a few actions that can be completed within Student Management:

(a) Morning Report - status tracking (i.e. sick call, limited duty, etc.).

(b) Counseling and test scores mapped to the Student Evaluation application.

(c) Transfers - ability to move students within the schoolhouses Sport Medicine Injury Prevention (SMIP) - ability to track injuries.

(4) The MCTIMS Curriculum Management Module is used to document the design and development of an entire course from receipt of Training and Readiness Events, which become Terminal Learning Objectives, through production of the Program of Instruction (POI). The use of this module is mandated for the production of Marine Corps POIs and Proof of Concept CDDs.

(5) The MCTIMS Student Evaluation Module is a tool for evaluating students as well as drawing conclusions on the instructional environment and the transfer of learning occurring within the school. The Student Evaluation Module will be used by FLCs to the fullest extent.

(6) Class schedules for a course of instruction will be submitted via the MCTIMS Student Registrar Scheduling Wizard by 1 June each year. Class schedules are based on the personnel input figures contained in the current Training Input Plan (TIP) and will agree with the approved POI.

(a) Inability to provide a class schedule that meets the planned input figures of the TIP must be fully explained by FLC Commanders/Directors to CG, TRNGCMD (C47).

(b) Adjustments to approved class convening dates of one week or less will be approved by FLC Commanders/Directors; however, notification of changes and explanation of the conditions surrounding the change must be made to CG, TECOM (C 4611).

(c) In the event a course must be extended beyond the normal length due to reasons outside the control of the school, (i.e., natural disaster, facility problems, etc.), the school will contact CG, TECOM (C 4611/C 464) and provide an impact assessment.

(7) Class Cancellation. A FLC may not unilaterally cancel a class, regardless of circumstance, without prior approval. For FLCs subordinate to CG, TRNGCMD, cancellation requires the approval of CG, TRNGCMD (C 47G3). For FLCs directly subordinate to CG, TECOM, cancellation requires CG TECOM (C 4611) approval.

(a) Prior to submitting any class cancellation request via the MCTIMS Student Registrar Scheduling Wizard, a request from the FLC must be submitted, including justification for cancellation, estimate of the FLCs ability to meet the annual TIP requirement, while listing courses of action/mitigation measures.

(b) Cancellation Request Submission. Course cancellation requests must be signed by the FLC commander/OIC; in the absence of the commander/OIC, the letter may be signed By Direction, by the Executive Officer or Formal School Manager.

      <u>1</u>. For Marine Corps administered entry-level courses, no later than (NLT) 45 days prior to the class report date, submit the class cancellation request letter to CG, TRNGCMD (ATTN: TRNGCMD G-3).

      <u>2</u>. For Marine Corps administered skill progression and skill enhancement courses, requests must be submitted NLT 15 days prior to the class report date.

      (c) Cancellation Request Routing.

      <u>1</u>. TRNGCMD Subordinate FLCs. Submit the class cancellation request via CG, TRNGCMD (C 47G3) to CG, TECOM (C 4611). For specific guidance refer to reference (t).

      <u>2</u>. TECOM Subordinate FLCs. Submit the class cancellation request to CG, TECOM (C 4611).

      (d) Upon receipt of the class cancellation request, the request will be staffed to validate the justification and coordinate with appropriate student requirement sponsors. When validation is completed and the cognizant CG approves in writing the cancellation, TECOM (C 4611) will take action to cancel the class in MCTIMS Student Registrar.

      (e) Additional Administrative Requirements.

      <u>1</u>. Student Notification. Once a class cancellation has been approved, yet before TRNGCMD (C 47G3)/TECOM (C 4611) can cancel a class in MCTIMS Student Registrar, the FLC must cancel all student registrations for the class in Student Registrar. Cancelling a student's registration carries with it the obligation for the FLC to notify the student, and their parent unit, of their registration cancellation due to class cancellation.

      <u>2</u>. Worldwide TAD (WWTAD). For students who have requested TECOM WWTAD funding to attend a cancelled class, the funding requestor must cancel the student's WWTAD funding request through the Marine Corps Enterprise IT Services (MCEITS). This is imperative to free the funds obligated to fund travel for the cancelled class for further WWTAD use.

   b. <u>Marine Sierra Hotel Aviation Readiness Program (M-SHARP)</u>. M-SHARP is the training management software for scheduling and logging aviation T&R events, comparing logged data to community readiness metrics, and formatting readiness data within T&R Program Manual guidance. M-SHARP captures range utilization, ordnance expenditures, required target sets, flight hour allocation and execution of fiscal monitoring and budgetary purposes. M-SHARP provides unit commanders and higher headquarters with real time data of Combat Flight Leadership, crew training Status, unit instructor status and individual aircrew flight hours. M-SHARP assists unit commanders in calculating unit readiness for reporting in Status of Resources and Training (SORTS) or Defense Readiness Reporting System (DRRS).

3. <u>Safeguarding Protected Personal Information (PPI)</u>

   a. MCTIMS is an enterprise system that contains information on Marines, Civilians and other service personnel. PPI is any information or characteristics that may be used to distinguish or trace an individual's identity, such as their name, Social Security Number (SSN), or biometric

data. MCTIMS goes to great lengths to protect the PPI information contained within the system. All users of MCTIMS should ensure that adequate safeguards are implemented and enforced to prevent misuse, unauthorized disclosure, alteration, or destruction of PPI in accordance with reference (u).

(1) All users of MCTIMS must safeguard PPI information to the highest extent possible. It is expected that all users of MCTIMS shall adhere to the following guidance:

(a) Access PPI related information in MCTIMS only when needed. Even though authorized users may have access to complete PPI information, they should only access this information only as their job/billet requires.

(b) Reduce and/or eliminate localized copies or duplication of MCTIMS PPI data; also known as PPI Data at Rest. In the performance of their duties, some MCTIMS users require the capability to download (export) data from MCTIMS. Any downloaded or exported PPI data from MCTIMS must be safeguarded against unauthorized access or spillage. In an effort to mitigate the possibility of spillage or unauthorized access, it is **unauthorized** for any MCTIMS user to maintain localized duplicate MCTIMS data on a personal computer or share with other personnel MCTIMS data. Any localized copy of MCTIMS data on a personal computer is considered as "PPI Data at Rest" and is prohibited. If MCTIMS users are required to download (export) MCTIMS data to a local personal computer in an effort to produce ad-hoc reports, after printed copies of the reports are generated, the downloaded (exported) data must be deleted. This also applies to PPI data that may be imported into MCTIMS. Any PPI data that is to be imported into MCTIMS (e.g. Scantron Data File) must be deleted from the local computer after successful import into MCTIMS. The goal is to keep all PPI data within MCTIMS to reduce and or eliminate all PPI data from personal computers.

(c) Any user who prints a report from MCTIMS that contains PPI information is responsible for the safeguarding of said reports. Whenever possible, users must select the report with the least amount of PPI information. For example, when academics personnel generate the test results report within the Curriculum Management and Development Module, academics personnel have the option to remove, display the last four digits, or display the entire SSN on the report. Academics personnel should avoid using the full SSN altogether, however if proper identification of a score to a student requires SSN validation, the academics personnel should use only the last four digits of the SSN. Academics personnel should never use the entire SSN to identify a student on a printed report. When printed reports are no longer required, they must be shredded thereby rendering the information contained on the report unusable by unauthorized personnel.

4. <u>Training Safety</u>

a. <u>Operational Risk Management in the Formal Learning Centers</u>

(1) Operational Risk Management (ORM) is a process that enables Commanders to plan for and minimize risk while still accomplishing the mission. FLC Commanders must comply with the process detailed in references (i), (j), (o), (p), (v) and (x) when designing, developing, implementing, and evaluating program of instruction. The CG, TECOM retains the responsibility for oversight of ORM in the Formal Learning Centers and detachments and for

ensuring ORM considerations are addressed during the analyze phase of the SAT process.

(2) All School and Detachment Commanders will apply ORM during the Design, Develop, Implement, and Evaluate Phases of the SAT process. ORM requirements for training will be built into the curriculum during the Develop Phase. An Operational Risk Assessment (ORA) will be conducted for each lesson in the POI and the associated ORM tools will be incorporated and reviewed in the Master Lesson File (MLF) annually. Using Appendix F and G, the commander will conduct a risk assessment and determine cease training criteria and procedures for each lesson. During the Implement Phase commanders must ensure proper safety controls are in place to minimize the risk of injury or loss of life. Additionally, all personnel must be briefed on, and understand, the Cease Training criteria. ORM related measurements must be incorporated in both internal and external course evaluations. Lessons learned from student and supervisor feedback captured during the Evaluate Phase are key inputs for refining the curriculum and instruction.

(3) All lessons will have a current and signed Operational Risk Assessment Worksheet (ORAW) located in the MLF. The ORAW will be updated based on changes that impact the overall risk to injury, loss of life, or significant damage to equipment.

(4) A lesson ORAW will identify safety hazards and record safety controls, Cease Training criteria, and Cease Training procedures.

(5) ORAWs are critical and shall be updated, at least annually, based upon complete reviews of the lesson. Any changes to the ORAW will be incorporated into the associated lesson.

(6) All Formal Learning Centers faculties will complete the approved Marine Corps ORM Indoctrination DL course. Completion of the MarineNet DL course combined with the ORM instruction provided in the resident T3S courses will enable faculty to fully institute the ORM process in their schools.

b. ORM Process Training in Formal Learning Centers

(1) Entry-Level Primary MOS Courses. Commanders will train all entry-level students in Primary MOS courses to apply the ORM process to both on-duty and off-duty events. The training may be integrated within lessons; may be presented as stand-alone, ORM-specific "lesson purpose" period of instruction using TECOM/TRNGCMD or locally prepared training materials; or may be accomplished by having students complete the Marine Corps' distance learning course for ORM before graduation.

(2) ORM Prior to Liberty. Commanders will provide liberty-specific Force Preservation ORM training to students and staff prior to commencing special liberty periods of 72 hours and greater. When feasible, the training will include a practical exercise requiring students and staff to complete an ORAW for their planned activities, and the worksheets will be reviewed by the instructor or unit leader. CG, TECOM maintains a standardized ORM class for use by all schools, but local modification is at the discretion of the commander.

c. <u>High Risk Training (HRT) in the Formal Learning Center</u>. To ensure Marines are ready for combat, the Corps must conduct physically challenging, demanding, stressful, and at times, dangerous training.

(1) The purpose of this HRT policy is to reduce the risk of death and serious injury to the lowest possible level during training and to provide the necessary resources to address training injuries should they occur.

(2) HRT is defined in the Formal Learning Center setting as:

(a) Basic or advanced individual or collective training, essential for preparing Marines and units for combat, that exposes students and instructors to the risk of injury, illness, death, or permanent disability; or,

(b) Property damage, damage to national or service interests, or degradation to efficient use of assets *despite the presence of and adherence to proper safety controls*.

(c) All courses shall be screened for HRT and assigned a code using the ORM Risk Assessment Codes (RAC). The designation and validation of ORM RAC I or II require the identification and allocation of additional resources·to mitigate identified training risks. For a course to be designated as High Risk (ORM RAC I or II), commanders shall submit justification to CG, TECOM for approval. The CDD portion of the POI must reflect additional requirements and resources needed for courses with identified RAC I or II.

(3) The planning and execution of all training, to include HRT, shall incorporate ORM to minimize risk while providing the realism needed to meet operational requirements. To aid in this effort, several HRT checklists are available on the Naval Safety Center web page:

http://www.safetycenter.navy.mil/ashore/trngsafetyprg/index.asp

(4) To support the FLC HRT program the Commander will assign, as a collateral duty, a HRT Safety Officer (HRTSO). Depending on School/Unit size, the Commanding Officer/Director/OIC may need to appoint more than one HRTSO. The HRTSO functions as the Officer's/Director's/OIC's resident expert for all aspects of HRT events. The HRTSO is responsible for ensuring the ORM process is fully implemented to minimize risk during all HRT. Additionally, all prospective HRT instructors (military and civilian) shall be screened for suitability prior to assuming their duties according to references (w), (x), and enclosure (2).

(5) The provisions of this guidance do not seek to eliminate all exposure to risk when such exposure is necessary to meet valid learning objectives. Due to the dangers inherent in ORM RAC I and II, additional safeguards are required. Marine Corps operations require aggressive training programs that prepare personnel to perform high-risk operations effectively.

(6) FLC and Training Detachment Commanders are required to institute the policies contained in references (i), (j), (o), (p), (v), (x) and this Order, to ensure every reasonable measure is taken to reduce the risk of injury or loss of life. Nothing in these Orders replaces the need for Commanders to be involved in all aspects of training. The intent is to

implement the rigors of a sound ORM process in combination with the time-tested, common sense approach to leadership and adherence to the Marine Corps' Training Principles.

APPENDIX A

COURSE DESCRIPTIVE DATA

1. COURSE TITLE.

2. LOCATION.

3. COURSE ID.

4. OTHER SERVICE COURSE NUMBER.

5. MILITARY ARTICLES AND SERVICE LIST NUMBER.

6. PURPOSE.

7. SCOPE.

8. LENGTH (PEACETIME).

9. CURRICULUM BREAKDOWN (PEACETIME).

10. LENGTH (MOBILIZATION).

11. CURRICULUM BREAKDOWN (MOBILIZATION).

12. MAXIMUM CLASS CAPACITY.

13. OPTIMUM CLASS CAPACITY.

14. MINIMUM CLASS CAPACITY.

15. CLASS FREQUENCY.

16. STUDENT PREREQUISITES.

17. MOS RECEIVED.

18. OCCUPATIONAL FIELD MANAGER.

19. FUNDING.

20. REPORTING INSTRUCTIONS.

21. INSTRUCTOR STAFFING REQUIREMENTS.

22. SCHOOL OVERHEAD.

23. TRAINING SUPPORT REQUIREMENTS.

24. TASK LIST.

CDD NOTES.

APPENDIX B

POI Review Checklist

POI REVIEW CHECKLIST			
COURSE NAME:		CID:	
CHECKED BY:		DATE:	
REQUIRED DOCUMENTATION: CURRENT APPROVED POI, CORRESPONDING T&R MANUAL(S)/TIP/MOS MANUAL			

ITEM	Y	N	REMARKS
COVER LETTER/ROP/CHECKLIST			
Cover letter (or endorsement letter) and ROP.			
Ensure POI Review Checklist is complete and signed.			
PREFACE - PAGE iii			
Reflects course purpose, graduates' information, and POC.			
SECTION I - COURSE DESCRIPTIVE DATA			
COURSE TITLE: Reflects complete course title listed in student registrar/TIP (1)			
LOCATION: Reflects school name and location address. (2)			
COURSE ID: Reflects CID listed in student registrar/TIP. (3)			
OTHER SERVICE COURSE NUMBER (OSCN): Reflects OSCN, if applicable. (4)			
MILITARY ARTICLES AND SERVICE LIST NUMBER (MASL): Reflects MASL, if applicable (Courses approved for International students receive a MASL Number) (5)			
PURPOSE: Reflects course mission and endstate. (6)			
SCOPE: Reflects all areas of instruction. (7)			
LENGTH (PEACETIME): Reflects total number of course days (8)			
CURRICULUM BREAKDOWN (PEACETIME): Reflects total academic/administrative hours - ensure that all categories contain designated hours. (9)			
LENGTH (MOBILIZATION): Reflects course length - use 10 hours/6 days per week calculation. (10)			
CURRICULUM BREAKDOWN (MOBILIZATION): Reflects peacetime curriculum breakdown, unless otherwise noted. (11)			
MAXIMUM CLASS CAPACITY: Reflects maximum class capacity (consistent with TIP) (12)			
OPTIMUM CLASS CAPACITY: Reflects optimum class capacity. (13)			
MINIMUM CLASS CAPACITY: Reflects minimum class capacity. (14)			
CLASS FREQUENCY: Reflects course iterations (consistent with TIP, unless additions or deletions). (15)			
TARGET POPULATION DESCRIPTION/PREREQUISITES: Reflects Target Population Description and Prerequisites - see T&R Manual (16)			
MOS RECEIVED: Reflects MOS received, if applicable. (17)			
OCCUPATIONAL FIELD MANAGER: Reflects agency managing course quotas. (18)			
FUNDING: Reflects MILPERS, TECOM (C464) or Unit funded. (19)			
REPORTING INSTRUCTIONS: Reflects reporting instructions and messing/billeting notes. (20)			
INSTRUCTOR STAFFING REQUIREMENTS: Reflects instructor billets and corresponding comments. (See Appendix A for Instructor Computation Worksheet (ICW) (21)			
SCHOOL OVERHEAD REQUIREMENTS: Reflects school overhead billets and corresponding comments. (22)			
TRAINING SUPPORT REQUIREMENTS: Reflects all facility/equipment/ammunition required to conduct one iteration of the course and corresponding comments. (23)			
TASK LIST: See Appendix B. (24)			
SECTION I - APPENDIX A - INSTRUCTOR COMPUTATION WORKSHEET (ICW)			
ICW notes should state how many instructors are required - if different from the ICW calculation. Additionally, if more instructors are required than the ICW number of instructors, identify where additional instructors will come from.			

SECTION I - APPENDIX B - TASKLIST			
TASK LIST reflects all designated T&R Manual events and applicable comments.			
SECTION II - SUMMARY OF HOURS			
Titles/Hours/Annexes are complete.			
SECTION III - SCOPE OF ANNEXES			
Each Annex is complete and reflects the purpose of each annex.			
SECTION IV - CONCEPT CARDS			
LOCATION OF LEARNING OBJECTIVES REPORT: Ensure every LO is assigned to a concept card and all LOs are taught and evaluated.			
INDIVIDUAL CONCEPT CARDS			
Reflects Lesson title.			
Reflects appropriate annex.			
Ensure total hours are appropriate for each lesson.			
Reflects all methods/hours.			
Ensure student-to-instructor ratio is appropriate for each method – reflect Maximum class capacity only.			
Reflects required media necessary to conduct class.			
Reflects required ammunition, if applicable.			
Ensure concept cards contain either Learning Objectives (LOs) or Lesson Purposes (keep to a minimum).			
Ensure TLOs contain condition, one behavior and standard verbatim from T&R event. If not, ensure Downgrade justifications are included for tasks that cannot be performed to standard. Downgraded TLOs should reflect behavior expected from students – in the learning environment.			
Ensure ELOs contain condition, one behavior and standard.			
Ensure all references required to conduct class are listed on corresponding concept card.			
Ensure Administrative cards describe event in detail (check-in, check-out, graduation) – located in Annex Z.			
SECTION V- STUDENT PERFORMANCE EVALUATION			
Describes purpose and method(s) of the student's evaluation.			
Describes remediation procedures and what happens if student fails remediation.			
Describes course mastery/graduation criteria.			
SECTION VI - DISTRIBUTION LIST			
Ensure Distribution List reflects agencies where the POI is to be distributed – minimum distribution should reflect: COMMARFORRES/COMMARFORLANT/COMMARFORPAC and Marine Corps Institute (MCI).			
USEFUL INFORMATION			
To find calendar days - divide training days by 5 and multiply by 7 = estimated calendar days			
To find training days - divide calendar days by 7 and multiply by 5 = estimated training days			
Average length of a training day = total academic hours divided by training days			
For mobilization 10 hour day, 6 day week			
TAD = 139 calendar days or less PCS = 140 calendar days or more			
Funding - (PCS = MILPERS) (TAD = TECOM (C464) or unit funding)			

Course Chief: _____

Formal School Manager: _____

APPENDIX C

Program of Instruction Sample Cover Letter

UNITED STATES MARINE CORPS
SCHOOL/COMMAND
ADDRESS
QUANTICO, VIRGINIA 22134-

IN REPLY REFER TO:
1553.2
CO
Date

From: Commanding Officer
To: Commanding General, Training Command

Subj: PROGRAM OF INSTRUCTION FOR XYZ COURSE (CID: 12345)

Ref: (a) MCO 1553.2B

Encl: (1) CCRB ROP (CID: 12345)
       (2) Program of Instruction for XYZ Course
       (3) POI Package Checklist (CID: 12345)

1. The Program of Instruction (POI) for XYZ course is submitted in accordance with the reference, recommending approval.

2. The POI for XYZ has been reviewed and approved by this command.

3. Point of contact regarding this information is Mr. Curriculum, S-3 Academics, at comm: (555) 555-5555, or DSN: 555-5555.

//CO Signature//

Copy to:
Files
S-3 Academics Director

APPENDIX D

MCTIMS SCR/PTR Template

Marine Corps Training Information Management System (MCTIMS)
https://timsapp.tecom.usmc.mil/HomePort/

Systems Change Request (SCR) / Production Trouble Report (PTR)
Email Completed Form to MCTIMS Helpdesk: MCSC_MCTIMS_SUPPORT
Phone: 703-784-4093; DSN 278-4093

Requested By:_____Date Requested:_____

Requestor Email/Phone Number:_____

Requestor Unit/School:_____

MODULE IMPACTED:

☐ Curriculum Management

☐ External System Interface

☐ MOS Manual

☐ Cognos Report Server

☐ QuestionMark Perception On-line Testing (QMP)

☐ Security Manager

☐ Sports Medicine Injury Prevention(SMIP)

☐ Student Evaluation

☐ Student Management

☐ Student Registrar

☐ T&R Manual

☐ Unit Training Management

REQUESTED TYPE (see page D-3 for definitions):

☐ System Change Request (SCR)

☐ Production Trouble Report (PTR)

PRIORITY (see page D-3 for definitions):

☐ Emergency

☐ Urgent

☐ Must Fix

☐ Fix if Time

☐ Nice to Have

Marine Corps Training Information Management System (MCTIMS)
Systems Change Request (SCR)/Production Trouble Report (PTR)

1.   Problem Statement:

2.   Requirements (SCR) / Expected Functionality (PTR):

3.   Testing Requirements:

3.a.   Steps to Test (Reproduce):

3.b.   Expected Results:

4.   Justification (for Need and Priority):

**Marine Corps Training Information Management System (MCTIMS)
Systems Change Request (SCR) / Production Trouble Report (PTR)**

<u>What are System Change Requests and Production Trouble Reports?</u>

□ A *System Change Request (SCR)* is a documented request to change or enhance the MCTIMS software.

□ A *Production Trouble Report (PTR)* is a documented problem in the production system where functionality does not work as it was originally designed.

<u>What do the priority levels mean?</u>

□ **Emergency**: Critical core functionality is not working for a broad user base and for which there is no viable temporary workaround solution. This will more than likely require an emergency production deployment.

□ **Urgent**: for PTRs, critical core functionality is not working for a limited user base or for a broad user base there may be a temporary workaround which causes some user discomfort. This may require an emergency production deployment outside of the normal release cycle, unless a quarterly release is pending.

□ **Must Fix**: For PTRs a workaround exists which does not impact many users. For SCRs, this priority level indicates new functionality which must be introduced to the production system.

□ **Fix if Time**: For PTRs, few if any users are impacted in a negative manner. The problem may even be seamless to the end-users. For SCRs, these should eventually be implemented, but after all "Must Fix" priority SCRs are completed.

□ **Nice to Have**: For PTRs, no users will ever discover the problem (unlikely). For SCRs, these items are considered to be gold-plating once all other higher priority SCRs/PTRs have been implemented. These items may be raised to a higher priority as time progresses.

APPENDIX E

Resource Assistance Guide

RESOURCE ASSISTANCE GUIDE*						
Resource Activity	Budget	Manpower	Facilities	Equipment	Ammunition	Remarks
TECOM Staff	TECOM, Comptroller	TECOM, G1	TECOM, G4	TECOM, G4	TECOM, G4	
TRNGCOM	TRNGCMD, Comptroller	TRNGCMD, G1	TRNGCMD, G4	TRNGCMD, G4	TRNGCMD, G4	
MCRD	TECOM, Comptroller	TECOM, G1	TECOM, G4	TECOM, G4	TECOM, G4	
MAGTFTC	TECOM, Comptroller	TECOM, G1	TECOM, G4	TECOM, G4	TECOM, G4	
MAWTS-1	MAGTFTC	TECOM, G1	TECOM, G4	TECOM, G4	TECOM, G4	
MWTC	MAGTFTC	TECOM/TRNGCMD, G1	MCB CamPen	MCB CamPen	MCB CamPen	Per MOA w/CamPen
Formal School Quantico	TECOM/TRNGCMD, Comptroller	TECOM/TRNGCMD, G1	TECOM/TRNGCMD, G4	TECOM/TRNGCMD, G4	TECOM/TRNGCMD, G4	
Formal School CamLej	TECOM/TRNGCMD, Comptroller	TECOM/TRNGCMD, G1	MCB CamLej	TECOM/TRNGCMD, G4	MCB CamLej	Per MOA w/CamLej
Formal School CamPen	TECOM/TRNGCMD, Comptroller	TECOM/TRNGCMD, G1	MCB CamPen	MCB CamPen	MCB CamPen	Per MOA w/CamPen
MCCES	TECOM/TRNGCMD, Comptroller	TECOM/TRNGCMD, G1	MAGTFTC	MAGTFTC	MAGTFTC	Per LOI to MAGTFTC
Detachments (Training)	TECOM/TRNGCMD, Comptroller	TECOM/TRNGCMD, G1	TECOM/TRNGCMD, G4	TECOM/TRNGCMD, G4	TECOM/TRNGCMD, G4	Per MCO 1580.7D

*In general, the ATD/GTD task analyst is the primary POC for resource issues related to POIs. For all other resource matters, TECOM organizations and activities are encouraged to contact the office indicated above with questions and for problem resolution.

APPENDIX F

Formal Learning Center Evaluation Report

UNITED STATES MARINE CORPS
COMMAND LETTER HEAD
COMMAND LOCATION
COMMAND ADDRESS

1500
CMD CODE
XX OCT 10

From: Commander, (Name of FLC)
To: President, (Name of T&R Manual) Conference

Subj: FORMAL LEARNING CENTER EVALUATION REPORT

Ref: (a) MCO 1553.2B

1. The following course(s) based on the (NAVMC # and T&R short title) signed (Date) were approved by Commander Training Command on the dates indicated:

    a. Course Title with CID and approval date.

    b. (List continues until courses complete).

2. Consistent with the Marine Corps ADDIE ISD process detailed in reference (a) and the SAT Users Guide, (Name of the FLC) continuously evaluates the effectiveness of the learning contained in these approved courses in the following ways:

    a. (Name of evaluation measure with a short description; Instructional Rating Forms, Examination Rating Forms, End of Course Critiques, After Instruction Reports, Post Graduate Surveys, Post Graduate Supervisor Surveys).

    b. (Applicable evaluation measure, with short description).

    c. (List all applicable evaluation measures until complete).

3. Analysis of these evaluations was completed and the following trends were noted:

    a. Note the trend in instructional effectiveness or lack thereof with a short description if applicable.

    b. Note the trend in superfluous/obsolete learning, if noted.

    c. Note the trend in training/education gaps, if noted.

4. As a result of this analysis, (FLC name) recommends the following:

    a. Deletion of superfluous/obsolete events.

    b. Addition of events to address learning gaps.

Subj: FORMAL LEARNING CENTER EVALUATION REPORT

    c.   Changes in existing events to address deficiencies.

    d.   Changes in learning objectives, instructional methods or duration of training to address other gaps not related to the text of T&R events.

I. M. COMMANDER

APPENDIX G

Course Content Review Board Template

Course Content Review Board (CCRB) Preparation Checklist

1. Review changes to the Training & Readiness (T&R) events from the most recent, valid T&R conference that are <u>associated with the course</u> under review.

2. Review empirical data:

    a. Instructor Rating Form (IRF)

    b. After Instruction Report (AIR)

    c. Test Matrices

    d. End of Course Critique (ECC)

    e. After Course Report (ACR)

    f. Post Graduate Surveys (from students and supervisors)

3. Review POI:

    a. Section 1 - Course Descriptive Data (CDD)

        (1) Block 16 Target Population Description and Course Prerequisites

        (2) Block 21 Instructor Staffing Requirements

        (3) Block 22 School Overhead

        (4) Block 23 Training/Education Support Requirements

    b. Section IV - Concept Cards

        (1) Review Terminal Learning Objective(s) (TLOs) and Enabling Learning Objective(s) (ELOs). TLO is linked directly to the T&R event, but needs to be reviewed to ensure the TLO can be executed, as written, to standard. The ELO is developed through the learning analysis; needs to be reviewed to ensure the ELO is still relevant.

        (2) Review the methods of instruction and hours associated with each method. Any adjustment should be validated through the empirical data collect on this Concept Card.

        (3) Review any ammunition associated with concept card. Ammunition is linked to a Terminal Learning Objective (TLO) and its associated doctrinal publication.

(4) Review any equipment/material associated with concept card. Equipment/material is linked to a Terminal Learning Objective (TLO) and its associated doctrinal publication.

(5) Review the notes section ensuring they are current with associated training evolution.

(6) Revise concept cards to reflect the addition, deletion or modification of specified T&R events.

c. Section V - Student Performance Evaluation

(1) Student evaluation covers evaluation philosophy, methods of evaluation and disposition of academic failures.

(2) Identify which T&R event(s) the students perform to standard during the course.

4. Review Test Items:

a. The Learning Objective Worksheet (LOW) is where the LO and its associated test item(s) are located. Test items should reflect the condition, behavior and standard outlined in the LO. Review the test item for validity and relevancy. Test items are based on current doctrine.

UNITED STATES MARINE CORPS
COMMAND LETTER HEAD
COMMAND LOCATION
COMMAND ADDRESS

1500
CMD CODE
XX OCT 10

From: Course Content Review Board Chairman
To: Commander, Training Command (Code C47)
Via: Commanding Officer, (FLC Name)

Subj: RECORD OF PROCEEDINGS (ROP) FOR COURSE CONTENT REVIEW
       BOARD (CCRB) FOR (COURSE NAME AND COURSE IDENTIFICATION)

Ref: (a) DRAFT MCO 1553.2B

Encl: (1) After Instruction Data Report
       (2) Post Graduate Survey Data Report
       (3) Abstract for the (Community Name) T&R Manual Review Conference
       (4) CCRB members full name and signature
       (5) Summarization of changes from the old to new POI

1. A CCRB was conducted for the (Course Name, CID #) on (Date Conducted) with the mandate to formally review, validate, and record information pertaining to the recommendations to improve the effectiveness and efficiency of the course Program of Instruction (POI).

2. Areas reviewed and briefed to the CCRB included: (List all topics that were presented to the CCRB; the following is a list of what the FLC should initially present to set the foundation for discussion)

        Instructional Rating Forms
        Examination Rating Forms
        End of Course Critiques
        After Instruction Reports
        Post Graduate Surveys
        Post Graduate Supervisor Surveys
        Formal Learning Center Evaluation Report
        T&R Manual

3. Purpose of this CCRB was to review the (course name and CID) POI and propose recommendations concerning the following academic concerns and classes which were identified by evaluation data, see enclosures (1) and (2):

    a. <u>Academic Concerns</u>

        <u>1</u>. Included reviewing the emphasis of the course to ascertain whether it was current.

        <u>2</u>. Review of entire course in an effort to reduce course length.

    b. <u>Classes</u>. Included review of course/task: XXXX-XX, YYYY-YY, and ZZZZ-ZZ.

4. Topics discussed and agreed upon by attendees were:

    a. Topic: Abc

        Discussion: Abc

        Recommendation(s): Abc

    b. Topic: Task 2100-MAPS-1012 - Navigate to a known distance

        Discussion: The Formal Learning Center has identified equipment
shortages that prevent performance based training for students to navigate to
a known grid coordinate (shortage of lensatic compasses).

        Recommendation(s): Conduct short-term loan of lensatic compasses
from MEF until deficiency can be corrected. Submit an Unfunded Deficiency
Request (UDR) for 111 Lensatic Compasses.

    c. Topic: Abc

        Discussion: Abc

        Recommendation(s): Abc

            Dissenting Position: Abc

            Dissenting Position Recommendation: Abc

            Supporting Position Rebuttal: Abc

5. All recommendations were voted on by the board (see enclosure 3). See
enclosure (4) for a summarization of changes from the old to new POI. For
all questions and or concerns contact (contact info).

                                    I. M. SOMEBODY
                                    TITLE

CCRB MEMBERS
(SAMPLE)

RANK/NAME	SIGNATURE	COMMAND
LtCol J. A. Lejeune		HQMC, CD&I, CDD
Maj U. B. Kidding		HQMC, PP&O
Capt W. A. Carry		I MEF
Capt J. P. Mei		II MEF
Capt J. Powell		EWS
MGySgt A. Smith		III MEF
MGySgt I. Bruce		22nd MEU
MSgt N. G. Anywhere		HQMC, PSL
MSgt J. J. Jones		MCI West
GySgt B. India		MARCORDET, Fort Lee

The following table summarizes the difference of the old 0300 POI to the new 0300 POI.

New 0300 POI	Old 0300 POI
Annex A – mortar operations 13.50 Hrs	Annex A – was M16A2 (deleted) 9.25 Hrs
Annex B – M224 60mm Mortar 71.25 Hrs	Annex B – was M249 (deleted)
Annex C – M252 81mm Mortar 69.00 Hrs	Annex C – was M203 (deleted) 81 mm was annex N and had 70.00 Hrs
Annex D – Values Based Training	Annex D – was munitions (deleted)
Annex E – combat conditioning	Annex E – was Navigation (deleted)
Annex F – infantry integration 56.75 Hrs	Annex F – was combat conditioning and martial arts (deleted) 46.25 Hrs
	Annex G – communications (deleted)
	Annex H – NBC (deleted)
	Annex I – offense (deleted)
	Annex J – defense (deleted)
	Annex k – scouting and patrolling (deleted)
	Annex L – MOUT (deleted)
	Annex O – battle skills assessment exercise (deleted)
240.00 Total Academic Hours	409.75 Total Academic Hours

APPENDIX H

Training and Readiness Conference ROP Template

UNITED STATES MARINE CORPS

TRAINING AND EDUCATION COMMAND
1019 ELLIOT ROAD
QUANTICO, VIRGINIA 22134

REFER TO

1500
GTD
XX Apr 10

From: (XXX) Task Analyst, Ground/Aviation Training Branch
To: Commanding General, Training and Education Command
Via: (1) Branch Head, Ground/Aviation Training Branch
      (2) Commander, Training Command

Subj: RECORD OF PROCEEDINGS FOR THE (Community Name/Title) T&R MANUAL
      REVIEW CONFERENCE

Ref: (a) MCO 1553.2B
      (b) MCO P3500.72A, Ground Training and Readiness Program OR
          NAVMC 3500.14, Aviation Training and Readiness Program

Encl: (1) Signature page of conference attendees

1. Per the references, the (Title) T&R Manual Review Conference occurred
from XX to XX Apr 2010 aboard MCRD Parris Island, SC.

2. Conference Attendees. The following commands were represented: TECOM G-
3, TECOM GTD, MCRD Parris Island, MCRD San Diego, EWTGLANT and EWTGPAC. The
enclosure contains signatures of attending members. The conference members
were as follows:

Name	Unit
Maj H. Hefner	MCRD PI, G-3
Capt I. M. America	EWTGPAC
Capt D. Daly	EWTGLANT
Capt F. Laurel	MCRD PI, SptBn, ITC Co
Capt D. L. Hardy	MCRD SD, SptBn, ITC Co
Capt A. C. Jones	TECOM, G-3
GySgt A. F. Baker	MCRD PI, SptBn, ITC Co
GySgt I. M. Sisyphus	TECOM, GTD
SSgt D. A. Smith	EWTGPAC
Ms. J. Jameson	MCRD SD, G-3

3. Conference Objectives. The key function of the T&R review conference was
to ensure that the identified training requirements and support resources
required for individual training in support of the Marine Corps (T&R Short
Title) were addressed and met. The following were the objectives of the
conference:

    a. Review/Refine (T&R Title) Core Mission Essential Task List

    b. Link Collective Events to Mission Essential Tasks (METs)

    c. Identify Evaluation-Coded (E-Coded) Collective Events

    d. Review/Refine Collective Events

    e. Link Subordinate Collective Events to Higher Collective Events

    f. Link Individual Events to Collective Events

4. Methodology. Following a T&R Manual brief by the Operations Section of
TECOM, the attendees were split into two breakout groups. Group 1 focused on
XXX and Group 2 focused on ZZZ. 141 Collective and 195 Individual Events
were reviewed.

5. Principal parameters guiding each working group were as follows:

    a. Items covered were briefed, discussed and voted on when action to
change/correct an item was deemed necessary.

    b. Dissenting opinions were encouraged, however it was the conference
attendees' responsibility to identify and recommended the best solutions
possible.

    c. If consensus could not be reached on a topic, a vote from all working
group members was initiated on the proposed action and the dissenting
opinion(s) were captured.

    d. On any issue not reaching consensus, the proposed action will be
adjudicated by TECOM G-3 and the accepted action will be included in the
draft T&R Manual.

6. Significant recommended changes (w/dissenting opinions if needed) are as
follows:

    a. TOPIC: Abc

        DISCUSSION: Abc

        RECOMMENDATION: Abc

    b. TOPIC: Xyz

        DISCUSSION: Xyz

        RECOMMENDATION: Incorporate the following definitions in the
administrative instructions of an event if the term was used in the
condition.

        (1) AAA: Abc

        (2) BBB: Abc

        (3) CCC: Abc

c. TOPIC: Xyz
    DISCUSSION: Xyz

    RECOMMENDATION: Xyz

    DISSENTING POSITION: Xyz

d. TOPIC: Abc

    DISCUSSION: Abc

    RECOMMENDATION: Abc

        DISSENTING POSITION: Abc

        DISSENTING POSITION RECOMMENDATION: Abc

        SUPPORTING POSITION REBUTTAL: Abc

7. Conference members also discussed Xyz.

8. The members of this conference were able to validate, modify, and/or create all individual training events for the Marine Corps (T&R Short Title) Training Program to include the following: Abc, Xyz, and Abc.

9. Staffing comments received after the 30 day staffing of the draft Training MOS T&R Manual will be adjudicated in the following manner:

    a. Administrative comments will be reviewed and if accepted, changes will be made by the POC.

    b. Substantive comments will be reviewed by TECOM G-3 and each comment will receive a notation and the following action:

        (1) Accepted. Substantive comments accepted will result in the proposed changes staffed back to the conferees via email for comment and concurrence. The staffing period for comments will be five days, silence is consent. The adjudicator will make the final decision.

        (2) Accepted with modification. Substantive comments accepted with modification by the adjudicator will be staffed back to the conferees via email for comment and concurrence. The staffing period for comments will be five days, silence is consent. The adjudicator will make the final decision.

        (3) Rejected. Substantive comments rejected by the adjudicator will be noted with a rationale included in the staffing matrix. Substantive comments can be rejected for the following reasons: issue previously decided by the conference; issue not germane to the T&R Manual; Adjudicator's judgment.

10. Way Ahead. The following is a list of follow on actions and tentative dates:

    a. Immediate   Update MCTIMS

    b. XX Apr 2010   Review Message Released

  c. XX May 2010   Reconcile Comments; Administrative Comments
                              adjudicated by GySgt Sisyphus, Substantive
                              Comments reviewed by TECOM G-3

  d. XX Jun 2010   Submit Draft Manual for CG Signature

11. Recommendations. Any recommendations from the Task Analyst to the CG, to include process improvements, areas to be highlighted, special recognition, or any recognized trends should be noted here.

12. For any questions and or concerns, the point of contact is GySgt Sisyphus at 703-555-2494.

                                    I. M. SISYPHUS

Copy to:
T&R Conference Subject Matter Experts

COMMUNITY NAME T&R CONFERENCE ATTENDEE SIGNATURE BLOCK
`(SAMPLE)

RANK/NAME	SIGNATURE	COMMAND
LtCol J. A. Smelton		HQMC, CD&I, CDD
Maj U. B. Gettingit		HQMC, PP&O
Capt W. A. Carry		I MEF
Capt J. P. Mei		II MEF
Capt J. Powell		EWS
MGySgt A. Smith		III MEF
MGySgt I. Bruce		22nd MEU
MSgt N. G. Anywhere		HQMC, PSL
MSgt J. J. Jones		MCI West
GySgt B. India		MARCORDET, Fort Lee

APPENDIX I

Automated Inspection Reporting System 400 Checklist
(Current version maintained at:
http://hqinet001.hqmc.usmc.mil/ig/div_inspections/AIRS%20Checklist/AIRS%20MON
THLY%20UPDATE/Checklist400.rtf)

1:18:32 PM   AIRS DETAILED INSPECTION CHECKLIST   04/01/2010

FA SC STMT   TEXT

400   FORMAL SCHOOL MANAGEMENT
                Functional Area Manager: TECOM GTD
                Point of Contact: LTCOL JOHN LEJEUNE
                DSN 278-2494 (COML) 703 784-2494
                Date Last Revised: 17 February 2010

400 01   P O I, C C R B, M L F

400 01 001   Is the school employing the current version of MCTIMS to produce
                a POI?
                Reference
                (MCO 1553.2B, ENCLOSURE 1, CHAPTER 1 PARGRAPH 3, CHAPTER 5
PARAGRAPH 2.(a).(4))

400 01 002   Does each course have a Program of Instruction (POI) approved by
                CG, TRNGCMD (CG, TECOM for non TRNGCMD units)?

                (NOTE) Inter-service Training Review Organization (ITRO) schools:

                In the case of collocated training on another service base, each U. S.
                Marine Corps unique course has a POI approved by CG, TRNGCMD. In the
                case of consolidated training of U. S. Marine Corps personnel in another
                service school, any U. S. Marine Corps unique training phase(s) has a POI
                approved by CG, TRNGCMD. All other service programs of instruction in
                which U. S. Marine Corps personnel are being trained will comply with the
                curriculum submission and approval requirements of the host service.
                Reference
                (MCO 1553.2B, ENCLOSURE 1, CHAPTER 2 PARGRAPH 5.(j))

400 01 003   Has a formal CCRB been conducted for each course at least every
                two years?
                Reference
                (MCO 1553.2B, ENCLOSURE 1, CHAPTER 3 PARAGRAPH 5.(d))

400 01 004   Does each course have the following required documents on-hand:

                a. T&R Manual or other service ITEs (for joint schools)?

                b. POI?

                c. MLF(s)?

                d. ROP?

                e. Course Schedule?

Reference
(MCO 1553.2B, ENCLOSURE 1, CHAPTER 1 PARAGRAPH 2; CHAPTER 1
PARAGRAPH 4.(g); CHAPTER 1 PARAGRAPH 6.(a); CHAPTER 2 PARAGRAPH 5.(c);
CHAPTER 2 PARAGRAPH 5.(g))

400 01 005   Does each MLF contain, at a minimum, the following material:

    a.   LAWs?

    b.   LOWs?

    c.   Concept Card(s)?

    d.   Lesson Plan?

    e.   Student Outline?

    f. Supplemental Student Materials? (if applicable)

    g.   Media? (or a description of the media and location)

    h.   Instructor Preparation Guide (IPG)?

    i.   Operational Risk Assessment Worksheet (ORAW)?

    (LAWS and LOWS are not required for lesson purpose classes)
    Reference
    (MCO 1553.2B, ENCLOSURE 1, CHAPTER 1 PARAGRAPH 6.(b))

400 01 006   Does the training/course schedule contain, at a minimum, the
             following requirements:

    a. Lesson Designators?

    b. Lesson Titles?

    c. Lesson Times?

    Reference
    (MCO 1553.2B, ENCLOSURE 1, CHAPTER 1 PARAGRAPH 6.(a))

400 01 007   Does the training schedule match the POI.?
             Reference
             (MCO 1553.2B, ENCLOSURE 1, CHAPTER 1 PARAGRAPH 6.(a))

400 01 008   Does each MLF match the POI?
             Reference
             (MCO 1553.2B, ENCLOSURE 1, CHAPTER 1 PARAGRAPH 6.(a))

400 01 009   Have Operational Risk Assessments been conducted for every
             training lesson/event in the POI on a yearly basis?
             Reference
             (MCO 1553.2B, ENCLOSURE 1, CHAPTER 5 PARAGRAPH 4.(a).(2))

400 02   FORMAL SCHOOL FACULTY

400 02 001   Has the school designated in writing a Formal School Manager
             (FSM)?
             Reference
             (MCO 1553.2B, ENCLOSURE 1, CHAPTER 2 PARAGRAPH 6.(a))

400 02 002   Has the school designated in writing an Academics
             Officer/Director?
             Reference
             (MCO 1553.2B, ENCLOSURE 1, CHAPTER 2 PARAGRAPH 7)

400 02 003   Has the school designated in writing a Course Chief for each POI?
             Reference
             (MCO 1553.2B, ENCLOSURE 1, CHAPTER 2 PARAGRAPH 9)

400 02 004   Are training records maintained on every faculty member who
             conducts instruction or curriculum administration for U. S.
             Marine Corps students?
             Reference
             (MCO 1553.2B, ENCLOSURE 1, CHAPTER 2 PARAGRAPH 2)

400 02 005   Have first time instructors attended the Formal School Instructor
             Course (FSIC) at Train the Trainer School (T3S) or other service
             instructor course within 120 days of joining the School?
             Reference
             (MCO 1553.2B, ENCLOSURE 1, CHAPTER 2 PARAGRAPH 5.(a))

400 02 006   Have returning instructors completed Marine Corps or other
             service instructor courses within the last 5 years?
             Reference
             (MCO 1553.2B, ENCLOSURE 1, CHAPTER 2 PARAGRAPH 3.(a))

400 02 007   Have curriculum developers attended the Curriculum Developers
             Course (CDC) at Train the Trainer School (T3S) within 120 days of
             joining the school or being transferred to a developer's
             billet/duty?
             Reference
             (MCO 1553.2B, ENCLOSURE 1, CHAPTER 2 PARAGRAPH 5.(a))

400 02 008   Have all personnel completed the SAT and ORM DL courses?
             Reference
             (MCO 1553.2B, ENCLOSURE 1, CHAPTER 2 PARAGRAPH
             5.(d).(1).(a).(2))

400 02 009   Does the school have a Staff/Faculty Development Plan?
             Reference
             (MCO 1553.2B, ENCLOSURE 1, CHAPTER 2 PARAGRAPH 5.(d))

400 03   FORMAL SCHOOL EVALUATION

400 03 001   Does the school have an established internal evaluation plan for
             student performance?
             Reference
             (MCO 1553.2B, ENCLOSURE 1, CHAPTER 1, PARAGRAPH 3.(i); CHAPTER
             3 PARAGRAPH 2.(b) and (c), PARAGRAPH 4.(a) and (b); CHAPTER 5
             PARAGRAPH 2.(a)(5))

400 03 002   Does the school have an established internal evaluation plan for course materials?
             Reference
             (MCO 1553.2B, ENCLOSURE 1, CHAPTER 3 PARAGRAPH 1, PARAGRAPH 2.(a), PARAGRAPH 4, and PARAGRAPH 5)

400 03 003   Does the school have an established internal evaluation plan for instructor performance?
             Reference
             (MCO 1553.2B, ENCLOSURE 1, CHAPTER 3 PARAGRAPH 1, and PARAGRAPH 2.(d))

400 03 004   Does the school have an established internal evaluation plan for instructional environment?
             Reference
             (MCO 1553.2B, ENCLOSURE 1, CHAPTER 3 PARAGRAPHS 1 and 4)

400 03 005   Does the school have an established external evaluation plan to gauge course effectiveness?
             Reference
             (MCO 1553.2B, ENCLOSURE 1, CHAPTER 3 PARAGRAPH 4.(b) and (c), PARAGRAPH 4.(g), and PARAGRAPH 5)

400 04   STUDENT REGISTRAR

400 04 001   Have Class Convening Rosters for each class been submitted through the TECOM Marine Corps Training Information Management System (MCTIMS) Student Registrar, to CG, MCCDC (C4611) within 5 calendar days of the class beginning date?
             Reference
             (MCO 1553.2B, ENCLOSURE 1, CHAPTER 5 PARAGRAPH 2.(a).(2).(a); ENCLOSURE 3, PARAGRAPH 7)

400 04 002   Have Class Completion Rosters for each class been validated through the MCTIMS Student Registrar, to CG, MCCDC (C 4611) within 7 calendar days of the class ending date?
             Reference
             (MCO 1553.2B, ENCLOSURE 1, CHAPTER 5 PARAGRAPH 2.(a).(2).(b); ENCLOSURE 3 PARAGRAPH 7)

400 04 003   Have Class schedules for a course of instruction been submitted via the MCTIMS Scheduling Wizard by 1 June each year?
             Reference
             (MCO 1553.2B, ENCLOSURE 1, CHAPTER 5 PARAGRAPH 2.(a).(6))

400 05   INTER-SERVICE TRAINING REVIEW ORGANIZATION (ITRO)

400 05 001   Are all other service POIs used to instruct U.S. Marine Corps personnel inspected in accordance with the standards governing the host service training, with a courtesy copy of the inspection results forwarded to CG, TRNGCMD?
             Reference
             (ITRO MANUAL)

400 05 002   Are all Memorandums of Agreement (MOA)s or Memorandums of Understanding (MOU)s for applicable support from the host service

current, or submitted for approval to the applicable host service
and the ITRO?
  Reference
  (ITRO MANUAL)

APPENDIX J

Training Command Formal Learning Centers

SCHOOLS INDEX	CITY	STATE
ASSAULT AMPHIBIAN SCHOOL BN – AASBN	CAMP PENDLETON	CALIFORNIA
FIELD MEDICAL TRAINING BN WEST - FMTB (W)	CAMP PENDLETON	CALIFORNIA
SCHOOL OF INFANTRY WEST – SOI (W)	CAMP PENDLETON	CALIFORNIA
MARINE CORPS COMMUNICATION-ELECTRONICS SCHOOL - MCCES	TWENTYNINE PALMS	CALIFORNIA
FIELD MEDICAL TRAINING BN EAST - FMTB (E)	CAMP LEJEUNE	NORTH CAROLINA
SCHOOL OF INFANTRY EAST - SOI (E)	CAMP LEJEUNE	NORTH CAROLINA
MARINE CORPS ENGINEER SCHOOL – MCES	CAMP LEJEUNE	NORTH CAROLINA
MARINE CORPS COMBAT SERVICE SUPPORT SCHOOLS - MCCSSS	CAMP LEJEUNE	NORTH CAROLINA
TRAIN THE TRAINER SCHOOL - T3S	CAMP LEJEUNE	NORTH CAROLINA
OFFICER CANDIDATES SCHOOL – OCS	QUANTICO	VIRGINIA
THE BASIC SCHOOL – TBS	QUANTICO	VIRGINIA
WEAPONS TRAINING BN – WTBN	QUANTICO	VIRGINIA
COMMUNICATIONS SCHOOL	QUANTICO	VIRGINIA
MARINE CORPS INTELLIGENCE SCHOOLS – MCIS	VIRGINIA BEACH	VIRGINIA

MARINE AVIATION TRAINING GROUPS INDEX	CITY	STATE
MATSG 23 - NAS LEMOORE	LEMOORE	CALIFORNIA
MATSG 21 - NAS PENSACOLA	PENSACOLA	FLORIDA
MATSG 22 - NAS CORPUS CHRISTI	CORPUS CHRISTI	TEXAS
MATSG 33 - NAS OCEANA	VIRGINIA BEACH	VIRGINIA
MATSG 53 - NAS WHIDBEY ISLAND	OAK HARBOR	WASHINGTON

MARINE CORPS COMBAT SERVICE SUPPORT SCHOOLS - MCCSSS
Schools Subordinate to CO MCCSSS:
Financial Management School

Logistics Operations School

Personnel Admin School

Supply School

MARINE CORPS INTELLIGENCE SCHOOLS - MCIS
School MarDets Subordinate to CO MCIS:
Nat'l Geospatial Intel College MarDet Ft Belvoir, VA

Naval Com Trng Ctr MarDet Corry Station, FL

Firefighting Acad MarDet Goodfellow, TX

USA Intel Ctr MarDet Ft Huachuca, AZ

NMITC MarDet VA Beach, VA

DLI MarDet Monterey, CA

MARINE CORPS COMMUNICATION-ELECTRONICS SCHOOL - MCCES
Schools Subordinate to CO MCCES:
Command, Control, Communications & Information (C4I) Quantico, VA

USA Signal School MarDet Ft Gordon, GA

DETACHMENT INDEX	CITY	STATE
USA ORDNANCE MUNITIONS ELECTRONIC & MAINT SCHOOL	REDSTONE	ALABAMA
USA INTELLIGENCE CENTER	FT HUACHUCA	ARIZONA
T3S WEST	CAMP PENDLETON	CALIFORNIA
DEFENSE LANGUAGE INSTITUTE	MONTEREY	CALIFORNIA
NAVAL POSTGRADUATE SCHOOL	MONTEREY	CALIFORNIA
C4I	SAN DIEGO	CALIFORNIA
EWTGPAC	SAN DIEGO	CALIFORNIA
SERE SCHOOL (W)	NAS NORTH ISLAND	CALIFORNIA
NAVSCOLEOD	EGLIN AFB	FLORIDA
505TH TRAINING SQUADRON	HURLBURT AFB	FLORIDA
USMC COMBAT DIVE SCHOOL	PANAMA CITY	FLORIDA
CORRY STATION	PENSACOLA	FLORIDA
NAVY SUPPLY SCHOOL	ATHENS	GEORGIA
USA INFANTRY SCHOOL	FT BENNING	GEORGIA
USA SIGNAL SCHOOL	FT GORDON	GEORGIA
JOINT / MULTI-TRADIL TRSINING SCHOOL	FT MCPHERSON	GEORGIA
USA ARMOR CENTER	FT KNOX	KENTUCKY
USA ORDNANCE CENTER	APG	MARYLAND
DEFENSE INFORMATION SCHOOL	FT MEADE	MARYLAND
SERE SCHOOL (E)	NAS BRUNSWICK	MAINE
USAF WHEATHER/CALIBRATION	KEESLER AFB	MISSISSIPPI
MATSS-1	MERIDIAN	MISSISSIPPI
FORT LEONARD WOOD	FT LEONARD WOOD	MISSOURI
USA JF KENNEDY SPECIAL WARFARE	FT BRAGG	NORTH CAROLINA
SMALL BOAT TRNG DET --AT USCG SPEC MISSIONS CENTER	CAMP LEJEUNE	NORTH CAROLINA
T3S EAST	CAMP LEJEUNE	NORTH CAROLINA
DEFENSE NUCLEAR WEAPONS	KIRTLAND	NEW MEXICO
USA FIELD ARTILLERY	FT SILL	OKLAHOMA
MARINE CORPS DETACHMENT	NEWPORT	RHODE ISLAND
US NAVY JUSTICE SCHOOL	NEWPORT	RHODE ISLAND
INTERSERVICE POSTAL TRAINING ACTIVITY	FT JACKSON	SOUTH CAROLINA
NAVAL CHAPLAINCY SCHOOL & CENTER	FT JACKSON	SOUTH CAROLINA
USA AIR DEFENSE ARTILLERY CENTER	FT BLISS	TEXAS
FIREFIGHTING ACADEMY	GOODFELLOW	TEXAS
USMC DETACHMENT	LACKLAND	TEXAS
CABLE ANTENNA/SPLICING/SWITCH TECH SCHOOL	SHEPPARD AFB	TEXAS
USA JAG SCHOOL	CHARLOTTESVILLE	VIRGINIA
DEFENSE GEOSPATIAL INTELLIGENCE SCHOOL	FT BELVOIR	VIRGINIA
USA TRANSPORTATION SCHOOL	FT EUSTIS	VIRGINIA
USA QUARTERMASTER CENTER	FT LEE	VIRGINIA
USN SCHOOL OF MUSIC	NORFOLK	VIRGINIA
EWTGLANT	NORFOLK	VIRGINIA
NMITC DET	VIRGINIA BEACH	VIRGINIA

APPENDIX K

Cease Training (CT) Procedures and Requirements

1. Ensure all students are briefed on CT policy and procedures prior to the start of any training evolution (i.e., during the course indoctrination). Specific verbal and/or non-verbal CT signals shall be reviewed prior to commencing any high-risk evolution. For multi-day evolutions, CT procedures will be re-briefed prior to commencing each day's training. Evolution specific CT procedures should be put in place where needed. All procedures should be standardized (with the exception of evolution specific) throughout the course.

2. CT may be called when a student or instructor expresses concern for personal safety; when a student or instructor requires relief from pain, heat stress, or other serious physical discomfort; when the procedures/ requirements need explanation; or in cases of potential damage to equipment.

3. Both primary and assistant instructors must maintain situational awareness at all times and be alert to signs of student panic, fear, extreme exhaustion, or lack of confidence that might impair safe completion of the training evolution.

4. Following a CT call, the situation shall be examined and additional safety controls shall be put in place to allow safe resumption of training. Once the lead, on-scene instructor has fully reviewed the situation and put controls in place, he/she will make the decision to resume training, unless the FLC SOP directs otherwise.

5. If a student refuses to participate in training after appropriate safety controls have been put in place, or excessively and inappropriately uses the CT call to disrupt training, that student shall be removed from training and referred for administrative processing, that may include permanent removal from the training program.

6. Both primary and assistant instructors will document pertinent information (date, time, persons involved, equipment or facilities involved, conditions, situation, and out come) for every CT occurrence. The After-Instruction Report (AIR) is the recommended vehicle for documentation.

7. Example of a CT brief:

"A Cease Training (CT) may be called by any student or instructor in any training situation when he is concerned for his own or another's safety, or he requests clarification of procedures or requirements. The purpose of CT is to avoid serious injury or loss of life, and to correct the hazardous situation so training can continue. CT should be used to remove students or instructors from a possible hazardous situation. A CT may be signaled by (...*Insert appropriate nonverbal, alarm, or hand signal...*). If the CT signal is not acknowledged, the signaler shall shout 'Cease Training' (or other action as required by the training activity)."

Add amplifying information/procedures as needed.

APPENDIX L

Formal Learning Center HRT Instructor Program

INITIAL SCREENING. FLC commanders/directors are ultimately responsible for ensuring that HRT instructor candidates are screened for professional, physical, and psychological suitability. This guide is intended to assist commanders/directors in conducting screenings appropriate to the training environment and risk/stress level. The screening process will begin at the detaching command. It is the responsibility of the gaining command to coordinate with the appropriate occupational field monitor to initiate the pre-screening process and to inform the detaching command that the candidate will be filling a high-risk instructor billet.

1. Service Record Book (SRB)/Officer Qualification Record (OQR) and Medical Screening. If the SRB/OQR and medical pre-screenings have not been completed, screen the potential HRT instructor per enclosure (5).

2. Commanding Officer's/Director's Interview

   a. Prior to this interview, the Commanding Officer/Director shall be aware of results of the candidate's SRB/OQR and medical screenings. This interview is the final step in determining suitability for assignment to HRT instructor duty. Topics for discussion might be: willingness to assume supervisory duties, marital or financial problems, problems with supervisors, disciplinary problems, fighting, UA, civilian arrests, loss of temper, impulsive behavior, gambling, etc.

   b. Based on screening results and this interview, the commanding officer/director will determine if the candidate should be assigned to a HRT instructor billet.

   c. In the event an individual does not meet the requirements and/or fails the screening process, the formal school commander/director will contact the occupational field monitor for reassignment.

Training. All HRT instructors must undergo training and certification before being permitted to conduct any high-risk class without supervision.

1. Personnel will be required to demonstrate their technical competency, teaching techniques, and application of ORM per their commanding officer's/director's requirements. These evaluations shall be conducted by the academics chief and reviewed by the commanding officer/director or his designated representative (assigned in writing). A record of these evaluations shall be on file in the individual's training record. The following signed entry will be made in the individual's SRB/OQR:

"(Date): A review of (subject's name) medical record, service record, and training record has been completed. This individual has met all of the qualifications required and is hereby certified as a HRT instructor for course (Course ID Number) as of this date."

2. HRT instructors, teaching more than one high-risk course, do not need to certify in each course if the subject matter is similar. For courses that are dissimilar, commands shall require certification in each.

3. HRT instructors must be trained and currently qualified in CPR prior to being certified as a HRT instructor. A copy of the CPR card (front and back) shall be placed in the individual's training record.

Proficiency Evaluations. Proficiency evaluations shall be conducted quarterly for all HRT instructors to ensure that all aspects of ORM are being properly executed during training. Evaluations will be in accordance with the forms contained in reference (g).

De-certification

    a. When there is sufficient cause to de-certify an HRT instructor, the recommendation will be forwarded (in writing) to the commanding officer/director. The authority to de-certify an instructor rests solely with the commanding officer/director. If the commanding officer/director agrees with the recommendation, the following signed entry will be made in the instructor's record book: "(Date): (subject's name) is de-certified as a high-risk instructor as of this date."

    b. De-certification may be necessary for reasons that are not the fault of the individual (e.g., medical, etc.). In such cases the following entry will be made in the instructor's record book: "(Date): (subject's name) is de-certified as a high-risk instructor as of this date. This de-certification is through no fault of the individual."

Re-certification. Once an HRT instructor has been de-certified, he must be re-certified prior to being allowed to instruct. At a minimum, re-certification shall consist of a comprehensive review of the original de-certifying cause (and its current status) and a commanding officer's/director's appraisal interview. The need for retraining (classroom and practical) is to be determined by the command. A new certification entry must be made in the instructor's SRB.

APPENDIX M

Safety Definitions and Procedures

1. **High-Risk Training (HRT)** is defined in the formal school setting as: Basic or advanced individual or collective training, essential for preparing Marines and units for combat, that exposes students and instructors to the risk of death or permanent disability despite the presence and adherence to proper safety controls. Enclosure (4) is a list of courses designated as HRT.

2. **Formal instruction** is defined as training and education (consisting of formal courses of instruction) conducted by Marine Corps' Formal Learning Centers. It may also encompass other formal schools and detachments whose curriculum falls under MCCDC's cognizance and/or review. Formal courses are identifiable by assigned course identification (CID).

3. **Operational Risk Management (ORM)** is the process of dealing with risks associated with military operations. It includes risk assessment, risk decision-making and implementation of risk controls. All formal HRT courses will incorporate ORM in their planning and execution in accordance with reference (i) to ensure safe training that also provides the realism needed to fulfill Marine Corps requirements.

4. **Pre-Mishap Plan** is to be implemented in the event of a mishap. A Pre-Mishap Plan shall be developed for all HRT evolutions and shall include (at a minimum) the following: procedures for summoning medical and other appropriate emergency response teams; locations of first aid kits, fire extinguishers, and any other on-site emergency equipment; procedures for emergency operation/shutdown of training equipment; backup communications procedures; sequential listing of personnel to be notified; and any other data as appropriate. All reasonable scenarios shall be anticipated and Standard Operating Procedures (SOP) developed to cope accordingly. The Pre-Mishap Plan shall be posted or otherwise available to all personnel at each HRT site. Students will be briefed on the Pre-Mishap Plan prior to commencing training. The plan will be reviewed upon completion of each course cycle.

5. A **safety review** is a comprehensive review of HRT to ensure courses are being taught with minimum risk to personnel. The safety review shall include the application of Operational Risk Management (ORM), review of training mishap data, near misses, curriculum, instructional techniques, and safety requirements incorporated within the course curriculum. Particular attention shall be paid to any course changes or modifications (physical, technical, and procedural) that may impinge on the overall safety posture. Safety reviews will be conducted on an annual basis, documented, and a report submitted to the Commanding Officer/Director.

6. The **High-Risk Training Safety Officer (HRTSO)** is an SNCO/officer or civilian employee designated (in writing) by the Commanding Officer/Director and responsible for the oversight of all HRT.

7. A **High-Risk Instructor** is an individual certified to instruct the high-risk portions of any course. Must be a graduate of the Formal Schools Instructor Course (FSIC) and hold a CPR, or higher lifesaving certification. Personnel currently assigned to this duty (or assigned within a period of

time not to exceed six months after the effective date of this Order), who do not meet these requirements, are exempted. See enclosure (2) for requirements.

8. A **Cease Training (CT)** signal is a verbal and/or non-verbal signal that has been agreed upon. It must be an easily remembered and easily recognized signal. The signal will be briefed to all students prior to commencing high-risk evolutions and posted in the immediate vicinity (if feasible). The signal is used to temporarily cease all training when, in the opinion of the signaler, a hazard exists that is likely to cause death of serious injury. See appendix (G) for details on CT procedures.

APPENDIX N

Risk Assessment Matrix

Risk Assessment Matrix. A matrix can be used to accomplish the second step of the ORM process. Using a matrix to quantify and prioritize the risks does not lessen the inherently subjective nature of risk assessment. However, a matrix does provide a consistent framework for evaluating risk. Although different matrices may be used for various applications, any risk assessment tool should include the elements of hazard severity and mishap probability. The RAC defined in the matrix represents the degree of risk associated with a hazard considering these two elements. While the degree of risk is subjective in nature, the RAC does accurately reflect the relative amount of perceived risk between various hazards. The example matrix described below is used in Naval Occupational Safety and Health assessments. Using the matrix the RAC is derived as follows:

    a. **Hazard Severity** - An assessment of the worst credible consequence that can occur as a result of a hazard. Severity is defined by potential degree of injury, illness, property damage, loss of assets (time, money, personnel) or effect on mission. The combination of two or more hazards may increase the overall level of risk. Hazard severity categories are assigned as Roman numerals according to the following criteria:

        (1) **Category I** - The hazard may cause death, loss of facility/asset or result in grave damage to national interests.

        (2) **Category II** - The hazard may cause severe injury, illness, property damage, damage to national or service interests or degradation to efficient use of assets.

        (3) **Category III** - The hazard may cause minor injury, illness, property damage, damage to national, service or command interests or degradation to efficient use of assets.

        (4) **Category IV** - The hazard presents a minimal threat to personnel safety or health property, national, service or command interests or efficient use of assets.

    b. **Mishap Probability** - The probability that a hazard will result in a mishap or loss, based on an assessment of such factors as location exposure (cycles or hours of operation), affected populations, experience or previously established statistical information. Mishap probability will be assigned a letter according to the following criteria:

        (1) **Sub-category A** - Likely to occur immediately or within a short period of time. Expected to occur frequently to an individual item or person or continuously to a fleet, inventory or group.

        (2) **Sub-category B** - Probably will occur in time. Expected to occur several times to an individual item or person or frequently to a fleet, inventory or group.

        (3) **Sub-category C** - May occur in time. Can reasonably be expected to occur some time to an individual item or person or several times to a fleet, inventory or group.

(4) **Sub-category D** - Unlikely to occur.

c. **Risk Assessment Code (RAC)** - The RAC is an expression of risk that combines the elements of hazard severity and mishap probability. Using the matrix shown below, the RAC is expressed as a single arabic number that can be used to help determine hazard abatement priorities.

RISK MATRIX

		PROBABILITY of OCCURRENCE			
		A Likely	B Probable	C May	D Unlikely
SEVERITY	I Death, Loss of Asset	1	1	2	3
	II Severe Injury, Damage	1	2	3	4
	III Minor Injury, Damage	2	3	4	5
	IV Minimal Threat, Injury, or Damage	3	4	5	5

Risk Assessment Code (RAC):

1 = Critical risk

2 = Serious risk

3 = Moderate risk

4 = Minor risk

5 = Negligible risk

Hazard Probability:

A - Likely to occur immediately or within a short period of time.

B - Probably will occur in time.

C - May occur in time.

D - Unlikely to occur.

Hazard Severity:

I - May cause death, loss of facility/asset.

II - May cause severe injury, illness, or property damage.

III - May cause minor injury, illness, or property damage.

IV - Minimal threat.