

**CMP**

**MAR 10**

**U.S. ARMY SERGEANTS MAJOR ACADEMY**

**COURSE MANAGEMENT PLAN (CMP)**

**250-ASI2S BATTLE STAFF NONCOMMISSIONED OFFICER COURSE**



This page left blank intentionally

## **WARRIOR ETHOS**

### **SOLDIER'S CREED**

#### **I AM AN AMERICAN SOLDIER**

**I am a Warrior and a member of a team. I serve the people of the United States and live the Army values. I will always place the mission first. I will never accept defeat. I will never quit.**

**I will never leave a fallen comrade. I am disciplined, physically and mentally tough, trained and proficient in my warrior tasks and drills. I always maintain my arms, my equipment and myself.**

**I am an expert and I am a professional. I stand ready to deploy, engage, and destroy the enemies of the United States of America in close combat. I am a guardian of freedom and the American way of life.**

**I AM AN AMERICAN SOLDIER.**



**Course Management Plan (CMP)  
Battle Staff Noncommissioned Officer Course (BSNCOC)  
250-AS12S**

***This CMP  
Contains***

| <i>TABLE OF CONTENTS</i>   |  | Page |
|--|--|------|
| <i>Preface</i>   |  | CMP1 |
| <a href="#"><u>Chapter 1 – Structure</u></a>                                       |  | 1-1  |
| <a href="#"><u>Chapter 2 – Track</u></a>   |  | 2-1  |
| <a href="#"><u>Chapter 3 - Course Map (Mandatory Training Sequence)</u></a>        |  | 3-1  |
| <a href="#"><u>Chapter 4 - Course Guidance</u></a>                                 |  | 4-1  |
| <a href="#"><u>Chapter 5 - Instructor Guidance</u></a>                             |  | 5-1  |
| <a href="#"><u>Chapter 6 – Lesson Composition</u></a>                              |  | 6-1  |
| <a href="#"><u>Appendix A – Required References</u></a>                            |  | A-1  |
| <a href="#"><u>Appendix B – Test Control Procedures</u></a>                        |  | B-1  |
| <a href="#"><u>Appendix C – Test Administration Guides (TAGs)</u></a>              |  | C-1  |
| <a href="#"><u>Appendix D – Student Evaluation Plan (SEP)</u></a>                  |  | D-1  |
| <a href="#"><u>Appendix E – Sample Forms</u></a>                                   |  | E-1  |
| <a href="#"><u>Appendix F – Student Evaluation and Counseling Record</u></a>       |  | F-1  |
| <a href="#"><u>Appendix G – Addendum to Developmental Counseling Form</u></a>      |  | G-1  |
| <a href="#"><u>Appendix H – Academic Assistance Panel</u></a>                      |  | H-1  |
| <a href="#"><u>Appendix I – Information Briefing Checklist</u></a>                 |  | I-1  |
| <a href="#"><u>Appendix J – Student Evaluation and Counseling Record (WFX)</u></a> |  | J-1  |
| <a href="#"><u>Appendix K – TRADOC Pre-execution Checklist</u></a>                 |  | K-1  |
| <a href="#"><u>Appendix L – Example Drop Packet</u></a>                            |  | L-1  |

**Gender  
Disclaimer**

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

## PREFACE

- Purpose** This Course Management Plan (CMP) serves as a single source document that will assist in the administration of the Battle Staff Noncommissioned Officer Course (BSNCOC). It provides the Course Manager and the Small Group Leaders (SGLs)/Instructors information needed to conduct the training as prescribed by the associated training materials. It also provides information students will need to meet their responsibilities for learning and successful completion of the course. NCO Academies must obtain an exception to policy from the proponent to modify this CMP. NCO Academies may use this CMP in developing their Standing Operating Procedures. TSPs used will provide: training on one or more tasks, and one or more lesson plans for resident training. TRADOC Regulation 350-70 explains training support packages (TSP), lesson plans, and course management plan (CMP) formats and components.
- (TRADOC 350-70, Appendix E)
- Applicability** This plan applies to all Noncommissioned Officer Academies (NCOAs) that conduct the Battle Staff Noncommissioned Officer Course (BSNCOC). This includes the Active Army, the Army National Guard (ARNG), and the U.S. Army Reserve (USAR).
- If there is a conflict between this CMP, and the BSNCOC Program of Instruction (POI), follow the CMP and notify the proponent of the difference.
- If there is a conflict between this plan, and Army publications or Army guidance, the Army publication or guidance takes precedence.
- The intent of the CMP is to enhance BSNCOC and not establish Department of the Army (DA) or Training and Doctrine Command (TRADOC) policy.
- This CMP Supersedes** This CMP supersedes the Course Management Plan for the Battle Staff Noncommissioned Officer Course dated April 2009.
- Proponent** The proponent for this CMP is the U. S. Army Sergeants Major Academy. Point of Contact (POC) Numbers: DSN 621-8479, Commercial 915-744-8479. E-mail: [atss-doa@conus.army.mil](mailto:atss-doa@conus.army.mil)
- Comments** Send comments, and recommendations by e-mail to:
- [atss-doa@conus.army.mil](mailto:atss-doa@conus.army.mil)
- or send comments, and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) to:
- COMMANDER, USASMA  
ATTN ATSS-DCBS  
11291 SGT E CHURCHILL ST  
FT BLISS TX 79918-8002



## CHAPTER 1

### Structure

**Course Structure** The Battle Staff NCO Course (BSNCOC) is a functional course used to prepare staff sergeants through sergeants major for duty as NCOs for battalion and brigade level staff positions. The BSNCOC is a two-phase branch immaterial functional course for sergeants through sergeants major selected for staff assignments. Phase I consists of 75 hours of self-study utilizing Interactive Multimedia Instruction (IMI) produced by the US Army Sergeants Major Academy (USASMA). The IMIs go to the Army Training Support Center (ATSC) for issue to the students on Day One of Phase One. Students must pass the Phase I examination prior to moving on to Phase II. Phase II is a 163 academic hour course taught through the resident course or via video-teleconference (VTT) to distant sites from the US Army Sergeants Major Academy. Curriculum phases and attendance criteria are as follows:

- a. Phase I is the pre-resident phase (self-study) administered through the Individual Learning Management System (ILMS). The IMIs go to the Army Training Support Center (ATSC) for issue to the students on Day One of Phase One. Battle staff designees will have a minimum of 14 days and a maximum of 365 days to complete Phase I before attending the resident phase (Phase II) of the course. Phase I testing is conducted through the ATIA. The completion of Phase II is in one of three methods and course lengths. The soldier may complete Phase II via resident attendance either at USASMA (Fort Bliss, TX), at one of the USASMA delivered VTT training sites, located in both CONUS and OCONUS, or at the NCOA at Fort McCoy, WI. Fort Indiantown Gap, PA. or Camp Williams UT.
- b. Training focuses on managing current operations of a battalion and brigade level command post.
- c. Active Component requests for training will go through local approval authority. Reserve Component submit requests for training through their Troop Program Units. Active Guard Reserve forwards requests through the Full Time Support Management Division for approval. National Guard Units' requests for training will go on to their major subordinate command who submits requests to the state Plans Operations and Training Officer for approval.
- d. Graduates of BSNCOC qualify to receive the ASI 2S designation. Soldiers in pay grade E5 cannot be awarded the ASI 2S. Soldiers in pay grade E5 who enroll and successfully complete the course must wait until they are promoted to E6 and then submit the request for award of the ASI 2S as a delayed personnel action.
- e. Commandants will use proponent-developed end-of-course (Phase II) Warfighter Exercise (WFX), as a culminating event designed to evaluate the soldier's ability to perform the terminal learning objectives of the course to graduate. This event will be no more than 40 hours in length and be scenario driven.

**Student  
Eligibility and  
Course  
Prerequisites**

Soldiers in the ARNGUS and USAR units on active duty who are selected to attend service schools must sign an agreement that they will remain on active duty to complete the course although their units may be released from active duty earlier.

To attend the BSNCOB, all Soldiers must have the following prerequisites:

- (1) Be a Staff Sergeant through Sergeant Major.
  - Soldiers in the rank of E-5 wishing to attend the BSNCOB require a signed waiver from the first O-5 in their chain of command stating the purpose for attendance to the BSNCOB. Without this signed waiver the Soldier will be returned to Unit as a prerequisite failure.
- (2) Assigned to a valid ASI coded 2S position IAW DA Pam 611-21, pending an assignment to an ASI 2S position, or on orders to an assignment requiring an ASI 2S.
  - Each Soldier attending the Battle Staff Noncommissioned Officer Course needs to have a memorandum for Record signed by the first O-5 in their chain of command stating they are in an ASI 2S position, pending reassignment to an ASI 2S position, or on orders to an assignment requiring an ASI 2S qualification.
  - Noncommissioned Officers not in a valid ASI 2S position who work in a staff position may request to attend the Battle Staff NCO Course through a waiver. These waivers must be requested by the first O-5 in the Soldiers chain of command through: Quality Assurance Office (QAO, United States Sergeants Major Academy, Fort Bliss, Texas 79918-8002; For: Commandant, United States Army Sergeants Major Academy, ATTN: ATSS-DCBS, Fort Bliss, Texas 79918-8002
- (3) Noncommissioned Officers in the rank of Staff Sergeant (Sergeant with waiver) in an authorized ASI 2S position, pending reassignment to an ASI 2S position or on orders to an assignment requiring an ASI 2S.
- (4) Meet the height and weight guidelines IAW AR 600-9.
  - Soldiers who meet academic course requirements, but fail body fat composition standards IAW AR 600-9 will be considered an academic graduate. However their 1059 will specify the student marginally achieved course standards. (Ref: AR 350-1, AR 614-200, TRADOC Regulation 350-10, and TRADOC Regulation 350-18)



**Height and Weight Standards**

All students are expected to meet height and weight standards in accordance with AR 600-9 to enroll into Phase II of the course. Students will weigh-in during in-processing. If a student exceeds the screening table weight, the NCOA will administer the tape.

NCOAs will not deny enrollment to soldiers failing to meet prerequisites.

(Ref: AR 600-9)

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

Self-discipline to maintain proper weight distribution and high standards of appearance, IAW AR 600-9, are essential to every individual in the Army.

The APFT will not be administered in the course, however, Army Regulation 350-1 requires that soldiers with temporary profiles, which prevents' full participation in a temporary duty course of instruction; will be removed from school consideration by the immediate commander until the temporary profile is removed. Soldiers with a permanent designator of "3" or "4" in their physical profile must include a copy of DA Form 3349 as part of their course application. Soldiers who have been before a MMRB, awarded medical limitations, and allowed to retain their occupational classification, will be eligible to attend appropriate courses and train within the limits of their profile, provided they can meet the course graduation requirements. Reserve component soldiers must possess a complete copy of their DA Form 3349 to get enrolled.

(Ref: AR 600-9, AR 350-1)

**Course Graduation Requirements**

To meet course graduation requirements students must: Achieve an overall rating of "GO" with at least 70 percent or better on the 6 examinations; three performance and three knowledge-based examinations.

E150, Phase I examination, is a knowledge-based examination for all BSNCO, and is a Pre-Resident Training Tasks. This examination must be taken and passed prior to BSNCO, Phase II.

E185 is a comprehension-based examination covering Plans, Orders and Annexes.

E183 is a performance/knowledge-based examination covering Graphics and Overlays.

E186 is a knowledge-based examination covering Military Intelligence.

E192 is a knowledge-based examination covering Sustainment Operations.

Performance Examination (Military Briefing).

Students will strive to meet height and weight standards outlined in AR 600-9, meet all academic, conduct and discipline standards. Student evaluations will take place during the war fighter exercise (WFX). Commandants may not supplement these graduation requirements. Upon completion of the BSNCO, academies will issue students a copy of DA Form 1059 (Service School Academic Evaluation Report) indicating the student has successfully completed the BSNCO.

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

**Honors**

At the BSNCO, honors certificates or awards (i.e. Iron soldier, GEICO, or AUSA awards) will go out to students as determined by local policy and standing operating procedures (SOP). (Ref: TRADOC REG 350-10, Chapter 5, para 5-11c(5))

**CHAPTER 2 (Tracks) - Track 1: Phase 1 (dL-ILMS) and Phase 2 (Resident)**

|                                |           | <i>Phase 1: Distributed Learning<br/>(dL-ILMS)<br/>(75 hours)</i>   | <i>Phase 2: Resident<br/>(177 hours)</i>  |  |  |                                      |
|--------------------------------|-----------|---|---|--|--|--------------------------------------|
| <i>Technique of Delivery:</i>  |           | Computer Based Instruction  | Small Group Instruction   |  |  | Role Playing                         |
| <i>Methods of Instruction:</i> |           | Distance Learning<br><i>(75 hours)</i>  | Conference / Discussion<br><i>(28 hours)</i>  | Conference / Practical Exercise<br><i>(81 hours)</i>   | Test<br><i>(28 hours)</i>  | Simulation<br><i>(40 hours)</i>      |
| <i>Lessons:</i>                |           | W150 Staff Battle Tasks <b>(2.5)</b><br>W151 Operations Process Activities <b>(3.5)</b><br>W152 Tactical Fundamentals <b>(4.5)</b><br>W153 Offensive Operations <b>(3.5)</b><br>W154 Defensive Operations <b>(2.5)</b><br>W155 IPB Process <b>(4.5)</b><br>W156 ISR Operations <b>(4.5)</b><br>W157 Targeting Process <b>(2.5)</b><br>W158 Tactical Mission Tasks <b>(7.5)</b><br>W159 Receipt of Mission <b>(1.5)</b><br>W160 Mission Analysis <b>(4.5)</b><br>W161 Course of Action Development <b>(2.5)</b><br>W162 Course of Action Analysis <b>(2.5)</b><br>W163 Course of Action Comparison <b>(2.5)</b><br>W164 Orders Production <b>(3.5)</b><br>W165 Rehearsals <b>(2.5)</b><br>W166 Rules of Engagement / Rules of Interaction <b>(2.0)</b><br>W167 Battle Tracking <b>(2.0)</b><br>W168 NBC Operations <b>(2.0)</b><br>W169 Personnel Recovery <b>(2.0)</b><br>W170 Army Battle Command System <b>(3.0)</b><br>W171 Maneuver Control System <b>(6.0)</b><br>E150 Fundamentals of Operations <b>(3.0)</b> | W175 Battle Staff Training <b>(3)</b><br>W176 Brigade Combat Team <b>(1)</b><br>W177 Stability Operations <b>(3)</b><br>W178 Urban Operations <b>(2)</b><br>W180 Contemporary Operational Environment <b>(1)</b><br>W181 Command Post Operations <b>(4)</b><br>W182 Operations Security <b>(1)</b><br>W187 Personnel Recovery <b>(1)</b><br>W189 Road to Deployment <b>(1)</b><br>W190 BCT Warfighting Support <b>(3)</b><br>W191 Fires <b>(3)</b><br>W192 Sustainment Operations <b>(3)</b><br>W195 Training Assessment <b>(2)</b> | W174 Small Group Process <b>(2)</b><br>W179 Maneuver Control System <b>(18)</b><br>W183 Graphics and Overlays <b>(22)</b><br>W184 Military Decision Making Process <b>(7)</b><br>W185 Plans, Orders, and Annexes <b>(11)</b><br>W186 Intelligence Preparation of the Battlefield <b>(10)</b><br>W188 IED Defeat <b>(4)</b><br>W193 Military Briefings <b>(7)</b><br>W196 Composit Risk Management <b>(2)</b> | E183 Graphics and Overlays Exam <b>(4.5)</b><br>E185 Plans, Orders, and Annexes Exam <b>(3.5)</b><br>E186 Intelligence Preparation of the Battlefield Exam <b>(3.5)</b><br>E192 Sustainment Exam <b>(2.5)</b><br>A183 Graphics and Overlays Exam retest <b>(4.5)</b><br>A185 Plans, Orders, and Annexes Exam retest <b>(3.5)</b><br>A186 Intelligence Preparation of the Battlefield Exam retest <b>(3.5)</b><br>A192 Sustainment Exam retest <b>(2.5)</b> | W194 Warfighter Exercise <b>(40)</b> |
| <i>Training Site:</i>          | <b>AC</b> | dL Remote   | Resident<br>(Proponent School)  |  | Resident<br>(Simulation Center)  |                                      |
|                                | <b>RC</b> | dL Remote OR dL (IDT)   | Resident (ADT)  |  | Resident (ADT-Sim Center)  |                                      |

**Nonacademic Requirements**

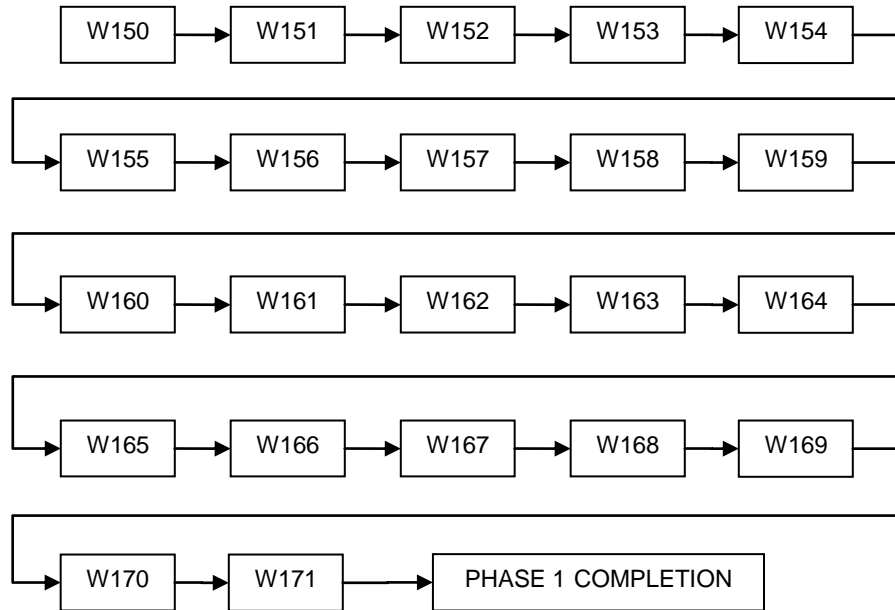
The following provides a brief description of administrative nonacademic activities required during the course. They are not POI training requirements or supported by instructor contact hours (ICH).

| Activity   | Synopsis  |
|--|---|
| In-processing  | Students will undergo in-processing before the course starts. All students will receive the lesson Advance Sheets, and publications for the course.   |
| Commandant's Orientation                                   | Students receive Commandant's welcome, orientation, and briefing on local Standing Operating Procedures (SOPs). This includes a safety briefing, standards of conduct expected while attending the course, and introduction of the staff and faculty. It will also include BSNCOG graduation requirements.  |
| Introduction to BSNCOG                                     | Instructors will provide an overview of the BSNCOG and explain the objectives, course standards and the Student Evaluation Plan. They also discuss course content, explain the small group process, cover study requirements and techniques, and the Leadership Performance Evaluations.  |
| Study Hall   | Provides students time to adequately study and prepare for the next day's lessons. It also allows instructors time to assist students in correcting poor study habits. Study hall is not mandatory. NCOAs must provide students a single point of contact at a designated location to provide guidance and support.   |
| Commandant's Time/Training Support Activities (Four Hours) | Time used at the Commandants' discretion for remedial training or refresher training. This time also allows for equipment issue/turn-in, travel time as required to/from training areas, physical fitness training sessions (sustainment), religious activities, and other non-POI requirements.  |
| Student Counseling   | Student will receive, at a minimum, an initial counseling and two periodic counseling's during Phase 2. The Battle Staff NCO Course uses the Student Evaluation and Counseling Record (Fort Bliss Form 0379h), and the Academic Evaluation Report (AER, DA Form 1059). The course uses the "total soldier" concept in the evaluation of each student. Consideration is given to the student's academic performance, group participation, military bearing, appearance, physical condition, and overall potential. |
| Out-processing   | This time is for students to clear Phase II activities and out-processing.  |

## CHAPTER 3

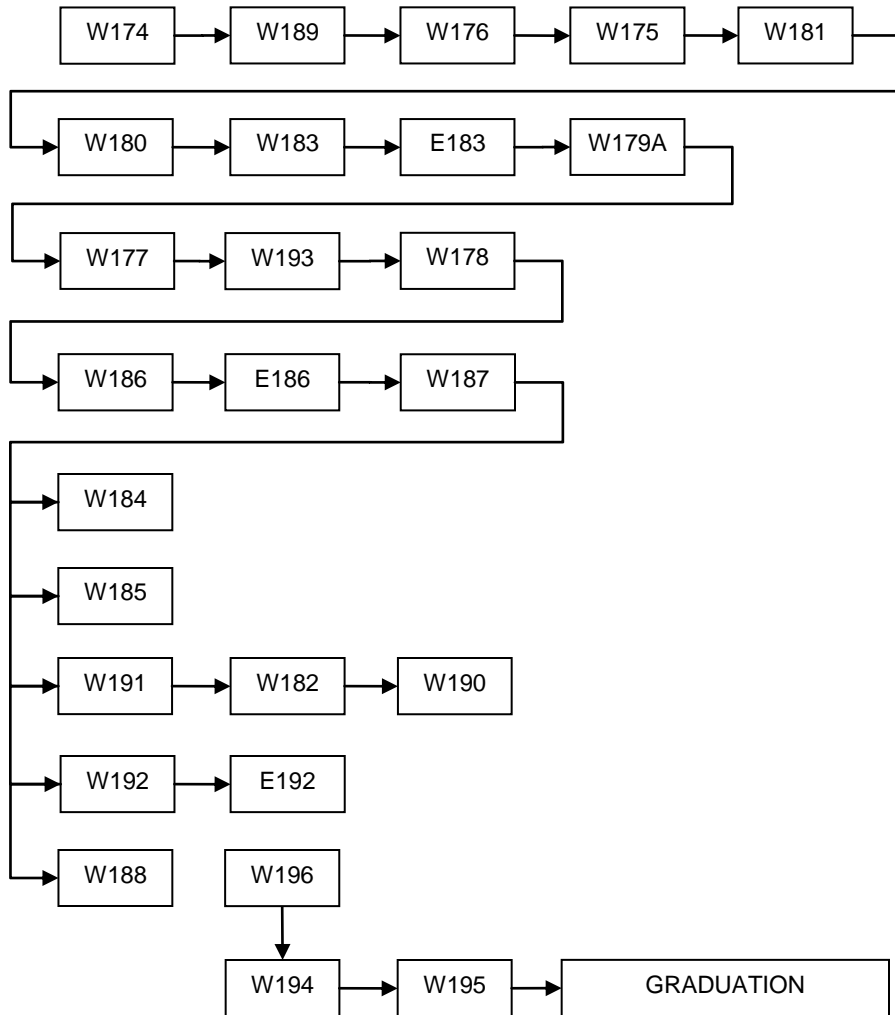
### COURSE MAP (Mandatory Training Sequence)

**Phase 1** Students should complete Phase 1 lessons in lesson number order, taking an end of lesson exam at the end of each lesson.



**Phase 2--  
Resident and  
VTT**

This course map shows the mandatory training sequence for this course. Each lesson that is shown as a prerequisite for another lesson must be taught before that follow-on lesson is presented. This mandatory training sequence cannot be violated. Failure to follow it means students will receive training for which they have not received the required prerequisite training.



## **CHAPTER 4**

### **Course Guidance**

#### **SGL/Instructor to Student Ratio**

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

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

#### **Method of Instruction**

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

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

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

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

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

#### **Course Manager Guidance**

Specifically, course manager(s) must:

- (1) Ensure required training resources are available for presenting the training as scheduled (or available when required by the student taking distance learning).
- (2) Ensure instructors receive support, materials, and equipment required for presenting this training.
- (3) Ensure trained staff and faculty is available to present this training.
- (4) Continuously evaluate course effectiveness and efficiency and provide appropriate feedback to the training development (task) proponent.
- (5) Ensure staff, faculty, and students comply with safety and environmental protection rules, regulations, laws, and course requirements.
- (6) Ensure facilities, material, equipment, and systems required for presenting this instruction is operational.
- (7) Obtain required reference materials.

|  |  |
|--|--|
| <b>Course Evaluation/Feedback Form</b>       | Course Managers, Chief Instructors, SGLs/Instructors can assist in the effort to continuously improve this course by completing and returning to USASMA the Course Evaluation/Feedback Form. |
| <b>Initial Selection Criteria</b>            | <a href="https://www.us.army.mil/suite/doc/21971612">https://www.us.army.mil/suite/doc/21971612</a><br>Instructor Certification Program  |
| <b>Instructor Qualification/Requirements</b> | <a href="https://www.us.army.mil/suite/doc/21971612">https://www.us.army.mil/suite/doc/21971612</a><br>Instructor Certification Program  |
| <b>Instructor Certification Program</b>      | <a href="https://www.us.army.mil/suite/doc/21971612">https://www.us.army.mil/suite/doc/21971612</a><br>Instructor Certification Program  |
| <b>Small/Senior Group Leader Records</b>     | <a href="https://www.us.army.mil/suite/doc/21971612">https://www.us.army.mil/suite/doc/21971612</a><br>Instructor Certification Program  |
| <b>Basic Instructor Performance</b>          | <a href="https://www.us.army.mil/suite/doc/21971612">https://www.us.army.mil/suite/doc/21971612</a><br>Instructor Certification Program  |



**Student  
Counseling  
Requirements**

SGL/Instructor must counsel students. SGL/Instructor will conduct, at a minimum, an initial counseling and two periodic counseling sessions with each student. The periodic counseling will be to discuss academic progress for performance and professional growth and follow up on established standards of academic performance, expectations and achievements.

1. Record the results of the counseling sessions using DA Form 4856 (Developmental Counseling Form) in accordance with FM 6-22 and TRADOC Reg 350-70, Appendix I. Additionally, the SGL/Instructor shall conduct student performance counseling sessions after the examinations/evaluations with each student who fails or receives a NO-GO. Using the DA Form 4856 (Developmental Counseling Form), document the results of the counseling. Include a plan of action to improve and pass the retest.
2. When conducting the Performance Evaluation the SGL/Instructor will comment, in writing, on the evaluation form on the student's strengths, weaknesses, and ways to improve. As related to training, student performance counseling is a form of communication which informs students about their training and the expected performance standards and provides feedback on actual performance. Student performance includes appearance, conduct, learning accomplishment, and the way learning will take place. The SGL/Instructor will use the information from the counseling sessions when preparing the DA Form 1059 (Service School Academic Evaluation Report).
3. During the counseling, focus on the student's test scores, performance evaluations, leadership performance evaluations, and classroom participation. Inform the student of any shortcomings, and help identify corrective actions to take. Conduct positive counseling, especially for those students who perform well during the course.
4. During counseling and in official records, refer to examinations/evaluations as "Written Examination," or "Performance Evaluation."
5. Include on the counseling form what actions will be necessary to assist in the student's improvement.
6. Maintain a copy of the Developmental Counseling Forms on file in the student's records, but provide a copy, especially the one showing the developmental action plan, to the student. Counseling records will play a major role in the event the NCOA has to take adverse administrative action against a student.
7. The student receives training on the counseling process, so it is imperative that all counseling sessions follow the same process.
8. Consolidate and analyze student performance evaluations near the end of the course and at intervals appropriate to course length as determined by the commandant/Course Management Plan (CMP).

**Student  
Academic  
Records**

1. The SGL/Instructor will create a file for each student and maintain those files IAW AR 25-400-2. As a minimum, student records must contain copies of the following:

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

2. In accordance with TRADOC Reg 350-10:

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

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

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

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

Academic reports will explain the accomplishments, potential, and limitations of individuals while attending courses of instruction or training.

The academy must provide the students a copy of their AER on graduation day if they have successfully completed all requirements.

The AER is the student's record of completion of the Battle Staff Noncommissioned Officer Course and provides the student's chain of command a clear and concise evaluation of the students' performance during training.

**Student  
Recognition**

1. Commanders/commandants will present a training proponent diploma to students who meet course completion criteria established by the student evaluation plan for a TATS course.
2. Certificates and diplomas.
  - a. Certificates/diplomas containing complete course title and course identification number will go to all students on successful completion of courses listed in ATRRS.
  - b. Certificates/diplomas will include the student's full name, grade, course or phase, and beginning and completion dates of the course.
  - c. School commandants may issue locally produced certificates to students who successfully complete shorter courses. They may also issue certificates for constructive credit after the determination of proficiency through prescribed evaluations.

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

**Student  
Academic  
Deficiency/  
Dismissal**

Students are responsible for completing the requirements of this course. This includes completing the homework assignments, Practical Exercises (PEs), and participating in all training activities.

Students must read the Student Evaluation Plan Appendix D. The posted SEP is for the students' reference. It explains the academic grading and test plan, and the course requirements for graduation. It also explains student responsibilities, counseling requirements, and general standards, which include:

- Minimum Achievements
- Standards of Conduct
- Remediation/Refresher Training
- Retesting
- Student Elimination from the Course
- Student Grievances and Redress
- Student Recognition
- Challenging Training
- Written Examinations
- Military Briefing
- Command Post Exercise

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

This course requires that students come to class prepared to discuss assignments in lieu of any lecturing. Students will prepare sufficiently enough to participate in group discussions of the assigned reading material.

**Student  
Dismissal**

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

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

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

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

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

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

**Student End of  
Course Critique**

Each student has the opportunity to submit an evaluation of the course upon completing the training. Academies will review these critiques for corrective actions and maintain them on file for review by the QAO team. Academies will provide USASMA, DOTD, a summary (in memorandum format) of the comments that pertain to the course and its curriculum.

## CHAPTER 5

### Instructor Guidance

**SGI Overview** The Battle Staff Noncommissioned Officer Course uses Small Group Instruction (SGI) as its primary technique of delivery. SGI differs from the traditional platform method of instruction in that the small group process revolves around active student participation. It is a means of delivering training that places the responsibility for learning on the student through participation in small groups led by SGLs/Instructors who serve as role models throughout the course.

**SGL/Instructor Responsibility**

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

## Lesson Presentation

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

- Get the students' attention immediately by properly introducing the lesson.
- Try not to read from the TSP verbatim to the students, teach the lesson to them. The TSP serves as a guide. This will help ensure the instruction covers each of the ELOs and TLO, which are testable.
- Keep the lesson flowing and meet the time requirements.
- Do not abruptly cut off a student making a valid point.
- Stay focused on the lesson, especially the Terminal Learning Objective (TLO) and Enabling Learning Objectives (ELOs).
- Keep the lesson positive and **all** students involved in the small group process.
- If using a practical exercise, allow the students to discuss the solution, and learn from the exercise.
- Conclude by summarizing, and conducting a check on learning allowing the students a better opportunity to understand the lesson.
- Ensure the involvement of the student by asking relevant questions and encourage students to share their experiences to aid in the learning process.

## Study Hall

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

1. The POI does not allot hours for study hall. Study hall is a vital part of this training. SGLs/Instructors may require students experiencing difficulty to attend. Study hall is mandatory for students if they are failing or are in danger of failing. Commandants have the authority to end or extend study hall hours as required. SGLs/Instructors determine when students have completed their study requirements. Many students have study problems that may vary from slow reading, and comprehension, to poor study habits. The SGL/Instructor must realize which of his students have these problems and take measures to remedy them. The following are tips to help the SGL/Instructor improve the study habits, and learning ability of his students.

- Get to know the students as individuals in order to better understand their particular problems.
- Help the slow readers by showing patience and understanding their problems.
- Seek help from the students who know how to study by pairing them up with the slow learners. Peer help is a great team builder.
- Help the students organize their material by showing them how to outline and take notes.

2. The SGL/Instructor must allow the students to prepare for class just as he prepares himself for the next day's class. The students **must** study the required lesson material prior to the classroom presentation. Study hall is a good time to do that. The Advance Sheet lists the requirements for student preparation. Academies should have enough SGLs/Instructors present to ensure that each student gets the most out of study hall. Proper supervision is a judgment call reserved for the commandant.

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

## Refresher Training

Used to reinforce previous training and/or sustain/regain previously acquired skills and knowledge. Refresher training (assumes trained to standard in schools, but requires occasional review to sustain training level for all soldiers) reinforces previous training and/or to sustain/regain previously acquired skills, knowledge, and experiences. Training in units prepares soldiers for institutional training. Individuals and units must achieve the required performance standards while performing the task(s) under prescribed conditions. Commanders determine the need for refresher training based on assessment of individual and unit proficiency.

(Ref: AR 350-1, Appendix G)

**Remedial Instruction**

Remedial training on every Terminal Learning Objective (TLO) not mastered on the first test administration is mandatory. The activities involved in remediation should directly address only the TLOs not mastered. The numbers of TLOs to provide remedial training for are the primary determining factor on the extent of training required before retesting. In general, remediate the learners until they are confident of mastery of the objective.

(Ref: TRADOC PAM 350-70-5)

**Class Management/ Environment**

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

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

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

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



**Discipline**

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

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

## CHAPTER 6

### Lesson Composition

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

1. **Cover Page.** The cover page shows the lesson number, date, and lesson title. The Army Training Support Center (ATSC) printed products will have an additional TATS (The Army Training System) Courseware cover.
2. **Title Page.** This is the standard TRADOC title page that shows the TSP number, title, effective date, and supersession notice, courses that use the TSP, proponent, and location to send comments and recommendations, security clearance access, and the Foreign Disclosure Restrictions statement.
3. **Preface Page.** The Preface Page shows the purpose of the TSP. The Table of Contents is next. The Table of Contents lists the page numbers in the TSP on which the TLO and ELOs appear.
4. **SECTION I, ADMINISTRATIVE DATA.** This section provides administrative information about the lesson. It shows the courses that teach this TSP, the tasks taught (supported and reinforced) the academic hours, the test lesson, and prerequisite lessons. It also lists the clearance and access requirements, the foreign disclosure information, the references used to develop the lesson, and the student assignments. It shows the instructor any additional personnel equipment, materials, classroom training area, ammunition requirements, and instructional guidance. It also shows who wrote and approved the lesson.
5. **SECTION II, INTRODUCTION.** This section serves as an introduction to the lesson. It begins with a brief motivator designed to “grab” the students’ attention, and the Terminal Learning Objective (TLO). It also includes the safety requirements, the risk assessment level, environmental considerations, an explanation of how, when, and where the students will get evaluated, and a short instructional lead-in to the lesson.
6. **SECTION III, PRESENTATION.** This section contains the narrative that the SGL/Instructor uses to present the training to the students. It is in text discussion and question and answer format. It contains instructor notes that guide the SGL/Instructor in covering the key points of the training. It shows the ELOs, and the Learning Steps/Activities (LS/A) that support the ELOs.  
A learning step activity lists the time required to perform the activity, method of instruction, technique of delivery, SGL/ Instructor to student ratio, media, and reference. A learning activity may be a conference (CO), a demonstration (DM), a practical exercise (PE), etc. It shows when to use visual aids, and other training aids in support of the instruction. The SGL/Instructor may add his own experiences and thoughts while presenting the TSP to help the students understand the material better, but should stay within the time frames indicated.
7. **SECTION IV, SUMMARY.** This is a summary of the lesson, and includes a transition statement leading to the next lesson, if appropriate. Also, contains the check on learning questions to ensure students have an understanding of the lesson content.

**Lesson  
Composition,**  
continued

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

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

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

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

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

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

b. **Student Handout.** The student handout may consist of a map, sketch, form, diagram, chart, glossary, reading assignment, or similar item necessary for the student to complete the lesson. Student handouts contain information that the students can use following graduation when they return to their units.

You may label student handouts that contain extracts from doctrinal publications as "**RECOVERABLE.**" However, the decision to use this label is at the commandant's discretion.

## **Methods and Techniques for Delivering Instruction**

This course uses the following methods of instruction:

- **CO (Conference) (Discussion).** This is student-centered instruction in which the SGL/Instructor leads a discussion of the learning objective. This method elicits student participation.
- **SA (Study Assignment).** Assignments provided to the students are done as either independent or supervised study. This is testable material.
- **PE (Practical Exercise) (Performance).** Students must perform the action required by the learning objective under controlled conditions to the established standard.
- **TE (Test).** Evaluate the students on the performance of the action required by the learning objective. This may include a performance action not involving actual equipment, e.g., a paper-based exercise, or written examination.
- **TR (Test Review).** After-action review of test with students.
- **SGL (Small Group Instruction).** A means of delivering training that places the responsibility for learning on the soldier through participation in small groups led by small group leaders (SGL/Instructors) who serve as role models throughout the course. SGI uses small group processes, methods, and techniques to stimulate learning. The SGL is an instructor who facilitates role modeling, counseling, coaching, learning, and team building in SGI.

## APPENDIX A

### Required References

**Note:** Verify current publications/references via Internet: <http://www.apd.army.mil>

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

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

---

| Number     | Title / Date   |
|------------|--|
| AR 530-1   | Operations Security (OPSEC) APR 07                           |
| FM 1-02    | Operational Terms And Graphics SEP 04 / Change 1, Feb 10     |
| FM 3-0     | Operations FEB 08  |
| FM 3-06.11 | Combined Arms Operations In Urban Terrain FEB 02             |
| FM 3-21.10 | The Infantry Rifle Company JUL 06                            |
| FM 3-25.26 | Map Reading And Land Navigation JAN 05: Change 1 AUG 06      |
| FM 3-50.1  | Army Personnel Recovery AUG 05                               |
| FM 3-90    | Tactics JUL 01   |
| FM 3-90.2  | The Tank and Mechanized Infantry Battalion Task Force JUN 03 |
| FM 3-90.3  | The Mounted Brigade Combat Team NOV 01                       |
| FM 3-90.6  | The Brigade Combat Team AUG 06                               |
| FM 5-0     | Army Planning and Orders Production JAN 05                   |
| FMI 5-0.1  | The Operations Process MAR 06; Change 1 MAR 08               |
| FM 5-19    | Composite Risk Management AUG 06                             |
| FM 6-0     | Mission Command: Command and Control of Army Forces AUG 03   |
| FM 6-22    | Army Leadership: Competent, Confident, and Agile OCT 06      |
| FM 7-1     | Battle Focused Training SEP 03                               |

---

## APPENDIX B

### BSNCOC Test Control Procedures

#### Test Item Analysis

1. The TCO/ATCO must conduct a test item analysis of the results of each examination to identify any test item discrepancies, such as 40 percent or more of the students failing a particular test item (question). In the event of such a failure rate, the commandant must convene a Test Item Certification Committee (TICC) of no less than three cadre personnel.

2. The most important aspect of test item analysis is the TICC. If more than 40 percent of the students answer an item incorrectly, the TICC must review the test item for validity based on the following as a minimum:

- Is it a valid test item (grammatically correct with only one correct response)?
- Did review of the TSP ensure the TSP cover the material?
- Did the SGL adequately present the material?
- Was the number of failures spread out among all groups or isolated to one or two groups?
- Does it appear to be a trick question?
- Was the item explicit enough for respondent to easily understand it?
- Is the item overly complex (requires several readings for the reader to understand)?
- Are the distracters too closely worded (not easily distinguishable)?
- Is the question valid or does it need rewriting?

3. If the TICC determines a question is not valid, the TICC then recommends to the commandant to award credit to all students for that test item.

4. The commandant must ensure that BSNCOC, DOTD at USASMA receives immediate notification of a test item determined by the TICC to be defective.

## APPENDIX C

### Test Administration Guides (TAGs)

**This Appendix Contains** This appendix contains the items listed in the following table:

| <b>Items</b>   | <b>Pages</b>         |
|--|----------------------|
| <a href="#">E150 Fundamentals of Operations<br/>Test Administration Guide (TAG) 1</a>                        | TAG-1-1 thru TAG-1-3 |
| <a href="#">E183 Graphics and Overlays<br/>Test Administration Guide (TAG) 2</a>                             | TAG-2-1 thru TAG-2-3 |
| <a href="#">E185 Plans, Orders, and Annexes<br/>Test Administration Guide (TAG) 3</a>                        | TAG-3-1 thru TAG-3-3 |
| <a href="#">E186 Intelligence Preparation of the Battlefield (IPB)<br/>Test Administration Guide (TAG) 4</a> | TAG-4-1 thru TAG-4-3 |
| <a href="#">E192 Sustainment Operations<br/>Test Administration Guide (TAG) 5</a>                            | TAG-5-1 thru TAG-5-3 |
| <a href="#">Military Briefing<br/>Test Administration Guide (TAG) 6</a>                                      | TAG-6-1 thru TAG-6-9 |

U.S. ARMY SERGEANTS MAJOR ACADEMY (BSNCOC-TATS)

E150 Fundamentals of Operations

JAN 08

EXAMINATION  
TEST ADMINISTRATION GUIDE



Developed for use by Battle Staff Noncommissioned Officer Course--TATS.

Proponent for this Test Administration Guide is the U.S. Army Sergeants Major Academy. Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the COMMANDANT:

COMMANDER, USASMA.  
ATTN ATSS-DCBS,  
11291 SGT E CHURCHILL ST.  
FT BLISS TX 79918-8002

POC: Director, BSNCOC, DSN: 621-9165; Commercial: (915) 744-9165.



FOR OFFICIAL USE ONLY

EXAMINATION

TEST ADMINISTRATION GUIDE

---

**Test Control  
Guidance**

For information, visit:  
<https://www.us.army.mil/suite/doc/20691824>

---

1. Administrative Procedures: This exam is an online examination only. There is one pretest and a post test for all 22 modules.

a. Pretest: ALMS allows for one pretest. The student must score no less than 100% on the pretest to be omitted from the module training.

b. Prior to Testing: Students should review all data for that module, and any notes. Students must understand that this is a knowledge-based examination and not an evaluation of their ability to memorize facts or lists. Passing all 22 post module examinations is necessary prior to being enrolled in Phase II.

c. "GO/NO GO" Criteria: Students must receive a 70% or better on each lesson post test to receive a "GO" for that lesson. Any student receiving less than 70% on any lesson will be administered a 2<sup>nd</sup> post test, should the student fail the second post test, that student will be required to complete the lesson again from the beginning. Should the student fail in this manner three times, that student will receive a "NO GO" and a "Z" code will be sent to the Soldiers ATRRS file.

d. "NO GO" Counseling: None.

e. Remedial Training: All students will be required to retake the lesson after two unsuccessful attempts are made at the post test.

f. Retest: See above paragraph 1c "GO/NO GO" Criteria.

2. List of Personnel, Equipment, and Materials Required:

a. Personnel: Soldier training

b. Equipment: Computer terminal with internet connection.

c. Materials:

(1) Computer: One per student.

(2) Internet Connection: One per student.

(3) Required Publications.

3. GENERAL. All work must be your own. Do not communicate with other students, give or receive assistance, make a record of your answers, or pass information about this examination to other students. All personal notes used during the examination must be the student's own. **You may not use notes, summary sheets, or other material written by someone else.**

4. Additional Information: Students must complete all phase I testing prior to being admitted into phase II training. BSNCOOC facilities will not conduct onsite testing for students failing to receive a "graduate" code for phase I training.

U.S. ARMY SERGEANTS MAJOR ACADEMY (BSNCOC-TATS)

E183 Graphics and Overlays

JAN 08

VERSIONS A, B, & C

EXAMINATION  
TEST ADMINISTRATION GUIDE



Developed for use by Battle Staff Noncommissioned Officer Course--TATS.

Proponent for this Test Administration Guide is the U.S. Army Sergeants Major Academy. Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the COMMANDANT:

COMMANDER, USASMA.  
ATTN ATSS-DCBS,  
11291 SGT E CHURCHILL ST.  
FT BLISS TX 79918-8002

POC: Director, BSNCOC, DSN: 621-9165; Commercial: (915) 744-9165.

FOR OFFICIAL USE ONLY

U.S. ARMY SERGEANTS MAJOR ACADEMY (BSNCOC)

E183 Graphics and Overlays

JAN 08

EXAMINATION

TEST ADMINISTRATION GUIDE

1. Administrative Procedures:

a. Pretest: None

b. Prior to Testing: Students should review all BSNCOC, Phase II lesson materials, notes, and exam advance sheet prior to taking this examination. Test administrators will ensure that students understand that this is a comprehension-based examination and not an evaluation of their ability to memorize facts or lists.

c. "GO/NO GO" Criteria: There are a total of 50 questions. To receive a "GO," the student must correctly answer 35 or more questions. Missing 16 or more questions results in a "NO GO."

d. "NO GO" Counseling: The training institute will counsel all students who fail to achieve a "GO."

e. Remedial Training: Test administrators will assist in remedial training for all soldiers who failed to achieve a "GO."

f. Retest: Test administrators will administer a retest using an alternate examination.

g. Test administrators will consolidate the all student completed overlays at the end of the examination time (4 hours) by battle group room and version and provide them to the Test Control NCO/Officer. The Test Control NCO/Officer will score all examinations, record the individual student scores on the group scoring records, and turn these records over to the Senior Instructor, BSNCOC.

2. List of Personnel, Equipment, and Materials Required:

a. Personnel: One test administrator per group room.

b. Equipment: Standard group room equipment (tables, chairs, etc.).

c. Materials:

(1) Examination Booklets: One per student.

(2) Acetate: One 8 1/2" X 11" sheet per student

(3) Alcohol-based pens (black, blue, green, and red, fine/medium tip recommended): One set per student.

(4) Pencils: One per student.

(5) Alcohol: One quart per classroom.

- (6) Required Publications.
- (7) Military Graphic Symbols Template: One per student

3. Time Required:

- a. Administrative: 00:00 - 00:10 (10 min)
- b. Testing: 00:10 - 04:10 (4 hrs)
- c. After Action Review: 04:10 - 04:40 (30 min)

4. Instructions to the student: The test administrator will read verbatim the following instructions to the students:

a. GENERAL. All work must be your own. Do not communicate with other students, give or receive assistance, make a record of your answers, or pass information about this examination to other students. If you know of any reason that you should not take the exam at this time please tell me and we'll discuss your reason in private. **If you're ill, or taking medication that affects your concentration, or if you have serious personal stresses, you may request to take the exam at a later time. Failure to prepare for the exam is not an acceptable reason for delay. Is there anyone who feels they should not test at this time?** You may use an electronic or manual dictionary. At this time turn off all cell phones. You may use calculators and personal notes. All personal notes used during the examination must be the student's own. **You may not use notes, summary sheets, or other material written by someone else.**

b. TIME. This is a four hour examination. You will not leave the group room without the permission of the instructor.

c. CONTENTS. The Examination version A, B, or C. Check each page and count each question from 1 to 50. If you are missing pages or if any portion of the evaluation is illegible, obtain an exam new booklet from the instructor.

d. COMPLETION OF THE NAME BLOCK:

- (1) Use a black alcohol pen only.
- (2) **DO NOT** use pencils, ink, or ballpoint pens.
- (4) Erase cleanly any answer you wish to change.
- (5) Minimize stray marks on the overlay for grading purposes.

e. NAME: Print your name in one of the four corners as directed by the instructor in this format: last name, space, first name, space, middle initial, space(s). Next, place your student number (**VTT use site location/unit**) below your last name and draw a box around your name and student number, this will ensure that this information is not confused with the required graphic information.

5. Scoring Key: SE183 for version letter (A, B or C).

6. Safety Precautions: General group room safety precautions.

7. Additional Information: Refer student to commandant for approval of nontesting. If approved, the student will not remain in the group room during testing.

U.S. ARMY SERGEANTS MAJOR ACADEMY (BSNCOC-TATS)

E185 Plans, Orders, and Annexes

JAN 08

VERSIONS A, B, & C

EXAMINATION  
TEST ADMINISTRATION GUIDE



Developed for use by Battle Staff Noncommissioned Officer Course--TATS.

Proponent for this Test Administration Guide is the U.S. Army Sergeants Major Academy. Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the COMMANDANT:

COMMANDER, USASMA.  
ATTN ATSS-DCBS,  
11291 SGT E CHURCHILL ST.  
FT BLISS TX 79918-8002

POC: Director, BSNCOC, DSN: 621-9165; Commercial: (915) 744-9165.

FOR OFFICIAL USE ONLY



EXAMINATION

TEST ADMINISTRATION GUIDE

1. Administrative Procedures:

a. Pretest: None

b. Prior to Testing: Students should review all BSNCOC, Phase II lesson materials, notes, and exam advance sheet prior to taking this examination. Test administrators will ensure that students understand that this is a performance oriented/knowledge-based examination and not an evaluation of their ability to memorize facts or lists.

c. "GO/NO-GO" Criteria: There are a total of 50 requirements. To receive a "GO," the student must correctly answer 35 or more questions. Missing 16 or more questions results in a "NO-GO."

d. "NO-GO" Counseling: The training institute will counsel all students who fail to achieve a "GO."

e. Remedial Training: Test administrators will assist in remedial training for all soldiers who failed to achieve a "GO."

f. Retest: Test administrators will administer a retest using an alternate examination.

g. Test administrators will consolidate the -NCS- General Purpose Answer Sheets by version and provide them to the Test Control NCO/Officer. The Test Control NCO/Officer will score all examinations, record the individual student scores on the group scoring records, and turn these records over to the Senior Instructor, BSNCOC.

2. List of Personnel, Equipment, and Materials Required:

a. Personnel: One test administrator per group room.

b. Equipment: Standard group room equipment (tables, chairs, etc.).

c. Materials:

(1) Examination Booklets: One per student.

(2) -NCS- General Purpose Answer Sheet: One per student.

(3) Scratch paper: One sheet per student.

(4) Pencils (#2): Two each per student.

(5) Required Publications.

3. Time Required:

- a. Administrative: 00:00 - 00:10 (10 min)
- b. Testing: 00:10 - 03:10 (3 hrs)
- c. After Action Review: 03:10 - 03:40 (30 min)

4. Instructions to the student: The test administrator will read verbatim the following instructions to the students:

a. **GENERAL.** All work must be your own. Do not communicate with other students, give or receive assistance, make a record of your answers, or pass information about this examination to other students. If you know of any reason that you should not take the exam at this time please tell me and we'll discuss your reason in private. If you're ill, or taking medication that affects your concentration, or if you have serious personal stresses, you may request to take the exam at a later time. Failure to prepare for the exam is not an acceptable reason for delay. Is there anyone who feels they should not test at this time? You may use an electronic or manual dictionary. At this time turn off all cell phones. You may use calculators and personal notes. All personal notes used during the examination must be the student's own. **You may not use notes, summary sheets, or other material written by someone else.**

b. **TIME.** This is a three hour examination. You will not leave the group room without the permission of the instructor.

c. **CONTENTS.** The Examination Part 1, Part 2, and Part 3 version A, B, or C. Check each page and count each question from 1 to 50. If you are missing pages or if any portion of the evaluation is illegible, obtain a new exam booklet from the instructor.

d. **COMPLETION OF -NCS- GENERAL PURPOSE ANSWER SHEET:**

- (1) Use #2 pencil only.
- (2) **DO NOT** use ink or ballpoint pens.
- (3) Make heavy black marks that fill the circle completely.
- (4) Erase cleanly any answer you wish to change.
- (5) Make **NO** stray marks on the answer sheet.
- (6) Only choose one answer per question.

e. Complete the identification section (side 1, left) of the NCS general purpose answer sheet (Form 4521).

(1) **NAME** block. Print your name in the boxes in this format: last name, space, first name, space, middle initial, space(s). Mark the circle below each box that corresponds to the letter (or space) in the box.

- (2) **BIRTH DATE** block. Make no entry.
- (3) **IDENTIFICATION NUMBER** block.

(a) Enter your student number in block A, B, and C followed by five zeros, for example: if your student number is 801, filled in as (80100000), leave block I and J blank (Example on board).

(b) Mark the circle below each box that corresponds to the number in the box.

(4) SPECIAL CODES block.

(a) In the Special Codes Box, enter the last digit of your class number in the in block **K**, enter the last digit of the fiscal year in block **L**, enter your battle room number in block **M**. for example: if your class number is 001, the fiscal year is 2003 and the battle room is two then it will be 132. Enter the last three digits from the performance evaluation Booklet I control number in blocks **N**, **O**, and **P** (Example on the board).

(b) Mark the circle below each box that corresponds to the number in the box.

(5) SEX block. Make no entry.

(6) GRADE OR EDUC block. Make no entry.

5. Scoring Key: SE185 for version letter (A, B or C).

6. Safety Precautions: General group room safety precautions.

7. Additional Information: Refer student to commandant for approval of nontesting. If approved, the student will not remain in the group room during testing.

U.S. ARMY SERGEANTS MAJOR ACADEMY (BSNCOC-TATS)

E186 Intelligence Preparation of the Battlefield (IPB)

JAN 08

VERSIONS A, B, & C

EXAMINATION  
TEST ADMINISTRATION GUIDE



Developed for use by Battle Staff Noncommissioned Officer Course--TATS.

Proponent for this Test Administration Guide is the U.S. Army Sergeants Major Academy. Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the COMMANDANT:

COMMANDER, USASMA.  
ATTN ATSS-DCBS,  
11291 SGT E CHURCHILL ST.  
FT BLISS TX 79918-8002

POC: Director, BSNCOC, DSN: 621-9165; Commercial: (915) 744-9165.

FOR OFFICIAL USE ONLY

TAG-4

EXAMINATION

TEST ADMINISTRATION GUIDE

1. Administrative Procedures:

- a. Pretest: None
- b. Prior to Testing: Students should review all BSNCOC, Phase II lesson materials, notes, and exam advance sheet prior to taking this examination. Test administrators will ensure that students understand that this is a knowledge-based examination and not an evaluation of their ability to memorize facts or lists.
- c. "GO/NO GO" Criteria: There are a total of 30 questions. To receive a "GO," the student must correctly answer 21 or more questions. Missing 10 or more questions results in a "NO GO."
- d. "NO GO" Counseling: The training institute will counsel all students who fail to achieve a "GO."
- e. Remedial Training: Tests administrators will assist in remedial training for all soldiers who failed to achieve a "GO."
- f. Retest: Test administrators will administer a retest using an alternate examination.
- g. Test administrators will consolidate the -NCS- General Purpose Answer Sheets by version and provide them to the Test Control NCO/Officer. The Test Control NCO/Officer will score all examinations, record the individual student scores on the group scoring records, and turn these records over to the Senior Instructor, BSNCOC.

2. List of Personnel, Equipment, and Materials Required:

- a. Personnel: One test administrator per group room.
- b. Equipment: Standard group room equipment (tables, chairs, etc.).
- c. Materials:
  - (1) Examination Booklets: One per student.
  - (2) -NCS- General Purpose Answer Sheet: One per student.
  - (3) Scratch paper: One sheet per student.
  - (4) Pencils (#2): Two each per student.
  - (5) Required Publications.

3. Time Required:

- a. Administrative: 00:00 - 00:10 (10 min)
- b. Testing: 00:10 - 03:10 (3 hrs)
- c. After Action Review: 03:10 - 03:40 (30 min)

4. Instructions to the student: The test administrator will read verbatim the following instructions to the students:

a. GENERAL. All work must be your own. Do not communicate with other students, give or receive assistance, make a record of your answers, or pass information about this examination to other students. If you know of any reason that you should not take the exam at this time please tell me and we'll discuss your reason in private. If you're ill, or taking medication that affects your concentration, or if you have serious personal stresses, you may request to take the exam at a later time. Failure to prepare for the exam is not an acceptable reason for delay. Is there anyone who feels they should not test at this time? You may use an electronic or manual dictionary. At this time turn off all cell phones. You may use calculators and personal notes. All personal notes used during the examination must be the student's own. **You may not use notes, summary sheets, or other material written by someone else.**

b. TIME. This is a three hour examination. You will not leave the group room without the permission of the instructor.

c. CONTENTS. The Examination version A, B, or C. Check each page and count each question from 1 to 30. If you are missing pages or if any portion of the evaluation is illegible, obtain a new exam booklet from the instructor.

d. COMPLETION OF -NCS- GENERAL PURPOSE ANSWER SHEET:

- (1) Use #2 pencil only.
- (2) **DO NOT** use ink or ballpoint pens.
- (3) Make heavy black marks that fill the circle completely.
- (4) Erase cleanly any answer you wish to change.
- (5) Make **NO** stray marks on the answer sheet.
- (6) Only choose one answer per question.

e. Complete the identification section (side 1, left) of the NCS general purpose answer sheet (Form 4521).

(1) NAME block. Print your name in the boxes in this format: last name, space, first name, space, middle initial, space(s). Mark the circle below each box that corresponds to the letter (or space) in the box.

(2) BIRTH DATE block. Make no entry.

(3) IDENTIFICATION NUMBER block.

(a) Enter your student number in block A, B, and C followed by five zeros, for example: if your student number is 801, filled in as (80100000), leave block I and J blank (Example on board).

(b) Mark the circle below each box that corresponds to the number in the box.

(4) SPECIAL CODES block.

(a) In the Special Codes Box, enter the last digit of your class number in the in block **K**, enter the last digit of the fiscal year in block **L**, enter your battle room number in block **M**. for example: if your class number is 001, the fiscal year is 2003 and the battle room is two then it will be 132. Enter the last three digits from the performance evaluation Booklet I control number in blocks **N**, **O**, and **P** (Example on the board).

(b) Mark the circle below each box that corresponds to the number in the box.

(5) SEX block. Make no entry.

(6) GRADE OR EDUC block. Make no entry.

5. Scoring Key: SE186 for version letter (A, B or C).

6. Safety Precautions: General group room safety precautions.

7. Additional Information: Refer student to commandant for approval of nontesting. If approved, the student will not remain in the group room during testing.

U.S. ARMY SERGEANTS MAJOR ACADEMY (BSNCOC-TATS)

E192 Sustainment

JAN 08

VERSIONS A, B, & C

EXAMINATION  
TEST ADMINISTRATION GUIDE



Developed for use by Battle Staff Noncommissioned Officer Course--TATS.

Proponent for this Test Administration Guide is the U.S. Army Sergeants Major Academy. Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the COMMANDANT:

COMMANDER, USASMA.  
ATTN ATSS-DCBS,  
11291 SGT E CHURCHILL ST.  
FT BLISS TX 79918-8002

POC: Director, BSNCOC, DSN: 621-9165; Commercial: (915) 744-9165.

FOR OFFICIAL USE ONLY

TAG-5



EXAMINATION

TEST ADMINISTRATION GUIDE

1. Administrative Procedures:

a. Pretest: None

b. Prior to Testing: Students should review all BSNCOC, Phase II lesson materials, notes, and exam advance sheet prior to taking this examination. Test administrators will ensure that students understand that this is a knowledge-based examination and not an evaluation of their ability to memorize facts or lists.

c. "GO/NO GO" Criteria: There are a total of 25 questions. To receive a "GO," the student must correctly answer 18 or more questions. Missing 8 or more questions results in a "NO GO."

d. "NO GO" Counseling: The training institute will counsel all students who fail to achieve a "GO."

e. Remedial Training: Tests administrators will assist in remedial training for all soldiers who failed to achieve a "GO."

f. Retest: Test Administrators will administer a retest using an alternate examination.

g. Test administrators will consolidate the -NCS- General Purpose Answer Sheets by version and provide them to the Test Control NCO/Officer. The Test Control NCO/Officer will score all examinations, record the individual student scores on the group scoring records, and turn these records over to the Senior Instructor, BSNCOC.

2. List of Personnel, Equipment, and Materials Required:

a. Personnel: One test administrator per group room.

b. Equipment: Standard group room equipment (tables, chairs, etc.).

c. Materials:

(1) Examination Booklets: One per student.

(2) -NCS- General Purpose Answer Sheet: One per student.

(3) Scratch paper: One sheet per student.

(4) Pencils (#2): Two each per student.

(5) Required Publications.

3. Time Required:

- a. Administrative: 00:00 - 00:10 (10 min)
- b. Testing: 00:10 - 02:10 (2 hrs)
- c. After Action Review: 02:10 - 02:40 (30 min)

4. Instructions to the student: The test administrator will read verbatim the following instructions to the students:

a. GENERAL. All work must be your own. Do not communicate with other students, give or receive assistance, make a record of your answers, or pass information about this examination to other students. **If you know of any reason that you should not take the exam at this time please tell me and we'll discuss your reason in private. If you're ill, or taking medication that affects your concentration, or if you have serious personal stresses, you may request to take the exam at a later time. Failure to prepare for the exam is not an acceptable reason for delay. Is there anyone who feels they should not test at this time?** You may use an electronic or manual dictionary. At this time turn off all cell phones. You may use calculators and personal notes. All personal notes used during the examination must be the student's own. **You may not use notes, summary sheets, or other material written by someone else.**

b. TIME. This is a two hour examination. You will not leave the group room without the permission of the instructor.

c. CONTENTS. The Examination version A, B, or C. Check each page and count each question from 1 to 25. If you are missing pages or if any portion of the evaluation is illegible, obtain a new exam booklet from the instructor.

d. COMPLETION OF -NCS- GENERAL PURPOSE ANSWER SHEET:

- (1) Use #2 pencil only.
- (2) **DO NOT** use ink or ballpoint pens.
- (3) Make heavy black marks that fill the circle completely.
- (4) Erase cleanly any answer you wish to change.
- (5) Make **NO** stray marks on the answer sheet.
- (6) Only choose one answer per question.

e. Complete the identification section (side 1, left) of the NCS general purpose answer sheet (Form 4521).

(1) NAME block. Print your name in the boxes in this format: last name, space, first name, space, middle initial, space(s). Mark the circle below each box that corresponds to the letter (or space) in the box.

- (2) BIRTH DATE block. Make no entry.

(3) IDENTIFICATION NUMBER block.

(a) Enter your student number in block A, B, and C followed by five zeros, for example: if your student number is 801, filled in as (80100000), leave block I and J blank (Example on board).

(b) Mark the circle below each box that corresponds to the number in the box.

(4) SPECIAL CODES block.

(a) In the Special Codes Box, enter the last digit of your class number in the in block **K**, enter the last digit of the fiscal year in block **L**, enter your battle room number in block **M**. for example: if your class number is 001, the fiscal year is 2003 and the battle room is two then it will be 132. Enter the last three digits from the performance evaluation Booklet I control number in blocks **N**, **O**, and **P** (Example on the board).

(b) Mark the circle below each box that corresponds to the number in the box.

(5) SEX block. Make no entry.

(6) GRADE OR EDUC block. Make no entry.

5. Scoring Key: SE192 for version letter (A, B or C).

6. Safety Precautions: General group room safety precautions.

7. Additional Information: Refer student to Commandant for approval of nontesting. If approved, the student will not remain in the group room during testing.

U.S. ARMY SERGEANTS MAJOR ACADEMY (BSNCOC-TATS)

MILITARY BRIEFING

JAN 08

Military Briefing  
TEST ADMINISTRATION GUIDE



Developed for use by Battle Staff Noncommissioned Officer Course--TATS.

Proponent for this Test Administration Guide is the U.S. Army Sergeants Major Academy. Send comments and recommendations on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the COMMANDANT:

COMMANDER, USASMA.  
ATTN ATSS-DCBS,  
11291 SGT E CHURCHILL ST.  
FT BLISS TX 79918-8002

POC: Director, BSNCOC, DSN: 621-9165; Commercial: (915) 744-9165.

FOR OFFICIAL USE ONLY

TAG-6

## Standards for Information Briefings

### Overview

---

**Motivator** Your ability to communicate effectively could have a critical impact on the outcome of a Battle. Your communication skills will affect your career and the welfare of your soldiers. This information briefing is an opportunity for you to sharpen your communication skills.

---

**Evaluation** This is a graded performance exercise. You must obtain a “GO” to graduate. Your instructor will rate your information briefing as superior, satisfactory, or unsatisfactory using the Information Briefing Checklist, FM 5-0. This evaluation will apply to the Oral Communication portion of your Academic Evaluation Report. If your briefing is “unsatisfactory,” you will present another briefing as a retest within the next 24 hours.

---

**Resource requirements** **Visual aids:** You must use at least two different types of visual aids in your briefing. Visual aids include slides, butcher paper, charts, maps, handouts, models, and flags. If you want to use other visual aids than these, you must clear them with the instructor.

**Equipment:** You may use the lectern or any other equipment available in the group room.

**Set up:** After obtaining your instructors permission, you may set up the group room as you like for your presentation.

**Note cards:** You may prepare note cards and use them during your presentation.

## Special Instructions

**Date:** Your instructor will announce the date of your briefing.

**Speaking Sequence:** Your instructor will choose the method of determining the speaking sequence. You need to know who follows you in the sequence so you can announce the next speaker.

**Audience:** If you aim your briefing at a specific audience, tell your group exactly whom you are briefing before you begin your presentation. This will allow the groups to role-play the audience.

**Outline:** Make a copy of your briefing outline for your instructor. Do not merely use the words "introduction," "body," and "closing." Provide enough information in the outline, including your major points, for the instructor to follow your presentation.

**Originality:** Your briefing must be your own work. You may not deliver an information briefing based on another's work or done as a group effort. We encourage you to give practice presentations to others and have them give you feedback. After your presentation, you will receive feedback from the instructor and the audience. Your instructor will show you his evaluation of you on the Information Briefing Checklist.

---

## Time

**Dry Run:** While the student who precedes you in the speaking sequence is briefing, you may use the break room for a final "dry run." **Note:** Your instructor will keep the official time for your briefing, but the group may devise a method helping speakers keep track of their time.

**Setup:** You will have approximately one minute to set up the area before you begin your briefing.

**Graded requirement:** You must present the introduction and body portions of your briefing in 10 (+ or - 2) minutes. Your time for the graded requirement ends when you ask for questions at the start of your conclusion.

**Question and answer period:** You will respond to questions for up to one minute. The responses are to clarify information and are not part of the graded requirement.

**Concluding statement:** Finally, you will give your concluding statement in less than 30 seconds. Your instructor will evaluate your conclusion statement, but the time is a limit only and not part of the graded requirement.

---

## Feedback

We encourage you to provide feedback to fellow students on their briefing. Your comments should be productive and positive in tone. Find something right with the presentation rather than focusing solely on any negative aspects.

## INFORMATION BRIEFING CHECKLIST

### Introduction

---

**Greeting**      **Superior:** Imaginative attention step immediately gained audience attention; addressed person/group being briefed; identified yourself and your organization. Introduction effectively presented all elements required.

**Satisfactory:** Introduction gained audience attention addressed person/group being briefed; identified yourself and your organization. Introduction included all elements required.

**Unsatisfactory:** Did not address person/group being briefed. Did not identify yourself and your organization. Introduction failed to include elements required.

---

**Type and Classification**

**Superior:** N/A

**Satisfactory:** Stated type of briefing. Stated classification of briefing. Presented type and classification.

**Unsatisfactory:** Failed to state type and/or classification as required.

---

**Purpose and Scope**

**Superior:** Purpose and scope were brief, clear, memorable, and very effective so that the audience understood the big picture quickly. Purpose and scope met requirements.

**Satisfactory:** Purpose and scope were clear.

**Unsatisfactory:** Purpose and scope were not briefed or clear.

---

**Outline or procedure**

**Superior:** Outline or procedure included a summary of the main points in sequence. The audience could grasp the plan of the discussion and see the relationship of each point to the whole. Outline or procedure was effective.

**Satisfactory:** Outline or procedure included summary of the main points; listed main points in sequence.

**Unsatisfactory:** Outline or procedure did not present a summary of the main points. It confused listeners by setting up guide posts that pointed in a different direction from which you were actually going; not IAW FM 5-0.

## Body

---

### Content

**Superior:** Subject precisely narrowed to fit time available. Effectively used time to provide an in-depth exploration of topic. Content totally supported the bottom line. Developed all points well. Facts presented were precise, interesting, and accurate. Verbal supports such as examples, comparisons, and quotations were appropriate, interesting, and effective. Visual aids effectively supported major points.

**Satisfactory:** Subject was neither too broad nor too narrow for time available. Content was relevant and adequately supported bottom line. Facts presented were generally clear, correct, relevant, and interesting. Adequately developed major points. Verbal supports such as examples, comparisons, and quotations were generally effective. Used visual aids as required.

**Unsatisfactory:** Subject too broad or too narrow for time available. Content weak or failed to support bottom line. Material presented not relevant to topic. Facts largely vague, inaccurate, or uninteresting. Failed to adequately develop major points; presentation lacked verbal supports such as examples, comparisons, and quotations. Lacked visual supports required by FM 5-0. Briefing was unquestionably dull and monotonous.

---

### Sequence

**Superior:** Well-organized presentation. Selection of major points and sequencing were particularly appropriate and effective in supporting the bottom line. Major points and subordinate ideas logically sequenced so that one flowed naturally into the next. Development effectively presented all elements required by FM 5-0.

**Satisfactory:** Well-organized presentation; logical development of subject matter and ideas; selection and sequencing of major points supported bottom line. Development included all elements required by FM 5-0.

**Unsatisfactory:** Presentation failed because of poor organization, lack of unity, or inappropriate methods and techniques; sequencing inconsistent with bottom line and major points; major points did not support the bottom line. Development failed to include elements required by FM 5-0.

---



---

**Visual Aids**

**Superior:** Room physical conditions acceptable. Visual supports were relevant, effective, professional, and illustrated the points simply and clearly. Briefer was well acquainted with them and smoothly and effectively introduced, explained, and removed them.

**Satisfactory:** Room physical conditions acceptable. Visual supports were relevant and generally illustrated the points. Briefer was familiar with them, introduced them at the proper times, and used them with adequate skill.

**Unsatisfactory:** Little or no regard shown for physical conditions. Visual supports inadequate or lacking, failed to illustrate the point, or contained misspelled words. Briefer/speaker unprepared to effectively use visual supports, used them as a crutch, directed all of his attention to them, insufficiently explained them, or handled them clumsily.

---

**Transitions**

**Superior:** All transitions were smooth, effective, and clarified the relationships between the points.

**Satisfactory:** Usually made smooth transitions.

**Unsatisfactory:** Moved from one point to another without clear transitions.

---

## Closing

---

### Ask for Questions

**Superior:** Answered all questions using proper question and answer techniques. Well prepared for questions. Responses revealed a solid knowledge of the subject and allied material. Answers well organized and facts accurate.

**Satisfactory:** Usually used proper question and answer techniques. Responses revealed an adequate knowledge of the specific subject. Responded candidly when unsure of an answer.

**Unsatisfactory:** Failed to ask questions. Responses revealed a fundamental lack of knowledge; frequent errors of facts; many ambiguities and misleading statements; bluffed to cover up inadequacies; avoided answering direct questions.

---

### Conclusion

**Superior:** Conclusion returned audience to bottom line and effectively summarized the major points and their relationship to the bottom line. Strong, decisive closing statement clearly appropriate to type of presentation, subject, and audience. Conclusion effectively and smoothly incorporated elements required by FM 5-0.

**Satisfactory:** Recapped major points and returned to bottom line. Closing statement adequate for type of presentation. Conclusion included elements required by FM 5-0.

**Unsatisfactory:** No conclusion, or only an ineffective, token conclusion. Conclusion failed to include elements required by FM 5-0.

---

### Announce the Next speaker

**Superior:** N/A

**Satisfactory:** Accurately announce the next speaker.

**Unsatisfactory:** Failed to announce the next speaker or announced the wrong speaker.

---

### Time

**Superior:** Presented the briefing within 1 minute of the target time.

### 10 (+ or – 2) minutes

**Satisfactory:** Presented the briefing within the time limits specified for the oral presentation.

**Unsatisfactory:** Failed to present briefing within the time limits specified for the oral presentation. (An UNSATISFACTORY rating for time will automatically result in an overall evaluation of UNSATISFACTORY for the entire presentation.)

---

## Key Communication Factors

---

### Enthusiasm (Personality, Voice Volume, Facial Expression)

**Superior:** Dynamic, enthusiastic presentation; conveyed the speaker's personality, confidence, and evident interest in talking about the subject. Created feeling of enthusiasm in the audience. Volume strong enough to be heard easily; reflected a feeling of enthusiasm, confidence, and vigor; volume natural, varied and used effectively for emphasis. Facial expressions natural and varied and reflected an attitude of sincerity, and enthusiasm for speaking; effectively emphasized ideas and feelings.

**Satisfactory:** Generally enthusiastic presentation; conveyed speaker's personality and interest in the subject. Voice strong enough for all members of the audience to hear; volume varied and created a general feeling of confidence and enthusiasm. Facial expression natural and varied and reflected interest in the subject.

**Unsatisfactory:** Presentation generally lacked enthusiasm and personality. Speaker seemed bored, tired, timid, or apologetic. Speaker hard to hear; voice noticeably weak and lacking in confidence and enthusiasm; volume unvaried and monotonous. Facial expression lacked variety; conveyed impression of boredom or disinterest.

---

### Stance (Posture, Appearance, Movement)

**Superior:** Posture erect, alert, comfortable, and natural. Neat and well groomed (IAW AR 670-1). Movements natural, easy, well timed and purposeful. Movements supported the message and helped hold attention, maintained interest, and conveyed thoughts clearly.

**Satisfactory:** Posture straight with weight on balls of feet. Neat and well groomed (IAW AR 670-1). Not tied to the lectern. Movements varied and usually smooth and purposeful but not excessive; generally supported message.

**Unsatisfactory:** Posture unprofessional, slouching, or hunched. Untidy and careless in attire; unkempt personal appearance and grooming. Did not move during presentation (tied to the lectern) or movements were awkward, jerky, repetitious, meaningless, or excessive.

Note: It is not necessary to exceed the standards of AR 670-1 to receive a SUPERIOR rating. Uniform and appearance must meet standards of AR 670-1 or other appropriate service regulation.

---

**Gestures**      **Superior:** Gestures varied, and were natural, purposeful, appropriate, and helped keep the audience focused on the message. Use of gestures reinforced ideas and feelings and gave a visual dimension to the words.

**Satisfactory:** Gestures were natural and appropriate to the occasion; usually purposeful; few distracting mannerisms.

**Unsatisfactory:** Gestures stilted, meaningless, affected, or excessive; speaker had extremely distracting mannerisms; all gestures looked alike.

---

**Eye contact**      **Superior:** Used eye contact to keep the audience focused on the message. Maintained personal eye contact with the creating a feeling that the speaker was interested in each member of the audience individually. Use of notes inconspicuous.

**Satisfactory:** Usually maintained eye contact with the audience; made eye contact with all members of a small audience or group in a larger audience. Referred only occasionally to notes.

**Unsatisfactory:** Stared at floor, ceiling, or fixed point in the room; depended completely on notes or script. Failed to make eye contact with audience.

---

**Voice Variables**      (Pace, Pitch, Pause)

**Superior:** Pace was appropriate for subject and audience; effectively used variety in pace and pitch to emphasize points and convey intensity of convictions and depth of feelings. Used pauses effectively to clarify ideas and emphasize important points.

**Satisfactory:** Pace varied and appropriate (not too fast or too slow) for subject matter and audience size. Pitch varied within normal range for speaker, not uncharacteristically shrill or monotone. Use of pauses generally effective and usually free of vocalizations.

**Unsatisfactory:** Uneven, excessively choppy speech; too rapid; created an impression of excessive nervousness or anxiety; words not clear to all members of the audience; pace too slow to keep audience's attention; pace unvaried and monotonous. Voice was uncharacteristically raspy or shrill; pitch monotonous. Use of pauses erratic and made the ideas difficult to follow; speaker rushed words instead of pausing; speaker vocalized pauses.

---

**Clarity**      (Word Choice, grammar, pronunciation)

**Superior:** Articulated thoughts and ideas clearly, concisely, and quickly. Words precise, simple, conversational, and used and pronounced correctly. Grammar correct. Used precise articulation.

**Satisfactory:** Articulated most thoughts and ideas clearly. Used appropriate words. Errors in grammar were minor and not distracting. Seldom mispronounced words.

**Unsatisfactory:** Did not articulate thoughts or ideas clearly. Often used the wrong words or words chosen to impress the audience. Made frequent errors in grammar. Frequently mispronounced words. Used poor enunciation: slurred words, dropped syllables, clipped final letters such as the "g" in "ing."

## APPENDIX D

ATSS-DCBS

MEMORANDUM FOR STUDENTS ATTENDING THE BSNCOB

SUBJECT: Student Evaluation Plan (SEP) for the Basic Noncommissioned Officer Course (BSNCOB)

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

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

3. This SEP includes:

a. Academic Grading and Test Plan.

b. Student Responsibilities.

c. Counseling.

d. General Standards.

e. Student Grievances and Redress.

f. Student Recognition.

g. Challenging Training.

4. ACADEMIC GRADING AND TEST PLAN.

a. See page D-5 for complete instructions.

(1) Phase I / Preresident Course

Weight Points

(a) E150 Culminated Lesson Exam (Phase I)

100 Each

- This is a self-paced Interactive multi-media examination covering all BSNCOB, Phase I Pre-resident Training Tasks. Students are required to complete this training prior to BSNCOB Phase II.

ATSS-DCBS

SUBJECT: Student Evaluation Plan (SEP) for the Battle Staff Noncommissioned Officer Course (BSNCOC)

| <u>(2) Phase II / Resident Course</u>  | <u>Weight Points</u> |
|--|----------------------|
| (a) E183 Graphics and Overlays Exam  | 100                  |
| <ul style="list-style-type: none"><li>• This is a performance-oriented/knowledge-based examination Covering Graphics and Overlays.</li></ul>           |                      |
| (b) E185 Plans, Orders, and Annexes Exam   | 100                  |
| <ul style="list-style-type: none"><li>• This is a comprehension-based examination covering Plans, Orders, and Annexes.</li></ul>                       |                      |
| (c) E186 Intelligence Preparation of the Battlefield   | 100                  |
| <ul style="list-style-type: none"><li>• This is a knowledge-based examination covering Military Intelligence Covering Graphics and Overlays.</li></ul> |                      |
| (d) E192 Sustainment   | 100                  |
| <ul style="list-style-type: none"><li>• This is a knowledge-based examination covering Combat Service Support</li></ul>                                |                      |
| (e) Military Briefing. Evaluation standards are:   | Sup/Sat/Unsat        |

5. STUDENT RESPONSIBILITIES.

- a. This course uses the Small Group Instruction (SGI) Technique of Delivery. This technique places the responsibility for learning on the student through participation in small groups led by small group leaders (SGLs) who serve as role models and instructors throughout the course. SGL uses small group processes, methods, and techniques to stimulate learning. The SGL is an instructor who facilitates counseling, coaching, learning, and team building in SGI.
- b. The small group process is a technique for learning in small groups that capitalizes on (uses) student experiences, requires intensive student interaction, and makes each student responsible for their own learning. Cooperation takes precedence over competition. SGI provides individualized learning, team building, and maximum exchange of ideas.
- c. It is the responsibility of the student to learn to perform the training objectives of this course. This includes completing the homework assignments, completing the Practical Exercises (PEs), and fully participating in classroom/group room discussions and training activities.
- d. Students who fail a retest/re-evaluation or fail to meet performance standards, and/or require extraordinary assistance to remain in the course are subject to dismissal. The dismissal authority for students in the Battle Staff Noncommissioned Officer Course is the Commander, U.S. Army Sergeants Major Academy. Students wishing to appeal this dismissal must submit appeals through the BSNCOC Director, U.S. Army Sergeants Major Academy, to the Commandant, U.S. Army Sergeants Major Academy. Once the final decision is made, a memorandum will go through the chain of command to the student.

SUBJECT: Student Evaluation Plan (SEP) for the Battle Staff Noncommissioned Officer Course (BSNCOC)

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

7. **GENERAL STANDARDS.**

a. **Minimum Achievements.** Students must complete all graded requirements/graduation requirements, all homework assignments, all Practical Exercises, and all Performance and Leadership Performance Evaluations. Students will attend all classes and training activities. Failure to pass any of the graduation requirements, except for HT/WT standards, will constitute failure to meet course standards and the student will not graduate. Soldiers who meet academic requirements but fail body fat composition standards will be considered an academic course graduate, subsequently receiving a "Marginally Achieved Course Standards" 1059. Students will receive only one retest unless additional retests are approved by the commandant. If additional retest is granted in this circumstance, student will receive "Marginally Achieved Course Standards" on their academic form 1059.

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

c. **Physical Fitness Standards.** Students must meet and maintain physical fitness standards. Students will maintain physical fitness standards by participating in physical fitness training sessions. Students with permanent medical profiles will take part within their profile limitations. Commandants will not consider for administrative dismissal those students that receive a temporary profile that precludes them from meeting the minimum graduation requirements of the course.

d. **Remedial/Refresher Training and Retesting.** SGLs/Instructors will formally counsel students failing an initial examination/evaluation. They shall provide remedial/refresher training and offer one retest or additional retests that are approved by the commandant. They will coordinate remedial/refresher training and retesting during non-POI time. They shall provide a retest for the written examinations no earlier than 24 hours of the initial examination.

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

ATSS-DCBS

SUBJECT: Student Evaluation Plan (SEP) for the Battle Staff Noncommissioned Officer Course (BSNCOC)

whose actions demonstrate a probable lack of motivation, and may consider them for dismissal/disenrollment for motivational, disciplinary, or academic reasons.

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

9. STUDENT RECOGNITION. Students successfully completing the Battle Staff Noncommissioned Officer Course will receive a DA Form 1059 Service School Academic Evaluation Report (AER).

10. CHALLENGING TRAINING. Phase I does not have a test-out policy. Students may not get credit or take any tests prior to receiving the training.

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

12. Point of contact at USASMA is MSG Wilkinson, Course Manager, BSNCOC at DSN 978-8479, commercial (915) 568-8479.



ATSS-DCBS

SUBJECT: Student Evaluation Plan (SEP) for the Battle Staff Noncommissioned Officer Course (BSNCOC)

#### ACADEMIC GRADING AND TEST PLAN

1. NCOAs conducting the BSNCOC will use written examinations, performance evaluations, and leadership performance evaluations to ensure students can demonstrate overall mastery of course material and meet course graduation requirements.
2. Academies will evaluate academic subject matter on a basis of 100 weight points per written examination distributed according to this document. They shall calculate weight point achievement to a percentage computed to the second decimal place (0.00%) to determine student's completion of training. They shall evaluate leadership and other performance evaluations based on a "GO/NO-GO" basis. To receive a passing score the student must score at least 70 percent or higher on the Plans, Orders and Annexes E185, Graphics and Overlays E183, Military Intelligence E186, and Sustainment Operations E192 examinations.
3. Academies will provide remedial/refresher training to those students failing an examination/evaluation and offer them one retest or additional retests with the approval of the commandant. The retest will cover the entire test and not just the portion the student failed. Should a student fail the retest, the commandant may dismiss them from the course if it is a graduation requirement.
4. Academies will award students passing the retest the minimum passing score, regardless of the student's actual grade point achieved on the retest. Academies will record the final retest score in student course records along with counseling and remediation documentation.

ATSS-DCBS

SUBJECT: Student Evaluation Plan (SEP) for the Battle Staff Noncommissioned Officer Course (BSNCOC)

DA FORM 1059, SERVICE SCHOOL ACADEMIC EVALUATION REPORT

1. SGLs/Instructors will evaluate each student's academic performance on the DA Form 1059, Service School Academic Evaluation Report (AER), IAW AR 623-1 for completion instructions. The AER will explain the student's accomplishments, potential, and limitations during the course. All entries will reflect the actual performance of the student.

2. The goal is to provide the students an original copy of the AER not later than graduation day. NCOAs will prepare the AER according to this SEP. SGLs/Instructors shall consider the following when making their evaluations:

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

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

(a) Pass each Written Examination with 90 percent or higher.

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

(c) Receive SUPERIOR rating on all events.

(d) Participate fully in all BSNCOC activities.

(e) No unsatisfactory ratings.

(2) ACHIEVED COURSE STANDARDS.

Students must:

(a) Pass the Written Examination and Graphics and Overlays and Plans, Orders, and Annexes Examination.

(b) Receive at least three SATISFACTORY (SAT) or above ratings in the Demonstrated Abilities block (Item 14) of the DA Form 1059.

(c) Receive no more than one negative counseling statement (other than academic).

(d) Participate fully in all BSNCOC activities.

(3) MARGINALLY ACHIEVED COURSE STANDARDS.

Students will receive this rating if they:

(a) Receive no more than two UNSATISFACTORY (UNSAT) ratings in the Demonstrated Abilities block (Item 14) of the DA Form 1059.

(b) Receive no more than two negative counseling statements (other than academic).

(c) Fail to participate fully in all BSNCO activities.

(d) The instructor gives this evaluation to those students who fail two or more primary examinations and pass the retests.

(e) The instructor gives this evaluation to those students who fail the primary examination and retest, but pass a second retest when authorized by the Commandant, USASMA.

(f) Fails to meet height and weight standards IAW AR 600-9 after enrollment/APFT.

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

(a) Receives less than 70 percent on any Written Examination and retest.

(b) Receives three or more UNSATISFACTORY (UNSAT) ratings in the Demonstrated Abilities block (Item 14) of the DA Form 1059.

(c) Relieved from the course for disciplinary reasons or violations of the standards of conduct outlined in paragraph 3a.

(d) There is no block rating when a student is administratively disenrolled from the course.

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

(1) ORAL COMMUNICATION. NCO Academies will base the Oral Communication rating primarily on the student's ability to communicate effectively throughout the course.

(a) SUPERIOR – To receive a "SUPERIOR" rating a student must receive a "GO" in all areas evaluated on communicating effectively throughout the course.

(b) SATISFACTORY – To receive a "SATISFACTORY" rating a student must receive a "GO" in all areas evaluated on communicating effectively with no negative counseling statement and no "NO-GO" ratings on any oral communication requirements during the course.

(c) UNSATISFACTORY – To receive an "UNSATISFACTORY" rating a student must receive at least ONE negative counseling statement for poor oral communication skills (e.g., excessive use of profanity, distinctiveness, or voice control).

(2) LEADERSHIP SKILLS. NCO Academies will base the Leadership Skills rating primarily on the leadership performance.

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

(b) SATISFACTORY – To receive a "SATISFACTORY" rating a student must receive a "GO" and no more than ONE negative counseling statement.

(c) UNSATISFACTORY – To receive an ‘UNSATISFACTORY’ rating a student must receive a “NO-GO” rating and TWO or more negative counseling statements. A negative counseling statement for apathy, poor attitude, or failure to fully participate in training events will result in an **AUTOMATIC** "UNSATISFACTORY" rating.

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

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

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

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

**APPENDIX E**

**Developmental Counseling Form Primary Examination (SAMPLE)**

|   |              |                             |                    |
|---|--------------|-----------------------------|--------------------|
| <b>DEVELOPMENTAL COUNSELING FORM</b><br>For use of this form see FM 22-100.   |              |                             |                    |
| <b>DATA REQUIRED BY THE PRIVACY ACT OF 1974</b>   |              |                             |                    |
| AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)<br>PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.<br>ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.<br>DISCLOSURE: Disclosure is voluntary.  |              |                             |                    |
| <b>PART I - ADMINISTRATIVE DATA</b>   |              |                             |                    |
| Name (Last, First, MI)  | Rank / Grade | Social Security No.         | Date of Counseling |
| Organization<br>Co B, USASMA (BSNCOC), Fort Bliss, Texas 79918  |              | Name and Title of Counselor |                    |
| <b>PART II - BACKGROUND INFORMATION</b>   |              |                             |                    |
| <b>Purpose of Counseling:</b> (Leader states the reason for the counseling, e.g., Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling):   |              |                             |                    |
| <u>PRIMARY EXAMINATION</u><br><br>On _____, _____ failed to achieve the minimum passing score of 70 percent on the _____ Examination.   |              |                             |                    |
| <b>PART III - SUMMARY OF COUNSELING</b><br><b>Complete this section during or immediately subsequent to counseling.</b>   |              |                             |                    |
| Keys Points of Discussion:<br><br>On _____, I counseled student for failure to achieve the minimum passing score of 70% on _____ exam. I explained that he/she would attend an Academic Assistance Panel Board (AAP) today, consisting of the company commander, chief instructor, senior instructor, instructor, and assistant instructor. The purpose of the AAP is to determine the reason for the exam failure. I informed him/her of the date, time, and location of the retest, which will be given at least 24 hours after initial exam. We identified the subjects, terminal learning objectives (TLOs), and enabling learning objectives (ELOs) that were weak areas.<br><br>He/She understands that failure to achieve a passing score of 70 percent on the retest could result in a dismissal from the course. I also explained to him/her that failing two or more primary written/performance examinations, but passing the retest, will result in a special bullet comment on his/her DA Form 1059 (AER), and he/she will receive a marginally achieved course standard rating. |              |                             |                    |
| <b>OTHER INSTRUCTIONS</b>   |              |                             |                    |
| This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.   |              |                             |                    |

DA FORM 4856, MAR 2006

**Plan of Action:** (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

The student will be given 24 (twenty-four) hours to prepare himself/herself for the \_\_\_\_\_ exam retest. During the AAP, the staff and student determined the areas that the student needs to work on to pass the retest.

**Session Closing:** (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: \_\_\_\_\_ Date: \_\_\_\_\_

**Leader Responsibilities:** (Leader's responsibilities in implementing the plan of action):

The student will have a study partner/mentor to assist in helping them pass the retest. The student understands their individual responsibility in preparing for the retest. I also informed the student that the leadership of the BSNCOG is available to assist them in any questions that they might have.

The following partner/mentor will assist in helping prepare for the retest.

Signature of Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

#### **PART IV – ASSESSMENT OF THE PLAN OF ACTION**

**Assessment:** (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

The student was given 24 hours and assigned a mentor to assist for the retest. The student showed some / no improvement on the retest. The final result is the student passed / failed the \_\_\_\_\_ examination retest.

Counselor Signature: \_\_\_\_\_ Individual Counseled Signature: \_\_\_\_\_

Date of Assessment: \_\_\_\_\_

**Note: Both the counselor and the individual counseled should retain a record of the counseling.**

REVERSE, DA FORM 4856, MAR 2006 Developmental Counseling Form Initial Counseling

**DEVELOPMENTAL COUNSELING FORM**

For use of this form see FM 22-100.

**DATA REQUIRED BY THE PRIVACY ACT OF 1974**

AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)  
 PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.  
 ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.  
 DISCLOSURE: Disclosure is voluntary.

**PART I - ADMINISTRATIVE DATA**

|  |              |                             |                    |
|--|--------------|-----------------------------|--------------------|
| Name (Last, First, MI)   | Rank / Grade | Social Security No.         | Date of Counseling |
| Organization<br>Co B, USASMA (BSNCOC), Fort Bliss, Texas 79918 |              | Name and Title of Counselor |                    |

**PART II - BACKGROUND INFORMATION**

**Purpose of Counseling:** (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling):

INITIAL COUNSELING

On \_\_\_\_\_, you are being counseled on the policies and procedures of USASMA, Company B, and the Battle Staff Noncommissioned Officer Course. You are aware of graduation requirements and standards, and the criteria for achieving or exceeding the course standards. If you don't receive a first time GO in all graded areas, the highest rating that you can receive on your AER is "Achieved Course Standards". If you fail two or more primary written examinations, it will result in a "Marginally Achieved Course Standards" rating on your DA Form 1059 (AER). You are expected to participate in group discussions, speak clearly, intelligently, and confidently, and stay focused on the topic. You are also expected to set the example in and out of the classroom, fully prepare for each lesson, give assistance at every opportunity, be involved and involve other group members in group decision-making, and fully support all course functions.

**PART III - SUMMARY OF COUNSELING****Complete this section during or immediately subsequent to counseling.**

Keys Points of Discussion:

On \_\_\_\_\_, I counseled student on all policies and procedures of USASMA, Company B, and the Battle Staff Noncommissioned Officer Course. I also counseled the student on graduation requirements and standards, and the criteria for achieving or exceeding the course standards. Student is aware that if he/she does not receive a first time GO in all graded areas, the highest rating that he/she can receive on their AER is "Achieved Course Standards". Student was counseled on the fact that if they failed two or more primary written examinations, it will result in a "Marginally Achieved Course Standards" rating on their DA Form 1059 (AER). You will participate in group discussions, speak clearly, intelligently, and confidently, and stay focused on the topic. You are also expected to set the example in and out of the classroom, fully prepare for each lesson, give assistance at every opportunity, be involved and involve other group members in group decision-making, and fully support all course functions.

**OTHER INSTRUCTIONS**

This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.

DA FORM 4856, MAR 2006

**Plan of Action:** (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

**Session Closing:** (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled:            I agree / disagree with the information above.

I understand that it is my responsibility to understand and comply with all course policies and procedures  
\_\_\_\_\_ (student initials).

Individual counseled remarks:

Signature of Individual Counseled: \_\_\_\_\_ Date: \_\_\_\_\_

**Leader Responsibilities:** (Leader's responsibilities in implementing the plan of action):

Signature of Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

**PART IV – ASSESSMENT OF THE PLAN OF ACTION**

**Assessment:** (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

Counselor Signature: \_\_\_\_\_ Individual Counseled Signature: \_\_\_\_\_ Date of Assessment:  
\_\_\_\_\_

**Note: Both the counselor and the individual counseled should retain a record of the counseling.**



**APPENDIX F**

**STUDENT EVALUATION AND COUNSELING RECORD  
(BSNCOC)**

| <b>NAME (LAST, FIRST, M.I.)</b>   | <b>CLASS #</b>        | <b>STUDENT #</b>    | <b>SITE</b>     | <b>DATE</b> |
|---|-----------------------|---------------------|-----------------|-------------|
|   |                       |                     |                 |             |
| <b>OVERALL RATING (CIRCLE ONE):</b>   |                       |                     |                 |             |
| <b>ORAL COMMUNICATION</b>   | <b>UNSATISFACTORY</b> | <b>SATISFACTORY</b> | <b>SUPERIOR</b> |             |
| Effective Use of Professional Conversational Skills                                   | ( )                   | ( )                 | ( )             |             |
| Reading Military Doctrine Aloud   | ( )                   | ( )                 | ( )             |             |
| Articulate and Convincing Communicator  | ( )                   | ( )                 | ( )             |             |
| Good Command of the English Language  | ( )                   | ( )                 | ( )             |             |
| Expresses Thoughts and Ideas Clearly and Concisely                                    | ( )                   | ( )                 | ( )             |             |
| <b>OVERALL RATING (CIRCLE ONE):</b>   |                       |                     |                 |             |
| <b>LEADERSHIP SKILLS</b>  | <b>UNSATISFACTORY</b> | <b>SATISFACTORY</b> | <b>SUPERIOR</b> |             |
| Sets the Standard for Physical Fitness Training                                       | ( )                   | ( )                 | ( )             |             |
| Interacts with the group  | ( )                   | ( )                 | ( )             |             |
| * Sets the Example (Appearance, Motivation, Attitude, Promptness, Prepared for Class) | ( )                   | ( )                 | ( )             |             |
| Displays Model Behavior (Courtesy, Attention to Detail, Military Bearing)             | ( )                   | ( )                 | ( )             |             |
| APFT (0-179= Unsat, 180-269= Sat, 270+= Sup)  | ( )                   | ( )                 | ( )             |             |
|   |                       |                     |                 |             |

FB Form 0379h (USASMA)

| OVERALL RATING (CIRCLE ONE):  | UNSATISFACTORY | SATISFACTORY                 | SUPERIOR |
|---|----------------|------------------------------|----------|
| <b>CONTRIBUTION TO GROUP WORK</b>   |                |                              |          |
| Sought or Gave Information  | ( )            | ( )                          | ( )      |
| Promoted Group Discussion   | ( )            | ( )                          | ( )      |
| Assisted Others in Understanding<br>Difficult Material  | ( )            | ( )                          | ( )      |
| Participated In Study Groups  | ( )            | ( )                          | ( )      |
| *Maintained Group Standards<br>(Achieves / Avoids)  | ( )            | ( )                          | ( )      |
| Supported Group Endeavors,<br>(Group Goals, Classroom<br>Maintenance)   | ( )            | ( )                          | ( )      |
| Allowed / Encouraged Others to Participate  | ( )            | ( )                          | ( )      |
| *Identifies critical area. The student must achieve a SUPERIOR rating in this area in order to receive an Overall Superior Rating in that evaluated area. |                |                              |          |
| Comments:   |                |                              |          |
| Note: For the <u>final</u> AER write the bullet number from the AER comment sheet.  |                |                              |          |
| Exceed / Achieve / Marginal: _____  |                |                              |          |
| Oral Comm: _____  |                |                              |          |
| Ldrship: _____  |                |                              |          |
| Group Work: _____   |                |                              |          |
| Final Cmts: _____   |                |                              |          |
| Test Scores:  |                |                              |          |
| E183 _____  |                |                              |          |
| E185 _____  |                |                              |          |
| E186 _____  |                |                              |          |
| E192 _____  |                |                              |          |
| _____<br>Instructor's Signature   |                | _____<br>Student's Signature |          |

**APPENDIX G**

**ADDENDUM TO DEVELOPMENTAL COUNSELING FORM**

Student Name: \_\_\_\_\_ SGL Name: \_\_\_\_\_

**1. WRITTEN COMMUNICATION COMMENTS:**

Strengths:

---

---

---

Weaknesses:

---

---

---

**2. ORAL COMMUNICATION COMMENTS:**

Strengths:

---

---

---

Weaknesses:

---

---

---

**3. LEADERSHIP SKILLS COMMENTS:**

Strengths:

---

---

---

Weaknesses:

---

---

---

**4. CONTRIBUTION TO GROUP WORK COMMENTS:**

Strengths:

---

---

---

Weaknesses:

---

---

---

---

## APPENDIX H

### ACADEMIC ASSISTANCE PANEL

---

**Purpose** To establish the USASMA Academic Assistance Panel (AAP). It sets forth specific guidelines for AAP review of students who demonstrate academic deficiencies.

---

**Applicability** This applies to all student personnel attending any resident phase of training conducted by the Battle Staff Course.

---

**Background** The AAP is administrative and advisory in nature. The program provides timely and effective assistance to resident course students whose academic performance fails to meet the established standards. The AAP will:

- a. Review the record of students whose academic performance does not meet the established standards.
  - b. Provide an in-depth evaluation of the student's academic problems and make recommendations for improvement.
  - c. Arrange, as required, specialized assistance to help the student overcome identified weaknesses.
  - d. Monitor the overall performance of each evaluated student to prevent recurrence of academic deficiencies.
  - e. Recommend, in exceptional circumstances, student appearance before Commandants Board for consideration of dismissal from the course.
- 

**Composition** The AAP will consist of the following:

- a. The student company commander or representative serving as the panel chairperson.
  - b. The Director/Assistant Director and SGL/Instructor serving as members.
- 

#### Responsibilities

1. The chairperson provides the opening remarks and ensures the AAP meets the standards and intent of these guidelines.
2. The Company Commander/1SG or designated representative:
  - a. Ensures presence of all personnel listed in composition above.
  - b. States graduation standards and the consequences of failing to meet those standards.
3. The Director leads the discussion on why the student(s) may have performed poorly on the test instrument and asks specific questions for circumstances that may have led to the poor performance. He also provides appropriate guidance based on the circumstances and information on how to improve study habits and test taking abilities.

## **Responsibilities, Cont**

4. Instructors will:
    - a. Attend all AAPs where student(s) in their group room have failed to meet a performance standard.
    - b. Assist the chief instructor in reassuring and exploring the possibilities that caused the deficiency.
    - c. Direct the student to attend the AAP.
  5. Individual student(s) will:
    - a. Attend the AAP.
    - b. Be encouraged to openly discuss any problems they encountered that led to failing to meet the performance standards (such as, studying techniques, outside distracters, underlying medical problems, or curriculum distracters.)
- 

## **Procedures**

1. The board is informal and designed to diagnose educational deficiencies that contributed to substandard performance of students. The AAP evaluates each case on its individual merit. Standardization of procedures is neither appropriate nor desirable. General guidelines for the conduct of an AAP are:
  - The provisions of AR 15-6 do not apply.
  - The chairperson will allocate time on the training schedule for convening a panel (normally 24 hours in advance). The panel convenes for any testable portion of the course.
  - The chairperson, upon receipt of a written request, may also convene a discretionary panel.
  - The commandant, assistant commandant, any panel member, or the concerned student may submit such a request.
  - The decision to convene a discretionary panel rests with the panel chairperson.
  - The panel will have access to all pertinent student academic records to aid in the evaluation process.
  - The panel may also consult with the student's instructor(s).
2. Upon conclusion of an AAP, the chairperson will have a memorandum for record (MFR) prepared detailing the results of the panel. The MFR must include the following information:
  - a. A list of all personnel present.
  - b. A description of records reviewed.
  - c. A summary of determinations and recommended corrective actions.

**Procedures,  
Cont**

3. The chairperson will provide a copy of the completed MFR to the Academic Records Branch, USASMA, for inclusion in the students' academic record.

(Ref: USASMA Memo 15-1)

**APPENDIX I**

**INFORMATION BRIEFING CHECKLIST (SAMPLE)**

(BSNCOC)

NAME: (Last, First, MI)                      Student #                      Class #                      Site                      Date

Bliss

SUBJECT:

LESSON: W122

|                                   | <b>EVALUATION</b> | <b>N/A</b> | <b>UNSAT</b> | <b>SAT</b> | <b>SUP</b> |
|-----------------------------------|-------------------|------------|--------------|------------|------------|
| <b>Introduction:</b>              |                   |            |              |            |            |
| Greeting:                         |                   |            | ( )          | ( )        | ( )        |
| Type and Classification:          |                   |            | ( )          | ( )        | ( )        |
| Purpose and Scope:                |                   |            | ( )          | ( )        | ( )        |
| Outline or Procedure:             |                   |            | ( )          | ( )        | ( )        |
| <b>Body:</b>                      |                   |            |              |            |            |
| Content:                          |                   |            | ( )          | ( )        | ( )        |
| Sequence:                         |                   |            | ( )          | ( )        | ( )        |
| Visual Aids:                      |                   |            | ( )          | ( )        | ( )        |
| Transitions:                      |                   |            | ( )          | ( )        | ( )        |
| <b>Closing:</b>                   |                   |            |              |            |            |
| Ask for Questions                 |                   |            | ( )          | ( )        | ( )        |
| Conclusion:                       |                   |            | ( )          | ( )        | ( )        |
| Announce Next Speaker:            |                   |            | ( )          | ( )        | ( )        |
| Time: _____ (min/sec)             |                   |            | ( )          | ( )        | ( )        |
| <b>Key Communication Factors:</b> |                   |            |              |            |            |
| Enthusiasm:                       |                   |            | ( )          | ( )        | ( )        |
| Stance:                           |                   |            | ( )          | ( )        | ( )        |
| Gestures:                         |                   |            | ( )          | ( )        | ( )        |
| Eye Contact:                      |                   |            | ( )          | ( )        | ( )        |
| Voice Variables:                  |                   |            | ( )          | ( )        | ( )        |
| Clarity:                          |                   |            | ( )          | ( )        | ( )        |
| <b>OVERALL EVALUATION:</b>        |                   |            | ( )          | ( )        | ( )        |

Comments:

Instructor's Signature: \_\_\_\_\_ Student's Signature \_\_\_\_\_

**APPENDIX J**

| <b>STUDENT EVALUATION AND COUNSELING RECORD (WFX ONLY)</b>             |                    |                       |                     |                 |
|--|--------------------|-----------------------|---------------------|-----------------|
| NAME: (LAST, FIRST, MI)  | STUDENT NO:        | CURRENT ROOM NO.:     | PHASE:              | BASE GROUP NO.: |
| ACTIVITY EVALUATED: CPX  | POSITION ASSIGNED: | 1.                    | 2.                  | 3.              |
|  |                    | <b>UNSATISFACTORY</b> | <b>SATISFACTORY</b> | <b>SUPERIOR</b> |
|  |                    | <b>Y</b>              |                     |                 |
| ORAL COMMUNICATION:  |                    | ()                    | ()                  | ()              |
| LEADERSHIP SKILLS:   |                    | ()                    | ()                  | ()              |
| CONTRIBUTION TO GROUP WORK:  |                    | ()                    | ()                  | ()              |
| INSTRUCTOR _____   |                    | STUDENT _____         |                     |                 |
| 1. ORAL COMMUNICATION: (PLANS, ORDERS, AND ANNEXES; COMMAND AND STAFF) |                    |                       |                     |                 |
|  |                    | <b>UNSATISFACTORY</b> | <b>SATISFACTORY</b> | <b>SUPERIOR</b> |
| ORDERS/BATTLE BRIEF  |                    | ()                    | ()                  | ()              |
| STAFF COORDINATION   |                    | ()                    | ()                  | ()              |
| 2. LEADERSHIP SKILLS: (COMMAND AND STAFF)                              |                    |                       |                     |                 |
|  |                    | <b>UNSATISFACTORY</b> | <b>SATISFACTORY</b> | <b>SUPERIOR</b> |
| CPX POSITION(S)  |                    | ()                    | ()                  | ()              |
| 3. CONTRIBUTION TO GROUP WORK: (MDMP; COMMAND AND CONTROL FACILITIES)  |                    |                       |                     |                 |
|  |                    | <b>UNSATISFACTORY</b> | <b>SATISFACTORY</b> | <b>SUPERIOR</b> |
| MDMP   |                    | ()                    | ()                  | ()              |

FB FORM 0379J-R-E (USASMA) 1 SEP 02



**APPENDIX K**

| <b>THE ARMY SCHOOL SYSTEM (TASS) UNIT PRE-EXECUTION CHECKLIST</b><br>(FOR USE OF THIS FORM SEE TRADOC REG 350-18; PROPONENT IS DCSOPS&T, RCTID)   |                    |  |
|---|--------------------|--|
| Please print or type.   |                    |  |
| 1. NAME:  |                    | 2. LAST FOUR:  |
| 3. UNIT:  |                    | 4. DOR :   |
| 5. COURSE TITLE:  |                    | 6. REPORT DATE:  |
| 1 <sup>st</sup> line leader initials  | Soldier's initials | <b>PART-I Unit Pre-execution (D-90 to D-1)</b>   |
|   |                    | <b>Coordination between customer unit and TASS unit to identify the Soldier by name?</b>   |
|   |                    | <b>Soldier in receipt of school/course information?</b>  |
|   |                    | <b>Read ahead packets/prerequisite testing complete? (if needed)</b>   |
|   |                    | <b>All required clothing/equipment IAW school/course info packet?</b>  |
|   |                    | <b>Soldier demonstrated physical fitness requirement on diagnostic test administered within 30 days of scheduled departure for school (as required)?</b> |
|   |                    | <b>Soldier meets standards of AR 600-9?</b>  |
|   |                    | <b>Transportation requirements completed?</b>  |
|   |                    | <b>Adequate cash/traveler checks/Government Credit Card?</b>   |
|   |                    | <b>Individual orders received?</b>   |
|   |                    | <b>Individual has current periodic physical (within 5 years)?</b>  |
|   |                    | <b>Individual meets remaining TIS requirements?</b>  |
|   |                    | <b>School Mailing address/Telephone numbers received? (for family)?</b>  |
|   |                    | <b>10 copies of orders?</b>  |
|   |                    | <b>Transportation verified/approved (ticket picked up)?</b>  |
|   |                    | <b>Current/valid identification card?</b>  |
|   |                    | <b>ID tags (1 pair)?</b>   |
|   |                    | <b>If applicable: Soldier requiring corrective lenses has a set of military prescription eyeglasses and protective mask inserts?</b>                     |
|   |                    | <b>Notify Soldier of requirements to take an APFT and weigh-in, as required?</b>   |
| <b>Unit POC List:</b><br>CDR _____ B: (     ) H: (     ) _____<br>1SG: _____ B: (     ) H: (     ) _____<br>FTM: _____ B: (     ) H: (     ) _____<br>Unit POC FAX: (     ) _____<br>Unit POC Email _____ |                    |  |

**TRADOC FORM 350-18-2-R-E (APR 2007) PREVIOUS EDITIONS ARE OBSOLETE**

| PART II - ROUTINE PREREQUISITES  |  |    |    |    |    |              |    |    |    |             |   |   |
|--|--|----|----|----|----|--------------|----|----|----|-------------|---|---|
| TASK   | REGULATION DATA  |    |    |    |    | SOLDIER DATA |    |    |    |             |   |   |
| Minimum Aptitude Score (ASVAB)<br><br>(if applicable)  | CO   | CL | FA | GM | MM | CO           | CL | FA | GM | MM          |   |   |
|  | OF   | EL | SC | ST | GT | OF           | EL | SC | ST | GT          |   |   |
| Color vision requirements<br>(if applicable)   |  |    |    |    |    |              |    |    |    |             |   |   |
| Physical demand rating/profile<br>( PULHES)  | P  | U  | L  | H  | E  | S            | P  | U  | L  | H           | E | S |
| Prerequisite phase/course<br>attendance (if applicable)  | _____ School code<br>_____ Date of completion<br>_____ Course completed<br>_____ Phase completed |    |    |    |    |              |    |    |    |             |   |   |
| Military and civilian vehicle<br>operator license(s) (if applicable)   |  |    |    |    |    |              |    |    |    |             |   |   |
| PART III REQUIRED DOCUMENTS  |  |    |    |    |    |              |    |    |    |             |   |   |
| Security clearance (if applicable, attach as required)   |  |    |    |    |    |              |    |    |    |             |   |   |
| Permanent profile attendees (if applicable): AA & AGR must have copy of MRB (P3, P4) results with completed DA Form 3349 (must include Army doctor-approved alternate aerobic event for APFT). TPU/Traditional Guardsman must have copy of completed DA Form 3349 (must include Army doctor-approved alternate aerobic event for APFT) |  |    |    |    |    |              |    |    |    |             |   |   |
| All required waivers (if applicable)   |  |    |    |    |    |              |    |    |    |             |   |   |
| Other requirements (if applicable)   |  |    |    |    |    |              |    |    |    |             |   |   |
| OTHER REQUIREMENTS OF DA PAM 611-21 NOT PREVIOUSLY LISTED  |  |    |    |    |    |              |    |    |    |             |   |   |
| Other requirements (if applicable)   |  |    |    |    |    |              |    |    |    |             |   |   |
| Other requirements (if applicable)   |  |    |    |    |    |              |    |    |    |             |   |   |
| Other requirements (if applicable)   |  |    |    |    |    |              |    |    |    |             |   |   |
| Other requirements (if applicable)   |  |    |    |    |    |              |    |    |    |             |   |   |
| I have been counseled and read all requirements applicable to the course I am attending. Attendance at this course and class will not pose any known hardship on me and/or my family that would detract from or prevent me from successfully completing course requirements.   |  |    |    |    |    |              |    |    |    |             |   |   |
| <b>Student's Signature</b>   |  |    |    |    |    |              |    |    |    | <b>Date</b> |   |   |
| I have reviewed the above Soldier's qualifications and potential to successfully complete this course; have counseled him/her on these requirements and hereby verify his/her readiness to attend same.  |  |    |    |    |    |              |    |    |    |             |   |   |
| <b>Commanding Officer<br/>(typed name)</b>   |  |    |    |    |    |              |    |    |    | <b>Date</b> |   |   |
| <b>Signature</b>   |  |    |    |    |    |              |    |    |    |             |   |   |

TRADOC FORM 350-18-2-R-E (APR 2007) PREVIOUS EDITIONS ARE OBSOLETE

**APPENDIX L**

ATSS-DAO

7 April 09

MEMORANDUM FOR SFC SNUFFY, JOE

SUBJECT: Student Dismissal Notification, Battle Staff NCO Course, Class# 11-09,

1. You are being recommended for dismissal from the Battle Staff NCO Course, Class# 11-09, for medical treatment as required.
2. You have the right to appeal this action within two working days. You may present any matters of mitigation or extenuation that you feel might influence a decision on this matter.
3. In deciding on your option to appeal, understand that your parent or gaining unit chain of command may remove you from your present or projected position for failing to complete this course. An Academic Evaluation Report will also be placed in your Official Military Personnel File stating that you were administratively removed from this course. This action will not have an adverse effect on your potential for future promotion and assignments.
4. Address your written appeals through Director, Battle Staff for the Commandant, USASMA as per AR 350-1, paragraph 3-9a.

David W. Wilkinson  
SGM, USA  
Director

Student Endorsement:

I acknowledge receipt of this notification of dismissal.  
I do \_\_\_ / do not \_\_\_ elect to appeal this action.

(Circle One and Initial)

JOE SNUFFY  
SFC, USA

7 April 09

MEMORANDUM THRU Dean of Academics, United States Army  
Sergeant Major Academy (USASMA), 11291 SGT E. Churchill  
Street, Fort Bliss, TX 79918-8002

FOR Commandant, USASMA, Fort Bliss, TX 79918-8002

SUBJECT: Disenrollment of SFC SNUFFY, JOE Battle Staff  
Noncommissioned Officer Course (BSNCOC), Class 11-09.

1. Recommend Administrative Disenrollment of SFC SNUFFY,  
JOE, XXX-XX-XXXX, from the BSNCOC, Class# 11-09, IAW USASMA  
Memorandum 350-1, paragraph 3-7f. Failure to meet  
administrative enrollment standards, for medical treatment  
required during record APFT.

2. Point of contact for this memorandum is SGM Fragoso,  
Director, BSNCOC at COMM (915)744-9165 or DSN 621-9165.

David W. Wilkinson  
SGM, USA  
Director

ATSS-DCBS

7 Apr 09

MEMORANDUM FOR SFC SNUFFY, JOE XXX-XX-XXXX, Battle Staff  
Noncommissioned Officer Course, Class# 11-09, USASMA, Fort  
Bliss, TX 79918-8002

SUBJECT: Battle Staff Noncommissioned Officer Course,  
Class# 11-09, Student Disenrollment.

1. Reference memorandum, HQ USASMA, ATSS-BBB, 7 Apr 09,  
Subject: Battle Staff Noncommissioned Officer Course,  
Class# 11-09, Administrative Disenrollment.
2. This action has been processed and reviewed in  
accordance with AR 350-1. You are dismissed from the  
BSNCOC, CLASS# 11-09.
3. A memorandum detailing this action will be forwarded to  
your parent/gaining unit and an Academic Evaluation Report  
will be filed in your Official Military Personnel File.

Raymond F. Chandler  
CSM, USA  
Commandant

ATSS-DAO

7 Apr 09

MEMORANDUM FOR Commander, 2-17 Cavalry Aviation, FT  
Campbell, KY

SUBJECT: Disenrollment of SFC SNUFFY, JOE

1. SFC SNUFFY, JOE, XXX-XX-XXXX, a member of your command, was disenrolled from the Battle Staff NCO Course, Class# 11-09, on 7 Apr 09, for medical treatment required on the record APFT.
2. This disenrollment is Administrative in nature.
3. The point of contact for this memorandum SGM Fragoso, Director, BSNCOB at COMM (915)744-9165 or DSN 621-9165.

David W. Wilkinson  
SGM, USA  
Director

ATSS-DCBS

21 Jan 09

MEMORANDUM FOR SFC SNUFFY, JOE XXX-XX-XXXX, Battle Staff  
Noncommissioned Officer Course, Class# 04-09, USASMA, Fort  
Bliss, TX 79918-8002

SUBJECT: Battle Staff NCO Course, Class# 04-09, Student  
Dismissal

1. Reference memorandum, HQ USASMA, ATSS-BBB, 21 Jan 09,  
Subject: Battle Staff NCO Course (BSNCOC), Class# 04-09,  
Student Dismissal.

2. This action has been processed and reviewed in  
accordance with AR 350-1.

\_\_\_\_\_ I deny your appeal of the proposed dismissal  
action.

\_\_\_\_\_ I approve your appeal of the proposed dismissal  
action.

Raymond F. Chandler  
CSM, USA  
Commandant