

1 August 2001

INFORMATION PAPER

SUBJECT: Academic Recognition for Military Training and Experience Process

1. PURPOSE. To provide information on procedures to obtain academic credit for AHS courses.

2. FACTS.

a. The American Council on Education (ACE) evaluates all resident and nonresident AHS courses in terms of academic credit. Army Regulation (AR) 621-5 allows for soldiers to receive transcripts documenting their military training and experience, along with the recommended college credit. Soldiers seeking academic recognition for AHS courses will furnish documents specified in the ACE Guide to the civilian school(s) from which they want credit IAW AR 621-5. Civilian schools determine acceptance of ACE credit recommendations and the number of hours to be credited. Army Education Center personnel, within the chain of command, assist soldiers in obtaining recognition from civilian schools.

b. Training Management Branch, Department of Academic Support and Quality Assurance (DASQA), AHS, reports completion of all resident courses outlined in AR 351-1, Chapters 5, 6, and 7; and resident courses at military schools attended by enlisted soldiers to the Army/American Council on Education Registry Transcript System (AARTS). Data is reported for active duty service members who have successfully completed courses on or after 1 October 1981. The AARTS generates a transcript that may be obtained by mailing a completed DA Form 5454-R to: AARTS Operations Office, ATTN: ATZL-GPE-A, Fort Leavenworth, KS 66027-5010.

c. The Community College of the Air Force (CCAF) offers transcript service to all students who successfully complete CCAF credit-awarding courses. When requesting a transcript from CCAF the following information is required: Student's full name (former name if appropriate), date of birth, SSAN, service component, current address, address where the transcript is to be sent, student's signature, and a statement explaining whether the transcript is for personal or official use. Members of the Army who are requesting a transcript for the first time must attach a copy of the course completion certificate and a copy of their military or civil service identification card (front and back) with their request. If available, use Air Force Form 2099, Request for Community College of the Air Force Transcript, when

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requesting transcripts and mail to: CCAF/RRR, 130 West Maxwell Blvd, Maxwell AFB, AL 36112-6613. There is no cost for CCAF transcripts.

d. Evaluation and Standardization Branch, DASQA, AHS, provides copies of all numbered Programs of Instruction (POI) for AHS courses to Headquarters Department of the Army for evaluation of college credit by the Center for Adult Learning and Educational Credentials, One Dupont Circle, Washington DC 20036-1193.

e. Active duty service members/students are encouraged to contact their permanent assignment Army Continuing Education Service Center for advice/assistance. The Army Education Center will provide information on the Defense Activity for Non-Traditional Education Support (DANTES) and the Service Members Opportunity College (SOC), a consortium of more than 750 national members. The SOC functions in cooperation with DANTES, and all military education centers and libraries.

1 August 2001

INFORMATION PAPER

SUBJECT: AMEDD Distance Learning Management

1. Purpose. To provide information on the management of AMEDD distance learning courses and student tracking and documentation.

2. Facts.

a. The Army Training Requirements and Resources System (ATRRS) provides a website as the only approved site for documentation and management of Army Training. In a memorandum for all major Army Command Commanders dated 25 March 1999, the Office of the Assistant Secretary of the Army for Manpower and Reserve Affairs established ATRRS as the system of record for Distance Learning (DL) training management.

b. Through email, ATRRS DL opens a direct avenue of communication between the school system and the chain of command concerning a soldier's status while enrolled in a DL course providing a vehicle for getting members of the Army to the correct training on time with minimal disruption to the unit.

c. All members of the Department of Defense community can access ATRRS and register for self-development training using the Self-Development System on the ATRRS DL website. When courses within the DL program are designated for self-development, individuals may register themselves for those courses. Confirmation of registration is immediately sent via email to the student and the student's supervisor. For web-based courses, the confirmation will contain a direct link to the courseware provider.

d. Proponents will download student rosters from ATRRS to the Automated Instructional Management System - Personal Computer (AIMS-PC) for student tracking and management. The AIMS-PC is the Army training information management system that provides U.S. Army schools, training centers, Noncommissioned Officer Academies, and civilian training centers the capability to administer and monitor resident and nonresident (correspondence and self-development) individual training during peacetime and mobilization.

e. The AIMS-PC interfaces with personnel systems and training management and development systems to link the resources required to conduct the training identified in the Automated Systems Approach to Training (ASAT) and Program of Instruction Management Module (POIMM) with the training requirements.

SUBJECT: AMEDD Distance Learning Management

f. Functional processes accomplished in the AIMS-PC include inprocessing, out-processing, class rosters, gradebook management, testing, and registrar (certificates/diplomas).

g. The ASAT application is integrated with the AIMS-PC and Standard Army Training System to ensure a seamless link of task information to the automated creation of resident course instruction. It is the software application that is used to develop and link all Army doctrine and training products. Training products (resident, nonresident, DL, etc.) are developed in the ASAT database, which incorporates Microsoft applications, LXRtest, Toolbook, and POIMM. Training products compiled from the ASAT database are available through the General Dennis J. Reimer Training Digital Library (RDL).

1 August 2001

INFORMATION PAPER

SUBJECT: Institutional Accreditation

1. PURPOSE. To provide information related to the institutional accreditation of the Academy of Health Sciences (AHS.)

2. FACTS.

a. The AHS received initial institutional accreditation by the Southern Association of Schools and Colleges (SACS) in 1983. In 1995, the Council on Occupational Education (COE), a national agency that accredits military, federal agency, public, private career, and non-profit training institutions replaced the SACS. It presently accredits the AHS, Training and Doctrine Command schools, the Department of Navy Bureau of Medicine and Surgery, as well as a wide range of civilian educational institutions.

b. Institutional accreditation denotes that the AHS has undergone an extensive self-study and COE team evaluation and has been accepted as meeting established training and education standards. Reaffirmation of the initial one-year accreditation is scheduled in two to six-year time periods. COE last reaffirmed the AHS in September 1999 for six years.

c. The AMEDDC&S is also the second Army school to be accredited by TRADOC IAW TRADOC Regulation 350-18.

d. The Chief, Department of Academic Support and Quality Assurance, Ms. Neta Lesjak, serves as AHS Accreditation Liaison Officer and coordinates the overall accreditation process and preparation of the required annual report.

NETA T. LESJAK/MCCS-HS/DSN 471-8745/COMM (210) 221-8745

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INFORMATION PAPER

SUBJECT: The AMEDD Journal

1. PURPOSE. To provide information concerning development and publication of the AMEDD Journal by the AMEDDC&S.

2. FACTS.

a. The AMEDD Journal Branch, Department of Academic Support and Quality Assurance, Academy of Health Sciences, has published the AMEDD Journal on a bimonthly basis since the Sep-Oct 94 issue. Beginning with the Jul-Aug-Sep 98 issue, the publication is being produced quarterly.

b. The Journal's mission is to "expand knowledge of domestic and international military medical issues and technological advances; promote collaborative partnerships among Services, corps, and specialties; convey clinical and health service support information; and provide a peer-reviewed, high quality print medium to encourage dialogues concerning healthcare initiatives."

c. The statement of purpose in para 2b represents a revision in focus, implemented to attract additional manuscripts dealing with those subject areas that have a primary or peripheral clinical impact on the AMEDD community.

d. Since its relocation to the AMEDDC&S in 1994, the AMEDD Journal has become a highly visible element in the marketing of military healthcare support. As an information medium, it has the advantage of availability in hard copy and on the Internet.

e. The AMEDD Journal welcomes manuscripts dealing with timely subjects of interest to the AMEDD community. Individuals who would like to submit a manuscript for consideration should forward it in Microsoft Word software, with two print copies and 3.5" disk, to the Editor, AMEDD Journal, Room 250, 2250 Stanley Road, Fort Sam Houston, TX 78234-6150. Prior to publication, the AMEDD Journal Editorial Board will review manuscripts for applicability, content, and format.

BRUCE R. NELSON/MCCS-HSA/DSN 471-6916/COMM (210) 221-6916

1 August 2001

INFORMATION PAPER

SUBJECT: The Medical Soldiers OUTLOOK

1. PURPOSE. To provide information concerning the development and publication of the Medical Soldiers OUTLOOK quarterly enlisted training newsletter by the AMEDDC&S.

2. FACTS.

a. The AMEDDC&S has produced the OUTLOOK and its preceding publications since Sep 84.

b. The target audience is the Army Medical Department (AMEDD) enlisted soldier and noncommissioned officer. The publication focuses on up-to-date information regarding resident and nonresident enlisted training, newly released training videotapes, and supplemental distance learning tools.

c. The AMEDD Journal Branch, Department of Academic Support and Quality Assurance, Academy of Health Sciences, is the OUTLOOK proponent. It is published and distributed quarterly by Government Printing Office contract. Each issue is accessible on the Internet.

d. In terms of organizational marketing, the Medical Soldiers OUTLOOK has proven to be a valuable print medium for the AMEDDC&S. Its worldwide readership affords a significant degree of visibility. Reader comments regarding timeliness and accuracy of content continue to be uniformly positive. Active and reserve component units that have been realigned or relocated are prompt to notify the proponent office of their current mailing address, to ensure uninterrupted receipt of the publication.

e. The Medical Soldiers OUTLOOK welcomes input dealing with resident or nonresident AMEDD soldier training. Organizations or agencies involved in training activities may submit material for consideration by the OUTLOOK Editorial Board. Information should be forwarded in Microsoft Word software, with two print copies, to the Editor, Medical Soldiers OUTLOOK, Room 250, 2250 Stanley Road, Fort Sam Houston, TX 78234-6150.

BRUCE R. NELSON/MCCS-HSA/DSN 471-6916/COMM (210) 221-6916

1 August 2001

INFORMATION PAPER

SUBJECT: Training Assessment Program

1. PURPOSE. To provide information on the management of the Training Assessment Program.

2. FACTS.

a. The Training Assessment Program surveys are completed by graduates of advanced individual training courses and their supervisors and analyzed by the Evaluation and Standardization Branch (ESB). The ESB has overall responsibility for maintaining and distributing the data collection instruments and for producing reports on results as a part of the overall external evaluating effort. A trip report is sent to the Dean, AHS, and the respective training departments.

b. Outcome evaluations can be designed to provide the following types of information:

(1) Supervisor's assessment of the level of competence needed by new graduates to meet job requirements.

(2) Supervisor's assessment of the competence possessed by graduates on military occupational specialty (MOS) specific performance skill items.

(3) Graduate's assessment of his/her job competence.

(4) Frequency of task performance on the job.

(5) Sustainment of skills taught in resident training.

(6) Utilization of AMEDDC&S graduates. Are they presently working in their MOS?

(7) Any other special concerns of graduates and supervisors.

1 August 2001

INFORMATION PAPER

SUBJECT: Academic Recognition for Military Training and Experience from the American Council on Education

1. PURPOSE. To provide information on procedures to obtain academic credit for AHS courses.

2. FACTS.

a. The American Council on Education (ACE) evaluates all resident and nonresident Academy of Health Sciences (AHS) courses for academic credit. Army Regulation (AR) 621-5, Army Continuing Education System, allows soldiers to receive transcripts documenting their military training and experience, along with the recommended college credit. Soldiers seeking academic recognition for AHS courses will furnish documents specified in the ACE Guide to the civilian school(s) from which they want credit IAW AR 621-5. Civilian schools determine acceptance of ACE credit recommendations and hours to be credited. Army Education Center personnel, within the chain of command, assist soldiers in obtaining recognition from civilian schools.

b. The Evaluation and Standardization Branch provides copies of all AHS numbered course Programs of Instruction (POI) to HQDA for recommendation of college credit by the Center for Adult Learning and Educational Credentials, American Council on Education, One Dupont Circle NW, Suite 250, Washington, DC 20036.

c. The ACE conducts on-site visits to the Army Medical Department Center and School every two years, or more frequently, as course revisions warrant, to update the credit recommendations in the ACE Guide. Updated POIs are evaluated continuously; however, an on-site review of new and revised courses is required to ensure that credit recommendations accurately reflect the skills and knowledges achieved in the classroom.

d. The last ACE site visit was conducted 27-29 July 1999. During the visit the team evaluated 33 revised AHS courses and the MOS 91C and 91X enlisted occupational specialties. Formal courses received 222 lower-division baccalaureate/associate degree credit recommendations, 96 upper-division baccalaureate credit recommendations, and 104 graduate level credit recommendations. The next ACE evaluation for the AHS is scheduled in first quarter, fiscal year 2002.

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1 August 2001

INFORMATION PAPER

SUBJECT: Classroom Status Program

1. PURPOSE. To provide information concerning the evaluation process for classroom status.

2. FACTS.

a. The Evaluation and Standardization Branch, Department of Academic Support and Quality Assurance, systematically evaluates classroom conditions such as cleanliness, lighting, and equipment and space requirements. This information is used to supplement the classroom database maintained by the Training Systems Support Branch.

b. Observers annotate classroom status on a standardized checklist. Classroom conditions are indicated as green, amber, or red.

(1) Green denotes that no problems were identified.

(2) Amber designates that the classroom is functional, but has minor problems with conditions and/or equipment.

(3) Red indicates that the classroom is not functional due to one or more critical discrepancies.

c. Observers track classrooms coded as amber or red to ensure that problem areas are corrected.

d. Results of this program are used to upgrade and standardize classrooms and technology.

1 August 2001

INFORMATION PAPER

SUBJECT: Survey Development

1. PURPOSE. To provide information on the Evaluation and Standardization Branch (ESB), Department of Academic Support and Quality Assurance survey development activities.

2. Facts.

a. One of the ESB functions is to develop questionnaires and surveys to assess U.S. Army Medical Department Center and School training and resource effectiveness.

b. The ESB assists Academy of Health Sciences course directors, commanders, trainers, and training developers with development of proponent-specific surveys. Assistance includes guidance on effective survey design and administration, development of survey instruments. Statistical analysis of the returned data is provided to affected personnel.

c. For additional information, contact Ms. Saabedra, ESB, at 221-8572, DSN 471-8572, FAX (210) 221-8871 or DSN 471-8871.

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1 August 2001

INFORMATION PAPER

SUBJECT: The Training Document Repository

1. PURPOSE. To provide information on the Evaluation and Standardization Branch (ESB) Training Document Repository

2. FACTS.

a. The ESB, Department of Academic Support and Quality Assurance maintains a repository for all Training Requirements Analysis System (TRAS) documents for every approved Academy of Health Sciences (AHS) course. These documents include Individual Training Plans, Course Administrative Data, and Programs of Instruction (POIs). The repository also maintains the following:

(1) Approved curriculum committee minutes - document that POIs are reviewed annually.

(2) Current Student Evaluation Plans - delineate the responsibilities of students enrolled in AHS courses.

(3) Course Management Plans - provide training requirements to Reserve Components.

(4) Task Selection Board results - document critical tasks selected for training.

(5) Outcome Evaluation - identify training results to include trends based on feedback from internal/external customers and databases.

(6) Branch Reports - document evaluation, Reserve Component accreditation, assistance visits, special taskings, etc.

(7) Students Awaiting Training Plans establish a plan for students awaiting training to improve their skills in preparation for military occupational specialty training.

(8) Decision Papers document the Commanding General's approval of course initiation.

b. The ESB continually reviews and maintains the status of TRAS documents and makes recommendations for improvements. These documents are tracked in a database that is updated on a regular basis. A report, which provides current status information on the documents in the repository, is available on the U.S. Army Medical Department Center and School Homepage and is provided to the Dean, departments, and training developers.

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1 August 2001

INFORMATION PAPER

SUBJECT: Outcome Evaluations

1. PURPOSE. To provide information on the Evaluation and Standardization Branch, Department of Academic Support and Quality Assurance, outcome evaluations.

2. FACTS.

a. These evaluations identify training trends/needs based on feedback derived from internal/external customers and databases.

b. The process currently includes:

(1) Surveys to supervisors of Academy of Health Sciences graduates.

(2) Surveys to course graduates immediately following course completions, 4 to 6 months after course completions, and other intervals if necessary.

(3) Surveys to students who do not complete a course of instruction.

(4) Surveys to students at inprocessing.

(5) Periodic administration of Quality of Life Surveys to U.S. Army Medical Department Center and School staff and faculty.

c. Benefits.

(1) Decision-makers can make training decisions that ensure the most effective training/training products to soldiers and units at the appropriate time.

(2) Potential resource savings can be determined without degradation of training effectiveness.

1 August 2001

INFORMATION PAPER

SUBJECT: The Attrition Data Management System within the Academy of Health Sciences (AHS)

1. PURPOSE. To describe the attrition data management system and associated reports.

2. FACTS.

a. The Evaluation and Standardization Branch, Department of Academic Support and Quality Assurance, evaluates the Automated Training Requirements and Resources System attrition rates, class statistical data, and student records.

b. The historical attrition rate (a four-quarter average) is used by managers at all levels in computing training loads, projecting training requirements, establishing prerequisites, and computing resource requirements.

c. Training attrition rates, including causes of attrition and attrition reduction initiatives, are provided to the Commanding General, U.S. Army Medical Department Center and School; Commandant/Dean, AHS; and Brigade Commander in annual reports. Reports by component, gender, and class are provided to departments upon request.

d. Active Army training attrition rates, causes of attrition, and attrition reduction initiatives are provided to the Total Army Personnel Command for discussion at enlisted career management field laydowns. Recruiting, training, attrition, retention, and projected strength for Active Army Career Management Fields are discussed.

1 August 2001

INFORMATION PAPER

SUBJECT: Student Evaluation Plans (SEP)

1. PURPOSE. To provide an overview of U.S. Army Medical Department Center and School (AMEDDC&S) SEP process.

2. FACTS.

a. The purpose of the SEP is to establish student responsibilities and training graduation (pass/fail) criteria and to detail how the course proponent will determine if the student has demonstrated a sufficient level of competency to pass the specified course or training.

b. All numbered courses must have an approved SEP. All Active and Reserve Component (RC) course proponents must develop and maintain an approved SEP. The SEPs for RC schools must include RC-specific processes/procedures. The SEPs for RC courses are staffed and approved in accordance with (IAW) the Dean's Policy #25.

c. Whenever a course is developed/revised, the SEP is developed or reviewed for revision. The SEPs for numbered courses will be reviewed/revised and approved at least annually IAW AMEDDC&S Reg 351-19. The Evaluation and Standardization Branch, Department of Academic Support and Quality Assurance, retains a copy of each approved SEP in the Training Document Repository.

1 August 2001

INFORMATION PAPER

SUBJECT: Programs of Instruction (POIs)

1. PURPOSE. To provide information on U.S. Army Medical Department Center and School (AMEDDC&S) POI development staffing and revision.

2. FACTS.

a. The POI is an Army Training Requirements Analysis System document that identifies the required resources to conduct training for a specific version of a course. The POI is generated after lesson plans are keyed into the Automated Systems Approach to Training (ASAT) and linked to the course. The POI provides the following:

- (1) General description of course content.
- (2) Duration of instruction.
- (3) Methods of instruction.
- (4) Techniques for delivery.
- (5) All phases of a course.
- (6) Peacetime/mobilization training programs.
- (7) Active Duty for Training and Inactive Duty Training programs.

b. The POI is constantly revised as lesson plans and task summaries are updated in the ASAT. All changes are discussed at Curriculum Committee Meetings and, if appropriate, a staffing action is initiated. Staffing actions are required as follows:

- (1) Over 30% of the course lessons require revision and/or resources are affected.
- (2) There are changes in POI field data, and/or other course resource requirements (except for temporary deviations of no more than 3 iterations or 6 months duration).
- (3) There are significant changes projected in training strategy. Changes in course length should be implemented no earlier than 6 months after notification to Army Training Requirements and Resources System to preclude turmoil in the personnel community.

SUBJECT: Programs of Instruction (POIs)

c. A POI is submitted 6 months prior to implementation of a new or revised course. The POIs for both Active Duty and Reserve Components are required by the AMEDDC&S to be reviewed annually at the curriculum committee meeting (CCM). All changes to the POI must be documented in the CCM minutes. Minor changes which do not affect enlistment contract and which can be accommodated within existing resources are included in the minutes of the CCM.

d. A copy of the CCM minutes is provided to the Evaluation and Standardization Branch, Department of Academic Support and Quality Assurance for deposit in the Training Document Repository. This provides an audit trail of POI changes and documents in compliance with the American Council on Education's requirement for annual curriculum reviews. The POI is staffed and approved in accordance with Academy of Health Sciences policy #31. All approved AMEDDC&S POIs and other Service POIs (where the Army provides instructor or training developer support) must also be provided to the ESB for audit trail confirmation.

1 August 2001

INFORMATION PAPER

SUBJECT: Individual Training Plans (ITP)

1. PURPOSE. To provide information on the ITP development and revision process.

2. FACTS.

a. Training and Doctrine Command Pamphlet 350-70-8 states that the ITP is an individual, long-range planning document and strategy report for an occupational specialty or separate training program. It prescribes the cradle-to-grave individual training requirements (resident and nonresident) for that specialty, and is justification for initiating acquisition actions and developing individual training products.

b. The ITP identifies:

(1) Changes in doctrine, materiel, organization, leader development strategies and/or training strategies/initiatives, which impact on the specialty.

(2) Distance learning products that support or will be developed to support the specialty.

(3) Changes planned for the training program such as training to be deleted, created, or revised.

(4) Estimated dollar, personnel, ammunition, facility, and equipment/device requirements that are not currently available to the installation (e.g., not on the Table of Distribution & Allowance, not in the Command Operating Budget, and new construction requirements).

c. An ITP is prepared for each:

(1) Enlisted military occupational specialty (MOS).

(2) Commissioned Officer area of concentration (AOC), branch or functional area. Normally, commissioned officers ITPs address all AOCs in a Corps.

(3) Warrant Officer MOS. When used with a particular MOS (four-character), some special qualification identifiers create a five-character MOS code, which is essentially a separate MOS. If the proponent for this identifier is different from that of the four-character MOS, a separate ITP is required.

SUBJECT: Individual Training Plans (ITP)

(4) A separate training program that does not relate to a specific MOS, AOC or functional area, e.g., some functional courses, Officer Basic/Advanced course, Basic/Advanced Noncommissioned Officer course.

d. An ITP is reviewed every 18 months and revised as required in accordance with Academy of Health Sciences Policy #26. The ITP is discussed during the annual Curriculum Committee Meeting (CCM). The projected date for revision/review should be included in the CCM minutes.

1 August 2001

INFORMATION PAPER

SUBJECT: Accreditation Program of The Army School System (TASS)  
Health Services (HS) Training Battalions

1. PURPOSE. To provide information on the accreditation program of the TASS HS training battalions.

2. FACTS.

a. All seven TASS training battalions in the health services brigades have gone through the first 3-year accreditation cycle (1997-2000) and have been accredited accordingly. These TASS battalions are functionally aligned with their respective proponent school, the U.S. Army Medical Department Center and School (AMEDDC&S). Members of the Evaluation and Standardization Branch, Department of Academic Support and Quality Assurance and U.S. Army Training and Doctrine Command (TRADOC) Title XI personnel conduct accreditation evaluations of the training battalions. The AMEDDC&S, under the authority of the TRADOC, accredits the TASS training battalions.

b. The TASS battalions conduct reclassification and leader development courses. The AMEDD courses available for training by the TASS battalions are: 91B10 Medical Specialist, 91C10 Practical Nurse, 91D10 Operating Room Specialist, 91E10 Dental Specialist, and Phase 2 of the Basic and Advanced Noncommissioned Officer courses.

c. The TASS training battalions in Regions C and F will be undergoing accreditation renewal this fiscal year. The 8th Multi-functional Brigade in Puerto Rico, Region C, will also undergo accreditation. Representatives of the AMEDDC&S TASS accreditation team will evaluate the Conduct of Training for inclusion in the U.S. Army Sergeants Major Academy (USASMA) accreditation report. The USASMA is the accrediting body for Multi-functional Training Regiment, and issues the accreditation certificate.

d. Assessment visits will be conducted in FY01 for those TASS battalions (regions A and D) scheduled for accreditation evaluations in FY02.

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1 August 2001

INFORMATION PAPER

SUBJECT: Training in Regional Training Sites-Medical (RTS-MED)

1. PURPOSE. To provide information on the training conducted at the RTS-MED.

2. FACTS.

a. Effective 30 September 1998, Fort Chaffee, AR; and Fort Devens, MA; no longer conduct Deployable Medical Systems (DEPMEDS) training. The RTS-MED at the Reserve Forces Training Area (RFTA), Camp Parks, CA; the RTS-MED at Fort McCoy, WI; and the RTS-MED at Fort Gordon, GA; provide training assistance to conduct Corps level health services sustainment training. The training audience includes both Active Component and Reserve Component DEPMEDS hospital units. These RTS-MED locations fall under control of the U.S. Army Reserve.

b. The RTS-MED at RFTA, Fort Indiantown Gap, PA; and the RTS-MED at Camp Shelby, MS; focus on providing the resources and training assistance to conduct division-level Health Services sustainment training. These RTS-MED locations fall under control of the National Guard Bureau.

c. The RTS-MED locations also provide assistance to The Army Schools System General Medical Training Battalions (Health Services/Practical Nurse) by offering classroom facilities/training areas, medical equipment, etc., to support the training battalions' Annual Training requirement.

1 August 2001

INFORMATION PAPER

SUBJECT: Library Automation Project Great Plains Region

1. PURPOSE. To provide information on the automation initiatives of the libraries of the Great Plains Region, U.S. Army Medical Command.

2. FACTS.

a. Stimson library, nine other Army medical libraries, and the Knowledge Exchange Network Library have implemented a library automation system called Voyager developed by Endeavor Information Systems, Inc. Stimson Library, Brooke Army Medical Center, Fort Polk, Fort Hood, William Beaumont Army Medical Center, Fort Riley, Fort Leonard Wood, and the Institute for Surgical Research have implemented basic modules of the system. Medical libraries at Fort Sill and Fort Carson have not yet brought up the circulation module. Stimson Library is currently working on the record cleanup of the Knowledge Exchange Network Library.

b. The new system is a true multi-tiered, client-server system using a relational database structure. The system allows seamless searching across multiple databases using Z39.50 protocol, traditional subject-heading searching as well as relevance-based keyword searching. The system will automate all library functions to include a Web library catalog called Webvoyage. Stimson Library's online catalog is available at <http://ameddlib.amedd.army.mil>. Stimson Library is working to implement an interlibrary loan module, an image server for digitizing documents and a citation server.

c. The Great Plains project is a multi-library link in a MEDCOM library automation network. Other implemented regional sites include Madigan Army Medical Center, Womack Army Medical Center, and Eisenhower Army Medical Center. Long-range plans include additional sites in the North Atlantic Regional Medical Command (RMC), the Pacific RMC, Medical Research and Materiel Command, the Center for Health Promotion and Preventive Medicine, and the Europe RMC.

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1 August 2001

INFORMATION PAPER

SUBJECT: Digitalization/Virtual Library Project

1. PURPOSE. To provide information on Stimson Library's Digitalization/Virtual Library Project.

2. FACTS.

a. Stimson Library supports the U.S. Army Medical Command's Medical Library & Information Network and its mission to promote a more fully integrated electronic environment with other AMEDD information systems and advance the development of Army Medicine's Virtual Library.

b. Stimson Library is developing an interactive Web site with links to virtual electronic resources, tutorials for using the resources, user interface with the library staff for patron registration, and document delivery.

c. Stimson library continues to evaluate and select electronic materials and databases, including consolidated purchases of resources. Stimson Library continues to monitor licensing agreements for the electronic resources.

d. Stimson Library has initiated a digital project for unique AMEDDC&S materials in support of Army medical research and education.

(1) The library has identified the U.S. Army Baylor Graduate Program in Healthcare Administration Projects, 1990-1994 and the Health Care Studies and Clinical Investigation reports, 1990-1994 for digitalization.

(2) The library has contracted with Northern Micrographics Inc. for scanning, approximately 50,000 pages with the creation of TIFF and PDF files. The library staff is preparing materials for shipment to the contractor.

(3) The library is implementing the Voyager integrated library system's image server for digitizing materials locally. Stimson Library will use the Image server module for electronic reserves and will negotiate with the Copyright Clearance Center for authorization to include electronic reserves.

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1 August 2001

INFORMATION PAPER

SUBJECT: The Department of the Army Sustaining Base Training (SBT) Management

1. PURPOSE. To provide information on SBT.

2. FACTS.

a. Department of the Army SBT management includes all Combat Support/Combat Service Support/TDA doctrine, training, and professional development necessary to prepare sustaining base members (civilian and military) to support readiness and Army operating requirements. The SBT includes all non-combat/non-MOS producing training and development required to ensure members of the Army Sustaining Base workforce (civilian and military) are prepared to perform their sustaining base roles.

b. The authority for SBT was established under the Secretary of the Army, 2 Sep 92, and the Assistant Secretary of the Army (Manpower and Reserve Affairs), 21 Jan 93. The SBT charter governs the selection and process for course consideration in the SBT curriculum fields: Human, Information, and Financial Resources Administration/Management; Installation Support; and Acquisition and Logistics. The annual Sustaining Base Training Management Review Board (TMRB) met 22-23 May 2001.

c. In FY01, all functional standing committees met jointly in May to analyze curriculums and make recommendations for elimination, outsourcing, and distance learning for courses. Upon review by proponent schools, recommendations will be implemented. The distance learning recommendations will be included for funding by the Army Distance Learning Plan. The Annual SBT Planning Group will meet to approve the annual report at ALAMC, Ft Lee, VA, 5-6 September 2001. The next curriculum reviews are underway and will be accomplished at the 1<sup>st</sup> Qtr FY02 meeting.

d. The SBT homepage address is:  
<http://www-cst.monroe.army.mil/sbt/>.

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1 August 2001

INFORMATION PAPER

SUBJECT: Life Cycle Training Management/Gap Analysis

1. PURPOSE. To define the life cycle training management/gap analysis initiative.

2. FACTS.

a. The life cycle training management/gap analysis initiative is the result of an effort to capture all required, self-development and other training for each Army Medical Department officer Area of Concentration and enlisted Military Occupational Specialty and Additional Skill Identifier. The courses on each chart are organized by operational assignments, years of service, and rank. An analysis by the career managers resulted in the display of additional recommendations to the training life cycle.

b. Course numbers on the charts are linked to course data/information and will be available on the Web to assist individual soldiers and career managers with career planning and tracking. The file is also a useful counseling tool to ensure soldiers are meeting the training requirements for promotion and assignments and to ensure that soldiers receive the right training at the right time.

c. Analysis is underway to determine the impact of baseline training recommendations.

d. Course data/information files are also used to develop the U.S. Army Medical Department Center and School catalog information. Course catalog data is updated per course Program of Instruction revisions.

e. The program will be available during the November 2001 AMSRS. A test version of the program is at:  
<http://das.cs.amedd.army.mil/>

FLORENCE P. EMERY/MCCS-HSM/DSN 471-7385/COMM (210) 221-7385

1 August 2001

INFORMATION PAPER

SUBJECT: Classroom Scheduling Initiatives

1. PURPOSE. To provide information on classroom scheduling initiatives.

2. FACTS.

a. The AMEDDC&S Circular 350-1, Class Scheduling Information for Fiscal Year 2002 and AMEDDC&S 350-00, Primary Classroom Assignments for Fiscal Year 2002, are updated and published annually.

b. The Department of Academic Support and Quality Assurance (DASQA) manages classrooms 2121, 2122, 2202, 2206, 2305 and 2403A and B. The DASQA also has responsibility for Blesse Auditorium (1500) and the COERS conference room (2407).

c. The Training Systems Support Branch will continue to assist with schedules, classroom requirements, and conflicts through use of Microsoft Access until the scheduling module is fully implemented in the Automated Information Management System-Personal Computer (AIMS-PC) program.

d. Weekly/daily class, course events, and/or evening/weekend use reports are generated for the staff duty NCO, Dean, AHS, and the Commander, AMEDDC&S.

e. Updates to the Brigade Calendar (listed in Public Folders) include all field training exercise (FTX) dates.

1 August 2001

INFORMATION PAPER

SUBJECT: Automated Systems Approach to Training (ASAT)

1. PURPOSE. To provide an update on ASAT.

2. FACTS.

a. The ASAT is a management and information system that supports Army training development, support, and management functions. It operates as a training information system, a tool for decision-making, and a training production system. The software provides the capability to link information from a designed Table of Organization and Equipment Unit Type to Mission, echelon, training products, references, doctrine, and collective tasks. The collective tasks and individual tasks are linked to Occupational Specialties, courses, Additional Skill Identifiers/Quality Skill Identifiers, jobs, products, categories, and subject areas.

b. The ASAT also provides an on-line capability to revise training products like Mission Training Plans, Drill Books, Soldier's Manuals, Officer Foundation Standards, and Training Circulars. The products can be produced either electronically or in print. The ASAT includes a doctrine module with web staffing capability. All ASAT data is uploaded to the General Reimer Digital Library, the central repository for all Army training and doctrine products.

c. Army Medical Department individual training data continues to be loaded into ASAT using the current version 4.41. The Training Systems Support Branch (TSSB) is providing lesson data input assistance, and provides Staff and Faculty Development Branch training on ASAT through workshops. The TSSB publishes AMEDDC&S Memo 350-2, Automated Systems Approach to Training.

d. The ASAT is one of many TRADOC-developed software applications that provides a standardized, single source of on-line training development and support information, eliminating redundancies and duplication of training information. Other training development programs are the Program of Information Management Module, Standard Army Training System, Combined Army Training System, and the Automated Instructional Management System-Personal Computer. These programs will merge data seamlessly, enabling a few major applications to provide standardized data entry, decision-making, and report generation.

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1 August 2001

INFORMATION PAPER

SUBJECT: Automated Instructional Management System - Personal Computer (AIMS-PC)

1. PURPOSE. To provide an update on the redesigned AIMS.
2. FACTS.

a. The Automated Instructional Management System-Personal Computer (AIMS-PC) is an automated, interactive training information management system that enables Army schools, training centers, and Noncommissioned Officer academies to administer and monitor resident, individual training. AIMS-PC is accessible to all Active and Reserve U.S. Army sites that have Defense Data Network/Internet capability.

b. The AIMS-PC objective is to provide timely, accurate information upon which to base critical training decisions and to support integration of the institutional and self-development pillars of training. Major AIMS-PC users will be policy decision makers/resource managers, training managers, and training support personnel.

c. The system is designed with explorer-style navigation and operates in a Windows environment and has Windows-related features. It includes a near realtime, bi-directional interface with the Army Training Resource Requirements System. AIMS-PC also incorporates the Program of Instruction Management Module and the TRADOC Automated Systems Approach to Training. These systems were built compatible with and incorporate the following commercial software: MICROSOFT Office and LXRtest. One of the main goals of the AIMS-PC is to eliminate duplication of data input where possible.

d. The functional modules in AIMS-PC are: Class Management; Course Management; Lesson Management; Student Management; Unit Management; and Testing.

e. Fielding of the latest release, AIMS-PC Version 2.1, will be accomplished at Fort Sam Houston in August 01 and will include full student management capability. All AMEDDC&S courses are required to use AIMS-PC for roster processing. AIMS-PC is available to the Phase 2 sites and AMEDDC&S course decision makers determine its use. The Training Systems Support Branch, Department of Academic Support and Quality Assurance conducts user training for all post personnel who have a role in student management.

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1 August 2001

INFORMATION PAPER

SUBJECT: Support to The Army School System (TASS)

1. PURPOSE. To provide information concerning Nonresident Instruction Branch support to TASS training.

2. FACTS.

a. The following Military Occupational Specialty (MOS) reclassification courses currently are conducted by TASS training battalions, Health Services Brigades: Medical Specialist 91B10; Practical Nurse 91C10; Operating Room Specialist 91D10; and Dental Specialist 91E10.

b. Noncommissioned Officer Education System (NCOES) courses conducted by the TASS training battalion are as follows: Basic NCO Course Career Management Field (CMF) 91 Phase 2; Technical Training Phases 3 (self-study) and 4 (classroom) for MOS 76J, 91B, 91K, 91M, and 91R; and Advanced NCO Course CMF91 Phase 2.

c. The Nonresident Instruction Branch provides the following services to TASS:

(1) Assists in the instructor credentialing process by ensuring required documentation is provided prior to subject matter teaching department's review. Prepares instructor certificate, if the department approves credentials. Serves as the repository of the approved credentials.

(2) Coordinates with teaching departments during the development of new Course Management Plans/Programs of Instruction (POI) and courseware. Provides quality assurance by matching lesson plans to student mimeos to the POI during packaging of courseware for printing.

(3) Stocks and distributes Course Management Plans/POIs and instructor/student courseware to the training battalions.

(4) Prepares Academy of Health Sciences diplomas for graduates of courses conducted by TASS battalions.

(5) Distributes self-study materials to students and/or their units.

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1 August 2001

INFORMATION PAPER

SUBJECT: Army Medical Department (AMEDD) Correspondence Course Program Available Programs

1. PURPOSE. To provide information concerning available programs.

2. FACTS.

a. Three courses assist physician assistants in acquiring Continuing Medical Education credits by the American Academy of Physician Assistants.

(1) Emergency Medicine Physician Assistant Basic Studies Course - 50 Category I CME credits.

(2) Introduction to Orthopedic Surgery for the Physician Assistant - 50 Category I CME credits.

(3) Basic Orthopedic Review for the Physician Assistant - 18 Category II CME credits.

b. The 6-8-C22(DL) AMEDD Officer Advanced Course, Phase 1, newly revised to interactive CD format, is a prerequisite for both Active Component and Reserve Component officers to attend the resident phase.

c. The Additional Skill Identifier-producing Blood Donor Center Operations Course requires completion of a correspondence course (Phase 1) to be eligible for the two-week resident phase at various Medical Department Activities/Medical Centers for both Active and Reserve Component soldiers.

d. Sustainment of MOS proficiency is available for MOSs 18D, 71G, 76J, 91A10/30, 91B10/20/30, 91C, 91D, 91E, 91K10/30, 91M10/30, 91P, 91Q, 91R10/20, 91S and 91T10/20.

e. Reserve Component soldiers qualify for MOS/AOC by completing a correspondence phase prior to attendance at resident instruction for MOSs 71G, 91M, 91R, and 91S, and AOCs 70E67 and 70K67.

f. Other courses available are Combat Lifesaver Enhancement Course; Officer Branch Qualification Basic and Advanced Courses; and Company Grade Precommand Course.

g. The Field Sanitation Team Certification Course is administered in a group study mode to document training completed. Qualified instructors present this course and submit rosters of graduates upon successful completion.

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1 August 2001

INFORMATION PAPER

SUBJECT: Army Medical Department (AMEDD) Correspondence Course  
Program Workload Breakdown

1. PURPOSE. To provide CY 2000 workload information concerning  
the AMEDD Correspondence Course Program.

2. FACTS.

Incoming Mail Pieces	186,065
Applications Received (DA Form 145)	23,931
New Enrollments Established	14,122
Answer Sheets Scanned	191,055
Subcourses Completed	101,410
Line Items Shipped	362,457
Letters, Telephone Calls and Visitors	40,500
Students Active (average per month)	39,682
Postage Used for Subcourse Mailings	\$157,264.24

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1 August 2001

INFORMATION PAPER

SUBJECT: Army Medical Department (AMEDD) Correspondence Course Program and the Internet - School Code 555

1. PURPOSE: To provide information on Internet connectivity for the AMEDD Correspondence Course Program.

2. FACTS:

a. Effective 1 April 2000 applications for enrollment are accepted via website <http://atrrs.army.mil>. These are manually downloaded in order to activate the Nonresident Instruction system for academic records and inventory control.

b. Email address for questions is [accp@amedd.army.mil](mailto:accp@amedd.army.mil). This address is monitored daily by Nonresident Instruction Branch personnel.

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1 August 2001

INFORMATION PAPER

SUBJECT: Support to Unit Training

1. PURPOSE. To provide information concerning training products which are available from the Nonresident Instruction Branch (NRIB)

2. FACTS.

a. Unit training products assist the unit in identifying strengths and weaknesses of a soldier to ensure readiness is not a last-minute issue, but an ongoing program.

b. The unit commander or training officer/noncommissioned officer may order by telephone from NRIB.

c. The Chemical Training Package provides mission essential training for medical/nonmedical readiness in medical chemical defense; e.g., performing patient decontamination.

d. Rapid train-up packages provide performance-oriented, technical refresher training for soldiers who have not had benefit of recent training and/or experience in their MOS. The packages contain diagnostic evaluation tools to determine the proficiency level of the soldier and materials that provide the identified training, as little as one hour or as much as 48 hours.

e. Army Medical Department Systematic Modular Approach to Realistic Training (ASMA) standardizes medical proficiency training (MPT) in fixed medical treatment facilities. Soldiers with a medical Military Occupational Specialty assigned to TOE units may not have the opportunity to sustain skills necessary for medical readiness. The ASMA manuals standardize, document, assess, and evaluate training. Weaknesses and strengths are identified, and short and long-range training can be instituted.

f. The 91CMF Initial Unit Training Package standardizes training in 91CMF tasks that could not be taught within the timeframe of the MOS-producing course. One item of this package is the Algorithm-Directed Troop Medical Care book.

g. The Army Civilian Acquired Skills Program and Specialized Training for Army Reserve Readiness provide Army-specific training for soldiers who earn their MOS through civilian training.

SUBJECT: Support to Unit Training

h. The Sustainment Training Package (STP) for MOS 91B consists of training in combat-critical and mission-essential tasks in which the 91B soldiers may lose proficiency due to the requirement to spend time performing outside their MOS.

i. The STP for MOS 91C is a compilation of references to which the 91C should have access to maintain proficiency in various procedures performed throughout medical treatment settings.

j. The Readiness Training Program for Nursing Personnel in the AMEDD assists nursing personnel to develop and sustain proficiencies in clinical skills and functions critical to successful performance of their roles in a deployed or field status.

k. The Transition to Practice provides standardized training for the Medical Corps officer who bypasses Officer Basic Course and is sent direct to medical centers for duty.

1 August 2001

INFORMATION PAPER

SUBJECT: The Instructor Training Course (ITC)

1. PURPOSE. To provide an update on the status of the ITC.

2. FACTS.

a. The 5K-F3/520-F3, ITC, is a two-week course designed to fill the needs of Active Army, Navy, Air Force, Army Reserve, Army National Guard, and civilian personnel who are assigned to instructor positions.

b. The ITC is designed to prepare instructor candidates to assume the basic responsibilities and duties required of an instructor/faculty member within a branch/department. The ITC helps the instructor candidate develop a working knowledge of teaching techniques, task analysis, lesson plan preparation, instructional objectives, test construction, student counseling, instructional technology to include distance learning, and the policies and procedures which lead to qualification for duty as an instructor. In addition to the didactic portion of the course, students prepare and provide presentations in which they receive both verbal and written feedback. Upon successful completion of the ITC, the individual is awarded the "H" identifier of an instructor.

c. The course is offered 16 times per year with an average class size of 22 students.

d. The new ITC requires students to deliver more presentations and participate in practical exercises. The objectives have been completely revised and reflect ASAT formatted lesson plans along with Power Point slides.

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1 August 2001

INFORMATION PAPER

SUBJECT: Orientation to Army Medical Department Center and School (AMEDDC&S) Training Processes (formerly the Systems Approach to Training [SAT] Course for Managers)

1. PURPOSE. To provide information on the new Orientation to U.S. Army Medical Department Center and School Training Processes Course to be conducted quarterly by the Staff and Faculty Development Branch, Department of Academic Support and Quality Assurance.

2. FACTS.

a. This course is intended to prepare senior and mid-level managers for their roles and responsibilities as course directors, training developers, and/or managers of AMEDDC&S SAT-related activities.

b. In addition to a basic grounding in the theoretical basis for the SAT, the course provides detailed information on Department of the Army and Training and Doctrine Command-mandated management systems closely related to or having an impact on the SAT, such as the Training Requirements Analysis System.

c. The course is designed for those personnel new to the AMEDDC&S and those in new managerial positions.

d. A desk reference provides additional information for newly assigned personnel.

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1 August 2001

INFORMATION PAPER

SUBJECT: The Small Group Instructor Training Course (SGITC)

1. PURPOSE. To provide an update on the status of the SGITC.
2. FACTS.

a. The 5K-F6/520-F6 SGITC is a 40-hour course that prepares instructors for small group instruction team building and facilitation. The proponent of the course is the Deputy Chief of Staff Training, Training and Doctrine Command. The Staff and Faculty Development Branch, Department of Academic Support and Quality Assurance, conducts the SGITC with authorized modifications.

b. The SGITC emphasizes learning by doing; the content is focused on the following areas: adult learning theory/ practice, experiential learning model, learning style preferences, self-assessment, active listening, intervention, group development, and small group instructional methods.

c. Course prerequisites include:

(1) Eligibility is limited to AMEDDC&S personnel who are assigned to an instructor position that requires small group leader certification.

(2) Meet the physical and mental standards IAW with AR 611-201 and AR 611-101. Height/weight and physical fitness must be IAW AR 600-9, AR 340-41, and AR 351-1.

(NOTE: AMEDDC&S personnel who teach into the MOS technical tracks for Basic and Advanced Noncommissioned Officer courses are exempt from the SGITC requirement.)

d. The SGITC is scheduled monthly pending demonstrated need, with a minimum requirement of eight participants. The optimum number is 10-12.

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1 August 2001

INFORMATION PAPER

SUBJECT: Staff and Faculty "Just in Time" Workshops for U.S. Army Medical Department Center and School (AMEDDC&S) Personnel

1. PURPOSE. To provide an overview of workshops tailored to meet the needs of the AMEDD staff and faculty.

2. FACTS.

a. Content for the projected workshops presently includes, but is not limited to, using Automated System Approach to Training, test-item development, writing objectives, multimedia development, Tool Book, facilitating a web-based course, and preparing students for the distance learning environment. The workshops vary in length.

b. These workshops prepare staff and faculty for the many changes taking place within the AMEDDC&S education and training environment. Workshops are tailored to meet customer needs. Requests for a particular workshop should be submitted to Rosemary Durica, Chief, Staff and Faculty Development Branch, Department of Academic Support and Quality Assurance.

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1 August 2001

INFORMATION PAPER

SUBJECT: Advanced Instructor Training Course (AITC)

1. PURPOSE. To provide information on the Advanced Instructor Training course established to meet the training and education needs of the AMEDDC&S Staff and Faculty in the 21<sup>st</sup> century.

2. FACTS.

a. Content includes, but is not limited to, adult learning theory, learning styles, teaching styles, critical thinking skills, advanced distributed education and training, stress management, ethics, test development, team building, and technology enhanced learning.

b. This course will prepare staff and faculty for the many changes taking place within the AMEDDC&S education and training environment in the 21<sup>st</sup> century. This course will also be part of the criteria leading to the designation of Senior Instructor.

c. The course requires between 20-30 hours prior to and after hours work in addition to the 40 hours face-to-face contact hours in the classroom.

d. Eligibility is limited to AMEDDC&S personnel who have: completed the Instructor Training Course, spent at least 12 months in an instructor position, received excellent instructor evaluations during that time period, and have an interest in improving the skills in and knowledge of adult education methods and techniques.

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1 August 2001

INFORMATION PAPER

SUBJECT: Education and Training for the 21<sup>st</sup> Century

1. PURPOSE. To provide information on the Education and Training for the 21<sup>st</sup> Century Course.

2. FACTS.

a. Content includes, but is not limited to, adult learning theory, motivation, critical thinking, generations, and affective domain.

b. This course will prepare staff and faculty for the many changes taking place within the AMEDDC&S education and training environment in the 21<sup>st</sup> century. This course will also be part of the criteria leading to the designation of Senior Instructor.

c. The course is taught completely online. It will require students to participate between 8-10 hours per week for the 4 weeks of class. It is a highly interactive course - interactive between student and student; instructor/facilitator and student; student and subject matter expert; student and content.

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1 August 2001

INFORMATION PAPER

SUBJECT: Systems Approach to Training-21 (SAT-21)

1. PURPOSE. To provide information on the components of the SAT-21.

2. FACTS. The SAT-21 is a 40-hour course broken into five 8-hour components consisting of: Systems Approach to Training, Army Information Management System-PC, Automated Systems Approach to Training, Designers Edge, and LXRTTest. To receive a certificate for the completion of the SAT-21 course all five modules must be completed. The SAT-21 course is intended to meet the specific needs of instructors and course developers at the AMEDDC&S; therefore the modules may be taken on an "as-needed" basis.

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1 August 2001

INFORMATION PAPER

SUBJECT: Obtaining Academic Recognition for Academy of Health Sciences (AHS) Courses

1. PURPOSE. To provide information on the procedures available for academic recognition.

2. FACTS.

a. As a service, the Army provides a mechanism for service members to obtain academic recognition for resident and nonresident AHS courses. All AHS courses are evaluated by the American Council on Education (ACE) and receive a recommendation from ACE for academic credit. Civilian schools decide on acceptance of ACE credit recommendations and hours to be credited. In accordance with Army Regulations 351-1 and 621-5, soldiers seeking academic recognition for AHS courses must go through their Army Education Center within their chain of command. This service is available at each installation worldwide.

b. The Education Services Officer will assist enlisted members having a basic active service date on or after 1 October 1981, in completing DA Form 5454-R, Request for Army/American Council on Education Registry Transcript (AARTS). The AARTS transcript is the only official Army Transcript and may be obtained by mailing the completed DA Form 5454-R to: AARTS Operation Center, 415 McPherson Avenue, Fort Leavenworth, KS 66027-1373. There is no fee for this service.

c. For all other members (officer, reserve, enlisted) who are not in the above category, the Education Service Officer will provide assistance in preparing alternative documentation, (DD Form 295, Application for the Evaluation of Learning Experiences During Military Service).

d. The Veteran Affairs Education Representative at the college to which they are applying can assist veterans. Alternatives for documenting military training and experience will be determined by the college. To obtain copies of documents, such as military course completion certificates, Academic Evaluation Reports (DA Form 1059), and Certificate of Release or Discharge from Active Duty (DD Form 214); submit request to: Military Personnel Records, 9700 Page Boulevard, St Louis, MO 63132.

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1 August 2001

INFORMATION PAPER

SUBJECT: Structure and Manning Decision Review (SMDR)

1. PURPOSE. To provide general information on the SMDR process.
2. FACTS.

a. The SMDR is an annual review to validate Total Army training requirements and reconcile those requirements to acceptable, affordable and executable training programs. It is co-hosted by the U.S. Army Deputy Chief of Staff for Personnel and Deputy Chief of Staff for Operations in Washington, D.C.

b. This year's SMDR will establish training programs for FY06, validate the requirements for FY05 and "fine tune" FY04. The approval of this SMDR will develop the FY04 Army Program for Individual Training.

c. Each October, the Training Management Branch, Department of Academic Support and Quality Assurance, conducts a pre-SMDR with the teaching departments to identify manpower, facility, and equipment constraints for each course taught under the auspices of the AMEDDC&S.

d. Summary sheets for each course are provided to the teaching departments prior to the pre-SMDR. The departments validate the training requirement numbers and/or provide constraint fact sheets for each constrained course.

e. Training Management Branch participates in the SMDR to validate projected training requirements and coordinate the Army Medical Department individual training programs for the pre-determined FY.

1 August 2001

INFORMATION PAPER

SUBJECT: Army Training Requirements and Resources System (ATRRS)

1. PURPOSE. To provide basic information on the ATRRS.

2. FACTS.

a. The ATRRS is a Department of the Army, on-line, real-time information management system used to manage all individual training taught by major Army commands, agencies, schools and training centers.

b. The information in ATRRS is used for planning, programming, budgeting, executing and evaluating training. It provides current and historical data on all numbered courses taught throughout the U.S. Army, individual soldier training history, attrition, and various other statistical data. At the U.S. Army Medical Department Center and School (AMEDDC&S), ATRRS is used primarily to provide class schedules, class rosters, diplomas, and student status (reservations, inputs, graduates, etc.).

c. The ATRRS is the basis for the Army Program for Individual Training through the Total Army Centralized Individual Training and Structure Manning Decision Review processes that determine and identify training requirements.

d. The Student Administration Section, Training Management Branch (TMB), Department of Academic Support and Quality Assurance (DASQA), enrolls and graduates all students attending AMEDDC&S courses. Trainee/ Student Personnel Division, Directorate of Military Personnel is responsible for all relief actions. The Army Medical Department Personnel Proponent Directorate is responsible for updating course administrative data on all skill level 10 courses. The Student Administration Section, TMB, DASQA is responsible for enrolling, graduating, and updating course administrative data on all other courses.

e. Selected ATRRS course information is currently available on the World Wide Web at <http://www.atrrs.army.mil>. Course catalog information and class schedules for three fiscal years for all numbered courses can be viewed at this address. With the development of the distance-learning module, on line registration for courses is planned as an addition to the web page.

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