



DEPARTMENT OF THE ARMY
HEADQUARTERS, UNITED STATES ARMY FIRES CENTER OF EXCELLENCE AND FORT SILL
FORT SILL, OKLAHOMA 73503-5600

REPLY TO
ATTENTION OF:

ATZR-CQ

6 June 2012

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT: Fires Center of Excellence (FCoE) Instructor Certification Program and Policy

1. References.

- a. AR 614-200, Enlisted Assignments and Utilization Management, October 2011
- b. TRADOC Regulation 350-6, Enlisted Initial Entry Training Policies and Administration, January 2011
- c. TRADOC Regulation 350-10, Institutional Leader Training and Education, August 2002
- d. TRADOC Regulation 350-18, The Army School System, July 2010
- e. TRADOC Regulation 350-70, Army Learning Policy and Systems, December 2011

2. Purpose. The FCoE Instructor Certification Policy incorporates new TRADOC regulatory guidance (TR 350-70, 6 December 2011) and further promotes and integrates improved Army Learning Model (ALM) venues within the instructor certification program and instructor professional development processes.

3. Intent. The intent of the FCoE Instructor Certification Program and Policy is to:

- a. Improve instructor professional development and certification procedures leading to more effective instructors and higher quality training and education outcomes across the FCoE.
- b. Provide significantly enhanced instructor assessment tools that promote self-assessment, coaching, mentoring and set unit conditions for better attaining ALM desired outcomes.
- c. Link assessment tools FCoE wide to promote ALM efforts and improve instructor performance, develop better lessons and learning outcomes, enhance student performance and conduct quality trend assessments.

4. Proponent. The FCoE proponents for this policy are the Commandant, United States Army Air Defense Artillery School (USAADASCH), the Commandant, United States Army Field Artillery School (USAFAS), the Commandant, FCoE Noncommissioned Officers Academy (NCOA) and other designated brigade level commanders and directors. This certification policy applies to FCoE Staff & Faculty (S&F) which includes instructors, facilitators, trainers and cadre

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teaching TRADOC lesson plans to TRADOC students and other FCoE specific courses (includes military instructors (all services), Army civilian instructors and contract instructors as well as certain staff personnel who have direct supervision of instructors).

5. Certification Process. Instructor certification is a three-part process encompassing completion of TRADOC required Staff & Faculty Common Training (SFCT) courses, mastery of required course content and demonstrated proficiency in the methods and techniques for delivery of effective, engaging, facilitated instruction promoting ALM desired outcomes.

a. Part I: Completion of TRADOC/FCoE SFCT Foundational Courses:

(1) The Army Basic Instructor Course (ABIC): All Instructors/Instructor Supervisors. (10 Day / 80 Hour – ALM & OBTE fundamentals, effective adult learning techniques, methods of instruction, critical thinking, student assessment).

(2) Small Group Instructor Training Course (SGITC): Small Group Leaders (SGLs) teaching Professional Military Education (PME) courses (NCOA, Captains Career Course (CCC) and Warrant Officers Advanced Course (WOAC) and their direct supervisors. Other instructors teaching small groups requiring additional conference and facilitation skill training may be required to attend as determined by the proponent and/or teaching organization. (5 Day / 40 Hour – ALM focused small group facilitation skills and assessment).

(3) Faculty Development Program 1 (FDP 1): Designated CCC Instructors/SGLs. (5 Day / 40 Hour – Focus small group facilitation skills and assessment). The FCoE Professional Development Division (PDD) will coordinate for or provide this course of instruction (see note).

(4) Faculty Development Program 2 (FDP 2): Designated CCC Instructors/SGLs (length based on lessons - used for content specific lesson rehearsals/certification – this is a unit taught training requirement to support CCC common core lesson certification and does not fall under the FCoE Professional Development Division (PDD) (see note below).

(5) Other SFCT regulatory required courses or TRADOC directed training requirements.

Note 1: A combination of ABIC/SGITC and/or FDP 1/FDP 2 will satisfy certification requirements for designated CCC SGLs. FDP 1 and FDP 2 are currently required for CCC SGLs teaching CCC common core in TRADOC directed CCC pilot courses (directed by School of Advanced Leadership and Tactics/Combined Arms Center). In the future the SFCT courses will be integrated and condensed to save resources and provide optimal training opportunities.

Note 2: TRADOC SFCT courses can be found at the following website:
<http://www.atsc.army.mil/itsd/s&f/corecurr.asp>.

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Note 3: Additional general instructor requirements and qualifications for each course will be listed in the Course Management Plan (CMP) produced by the FCoE Directorate of Training and Doctrine (DOTD).

Note 4: TRADOC Regulation 350-70, Chapter 7, Staff and Faculty Development Program (SFDP) provides the regulatory basis for the SFCT requirements (enclosure 1).

b. Part II: Mastery of Course Content: Instructors will demonstrate and develop “mastery” of the specific proponent course content requirements as defined by the proponent. This may also include mastery of common core course subject matter. The definition of “mastery” of specific technical course content is determined by each proponent and will vary significantly by subject. The general definition of “mastery” (related to this policy) is an instructor possessing sufficient subject matter knowledge, experience and technical expertise to effectively and successfully attain the technical learning outcomes of the course content/lesson while demonstrating confidence and professional acumen.

(1) The subject matter course content is defined by the institution/course proponent and is delineated in the lesson plans. Requirements to attain mastery of the subject matter will vary greatly by MOS, course, lesson, level of instruction (IMT/PME) and many other variables.

(2) The proponent of the course, chain of command, course managers, senior instructors, course designers, and key leaders should work together to determine the gates and requirements to achieve mastery of the course content. Units should start the instructor candidate training and education process by assigning a certified instructor peer coach and/or senior mentor to the instructor candidate and initiate a planned program of study, observation and tutelage to build technical expertise and course content mastery.

(3) The unit certification policy or Standard Operating Procedure (SOP) will outline the process for instructor course content mastery. The intent of this part of the certification process is to ensure the new instructor is well prepared as a technical subject matter expert before he teaches classes on his own.

c. Part III: Demonstrate Proficiency in the Methods and Techniques for Delivery and Facilitation of Quality Instruction while “Student Teaching” as an Assistant Instructor (AI) Under a Certified Instructor: Quality instructors must be subject matter experts able to obtain the desired learning outcomes through delivery of well facilitated and engaging instruction. Part III of the certification process is the opportunity for the instructor candidate to integrate his/her technical understanding of the subject matter while improving the delivery of instruction using effective adult learning techniques and ALM focused venues during “Student Teaching” opportunities.

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(1) “Student teaching” is an opportunity for the instructor candidate to practice delivery and presentation skills of well rehearsed lessons as an “Assistant Instructor”. Student teaching builds confidence and proficiency in the methods and techniques for delivery and facilitation of instruction in front of actual students in an actual class. A certified instructor must be present during student teaching to provide oversight, coaching and mentoring and to take any corrective actions if needed. Student teaching is a very effective tool used for decades in colleges and universities to better prepare, train, assess and develop new teachers.

(2) New instructors will arrive with varied skill sets and experience in delivering effective instruction. The required initial SFCT courses (ABIC/SGITC/FDP1/etc.) will provide the basic instructor fundamentals and adult learning theory. However, the most impactful individuals for a new instructor will be his peer coach and senior mentor. The professional development of the new instructor in both subject matter expertise and the delivery and facilitation of instruction will be primarily in the hands of the peer coach and senior mentor.

(3) The peer coach and senior mentor must set the new instructor up for success by providing opportunities to professionally develop, build confidence, improve subject matter expertise and significantly improve presentation and delivery skills. The instructor candidate student teaching as an assistant instructor will be provided opportunities to hone both subject matter presentation skills and adult education fundamentals under the watchful eye of an experienced instructor coach and mentor.

(4) During the student teaching phase the new instructor candidate can present instruction to actual students provided a certified instructor is present (normally his peer coach or senior instructor mentor). The intent here is to provide the new instructor the opportunity to present rehearsed instruction to actual students in a real training environment while observed, evaluated and assessed by a certified instructor who can provide direct corrective action during the lesson if needed. The technical subject matter understanding of the lessons must be clearly understood prior to conducting student teaching as well as presentation practice done outside the classroom before teaching in front of a live student audience.

(5) Student teaching is not “discovery learning” and requires significant focus, study, rehearsals and preparation time by the instructor candidate with oversight by the certified coach/mentor. Student teaching supports confidence building and provides numerous opportunities for coaching, mentoring, professional growth and improvement feedback for the new instructor. Oversight of the new instructor candidate’s preparation and rehearsals will be necessary to ensure a quality instructional level is attained while actually student teaching.

(6) Use of the FCoE Instructor Evaluation/Certification Tool (IET) (enclosure 2) is required during student teaching (along with any unit assessment tools) and during quarterly observations and will enable quality feedback, self-assessment opportunities, coaching, mentoring, counseling and development. The coach and mentor effectively using the IET (and

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other unit assessment tools) during student teaching will significantly improve instructor candidate performance. The IET promotes use of ALM oriented efforts as well as effective proven adult education techniques and desired outcomes.

Note: The FCoE IET is a one page instructor evaluation tool focused on thirteen criteria to measure instructor performance. There is also a one page instructor self-assessment tool that should also be used in conjunction with the IET when evaluating and counseling a new instructor. There are several reference guides provided with the IET to assist evaluators in using the tool and providing quality assessments and feedback to better counsel, develop and mentor new instructors (see enclosure 3).

6. The Formal “Certification Board”. The new instructor candidate must pass a formal “Certification Board” conducted by the instructor’s chain of command. During this board the instructor candidate will demonstrate both subject matter expertise and appropriate proficiency in the delivery and facilitation of engaging ALM type instructional venues stressing adult learning fundamentals appropriate to the lesson and audience. The board will also review the instructor candidate’s overall portfolio to determine if the instructor candidate has met all the requirements and qualifications set forth by the proponent to include required SFCT, content mastery, student teaching, and general course qualifications.

a. The lesson or lessons selected for the Certification Board presentation should include a representative sample of those lessons the instructor candidate will actually present as part of his/her duties. It is highly recommended the most challenging lesson or lessons are selected to demonstrate the instructor candidate’s level of understanding of the course content/technical subject matter as well as his/her proficiency in delivering high quality, engaging and facilitated instruction using ALM related venues. A simple powerpoint slide type presentation will not measure an instructor candidate’s level of ability to present quality instruction and is not recommended for presentation to a certification board.

b. Under optimal circumstances the Certification Board should observe the instructor candidate conducting an actual class with actual students (under a planned and rehearsed “Student Teaching” venue). However, if this is not practical based on resources or other factors, the board observed venue could be executed with selected audience members acting as students. If this type venue is used the “audience” must be able to replicate a realistic student population. The chain of command will determine the best venue for the Certification Board. However, successful student teaching in front of actual students in an actual class is still required and must be documented and reviewed by the board prior to an instructor candidate’s formal certification approval. Bottom line, the certification board must physically observe at least one instructor candidate presented complete block of instruction to ensure mastery of lesson course content and demonstrated proficiency in the delivery and facilitation of instruction (preferably in a student teaching venue). The FCoE IET is the required certification evaluation tool along with any unit evaluation tools.

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c. The intent of the Certification Board is normally to be the culminating event of the instructor candidate's training where "Student Teaching" evaluations were considered as part of the board and the board observed the instructor candidate in a rehearsed "Student Teaching" venue. However, successful "Student Teaching" evaluations could be reviewed after an initial board was conducted if the commander wants to use the board as a tool to ensure an instructor candidate meets set requirements prior to conducting "Student Teaching". In this scenario the board would have to re-convene at some point to review the successful student teaching evaluations prior to formally certifying an instructor candidate.

d. Recommended Certification Board Members:

(1) Members of the Chain of Command (Commander/First Sergeant/Course Manager).

(2) Instructor Candidate's Mentor (Senior/Master Instructor/certified instructor).

(3) Instructor Candidate's Peer Coach (a certified instructor).

(4) Other Certified Instructors for same course to be taught.

(5) Higher level unit representative from Battalion/Brigade/Directorate.

e. The board members will evaluate the instructor candidate's performance using the FCoE Instructor Certification/Evaluation Tool and any other additional command designated certification forms/tools. The Certification Board will determine if the instructor candidate's lesson presentation meets all the certification standards/requirements (through the assessment of the thirteen instructor performance criteria in the IET and other unit assessment tools) or if the instructor candidate needs additional practice and will have to present an additional lesson to the board again.

f. After successful completion of all the formal requirements of the "Certification Board" (which includes successful student teaching at some point in the process) commanders will submit the certification packet for approval. Once the certification packet is approved by the appropriate chain of command the instructor is then certified to teach those approved blocks of instruction. The chain of command must ensure the "newly certified instructor" meets all requirements and standards for any additional blocks of instruction, training events, modules or lessons the new instructor will teach that was not successfully approved as part of the certification board. Prior to the instructor presenting new lessons on his own, he/she must be assessed and approved on each new lesson. This assessment can be done through a formal or informal board, student teaching, or other performance assessment and/or review determined by the chain of command. A record of lessons the instructor is approved to teach should be on file in the unit along with any assessments or evaluations executed during the review. The FCoE IET is recommended as a good evaluation tool for these assessments along with any unit assessment tools and forms.

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g. Student teaching type venues are always appropriate for new or veteran certified instructors when preparing to teach additional new blocks of instruction. The recommended best practice to prepare an instructor for a new block of instruction would be a student teaching type scenario where an experienced instructor coach/mentor oversees the certified instructor's rehearsed presentation in an actual class. However, resources, class schedules, availability of instructors and other factors could impact student teaching opportunities.

h. Bottom line, the chain of command will determine the best approaches to assess the readiness of the instructor to present quality instruction with the intent of this policy as a guide. The chain of command is ultimately responsible to ensure the new instructor is capable of presenting effective, technically accurate and engaging instruction to all students on all lessons taught. The specific procedure to add new blocks of instruction to a newly certified instructor's portfolio is up to the unit chain of command but must remain within the intent of this policy. The unit procedure should be outlined in the unit certification policy/SOP.

i. Oversight of continued professional development of new instructors does not end with the "Certification Board". All units must develop a professional development program to ensure new and veteran instructors are provided meaningful instructor professional development opportunities throughout their tenure as instructors. Quarterly observations and counseling (Active Army) and semi-annual observations and counseling (ARNG Regional Training Institute instructors) using the FCoE IET are required as part of this policy. Unit policies and SOPs should address instructor certification procedures, quarterly/semi-annual observation and counseling requirements and professional development requirements.

j. All personnel assigned to an instructor position must be certified and given highest priority for training and education. Organizations may develop their own certification processes; however, those processes must meet the minimum requirements and intent outlined in this policy. Instructors actually filling TDA instructor authorizations will have priority in SFCT courses over those in non-instructor positions, particularly during summer surge period.

7. Certification Requirements.

a. Part I: Successful completion of required and appropriate SFCT foundational courses. The graduation certificate from each required SFCT course and a DA 4187 requesting the appropriate instructor identifier are required.

b. Part II: Mastery of specific course content requirements in the content area, as defined by the proponent (related to branch or MOS specific technical areas as well as common core subject matter if required). The chain of command will certify the instructor attains the proponent technical and common core course content mastery requirements.

c. Part III: Demonstrate proficiency in the methods and techniques for delivery and facilitation of quality instruction while "Student Teaching" (ALM focus). The Certification Board will observe and evaluate the instructor using the IET and submit a minimum of two

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successful IET evaluations with the certification packet (with at least one in a student teaching venue).

d. Pass required "Certification Board" executed by instructor's chain of command. Submit Certification Board Packet to appropriate authority for approval.

e. Graduate of the course being taught/appropriate rank for course being taught.

f. Meet height/weight standards IAW AR 600-9 (Military Only).

g. Passing score on the APFT within the last six months (Military Only).

h. Other regulatory training requirements and course requirements.

8. Contractor Requirements. The only significant difference for contract instructors is contractors should already meet certification requirements as part of their contract obligation (mastery of course content and proficiency in the delivery/presentation of lessons). If any SFCT courses are required, contractors must pay for them. Otherwise, contract instructors must meet the same mastery of course content and delivery/presentation requirements all certified instructors meet. Refer to TRADOC Regulation 350-70, Chapter 7, SFDP for contractor training requirements (enclosure 1).

9. Certification Packet. Upon completion of all instructor certification requirements, the chain of command will complete an instructor certification packet and request appropriate skill identifiers for all military instructors (Additional Skill Identifier 5K for Officers and Skill Qualification Identifier 8 for Warrant Officers and NCOs) in accordance with AR 611-1 and DA Pam 611-21. This Certification Packet will include at least the following (and any supporting documentation):

a. FCoE Instructor Certification Packet Coversheet (enclosure 4).

b. FCoE Instructor Evaluation/Certification Tool (IET) assessment (packet will include at least two successful instructor candidate evaluations (IETs) to include the instructor's self assessment). Note: At least one of the IETs must be of a successful "Student Teaching" venue.

c. Any additional unit assessment tools/forms used in conjunction with the two IETs submitted with the certification packet.

d. Certificates and Documents, as applicable:

(1) Army Basic Instructor Course (ABIC) or other service school equivalents.

(2) Small Group Instructor Training Course (SGITC).

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- (3) Faculty Development Course 1 & 2 (FDP 1 & 2).
- (4) Cadre Training Course (CTC).
- (5) Other SFCT courses or other regulatory required courses.
- (6) Request for ASI 5K or SQI 8 (DA 4187).
- (7) Officer Record Brief (ORB) or Enlisted Record Brief (ERB).
- (8) Record Army Physical Fitness Test (APFT) Card (DA Form 705).
- (9) Body Fat Content Worksheet (DA 5500 or DA 5501).

10. Certification Authority. Unit Commanders or equivalent will submit a formal request for certification through the applicable channel:

a. United States Army Air Defense Artillery School (USAADASCH) – Thru the 30th ADA Brigade Commander to the Office of the ADA Commandant.*

b. United States Army Field Artillery School (USAFAS) – Thru the 428th FA Brigade Commander to the Office of the FA Commandant.*

c. Noncommissioned Officer Academy (NCOA) – Thru the NCOA Commandant to the appropriate Office of the ADA or FA Commandant.

d. Other FCoE training organizations will submit instructor certification packets to the FCoE Quality Assurance Office for appropriate routing and approval.

e. Army National Guard Regional Training Institutes – Thru the FCoE Quality Assurance Office to the appropriate Office of the ADA or FA Commandant.

*Note: Certification Authority of the Proponent may be delegated to Colonel/06 Level.

11. Records. Organizations must maintain instructor certification records as an inspectable accreditation item. A PDF digital copy of the FCoE Instructor Certification Coversheet signed by the commander will be forwarded to the Professional Development Division within QAO for database tracking (or a link to the overall organization's instructor certification database can be provided to PDD).

12. Currency. A previously certified instructor who has not taught at a TRADOC School (or equivalent service school) within the last five years must recertify. All three parts of the certification process must be re-accomplished.

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13. Decertification. Certified Instructors may be removed from instructional duties if any of the following conditions occur (decertification is also an option if deemed appropriate by the commander):

- a. Unsatisfactory performance or other command determined reasons.
- b. It has been more than 90 days since the last Quarterly (Active Army) or Semi-Annual (ARNG) instructor observation evaluation using the FCoE IET and other unit evaluation tools.
- c. Instructor fails to meet height/weight standards IAW AR 600-9 (Military Only).
- d. Instructor is pending a formal investigation (regardless of charges).
- e. Instructor is pending actions that may be cause for temporary or permanent suspension of security clearance.
- f. Instructor fails or is overdue a record APFT (waived for the appropriate period of time following profile/recovery) (Military only).

Note: At the discretion of the commander a return to instructor duties and/or recertification may take place once any designated command directed required corrective actions are completed.

14. Linked FCoE Assessment, Evaluation and Trending Tools. The FCoE Instructor Evaluation and Certification Tool (IET) mentioned throughout this document closely align with several FCoE wide assessment and feedback forms:

a. The FCoE Visitor Observation Form (VOF) (Enclosure 5): The VOF is for placement in the classroom Visitor's Folder and provides a mechanism to assist classroom visitors and/or observers frame feedback to the instructor and/or chain of command. The VOF highlights feedback in three areas: Instructor Performance, Student Performance and the Training Event. The VOF is meant to be an informal assessment tool normally for the instructor's review and use. The unit level chain of command will determine the optimum use of this tool.

b. The FCoE Quality Assurance Office Training Assessment Tool (TAT) (Enclosure 6):

(1) The TAT is an evaluation, assessment and trending tool used by the FCoE Quality Assurance Office. This tool aligns with both the IET and the VOF and frames assessments using similar categories and metrics providing feedback in five areas: Instructor Performance, Student Performance, Training Event, Lesson Plan, and Cadre and Leadership Support of Training and Instruction. QAO training assessments using the TAT are provided directly back to the instructor, elements of the chain of command and other appropriate supporting agencies.

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(2) Trending data is also derived from TAT assessments to assist organizations at all levels in identifying best practices and areas to improve. The intent of all the assessment tools is to improve the quality of feedback focusing on meaningful recommendations to improve training and education efforts across the FCoE as well as promoting effective Army Learning Model (ALM) goals and outcomes. The tools also set the conditions to provide improved understanding of ALM goals, better assessments leading to improved professional development and significant opportunities for coaching, counseling and mentoring of instructors.

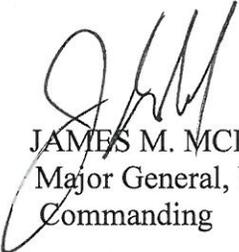
(3) The TAT is supported by assessment metrics in the form of Likert scales in each of the five assessment categories: Instructor Performance, Student Performance, Training Event, Lesson Plan, and Cadre and Leadership Support of Training and Instruction (Enclosure 6).

15. This policy supersedes all other policies regarding FCoE Instructor Certification.

16. Point of contact for this policy is Dr. Casey L. Blaine, Chief Professional Development Division, 580-442-2271 or via email at casey.l.blaine.civ@mail.mil and Mr. Jim Connolly, Director, Quality Assurance Office, 580-442-2002 (DSN 639).

Encls

1. TR 350-70, Chapter 7, SFDP
2. FCoE Instructor Evaluation Certification Tool (IET)
3. FCoE IET Evaluator's Guide
4. FCoE Instructor Certification Packet Coversheet
5. FCoE Visitor Observation Form (VOF)
6. QAO Training Assessment Tool (TAT)
7. 13 Focus Areas for Instructor Professional Development


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Commander, 3rd Battalion, 640th Regiment, Riverton, Utah 84065

Director, Joint and Combined Integration Directorate, Fort Sill, Oklahoma 73503

Director, Directorate of Training and Doctrine, Fort Sill, Oklahoma 73503

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Commander, 2nd Battalion, 166th Regiment, Fort Indiantown Gap, Annville, Pennsylvania 17003

Commander, 1st Battalion, 101th Regiment, Camp Edwards, Massachusetts 02542

Commander, 1st Battalion, 213th Regiment, Guernsey, Wyoming 82214

Commander, 1st Battalion, 196th Regiment, Sioux Falls, South Dakota 57106

Commander, 2nd Battalion, 235th Regiment, 2850 Scanland Ave, Salina, Kansas 67401

Commander, 136th Regiment, 2200 West 35th Street, Camp Mabry, Austin, Texas 78731

Commander, 2nd Battalion, 129th Regional Training Institute, Springfield, Illinois 62702

Commander, 195th Regiment, PO Box 280, Center Strafford, New Hampshire 03815

Commander, 2nd Battalion, 233rd Regiment, PO Box 012, Missouri Ave, Camp Robinson, Arkansas 72144