ACADEMIC POLICY

1000. MISSION

The mission of the Assault Amphibian School Battalion (AAS) is to train entry level officer and enlisted Marines in basic employment and maintenance of the Assault Amphibian Family of Vehicles (FOV), and to train more experienced Marines in advanced tactical and technical aspects of the Assault Amphibian FOV.

1. Phases of the Systems Approach to Training (SAT). The following paragraphs briefly outline the phases of SAT. A detailed explanation is provided in reference (e).

    a. Analyze. During the Analyze Phase of SAT, a particular job or Occupational Field/Military Occupational Specialty (OccFld/MOS) is analyzed by Marine Corps Combat Development Command, Training and Education Command, Ground Training Branch to determine what job holders perform on the job, the order in which they perform it, and the standard of performance necessary to adequately perform the job. The result, or outcome, of the Analyze Phase is Individual Training Standards (ITS) selected for instruction. ITS' are behavior statements that define job performance in the Marine Corps and serve as the basis of all Marine Corps instruction. The three elements of the Analyze Phase are Job Analysis, Task Analysis, and Selection of Tasks for Instruction.

    b. Design. During the Design Phase of SAT, instructional developers equate task performance under job conditions (ITS') to task performance within the instructional setting (learning objectives). The goal of this phase is to simulate as closely as possible the real-world job conditions within the instructional environment. The closer the instructional conditions are to the real world, the more likely it is that the student will transfer the learning to the job. The Design Phase is made up of five separate sections which are: write a target population description (TPD), conduct a learning analysis, write test items, select delivery system, and sequence learning objectives.

    c. Develop. The Develop Phase of SAT builds on the outcomes of the Analyze and Design Phases. During this phase instructional developers modify the instructional program to fit the requirements identified in the Analyze and Design Phases. The elements of the Develop Phase are: develop course schedule, develop instruction, develop media, validate instruction, develop the Course Descriptive Data (CDD), and develop the Program of Instruction (POI).

    d. Implement. During the Implement Phase of SAT, instructors prepare the class and deliver the instruction. The purpose of this phase is the effective and efficient delivery of instruction to promote student understanding of material to achieve student mastery of learning objectives, and to ensure a transfer of student knowledge from the instructional setting to the job. The elements of the Implement Phase are preparing for instruction, and implement instruction.

    e. Evaluate. The Evaluate Phase of SAT measures instructional program effectiveness and efficiency. Evaluation and revision drive the SAT model. Evaluation consists of formative and summative evaluation and management of data. Formative evaluation involves validating instruction before it is implemented and revising instruction to improve the instructional program prior to its implementation. Formative evaluation is ongoing at all times both within and between each phase of the SAT model. Summative evaluation assesses the effectiveness of student performance, course materials, instructor performance, and/or the instructional environment. The three parts to evaluation are plan and conduct, analyze and interpret, and document and report.

2. Adherence to Doctrine. The Individual Training Standards outlined in References (c) and (d) provide tasks for the schools to teach the student. Those tasks contain doctrinal references that should be used to develop instructional materials. Curriculum Development Section (CDS) provides guidance on using and making changes to these references. Instructors are encouraged to share their experiences with students, however only curriculum developed from the doctrinal references is authorized for testing.

1001. ORGANIZATION

A. Academics Group

   1. The Academics Group reports to the Academic Officer. The Academics Group consists of the Curriculum Development Section (CDS), the 2100 Course Section, and the 1800 Course Section.

   2. The Academics Group is tasked with supporting the Battalion in its pursuit in excellence of training. The purpose of this SOP is to outline procedures for academic/curriculum management. The processes outlined herein are based on the references.

B. Curriculum Development Section (CDS)

   1. The mission of the Curriculum Development Section is to assist training units in implementing the Systems Approach to Training (SAT) by analyzing, designing, developing, implementing, and evaluating instruction throughout AAS in order to ensure it reflects current Assault Amphibian Vehicle employment doctrine.

   2. The T/O for Curriculum Development Section (CDS) consists of:

      a. Civilian Instructional Systems Specialist,
      b. Curriculum Development Chief,
      c. Curriculum developer managing Assault Amphibian Officer Course,
      d. Curriculum developer managing Assault Amphibian Unit Leader Course,
      e. Curriculum developer managing Assault Amphibian Crewman Course,
      f. Curriculum developer managing the Mk 154 LMC Mobile Training Team,
      g. Curriculum developer managing Basic Vehicle Repairman Course,
      h. Curriculum developer managing Intermediate Maintenance Course

   3. Instructional Systems Specialist

      a. Supervises and guides Program of Instruction (POI) development, evaluation, and maintenance in accordance with the Systems Approach to Training, current doctrine, and the Marine Corps Automated Instructional Management System (MCAIMS).

      b. Supervises and guides Master Lesson File (MLF) development, evaluation, and maintenance to ensure proper lesson quality, compliance to the SAT process, and adherence to Marine Corps doctrine.

      c. Evaluates instructor performance during periods of instruction to verify the quality of instruction and the integrity of each Master Lesson File (MLF).

      d. Supervises and guides internal and external evaluation of the POI in order to validate the effectiveness of the course, measure retention of

the materials taught, and gather data for revising the instructional program.

e. Supervises and guides curriculum developers as they record, organize, and analyze data that has been collected from internal and external evaluation in order to recommend improvements to a POI.

f. Supervises and guides curriculum developers as they verify that student materials are in line with the latest approved MLFs, and that they are being properly utilized to support instruction.

g. Supervises and guides curriculum developers as they assist instructors in the development, improvement, and manufacturing of media graphics.

h. Prepares and coordinates Course Content Review Boards (CCRB).

i. Administers the Marine Corps Automated Instructional Management System.

4. Curriculum Development Chief

a. To supervise the Curriculum Developers as they generate and/or maintain the curriculum for MOS'1803, 1833 and 2141.

b. Review Curriculum Developer's billet requirements to accurately determine what they must know or do on the job.

c. Review the Target Population Description (TPD).

d. Inspect and critic an Instructional Program.

e. Supervise the implementation of class preparation and delivery of the instruction in order to promote student understanding of material, to achieve student mastery of the learning objectives.

f. Evaluate course curriculum to determine the effectiveness and efficiency of an Instructional Program.

g. Review Master Lesson Files for each class and course.

h. Inspect Course Descriptive Data (CDD) for each course.

i. Inspect the Program of Instruction for each course.

j. Conduct CCRBs as directed by orders and directives.

k. Perform duties as Subject Matter Expert (SME) for all curriculum development matters.

5. Mk 154 Maintenance MTT Curriculum developer

a. Conduct Program of Instruction development, evaluation, and maintenance in accordance with the Systems Approach to Training, current doctrine, and the Marine Corps Automated Instructional Management System.

b. Conduct Master Lesson File development, evaluation, and maintenance to ensure proper lesson quality, compliance to the SAT process, and adherence to Marine Corps doctrine.

c. Evaluate instructor performance during periods of instruction to verify the quality of instruction and the integrity of each Master Lesson File.

e. Record, organize, and analyze data that has been collected from internal and external evaluation in order to recommend improvements to a POI.

f. Verify that student materials are in accordance with the latest approved MLFs, and that they are being properly utilized to support instruction.

g. Assist in the development, improvement, and manufacturing of media graphics.

h. Assist in the preparation, coordination, and execution of Course Content Review Boards, and School orientation briefs.

i. Coordinate with Operating Forces for scheduling and availability of training facilities and ranges.

j. Conduct mobile training teams in accordance with published Training Input Plan (TIP) for appropriate Fiscal Year.

k. Perform all Academic Management functions for the Mk 154 POI.

6. <u>CDS Curriculum developer</u>

a. Conduct Program of Instruction development, evaluation, and maintenance in accordance with the Systems Approach to Training, current doctrine, and the Marine Corps Automated Instructional Management System.

b. Conduct Master Lesson File development, evaluation, and maintenance to ensure proper lesson quality, compliance to the SAT process, and adherence to Marine Corps doctrine.

c. Evaluate instructor performance during periods of instruction to verify the quality of instruction and the integrity of each Master Lesson File.

e. Record, organize, and analyze data that has been collected from internal and external evaluation in order to recommend improvements to a POI.

f. Verify that student materials are in accordance with the latest approved MLFs, and that they are being properly utilized to support instruction.

g. Assist instructors in the development, improvement, and manufacturing of media graphics.

h. Assist in the preparation, coordination, and execution of Course Content Review Boards, and school orientation briefs.

C. <u>1800 Course Section</u>

   1. The 1800 Section consists of:

      a. Course Supervisor
      b. Course Chief
      c. Phase instructors
      d. Assistant Phase instructors
      e. Course clerk.

   2. Mission

   The 1800 section provides instruction and training for students attending the Assault Amphibian Crewman's Course (AAC), Assault Amphibian Unit Leader (AUL), Assault Amphibian Officer (AO), Reserve Gunnery, and Reserve AAC courses.

   3. <u>1800 Course Supervisor</u>.

   a. Supervise and guide 1800 Program of Instruction development, evaluation, and maintenance in accordance with the Systems Approach to Training, current doctrine, and the Marine Corps Automated Instructional Management System.

   b. Evaluate instructor performance during periods of instruction to verify the quality of instruction and the integrity of each 1800 Master Lesson File.

   c. Record, organize, and analyze data that has been collected from internal and external evaluation in order to recommend improvements to the 1800 POI.

   d. Verify that student materials are in accordance with the latest approved MLFs, and that they are being properly utilized to support instruction.

   h. Prepare, coordinate, and execute Course Content Review Boards.

   g. Assist instructors in the development, improvement, and manufacturing of media graphics.

   h. Ensure timely completion of After Instruction Reports (AIR).

   4. <u>1800 Course Chief</u>.

   a. Supervise and guide 1800 Program of Instruction development, evaluation, and maintenance in accordance with the Systems Approach to Training, current doctrine, and the Marine Corps Automated Instructional Management System.

   b. Evaluate instructor performance during periods of instruction to verify the quality of instruction and the integrity of each 1800 Master Lesson File.

   c. Record, organize, and analyze data that has been collected from internal and external evaluation in order to recommend improvements to the 1800 POI.

d. Verify that student materials are in accordance with the latest approved MLFs, and that they are being properly utilized to support instruction.

e. Prepare, coordinate, and execute Course Content Review Boards (CCRBs).

f. Supervise implementation of training schedules or all POIs.

g. Supervise instructor development.

h. Assist instructors in the development, improvement, and manufacturing of media graphics.

i. Design, implement, and coordinate all staff functions.

j. Monitor student throughput and ensures timely submission of required reports to all higher headquarters.

5. <u>Phase Instructors (also referred to as Platform Instructors)</u>.

a. Supervise and guide the conduct of each phase of instruction in accordance with the Systems Approach to Training, current doctrine, and the Marine Corps Automated Instructional Management System.

b. Evaluate Assistant Instructor performance during periods of instruction to verify the quality of instruction and the integrity of each 1800 Master Lesson File.

c. Develop, improve, and manufacture media graphics.

d. Instruct all basic AAV officers and crewmen through phase-based training on all aspects of the AAVP7A1 and AAVC7A1.

e. submit training area and vehicle requests for all training evolutions.

f. Evaluate student performance within specific phases of instruction.

g. Input student scores into MCAIMS.

h. Review and update course materials in coordination with the CDS.

i. Supervise all training evolutions.

j. Provide guidance and leadership to the Marines throughout specific phases of instruction.

6. <u>Assistant Phase Instructors (also referred to as Platform Instructors)</u>.

a. Instruct all basic AAV officers and crewmen through phase-based training on all aspects of the AAVP7A1 and AAVC7A1.

b. Assist the Phase Instructor in the submission of training area and vehicle requests for all training evolutions.

c. Assists with the evaluation of student performance within specific phases of instruction.

d. Assist with the input of student scores into MCAIMS.

e. Review and update course materials in coordination with the CDS.

f. Assist in supervision of all training evolutions.

g. Provide guidance and leadership to the Marines throughout specific phases of instruction.

D. 2100 Course Section

1. The 2100 Section consists of:

   a. 2100 Course Supervisor
   b. 2100 Course Chief
   c. BVRC Senior Instructors
   d. BVRC Basic Instructors
   e. IMC Senior Instructors
   f. IMC Basic Instructors

2. Mission

The 2100 section provides instruction and training for students attending the BVRC, IMC, and Mk154 LMC Courses.

3. 2100 Course Supervisor.

   a. Supervise and guides 2100 Program of Instruction implementation, evaluation, and maintenance in accordance with the Systems Approach to Training, current doctrine, and the Marine Corps Automated Instructional Management System.

   b. Evaluate instructor performance during periods of instruction to verify the quality of instruction and the integrity of each 2100 Master Lesson File.

   c. Record, organize, and analyze data that has been collected from internal and external evaluation in order to recommend improvements to the 2100 POI.

   d. Verify that student materials are in accordance with the latest approved MLFs, and that they are being properly utilized to support instruction.

   e. Prepare, coordinate, and execute Course Content Review Boards (CCRBs).

   g. Assist instructors in the development, improvement, and manufacturing of media graphics.

   h. Ensure timely submission of AIRs.

4. 2100 Course Chief.

   a. Supervise and guide 2100 Program of Instruction (POI) development, evaluation, and maintenance in accordance with the Systems Approach to Training, current doctrine, and the Marine Corps Automated Instructional Management System.

b. Evaluate instructor performance during periods of instruction to verify the quality of instruction and the integrity of each 2100 Master Lesson File.

c. Record, organize, and analyze data that has been collected from internal and external evaluation in order to recommend improvements to the 1800 POI.

d. Verify that student materials are in accordance with the latest approved MLFs, and that they are being properly utilized to support instruction.

e. Prepare, coordinate, and execute Course Content Review Boards.

f. Supervise implementation of training schedules or all POIs.

g. Supervise instructor development.

h. Assist instructors in the development, improvement, and manufacturing of media graphics.

i. Design, implement, and coordinate all staff functions.

j. Monitors student throughput and ensures timely submission of required reports to all higher headquarters.

5. <u>Senior Instructors (also referred to as Platform Instructors)</u>.

a. Supervise and guide the conduct of each phase of instruction in accordance with the Systems Approach to Training, current doctrine, and the Marine Corps Automated Instructional Management System.

b. Evaluate instructor performance during periods of instruction to verify the quality of instruction and the integrity of each 1800 Master Lesson File.

c. Provide instruction to Marines on all aspects of basic and intermediate AAV maintenance and the employment of the AAVR7A1`.

d. Ensure submission of training area and vehicle requests for all training evolutions.

e. Evaluate student performance for all periods of instruction.

f. Input of student scores into MCCAIMS.

g. Review and update course materials in coordination with the CDS.

h. Supervise all training evolutions.

i. Provide guidance and leadership to the Marines throughout specific phases of instruction.

6. <u>Basic Instructors (also referred to as Platform Instructors)</u>.

a. Provide instruction to Marines on all aspects of basic and intermediate AAV maintenance and the employment of the AAVR7A1`.

b. Ensure submission of training area and vehicle requests for all training evolutions.

c. Evaluate student performance for all periods of instruction.

d. Assist with the input of student scores into MCCAIMS.

e. Review and update course materials in coordination with the CDS.

f. Assist in supervision of all training evolutions.

g. Provide guidance and leadership to the Marines throughout specific phases of instruction.

E. School Company
   1. School Company will provide student leadership by assigning a platoon to each class of students. The platoon will be OPCON to the 1800 Course during the evolution of the class. The Platoon Commander is the single point of contact for all student matters. The platoon's Crew Chiefs will be utilized as Practical Application Instructors. They will perform the following duties:

   2. Practical Application Instructor.

   a. Manage the time allotted to conduct the assigned portion of the lesson appropriately.

   b. Be present and in control of the assigned portion of the training event at all times.

   c. Be knowledgeable in all aspects of the lesson and qualified to operate the respective weapon system or equipment.

   d. Ensure that the assigned portion of the lesson is delivered in accordance with the approved Master Lesson File.

   e. Ensure that instruction is conducted in accordance with Marine Corps, Base, School, and BN/Co Orders. Particular interest will be placed on the safety of students and fellow instructors.

   f. Recommend revisions to instructional materials, as appropriate.

   g. Keep the Platform Instructor informed of the status of the assigned portion of the lesson.

   h. Report training deficiencies or other issues affecting the delivery of quality instruction to the Course Instructor.

   i. Perform other duties, as assigned.

1002. MARINE CORPS AUTOMATED INSTRUCTIONAL MANAGEMENT SYSTEM (MCAIMS) ADMINISTRATION, USE, AND ACCESS

1. MCAIMS Administration. The Curriculum Development Section will be responsible for the administration of the Marine Corps Automated Instructional Management System (MCAIMS). The Academic Officer will appoint a primary and a secondary administrator for the system. The administrators will ensure the integrity of data, conduct regular backups of the database, set up new courses, change the status of courses, control access to MCAIMS, and train personnel in the use of MCAIMS.

2. <u>Use of MCAIMS</u>. AAS CDDs and POIs will be developed and maintained in MCAIMS. The curriculum developers will enter all changes to CDDs and POIs as approved by the CO, AAS and TECOM. Only POI elements extracted from MCAIMS are authorized for inclusion in a Master Lesson File (MLF). The Student and Evaluation modules will be fully used when system challenges at TCOM are resolved.

3. <u>MCAIMS Module Access</u>. The MCAIMS Administrator will strictly control MCAIMS access to the Curriculum, Evaluation, and Student Modules. Training Officers may request access to MCAIMS for their personnel by submitting a request (written or electronic) to the MCAIMS Administrator. The request should include the full name of the person requiring access, the specific course(s) the individual requires access to, the specific MCAIMS modules that the person requires access to, and a brief justification for why the individual requires access. Only persons authorized by the MCAIMS administrator will be given access to MCAIMS. Sharing of an assigned username and password with another individual is prohibited. Upon receipt of the request, the MCAIMS Administrator will evaluate the request and notify the requestor of the specific access granted to the individual. Course Supervisors will promptly notify the MCAIMS Administrator when an individual previously granted access to MCAIMS no longer requires access (i.e. transferred from AAS, retired, no longer performing curriculum development tasks). Upon receipt, the MCAIMS Administrator will terminate the individual's access.

   a. Curriculum Module. Only CDS curriculum developers will have "read/write" access to the Curriculum module. Other personnel requiring access will be given "read/print" access. Limited ability to write to the curriculum module maintains the integrity of the material.

   b. Evaluation Module. The MCAIMS administrator must create an Approved version of a course before the Evaluation module can be used. Instructor personnel, under the supervision of curriculum developers will be granted access to the Evaluation module in order to develop, grade, and analyze tests.

   c. Student Module. Immediately upon completion of recruit training HQMC (MMEA) assigns students to an appropriate MOS class. While the student is on recruit leave or Permissive Recruiters Assistance, he can be identified in By Name Assignment (BNA) and a rough roster can be generated. There is an interface process where all information about the student can be transferred from BNA into MCAIMS. Currently this process is stymied until TECOM resolves the issuance of Course ID (CID) numbers. When those system challenges are overcome, select Company and CDS personnel will be allowed access to the Student module.

1003. <u>REQUESTS FOR INSTRUCTIONAL MATERIAL</u>. Requests for instructional material will be forwarded to the School Academic Officer for approval by the appropriate authority. Instructional materials include CDD, POI, the contents of an MLF, and all other instructional documents or publications produced or developed at AAS except for test items. Performance checklists are procedural extracts from doctrinal references and will be provided as part of the MLF. Requests for other knowledge based testing material will not be approved in order to maintain the integrity of the course. Any required publications not produced by AAS must be ordered via the AAS Adjutant.

1004. STUDENT RECORDS

1. Class Folders. A class folder used to file academic and non-academic records pertaining to the student(s) will be maintained for each class by the appropriate course section.

2. Student Folders. A folder will be created and maintained for each student in MOS producing courses. Non-MOS producing courses will open a folder for any student that demonstrates behavioral or academic shortcomings. At minimum, the following student-specific information will be posted in each individual's folder:

   a. All examinations and records of any counseling for academic reasons, (e.g. low grades, lack of participation), will be recorded on the Counseling Interview Sheet and filed chronologically among the examinations.

   b. Personal data sheet.

   c. Counseling Interview Sheets covering non-academic matters, e.g., personal matters, pay, or disciplinary problems.

3. Retention of Student Information. Except as indicated below, documents contained in student folders will be retained for one year and then disposed of. All examination papers and answer sheets, for which a passing grade was received, will be destroyed upon completion of the course.

1005. ACADEMIC COUNSELING. Any student who is experiencing a decline in academic performance or is not meeting the requirements of the POI, regardless of cause (i.e. aptitude, motivation, personal, etc.), will be counseled upon identification of the problem. The counseling will be conducted for the benefit of the student and will focus on identifying the specific problem(s) causing the academic performance deficiency. The counseling will also assist the student to identify solutions or resources to improve their academic performance. Counseling after the first failure will be done by the Course Supervisor, the second failure will be counseled by the Educational Specialist to determine if there is a learning deficiency, the third test failure will also be conducted by the Educational specialist and he, along with the Company Commander and Course Supervisor will make a recommendation to the Battalion Commander on whether or not termination from the course is warranted. The following guidelines are established for conducting academic counseling:

1. All counseling sessions will be documented. At a minimum, the academic counseling documentation will include:

   a. Date counseling was conducted.

   b. Name and rank of counselor.

   c. Name and rank of student.

   d. Course title and number.

   e. Description of the academic deficiency.

   f. Student's reactions/explanation for the academic deficiency.

   g. Recommendations for the improvement of academic performance.

   h. Dated signature of the counselor and the student. The student's signature does not specify agreement with the recommendations of the instructor, but serves as the student's acknowledgement that they have received academic counseling.

2. Academic counseling documentation will be filed in the student's folder and will remain on file in the training unit for one year after the course is adjourned.