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Fires Center of Excellence Learning Policy and Systems

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Commanding

History. This is a new publication.

Summary. This publication establishes Fires Center of Excellence (FCoE)-specific policy for production, implementation and evaluation of learning products ensuring their compliance with the United States Army Training and Doctrine Command (TRADOC) regulations that support development of these products across the operational, institutional and self-development (OISD) domains of Army learning. It also describes processes, products and relationships, while situating accountability relationally through appropriate authority.

Applicability. This publication applies to all personnel within the FCoE who analyze, design, develop, implement, evaluate and manage learning products for the OISD domains of Army learning as described in Army Regulation (AR) 350-1, Army Training and Leader Development, 10 December 2017. This document also applies to Reserve Component and Army National Guard training institutions, and any other organizations that assist in the development of FCoE learning products.

Proponent and Exception Authority. The proponent of this publication is the Commanding General, United States Army Fires Center of Excellence and Fort Sill (USAFCoEFS). The proponent retains the authority to approve exceptions or waivers to this publication.

Suggested Improvements. Users may send comments/suggested improvements on a Department of the Army Form 2028, Recommended Changes to Publications and Blank Forms, to the Dean of Academics, Directorate of Training and Doctrine, Fort Sill, OK 73503.

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Table of Contents

Introduction ... 9
Purpose ... 9
Scope ... 9
Explanation of Abbreviations and Terms ... 10
References ... 10
Chapter 1 ... 11
Functions and Responsibilities ... 11
1-1. Purpose ... 11
1-2. Standardize Process and Products ... 11
1-3. Synchronize and Link Organizations ... 11
1-4. Commanding General, Fires Center of Excellence ... 11
1-5. Deputy to the Commanding General ... 12
1-6. G-3/5/7 ... 12
1-7. Chief Information Officer/Chief Knowledge Officer (G-6) ... 13
1-8. Directorate of Resource Management (G-8) ... 13
1-9. Branch Proponents ... 14
1-10. Branch Schools ... 15
1-11. Noncommissioned Officers Academy (NCOA) ... 16
1-12. Offices of the Branch Proponents ... 17
1-13. Directorate of Training and Doctrine ... 17
1-14. Capabilities Development Integration Directorate ... 20
Chapter 2 ... 21
Analysis, Design, Development, Implementation and Evaluation (ADDIE) Model ... 21
2-1. Overview ... 21
2-2. Analysis ... 23
2-3. Design ... 24
2-4. Development ... 25
2-5. Implementation ... 25
2-6. Evaluation of Learning Products and Delivery ... 26
Chapter 3 ... 29
Change Management and Governance ... 29
3-1. Overview ... 29

3-2. Governance Structure and Roles 30
3-3. Programs of Instruction 32
3-4. Accountable Instructional System Overview (as Applicable to the FCoE) 36
3-5. Product Timelines 38
3-6. Collective Training 39
3-7. Doctrine Division 41
Chapter 4 43
Institutional Learning Products 43
4-1. Overview 43
4-2. Governance of Learning Products 43
4-3. Management Responsibilities 43
4-4. Army/Fires Center of Excellence Triggering Circumstances 43
4-5. ADDIE 44
4-6. Analysis 45
4-7. Design 47
4-8. Development 48
4-9. Implementation 49
4-10. Evaluation 50
4-11. Domains of Army Learning 51
4-12. Learning Domain vs. Learning Environment 52
4-13. Army Learning Concept for Training and Education 53
4-14. Synchronization Meetings 54
4-15. Training Requirements Analysis System 55
4-16. Training Requirements and Analysis System Document Staffing 58
4-17. Individual Student Assessment Plan 59
4-18. Lesson Plans 60
4-19. Audit Trail – Fort Sill Forms 1087 and 1087a 60
Chapter 5 63
Operational Learning Products 63
5-1. Operational Training Division 63
5-2. Collective Training Development 65
5-3. Collective Products Fires Readiness Working Group 69
5-4. Staffing and Approval Procedures 71
5-5. Integration of Lessons Learned 73

Chapter 6 75
Faculty and Staff Development 75
6-1. Fires Faculty and Staff Development Program 75
6-2. Common Faculty Development Program 78
6-3. Faculty Development and Recognition Program 82
6-4. Instructor of the Year/Curriculum Developer of the Year Competition 89
6-5. Faculty and Staff Development Program Records Management 90

List of Figures

Figure I-1. FCoE Intended Outcomes 9
Figure 2-1. FCoE Senior Leader ADDIE Touchpoints 22
Figure 2-2. FCoE Analysis Process and Key Players 24
Figure 2-3. FCoE Design Process and Key Players 25
Figure 2-4. FCoE Development Process and Key Players 26
Figure 2-5. Implementation Process and Key Players 26
Figure 2-6. Learning Product/Instructor Evaluation 27
Process and Key Players 27
Figure 3-1. Army Learning Enterprise Forums 29
Figure 3-2. FCoE Program Review Board Process 30
Figure 3-3. Product Timeline 39
Figure 4-1. Army Triggering Circumstances 44
Figure 4-2. FCoE Senior Leader and Training and Education Managers Army Triggering Events and ADDIE Process Relationship 46
Figure 4-3. The Army Learning Environment 54
Figure 4-4. Timeline of TRAS Documents, Operational & Budgetary Processes and Timelines for Submission 59
Figure 5-1. Collective Training Development Process 65
Figure 5-2. The ADDIE Process 66
Figure 5-3. Combined Arms Training Strategy (CATS) Development Process 68
Figure 5-4. Fires Readiness Working Group (FRWG) 70
Figure 6-1. Fires Faculty and Staff Development Process 75
Figure 6-2. Instructor Recognition Requirements 85
Figure 6-3. Instructor Recognition Packet Requirements 86

List of Tables

Table 6-1. Skill Identifiers/Special Qualification Identifiers 81
Table 6-2. Army Instructor Badge Levels and Descriptions 84
Table 6-3. Evaluator Qualifications 86
Table 6-4. Master Instructor Selection Board Descriptions 88

List of Appendixes

Appendix A – References
Appendix B – Chapter 4 Exhibits
Appendix C – Chapter 5 Exhibits
Appendix D – Chapter 6 Exhibits
Glossary

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Introduction

Purpose

The purpose of the Fires Center of Excellence (FCoE) Learning Policy and Systems regulation is to support two branch proponents (Commandants) by implementing standardized practices that drive increased precision of program resource utilization through a reinvestment of developer teams. This document synchronizes FCoE learning product development with Training and Doctrine Command (TRADOC) Pamphlet 525-8-2, The U.S. Army Learning Concept for Training and Education, 2020-2040, April 2017; and TRADOC Regulation 350-70, Army Learning Policy and Systems, 10 July 2017, and its supporting pamphlets. Figure I-1 depicts intended outcomes upon implementation of this regulation.

To improve learning effectiveness and efficiency, we must…

Integrate to increase synchronization and effectiveness across the FCOE.

Drive Precision into learning products through development, resourcing and data systems.

Reinvest in the Developer/ Instructor Teams to leverage the FCoE's intellectual capital, delivering improved products across all three training domains.

Figure I-1. FCoE Intended Outcomes

Scope

This publication supports FCoE personnel in the branch proponent schools, Noncommissioned Officers Academy, Army Multi-Domain Targeting Center, and the Directorate of Training and Doctrine, who analyze, design, develop, implement, evaluate and manage learning products for the operational, institutional and self-development domains of Army learning. The Commanding General, FCoE, is the force modernization proponent for Fires under authority of Army Regulation 5-22, The Army Force Modernization Proponent System, 28 October 2015. Force modernization proponents are responsible for developing doctrine, organization, training, materiel, leadership and education, personnel, facilities and policy requirements for a particular function.

FCoE branch proponents support the force modernization proponent in developing requirements and are responsible for executing approved training, leadership and education, and personnel programs. Branch proponents are the approving authority for the outputs of the individual training long-range planning and management process, the Training Requirements Analysis System (TRAS) process: individual training plans, course administrative data and programs of

instruction. The TRAS process integrates training development with the planning, programming, budgeting and execution system by documenting training strategies, courses and related resource requirements.

Explanation of Abbreviations and Terms

Refer to the glossary for abbreviations and acronyms used in this document.

References

Appendix A lists the required, related and referenced publications.

Chapter 1
Functions and Responsibilities

1-1. Purpose

This chapter provides an overview of the functions and responsibilities of the Fires Center of Excellence (FCoE) key leaders, organizations and entities as they relate to FCoE learning and incorporates guidance found within United States (U.S.) Army Regulation (AR) 5-22, The Army Force Modernization Proponent System, 28 October 2015; AR 350-1, Army Training and Leader Development, 10 December 2017; and Training and Doctrine Command (TRADOC) Regulation (TR) 350-70, Army Learning Policy and Systems, 10 July 2017, and its supporting series of publications, as appropriate.

1-2. Standardize Process and Products

The FCoE is structured as a multi-branch center of excellence where branch proponents support force modernization by developing requirements and executing approved training, leader development, education and personnel programs. This regulation establishes a common policy platform requisite for each branch proponent who is the approving authority for Training Requirements Analysis System (TRAS) products for individual training (individual training plans (ITP), course administrative data (CAD) and programs of instruction (POI)) and ensures the FCoE remains compliant with TRADOC and Army University (ArmyU) policy and directives.

1-3. Synchronize and Link Organizations

This publication supports standardized learning product development, implementation and evaluation for two branch proponent schools and a Noncommissioned Officer Academy (NCOA). The FCoE Commanding General's (FCoE CG) executive agent for learning policy and systems is the Directorate of Training and Doctrine (DOTD) supported by the Capability Development Integration Directorate (CDID) and the FCoE staff in concert with TRADOC and ArmyU policy and systems. The processes detailed in this publication are further supported in TRADOC Pamphlet (TP) 525-8-2, The U.S. Army Learning Concept for Training and Education, 2020-2040 (ALC-TE), April 2017.

1-4. Commanding General, Fires Center of Excellence

The FCoE CG serves as the Army's expert source of authoritative information within the Fires community, executing TRADOC core functions in support of the assigned area. In the role of Fires force modernization proponent, the FCoE CG manages change for the Army in one or more designated areas, develops the conceptual vision and requirements for future capabilities, executes force management responsibilities, and integrates those changes across doctrine, organization, training, materiel, leadership and education, personnel, facilities and policy (DOTMLPF-P) as required within the FCoE's areas of responsibility and among other Warfighting functions. The FCoE CG approves and submits requests for validation and prioritization of any course growth to the U.S. Army Combined Arms Center (CAC)

Commander. The FCoE CG's primary responsibilities include planning, developing, executing and assessing learning product development (to include leader development and education); and innovatively managing resources provided and personnel proponent requirements.

1-5. Deputy to the Commanding General

The Deputy to the Commanding General (DtCG) for the FCoE acts as the executive-level interface among branch proponents, DOTD, CDID and the FCoE staff within the learning environment. The DtCG also serves as a principal member of the Army Learning Coordination Council (ALCC) General Officer Steering Committee (GOSC) forum, synchronizing education activities across the FCoE, ArmyU, TRADOC and the Army. The DtCG ensures initiatives align across Soldier (officer, warrant officer, noncommissioned officer (NCO) and enlisted) and Army Civilian education programs to develop capable leaders who demonstrate character and commitment. The DtCG supports ArmyU directives for developing world class faculty, producing relevant curriculum, growing qualified students, adopting nationally recognized standards and creating an innovative learning environment.

1-6. G-3/5/7

As the part of the FCoE CG's staff, the G-3/5/7 serves as the center's lead for the Army Training Requirements and Resources System (ATRRS) in the management of institutional training. In coordination with Headquarters, Department of the Army (HQDA); the Headquarters (HQ) TRADOC staff; CAC; Deputy Commanding General, Initial Military Training (DCG, IMT); and FCoE branch schools, they are the lead for the Structure and Manning Decision Review (SMDR), ensuring a proper balance of training capacity and training requirements feeding the Army Program for Individual Training (ARPRINT). The G-3/5/7 synchronizes enterprise-level standardization for resources associated with input of products, as well as training requirements and schedules, in support of the ARPRINT mission. They serve as the FCoE lead for the Training Requirements Arbitration Panel (TRAP) process, adjusting loads during execution and budget years according to the results of a robust gap analysis against the Institution Training Brigade (ITB). The G-3/5/7 coordinates and manages Reserve Component (RC) training base augmentation and Inter-service Training Review Organization (ITRO) training. They manage the FCoE's ammunition requests, monitor the status of training ammunition and prioritize its distribution to all branch schools based on availability and Army needs. G-3/5/7 manages the FCoE's live virtual constructive gaming systems in Jared Monti Hall, Mission Simulation Center ensuring adequate support to all applicable POIs. The G-3/5/7 is also responsible to perform the following activities:

a. Conduct training programming within ATRRS, serving as the FCoE lead agency by contributing to Army efforts along joint service transcripts. Their participation includes comprehensive transcript efforts.

b. Serve as the external point of contact for registrar functions for the FCoE student population in coordination with the branch school registrars.

c. Manage operational requirements/taskings from higher echelons and within the FCoE.

d. Coordinate with the Installation Management Command (IMCOM) to meet facility, infrastructure, range and ammunition requirements.

1-7. Chief Information Officer/Chief Knowledge Officer (G-6)

As the part of the FCoE CG's staff, the G-6 designs, constructs and maintains the digital architecture supporting institutional training within the FCoE, including all remote Active Army (AA) and RC locations under the FCoE's purview. G-6 is the FCoE lead for the TRADOC Enterprise Classroom Program (ECP) and technology management. They are also responsible for knowledge management (KM), advising the FCoE CG, and faculty and staff on KM processes and procedures to improve efficiency and support an easily accessible capability for training by integrating procedures and tools into staff and classroom operations. The G-6 is also responsible to perform the following activities:

a. Assess training solutions for viability within the Department of Defense (DoD) information technology (IT) infrastructure.

b. Validate all IT requirements within the FCoE.

c. Manage the IT procurement process within the FCoE.

d. Manage installation, integration and maintenance of information systems and networks at all learning institutions.

e. Coordinate with multiple external agencies and organizations to ensure network system compliance and functionality; and for certification and authority to operate for technological learning solutions on DoD networks.

f. Maintain registration of the Fires Knowledge Network (FKN) as part of the Army Portfolio Management Solution.

g. Maintain accreditation and certificate of networthiness for FKN.

h. Design, maintain and manage content of the FKN.

i. Develop, build and maintain systems to manage, store, host and distribute training products, materials, external applications and digitized content.

j. Provide KM orientation to students and cadre.

k. Ensure applicable TRADOC Army Enterprise Accreditation Standards (AEAS) are met.

1-8. Directorate of Resource Management (G-8)

As the part of the FCoE CG's staff, G-8 plans, coordinates and executes policies and functions pertaining to programming, budgeting, management studies and manpower management to

ensure the FCoE branch schools remain fiscally sound and resourced (e.g., dollars, manpower and equipment) to meet its mission requirements. G-8 participates in workgroups, as required, to advise branch schools and DOTD on the resourcing implications of education and training development projects. Additionally, G-8 is responsible to perform the following functions:

a. Support institutional manpower, equipment and budgeting, acting as the FCoE's resource managers.

b. Support the development and quality control of TRAS Abbreviated Cost-Benefit Analysis (TAC-BA) products for branch schools and DOTD.

c. Participate in the POI development processes, as required, to ensure the accuracy of resourcing requirements and documentation within its summary sheets as part of the TRAS process.

d. Contribute and support DOTD's conduct of the annual Training and Education-Workload Management/Manpower Management (TED-WM/MM) process and development of current fiscal year accomplishments and future requirements products.

1-9. Branch Proponents

The branch proponent is the Commandant of a branch of the Army responsible for execution of training, leader development, and education and personnel programs for their designated branch. Branch proponents support the role of the force modernization proponent. The key difference—force modernization proponents are responsible for developing DOTMLPF–P requirements and branch proponents support the FCoE CG's efforts by developing solutions for those requirements and executing the approved programs that address them. The branch proponent is required to provide quality assurance element (QAE) functions at the school level. The branch proponent is the approving authority for requirements documents, including TRAS documents that ensure students, instructors/facilitators, facilities, ammunition, equipment and funds converge at the right place and time to implement approved training strategies. The branch proponent is supported by DOTD, who synchronizes learning requirements across the operational, institutional and self-development (OISD) domains utilizing the analysis, design, development, implementation and evaluation (ADDIE) model to develop learning products. The branch proponent is responsible for maintaining curriculum relevance, school accreditation and development and sustainment of courseware. Development, staffing, approval and validation of requirements documents and associated learning products are discussed in Chapter 4.

a. TRAS products result from the design phase of the ADDIE process. Submission and validation are separate and distinct from the ADDIE process, which is managed by DOTD and supported by branch school subject matter experts (SME). TRAS documents are requirements documents, the submission and validation of which results in recognition of resource requirements only. It is not an agreement by TRADOC to provide resources. Proponents must acquire resources using appropriate systems including, but not limited to, the Planning, Programming, Budgeting and Execution System (PPBES) documented in TR 350-70 and

TP 350-70-9, Budgeting and Resourcing, 12 October 2012; the command plan; Military Construction, Army (MCA); and the TRAP process.

b. Branch proponents manage course revisions and new courses within the prescribed baseline and priorities approved by the FCoE CG. They publish training strategies providing the guidance for course reviews and prioritization and follow standardized learning processes and systems prescribed in subsequent chapters of this regulation. A branch proponent supports the learning product development and integrates doctrine as well as Army training and education guidance across all cohorts in support of the Sustainable Readiness Model (SRM), which defines readiness as the capability of its forces to conduct the full range of military operations, including the defeat of all enemies regardless of the threats they pose. Branch proponents approve the requisite documentation to validate and prioritize course growth requirements within the branch pertaining to initial military training (IMT), professional military education (PME) and functional training. Branch proponents provide the operating force with trained and ready Soldiers and Officers while ensuring the most efficient management of resources.

c. Branch proponent staff support the Commandant and are responsible for the planning, preparation and execution of credentialing requirements along respective Military Occupational Specialties (MOS)/areas of concentration (AOC) while remaining compliant with Army, TRADOC and ArmyU policy.

1-10. Branch Schools

a. Schools (brigades) and Army Multi-Domain Targeting Center execute course development through the Accountable Instructional System (AIS) model. This model demonstrates the continuing nature of a systems approach to curriculum development and the interdependence of the processes of the five phases of ADDIE (analysis, design, development, implementation and evaluation). Upon receipt of the branch proponent's learning strategy, each school creates a framework for course prioritization and development. Schools provide SME support (as needed) to DOTD during analysis, design and development for all courseware, ensuring learning products are progressively challenging, sequential, based on critical tasks and/or learning objectives and support defined outcomes. Branch schools are responsible for the implementation of curriculum and will determine their training and education capability based on equipment, ammunition, personnel and facilities. Representatives from the school participate in the SMDR process by providing input on the school's learning/training strategies, including its capacity and constraints.

b. Branch schools conduct projected individual training requirements and programs identified by the ARPRINT, which is component of the Army Force Management Model. Schools ensure all DOTMLPF-P requirements are properly coordinated, integrated and inclusive of all agencies described in Chapter 2 of this regulation. Schools execute Army Quality Assurance (QA) program evaluation functions pursuant to AR 350-1; TR 11-21, TRADOC Implementation of the Army Quality Assurance Program, 19 March 2014; and other supporting QA program policy and guidance. Branch schools submit requests for validation and prioritization of course growth through their branch proponent and DOTD to the FCoE DtCG. All Basic Combat Training (BCT) course growth must also be staffed through the DCG, IMT/Commanding General, Center of Initial Military Training (CG, CIMT).

(1) Course managers oversee the daily operations involved in executing training for their respective course(s). Each branch school or academic department relies upon the DOTD Life-cycle Program Manager (LPM) to ensure that curriculum teams use the AIS process to develop courseware supporting the FCoE's mission.

(2) Instructor/Writers (or may be titled as Instructors) are SMEs and work with DOTD curriculum developers to inform content, and in some instances, write lesson plans along their areas of expertise.

(3) Branch schools prioritize and manage registration of all assigned instructors and curriculum developers into FCoE faculty and staff qualification courses (Common Faculty Development Instructor Course (CFD-IC) and Common Faculty Development Developer Course (CFD-DC)) through an order of merit list (OML) (refer to Chapter 6 for specific instructor and curriculum developer requirements).

(4) Branch schools ensure that not later than (NLT) 30 September, course managers, in concert with their respective LPMs, project the next fiscal year's training material maintenance review plan. Schools also ensure all annual course reviews are completed and reported to the branch proponent NLT 1 September.

(5) Branch schools ensure applicable TRADOC AEAS are met.

1-11. Noncommissioned Officers Academy (NCOA)

The NCOA trains and develops Field Artillery (FA) and Air Defense Artillery (ADA) noncommissioned officers. The NCOA is responsible for all Advanced Leader Course (ALC) and Senior Leader Course (SLC) resources and instruction. The NCOA Commandant is a member of the learning governance forums.

a. Course managers oversee the daily operations involved in executing training of their respective course(s). Each proponent or academic department relies upon the DOTD LPM to ensure that curriculum teams use the AIS process to develop courseware supporting the FCoE's mission.

b. Instructor/Writers (or may be titled as Instructors) are SMEs and work with curriculum developers to inform content, and in some instances, write lesson plans along their areas of expertise.

c. The branch proponent prioritizes and manages registration of all assigned instructors and curriculum developers into FCoE faculty and staff qualification courses (CFD-IC and CFD-DC). Refer to Chapter 6 for specific instructor and curriculum developer requirements.

d. Branch proponent ensures that NLT 30 September, course managers provide their respective DOTD LPMs with the next fiscal year's training material maintenance review plan. Branch schools also ensure all annual course reviews are completed and reported NLT 1 September.

e. Branch proponent ensures applicable TRADOC AEAS are met.

1-12. Offices of the Branch Proponents

Each branch proponent office, the Field Artillery Proponent Office (FAPO) and the Office of the Chief of Air Defense Artillery (OCADA), oversees the major areas of personnel proponency as they relate to their respective branches in accordance with (IAW) AR 600-3, The Army Personnel Development System (26 February 2009); and Department of the Army (DA) Pamphlet (PAM) 600-3, Officer Professional Development and Career Management (3 April 2019). The branch proponency offices perform the following duties:

a. Review and adjudicate requests for MOS, AOC and functional area prerequisite waivers.

b. Analyze projected MOS AOC and functional area health, and recommend enlistment incentives.

c. Oversee branch and career management field (CMF) changes in all areas of personnel proponency.

d. Establish and delete additional skill identifiers (ASI), skill identifiers (SI), project development skill identifiers (PDSI) and skill qualification identifiers (SQI) for respective branches.

e. Lead planning, preparation and execution of American Council on Education (ACE) accreditation actions for MOS credentialing.

f. Review all training products for personnel proponent issues.

g. Support the Critical Task and Site Selection Boards (CTSSB) conducted by DOTD.

h. Lead, develop and contribute to branch programs supporting the Army credentialing assistance program (Army Directive 2018-08 (The Army Credentialing Assistance Program), 6 June 2018). As the lead in credentialing initiatives, work with and directly report all requirements to ArmyU points of contact, plus serve on ArmyU sub-committees where credentialing topics are vetted.

i. Lead the development for branch continuing education degree programs (CEDP) by leveraging partnerships with colleges and universities to develop pathways to degree programs for Soldiers.

1-13. Directorate of Training and Doctrine

a. DOTD is the FCoE CG's executive agent to establish and manage learning processes and products IAW Army, TRADOC and ArmyU policy and regulations. DOTD serves as the FCoE's Center Functional Lead (CFL) for education, leader development, lessons learned, doctrine, training development, training support, curriculum development and functional training. They

are responsible for long-term continuity, excellence and vitality of the FCoE's academic programs. DOTD facilitates branch school efforts to increase academic rigor, create greater opportunities of accreditation and enhance the quality of the force. DOTD is responsible for development, credentialing and recognition programs for faculty that support all FCoE institutions. DOTD leads efforts along Post Instructional Conferences (PICs), Program Review Boards (PRBs), Commandant reviews/guidance, Commandant approval of POIs and TRAS document submissions. DOTD, in concert with the branch schools, builds the TRAS documents for branch proponent approval. DOTD synchronizes learning requirements across the OISD domains utilizing the ADDIE model to develop learning products.

b. DOTD supports the branch proponents and branch schools with academic governance, defined as the orchestration of effort among those elements within the branch schools and DOTD, whose principal functions share execution or direct support of instruction, curriculum development, maintenance of academic standards and academic research so as to ensure fulfillment of the academic mission. DOTD synchronizes education activities across the FCoE and vets education initiatives for presentation to the ALCC Council of Colonels (CoC), where the DOTD Director (DOT) serves as a member, and ALCC GOSC forums. DOTD also serves as the lead agent providing synchronization and integration between the ACE and branch proponent schools.

c. DOTD supports branch proponents in the Army learning product development workload management process to develop requirements for the Program Objective Memorandum (POM) cycle, which is part of the U.S. DoD PBES. DOTD leverages this process to predict workload based upon branch proponent priorities and plans to develop doctrine and learning products for training and education and identifies risk where projected workload exceeds available resources. DOTD assigns manpower against the learning products and other critical requirements. DOTD is the FCoE CG's lead agent in the annual reporting of the center's Training and Education Development (TED) portion of the Management Decision Package (MDEP) Training Development (TADV) submission for the POM. DOTD verifies the current year's workload accomplishments, projects future workload requirements for POM outyears (including assessing risk), develops critical shortfall justifications and reports adjusted training developer strength capacity to TRADOC IAW the Learning Enterprise Workload Management Process to ArmyU, Vice Provost for Learning Systems (VPLS), Policy and Governance Division (PGD).

(1) **Quality Assurance Office**

A subordinate division within DOTD, the Quality Assurance Office (QAO) is the FCoE CG's executive agent for evaluating the training institutions for compliance with FCoE, TRADOC, ArmyU and DA training policy. QAO evaluates quality of training and education programs and serves as the accreditation authority for the FCoE. QAO provides constant feedback through DOTD to branch proponents derived from student surveys, focus groups, document review, classroom observations and special studies while assisting QA evaluators in meeting accreditation standards for their respective branch schools. QAO also performs the following functions:

(a) Leads QA effort for evaluating training execution.

(b) Monitors the ADDIE process within the institutions.

(c) Assists the branch proponents in development and execution of master evaluation plans.

(2) **New Systems Training and Integration**

Subordinate divisions within DOTD, the Individual Training and Education Division (ITED) Chiefs, manage and participate in new capabilities training within the FCoE. The ITED chiefs perform the following duties:

(a) Develop and review Systems Training Plans (STRAP).

(b) Participate with the material developer in New Equipment Training (NET)/Doctrine and Tactics Training (DTT) to the operational force and utilize those products to inform courseware and instruction.

(c) Develop and revise systems training products/materials.

(d) Ensure training materials comply with TRADOC standards.

(e) Create new course lesson plans and certification plans.

(f) Execute training in support of Army operational testing.

(g) Develop training test support packages.

(h) Develop and publish system critical task lists.

(i) Lead training development support for new capabilities, and once capabilities are mature, transition the learning products to the institution.

(j) Plan, prepare and execute Individual and Key Personnel (I&KP) training for capabilities/systems.

(k) Manage and develop training products in approved TRADOC databases.

(l) Document requirements for and inform Fires (FA and ADA) training aids, devices, simulations and simulators (TADSS).

(m) Inform Fires capabilities within Army training simulations.

(n) Enter current fiscal year and budget year training development data for work accomplished and future requirements into the approved TRADOC tool for the annual TED-WM/MM effort.

(o) Ensure applicable TRADOC AEAS are met.

(3) **Doctrine Divisio**n

A subordinate division within DOTD, Doctrine standardizes the fundamental principles, tactics, techniques, procedures, terms and symbols throughout the Army. This division forms the basis for training and is responsible for performing the following functions:

(a) Develop, write and update all Army intelligence doctrine to include all Fires (FA and ADA) disciplines and operations at the division artillery (DIVARTY), battlefield coordination detachment (BCD), division, corps, and Army service component command levels. This task is accomplished by creating unique Army military Fires (FA and ADA) doctrine; integrating validated lessons learned to ensure relevancy and sufficiency to the force; and influencing the development of multinational, joint and other Army doctrine.

(b) Participate in CTSSBs and other training and education forums.

(c) Contribute to the Fires professional bulleting.

(d) Ensure applicable TRADOC AEAS are met.

1-14. Capabilities Development Integration Directorate

CDID's mission is to conceptualize, develop and integrate intelligence Warfighting functions, capabilities and requirements across the DOTMLPF-P domains, resulting in a combat-ready intelligence force for the Army and Joint Forces. CDID performs the following duties:

a. Oversee the TRADOC Capability Managers (TCM) for shooters, sensors and communication representing multi-domain and Fires Warfighting function proponency.

b. Coordinate early in the DOTMLPF-P process with DOTD for support to inform potential training solutions.

c. Support CTSSBs with concept, force design and lessons learned/best practices information.

d. Support training material design and development with threat SME participation in and advice to the DOTD and branch schools.

Chapter 2
Analysis, Design, Development, Implementation and Evaluation (ADDIE) Model

2-1. Overview

a. When faced with a problem in the operational force environment, senior leaders rely on intuitive decision-making and reach conclusions based upon factors such as education, experience, judgment, perception and character. Experienced leaders apply quick and ready insights to their decision-making when they recognize key elements and implications of a particular operational problematic situation or event. Thus, senior leaders comfortably operate along an abbreviated Military Decision Making Process (MDMP) to arrive at a solution set. Senior leaders who find themselves running a Training and Doctrine Command (TRADOC) school often times approach learning problems with intuitive decision-making when they should rely on ADDIE (analysis, design, development, implementation and evaluation), the Army's model for instructional systems design and development.

b. The ADDIE model is the basis of a systematic, cyclical, iterative approach to conceive, plan, organize and document all Army learning products. Its five phases represent a dynamic, flexible guideline for building effective training products and performance support tools that focus on critical job and/or function requirements, provide assessment and evaluation feedback, identify alternative learning methods and gain efficiencies by providing information that assists in effectively deploying resources. Figure 2-1 depicts the curriculum development flow for the Fires Center of Excellence (FCoE) and shows the touchpoints where senior leaders are involved in validating and/or approving the outcomes/outputs as the ADDIE process is implemented.

(1) **Step 1 (Analysis)**

Doctrine, organization, training, materiel, leadership and education, personnel, facilities and policy (DOTMLPF-P) triggers initiate the requirement for analysis and serve as step 1, receipt of mission resulting in commander's initial guidance. It is important during this initial step that all parties understand the initial allocation of time estimated for the project. Participants during step 1 must include representatives from the branch school (brigade), branch proponent (Commandant) and Directorate of Training and Doctrine (DOTD). DOTD acts as the lead agent and integrator for the process. The conclusion of step 1 is the publication of a warning order to courseware owners and stakeholders. Minimum content of the warning order includes the Commanders' intent and an ADDIE timeline with milestones.

(2) **Step 2 (Analysis)**

(a) The second step of mission analysis begins with a core community led by the appropriate DOTD Individual Training and Education Division (ITED) Chief teamed with curriculum developers (CDer), course manager, instructors and the lead agent owning the trigger. For example, if doctrine is the trigger for change, the Doctrine Chief determines the appropriate level of subject matter expert (SME) to participate in the mission analysis. Clearly identifying the trigger for change is imperative to assigning the right people to contribute in the forums. Additionally, if it is determined that the trigger may affect resourcing, G-8 along with other

members of the FCoE Commanding General's (FCoE CG) staff must send appropriate participants to the mission analysis forums. The ITED chief makes a recommendation to the DOTD Dean of Academics as to the list of key participants. Once the list is approved by the Dean of Academics, the ITED Chief crafts an FCoE-level tasking order (TASKORD) to formally drive the planning process. Step 2 concludes with a validation of the trigger as having a training/ learning solution.

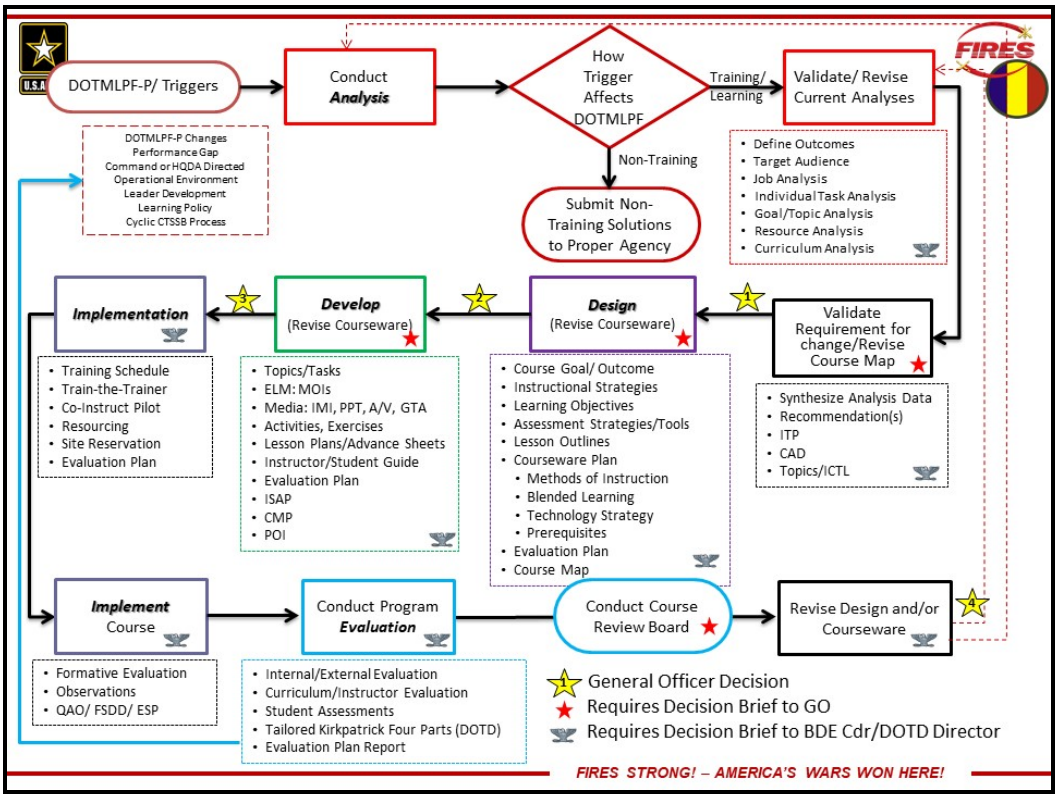

Figure 2-1. FCoE Senior Leader ADDIE Touchpoints

(b) Products include a revised timeline of ADDIE, defined outcomes, the target learning audience, job analysis, individual task analysis, goal/topic analysis, resource analysis and curriculum analysis. The result of the analysis is presented by the team to a Council of Colonels (CoC) as described in Chapter 3. The key output of this step is a validation of the requirement for change, a revised course map, a move to submit course administrative data (CAD) and update the individual training plan (ITP) and individual critical task list (ICTL)/topic list. Transition from step 2 to step 3 occurs when the CoC move the process to the next step. If the CoC determines that the analysis must go before the branch proponent, step 2 will conclude once the branch proponent provides guidance or a decision to move to course of action development (design).

(3) **Step 3 (Design)**

The third step incorporates commanders' guidance into course of action development (the design phase of ADDIE). Design represents the development of the blueprint, the architecture sketching all of the critical pieces that will make the operations order/program of instruction (POI), which

is a comprehensive product. The ITED chief leads a planning team of curriculum developers and SMEs who lay out the structure of the course from beginning to end. Along with the other outputs depicted in Figure 2-1, step 3 concludes with a branch proponent-approved course map to be used to develop the required learning products.

(4) **Step 4 (Develop)**

The fourth step begins formalizing the branch proponent's approved course of action. Similar to the orders produced by the operational force, the development phase of ADDIE leverages the good work of design into a comprehensive POI. Conclusion of step 4 results in a formal POI presentation to the branch proponent, resulting in an approved POI. DOTD's digital staffing of the POI to the Training Operations Management Activity (TOMA) concludes step 4.

(5) **Step 5 (Implement)**

The fifth step begins with a battle handover from DOTD to the appropriate branch school (branch school). Implementation of the POI is tracked, managed and led by each branch school. Maintenance, sustainment and the life cycle of each POI is tracked by the appropriate ITED chief.

(6) **Step 6 (Evaluate)**

Program evaluation is supported by the Army's learning strategy. Chapter 3 provides details on how the FCoE approaches program evaluation. DOTD's Dean of Academics is the FCoE lead agent for program evaluation. Institutional Review Board (IRB) requirements associated with human subject research will also be addressed in Chapter 3.

(7) **Step 7 (Board Review)**

The conduct of formal course reviews serves as a critical mechanism to get in front of TRADOC and Army resourcing decision cycles. DOTD, as the branch proponent's lead agent for ADDIE, collaborates with branch school leadership each fiscal year to select a manageable list of POIs to review along a recommended priority of work. With numerous course iterations occurring each fiscal year, branch schools prioritize the iteration for a focused review by a course review board.

2-2. Analysis

There are specific types of analysis depending on the Army learning product requirements. Analysis can occur during the different phases of ADDIE. The primary forms of analysis are conducted by the DOTD Life-cycle Program Manager (LPM)/CDer with support from the branch school SME (i.e., instructor, instructor/writer and/or course manager) (Figure 2-2). Triggering events are derived from the DOTMLPF-P process. The outcome may drive a needs analysis and/or a mission analysis. The needs analysis may identify a performance gap or deficiency that is due to a lack of skill or knowledge, where training, education or a combined solution will meet the identified need. For a revised course, revision of the ITP is required. Required course outputs are captured in the course master in the Training Development

Capability (TDC) tool, the Army's training development system of record, in order to populate select fields in the CAD and POI. Next, a job analysis and a learning requirements analysis may be conducted and may include concurrent or subsequent analyses such as outcome, goal, topic, target audience, curriculum and individual task analysis. The outputs of these analyses are an ICTL, a learning requirements list (outcomes/goals/topic list), a revised course map, and/or the validation of the requirement for change(s). A decision brief to the branch proponent, branch school commander and the Director of Training (DOT) will need to be conducted. The ITP, CAD, ICTL and/or learning requirements list need to be approved by the branch proponent. A decision by the branch proponent is required to move forward to the design stage.

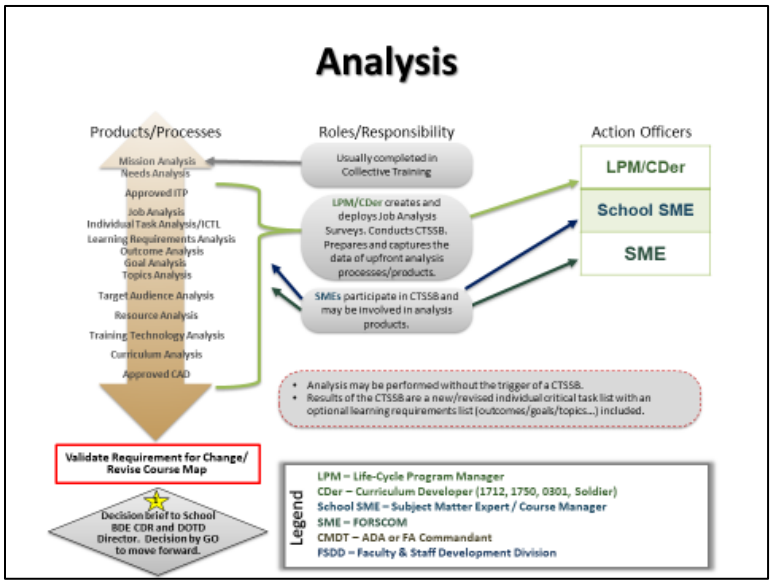

Figure 2-2. FCoE Analysis Process and Key Players

2-3. Design

a. The analysis phase determined the "what and why" and the design phase will define the "how" of the ADDIE process (Figure 2-3). Products generated during the design phase may include:

(1) Learning outcomes

(2) Sequencing of content

(3) Course assessments and strategies

(4) Instructional methods of delivery

(5) Technology/Media

(6) Course delivery

(7) Audit trail

b. The course map is a product of the design phase demonstrating the layout of the course, including phases, modules and lesson sequencing. A decision brief is provided for the branch school commander and DOT to evaluate/approve the recommended course map. A decision by the branch proponent is then required to continue to the development phase.

2-4. Development

The analysis and design phases ensure that consideration of all aspects (e.g., training gaps, triggers, etc.) will occur in the development phase where learning products are created or revised. The development phase leverages the approved ICTL and the learning requirements list to support learning product development (Figure 2-4). All lesson plans, lesson materials, and media are developed in this phase as well as course support documents. Some of the support documents are the course management plan (CMP); the individual student assessment plan (ISAP); the assessment, validation and evaluation plans; and the POI. Upon completion of the development phase, the curriculum developers will finalize the POI and submit it for approval. A decision brief to the branch school commander and the DOT needs to be conducted to evaluate the POI. Approval of the POI by the branch proponent signals the end of the development phase and the need to prepare for the implementation phase of the ADDIE process.

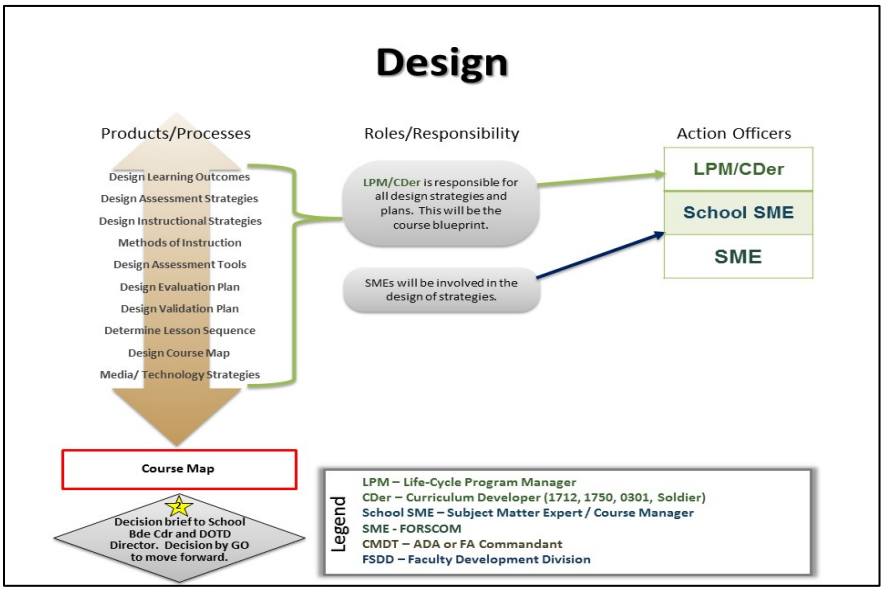

Figure 2-3. FCoE Design Process and Key Players

2-5. Implementation

Implementation is a combination of preparing for the implementation of a course/lesson plan and conducting the course/lesson plan. Most of the implementation phase will be accomplished by the branch school and the DOTD Dean of Academics (Figure 2-5). The logistics of the course will be defined; the course will be scheduled, resourced and validated; and instructors trained and credentialed. If there is blended learning required, it will be developed and ready for the student to participate. The facilitation of student learning will be observed, assessed and

evaluated. The LPM, CDer and course manager should be highly involved in the collection of evaluation data gathered during the implementation phase.

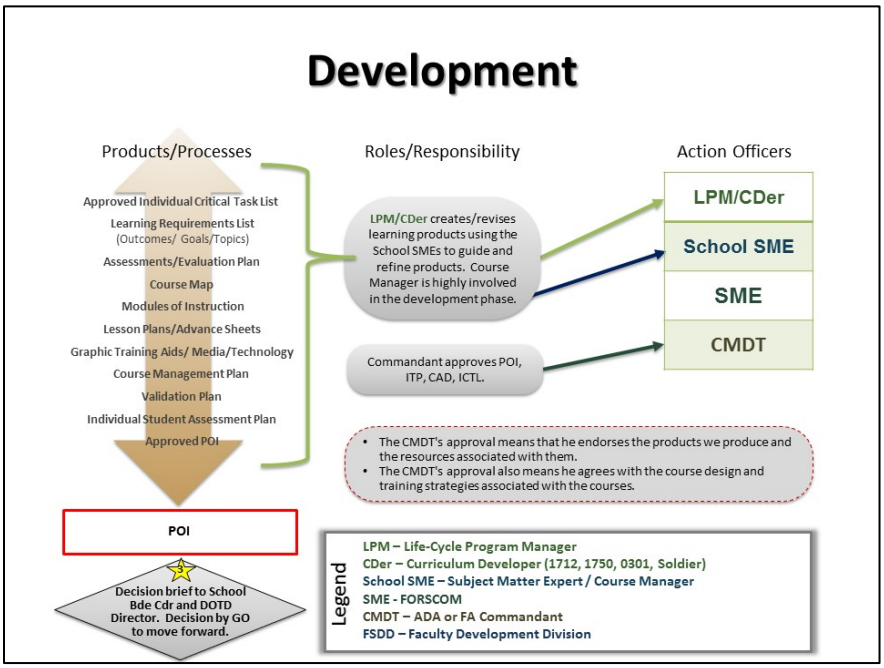

Figure 2-4. FCoE Development Process and Key Players

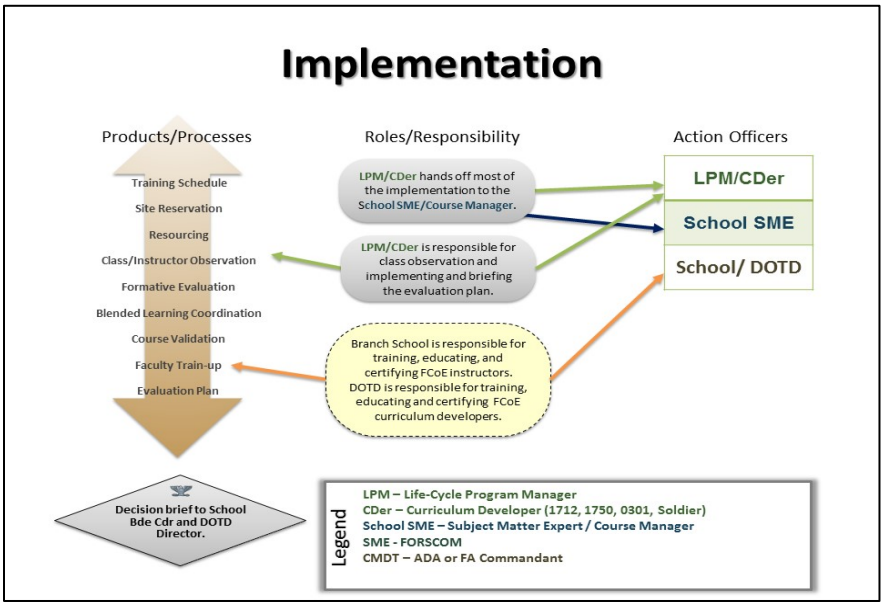

Figure 2-5. Implementation Process and Key Players

2-6. Evaluation of Learning Products and Delivery

Evaluation of learning products and delivery is done before, during and after implementation, consisting of both formative and summative parts (Figure 2-6). Evaluation is an endless process

that consists of data collection and analysis to evaluate course reaction, student learning, student accomplishments of critical behaviors and impact of the student's learning on the student's organization. Valuable data will come from assessments, internal and external evaluations and will include data from the students, instructors, supervisors, commanders, and course managers. DOTD's LPMs serve as the course evaluation repository for all data collected. The LPM conducts program evaluation functions along all assigned courseware. Items included in the program evaluation include the instructor, the curriculum, the course materials and any other element which may influence instructional design and development. The analysis and interpretation of the data will be published in an evaluation plan report. The data may result in a determination of the requirement for change(s)/course revision and this determination will be briefed to the branch school commander and DOT. The decision to approve the change or course revision requires approval from the branch proponent. Change triggers the analysis phase of ADDIE process.

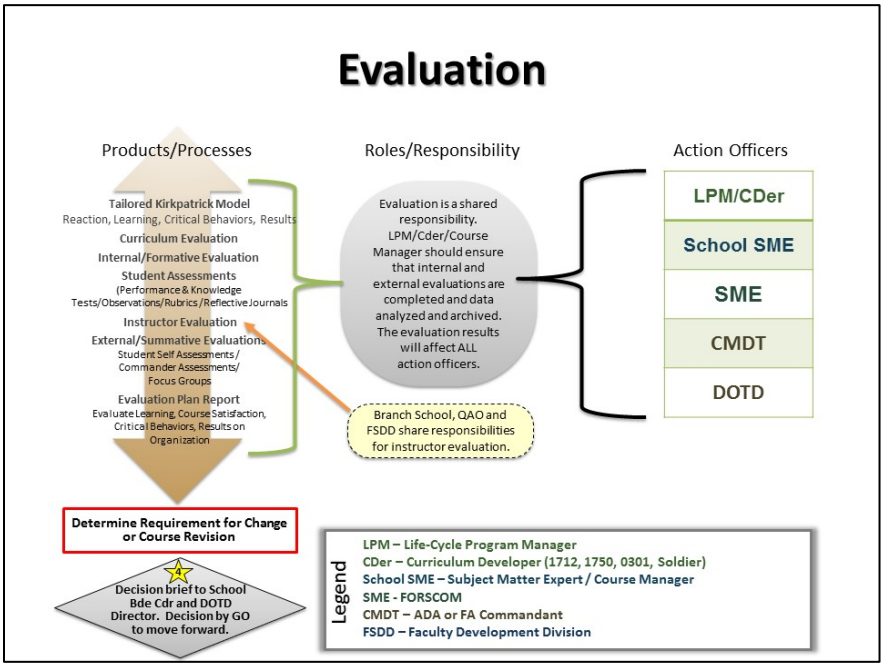

Figure 2-6. Learning Product/Instructor Evaluation Process and Key Players

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Chapter 3
Change Management and Governance

3-1. Overview

a. Army learning enterprise forums serve as platforms connecting branch proponents (Commandants) across the institutional and operational training domains (Figure 3-1). Each learning forum iteratively builds and matures topics by answering questions, solving problems and addressing learning gaps resulting from General Officer Steering Committees (GOSC), the operational force or branch proponents. Learning enterprise topics affecting the Fires Center of Excellence (FCoE) and/or its branch proponents migrate through a formalized Program Review Board (PRB) (Figure 3-2) process. The FCoE's PRB provides the necessary connective tissue synthesizing the Army learning enterprise forum topics in all things doctrine, training development and leader development where topics take on a branch proponent solution/identity. Linkage, oversight and control occurs through branch proponent oversight. A PRB serves as an FCoE platform enabling branch proponents to maintain visibility of their branch portfolios while feeding enterprise forum topics, thus supporting force readiness. The model also provides traction for branch proponent-nominated topics, supporting a branch proponent's priorities. The program supports predictability and certainty guiding workload and delivers a basis for understanding the context required for decisions allowing participants to easily locate responsible parties for specific work areas.

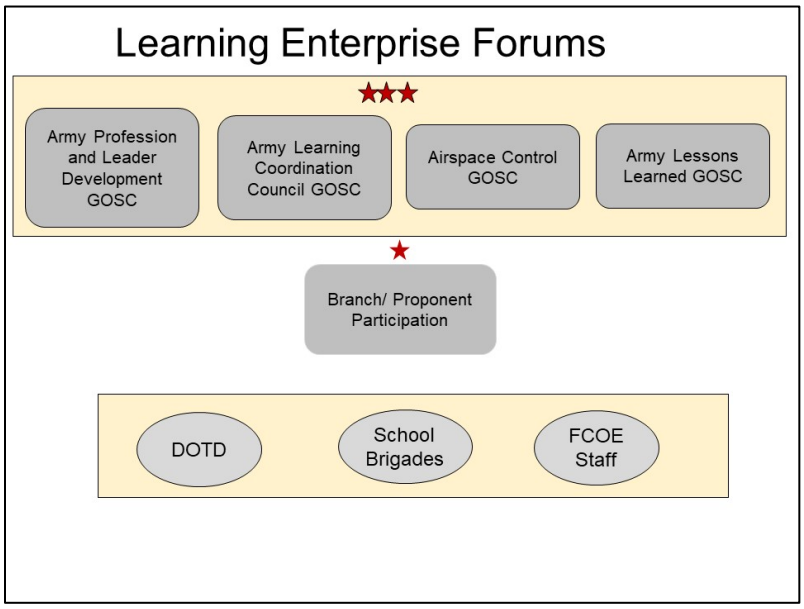

Figure 3-1. Army Learning Enterprise Forums

b. The Directorate of Training and Doctrine (DOTD) is the FCoE Commanding General's (FCoE CG) executive agent, expert and primary governing body for doctrine, training and education development, and leader development activities across the center, collaborating with branch proponents and branch schools through a formal program review methodology. The results of these activities fully empower branch proponents to execute training, leader development and education responsibilities within their respective branches. Figure 3-2 sketches

a proven change management framework which serves as a feeder mechanism and can inform Army University (ArmyU) and Training and Doctrine Command (TRADOC) learning enterprise forums. Change management ensures integrated and sequential programs of learning from initial military training (IMT) to professional military education (PME) remain consistent across Army learning policy and systems, Army leader development strategies and the Army's education strategy.

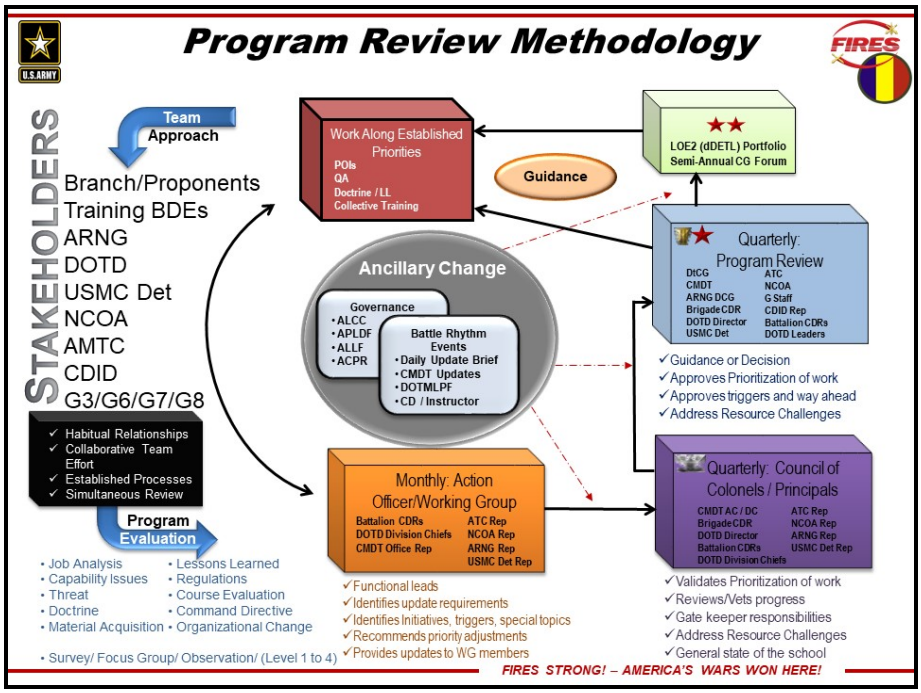

Figure 3-2. FCoE Program Review Board Process

c. The PRB acts as a linkage mechanism ensuring FCoE alignment with ArmyU, Combined Arms Center (CAC), TRADOC and the Army learning enterprise. The PRB framework ensures that the programs within the Fires (Field Artillery (FA) and Air Defense Artillery (ADA)) doctrine, organization, training, materiel, leadership and education, personnel, facilities and policy (DOTMLPF-P) domain sustain potential to deliver their promised value. Board processes help leaders assess a menu of a program's current state and adjust topic areas and direction if necessary. The board review allows leaders to refine the definition of success to maintain alignment with evolving training strategies.

d. To achieve the necessary linkage, oversight, and control programs must flow through an effective **governance forum**, which for the FCoE, is defined as follows.

3-2. Governance Structure and Roles

The PRB serves FCoE senior leaders with a collective forum specifically addressing branch proponent portfolios. Categories encompassing the portfolios include programs of instruction (POI), collective training, and doctrine and leader development. The PRB is aided through an established Council of Colonels (CoC), sub-committees and working groups where topics initiate, maturing bottom up, assuring that projected workload supports branch proponent-

approved priorities. Program efforts provide crucial data and feedback measuring ongoing contributions toward achieving desired results. Areas of responsibility for key personnel are outlined below:

a. **Program Review Board** includes a quarterly CoC, and quarterly and semi-annual GOSCs whose members support progressing directed topics derived from the Army learning enterprise, the FCoE CG and the branch proponents. Membership includes the FCoE CG, the Deputy to the Commanding General (DtCG), FCoE Chief of Staff, branch proponents, deputy commandants, directors, and FCoE and garrison staff leads. The branch proponent hosts the PRB GOSC. The branch proponents exercise overall responsibility for the horizontal and vertical integration of all educational programs within their respective branch portfolios. The branch proponents utilize the course design review (CDR) methodology to determine if course outcomes were met and provide guidance for course changes if required. The PRB ensures all stakeholders contribute toward improving training and education products. The branch proponent also ensures all programs comply with CAC and TRADOC requirements. The branch proponent or a designated representative approves POIs. Additionally, the branch proponent can approve changes in a POI that have no resource impact. New courses and courses with resource impacts require POI approval by the Headquarters, Department of the Army (HQDA) Training General Officers Steering Committee (TGOSC) and are vetted through the course growth process described in TRADOC Regulation (TR) 350-70, Army Learning Policy and Systems, 10 July 2017.

b. **Council of Colonels** serves as an examining body responsible for ensuring branch proponent portfolios continue on track, where topics remain appropriate for a GOSC audience. Membership includes the FCoE Chief of Staff, Deputy to the Chief of Staff, deputy commandants, assistant commandants, branch school/brigade commanders, FCoE/Garrison directors, and GS-15 staff leads. The CoC approves topics for each GOSC and may assign lead action officers or designate a tiger team as required. The CoC receives post-instructional conference (PIC) information to review course execution and identify trends and improvements in learning content, delivery, resources, processes and assessments. This includes results from program evaluations to determine accomplishment of educational outcomes and offering suggestions for curriculum change if needed. Collective training and doctrine products follow a similar path with products managed and presented collectively as prescribed in Chapter 5.

c. **Sub-committees** form along each element supporting programs within POI, doctrine, collective training and leader development programs. Sub-committees work topics and taskings resulting from Army learning enterprise forums (Figure 3-1), branch proponent-approved priorities, locally created fragmentary order/tasking order/operations order (FRAGO/ TASKORD/OPORD) where feedback threads into a CoC forum. Sub-committee leads ensure that CoC members remain informed of agenda topics and battle rhythm. Sub-committee membership includes battalion commanders, DOTD Individual Training and Education Division (ITED) Chiefs, FCoE staff deputies and requisite subject matter experts (SME). Each sub-committee maintains a standing membership list managed by each sub-committee lead. Sub-committee leads include course managers and from DOTD, senior military academic Officer and collective training Operational Training Division (OTD) Chief.

d. **Working groups** form as a result of specific tasks resulting from a CoC, sub-committee lead or a project nominated by a branch proponent. Regardless of assignment, working groups always vet projects back through a CoC. Working groups may have standing membership managed by each sub-committee's action lead. Membership includes course managers, DOTD Life-cycle Program Managers (LPM), FCoE staff officers and SMEs as required.

3-3. Programs of Instruction

Curriculum is developed using the Accountable Instructional System (AIS) and will conform to Army learning policy. The PRB serves as a change management forum ensuring execution and sustainment of each branch proponents' institutional instruction is relevant, rigorous and learner-centric, and remains consistent with the Army learning enterprise. The instructional output includes a branch proponent-approved course purpose and outcome. The POI sub-committee is responsible for conducting mini PICs determining accomplishment of learning outcomes and presents recommended curriculum changes or sustainment to the PRB CoC at a PIC. The GOSC receives a course design review during the PRB. The CDR addresses major changes to course content, terminal learning objectives (TLO) or resource requirements and ensures the course is accurate, relevant and effective. The CDR ensures alignment of course's purpose, educational outcomes and TLOs. Additionally, the LPM and course manager present the course map and assessment plan. The CDR also includes the review of educational outcome alignment with the general learning outcomes (GLO), therefore, satisfying Army learning enterprise policy. The branch proponent receives the recommended course purpose, educational outcomes and TLOs for approval. Other inputs to the CDR include the analysis compiled from the PIC and any major changes to resources, doctrine and force structure. Areas of responsibility for key personnel are outlined below:

a. **Branch School/Brigade Commander**

(1) Approves all instructional implementation decisions.

(2) Ensures course managers and instructors collaborate with the training development force (LPMs/curriculum developers (CDers)) to develop quality lesson plans, which contribute to comprehensively packaged and resourced POIs.

(3) Ensures POI development adheres to the Army's budgeting and resourcing cycles and Structured Manning Decision Review (SMDR) gates.

(4) Ensures horizontal/vertical integration of all educational programs so educational outcomes align with the GLOs.

(5) Signs the master evaluation plan (MEP).

b. **Director of Training**

(1) Manages the training developer workforce supporting the learning product workload management system to identify new or updated Army learning product development resourcing

requirements and to report the learning product workload accomplishments of the authorized ITED workforce.

(2) Submits required reports representing the preceding fiscal year (FY), execution FY and follow-on FYs.

NOTE

The training and education (TED) workload report is key in demonstrating workload requirements accomplished against manpower available. The tool also provides a mechanism in which branch proponents determine future requirements, discuss risk trade-offs as products move to product-managed risk (PMR). TED workload development and reporting will be executed using the Department of the Army (DA)-approved workload database/ process. The practicality of the tool allows DOTD to balance requirements against adjusted capacity resulting in true workload forecasts, thus supporting and guiding branch proponent priorities. The TED workload report will stand as an agenda item in the PRB CoC and GOSC forums.

(3) Performs as the FCoE CG's executive agent for the Training Requirements Analysis System (TRAS) process, procedures and submissions to the Training Operations Management Activity (TOMA).

(4) Collaborates with the branch school leadership to produce TRAS submissions (individual training plans (ITP), course administrative data (CAD) and POIs) and staffs these products to TOMA each year for the annual SMDR.

(5) Collaborates with branch schools to produce a three-year TRAS planning cycle submission, which results in a branch proponent-approved prioritization of POIs feeding the Training and Education Workload Management/Manpower Management (TED-WM/MM) prediction for the execution year.

(6) Not later than (NLT) September, publishes a PRB schedule for the execution year.

(7) Conducts assessment surveys.

(8) Analyzes results of the PIC to incorporate changes into the CAD, POI and other instructional materials.

(9) Integrates feedback and changes to doctrine review and refinement process.

(10) Hosts the PRB forums and serves as a CoC voting member.

c. **Deputy Brigade Commander**

(1) Provides the branch school/brigade commander recommendations on all personnel decisions, focusing on implementation and resourcing instruction.

(2) Ensures battalions select well-qualified and certified course managers.

(3) Establishes and manages scheduling and attendance of brigade personnel to the Common Faculty Development Instructor Course (CFD-IC) and Common Faculty Development Developer Course (CFD-DC).

(4) Leads the POI review process during CoC forums.

(5) Supervises the development of timelines and resource allocation within the branch school.

(6) Ensures the branch school/brigade commander is prepared for annual participation in the SMDR process.

(7) Presents POI resource critical shortfalls in the FCoE Program Budget Advisory Committee (PBAC) forums.

d. **Battalion Commander**

(1) Implements assigned instructional courses, ensuring SMEs participate in analysis, design and development of curriculum as required.

(2) Ensures instructional After Action Reviews (AAR) follow policy and trends get presented during the PRB.

(3) Formulates and presents risk assessment associated with instructor qualification and certification, instructional materials, resource shortfalls and instructional implementation to the PRB.

(4) Ensures course managers schedule and implement Faculty Development Phase 2 (FDP2) programs as described in Chapter 6.

(5) Approves lesson plans.

(6) Publishes a PIC schedule supporting the branch proponent-approved POI priorities during the execution year ensuring they support the published PRB schedule.

(7) Conducts/leads PICs and presents findings to the PRB CoC.

e. **Course Manager**

(1) Coordinates external and internal curriculum development issues and ensures collaboration with LPMs, which plays an integral role in the development and evaluation of instructional products.

(2) Establishes internal timelines and manages the recommendations for curriculum issues.

(3) Supports an action officer-level curriculum review process internal to the school.

(4) Works with DOTD Faculty and Staff Development Division (FSDD) to determine requirements for faculty professional development, establishes timelines and coordinates technical certification and instructor train-ups.

(5) Supported by the LPM, conducts presentations and briefings on assigned curriculum in PRB forums.

(6) Collaborates with the LPM to address external issues which affect product development (refer to Chapter 4). The LPM and course manager conduct the following activities:

(a) Collect PIC archive data.

(b) Coordinate and advertise the PIC.

(c) Oversee the PIC.

(d) Document PIC activities.

(e) Schedule milestones for changes.

(f) Prepare PIC reports (e.g., executive summary (EXSUM), compiled data, non-concurrences, PIC issue staffing).

(g) Distribute PIC results to branch school leadership, DOTD ITED chief and FSDD to improve and enhance faculty development courses and determine workshop offerings.

NOTE

Instructors, curriculum developers and the Quality Assurance Office (QAO) play a vital role ensuring lesson authors and curriculum developers create assigned lessons and materials in accordance with (IAW) the Army learning policy (refer to Chapter 4).

f. **Quality Assurance Office**

(1) Collaborate with branch schools to produce the MEP to submit to TRADOC NLT 1 September for the upcoming academic year.

(2) Assess implementation and identify process and resourcing issues.

(3) Provide feedback on implementation of the analysis, design, development, implementation and evaluation (ADDIE) process to branch school leadership, instructors and DOTD.

(4) Provide guidance and assistance for program evaluations per the MEP schedule.

(5) May be required to present findings and recommendations to the PRB.

3-4. Accountable Instructional System Overview (as Applicable to the FCoE)

The AIS is a five-step process. Four steps are cyclical and the fifth step (evaluation) is continuous. The process begins with analysis followed by design, followed by development and concluding with implementation before it begins again, pending results from evaluation or other triggers.

a. Analysis for a new course is conducted in the form of a needs analysis performed by a team led by an LPM. The team should include the course manager, select instructors, QAO and a Doctrine Division SME. Work includes, at a minimum, analysis of needs, performance requirements, goals and tasks. The process begins as a directive from the branch proponent or higher level authority and concludes with a decision and recommendations on design to the branch proponent through a PRB. New course growth must follow ArmyU published guidelines. Existing course analysis begins with a post-instruction AAR to a PRB CoC and concludes as a formal presentation to the GOSC. The work results in recommendations on design revision or sustainment of a course. Program reviews will follow the branch proponent's approved priorities for the current FY. Based upon the branch proponent's direction, DOTD manages a POI workload projection scheduling each branch proponent's POIs for periodic review.

(1) The analysis phase begins with the LPM and course manager reviewing current course content for changes in doctrine, leader development and instructional AAR results (refer to triggering events in Chapter 4). In some cases, findings may cause the team to request a Critical Task and Site Selection Board (CTSSB) to relook the individual critical tasks supporting the military occupation specialty (MOS) or area of concentration (AOC). In such cases, the LPM takes the lead in coordinating and conducting the CTSSB. Results of an initial course evaluation and the analysis phase of the particular block/module will work through the respective sub-committee and be presented to the PRB CoC. The course manager, supported by the lesson author or LPM will highlight feedback trends relevant to the curriculum (from faculty and/or students), make recommendations for changes and/or revisions (if needed), and receive guidance from the CoC in preparation for the PRB GOSC. The GOSC is where the branch proponent approves course purpose, educational outcomes and terminal learning objectives.

(2) Quarterly, the Doctrine Division provides course managers and LPMs a trend analysis focused upon operational feedback from the Combat Training Centers (CTC), warfighter forums and branch proponent senior leader forums. The results measure competencies performed by institutional graduates, thus validating course outcomes described as competencies in the DA Pamphlet (PAM) 600-3, Officer Professional Development and Career Management, 3 April 2019/DA PAM 600-25, U.S. Army Noncommissioned Officer Professional Development Guide, 11 December 2018. Data and feedback are presented to the PRB CoC for consideration into course design.

(3) The CTSSB convenes as directed by the branch proponent, branch school/brigade commander, DOT (or a designated representative), or at least every 2-3 years as directed by TR 350-70, Army Learning Policy and Systems. Once the branch proponent approves the resulting individual critical task list (ICTL), a copy is provided to the collective training division in DOTD. Results of the individual task analysis determining job performance requirements for each task performed on the job must be shaped by the POI sub-committee and presented through the CoCs to the PRB GOSC for approval. Products presented to the PRB demonstrate job performance requirements, which define the measures of performance used in diagnosing individual performance and evaluation of instruction. Individual task analysis provides the detail to design and develop individual training learning products and support collective training. Refer to Chapter 4 of this policy and TRADOC Pamphlet (TP) 350-70-14, Training and Education Development in Support of the Institutional Domain, 27 March 2015, for details.

b. Design considerations begin with information derived from analysis review recommendations and concludes with a decision brief to the branch proponent in a PRB GOSC. The outcomes of this process are approved learning outcomes for the course, module themes, a lesson flow concept and an evaluation plan of the learning objectives. Enabling learning objectives (ELOs) are reviewed and prepared for approval through the PRB CoC to the PRB GOSC. The branch proponent or designated representative reviews and approves the course TLOs during a PRB GOSC forum. Approved course structure (phases, modules and/or lesson sequencing) and supporting media emphasize the importance of articulating effective learning objectives that ensure alignment of training or education with critical learning requirements.

c. Development follows the PRB's design decision and concludes with the branch proponent's approval of the TRAS requirements document (POI) that provides a specific description of course content, duration of instruction, types of instruction and lists resources required to conduct the course/phase. The TRAS requirements document is worked through the POI sub-committee, presented to the PRB CoC, and finally, presented to the PRB GOSC where the document is signed. The battalion commander approves branch technical lessons as part of a POI sub-committee forum.

(1) The majority of course development work consists of changes to existing courses. Occasionally, branch proponents want to develop a new course in response to major DOTMLPF-P changes (e.g., a new MOS), or a training or education deficiency identified by the operational force. New course development should begin five years before the implementation date. Branch proponents may approve a shortened lead-time to three years; however, that is the

minimum time required to develop the course materials and program, acquire the necessary resources, train cadre and schedule facilities.

(2) A changing operational environment or training gap may require a more condensed timeline which requires resource trade-offs that must be approved by the branch proponent. Strategies addressing course growth to either existing or new courses must navigate the PRB methodology.

d. Implementation begins with branch schools conducting appropriate train-up periods following an FDP2 construct (refer to Chapter 6). Course managers ensure that instructor and student feedback mechanisms remain consistent throughout the course. Feedback in terms of surveys, observation, small group discussion and other methods must conform to Army's institutional review board (IRB) policy. Schools may only teach branch proponent-approved or TOMA-validated POIs without a branch proponent waiver. All courses must be taught by a qualified and certified instructor IAW ArmyU policy and is further explained in Chapter 6 of this regulation. Collecting editorial feedback, doctrine corrections and other items affecting student learning to include lesson plan refinements must be captured and presented to the POI sub-committee. Specific relationships and processes can be found in Chapter 4.

e. Evaluation is a continuous process. It includes all forms of collection and is regulated by Army IRB standards. All human subject research must be cleared by an IRB determination officer. Each PRB sub-committee reviews collected data providing a qualified interpretation of the data to the PRB CoC.

(1) Surveys provide important data points. Course managers collaborate with LPMs before the course is implemented to develop both instructor and student surveys. The completion of surveys and interviews should be agreed upon and tracked. The data will be returned to the LPM for analysis and presented to the PRB CoC. Schools that use survey instruments and propose collection of information from Army personnel will follow the requirements and processes for survey approval, licensing and tracking IAW Department of Defense (DoD) Instruction (DODI) 8910.01, Information Collection and Reporting, 19 May 2014. These instructions include approval or exemption from a licensing authority, Army sponsorship and approval or exemption from an Army IRB or the Army Human Research Protection Office (AHRPO).

(2) Internal course AARs should be conducted within 10 days of the completion of the instruction with all instructors. It should be an open AAR and LPMs should participate in the AARs.

3-5. Product Timelines

a. The PRB requires agenda topics to nest along Army resourcing and budgeting gates to allow senior leaders to influence outcomes for learning products. Therefore, establishing an FCoE battle rhythm is essential to provide senior leaders with a reasonable framework to make decisions, provide guidance and impact the Army learning enterprise. The timeline in Figure 3-3 identifies recurring events that occur around critical transitions, such as the organization submitting final instructional learning products supporting the SMDR or the outgoing branch

proponent establishing a final touchpoint before handing off to the next senior leader. This timeline provides necessary stability to the workforce's predicted workload during leadership transitions.

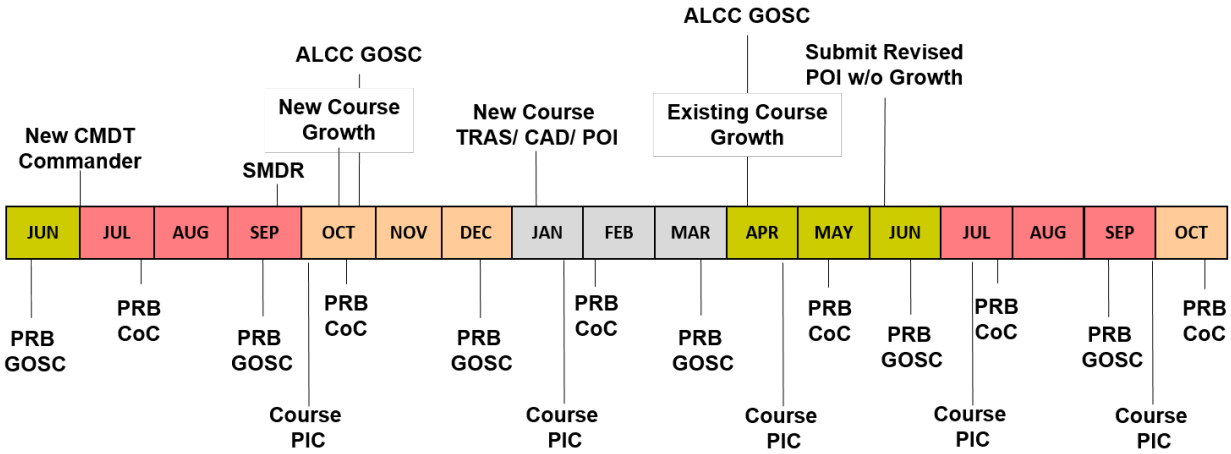

Figure 3-3. Product Timeline

b. The July CoC acts as a shaping forum to closeout critical workload from FY(XX_0) and leans forward to the next FY(XX_1) workload predictions. The GOSC in September provides the new or remaining branch proponent a summary of work accomplished against the year's prediction. Work not accomplished becomes new work in the next year or PMR. Additionally, the September GOSC prepares the branch proponent for the CAC Commander's fall senior leader forum. The fourth and first quarter forums set the conditions balancing assigned workload accomplishments meeting the current FY branch proponent's priorities and becomes recorded workload accomplished against the workload capacity. Any critical capacity shortfalls are identified in the GOSC with risk mitigation measures demonstrating solutions.

c. The first quarter accomplishes renewed/revised branch proponent priorities, validates workload accomplished, establishes predicted workload for the new execution year and 2 years out, mitigates risk along PMR and submits requisite material supporting new course growth for each branch proponent. The second and third quarter forums track progress along branch proponent priorities and bring up appropriate topics for general officer guidance or decision. Slide templates and processes encompassing the product timelines are regulated and approved by the PRB CoC.

3-6. Collective Training

DOTD leads a cooperative group of stakeholders leveraging the PRB to shape the approval of products that provide mission-focused and outcome-based training and education to the operational force. The PRB serves as a change management function ensuring execution and sustainment of branch collective training products that incorporate requisite feedback from the operational force through the many collection venues as described in Chapter 5. The collective training sub-committee is responsible for conducting mini-conferences aligning with various events, conferences and working groups, such as warfighter forums, CTC forums and Sustainable Readiness Model (SRM) forums. Recommended changes or sustainment to training

products migrate from working groups to the sub-committee to the CoC and finally to the PRB GOSC. Areas of responsibility for key personnel are outlined below:

a. **Branch Proponent/Commandant**

(1) Approves all training products.

(2) Ensures stakeholders work across the operational force training community developing quality products which contribute toward unit readiness.

b. **Director of Training**

(1) Manages the training developer workforce.

(2) Oversees the completion of the Fires Center's Program Objective Memorandum (POM) worksheet representing each branch proponent's portfolio. Utilizing the POM worksheet, the DOT has the following areas of responsibility:

(a) Projects scheduled work for current year and two out-years based upon available manpower (workload capacity).

(b) Balances requirements against adjusted capacity resulting in true workload forecasts.

(c) Provides the branch proponent with achievable workload in which to establish priorities.

(d) Ensures compliance of products developed and stored in the Army's Training Development Capability (TDC) system of record.

(e) Identifies and presents PMR to the branch proponent.

(f) Provides branch proponent with the necessary linkage, oversight and control spanning the enterprise learning forums.

c. **Operational Battalion Commander**

(1) Utilizes training products in the execution of organizational mission sets.

(2) Provides valuable feedback data to DOTD ITEDs, and Doctrine and Lessons Learned Divisions through various formal and informal opportunities.

(3) Data collected gets vetted into the PRB collective training sub-committee where topics get shaped for the PRB CoC. The PRB CoC determines validity of topics for presentation into the PRB GOSC. The PRB GOSC may select topics to migrate into higher Army learning enterprise forums.

3-7. Doctrine Division

The DOTD Doctrine Division leads a cooperative group of stakeholders leveraging the PRB to shape the approval of doctrine products. The PRB serves as a change management function ensuring execution and sustainment representing branch doctrine. Material incorporates requisite feedback from the operational force through the various collection venues described in Chapter 5. The doctrine training sub-committee is responsible for conducting mini-conferences aligning with various events, conferences and working groups, such as warfighter forums, CTC forums and combat development forums. Recommended changes or sustainment to training products migrate from working groups to the sub-committee to the CoC and finally to the PRB GOSC. Areas of responsibility for key personnel are outlined below:

a. **Branch Proponent/Commandant**

(1) Approves all doctrine products.

(2) Ensures stakeholders work across the operational force developing quality doctrine which contributes toward mission readiness.

b. **Director of Training**

(1) Manages the doctrine developer workforce.

(2) Ensures development of relevant Fires (FA and ADA) doctrine.

(3) Assures observations, insights and lessons learned are collected and incorporated into doctrine.

(4) Provides Fires (FA and ADA) doctrine for incorporation into other branch proponent's doctrinal publications.

c. **Operational Commander**

(1) Validates products in the execution of organizational mission sets.

(2) Provides invaluable feedback data to DOTD ITEDs, and the Doctrine and Lessons Learned Divisions through various formal and informal opportunities.

(3) Ensures data collected gets vetted into the PRB collective training sub-committee where topics get shaped for the PRB CoC. The PRB CoC determines validity of topics for presentation into the PRB GOSC. The PRB GOSC may select topics to migrate into higher Army learning enterprise forums.

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Chapter 4
Institutional Learning Products

4-1. Overview

The Directorate of Training and Doctrine (DOTD) is the Fires Center of Excellence (FCoE) Commanding General's (FCoE CG) executive agent for development of institutional learning products. This chapter describes the management requirements for processing, maintaining and resourcing institutional learning products to include prioritizing, integrating and synchronizing FCoE and Army training and education policies, processes, systems and resources.

4-2. Governance of Learning Products

Governance provides senior leadership touchpoints to give guidance or make decisions. The FCoE uses organizations, both internal and external, and a wide variety of committees, councils and forums to ensure timely and informed decision-making. This document describes the governance process for producing, maintaining and resourcing FCoE institutional learning products. Chapter 3 covers the information on the decision-making process used to establish and synchronize policy, processes and systems, and allocate resources.

4-3. Management Responsibilities

The managing responsibilities for FCoE institutional learning products affect multiple domains and command levels to include the FCoE CG, branch proponents/Commandants, branch schools, Noncommissioned Officers Academy (NCOA), DOTD, G-3/5/7, G-6 and G-8. Chapter 1 covers FCoE functions and responsibilities.

4-4. Army/Fires Center of Excellence Triggering Circumstances

The Army learning triggering circumstances, as defined in Training and Doctrine Command (TRADOC) Regulation (TR) 350-70, Army Learning Policy and Systems, 10 July 2017, are events that create training and education product development workload. These triggering circumstances apply to all FCoE training and education product development. These triggering circumstances may be unpredictable and may affect immediate product development workload. Triggering circumstances have priority over maintenance development workload.

a. Many variables drive changes to FCoE institutional learning products.

(1) Changes to any element of doctrine, organization, training, materiel, leadership and education, personnel, facilities and policy (DOTMLPF-P) that require a training and education solution. The FCoE Capabilities Development and Integration Directorate (CDID) integrates and synchronizes all DOTMLPF-P initiatives for the FCoE.

(2) Solutions identified from observations, lessons learned and best practices, after-action reviews (AAR) and interviews.

(3) Those directed by commanders and/or branch proponents and/or higher headquarters.

NOTE

DOTMLPF-P changes may or may not require new and/or revised learning (training and education) strategies.

b. Figure 4-1 depicts many of the variables that trigger a review, revision or creation of FCoE institutional learning products.

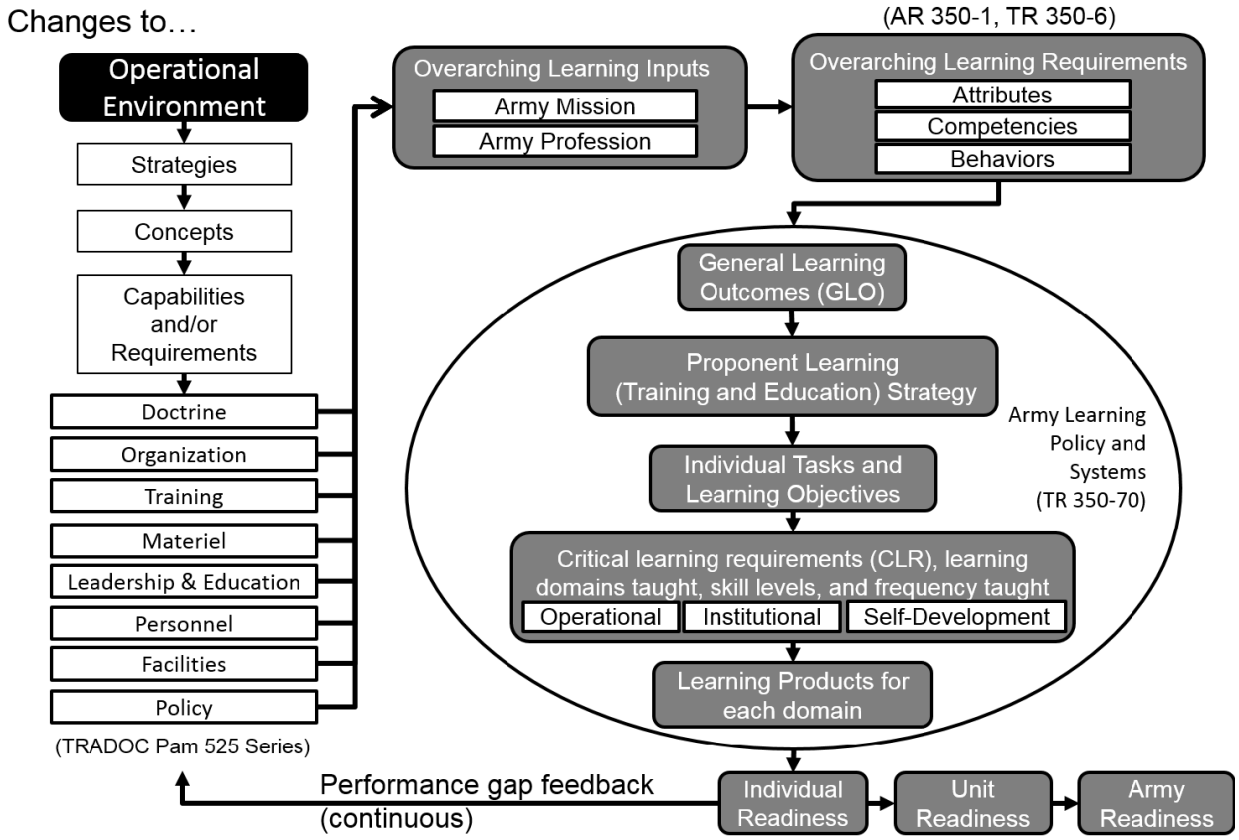

Figure 4-1. Army Triggering Circumstances

c. Triggering circumstances lead to identification of gaps and requirements, which then directly lead to the ADDIE (analysis, design, development, implementation and evaluation) process.

4-5. ADDIE

The ADDIE five-phase process organizes and guides all training and education product development activities for institutional training.

a. The ADDIE process and Army/FCoE triggering circumstances have a direct relationship as ADDIE is the result of those triggering circumstances.

b. ADDIE is not …Ready…Fire…Aim! For example:

(1) "…I went to a conference…"

(2) "…by the next course, I want to change…"

(3) "…just make the changes and do not ask questions…"

c. ADDIE also is not the Encyclopedia Britannica. For example:

(1) "…just memorize all these facts…"

(2) "…we'll figure out what's important later…"

d. The ADDIE process is the basis of a systematic, cyclic, iterative approach to conceive, plan, organize and document all FCoE institutional learning products. ADDIE starts with a thorough analysis.

e. FCoE senior leaders and training and education managers help drive changes in FCoE learning to remedy performance gaps and achieve new capabilities through training and education.

f. FCoE senior leaders and training and education managers help organize and guide learning product development through the ADDIE process to address those gaps or achieve the desired capabilities.

g. Figure 4-2 depicts the relationship between FCoE senior leaders and training and education managers, Army/FCoE triggering events, and the ADDIE process.

h. In accordance with (IAW) the priorities and guidance of the branch proponent, DOTD is the Office of Primary Responsibility (OPR) for all phases of ADDIE for institutional learning products with the support of branch schools and the NCOA with the exception of the implementation phase of ADDIE. The branch schools and the NCOA are responsible for and will implement their respective courses with the support of DOTD. DOTD is responsible for and will implement the Faculty and Staff Development Division's (FSDD) Common Faculty Development (CFD) and professional development courses.

4-6. Analysis

Analysis is the first phase of ADDIE and therefore, initiates the process. However, analysis can continue throughout the ADDIE process. Analysis determines if there is a need for training and education. The DOTD Life-Cycle Program Manager (LPM)/Curriculum Developer (CDer) conducts and leads the analysis for their respective courses with support from various stakeholders and Subject Matter Experts (SME). FSDD conducts and leads the analysis for their courses with support from various stakeholders and SMEs. Institutional learning product

requirements drive the specific type of analysis. The types of analysis required for institutional learning products are as follows:

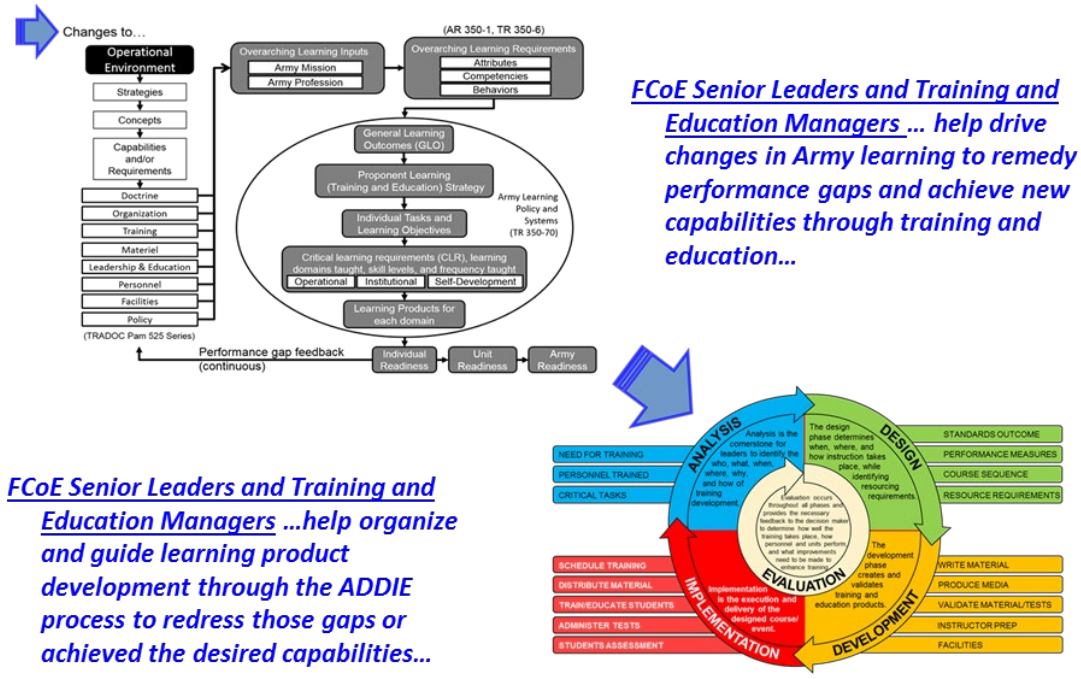

Figure 4-2. FCoE Senior Leader and Training and Education Managers Army Triggering Events and ADDIE Process Relationship

a. Needs analysis. Needs analysis identifies gaps between current and required Fires/Army capabilities or performance. A needs analysis will determine whether or not a training solution is required. A needs analysis produces the following outputs:

(1) Training and education solutions or revisions (as applicable)

(2) Recommendations for non-training and education solutions (as applicable)

(3) Learning product development requirements

b. Target audience analysis. Target audience analysis identifies and describes the individuals who perform all the tasks associated with the specific job or function to be trained. This analysis also informs who attends specific courses.

c. Job analysis. A job analysis is the process used to identify all the individual critical tasks to be trained/taught in order for jobholders to accomplish their duties. The process by which a job analysis is conducted is the Critical Task and Site Selection Board (CTSSB). A job analysis or CTSSB, should be conducted as directed or a minimum of every 2-3 years. CTSSBs will be conducted IAW TRADOC Pamphlet (TP) 350-70-14, Training and Education Development in Support of the Institutional Domain, 27 March 2015. Job analysis outputs include:

(1) Total task inventory (TTI)

(2) Field survey data

(3) Task selection model data

(4) Individual task performance data

(5) Individual critical task list (ICTL)

d. Individual task analysis. An individual task analysis is performed as a result of the job analysis after all individual tasks have been identified. The individual task analysis determines the job performance requirements for each task performed on the job. Individual task analysis provides the detail to design and develop individual learning products and support collective training.

e. Thorough analysis results in the production of high-quality Fires institutional learning products.

f. Analysis results are briefed to the DOTD Dean of Academics, Director of Training (DOT), branch school/brigade commander, Army National Guard (ARNG) representative (as applicable), and then to the respective branch proponent for approval before moving forward to the design phase.

4-7. Design

The analysis phase determined the "what and why" and the design phase will define the "how" of the ADDIE process. The LPM/CDer conducts and leads the design for their respective courses with support from various stakeholders and SMEs. FSDD conducts and leads the design for their courses with support from various stakeholders and SMEs.

a. During the design phase, analysis data translates into an outline for institutional learning product development. This outline is referred to as the course map. The course map is a layout of the course, which includes phases, modules and lesson sequence. Along with the course map, other design phase outputs include:

(1) Learning outcomes/objectives

(2) Sequencing of content

(3) Optimum class size

(4) Instructor to student ratios

(5) Course assessments

(6) Methods of instruction

(7) Technology/media

(8) Graduation requirements

(9) Resources

(10) Evaluation criteria

b. Stakeholder input is encouraged during the design phase.

c. The course map is briefed to the DOTD Dean of Academics, DOT, branch school/brigade commander, ARNG representative (as applicable), and then to the respective branch proponent for approval before moving forward to the development phase.

4-8. Development

Development is the production phase of the ADDIE process. CDers use analysis data and outputs, and design outputs to produce high-quality Fires institutional learning products. The LPM/CDer conducts and leads the development for their respective courses with support from SMEs. FSDD conducts and leads the development for their courses with support from various stakeholders and SMEs. All product development is completed using the Training Development Capability (TDC) tool.

a. Development phase outputs include:

(1) Individual training plan (ITP)

(2) Course administrative data (CAD)

(3) Program of instruction (POI) and the following supporting learning products:

(a) Individual student assessment plan (ISAP)

(b) Course management plan (CMP)

(c) Lesson plans (LPs)

(d) Student handouts, as applicable

(e) Examinations/rubrics, as applicable

(4) Individual critical tasks

b. When applicable, institutional learning products will include both Active Army (AA) and Reserve Component (RC) versions that are One Army School System (OASS)-compliant.

c. The LPM/CDer with support from the respective branch schools or NCOA validates institutional learning products for implementation.

d. FSDD, with support from various stakeholders, validates CFD and professional development courses.

e. The final product is staffed to the branch school/brigade commander, ARNG representative (as applicable), the DOTD Dean of Academics, the DOT, and then to the respective branch proponent for approval and submission to the Training Operations Management Activity (TOMA) before moving forward to the implementation phase. Appendix B covers the staffing processes for ITPs, CADs and POIs in detail.

f. POI growth requires a Training Requirements Analysis System (TRAS) Abbreviated Cost-Benefit Analysis (TAC-BA).

(1) The LPM/CDer is responsible for the development of the TAC-BA.

(2) G-8 is responsible for providing all associated POI growth costs.

(3) The respective branch schools and NCOA are responsible for validating the costs associated with POI growth.

(4) The TAC-BA accompanies the final institutional learning product during the staffing process.

4-9. Implementation

Implementation is the execution and delivery of institutional learning products. This includes the execution of POIs and LPs as designed, and also includes student learning assessment and data collection for evaluation. The branch schools, NCOA and FSDD execute their respective learning products.

a. Course managers are responsible for every aspect of implementing their respective courses. Every FCoE course will have a course manager identified and assigned. A course manager should not manage more than three separate courses. Course managers will ensure the following:

(1) Proper scheduling of all classes per course.

(2) All resources required to teach the course, i.e., equipment; training aids, devices, simulations and simulators (TADSS); ranges; classrooms; reference material; etc. are available and operational.

(3) All instructors assigned to teach their courses are qualified and certified IAW TRADOC and FCoE certification standards.

(4) Accountability of all students.

(5) Ensure each student receives and understands the ISAP. The ISAP is discussed in paragraph 4-17.

(6) The facilitation of student learning is observed, assessed and evaluated.

(7) Ensure all student records are IAW with accreditation/Army Enterprise Accreditation Standards (AEAS) standards.

(8) Adhere to branch school/NCOA/DOTD academic standard operating procedures (SOP)/guidelines.

(9) The POIs are taught as designed. The respective branch proponent must approve any deviations from the approved POI prior to implementation.

b. The LPM/CDer and course manager will collect evaluation data during the implementation phase.

4-10. Evaluation

Evaluation is the quality control for all learning and learning product development and also ensures the learner has achieved the intended course outcomes. Evaluation is a systematic and continuous process used to appraise the quality, effectiveness and efficiency of a program, process, product or procedure. All FCoE courses are subject to evaluation as outlined below.

a. Formative evaluations are conducted during each phase of the ADDIE process to ensure learning products and learning meet consistent standards.

NOTE

A formative evaluation judges the worth of a program during the ADDIE process. During the analysis, design and development phases of ADDIE, formative evaluation permits the CDers and course managers to monitor the production of learning products and to make necessary revisions along the way. During the implementation phase of ADDIE, the focus is on the learning and learner. CDers, course managers, instructors and learners monitor instructional goals and objectives and ensure they are being met. Formative evaluation identifies deficiencies and allows proper learning interventions (revisions) to take place.

b. Summative evaluation are conducted after implementation of any learning product (course, lesson plan, POI, etc.) to ensure learners receive instruction that makes it possible for them to achieve the intended outcomes.

NOTE

A summative evaluation judges the worth of a program at the end of the ADDIE process and focuses on course outcomes. The primary purpose of summative evaluation data is to determine if the course requires revision. Summative evaluation may also assist in determining course cancellation.

c. Summative evaluation uses various instruments to collect the data:

(1) Questionnaires

(2) Surveys

(3) Interviews

(4) Observations

(5) Testing

NOTE

The model or methodology used to gather the data should be a specified step-by-step procedure. The design and execution of data collection is critical to ensure the data is accurate and valid.

4-11. Domains of Army Learning

Learning is the acquisition of new knowledge or skill by experience, instruction, or study, or a combination of all three. The three domains of Army learning are the operational, institutional and self-development (OISD). Learning is continuous and occurs in all three training domains by means of all pillars (training, education and experience) and in all settings and environments (classroom, training area, joint, civilian, deployed and others). The OISD domains overlap and complement each other in support of learning.

a. The operational domain involves training and education that individuals, units and organizations undertake.

(1) The operational domain supports each unit's mission essential task list (METL) by integrating learners into a team that builds on the foundation of individual skills learned in institutions.

(2) Operational learning products support training and education of individuals, units and organizations and include unit task lists (UTL), Sustainable Readiness Model-Training Event Matrices (SRM-TEM), METLs, mission essential tasks (MET), combined arms training strategies (CATS), collective tasks, Warfighter training support packages (WTSP) and drill and Soldier training publications (STP).

(3) Chapter 5 of this regulation describes the operational training domain.

b. The institutional domain encompasses institutional training and education.

(1) The institutional domain is taught at the two branch schools (428th Field Artillery Brigade and 30th Air Defense Artillery Brigade) and at the NCOA. The institutional domain trains the individual critical tasks and other topics through the POIs and their respective lesson plans.

(2) The institutional domain includes initial military training (IMT) (Advanced Individual Training (AIT), Warrant Officer Basic Course (WOBC) and Basic Officer Leader Course (BOLC)); professional military education (PME) (Advanced Leader Course (ALC), Senior Leader Course (SLC), Warrant Officer Advanced Course (WOAC) and Captain Career Course (CCC)); and functional training for Soldiers, Department of the Army (DA) Civilians (DAC) and contractors.

c. The self-development domain supports continuous, lifelong learning and enables individuals to pursue personal and professional development goals in support of Army readiness.

(1) The self-development domain includes experience, education, and training. The self-development domain bridges the gaps between the operational and institutional domains and sets the conditions for continuous learning and growth.

(2) Self-development includes three types of self-development:

(a) Structured self-development. Learning that continues throughout a career and is closely linked to and synchronized with classroom and on-the-job learning.

(b) Guided self-development. Recommended but optional learning that will help keep personnel prepared for changing technical, functional and leadership responsibilities throughout their career.

(c) Self-initiated personal development. Self-initiated learning where the individual defines the objective, pace and process, such as pursuing technical training or a college education.

4-12. Learning Domain vs. Learning Environment

An Army learning domain can be viewed as one of the three (operational, institutional, self-development) specific areas in which learning can occur and the organization(s) or individuals responsible for the learning within each respective domain. The institutional domain, for example, occurs at the branch schools or NCOA, and those responsible for the learning are the branch proponents, instructors, etc. A learning environment represents the physical location and setting in which the learning occurs, i.e., a classroom is a learning environment in which learning can occur from any of the three learning domains.

4-13. Army Learning Concept for Training and Education

TRADOC Pamphlet (TP) 525-8-2, The U.S. Army Learning Concept for Training and Education (ALC-TE), 2020-2040, April 2017, describes a systematic approach to future learning. The approach described in TP 525-8-2 outlines an adaptive blend of learner-centric training and education which combines with experience to enable development of mission-capable Soldiers, Army civilians and cohesive teams to win in a complex world.

a. The ALC-TE provides a common intellectual framework to support training and education of future Army forces. It serves as a foundation for the development of learning strategies, programs and processes. The guidance found within the ALC-TE will guide the FCoE to hone its core competencies in the classroom, at home station, at the combat training centers, when deployed, and through structured and non-structured self-development.

b. This guidance builds the foundation for continuous career-long learning. Learners that commit to continuous career-long learning to become adaptable, agile, innovative Soldiers and Army civilians and use collective training events to train adaptable and combat-ready combined arms teams.

c. The goal of the ALC-TE is to create a learning environment that develops agile, adaptive and innovative Soldiers and Army civilians with competencies that can build cohesive teams to win in a complex world.

d. Army learning is a combination of training, education and experience that achieves the goal of developing Soldiers and Army civilians with the character, competence and commitment to make the right decisions and take the right actions to accomplish the mission.

e. The FCoE will adapt these guidelines to create appropriate learning environments for learning at all levels.

f. The following are characteristics of the Army learning environment (Figure 4-3):

(1) Learner-centric (learning through a combination of training, education and experience through the operational, institutional and self-development learning domains).

(2) Agile and adaptive (quickly responds to identified gaps/requirements while delivering the learning when and where it is needed).

(3) Continuous and progressive (learner relies on close coordination of training and education, and experience to acquire and perform progressively higher skills and responsibilities as their careers advance).

(4) Outcomes-based (produces defined outcomes that meet specified goals through rigorous assessment).

4-14. Synchronization Meetings

Synchronization meetings with appropriate stakeholders serve to unify the FCoE learning intent and to refine and prioritize learning requirements in reference to learning products. Synchronization meetings at the branch schools, battalions and NCOA, at a minimum, will occur at quarterly intervals. DOTD will conduct training and education synchronization meetings as follows:

a. The DOT will conduct separate quarterly training and education synchronization meetings with each branch school. These meetings will cover the entire POI portfolio for each respective branch proponent. The NCOA Commandant will attend these meetings or send a representative.

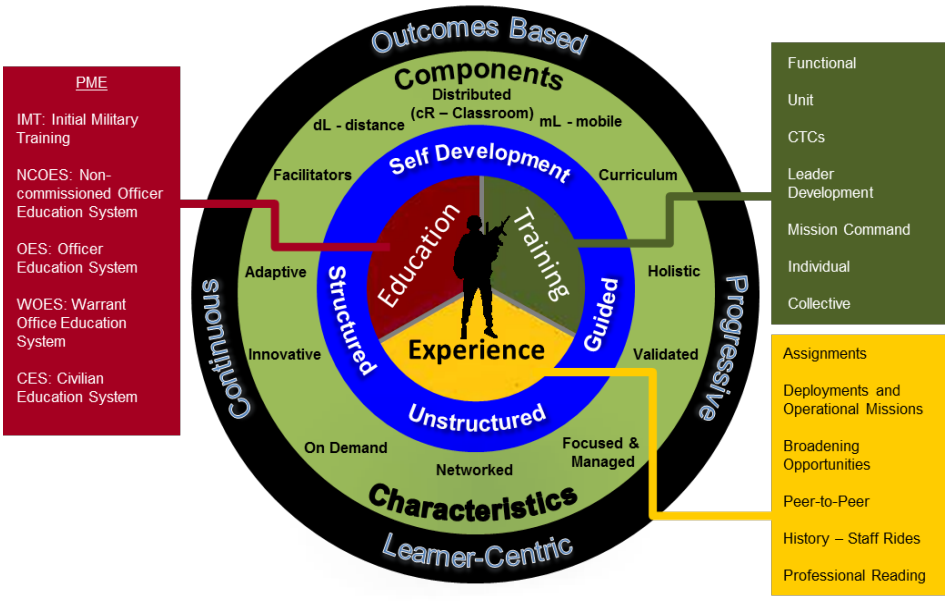

Figure 4-3. The Army Learning Environment

b. These meetings will be scheduled quarterly, but may be scheduled more frequently to meet short suspense/high priority requirements when deemed appropriate by either branch proponent, DOT, branch school/brigade commander or NCOA Commandant.

c. The purpose of these meetings will be as follows:

(1) Establish training development priorities and milestones.

NOTE

Training development priorities and milestones require concurrence by both the DOT and respective branch school/ brigade commander and approval by the respective branch proponent.

(2) Provide command guidance and establish the branch proponent's intent.

(3) Designate project leads and establish battalion/battery-level synchronization meetings as necessary.

(4) Identify required SME support as necessary.

(5) Provide status updates on ongoing training development projects.

d. Attendees will include, but are not limited to:

(1) DOT/DOTD Command Sergeant Major (CSM)/DOTD Dean of Academics

(2) Assistant or Deputy Commandant

(3) Branch school/brigade commander/CSM (or representative)

(4) NCOA Commandant (or representative)

(5) Battalion commander/CSM (or representative)

NOTE

Representatives must have the authority to concur with established training development priorities and milestones.

(6) Individual Training and Education Division (ITED) Chiefs

(7) Appropriate course managers

(8) ARNG representative (as necessary)

(9) Additional attendees (as appropriate to discuss topics)

e. Synchronization meetings at the battalion/battery level will follow the same guidelines listed above, but will include battalion and battery-level personnel, ITED chief, LPM and CDers. These meetings may occur on either a monthly or quarterly interval as necessary.

f. The end result of training and education synchronization meetings is a recommended training and education priority list for branch proponent approval.

4-15. Training Requirements Analysis System

TRAS is a planning and management process to validate and document branch proponent-approved courses/phases for submission into the various resource systems for timely acquisition of necessary resources. TRAS documents capture the resource requirements for learning product implementation. The validation process merges data input into various resources systems to obtain the assets necessary to implement courses/phases in a timely manner. TRAS uses three types of documents: the ITP, CAD and POI. DOTD is the lead agent for developing all three

TRAS documents for courses implemented by the branch schools, NCOA, regional training institutes (RTI), FSDD and other teaching organizations. Additionally, DOTD will prepare POIs and CADs for courses that fall under the Inter-service Training Review Organization (ITRO). TRAS documents include the following:

a. Individual Training Plan. The ITP is a long-range planning document, prepared for each military occupational specialty (MOS) and area of concentration (AOC) that describes the overall plan to satisfy learning requirements for an individual's entire career. The ITP prescribes the course requirements (resident and non-resident) for an MOS or AOC and identifies training and education programs that directly support the MOS or AOC.

(1) The ITP is a living document. DOTD will submit ITPs 3-7 years prior to implementation of new or key changes to an existing learning strategy. This allows branch schools to pursue resources with a long lead time. The ITP is required when changes drive a need for resources that have a long lead-time to acquire.

(2) TOMA validates resource changes for ITPs resulting from new strategies, courses or changes to DOTMLPF-P.

(3) DOTD will maintain up-to-date ITPs and will resubmit a changed ITP when the requirement to modify their training and education results in a major change to a program as documented in a new or revised CAD or POI.

(4) ITP submissions will be accompanied by a memorandum of transmittal (MOT) signed by the respective branch proponent.

(5) Upon TOMA validation of resources, the ITP provides the proponent strategy and resource data essential for the development of a CAD.

(6) Refer to Appendix B for additional information on the ITP.

b. Course Administrative Data. The CAD is the branch proponent’s estimate of course content and the required supporting administrative data documenting a new or revised course and stimulating the resource systems and processes needed to acquire the resources before the implementation date. The CAD provides critical planning information about a resident, non-resident, or distance learning (dL) course. The CAD contains information such as the instructor contact hours (ICH), optimum class sizes, course length and course start date. Combined with the Army Program for Individual Training (ARPRINT), the CAD information estimates the required resources to implement a course and provides personnel resource requirements as input to the Program Objective Memorandum (POM) to acquire the resources before the implementation date. The CAD is specific to a course or a phase of course, and the scope and prerequisite information in a CAD are tailored to describe the specific phase.

(1) A CAD is an independent TRAS document required for each proponent course. The data captured in a CAD becomes the preface to a POI when the POI is developed. DOTD will

submit CADs 1-3 years prior to implementation of new or key changes to an existing learning strategy.

(2) A revised CAD as an independent document or as the preface to a POI is submitted when there are significant changes projected in training strategies and course content, when there are changes in the CAD data fields and/or other course resource requirements.

(3) To reduce student turbulence and allow time to adjust currently programmed students and resources, changes requested within 1 year of execution are strongly discouraged. Requests to change the course length or class size less than 1 year from implementation require a written request by the branch proponent or their designated representative.

(4) New courses and courses with growth and funded by TRADOC require CAC validation and prioritization and resource validation from TOMA.

(5) A CAD is the first resource document submitted in the SMDR/POM process.

(6) DOTD will submit a revised CAD 3 years prior to the implementation of proposed course changes in ATRRS.

(7) CAD submissions will be accompanied by an MOT signed by the respective branch proponent.

(8) Upon TOMA validation of resources, the CAD provides the proponent strategy and resource data essential for the development of a POI.

(9) Refer to Appendix B for additional information on the CAD.

c. Program of Instruction. The POI is the definitive requirements document that provides all details required to implement the course to include all required resources. POIs provide a specific description of course content, duration of instruction and types of instruction. POIs include the critical tasks/topics, the learning objectives and the supporting skills and knowledge taught. POIs list resources required to conduct the course/phase based on a single class iteration. POIs include the critical tasks and the learning objectives taught.

(1) DOTD will develop a POI for each course or phase of a course conducted by the branch schools, NCOA, RTIs, FSDD and other teaching organizations. FCoE will develop CADs from the other services POIs for ITRO co-located courses in which their proponent hosts. POIs are also developed for co-located phases of courses conducted at other service locations.

(2) DOTD will submit POIs not less than 1 year prior to implementation if there is no increase in resources and submit POIs with increased resource requirements not less than 2 years from implementation. In order to reduce student turbulence and allow time to adjust currently programmed students and resources, changes requested within 1 year of execution are strongly discouraged. Requests to change the course length or class size less than 1 year from

implementation require a written request by the branch proponent or their designated representative.

(3) POIs for new courses and courses with an increase for resources require Army command (ACOM) validation and prioritization and TOMA resource validation.

(4) Courses with a POI previously validated by TRADOC may be locally revised and updated without an additional TRADOC validation, as long as changes do not include resource changes.

(5) POI submissions will be accompanied by an MOT signed by the branch proponent.

(6) Upon TOMA validation of resources, the POI provides the branch proponent's strategy and resources for course implementation.

(7) Refer to Appendix B for additional information on the POI.

d. TRAS Submission Timeline Requirements. TRAS submission will follow requirement timelines, such as SMDR timelines, for submission of TRAS documentation to TOMA for review, in addition to other resource system and process events affected by TRAS documents (Figure 4-4). The following are general guidelines for TRAS submission:

(1) ITP. Submission of an ITP occurs 3-7 years prior to implementation of new or key changes to an existing learning strategy.

(2) CAD. Submission of a CAD for a new course or courses with growth occurs 3 years prior to the implementation FY. Submission of a CAD for courses without resource increases may occur one to three years prior to the implementation FY.

(3) POI. Submission of a POI for courses with increased resource requirements occurs not less than 2 years from implementation. Submission of a POI for courses without increased resources occurs not less than 1 year from implementation.

e. Figure 4-5 depicts the general operational and budgetary processes and timelines for TRAS submission.

f. The FCoE will prioritize new TRAS documents and TRAS documents that request an increase in resources to CAC for validation and prioritization before submission to TOMA for resource validation through the TRAS process.

4-16. Training Requirements and Analysis System Document Staffing

TRAS document (ITP, CAD or POI) staffing involves multiple FCoE organizations and agencies prior to submission to TRADOC/TOMA for resource validation. FCoE organizations and agencies include, but are not limited to, the respective branch school, NCOA, G-8, FCoE Foreign Disclosure Officer (FDO), and the Quality Assurance Office (QAO). TRAS documents will also

be staffed to the National Guard Bureau (NGB) and RTIs as required. The ITP, CAD and POI are staffed to all applicable organizations and agencies concurrently to shorten the staffing process time. TRAS documents are then submitted to the respective branch proponent for approval. Upon branch proponent approval, TRAS documents are staffed to TRADOC/TOMA for resource validation. The TRAS document staffing process is covered in Appendix B.

4-17. Individual Student Assessment Plan

The ISAP is a document that informs students, instructors and other personnel of course graduation requirements. The ISAP includes learner/student responsibilities, graduation criteria and the assessment strategy for each course.

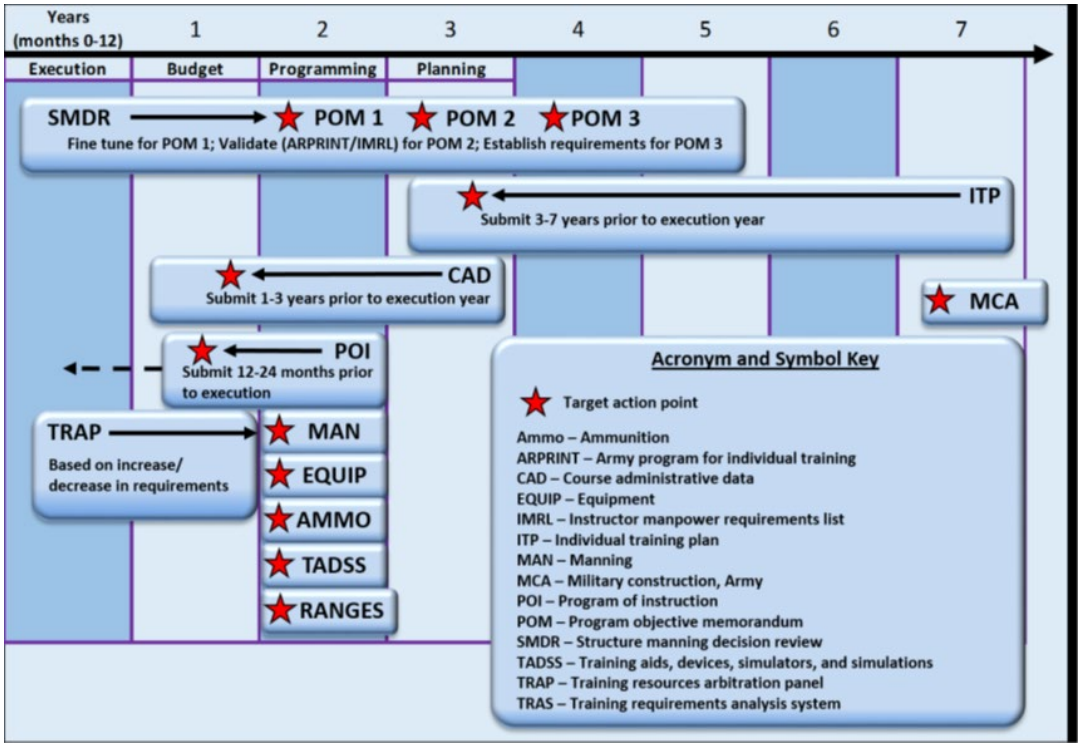

Figure 4-4. Timeline of TRAS Documents, Operational & Budgetary Processes and Timelines for Submission

a. The ISAP describes in detail what training to assess, how to conduct the assessment and the consequences for student failure to perform.

b. Course managers develop an ISAP for each course and provide it to the DOTD LPM/ CDer. Branch schools are responsible for ensuring that all ISAPs reflect school academic policies and command guidance.

c. Commanders approve and sign all ISAPs for their respective courses. The NCOA Commandant approves and signs all ISAPs for all NCOA courses.

d. The course manager or instructor provides each student a copy of the ISAP at the beginning of each course and explains the ISAP in detail.

e. Appendix B provides additional information on the ISAP.

4-18. Lesson Plans

The FCoE will produce the highest quality lesson plans to facilitate instruction and student assessment linked to critical learning requirements.

a. The lesson plan is the fundamental element for all learning products. It is the basic building block of all instruction.

b. The development of lesson plans is a shared responsibility between CDers and branch school SMEs/instructors. The LPM and course manager have primary responsibility in ensuring the technical and doctrinal accuracy of all lesson plans.

c. CDers will use the Training Development Capability (TDC) tool to develop lesson plans and will route all new lesson plans to Army University (ArmyU) for a formal review. CDers are encouraged to submit new lesson plans to ArmyU for a courtesy review prior to submitting them for a formal review.

d. Lesson plans are fluid and living documents that can be revised during implementation as long as learning objectives and resources remain the same, and learning objectives are met.

e. The revision of lesson plans is also a shared responsibility between CDers and branch school SMEs/instructors. The LPM and course manager have primary responsibility in ensuring that lesson plan revisions occur as required.

f. During implementation, SMEs and instructors will use the Fort Sill (FS) Forms 1087 and 1087a to document recommended revisions. Refer to paragraph 4-19 and Appendix B for additional information on the use of the FS Forms 1087 and 1087a.

g. Refer to Appendix B for additional information on lesson plans.

4-19. Audit Trail – Fort Sill Forms 1087 and 1087a

FS Forms 1087 and 1087a serves as an audit trail mechanism for lesson plans.

a. FS Form 1087 is a tool used to record the following:

(1) Lesson plan validation. New or revised lesson plans must undergo validation. Branch schools may establish their respective validation plans, but typically lesson plan validation involves three iterations of implementation to verify the technical and doctrinal accuracy of lesson plan content.

(2) Major revisions made after validation. If lesson plan validation results in significant revisions, then the lesson plan must undergo another validation.

(3) Annual technical review/annual quality control reviews. After validation, lesson plans will receive an annual technical and quality control review within 30 days of the validation date. Lesson plan reviews conducted by instructors as part of normal implementation that are recorded on the FS Form 1087a do not serve as the annual technical and quality control review.

(a) Branch school SMEs/instructors conduct the annual technical review and ensure the technical and doctrinal accuracy of the lesson plan.

(b) The course manager is responsible for ensuring that lesson plan annual technical reviews occur.

(c) After the branch school's annual technical review is complete, FS Form 1087 is submitted to DOTD for the annual quality control review.

(d) CDers conduct the annual quality control review of the lesson plan and ensure that it meets TRADOC, CAC and regulatory guidance and policy.

(e) The LPM is responsible for ensuring that lesson plan quality control reviews occur.

b. Fort Sill Form 1087a is a tool used to record instructor comments/recommendations based on their review of the lesson plan prior to and during implementation. FS Form 1087a records the following:

(1) Lesson plan effectiveness. This will include problems encountered in the presentation of the lesson, recurring student questions, inadequacy of time allotted, new techniques for emphasizing key points or any other points deemed useful.

(2) Lesson plan content. This includes discrepancies in the technical and doctrinal content of the lesson plan.

(3) Instructors will use this form every time they teach a lesson plan.

(a) The instructor will review the lesson plan and risk assessment at least 24 hours prior to implementation and annotate in the comments column either "no discrepancies noted" or list any discrepancies found during their review.

(b) The instructor will then teach the lesson plan and keep note of any discrepancies found during implementation. Any discrepancies found during implementation are later also annotated on the FS Form 1087a comments column.

(c) After all comments are annotated, the instructor will also annotate in the comments column any recommendations if discrepancies were found or "no action required" if

discrepancies were not found. The instructor will sign and date in the comments column after completing their final comments and submit the form to the course manager.

(d) The course manager will review the instructor comments and provide additional comments or recommendations and/or any actions proposed/taken to resolve discrepancies.

(e) The FS Form 1087a is then submitted to LPM/CDer for resolution if discrepancies were annotated. If discrepancies were not found, the FS Form 1087a does not have to be submitted to DOTD.

(f) LPM/CDers will resolve any discrepancies found.

c. FS Forms 1087 and 1087a are located on the FCoE and Fort Sill Intranet under Forms and Publications.

d. All schools will use the FS Forms 1087 and 1087a as their audit trail tool.

e. Refer to Appendix B for instructions on how to properly annotate the FS Forms 1087 and 1087a.

Chapter 5
Operational Learning Products

5-1. Operational Training Division

The Operational Training Division (OTD) in the Directorate of Training and Doctrine (DOTD) is the Fires Center of Excellence (FCoE) Commanding General's (FCoE CG) executive agent for establishing and standardizing the policies for management and routine administrative procedures for building collective products for the operational force. OTD supports the FCoE's Fires (Field Artillery (FA) and Air Defense Artillery (ADA)) branch proponents/Commandants who provide Army learning, which is a combination of training and education that achieves the goal of developing Soldiers and Department of the Army (DA) Civilians (DAC) with the character, competence and commitment to make the right decisions and actions that accomplish the mission. OTD provides mission-focused, task-based collective training and educational products for the operational force. OTD promulgates the implementation of operational domain training products developed for operational units to sustain their training proficiency and readiness.

a. OTD is the lead organization within DOTD charged with developing the training products for the operational domain. OTD's mission is to analyze, design and develop products including Sustainable Readiness Models-Training Event Matrices (SRM-TEM); combined arms training strategies (CATS), Warfighter training support packages (WTSP), collective tasks and drills. OTD also develops Headquarters, Department of the Army (HQDA) standardized mission essential task lists (METL) and is the editor for Chapters 3 and 4 of DA Pamphlet (PAM) 350-38, Standards in Weapons Training, 22 November 2016. OTD participates in the Capabilities Needs Analysis (CNA) during the Joint Capabilities Integration and Development System (JCIDS) process by providing an action officer to actively participate in the deep-dive analysis of emerging and sustaining requirements for the operational force. This chapter will discuss overarching core (or general) policy and/or requirements, regardless of the type of collective training product.

b. The following documents are the governing publications for development of training products for the operational force:

(1) Army Regulation (AR) 350-1, Army Training and Leader Development, 10 December 2017.

(2) Army Doctrine Publication (ADP) 7-0, Training Units and Developing Leaders, 23 August 2012.

(3) Army Doctrine Reference Publication (ADRP) 7-0, Training Units and Developing Leaders, 23 August 2012.

(4) Training and Doctrine Command (TRADOC) Regulation (TR) 350-70, Army Learning Policy and Systems, 10 July 2017.

(5) TRADOC Pamphlet (TP) 350-70-1, Training Development in Support of the Operational Domain, 12 February 2019.

(6) TP 350-70-6, Systems Approach to Training – Analysis, 7 September 2004.

(7) HQDA EXORD 001-16, Sustainable Readiness, February 2016 (FCoE TASKORD G3EX16-225 – Assessment and Reporting Training Readiness (ARTR) Training and Evaluation Outline (T&EO) Implementation for Initial Operating Capability (IOC)).

(8) Training and Education Development (TED) Workload Management (WM) Process Guide, Version 10, 23 April 2019.

c. OTD personnel have the following responsibilities:

(1) The Chief/Deputy is responsible for the annual oversight, review and update of this publication. Additionally, the Chief/Deputy will clarify any issues and questions that arise concerning the procedures.

(2) OTD personnel will complete all necessary training to access the Army's automated Training Development Capability (TDC) tool. Collective tasks and drills will be developed in TDC and forwarded to the Central Army Registry (CAR) for publication. CATS will be developed in the Digital Training Management System (DTMS) CATS Development tool and forwarded to the Training Management Directorate (TMD) for publishing to the DTMS and Army Training Network (ATN). WTSPs will be developed in Microsoft® Word and posted to the appropriate repository for use. The FA gunnery manual will be developed through the Army training publications process in coordination with DOTD FA military occupational specialty (FAMOS) Life-cycle Program Managers (LPM). The ammunition program analyst and any DOTD personnel working on ammunition requirements must be familiar with the Total Ammunition Management Information System (TAMIS).

(3) OTD personnel will monitor the ATN, Army Knowledge Online (AKO), CAR, CATS viewer, TAMIS and DTMS to ensure the correct collective products are available to the field. Where applicable, updates will be sent to TMD as required.

(4) OTD personnel will continuously update database support tables for equipment and personnel, as required by Table of Organization and Equipment (TOE) changes.

(5) The Training and Education Development (TED)-Enterprise (TED-E) information will be reviewed and revised annually through the TED-Workload Management/Manpower Management (TED-WM/MM) process. The data collected through this process provides visibility of previous year TED workload, completed outputs and projected future TED workload requirements with an assessment of risk presented by resource shortfalls. Projected workload requirements will be estimated in accordance with (IAW) the TRADOC description of work (DOW)/TRADOC-approved learning product types, maintenance cycles (as published estimated time values (ETV). Development, reviews and/or revisions to collective training products will be tracked in the TED-WM/MM worksheet documenting the actual hours consumed for completion.

In addition, non-training development workload will be identified and documented within the worksheet.

(6) In addition to the training products described previously, OTD is responsible for the development and maintenance of the HQDA standardized METL, Training Circular (TC) 3-09.8, Field Artillery Gunnery Manual, February 2019; DA PAM 350-38, Chapters 3 and 4; and CNA. The CNA ensures doctrine, training and leader development capability gap solutions are properly identified, described and linked within the CNA database to document Fires requirements for funding in fiscal year (FY)$XX_{0\ (Current\ Year)}$-$XX_{4\ (Outyear)}$ POM.

5-2. Collective Training Development

Figure 5-1 depicts the development process for collective training.

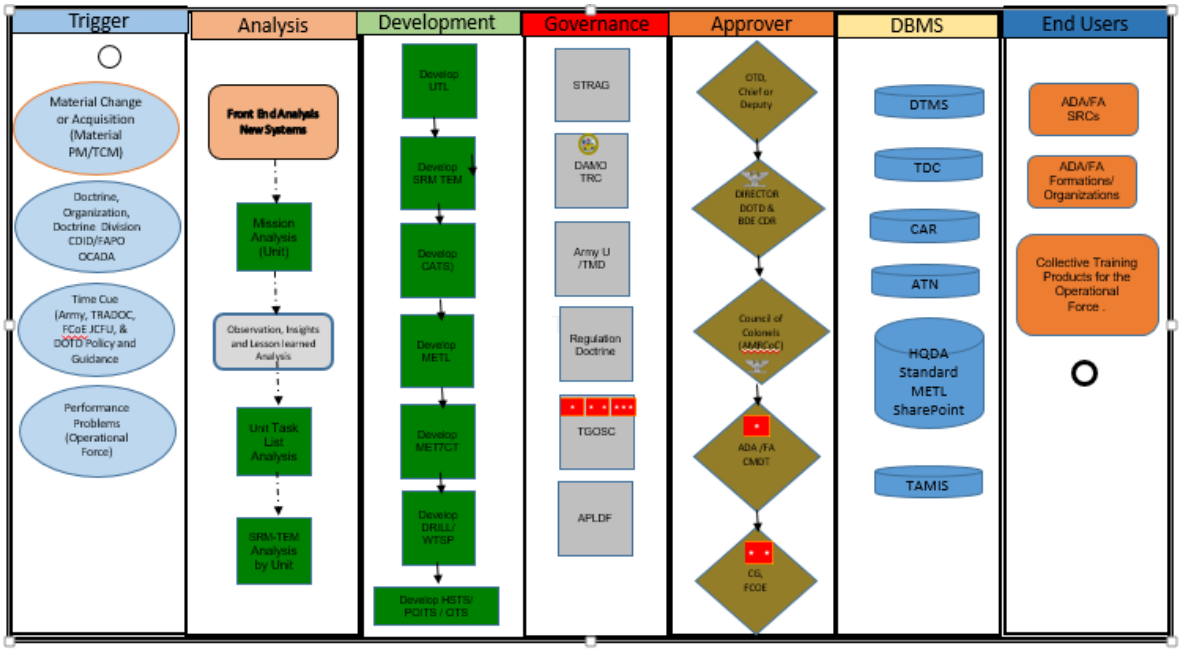

Figure 5-1. Collective Training Development Process

a. Triggers. Collective training in the operational domain encompasses activities that units, organizations and individual undertake to perform the tasks the unit was designed to perform as a Warfighting function in Large-Scale Ground Combat Operations (LSGCO). In order to sustain relevance, maintain proficiency in FA core competences, fight and win in LSGCO, there are triggers or requirements which drive lines of effort to create, revise, delete and/or review collective training products. Standard requirement codes are resourced to achieve and sustain objective warfighting readiness in the sustainable readiness process. Listed below are examples of the triggers that force changes and/or modifications to collective training products.

(1) Material change or acquisition. Material change resourced by DA, managed by a program manager, contracted for full development and tracked by TRADOC New Systems (TRADOC Capability Manager (TCM)).

(2) Doctrine, concept, organizational construct, capability development and integration; branch proponent-directed requirement.

(3) Time (life cycle), DA, TRADOC, FCoE; Director of Training (DOT), policy and guidance.

(4) Performance problem in the operational force (training gap).

b. Collective training product development begins when a needs analysis, mission analysis or training design identifies a collective training development requirement. The Army learning policy and system design process emphasizes ADDIE (analysis, design, development, implementation and evaluation). The five phases of ADDIE enable the creation of integrated, mission essential products that support any type of learning and professional growth (Figure 5-2). Operational domain training developers use the ADDIE process to successfully create collective training products that meet all requirements.

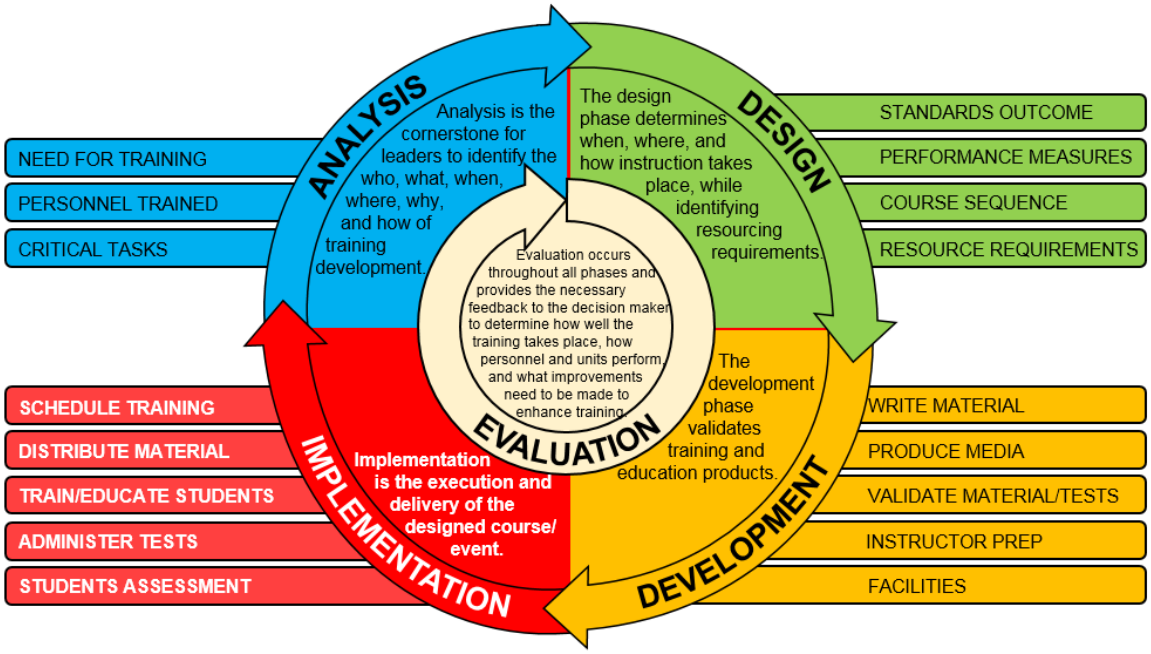

Figure 5-2. The ADDIE Process

c. The operational training developer must determine at what level to enter the training development process and ensure that the process does not drift from the original intent. TP 350-70-6 contains detailed information on conducting a needs analysis. If the needs analysis indicates a required change or modification to current training product(s), then a mission analysis is performed. TP 350-70-1, Chapter 2, contains detailed information on mission analysis. The unit task list (UTL) is the product of mission analysis and serves as the basis for unit training product development. OTD personnel are required to analyze, develop and maintain collective training products through the automated training development tool utilizing the Army training and education development process – management, processes, products and delivery methodology. These products support unit training by providing the base standards IAW current

doctrine. OTD analyzes, designs and develops collective tasks and drills that support CATS which are delivered to end-users through the DTMS and CAR.

d. The mission analysis will be performed as a result of the needs analysis or as a change to the unit's operational concept, doctrine, mission, capabilities, threat, weapon system, hardware or personnel. The mission analysis is the process used to identify all unit mission; all the specified, implied and supporting capabilities and functions that a unit and its subordinate units should perform; and the collective tasks to perform to accomplish those missions. Collective tasks must be identified to determine exactly what must be trained to support accomplishment of unit missions. Output of the mission analysis is organizational and functional structure, list of capabilities, list of collective tasks, task-to-reference matrix, and individual-to-collective task crosswalk. Upon approval of the unit task list, OTD will conduct a collective task analysis IAW Chapter 3 of this regulation and TP 350-70-1.

e. If the mission analysis identifies collective tasks that need to be created or revised, OTD will conduct a collective task analysis. A collective task is a clearly defined, discrete and measurable activity or action which requires an organized team or unit to perform and leads to accomplishment of the task to a defined standard under operational conditions. The collective task analysis is the basis for the development of all collective training products and is complete upon the approval of the collective task within the automated development tool.

f. The following are guidelines for maintaining FCoE UTLs:

(1) Review ADA and FA UTLs to ensure that the collective tasks are critical for the unit and ensure they are listed in the CATS viewer/DTMS/CAR.

(2) Review all non-proponent tasks to ensure they meet the needs of the unit and ensure they are listed in the CATS viewer/DTMS/CAR.

(3) Schedule and conduct a unit collective task review board when required. Chapter 3 of this regulation contains details on conducting review boards.

(4) The branch proponents are the approving authority for their respective UTLs.

(5) OTD personnel will maintain approved UTLs and ensure that changes are forwarded to TMD.

g. The OTD Chief/Deputy will assign collective training product development priorities and guidance.

h. CATS are a descriptive, task-based unit event-driven, collective training strategy for reaching and sustaining METL proficiency. CATS are developed for each branch proponent's TOE. CATS are developed based on organizational structure, higher headquarters specific UTL, METL and doctrine to organize the unit's collective task in a Sustainable Readiness Model (SRM) supporting strategy that provides a path for achieving task proficiency. CATS are managed by TMD-CAC and are approved by the branch proponent. The CATS is complete upon

approval and posting to the ATN and DTMS. CATS are developed IAW TP 350-70-1, Chapter 3, for all TOE units. Appendix C of TP 350-70-1 contains a quality control checklist for use when developing CATS. Once developed, validated and approved, CATS are delivered to the field through DTMS and posted on the CATS website.

(1) Identification of the CATS. Every year the Collective Training Directorate of the TMD, Fort Leavenworth, Kansas, hosts the CATS Contract Kick-Off meeting. Field grade representatives from all Centers of Excellence (CoE) meet with their Contractor Manpower Equivalent (CME) to present their CATS work plan and the staffing strategy to the Contractor/ Task Order Manager for the CATS Sustainment Contract.

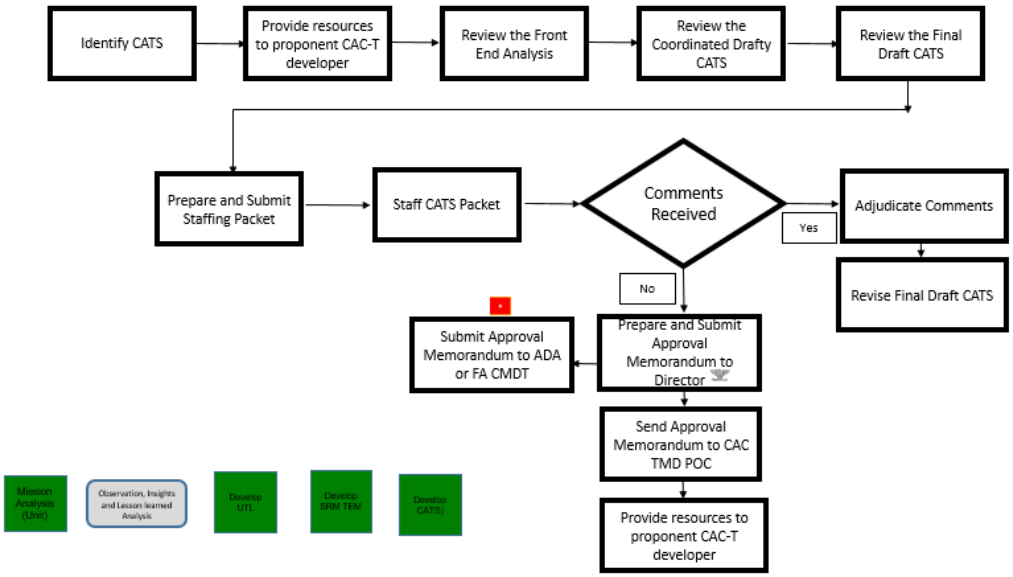

Figure 5-3. Combined Arms Training Strategy (CATS) Development Process

(2) The CME Combined Arms Center-Training (CAC-T)-contracted developer is given the prioritized spreadsheet listing for all CATS and access to the DTMS CATS development tool (resources).

(3) The OTD training developer reviews the front-end analysis coordinating draft and the final draft for approval. Once the CATS is ready for staffing, the OTD training developer prepares the CATS packet, which consists of a concurrence memorandum and optical disc that includes all the contents of the CATS.

i. The WTSP is a complete, detailed, exportable package integrating training products, materials and information necessary to support operating force training. WTSPs provide the actual details for securing the materials, training venues and other necessary resources identified in each unit CATS training event supporting the HQDA-approved METLs for designated units. WTSPs are developed to support the operating force in execution of the CATS event(s) identified in a task selection. The creation or revision of a CATS task selection drives the need to develop or revise a WTSP. The WTSP provides higher headquarters with the information to allow the training unit to plan, prepare, execute and assess the event(s) identified in the CATS

task selection. The WTSP also provides the training unit with identification of the support materials necessary for the event planning and coordination process. The WTSP is complete upon approval and posting to the TSP site for unit accessibility. WTSPs are developed IAW TP 350-70-1, Chapter 4, to support CATS training events for TOE units. Appendix C of TP-350-70-1 contains a quality control checklist for use when developing WTSPs. Once developed, validated and approved, WTSPs are posted on ATN/Fires Knowledge Network (FKN) and/or delivered to units through other digital means.

j. A collective task is a clearly defined, discrete and measurable activity or action which requires organized team or unit performance and leads to accomplishment of the task to a defined standard. A collective task describes the performance of a group in the field under actual operational conditions and contributes directly to mission accomplishment. Collective task analysis is a direct result of a mission analysis identifying gaps in unit training as a result of the analysis process. Analysis provides information about what skills or knowledge need to be trained or learned, the conditions under which that should occur, and the standard of performance that must be achieved. Drills are collective actions (collective task or task step) performed without the application of a deliberate decision-making process. Drills are initiated on a cue, such as enemy action or a leader's command, and are a trained response to the given stimulus. They require minimal leader orders to accomplish and are standard throughout the Army. A drill will be created or revised based on a needs analysis, or from unit feedback, new doctrine or lessons learned personnel identifying the requirement.

(1) Collective tasks and drills are developed IAW with TP 350-70-1, Chapters 5 and 6, and TMD guidelines. Appendix C of TP 350-70-1 contains a quality control checklist for use when developing collective tasks/drills.

(2) The branch proponent is the approval authority for all collective tasks and battle/crew drills. Approved collective tasks and drills are exported to the CAR and available to units through DTMS.

(3) OTD personnel will notify FCoE curriculum developers, training specialists and instructors of changes to collective tasks and drills.

k. TC 3-09.8 will be maintained and revised by OTD personnel. OTD will coordinate with the respective individual training and education division (ITED) chief for the creation and revisions to individual tasks for each military occupational specialty (MOS) that is reflected in the gunnery manual. Coordination must take place between ITED chiefs and OTD for revisions of individual, section/crew tables and certification/qualification standards.

l. OTD personnel will conduct reviews and provide comments on non-proponent collective training products and doctrinal manuals.

5-3. Collective Products Fires Readiness Working Group

Figure 5-4 depicts the development process for the Fires Readiness Working Group (FRWG).

a. OTD conducts a complete review of mission lists, proponent collective task lists and supporting collective and individual tasks every 24 months or as a result of a trigger or requirement.

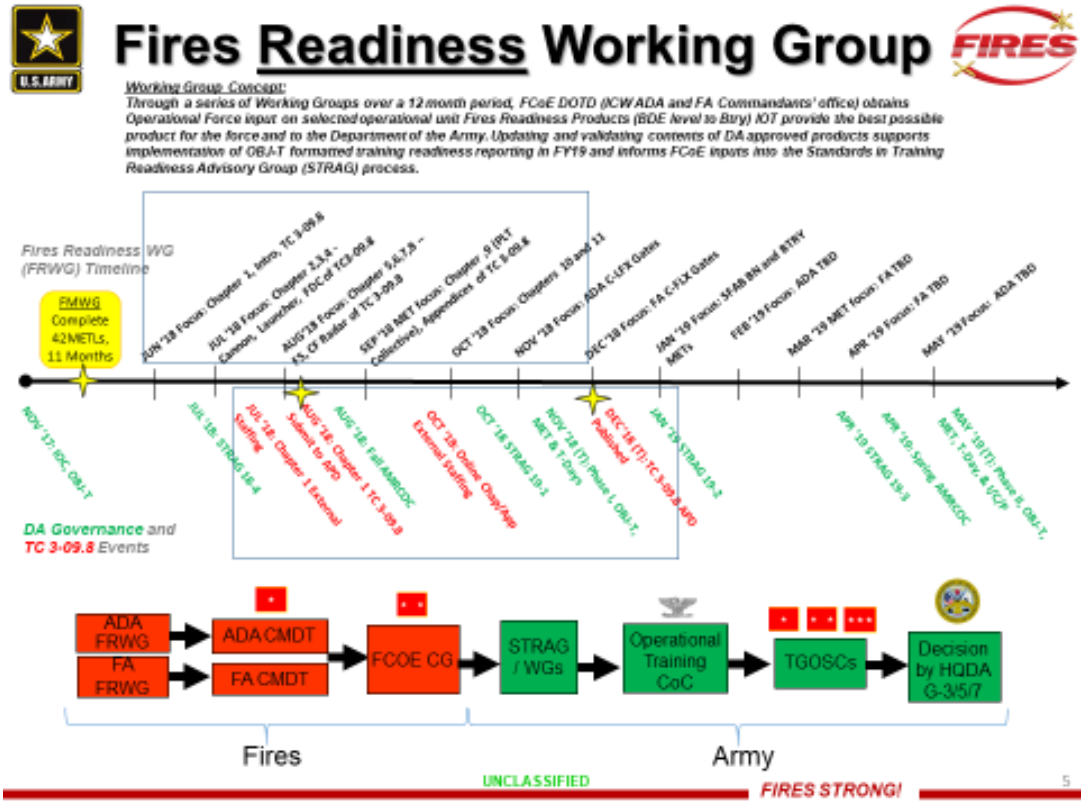

Figure 5-4. Fires Readiness Working Group (FRWG)

b. OTD conducts face-to-face or virtual unit collective task list reviews by holding FRWGs with TOE units, when possible, to create a new UTL or update/revise an approved UTL. The purpose of this group is to ensure UTLs support the unit's HQDA METL. Approved METLs can be found on the HQDA standard METL Microsoft® SharePoint® site. At a minimum, the FRWG includes the OTD chief, field grade unit representatives (as voting members), FCoE collective training developers and subject matter experts (SME) (non-voting members). If it is not possible to conduct a FRWG with TOE unit representatives, a local FRWG will be conducted consisting of representatives from the following agencies.

(1) Respective branch school

(2) Combat developments

(4) Standards in Training Advisory Group (STRAG)

(5) Respective ITED

(6) Doctrine

(7) Army Multi-Domain Targeting Center (AMTC)

c. UTL FRWGs will be planned within each unit's Umbrella Week if possible. The OTD chief/deputy designates a Point of Contact (POC) to plan/coordinate the unit's visit, review the list of voting and non-voting board members, and serve as the OTD over-watch authority.

d. The FRWG will include Active Army (AA) and Army National Guard (ARNG) units.

e. The FRWG POC will conduct an in-process review (IPR) with the unit's POC and OTD personnel at least 30 days prior to the meeting. The FRWG POC will provide the unit with a read-ahead packet that includes all T&EOs and names/title of FCoE personnel who will participate in the review. The FRWG POC will confirm via email or telephone the availability, arrival and departure dates for the unit personnel.

f. In addition to conducting the UTL and collective task list FRWG, the OTD will represent the FCoE at the STRAG, formerly the Army METL Working Group.

5-4. Staffing and Approval Procedures

All new and revised collective tasks, drills and UTLs will be staffed. CATS and TSPs will be staffed and/or validated by type unit. Fort Sill (FS) Form 51, Fort Sill Staff Action Memorandum (SAM), will be used to process all staffing and approval actions. FS Form 51 is available on the FCoE and Fort Sill Intranet under Forms and Publications.

a. Staffing, at a minimum, will include the following:

(1) Respective branch proponent

(2) ARNG

(3) Combat developments

(4) AMTC

(5) Respective ITED chief

(6) Doctrine

(7) Operational units

b. All collective tasks will be reviewed by TMD, prior to approval, for compliance with TP 350-70-1 by CAC-T, TMD, before being displayed on any approved information management system.

(1) Comments will be adjudicated and changes made as required.

(2) The branch proponent is the approving authority for all unit training products.

(3) A copy of staffing and all comments received and adjudication responses will be filed with the product for audit trail purposes.

(4) Upon approval, collective tasks and drills will be exported to the CAR. CATS approval will be forwarded to TMD. Approved UTL will be posted to the Operational Training Division Knowledge Center on FKN or exported to the CAR in the Automated Training Development Tool. TMD will extract approved CATS from CMS and publish to CATS site on ATN and DTMS. TSPs will be posted to AKO and/or sent directly to units.

c. The following documents and steps will be completed when staffing unit training products that have been developed.

(1) Prepare the file by incorporating the document to be staffed and the staff comment matrix. Appendix C contains an example of the staffing comment matrix that is used.

(2) Determine if the file will be downloaded for review or if the file will be sent via email. The standard delivery method for staffing will be a downloadable file that the unit can access. Downloaded files will be uploaded to the Operational Training Division Knowledge Center on FKN. The address of the file will be placed in the staffing memorandum.

(3) Develop the staffing request that must be signed by the DOT and Doctrine Chief. Refer to Appendix C for an example of the staffing memorandum.

(4) Complete the FS Form 51 that will be routed through the chain of responsibility in accordance with the example in Appendix. Ensure that the purpose, background, and recommendations provide a clear picture of the actions required for the responsible individuals.

(5) After the documents have been signed, prepare the email for distribution. Include the scanned signed memorandum and attach it to the email. Distribute the email to the organizations responsible to review and the branch proponent's office.

(6) Upon completion of the staffing and comment adjudication, the approval process can begin. Comment adjudication includes the analysis of each comment, corrective action determination and placement of the details in the decision column of the comment matrix. The comment matrix forms will be provided back to the submitting organization so they may address non-concurs with proffered resolution. If necessary, a working group can be established to review and work through issues not resolvable at the action officer level.

d. The following documents and steps will be completed when requesting approval for unit training products that have been developed.

(1) Develop the approval request that must be signed by the branch proponent. Appendix C contains an example of the staffing memorandum.

(2) Complete FS Form 51 that will be routed through the chain of responsibility in accordance with the example in Appendix C. Ensure that the purpose, background, and recommendations provide a clear picture of the actions required for the responsible individuals.

(3) TC approval will consist of the DA Form 260, Request for Publishing, which will be prepared by the technical editors and submitted to the branch proponent for approval. The DA Form 260 with the TC will be processed by the technical editors.

(4) Once the document has been signed by the approving official, this document will become part of the historical documents and maintained with the comment matrix.

(a) CATS and WTSP approvals will be forwarded to TMD so the documents can be posted to ATN, DTMS or an appropriate site.

(b) UTLs and drills will be approved in the automated development tool and exported to the CAR.

(c) TCs will be submitted through the editors for processing to the Army Publishing Directorate.

5-5. Integration of Lessons Learned

OTD personnel actively review and collect relevant lessons learned which impact collective training products. Training developers use doctrine as their basis for all developmental work and revisions of collective training products.

a. Training developers may receive lessons learned from a variety of sources e.g., Center for Army Lessons Learned (CALL) or reports developed from unit lessons learned. The following guidance will be applied to lessons learned:

(1) Approved by higher headquarters, FCoE or doctrine.

(2) Integrated into doctrine concurrently with integration into collective training products.

b. Lessons learned received from sources not associated with CALL or the branch Lessons Learned Division will be validated prior to their integration into collective training products. Operational lessons learned data is obtained from unit visits, unit task review boards, and/or the CALL, or accessing the Joint Lessons Learned Information System (JLLIS). To gain assistance in finding specific information, submit a request for information (RFI) on JLLIS or the CALL website.

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Chapter 6
Faculty and Staff Development

6-1. Fires Faculty and Staff Development Program

The Faculty and Staff Development Division (FSDD) in the Directorate of Training and Doctrine (DOTD) is the Fires Center of Excellence (FCoE) Commanding General's (FCoE CG) executive agent for administering the Fires Faculty and Staff Development Program (FSDP) (Figure 6-1).

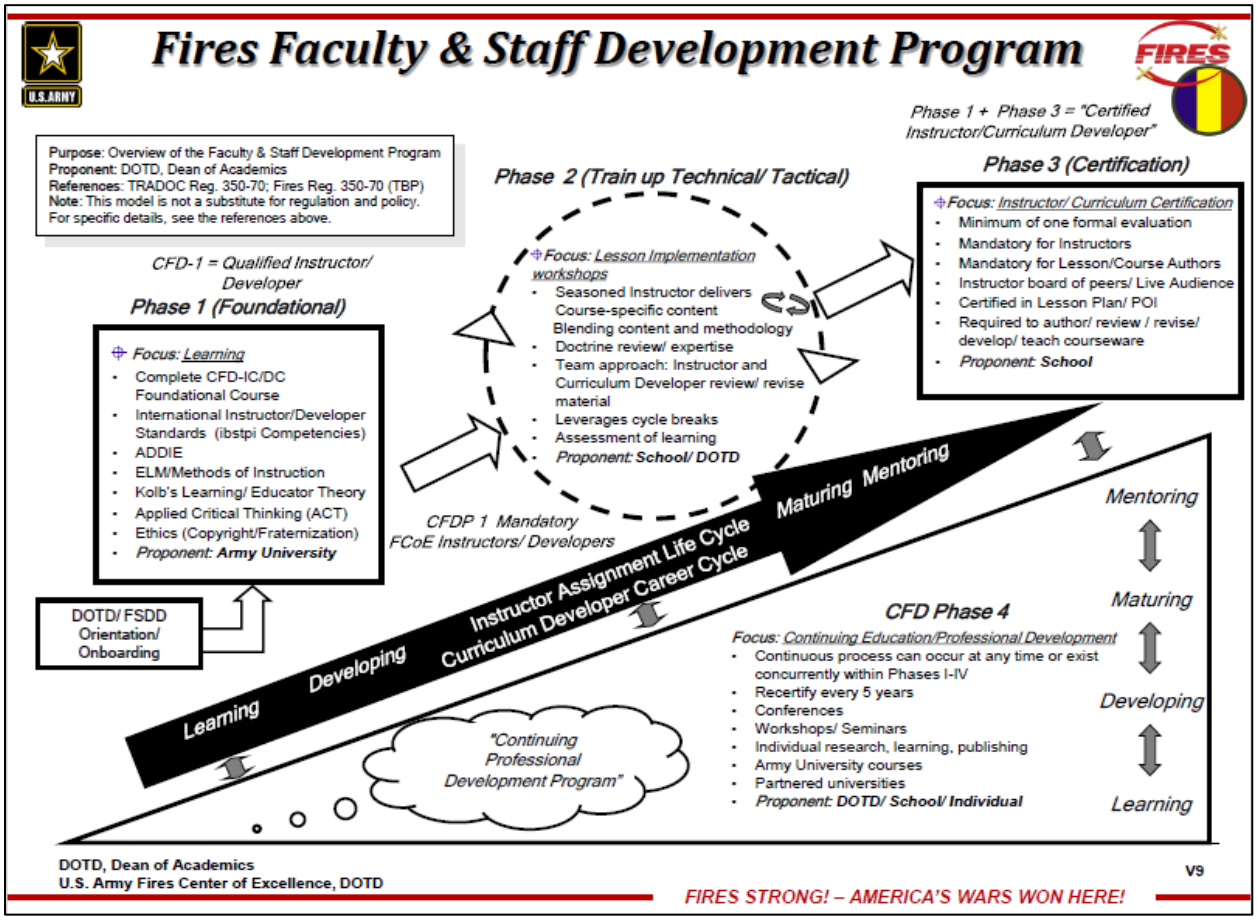

Figure 6-1. Fires Faculty and Staff Development Process
(Adapted from TRADOC Regulation (TR) 350-70, Army Learning Policy and Systems, 10 July 2017, and TRADOC Pamphlet (TP) 350-70-3, Faculty and Staff Development, 4 October 2018)

a. The FSDP is designed to prepare FCoE Soldiers, Army civilians and authorized contractors for positions of responsibility as professional Army faculty and staff.

(1) Faculty is defined as any member of an Army education or training organization who is responsible for any component of the ADDIE (analysis, design, development, implementation and evaluation) process supporting education and training. Faculty includes instructors, coaches, facilitators, developers, writers, training and instructional development managers, course managers and Army authorized contractor personnel who have a role in training, education and professional development of United States (U.S.) Army personnel.

(2) Staff is the academic support workforce at the centers and schools that includes administrators, technicians, assistants and contractor personnel.

b. The FSDP outcome is that individuals certified through the program will display competence in instructional techniques and courseware development, demonstrate subject matter expertise and embody the professional, legal and ethical behavior in the performance of their duties as world class faculty.

c. FCoE FSDP requirements:

(1) DOTD established an FCoE functional FSDD to conduct Common Faculty Development (CFD) courses.

(2) Branch proponents/Commandants will ensure faculty are certified before conducting courses as the primary or lead instructor.

(3) Branch proponents will provide school personnel to serve as subject matter experts (SME), instructors and training specialists in support of Phase 2 technical instruction.

(4) Branch proponents and DOTD will ensure faculty and staff have opportunities to attend specialized training and education required for a new duty position, ensuring FSDD personnel are Train-the-Trainer (T3) FSDP (T3FSDP)-certified before they conduct FSDP courses.

(5) DOTD registrar will confirm CFD courses are documented in the Army Training Requirements and Resources System (ATRRS), listed under the appropriate proponent school code. The DOTD registrar will also ensure FSDD course schedules are posted quarterly on the FSDD SharePoint portal calendar at https://fcoe.tradoc.army.mil/sites/dotd/pdd/SitePages/Home.aspx.

(6) Branch school noncommissioned officers (NCO)/registrars will coordinate with the DOTD registrar for all FSDD course enrollments.

NOTE

Units requesting a Training Resources Arbitration Panel (TRAP) class must have an associated TRAP number and a minimum of six (6) students who must meet the specified course prerequisite requirements (i.e., Fort Sill local area network (LAN) computer user access, Blackboard 101 certificate of completion, the appropriate risk management certificate, etc.). It is recommended the TRAP class be requested a minimum of thirty (30) days in advance. FSDD must be able to support the TRAP with available instructors and classrooms. The FSDD chief and registrar will work with the unit to determine the best solution to meet their training requirements.

(7) Branch school personnel and DOTD will conduct faculty and staff (F&S) evaluations and establish developmental programs as needed.

(a) Conduct regular instructor observations to ensure instructors are exhibiting instructor competencies.

(b) Conduct quarterly instructor evaluations using the FCoE Instructor Evaluation Tool (IET) to maintain certification compliance. In the event of de-certification, low evaluation scores, poor performance feedback or student after-action review (AAR) feedback, provide a plan of action outlining training or professional development activities that will assist in improving instructor performance in the classroom.

(c) Training NCOs/certification managers will maintain copies of certification packets to include the observations and evaluations conducted at the school level. This data is required to be shareable with FSDD for program evaluation purposes.

(8) FSDD will conduct regular instructor and developer observations/surveys across the FCoE to monitor certification outcomes to support analysis of Phase 1 qualification training efforts. In addition, recommendations will be provided if additional professional development or training is deemed necessary to support Phases 2-4 activities at the institutional level. FSDD will support the FCoE reporting process by collecting data on the areas indicated below, so the data can be compiled quarterly or as requested for submission to the U.S. Army Combined Arms Center (CAC) Commanding General (CAC CG).

(a) F&S Qualifications. Managed and maintained by local FSDD and FSDD registrar.

(b) F&S Certifications. Managed and maintained by unit S-3 personnel/Training/ branch school's NCOs/registrars. This category will require tracking of instructor/training developer certifications and any other certifications earned by F&S personnel. Career Program 32 (CP-32) certifications are managed through the FCoE's Army Career Program Manager (ACPM) for the CP-32 Program.

(c) F&S Recognition of Achievements. Managed and maintained by unit S-3/ Training NCO. This category will require tracking of the Faculty Development and Recognition Program (FDRP) and Instructor of the Year/Curriculum Developer of the Year (IOY/CDOY) achievements. A report is required to be submitted quarterly to the FSDD chief for FDRP program status (example is contained in Appendix D). Forecasts of potential IOY/CDOY candidates will be included quarterly for each category.

d. The Fires FSDP consists of four major components: Common Faculty Development Program (CFDP), Faculty Development and Recognition Program (FDRP), Professional Development Program (PDP) and the T3FSDP. The FSDD has responsibility for and/or oversight of these components. The T3FSDP pertains to FSDD instructors only. The components of FSDP that correspond to FCoE schools are the CFDP, FDRP and PDP as depicted in Figure 6-1.

6-2. Common Faculty Development Program

a. CFDP provides new instructors and training developers the minimum required skills to perform the duties of instructors and developers. CFDP is "competency-based" meaning the CFDP incorporates nationally and internationally recognized instructor and instructional design competencies based on the International Board of Standards for Training, Performance and Instruction (ibstpi). There are two tables of competencies, one for instructor/facilitators and one for developer/writers. The tables are not reproduced in this document due to copyright restrictions, but are available on the Army Training Network (ATN)/Training and Education Developer Toolbox (TED-T) found at https://cacmdc.army.mil/armyu/TEDT/Pages/Toolbox.aspx.

b. As previously depicted in Figure 6-1, the four CFD phases follow: Foundation, Technical, Certification and Continuing Professional Development/Re-certification. Instructors and developers must complete the first three phases for their respective course and receive certification before beginning duties as primary instructor/facilitator or training developer. Phase 4, Continuing Professional Development, is a continuing, lifelong learning effort that contributes to further faculty professional development.

(1) CFDP Phase 1 – Foundation. "Qualification" means that the faculty member has successfully completed the following courses: Common Faculty Development-Instructor Course (CFD-IC) or Common Faculty Development-Developer Course (CFD-DC) based on billet. Refer to Appendix D for qualification/certification decision matrix. The proponent for these courses is Army University (ArmyU)/FSDD. These are ATRRS-managed courses available for registration through the DOTD registrar.

Title: COMMON FACULTY DEVELOPMENT-INSTRUCTOR COURSE
Course Number: 9E-SI5K/920-SQI8
Length: 2 weeks (80 hours)
Purpose: This course prepares new faculty to teach, train and facilitate learning in an adult learning environment. New faculty is introduced to Army instructor roles and responsibilities, teaching and learning models, professional and ethical requirements, classroom management techniques, teaching and learning styles, and characteristics of effective communication. The FCoE Instructor Certification Policy is contained in Appendix D.

Title: COMMON FACULTY DEVELOPMENT-DEVELOPER COURSE
Course Number: 7B-S17Q/570-SQ12
Length: 2 weeks (80 hours)
Purpose: This course prepares developers to develop training and education products which facilitate learning in an adult learning environment. Curriculum developers (CDer) are introduced to the process of lesson plan development using ADDIE process and the Accountable Instructional System (AIS). Other areas covered include Army learning enterprise goals, adult learning principles and lesson development concepts.

In addition to this qualification, developer certification requires completion of site-specific and billet specific requirements. The FCoE Developer Certification Policy is contained in Appendix D.

(2) CFDP Phase 2 – Technical**.** This phase is time between courses to be used as train-up for certification, allowing time for qualified faculty members to gain additional training or expertise required for specified or assigned courses. In addition to serving as assistants to a certified faculty member, it is recommended that qualified faculty take time to meet with developers to gain understanding of the designated program of instruction (POI), course layout, and lesson content during this phase. Army curriculum is doctrinally based; therefore, this phase provides the time for qualified instructors or developers to refresh on doctrinal updates and familiarize with doctrine associated with assigned courses. Specific requirements for this phase must be identified by the school and addressed in a local standard operating procedure (SOP) **Proponent: Branch Schools**

NOTE

Contracted personnel follow the same certification process and standards as military and Department of the Army (DA) civilians (DAC) instructors. FCoE certification policy letter for the process concerning submission of waivers in Appendix D.

(a) An example of additional training that could be conducted during this phase is mission command (MC) system training. In this case, schools should validate that the instructor has the requisite skills for MC system training or requires retraining. It is the school's responsibility to acquire the necessary training to prepare the instructors for course certification.

(b) Captain Career Course (CCC) and Warrant Officer Advanced Course (WOAC) leaders/managers are required to attend a Mid-Grade Learning Continuum (MLC) leader workshop and instructors are required to attend an MLC curriculum workshop, a replacement to Faculty Development Phase 2 (FDP2). These workshops support the AIS as outlined in Training and Doctrine Command (TRADOC) Regulation (TR) 350-70, Army Learning Policy and Systems, 10 July 2017. To attend a MLC leader workshop or schedule a MLC curriculum workshop at a branch school, contact the MLC team chief at 913-684-3365. Appendix D contains training requirement crosswalks for key positions across the FCoE.

(c) Basic Officer Leader Course-B (BOLC-B) and Warrant Officer Basic Course (WOBC) instructors (grades O–2 through O–4, CW3 through CW4, and E–6 through E–8) whose primary responsibility is the direct training of common Soldier skills will be Master Resilience Trainer (MRT) Course-certified in accordance with (IAW) TR 350-36, Basic Officer Leader Training Policies and Administration, 9 August 2017. Other courses may have other requirements necessary to meet technical standards for the course content.

(d) Blackboard, G-3 training/scheduling, Digital Training Management System (DTMS) or other training support systems (TSS) may require certification or familiarization before use.

(e) For developers, a 3-day training course on the Training Development Capability (TDC) tool is required. This course is also necessary for instructors/writers and course managers to obtain access to TDC to function as SMEs/writers during the curriculum development process and access course products for training. Registration for this course is requested through the DOTD Training Requirements Analysis System (TRAS) manager.

(3) CFDP Phase 3 – Certification. "Certification" means that the faculty member, in addition to completing Phase 1, CFD-IC or CFD-DC, (Foundation), has completed Phase 2 (Technical) and Phase 3 (Certification) and has been observed performing the function he/she recently became qualified to do. For example, instructor "certification" requires teaching a class to actual students. That observation, with feedback, must be performed by the new instructor's supervisor, director of training, director of instruction, or another certified faculty member. For a developer, someone in his/her organization is responsible for the quality of their product - training support packages, lesson plans or instructional programs. These products must be assessed, evaluated, and feedback provided to the new developer on the course material. The skill identifier (SI) is awarded after completion of the certification process (Table 6-1).

(a) The same qualification/certification process and certification authority applies to Reserve Component (RC) personnel. RC instructor candidates may be required to attend ATRRS listed FDP courses at the branch school if required for qualification/certification.

(b) RC instructor certification does not require travel to the institution location for Phase 2 and 3 of the certification process, but the institution must determine that the faculty member has demonstrated proficiency with the specialized course content and approved competencies applicable to the profession.

(c) The branch proponent must ensure all instructors meet instructor qualifications and certification requirements set by FCoE and in accordance with TR 350-70 and TRADOC Pamphlet (TP) 350 70-3, Faculty and Staff Development, 4 October 2018.

(d) The FCoE Instructor Certification and Developer Certification Policies are posted on the FSDD portal**. Proponent: DOTD/Branch Schools**

NOTE

Reserve Component instructor/facilitator and/or developer/writer certification information is further detailed in TP 350-70-3, Chapter 1, paragraph 1-4.d.

(4) CFDP Phase 4. The FCoE emphasizes the importance of continuing education and professional development for faculty and staff. The five components of Phase 4 are comprised of seminars, workshops, advanced faculty development courses, re-certification, credentialing opportunities, short-term faculty development program and various opportunities for additional professional development. Professional development opportunities will vary according to the proponent: DOTD, branch school or DAC.

Table 6-1. Skill Identifiers/Special Qualification Identifiers			
Category	**SI/SQI**	**Instructor**	**Developer**
Officer	SI	5K	7Q
Warrant Officer and/or NCO	SQI	8K	2Q

(Adapted from TR 350-70, Army Learning Policy and Systems, 10 July 2017; TP 350-70-3, Faculty and Staff Development, 4 October 2018; Army Regulation (AR) 611-1, Military Occupational Classification Structure Development and Implementation, 30 September 1997; and Department of the Army Pamphlet (DA PAM) 611-21, Military Occupational Classification Structure 19 July 2018))

(a) FCoE Advanced Faculty Development Courses. This component consists of advanced courses developed by ArmyU and FSDD. Courses offered at Fort Sill are the Training and Education Developer Middle Managers Course (TEDMMC) (details contained in Appendix D) and the Senior Training and Education Manager Course (STEMC) (details contained in Appendix D).

(b) FCoE Re-Certification. Personnel who are assigned to FCoE will recertify every 5 years from date of initial certification. This process ensures that FCoE faculty are knowledgeable, current and proficient in educational concepts, doctrine, POI, methodologies and instructional techniques. Additionally, faculty who are reassigned to the FCoE will re-certify. Re-certification includes portions of Phase 2 and Phase 3. Faculty who fail to re-certify within the 5-year period may be removed from active faculty positions at the discretion of the associated branch proponent until they are able to meet the re-certification requirements. Each school must articulate the designated re-certification process within local SOP.

(c) FCoE Credentialing Opportunities. All FCoE faculty are encouraged to participate in credentialing opportunities which support the faculty member's professional development and growth. Examples of potential credentialing opportunities are Career Program (CP)-32 opportunities, such as the Certificate Training Program and Personnel Certification Program. (DA civilian only); state-administered teacher/educator certification programs that may be valuable to pursue for personal and professional credentialing, or institutionally delivered credentials vs. self-directed.

(d) Institutionally delivered credentials are in the form of a certification or license that relates to the Soldier's military occupational specialty (MOS), additional skill identifier (ASI) and/or functional area directly supporting the improvement of the Soldier's readiness and their overall capability and capacity. This credential is either completely taught or partially taught during initial military, functional and development training. Some institutionally-delivered credentials are required for MOS qualification, while others are partially trained because they are embedded in the MOS training. These credentials are resourced through the TRAS and related Program Objective Memorandum (POM) submission process, and identified and delivered through approved POIs. **Proponent: ArmyU/DOTD**

(e) Self-directed credentials are opportunities that are either MOS, ASI and/or functional area-related or non-related based on the Soldier's specific goals and interests, and are pursued through a postsecondary school activity, as part of a military/civilian industry partnership or an agreement coordinated by Army training institutions. The credentials are funded by tuition assistance, credentialing assistance (once established), GI Bill, personal resources and/or other external funds. **Proponent: Branch Schools**

(f) Requirements for credentialing programs are submission of the following reports to the ArmyU Credentialing office: quarterly credentialing reports (due 1 January, 1 April, 1 July and 1 October); semi-annual credentialing report (due 1 April); and end-of-year credential report (1 October). The credential budget request/ forecast for the next fiscal year (FY) is due 15 June. The school's POM submission is due 15 August.

(5) FCoE Short-Term Faculty Development Program. The FSDD provides various educational training seminars and events that allow for the professional development of all FCoE Faculty. The purpose of this program is to provide continuing professional development to rotating military or civilian faculty who volunteer to participate. If FCoE faculty identifies professional development or training needs not currently offered, requests can be submitted to the FSDD chief or DOTD Dean of Academics for consideration.

6-3. Faculty Development and Recognition Program

DOTD FSDD is the executive agent for standardization for faculty development and recognition across the FCoE. The FCoE FDRP is a voluntary portion of Phase 4 of the CFDP. FDRP applies to NCOs, officers, warrant officers and civilians teaching in instructor billets. The primary goal is to develop and grow instructor competencies. It also provides added value to unit training, education, and professional development programs when the instructor returns to the operational force. The intent of this program is to recognize and award instructors based on their success in showcasing ibstpi competencies. Units will not add additional requirements outside the scope of instructional duties or what is listed within the TR 600-21, Faculty Development and Recognition Program, 2 May 2018. All instructors must be currently certified, meet the minimum required standards of FDRP and be serving in an instructor billet.

a. FCoE FDRP responsibilities:

(1) Branch proponents will establish the FDRP program within their schools and award the instructor badges to qualified instructors in accordance with Army Regulation (AR) 600-8-22, Military Awards, 5 March 2019; TR 600-21; and FSDD standards provided within this regulation.

(2) Established unit FDRP SOPs should be maintained as a shareable record and a copy provided to FSDD.

(3) Each school will have a designated FDRP manager, primary and alternate, on appointment orders.

b. Unit FDRP Managers have the following responsibilities:

(1) Manage the FDRP program IAW TRADOC Regulation 600-21 and local regulation and policy.

(2) Provide a quarterly FDRP progress report to the FSDD and ArmyU. Refer to Appendix D for reporting procedures.

(3) Appointment orders for FDRP managers must be sent to the FSDD and to ArmyU. Appointment orders are required for FDRP managers to gain access to reporting rosters and the ArmyU FDRP milSuite site. Submit appointment orders to the following links.

FSDD SharePoint link:
https://fcoe.tradoc.army.mil/sites/dotd/pdd/Lists/FCoE%20FDRP%20Managers/AllItems.aspx

ArmyU FSDD Email: usarmy.leavenworth.tradoc.mbx.armyu-fsdd-policy@mail.mil

c. Levels: The FDRP contains three levels of instructor recognition, performance outcomes for each level, instructor development plans to achieve each level, and an evaluation plan to assess instructors at each level. Table 6-2 covers the three levels of Army Instructor Badges (AIBs).

d. Figure 6-2 covers the instructor recognition requirements for each corresponding badge level.

e. Figure 6-3 covers the instructor recognition packet requirements for each corresponding badge level. Refer to Table 6-3 for evaluator qualifications.

f. Waivers: Instructor recognition waivers may be obtained for the following:

(1) Army Physical Fitness Test (APFT) Waiver:

(a) Permanent Profile: Limitations must be recorded on profile and Soldier must perform regular APFT events as his/her profile permits. Soldiers who cannot do any aerobic events due to profile cannot be tested. Branch proponents may waive the APFT requirements for any of the recognition and badging levels.

(b) Temporary Profile: Branch proponents may waive the APFT requirements on a case-by-case basis.

(c) Branch proponents may furnish a waiver (memorandum for record (MFR) format) for the APFT. The MFR will have a brief explanation of the Soldier current medical status, without violating the Health Insurance Portability and Accountability Act (HIPAA), and the reasons why the Soldier is receiving a waiver for the APFT.

(d) Recalled retirees are not required to take the APFT. However, retirees must maintain a personal physical readiness-training program in order to stay within Army body composition standards during the period of recall. Retirees who exceed the Army body composition standards during the period of recall will enroll in the Army Body Composition Program and cannot submit a request for any of the AIBs.

Table 6-2. Army Instructor Badge Levels and Descriptions	
Badge Level	**Description**
Basic Army Instructor Badge (BAIB)	Soldiers and civilians performing at this level can facilitate and present instruction in a variety of learning environments. Instructors closely adhere to the instruction outlined in the lesson plan and effectively prepare and execute instruction. They communicate effectively and apply various instructional methods, media and educational technology to facilitate learning and present instruction. Instructors at this level question students and provide effective feedback, promote learning retention and transfer, assess learning and counsel students.
Senior Army Instructor Badge (SAIB)	In addition to continuing to improve instructor skills, senior instructors also use student reaction and learning data to recommend areas for instructor improvement or curriculum changes. They can redesign lessons to update content or implement other changes approved by the appropriate authority (e.g., course manager, training developer).
Master Army Instructor Badge (MAIB)	Master instructor recognition is the highest attained and is representative of instructors who choose to become fully knowledgeable learning professionals. Master instructors serve on Master Instructor Selection Boards (MISBs) and can demonstrate an in-depth understanding of the fundamental principles of learning, design and implementation. Master instructors are capable of designing/redesigning lessons and make evidence-based recommendations regarding instructional strategies, methods, media and technology, while continuously striving to update their knowledge of learning practices.

(Adapted from TR 600-21, Faculty Development and Recognition Program, 2 May 2018)

(e) Soldiers 60 years of age and older have the option of not taking the APFT; however, they must maintain a personal physical readiness program approved by a physician and remain within Army body composition standards. Soldiers 60 years of age and older who exceed the Army body composition standards will be placed in the Army Body Composition Program and cannot submit a request or be awarded any of the AIBs.

(2) All other waivers concerning exceptions to this regulation are approved by ArmyU/ FSDD. Training schools/institutions must submit a request (MFR format) for consideration through FSDD to ArmyU/FSDD.

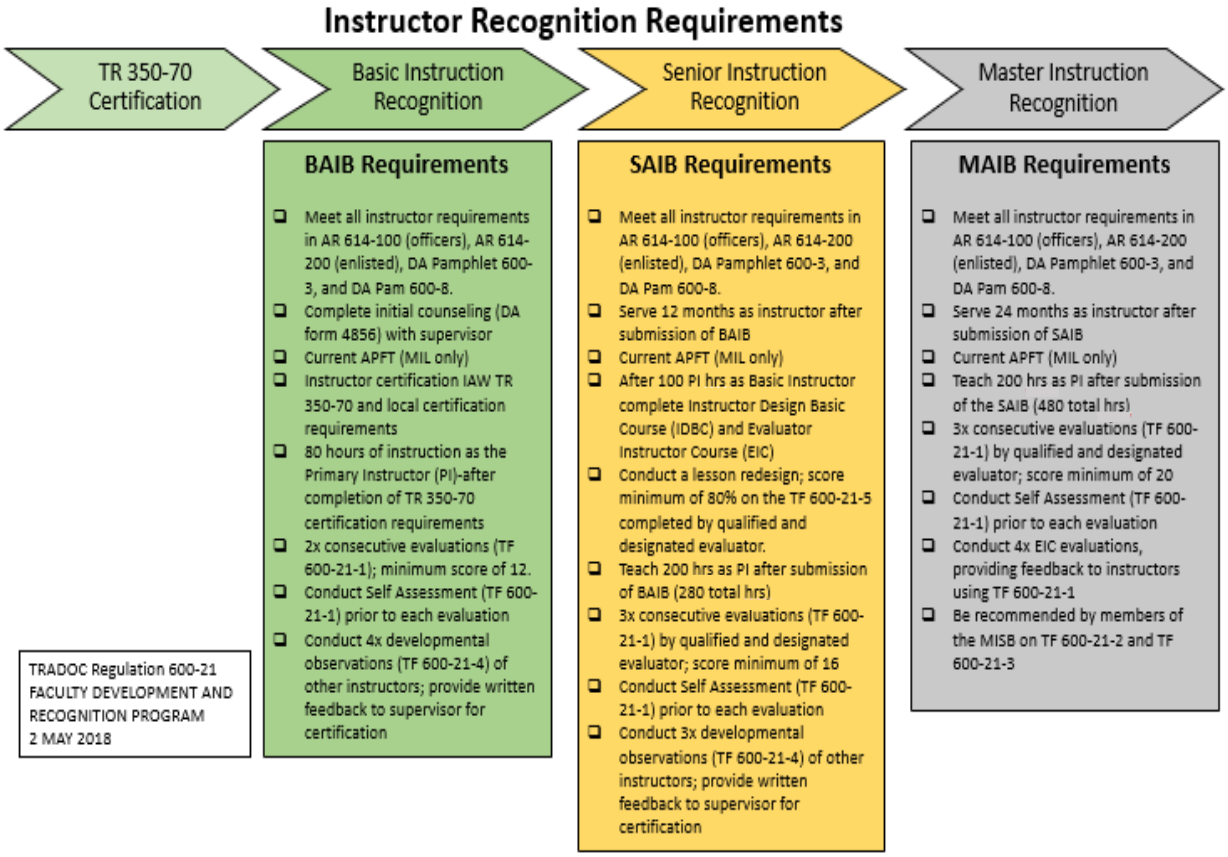

Figure 6-2. Instructor Recognition Requirements
(Adapted from TR 600-21, Faculty Development and Recognition Program, 2 May 2018)

g. Rescinding AIBs: Recension of the instructor recognition may take place if while serving in an instructor position, an instructor fails to meet or falls below the minimum instructor observation score (BAIB: 12; SAIB: 16; and MAIB: 20) for two consecutive evaluations during any 6-month period, they will be counseled and develop a plan to remediate performance. If the instructor continues to perform unsatisfactorily over the next 6 months, then action may be taken to rescind the instructor recognition badge. Instructors may al the rescinding action to the next level officer in the chain of command that is above the awarding authority. Once revoked, the badge will not be reinstated except by the Commanding General, TRADOC (CG, TRADOC) when fully justified.

h. Master Instructor Selection Board: Branch proponents will conduct a MISB for SAIB instructors who seek recognition as master instructors. The culminating activity of the board will be an oral examination of the candidate's knowledge and application of the instructor competencies. Refer to Table 6-4 for MISB description.

i. FDRP Certificate Program: The instructor recognition efforts can further be developed through the FDRP certificate program. Through a combination of instructor experience, certification, and completion of additional online courses, the instructor can receive undergraduate or graduate certificates. These are credentialed certificates, recognized outside of the Army, and credit hours are transferable toward completion of a baccalaureate or master's

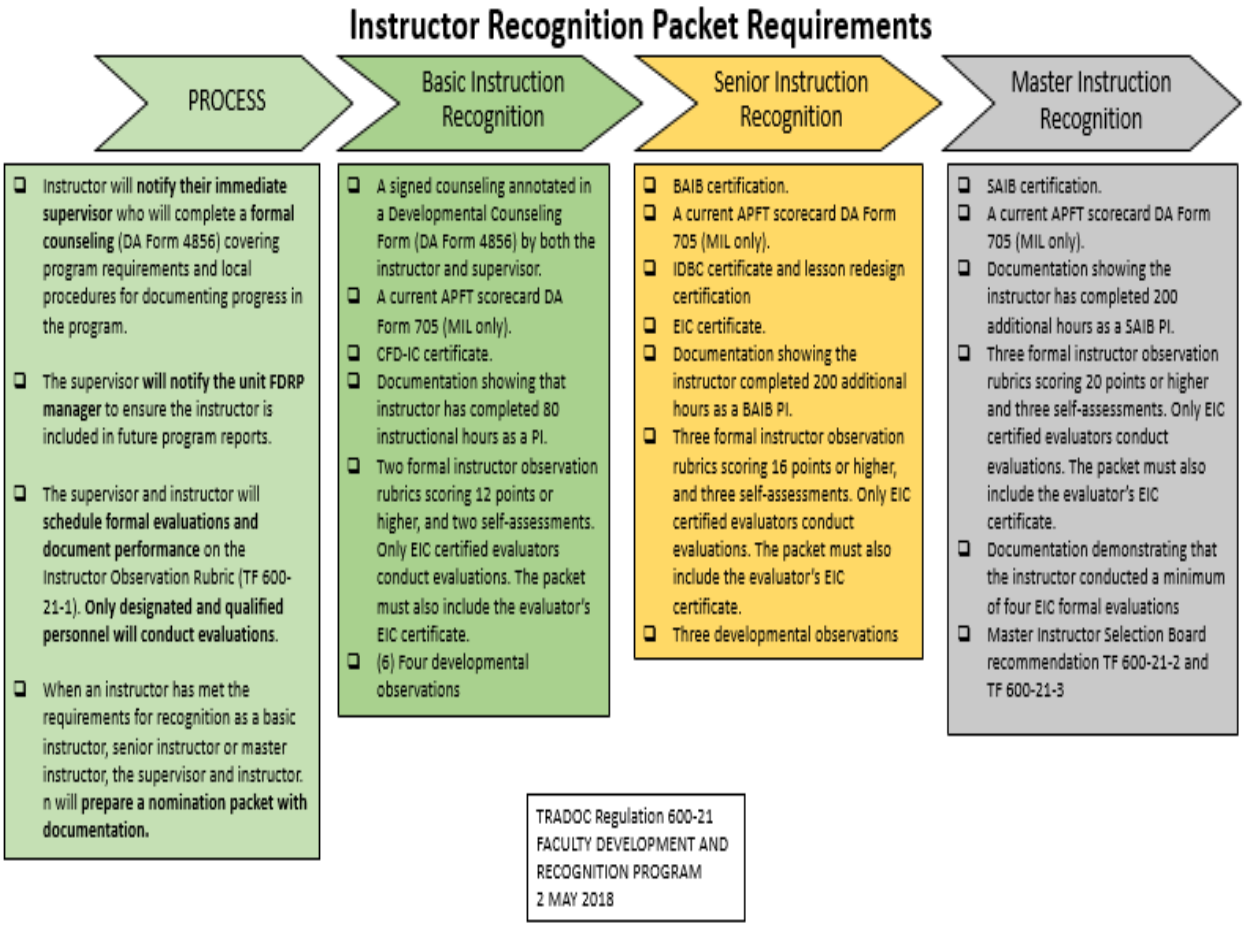

Figure 6-3. Instructor Recognition Packet Requirements
(Adapted from TR 600-21, Faculty Development and Recognition Program, 2 May 2018)

degree. Tuition assistance may be available for the cost of this program through local education centers or GoArmyEd.com. Enrolling in the credentialing program can begin any time after instructor certification. FDRP managers can contact ArmyU/FSDD to coordinate instructor participation in the FDRP certificate program.

j. Army CP-32 Certificate Training Program: The CP-32 Certificate Training Program is accredited by the American National Standard Institute (ANSI) as conforming to the standards of ANSI/American Society for Testing and Materials (ASTM) E2659-09, Standard Practice for Certificate Programs. The ANSI accreditation grants third-party, national and international recognition, of the CP-32 workforce as professionals in their field. The program offers the following five certificate tracks. The certificates are awarded for the completion of training, online and/or resident, and meeting an experiential requirement. CP-32 Army civilian training, education and development system funds may be provided to support training attendance. CP-32 professionals may contact the CP-32 office for additional information on the CP-32 Certificate Training Program.

(a) Certificate in Army Doctrine Development

Table 6-3. Evaluator Qualifications			
Item/Event		**Evaluator(s)**	**Evaluator(s) Qualifications**
1	Instructor Observation Rubric (TRADOC Form 600-21-1, October 2017)	Qualified Designated Evaluator	Must have successfully completed the Evaluator Instructor Course (EIC). *Evaluator must be senior in rank or position to the evaluated instructor*.
2	Course Design/Lesson Design/Redesign Checklist (TRADOC Form 600-21-5, October 2017)	Qualified Designated Evaluator	Must have successfully completed CFD-DC, Instructional Design Basic Course (IDBC), Faculty Development Program-3 (FDP3) and Advanced Training Developer Course (ATDC). *Evaluator must be senior in rank or position to the evaluated instructor and have previous experience as a documented training developer/writer. FSDD personnel are recommended to be used as evaluators.*

(Adapted from TR 600-21, Faculty Development and Recognition Program, 2 May 2018)

(b) Level 1 Certificate in Army Capability Development

(c) Level 2 Certificate in Army Capability Development

(d) Level 1 Certificate in Army Training and Education Systems

(e) Level 2 Certificate in Army Training and Education Systems

Table 6-4. Master Instructor Selection Board Descriptions				
	Representative	**Voting Status**	**Rank or Duty Position**	**Duties and Requirements**
Board President	Commander, Commandant or designated representative	Voting or non-voting member	Must be senior in rank or duty position to every instructor attempting the MAIB.	Duties: • Identify and appoint in writing an odd number (at least three) of unbiased voting members and will provide a recorder to record selection board proceedings. • Call the board to order and brief the rules. • Inform candidates of the board's recommendations; signs a memorandum for record for those recommended.
Board Members	One voting member must be MAIB certified; Boards will consist of both male and female members. At least one voting member will be the same gender as the instructor.	Voting members	At least one rank senior to those being considered for recognition; board president has the discretion to determine if board members have the knowledge and experience to just the instructor's knowledge related to instructor competencies and can be a member of the board.	Requirements: • Understand the FDRP and the five instructor competencies. • Demonstrate a high level of knowledge about instruction and learning science. Duties: • Members are present for the entire board proceedings. • Conduct oral examination using question and answer format only covering the five domains: Professional Foundations, Planning and Preparation, Instructional Methods and Strategies, Assessment and Evaluation, and Management • Each voting member selects a domain and questions the candidate's knowledge and experience in that domain. • All voting members will complete TRADOC Form 600-21-2, Master Instructor Board Member Appraisal Worksheet, October 2017, for each candidate. • Each voting member has one vote. • Each voting member will score

Table 6-4. Master Instructor Selection Board Descriptions				
	Representative	**Voting Status**	**Rank or Duty Position**	**Duties and Requirements**
				the candidates in section 2, Areas of Evaluation: 2a, 2b, 2c and 2d of TF 600-21-2. • Each voting member will score the candidates response of three to five specific questions in section 2, Instructor Competency (2d), Area of Evaluation of TF 600-21-2. • The board will identify candidates to be awarded recognition as a master instructor • The board will provide constructive feedback to candidates not recommended for master instructor recognition.
Recorder	NA	NA	NA	Record and tally the voting members' scores for each candidate on a Master Instructor Selection Board Recommendation, TRADOC Form 600-21-3, October 2017. A minimum of 80 averaged points is required for MAIB recognition.

(Adapted from TR 600-21, Faculty Development and Recognition Program, 2 May 2018)

6-4. Instructor of the Year/Curriculum Developer of the Year Competition

a. FCoE Instructor of the Year/Curriculum Developer of the Year: FCoE offers an instructor/ curriculum developer of the year program. The IOY program is aligned with the TRADOC IOY program and is used to recognize outstanding instructors. The FCoE CDOY program is used to recognize outstanding curriculum developers. FCoE has had several instructors from previous years win the TRADOC IOY competition.

b. The TRADOC IOY award program is designated to promote and recognize excellence in instruction. The program is used to recognize outstanding individual instructors and educators across the FCoE, ArmyU and TRADOC. The most outstanding instructors and educators from all COEs, ArmyU and TRADOC instructional elements participate in their respective categories: commissioned officer, warrant officer, noncommissioned officer, United States Army Reserve (USAR), National Guard and DAC instructor of the year.

NOTE

Nomination procedures will be followed in accordance with the annual FCoE and TRADOC memorandums of instruction (MOI). A sample FCoE IOY/CDOY MOI is posted on the FSDD Microsoft® SharePoint® portal.

6-5. Faculty and Staff Development Program Records Management

The FSDD will ensure learning product documentation and records management of assigned FSDD faculty and staff are a priority. Documentation will include records for all phases of development, regardless whether a learning product is developed in-house or by contract, other records maintained include FSDD instructor certifications, IOY/CDOY packets, course audits and course/program evaluations.

a. The DOTD registrar will maintain a record of student course attendance/qualification and graduation from courses held by FSDD IAW TP 350-70-3.

b. Schools will maintain certification and all other professional development records of assigned instructors and developers using applicable databases, such as ATRRS, DTMS, Army Career Tracker (ACT) and IAW TR 350-70 and local policy.

c. Records for Soldiers, DACs and contractor instructors and developers will include: qualification credentials, certification, re-certification and written performance evaluations information stored in personnel databases verifying Soldiers, DACs, and contractor instructors and developers follow regulatory guidance and contract requirements.

d. All enlisted Soldiers and NCOs must meet AR 614-200, Enlisted Assignments and Utilization Management, 25 January 2019, guidelines; and all Soldiers, to include enlisted, NCOs, Warrant Officers, and officers must meet AR 614-100, Officer Assignment Policies, Details and Transfers, 25 January 2019, guidelines; AR 600-9, The Army Body Composition Program, 28 June 2013, requirements; and APFT standards.

e. Army civilian instructors and developers must follow TR 350-70, this regulation and their job description. Contractors must follow the qualification requirements stated in the Performance Work Statement (PWS). Records will be disposed of IAW AR 25-400-2, The Army Records Information Management System (ARIMS), 2 October 2007.

Appendix A
References

Publications

ADP 7-0
Training Units and Developing Leaders, 23 August 2012

ADRP 7-0
Training Units and Developing Leaders, 23 august 2012

AR 5-22
The Army Force Modernization Proponent System, 28 October 2015

AR 25-400-2
The Army Records Information Management System (ARIMS), 2 October 2007

AR 350-1
Army Training and Leader Development, 10 December 2017

AR 600-3
The Army Personnel Development System, 26 February 2009

AR 600-8-22
Military Awards, 5 March 2019

AR 600-9
The Army Body Composition Program, 28 June 2013

AR 614-100
Officer Assignment Policies, Details and Transfers, 25 January 2019

AR 614-200
Enlisted Assignments and Utilization Management, 25 January 2019

Army Directive 2018-08
The Army Credentialing Assistance Program, 6 June 2018

DA PAM 350-38
Standards in Weapons Training, 22 November 2016

DA PAM 600-3
Officer Professional Development and Career Management, 3 April 2019

DA PAM 600-25
U.S. Army Noncommissioned Officer Professional Development Guide, 11 December 2018

DODI 8910.01
Information Collection and Reporting, 19 May 2014

HQDA EXORD 001-16
Sustainable Readiness (FCoE TASKORD G3EX16-225 – Assessment and Reporting Training Readiness (ARTR) Training and Evaluation Outline (T&EO) Implementation for Initial Operating Capability (IOC)), February 2016

TC 3-09.8
Field Artillery Gunnery Manual, February 2019

TP 350 70-3
Faculty and Staff Development, 4 October 2018

TP 350-70-6
Systems Approach to Training – Analysis, 7 September 2004

TP 350-70-9
Budgeting and Resourcing, 12 October 2012

TP 350-70-14
Training and Education Development in Support of the Institutional Domain, 27 March 2015

TP 525-8-2
The U.S. Army Learning Concept for Training and Education, 2020-2040 (ALC-TE), April 2017

TR 11-21 TRADOC
Implementation of the Army Quality Assurance Program, 19 March 2014

TR 350-36
Basic Officer Leader Training Policies and Administration, 9 August 2017

TR 350-70
Army Learning Policy and Systems, 10 July 2017

TR 600-21
Faculty Development and Recognition Program, 2 May 2018

Training and Education Development (TED) Workload Management (WM) Process Guide, Version 10, 23 April 2019

Forms

DA Form 2028
Recommended Changes to Publications and Blank Forms (October 2017)

TRADOC Form 600-21-1
Instructor Observation Rubric (October 2017)

TRADOC Form 600-21-2
Master Instructor Board Member Appraisal Worksheet (October 2017)

TRADOC Form 600-21-3
Master Instructor Selection Board Recommendation (October 2017)

TRADOC Form 600-21-5
Course Design/Lesson Design/Redesign Checklist (October 2017)

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Appendix B
Chapter 4 Exhibits

Appendix BA. Individual Training Plan

Appendix BB. Course Administrative Data

Appendix BC. Program of Instruction

Appendix BD. Lesson Plan Development

Appendix BE. Individual Student Assessment Plan

Appendix BF. Fort Sill Forms 1087 and 1087A

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Appendix BA
Individual Training Plan

BA-1. Overview

Individual training plans (ITP) are long-range planning documents prepared for each military occupational specialty (MOS) and area of concentration (AOC) that describe the overall plan to satisfy learning requirements for an individual's entire career. The ITP prescribes the course requirements (resident and non-resident) for an MOS or AOC and identifies training and education programs that directly support the MOS or AOC.

a. The ITP will include the following:

(1) Cover page that specifically identifies the MOS or AOC, ITP proponent, preparation date, approval authority and suppression information.

(2) Table of contents that lists all primary paragraphs and attachments.

(3) SECTION I. ITP Narrative: Includes five paragraphs with subparagraphs that describe the sources of the individual training and educational needs and the training strategies to satisfy those needs by course, training/education program, for peacetime and mobilization, and for resident and non-resident courses.

(a) References: A complete listing of references that directly impact on the design, development and conduct of the included training and education. Identify only those documents that demonstrate the existence of training and education needs.

(b) Training Requirements: A concise description of why there is a training and education requirement (such as changes in materiel, organizations, doctrine and so forth).

(c) Training Strategy: This is the proponent's long-range individual training strategy for the MOS, AOC, and so forth covered by the ITP. It articulates the branch proponent's training strategy for the total target audience (both Active Army (AA) and United States (U.S.) Army Reserve (USAR)/Army National Guard (ARNG)) during peacetime and mobilization. At a minimum, this paragraph will contain the following subparagraphs:

i. Skill Level 1
ii. Skill Level 2
iii. Skill Level 3
iv. Skill Level 4
v. Additional Skill Identifier (ASI)/Functional Training
vi. Transition Training
vii. Distributed Learning (dL)

(d) Training Deleted: Identifies current training/education that will be deleted during the period covered by the ITP. This includes all AA, USAR and ARNG courses superseded by The Army Training System (TATS) courses. State if no training/education will be deleted.

(e) Alternatives if Resources are Not Provided: Describes alternatives to accomplish the training and education requirement in the event some or all of the additional resources needed to support the training and education concept are not provided.

(4) SECTION II. ITP Milestone Schedules (IMS): Provides information on the training and education program.

(5) SECTION III. Course Revision Milestone Schedule(s) (CRMS): Prepare a CRMS for each course included in the ITP.

(6) SECTION IV. Resource Estimate: Consists of a narrative and supporting summaries outlining resources needed to support the training strategy (outlining operations and maintenance; Operations and Maintenance, Army (OMA); ammunition; training aids, devices, simulators and simulations (TADSS), training/education equipment, and Military Construction, Army (MCA).

(a) Resource Narrative: Provide a brief description, as necessary, to explain the data entered on the additional OMA requirements summary.

(b) Additional OMA Requirements Summary: identifies the estimated OMA costs associated with the new or modified strategy.

(c) Training Ammunition Requirements Summary: Identifies the estimated requirements for all ammunition required for one year for each course.

(d) Training MCA Project/OMA Minor Construction Summary: Identifies the estimated OMA costs associated with the new or modified strategy.

(e) Training Equipment/TADSS Requirements Summary: Identifies requirements for additional equipment and training/education aids, devices, simulators, and simulations.

b. Refer to TP 350-70, Chapter 4, Section II and Appendix E for additional guidance on the preparation of an ITP.

BA-2. Training Development Process

a. The ITP is the only Training Requirements Analysis System (TRAS) document not prepared in the Training Development Capability (TDC) tool. The ITP is developed by the Directorate of Training and Doctrine (DOTD) Life-cycle Program Manager (LPM)/curriculum developer (CDer) as a Microsoft® Word document. The ITP requires revision when a new program of instruction (POI) is added or when a POI is deleted.

b. The ITP is developed in accordance with (IAW) Training and Doctrine Command (TRADOC) Regulation (TR) 350-70, Army Learning Policy and Systems, 10 July 2017; and TRADOC Pamphlet (TP) 350-70-9, Budgeting and Resourcing, 12 October 2012.

c. The LPM reviews the completed ITP and then either sends it back to the CDer for corrections or to the DOTD TRAS manager for review.

d. Once complete, the DOTD TRAS manager will package the ITP and staff to the various stakeholders.

BA-3. Staffing Process

a. The ITP staffing process is as follows:

(1) Upon completion, the DOTD TRAS Manager will staff the ITP to the DOTD Individual Training and Education Division (ITED) chief.

(2) The ITED chief will review the ITP, provide feedback if required, and ensure the staffing packet is complete and ready for staffing.

(3) To ensure timely submission of ITPs, ITED chiefs will complete their review within 7 calendars of staffing.

(4) After the ITED chief's review, the DOTD TRAS Manager will staff concurrently to the respective branch school/brigade commander and/or Noncommissioned Officer Academy (NCOA) Commandant (as applicable), G-8, and National Guard Bureau (NGB)/regional training institute (RTI) (if required) for review and concurrence.

(5) Branch schools will review the ITP for accurate course descriptions and resources.

NOTE

Upon completion of review, the branch school/brigade commander, NGB/RTI(s), and NCOA Commandant will concur or non-concur. If the ITP receives concurrence, the ITP is returned to DOTD TRAS manager to continue the staffing process.

NOTE

Non-concurrence due to discrepancies will be addressed during the review process and corrected/adjudicated before the ITP continues with the staffing process.

(6) To ensure timely submission of ITPs, the branch school/brigade commander, NGB/ RTI(s) and NCOA Commandant will complete their review within 30 calendar days of staffing. If significant discrepancies are found, an additional (up to) 2 weeks may added to the review process.

(7) G-8 will review and validate the resources listed in the ITP or make recommendations for changes in resources such as current national stock numbers (NSN) or line item numbers (LIN).

NOTE

Upon completion of review, G-8 will concur or non-concur. If the ITP receives concurrence, the ITP is returned to DOTD TRAS manager to continue the staffing process.

NOTE

Non-concurrence due to discrepancies will be addressed during the review process and corrected/adjudicated before the ITP continues with the staffing process.

(8) To ensure timely submission of ITPs, G-8 will complete their review within 30 calendars of staffing.

(9) Adjudication of substantiated recommendations and comments occur before the staffing process continues.

(10) Upon adjudication of all comments and recommendations and final concurrence from the organizations listed above, the ITP is staffed through the DOTD Dean of Academics and Director of Training (DOT) for concurrence.

(11) The DOTD Dean of Academics and DOT will provide a final review and ensure all applicable organizations have concurred with the ITP.

(12) To ensure timely submission of ITPs, the DOTD Dean of Academics and DOT will complete their review within 14 calendars of staffing.

(13) The final step in the ITP staffing process is to staff to the branch proponent for approval.

(14) Branch proponents will provide a final review of the resources and approve the ITP and sign the Memorandum of Transmittal (MOT) for submission to the Training Operations Management Activity (TOMA).

(15) To ensure timely submission of POIs, branch proponents will complete their review within 14 calendars of staffing.

b. Figure BA-1 depicts the ITP staffing process.

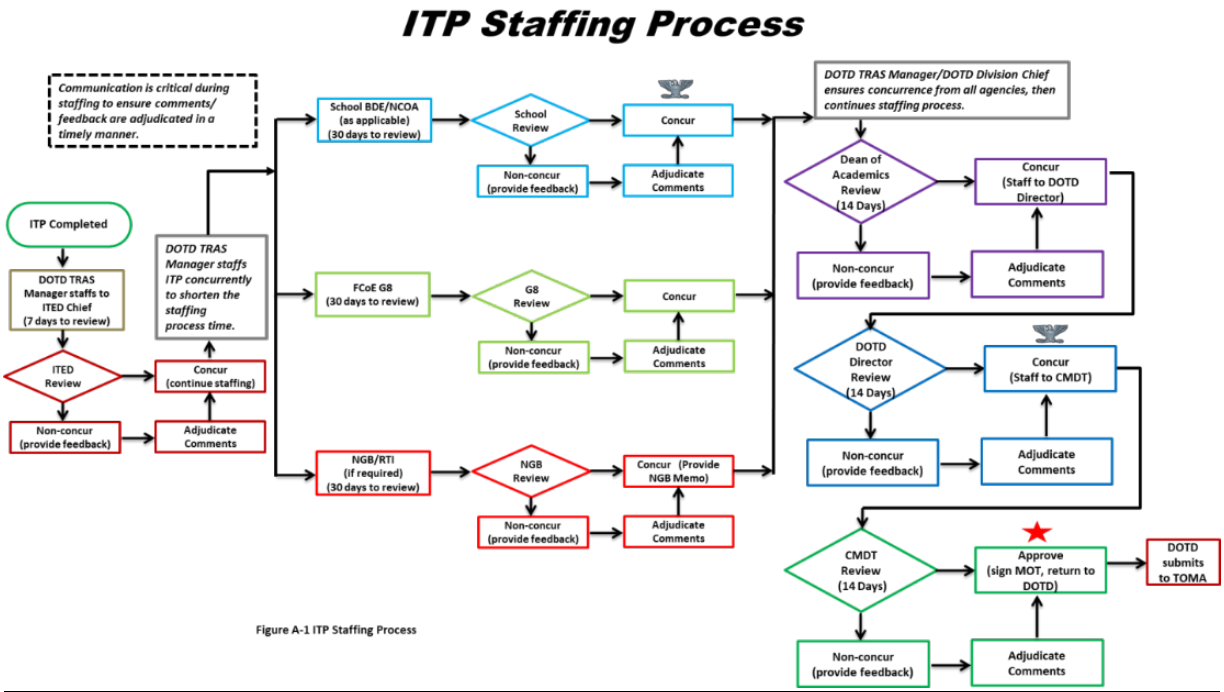

Figure BA-1. ITP Staffing Process

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Appendix BB
Course Administrative Data

BB-1. Overview

The course administrative data (CAD) is the proponent's initial estimate or projection of resource requirements such as equipment, ammunition, facility and instructor/facilitator contact hours (ICH). The proponent prepares a CAD for each course, as required. The CAD can also serve as a change document for submission of administrative changes to a specific course or course phase.

a. CAD elements:

(1) Resource elements:

(a) ICHs

(b) Course Length (Weeks/Days/Hours)

(c) Class Sizes (Maximum/Optimum/Minimum)

(2) Administrative elements:

(a) Course Title

(b) Management Category

(c) Version

(d) Phase

(e) Security Clearance Required

(f) Proponent

(g) School Code

(h) Training Days/Training Week/Calendar Type

(i) Purpose

(j) Scope

(k) Prerequisites

(l) Special Information

(m) Foreign Disclosure (FD)

(n) Training Location

(o) Military Occupational Specialty (MOS)/Area of Concentration (AOC)

(p) Implementation quarter/fiscal year (QTR/FY)

(q) Course Type Code

(r) Inter-service Training Review Organization (ITRO)/Contract/Summary Status

(s) Course Availability

(t) Budget and Operational Systems Development (OSD) Type

(u) Management Decision Package (MDEP)

b. Refer to Training and Doctrine Command (TRADOC) Regulation (TR) 350-70, Army Learning Policy and Systems, 10 July 2017, Chapter 4, Section II and Appendix E for additional guidance on the preparation of a CAD.

BB-2. Training Development Process

a. The Directorate of Training and Doctrine (DOTD) Life-cycle Program (LPM)/curriculum developer (CDer) create the CAD in the analysis (Development) folder in the Training Development Capability (TDC) tool. The development of the CAD involves branch school and DOTD subject matter experts (SME) to ensure all data is accurate. When complete, the CDer forwards the CAD in TDC to the LPM for review in the Analysis Completed (Manager Reviewer) folder.

b. The LPM reviews the CAD and then either sends it back to the CDer for corrections or to the Reviewed (Pending Approval) folder for Training Requirements Analysis System (TRAS manager) review.

NOTE

A TRAS Abbreviated Cost-Benefit Analysis (TAC-BA) and resource request slide are required for new courses or courses with resource increases.

c. The CAD is developed in accordance with (IAW) Training and Doctrine Command (TRADOC) Regulation (TR) 350-70, Army Learning Policy and Systems, 10 July 2017; and TRADOC Pamphlet (TP) 350-70-9, Budgeting and Resourcing, 12 October 2012.

d. Once complete, the DOTD TRAS Manager will package the CAD and staff to the various stakeholders.

BB-3. Staffing Process

a. The CAD staffing process is as follows:

(1) Upon completion, the DOTD TRAS Manager will staff the CAD to the DOTD Individual Training and Education Division (ITED) chief.

(2) The ITED chief will review the CAD, provide feedback if required, and ensure the staffing packet is complete and ready for staffing.

(3) To ensure timely submission of CADs, ITED chiefs will complete their review within 7 calendars of staffing.

(4) After the ITED chief's review, the DOTD TRAS Manager will staff concurrently to the respective branch school/brigade commander and/or Noncommissioned Officer Academy (NCOA) Commandant (as applicable), G-8, and National Guard Bureau (NGB)/regional training institute (RTI) (if required) for review and concurrence.

(5) Branch schools will review the CAD for accurate course descriptions and resources.

NOTE

Upon completion of review, the branch school/brigade commander, NGB/RTI(s), and NCOA Commandant will concur or non-concur. If the CAD receives concurrence, the CAD is returned to DOTD TRAS manager to continue the staffing process.

NOTE

Non-concurrence due to discrepancies will be addressed during the review process and corrected/adjudicated before the CAD continues with the staffing process.

(6) To ensure timely submission of CADs, the branch school/brigade commander, NGB/RTI(s) and NCOA Commandant will complete their review within 14 calendar days of staffing. If significant discrepancies are found, an additional (up to) one week may added to the review process.

(7) Adjudication of substantiated recommendations and comments occur before the staffing process continues.

(8) Upon adjudication of all comments and recommendations and final concurrence from the organizations listed above, the CAD is staffed through the DOTD Dean of Academics and Director of Training (DOT) for concurrence.

(9) The DOTD Dean of Academics and DOT will provide a final review and ensure all applicable organizations have concurred with the CAD.

(10) To ensure timely submission of CADs, the DOTD Dean of Academics and DOT will complete their review within 7 calendar days of staffing.

(11) The final step in the CAD staffing process is to staff to the branch proponent for approval.

(12) Branch proponents will provide a final review of the resources and approve the CAD and sign the Memorandum of Transmittal (MOT) for submission to the Training Operations Management Activity (TOMA).

(13) To ensure timely submission of CADs, branch proponents will complete their review within 14 calendars of staffing.

b. Figure BB-1 depicts the CAD staffing process.

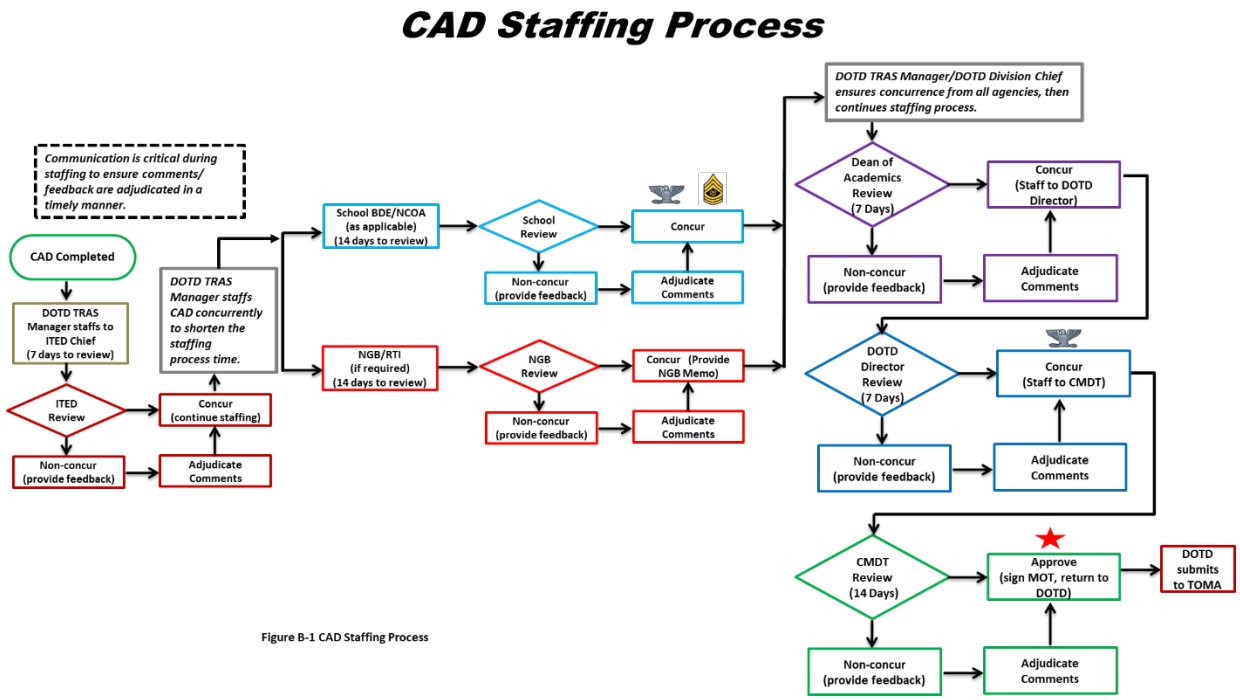

Figure BB-1. CAD Staffing Process

Appendix BC
Program of Instruction

BC-1. Overview

The program of instruction (POI) is the branch proponent's refined resource requirements document. The POI provides a detailed description of the course or course phase content; duration of instruction; instruction methods and techniques; and a list of required resources to conduct peacetime and mobilization training and education based on a single course iteration using its optimum class size. The proponent prepares a separate POI for peacetime and mobilization use and must produce a POI for each course/phase identified in the individual training plan (ITP). The POI refines and details the resource estimates provided by the course administrative data (CAD).

a. POI elements:

(1) Resource elements:

(a) Instructor Contact Hours (ICH)

(b) Instructor Actions (IA) Summary

(c) Course Length (Weeks/Days/Hours)

(d) Class Sizes (Maximum/Optimum/Minimum)

(e) Ammunition, Facility, Equipment, TADSS (Training Aids, Devices, Simulations and Simulators, and Support Personnel) Summaries

(2) Administrative elements:

(a) Course Title

(b) Management Category

(c) Version

(d) Phase

(e) Security Clearance Required

(f) Proponent and School Code

(g) Purpose/Scope

(h) Prerequisites

(i) Special Information

(j) Foreign Disclosure (FD)

(k) Training Location

(l) Military Occupational Specialty (MOS)/Area of Concentration (AOC)

(m) Implementation quarter/fiscal year (QTR/FY)

(n) Course Type Code

(o) Inter-service Training Review Organization (ITRO)/Contract/Summary Status

(p) Course Availability

(q) Budget and Operational Systems Development (OSD) Type/Management Decision Package (MDEP)

(r) Course Summary

(s) Lesson Sequence

(t) Training Modules

(u) Individual Task Summary

(v) Course Map

BC-2. Training Development Process

a. The Directorate of Training and Doctrine (DOTD) Life-cycle Program Manager (LPM)/ curriculum developer (CDer) create the POI in the Analysis (Development) folder in the Training Development Capability (TDC) tool. The development of the POI involves branch school and DOTD subject matter experts (SME) to ensure all data is accurate. All POI work is done at this stage to ensure its timely completion. When complete, the CDer submits the POI to the LPM for review in the Analysis Completed (Manager Reviewer) folder. This is where the LPs are linked. The individual student assessment plan (ISAP), course management plan (CMP) and individual training plan (ITP) and other supporting documents are also uploaded.

b. The LPM reviews the POI and then either sends it back to the CDer for corrections or to the Reviewed (Pending Approval) folder for DOTD Training Requirements Analysis System (TRAS) manager review.

NOTE

A TRAS Abbreviated Cost-Benefit Analysis (TAC-BA) and resource request slide are required for new courses or courses with resource increases.

c. The POI is developed in accordance with (IAW) Training and Doctrine Command (TRADOC) Regulation (TR) 350-70, Army Learning Policy and Systems, 10 July 2017; and TRADOC Pamphlet (TP) 350-70-9, Budgeting and Resourcing, 12 October 2012.

d. Once complete, the DOTD TRAS manager will package the POI and staff to the various stakeholders.

BC-3. Staffing Process

a. The POI staffing process is as follows:

(1) Upon completion, the DOTD TRAS manager will staff the POI to the DOTD Individual Training and Education Division (ITED) chief.

(2) The ITED chief will review the POI, provide feedback if required and ensure the staffing packet is complete and ready for staffing.

(3) To ensure timely submission of POIs, the ITED chief will complete their review within 7 calendar days of staffing.

(4) After the ITED chief's review, the DOTD TRAS manager will staff concurrently to the respective branch school and/or Noncommissioned Officer Academy (NCOA) Commandant (as applicable), G-8, FCoE Foreign Disclosure Officer (FDO), Quality Assurance Office (QAO), and National Guard Bureau (NGB)/regional training institute (RTI) (if required) for review and concurrence.

(5) Branch schools will review the POI for course content, duration of instruction, types of instruction, critical tasks/topics, learning objectives, the supporting skills and knowledge taught, and resources.

NOTE

Upon completion of review, the branch school, NGB/RTI(s), and NCOA Commandant will concur or non-concur. If the branch school concurs, the course manager will provide comments in the POI audit trail in TDC that the POI has been reviewed and that the course manager concurs with all revised or new training material and associated resources. If the POI receives concurrence, the POI is returned to DOTD TRAS manager to continue the staffing process.

NOTE

Non-concurrence due to discrepancies will be addressed during the review process and corrected/adjudicated before the POI continues with the staffing process.

(6) To ensure timely submission of POIs, the branch school, NGB/RTI(s), and NCOA Commandant will complete their review within 30 calendar days of staffing. If significant discrepancies are found, an additional (up to) 2 weeks may added to the review process.

(7) G-8 will review and validate the resources listed in the POI or make recommendations for changes in resources such as current national stock numbers (NSN) or line item numbers (LIN). A TAC-BA must accompany a POI, if not previously submitted with the CAD, for new POIs or POIs that will incur course growth. DOTD will coordinate with G-8 for TAC-BA completion.

NOTE

Upon completion of review, G-8 will concur or non-concur. If the POI receives concurrence, the POI is returned to DOTD TRAS manager to continue the staffing process. The TAC-BA, if required, may be completed after the POI is reviewed.

NOTE

Non-concurrence due to discrepancies will be addressed during the review process and corrected/adjudicated before the POI continues with the staffing process.

(8) To ensure timely submission of POIs, G-8 will complete their review within 14 calendar days of staffing.

(9) The FCoE FDO will review the foreign disclosure rating assigned to the POI.

NOTE

Upon completion of review, the FCoE FDO will concur or non-concur. If the POI receives concurrence, the FDO will provide comments in the POI audit trail in TDC that the POI has been reviewed and that the FDO concurs with the FD rating assigned to the POI. If the POI receives concurrence, the POI is returned to DOTD TRAS manager to continue the staffing process.

NOTE

Non-concurrence of the FD rating will be addressed during the review process and corrected/adjudicated before the POI continues with the staffing process.

(10) To ensure timely submission of POIs, the FCoE FDO will complete their review within 14 calendars of staffing.

(11) QAO will review the instructor actions identified in the POI.

NOTE

Upon completion of review, QAO will concur or non-concur. If the POI receives concurrence, QAO will provide comments in the POI audit trail in TDC that the POI has been reviewed and that the QAO concurs with the IAs identified in the POI. If the POI receives concurrence, the POI is returned to DOTD TRAS manager to continue the staffing process.

NOTE

Non-concurrence of the IAs will be addressed during the review process and corrected/adjudicated before the POI continues with the staffing process.

(12) To ensure timely submission of POIs, QAO will complete their review within 7 calendar days of staffing.

(13) Adjudication of substantiated recommendations and comments occur before the staffing process continue.

(14) Upon adjudication of all comments and recommendations and final concurrence from the organizations listed above, the POI is staffed through the DOTD Dean of Academics and Director of Training (DOT) for concurrence.

(15) The DOTD Dean of Academics and DOT will provide a final review and ensure all applicable organizations have concurred with the POI.

(16) To ensure timely submission of POIs, the DOTD Dean of Academics and DOT will complete their review within 14 calendar days of staffing.

(17) The final step in the POI staffing process is to staff to the branch proponent for approval.

(18) Branch proponent will provide a final review of the resources and approve the POI and sign the Memorandum of Transmittal (MOT) for submission to TOMA.

(19) To ensure timely submission of POIs, branch proponents will complete their review within 14 calendar days of staffing.

b. Figure BC-1 depicts the POI staffing process.

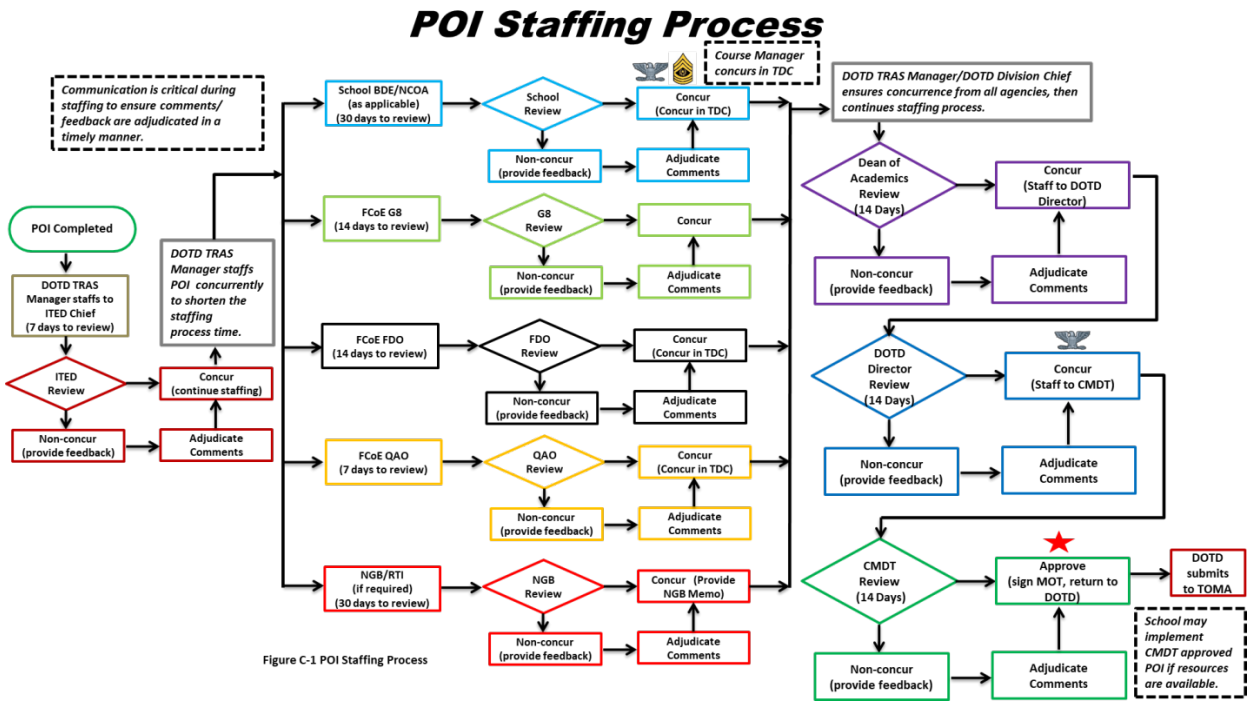

Figure BC-1. POI Staffing Process

Appendix BD
Lesson Plan Development

BD-1. Overview

a. A lesson plan (LP) is a detailed description of learning content (the lesson), instructor actions (IA) and assessment(s) associated with instruction to achieve a learning objective. It is created using a standardized structure that promotes shareability between schools, centers and instructors. It includes the required resources to complete the learning to achieve the course outcome.

b. Lesson plan elements:

(1) Learning elements:

(a) Learning Objective

(b) Learning Step Activities (LSA) (the actual content of LP)

(c) Assessment(s)

(2) Resource elements:

(a) IAs

(b) Equipment

(c) Training Aids, Devices, Simulations and Simulators (TADSS)

(d) Facilities

(e) Ammunition

(f) Support Personnel

(g) Instructor-Student Ratios (ISR)

(3) Administrative elements:

(a) Administrative Data

(b) Distribution Restrictions

(c) Method of Instruction (MOI)

(d) Academic Hours

(e) Safety

(f) Environmental Considerations

(g) Risk Assessment

(h) Feedback Requirements

(i) Testing Requirements

(j) Foreign Disclosure (FD)

(k) Media Delivery

(l) Materials, i.e., instructor materials, student materials, handouts, etc.

BD-2. Training Development Process

a. The curriculum developer (CDer) creates the LP in the Proposed (Pre-Development) folder in the Training Development Capability (TDC) tool. The development of lesson plans involves the Life-cycle Program Manager (LPM) and CDers, course manager and instructors/subject matter experts (SME) to ensure all data is accurate. The LP administrative data, which includes the program file number (PFN) or lesson identification (ID) number and LP title, is created in this folder. PFN or LP ID numbers will be developed following the guidelines listed below to standardize all Fires Center of Excellence (FCoE) PFN/LP ID numbers. PFN/LP ID numbers will be developed so that the POI, module, and skill level associated with each LP are easily identifiable. FCoE PFN/LP ID numbers and titles will be created using the following guidelines:

(1) Skill Level 1 (SL1) (Initial Military Training (IMT) – Advanced Individual Training (AIT), Warrant Officer Basic Course (WOBC), and Basic Officer Leader Course (BOLC)) LP PFN/ID numbering sequence:

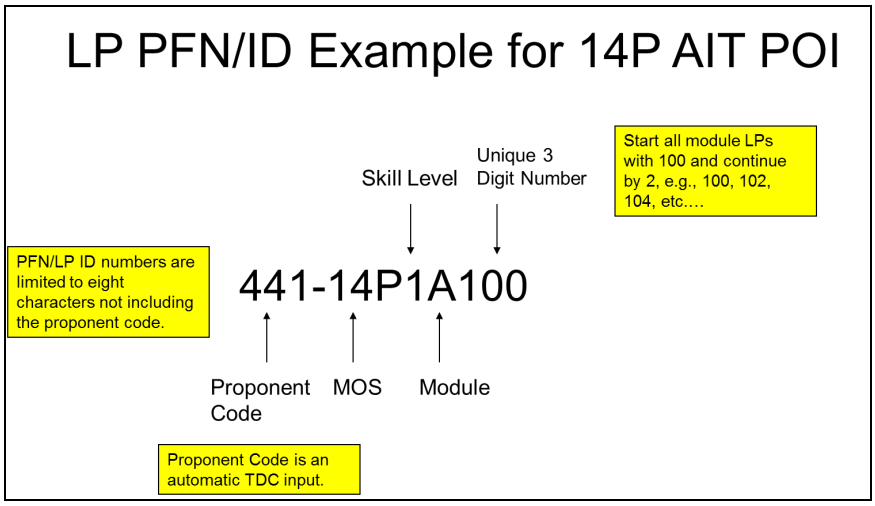

Figure BD-1. 14P Skill Level 1 (IMT AIT)

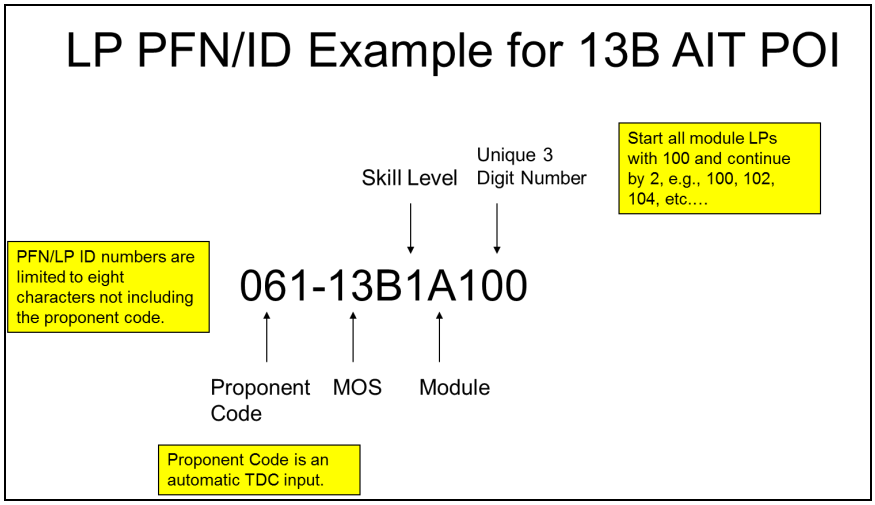

Figure BD-2. 13B Skill Level 1 (IMT AIT)

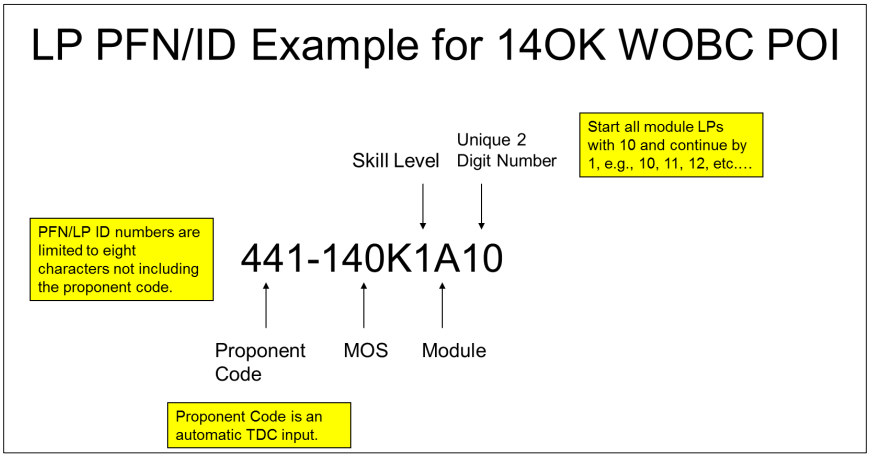

Figure BD-3. 14OK Skill Level 1 (IMT WOBC)

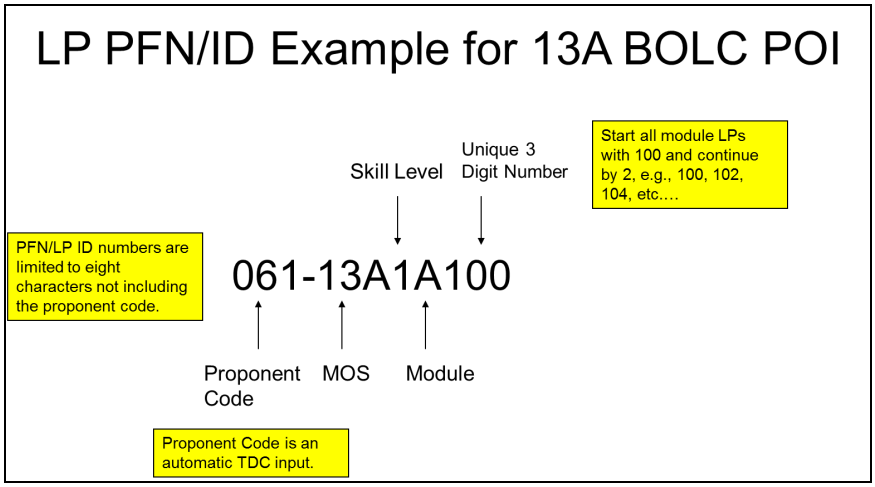

Figure BD-4. 13A Skill Level 1 (IMT BOLC-B)

(2) SL 3-4 Professional Military Education (PME) LP PFN/ID numbering sequence:

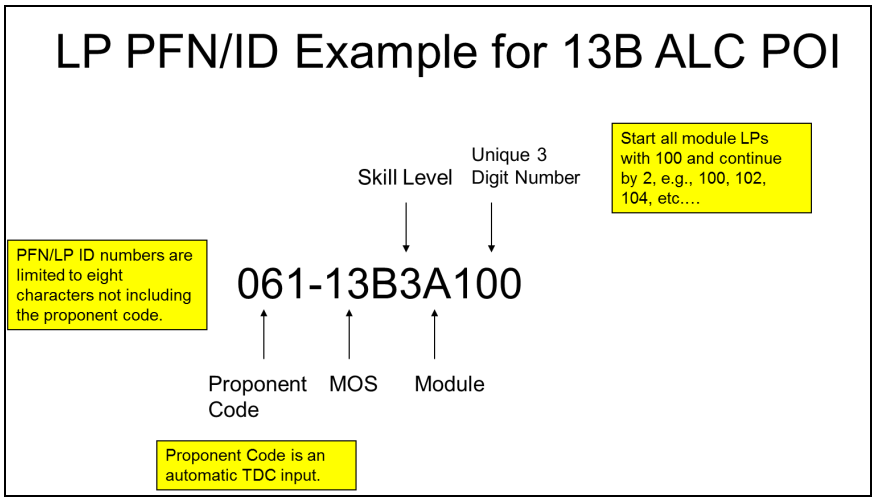

Figure BD-5. 13B Skill Level 3-4 (PME ALC)

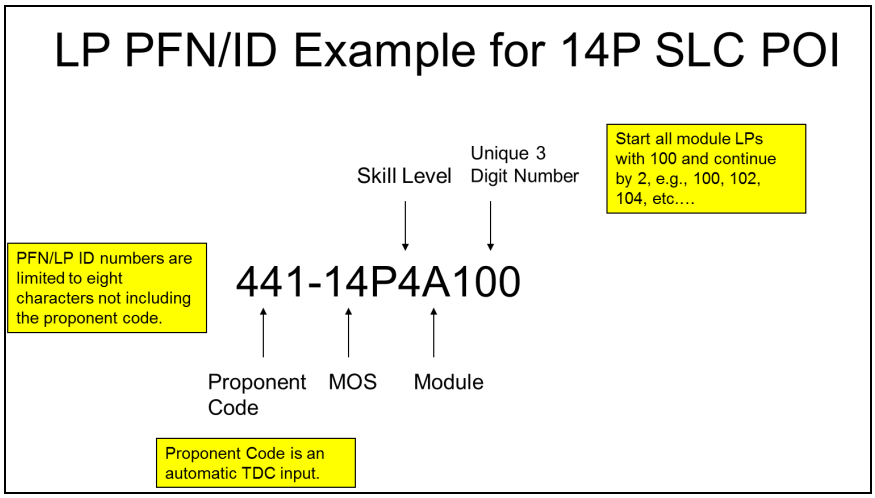

Figure BD-6. 14P Skill Level 3-4 (PME SLC)

(3) Functional course LP PFN/ID numbering sequence:

NOTE

LP PFN/ID numbering sequences for functional courses will vary from course to course. The CDer will develop LP PFN/ID numbers that are easily identifiable with the respective functional course.

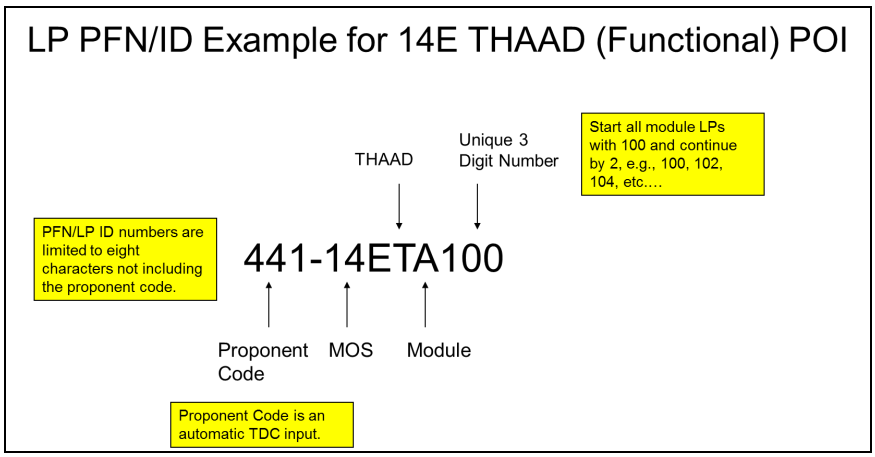

Figure BD-7. 14E Functional Course

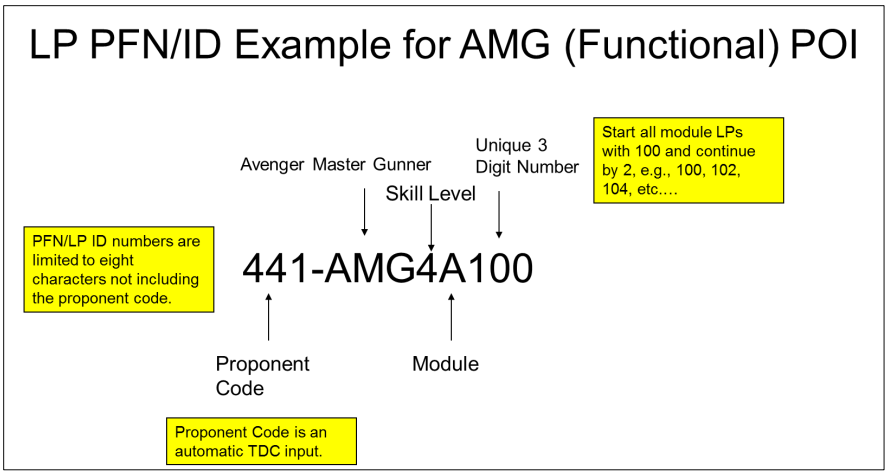

Figure BD-8. AMG Functional Course

b. After the LP administrative data is complete, the LP is moved to the Analysis (Development) folder. This is where the CDer and SME will develop the content of the LP.

c. LPs are developed IAW Training and Doctrine Command (TRADOC) Regulation (TR) 350-70, Army Learning Policy and Systems, 10 July 2017, and TRADOC Pamphlet (TP) 350-70-14, Training and Education Development in Support of the Institutional Domain, 27 March 2015.

d. When complete, the CDer submits the LP to the branch school SME for final review. The branch school SME will provide comments in TDC that the LP has been verified for technical and doctrinal accuracy.

e. The LP is then submitted to the LPM for review in the Analysis Completed (Manager Reviewer) folder.

f. The LPM reviews the LP and then either sends it back to the CDer for corrections or, if no corrections are needed, the LPM can submit the LP to ArmyU for review (mandatory for new lesson plans). Upon return from ArmyU, the LPM has the option to move the product forward for approval or return it to the CDer for further work.

g. ArmyU provides, upon DOTD request, the following two types of reviews of lesson plans for compliance feedback:

(1) Courtesy informal review by email (one-time). Documents are sent in .doc, .docx, or .pdf format and feedback is provided directly to the sender. The intent of this review is that it be used sparingly to teach, coach and mentor new developers on policy compliance.

NOTE

Neither comments nor compliance/non-compliance data is recorded in TDC when the email courtesy review is utilized.

(2) Formal review through TDC (one-time). LPM/CDer checks “Route to ArmyU Reviewer” box in step 1 of 23 “General Information.”

h. If no further work is required, the LPM will move the LP to the Reviewed (Pending Approval) folder. The LPM will then link the LP(s) to the applicable POI(s). The LPM will leave the LP in the Reviewed (Pending Approval) folder until the applicable POI(s) has been staffed and approved by the branch proponent. Once the applicable POI has been approved, the LPM can then approve each LP and move it to the Approved folder.

NOTE

LPs may be linked to the POI without approval. This may be done for POI staffing purposes when additional feedback to the LPs is anticipated.

BD-3. Lesson Plan Revision

Lesson plans may be revised at any time due to discrepancies found during implementation, system upgrades, doctrinal changes, course validation, course evaluation, or other relevant reasons. LPMs, CDers, course managers or instructors may recommend LP revisions.

a. Lesson plan content revision may occur without POI submission, if the learning objectives and resources do not change. This may occur when individual LPs require revision, but the POI itself does not.

b. If this occurs, the LPM will approve the LP in TDC and supersede the previous LP version.

c. The guidance outlined in paragraph BD-2 still applies to LP revision.

d. The course manager and instructors will document all recommended revisions using Fort Sill (FS) Form 1087.

e. Appendix BF provides additional information on FS Form 1087.

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Appendix BE
Individual Student Assessment Plan

BE-1. Overview

An individual student assessment plan (ISAP) must be developed for each course.

a. The following, at a minimum, must be included in the ISAP:

(1) Policies and procedures, which state learner/student responsibilities.

(2) How the proponent school will determine if the learner/student has demonstrated a sufficient level of competency to pass the specified training course.

(3) How the proponent school will assess the learner/student's performance (for example, rubrics).

(4) Identify all course assessments.

(5) Weight points for each assessment (if necessary).

(6) Course completion/graduation requirements.

(7) Assessment procedures.

(8) Sustained poor performance (if applicable).

(9) Affiliation grade, college credits, or American Council on Education (ACE) information (if applicable).

(10) Specific lessons assessed.

(11) Counseling policy.

(12) Remedial training/education policy.

(13) Re-teaching/re-testing policies and procedures.

(14) Pretesting (testing out) procedures.

(15) Test-challenging procedures.

(16) Other assessment requirements, such as those in the Army Body Composition Program and Army Physical Fitness Test, and define the impact of each on course completion/ graduation.

b. Course managers supported by Directorate of Training and Doctrine (DOTD) Life-cycle Program Manager (LPM)/curriculum developers (CDers) develop the ISAP and staff to the branch schools for review and additional information.

c. The course manager and battery/battalion commander or the Noncommissioned Officer Academy (NCOA) Commandant have ultimate responsibility in ensuring their ISAPs are accurate and include specific branch school/NCOA academic guidance/policy and other command guidance from their respective brigades.

Appendix BF
Fort Sill Forms 1087 and 1087a

BF-1. Fort Sill (FS) Form 1087 – Lesson Plan Audit Trail History

LESSON PLAN AUDIT TRAIL HISTORY

1. COURSE NUMBER:	1a. COURSE NAME:
2. LESSON PLAN NUMBER:	2a. LESSON PLAN NAME:
3. DEVELOPED BY:	DATE:
4. APPROVED FOR VALIDATION BY:	DATE:
5. VALIDATED BY:	DATE:

6. Significant Actions - (Validation events, annual technical review/annual quality control reviews, major changes made after validation. Review comments and evaluation.)
Reviewer must sign and date.

FS FORM 1087, OCT 2018 PREVIOUS EDITIONS ARE OBSOLETE
(DIRECTORATE OF TRAINING DEVELOPMENT & DOCTRINE)

BF-2. Fort Sill (FS) 1087a – Instructor/Evaluator Comment Record – Page 1 of 2

BF-2. Fort Sill 1087a – Instructor/Evaluator Comment Record – Page 2 of 2

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Appendix C
Chapter 5 Exhibits

Appendix CA. Collective Training Product Sample Staffing Documents

Appendix CB. TRADOC-Approved Learning Product Types, Maintenance Cycles and Estimated Time Values

Appendix CC. Assessment and Reporting Training Readiness and Training and Evaluation Outline Business Rules

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Appendix CA
Collective Training Product Sample Staffing Documents

CA.1 Sample Staffing Documents

The following are examples of the documents that will be completed for the staffing, review and approval of collective training products. These documents may be adapted for content as necessary.

Figure CA-1. Request for Staffing Memorandum (Example)

Figure CA-2. Memorandum for Approval (Example)

Figure CA-3. Staffing Comment Matrix (Example)

Figure CA-4. Fort Sill (FS) Form 51 Staff Action Memorandum (SAM) (Example)

DEPARTMENT OF THE ARMY
HEADQUARTERS, UNITED STATES ARMY FIRES CENTER OF EXCELLENCE AND FORT SILL
FORT SILL, OKLAHOMA 73503-5000

REPLY TO
ATTENTION OF

ATSF-D 15 January 2016

MEMORANDUM FOR Commander Field Artillery (FA) Brigade (BDE)

SUBJECT: Review of Combined Arms Training Strategy (CATS) for the Field Artillery Brigade (06433K000)

1. Request your review, with appropriate comments and/or concurrence, of the Field Artillery Brigade (FA BDE) CATS. Please provide your comments NLT 19 February 2016.

2. This Combined Arms Training Strategy (CATS) was revised based on revision to the Table of Organization and Equipment (TOE) "K" series TOEs for FY17, updates to the Unit Task List (UTL), supporting Headquarters Department of the Army (DA) Standardized Mission Essential Task List (METL), and doctrinal updates. We want to ensure that we have captured the events and resources required for the FA BN and subordinate elements to achieve training proficiency.

3. You can view and download the Field Artillery Brigade CATS from the Fires Knowledge Network (FKN). The File is named **06433K000 FA BDE CATS Staffing.zip**. Open Internet Explorer (IE) and copy or type the address below into the address bar, log into AKO utilizing CAC to access the file download window. Select "Open" and the file will begin to unzip. Save these files to your computer and conduct your review. Utilize the file named **06433K000 FA BDE CATS Staffing Cmnt matrix** to document your comments during your review of CATS. Please consolidate your Comments into one comment matrix prior to submission. Add your unit name to the file title prior to sending it to the POC list below.

https://www.us.army.mil/suite/doc/45823078

NOTE: If you experience difficulty, please contact the POC below for assistance.

4. Request that comments with a rationale for each recommendation be consolidated within your organization and forwarded by the appropriate person authorized by your command. Additionally, include the command's complete name, directorate and/or office, point of contact, e-mail address, and telephone number to allow us to contact your action officer if a question arises. Please characterize comments using the following format from joint Publication 1-01:

a. Critical Comments. Critical comments will cause non-concurrence with the strategy if the concern is not satisfactorily resolved.

Figure CA-1. Request for Staffing Memorandum (Example) (Page 1 of 2)

ATSF-D

SUBJECT: Review of Combined Arms Training Strategy (CATS) for the Field Artillery Brigade (06433K000)

b. Major comments. Major comments are significant concerns that may result in non-concurrence with the entire strategy. This category may be used with a general statement of concern regarding a subject area, the thrust of the document, or other topic. List detailed comments on specific entries in the document that, taken together, constitute concern.

c. Substantive Comments. Substantive comments are provided because sections in the document are to be—or are potentially—incorrect, incomplete, misleading, or confusing.

d. Administrative Comments. We request that you do not submit administrative comments as the strategy will go through an edit before publication.

5. Please provide your comments via e-mail using the provided comment matrix. Comments should reference the appropriate location in the strategy. You can send e-mail responses to:

training.developer.civ@mail.mil

6. Point of contact for this action is Mr. Training Developer, phone (580) 442-2831, DSN 639-2831, email as listed above, DOTD/Operational Training Division/Unit Training Branch.

The Director
COL, FA
Director, Directorate of
Training Development

CF:
Commandant, US Field Artillery School
Deputy Assistant Commandant, Army National Guard

Figure CA-1. Request for Staffing Memorandum (Example) (Page 2 of 2)

DEPARTMENT OF THE ARMY
HEADQUARTERS, UNITED STATES ARMY FIRES CENTER OF EXCELLENCE AND FORT SILL
FORT SILL, OKLAHOMA 73503-5000

REPLY TO
ATTENTION OF

ATSF-DT

MEMORANDUM THRU Director of Training and Doctrine (DOTD)

FOR Commandant Field Artillery School, Fort Sill, OK 73503

SUBJECT: Approval of the Multiple Launch Rocket System (MLRS) CATS

1. I approve the following Combined Arms Training Strategy (CATS) for distribution and posting to the Army Training Network (ATN) and the Digital Training Management System (DTMS).

a. HHB Fires Battalion (MLRS) 06466R000
b. Fires Battery, Fires Battalion (MLRS) 06467R000

2. Point of Contact for this effort is Mr. Training Developer, Operational Training Division, DOTD, phone (580) 442-1234 or DSN 639-1234, email training.developer.civ@mail.mil.

(COMMANDANTS NAME)
BG, FA
Commandant

Figure CA-2. Memorandum for Approval (Example)

CA-2. Comment Matrix Example

The example of this comment matrix is presented in a portrait orientation due to page constraints. This file is normally completed in landscape orientation, which provides the reviewer more space for their comments.

STANDARDIZED COMMENT MATRIX PRIMER

The matrix below is a Microsoft® Word document table to be used as a template for submitting comments on draft publications and draft program directives. Except as noted below, an entry is required in each of the columns. To facilitate consolidating matrixes from various sources, do not adjust the column widths. Use the column headings in the document header as a guide to adjust column widths.

Column 1 – ITEM: Numeric order of comments. Accomplish when all comments from all sources are entered and sorted. To number the matrix rows, highlight this column only and then select the numbering ICON on the formatting tool bar.

Column 2 – TOE #/Element: Identify Table of Organization Number or the element from the top of the CATS document. For instance, HHB Fires BN (06386R000) or the Q-36 WLRS.

Column 3 – SOURCE: In the source column place the unit designation, name, phone number and email address of the individual making the comment. This will allow a POC that we may contact if a question about the specific comment or clarification is required.

Column 4 – PAGE: Page numbers should be expressed using the following convention: Page # of # Pages.

Column 5 – TYPE:
C – Critical (Contentious issue that will cause non-concurrence with publication);
M – Major (Incorrect material that may cause non-concurrence with publication);
S – Substantive (Factually incorrect material);
A – Administrative (grammar, punctuation, style, etc.)

Column 6 – AREA: Task Selection; Event; Active Iterations; Reserve Iterations; Condition; Training Audience; TADSS; Multi-Echelon Training; Training Gates; Facilities; Purpose; Outcome; Execution Guidance; Resources

Column 7 – COMMENT: Comment text in line-in-line-out format according to Joint Staff Manual (JSM) 5711.01A, Joint Staff Correspondence Preparation (Examples are provided in Joint Publication (JP) 1-01, Annex A to Appendix E). To facilitate adjudication of comments, copy complete sentences into the matrix so that it may not be necessary to refer back to the publication to understand the rationale for the change. Do not use Tools, Track Changes mode to edit the comments in the matrix. Include deleted material in the comment in the strike through mode. Add material in the comment with underlining. Do not combine separate comments into one long comment in the matrix, (i.e. 5 comments rolled up into one).

Column 8 – RATIONALE: Provide a concise explanation of the rationale for the comment.

Column 9 – DECISION
A - Accept
R – Reject (Rationale required for rejection.)
M - Accept with modification (Rationale required for modification.)

NOTE: This column is for the internal use by the author. After the staffing the author will mitigate the comment and update the decision column whether the comment was accepted, rejected, or modified.

NOTE: Upon completion of the document a copy with the decisions completed will be provided to the Point of Contact (POC) identified in the footer.

1.	06386R00 or Q36 WLRS	6-14 FA MAJ R. Cannon DSN 555-5555 robert.cannon@us.army.mil	1 of 42	M	Outcome	**Sample entry** **Change to Read:** The staff briefs, ~~gains~~ gained approval, and ~~distributes~~ distributed the operations order to subordinate elements supporting the Fires Brigade to accomplish the mission dictated by the Commander or higher headquarters.	Accuracy and grammar.	
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								

Figure CA-3. Staffing Comment Matrix (Example)

FORT SILL STAFF ACTION MEMORANDUM (SAM)
For use of this form, see page 3 of this form, FS Reg 1-11, Staff Procedures and FS Reg 25-50, Preparing, Processing and Addressing Correspondence.

1. CONTROL NUMBER:	2. DATE:	3. SUSPENSE DATE:
	Feb 25, 2016	Mar 10, 2016

4. ORGANIZATION/OFFICE SYMBOL: ATSF-D

5. SUBJECT: Staffing of the Field artillery Brigade Combined Arrms Training Strategy (CATS) with the Operational Force

6. ACTION OFFICER: (NAME/PHONE NUMBER/SIGNATURE)
Training Developer, 442-1234

7. ACTIONS REQUIRED: ☐ APPROVAL ☐ INFORMATION ☐ AS REQUESTED ☐ INITIALS ☒ SIGNATURE ☐ DECISION PAPER ☐ PER CONVERSATION ☐ OTHER:

7a. NAME(S) OF ATTACHED DOCUMENT(S): CLICK TO ATTACH DOCUMENT(S)

8. ROUTING/SIGNATURE:	DATE:	COMMAND GROUP COMMENTS:
Director DOTD		
Chief O & S		
SGM, DOTD		
Chief OTD		

APPROVED: ☐ **DISAPPROVED:** ☐ **NOTED:** ☐ **SEE ME:** ☐ **COMMENT:** ☐

9. REMARKS: (1. PURPOSE 2. DISCUSSION 3. RECOMMENDATIONS 4. ENCLOSURES)

1. Purpose: To obtain the Director's approval to staff the Field Artillery (FA) Brigade (06443K00) Combined Arms Training Strategy (CATS) with the operational force.

2. Discussion: The CATS are being updated based on changes to the Table of Organization and Equipment (TOE) "K" series TOEs for FY17, Unit Task List (UTL), HQ DA Standardized Mission Essential Task List (METL) and doctrinal updates.

a. Operational organizations reviews are instrumental to ensure the CATS identify the events, frequencies and iterations necessary to maintain proficiency of the FA BDE. CATS provide resourcing requirements for each training event allowing the command to easily plan the resources necessary to complete their training.

b. The signed memorandum will be sent via email to every AC and RC FA BDE Commander with copies furnished to the Commandant, US Field Artillery School and the Deputy Assistant Commandant, Army Notional Guard.

3. Recommendation: Director signs to approve the staffing request for the Field Artillery Brigade CATS.

4. Enclosures:
Memorandum for signature

FS FORM 51, JUL 2015 PREVIOUS EDITIONS ARE OBSOLETE PAGE 1 of 3
(DIRECTORATE OF HUMAN RESOURCES)

Figure CA-4. Fort Sill Form 51 Staff Action Memorandum (SAM)) (Example)

Appendix CB
TRADOC-Approved Learning Product Types, Maintenance Cycles and Estimated Time Values

CB-1. Estimated Time Values

The following table lists the Estimated Time Values (ETV) to be used in workload calculations per HQDA EXORD 001-16, Sustainable Readiness, February 2016 (FCoE TASKORD G3EX16-225 – Assessment and Reporting Training Readiness (ARTR) Training and Evaluation Outline (T&EO) Implementation for Initial Operating Capability (IOC)).

Table CB-1. TRADOC-Approved Learning Product Types, Maintenance Cycles, and ETVs

Product Type	Source DB	Maintenance Cycle (months)	Unit of Measure	New	Revise	Review	Maint
Collective Task	TDC	36	Per Product	240	180	20	92
Drill	TDC	36	Per Product	340	230	24	116.7
Function CATS	CATS-DT	12	Per Product	240	180	20	92
GTA	CAR	24	Per Product	80	60	5	29.75
ICTL	TDC	36	Per Product	440	230	20	114.5
Individual Task	TDC	36	Per Product	80	60	8	31.4
Individual TSP	TDC	18	Per Product	122	90	14	48.2
Lesson Plan	TDC	18	Per Academic Hour	17	10	8	8.9
POI	TDC	36	Per Product	57	40	12	24.6
STP/OFS	TDC	12	Per Product	160	110	24	62.7
STRAP	SWT	Variable Maint	Per Product	240	180	12	87.6
TC	CAR	24	Per Product	2040	1530	84	734.7
Unit CATS	CATS-DT	12	Per Product	240	180	20	92
UTL	TDC	24	Per Product	160	130	20	69.5
WTSP	CAR	18	Per Product	490	330	74	189.2

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Appendix CC
Assessment and Reporting Training Readiness and Training and Evaluation Outline Business Rules

CC-1. Assessment and Reporting Training Readiness and Training and Evaluation Outline Business Rules

The following document defines the Training and Evaluation Outline (T&EO) construct business rules to be followed in support of the implementation of Assessment and Reporting Training Readiness (ARTR) implementation in accordance with HQDA EXORD 001-16, Sustainable Readiness, February 2016 (FCoE TASKORD G3EX16-225 – Assessment and Reporting Training Readiness (ARTR) Training and Evaluation Outline (T&EO) Implementation for Initial Operating Capability (IOC)).

Assessment and Reporting Training Readiness (ARTR)
Training and Evaluation Outline (T&EO) Business Rules

(This document was developed to provide supplemental guidance to training developers for T&EO development in support of the ARTR initiative.)

Task: Task Number and Name will remain IAW TP 350-70-1. Proponents will continue to determine whether tasks are specific to a particular unit type. Those tasks that are applicable to a particular type unit will include the unit type(s) the task applies to in the task name.

Condition: IAW TP 350-70-1, a task condition statement must provide the general information required to allow multiple units to perform a task to standard based on a common doctrinal basis. The condition statement identifies the situation and environment in which the unit should be able to perform the task to standard; it does not limit task performance by including unnecessary equipment or environmental requirements. A task condition is concise and written in paragraph format. The task conditions statement is written to the proficiency level of fully trained (T). In support of ARTR, the operational environment shall be prescribed as dynamic and complex and include a hybrid threat where applicable.

There are eight elements to consider when writing a condition statement. Five of the elements are part of the mission, enemy, terrain and weather, troops, and support available, time available, civil considerations (METT-TC); however, the mission is not expressed as part of the condition statement. The other three elements are the trigger (or cue), current actions or situation, and historical information. The following paragraphs provide definitions and examples of these elements.

(1) Trigger or cue. A task condition must include a trigger or cue indicating why the task is to be performed, and the aiding and limiting factors appropriate to set the stage for the conduct of the task. The developer must state what triggered the need to perform this task. This is the only mandatory required entry. Without the trigger the condition statement is incomplete.

(2) Current actions or situation. This includes what the echelon is currently doing.

(3) Historical information. Describe important (first order) activities that have already been completed prior to the start of this mission or task.

(4) Enemy. Include current information about strength, location, activity, and capabilities that impact performing the task to standard.

(5) Terrain and weather. Note any terrain and weather conditions that will affect training regarding ground maneuver, precision munitions, air support, and sustainment operations.

(6) Troops and support available. Note the quantity, training level, and psychological state of friendly forces if they impact training the task to standard.

(7) Time available. Note the time available for planning, preparing, and executing the mission if it impacts training the task to standard.

(8) Civil considerations. Identify the impact of civil considerations (civilian populations, culture, organizations, and leaders within the AO) for training the task to standard.

The following definitions shall be used:

(1) Brigade and above (see attachment 1):

(a) Dynamic Operational Environment: Three or more operational AND two or more mission variable change during the execution of the assessed task.

(b) Complex Operational Environment: Changes to four or more operational variables impact the chosen friendly COA/mission.

(c) Hybrid threat: Diverse and dynamic combination of regular forces, irregular forces, and/or criminal elements all unified to achieve mutually benefitting effects.

(d) Integrated Training Environment: a combination of live, virtual, constructive, and gaming environments simultaneously.

(e) Live Training Environment: Training executed in field conditions using tactical equipment (involves Soldiers operating MTOE assigned equipment).

(2) Battalion and below (see attachment 2):

(a) Crawl: Mission variables do not change. Singular threat type (Regular, Irregular, Terrorist, Criminal). The crawl phase of training includes introductory or task oriented training focused on unit execution of tasks without the impact of external variables.

(b) Walk: Mission variables with select operational variables that do not change. Threats do not change during execution of task. The walk phase of training introduces operational variables from the desired operational environment (trained for OE) in order to include complexity in the training.

(c) Run: Mission variables and most to all of the applicable operational variables are present and changing during execution of task. Hybrid Threat. The run phase of training requires replication of the desired operational environment (trained for OE) in order to provide a realistic training condition to the training unit.

Standard: The task standard provides the criteria for determining the minimum acceptable level of task performance under operating conditions. The criteria must not restrict the commander's ability to manage varied unit configurations and to respond to operational and mission variables. Standard statements are composed of several sentences or a bulleted list that describes actions. The task standard shall be concise and contain only one action verb, be nested with the title of the task and the steps below, and give the 'why' or the 'to' of the task.

There are three elements to consider when writing a standard statement:

(1) Describe the action in present tense.

(2) Include a quantitative or qualitative remark.

(3) List the authority.

Note: The standards for tasks are minimum Army standards; they may be increased, but not lowered.

Insert the below Objective Task Evaluation Criteria Matrix: The Plan and Prepare sections may be tailored to the task by the Proponent (see attached examples).

Plan and Prepare					Execute							Assess
Operational Environment (OE)			LFX	Training Environment (L/V/C/)	% Leaders Present at Training / Authorized	% Present at Training / Authorized	EXEVAL	Performance Measures	Critical Performance Measures	Leader Performance Measures		Task Proficiency
Dynamic & Complex	Night	Hybrid Threat	Yes	Proponent establishes Training Environment Standards (*FTX, STX, CPX, STAFFEX, TEWT, etc.*)	≥85%	≥80%	Yes	≥90% GO	All	≥90%		T
Dynamic or Complex					75-84%			80-89% GO		80-89%		T-
Static & Simple	Day	Regular or Irregular Threat	No		65-74%	75-79%	No	65-79% GO				P
					60-64%	60-74%		51-64% GO	<All	<80%		P-
					<60%	<60%		<50% GO				U

T (Fully Trained): Complete task proficiency to the Army standard by achieving a "GO" in 90% or more of both performance measures and leader performance measures, and 100% of all critical performance measures. The unit executed the task under complex and dynamic conditions.
T- (Trained): Advanced task proficiency free of significant shortcomings by achieving a "GO" in 80% or more of both performance measures and leader performance measures, and 100% of all critical performance measures. The shortcomings require minimal training to meet the Army Standard. The unit executed the task under complex or dynamic conditions.
P (Practiced): Basic task proficiency with shortcomings by achieving a "GO" in 65% or more of all performance measures, 80% or more of all leader performance measures, and 100% of all critical performance measures. Shortcomings require significant training to meet the Army standards. The task is executed under static and simple conditions.
P- (Marginally Practiced): Limited task proficiency with major shortcomings by achieving a "GO" in 51% or more of all performance measures, but less than 80% of all leader performance measures, and less than 100% of all critical performance measures. Shortcomings require complete retraining of the task to achieve the Army standard.
U (Untrained): Cannot perform the task. Unit achieves a "GO" in less than 50% of all performance measures, less than 80% in all leader performance measures, and less than 100% in all critical performance measures. The unit requires complete training on the task to achieve the Army standard.

Performance Steps: Performance steps are the major actions a unit must accomplish to perform a collective task to standard. Performance steps provide a (typically sequential) step-by-step description of the discrete actions that compose a task. Performance steps are sequentially numbered in accordance with the CAC-approved automated development system. Performance steps are written using a subject, present tense verb, and object format. The subject may be omitted if assumed or implied. When developing performance steps, the use of terms and specific equipment must be

appropriate to the entire target population. In support of ARTR, any step within each T&EO that the training developer determines is a leader task (conducted by a leader or leaders) is identified by marking it with an asterisk (*). Critical steps/child steps are identified by marking with a plus (+); if the unit fails to correctly perform one of these critical steps to standard, it has failed to achieve the overall task standard. Appropriate collective tasks should use the Plan, Prepare, Execute, Assess (PPEA) construct to reinforce the operations process.

(1) A performance step sentence should include a description of the present tense action, and a quantitative or qualitative remark. Performance steps are written in present tense just like a set of instructions. The Soldier has not yet performed the step, and is reading it in the context of "do this now."

(2) Use notes only when necessary to provide caveats that may clarify minor differences between units or proponents. Before adding a note to a performance step, assess the applicability of adding the information to an existing performance step or as an additional performance step.

(3) Individual tasks must be linked to a collective task rather than integrated as performance steps in a collective task. For example, the collective task *Perform Route Reconnaissance* is trained through an individual task such as *Write an Operations Order*, or *Plan a Route Reconnaissance*.

(4) To prevent unnecessary duplication of steps from another task, streamline by linking the other task as a supporting collective task (SCT).

Notes:

(5) In general, if a child step is critical, then the parent step must also be critical.

(6) Normally, child steps should not be “critical” below the first child step tier. If a critical or child step below the first child step tier is used, all sub-steps on that tier will be listed as measures but will not include the (+) or (*).

(7) In general, do not use leader (*) steps below the first child step tier.

Performance Measures: Performance measures are actions that are objectively observable, qualitative and quantitative to the extent possible, and that can be used to determine if a performance step or sub-step is satisfactorily achieved. Performance measures are sequentially numbered in accordance with the CAC-approved automated development system. Performance measures are written using a subject, past tense verb, and object format. The performance measures are past tense since the evaluator is concerned with determining if the step or steps comprising the measure were actually performed. The subject may be omitted if assumed or implied. When developing performance measures for a collective task, ensure they are constructed using terms and equipment names that are not too restrictive or too specific for the units and proponents that train the task. Before adding a note to a performance measure, assess the applicability of adding the information to an existing performance measure or as an additional performance measure. Performance measures for collective tasks include GO/NO and GO/NA columns for the evaluator. If the measure does not apply at a particular echelon or is not required for task execution, the evaluator can designate this in the NA column so as not to affect the GO/NO GO status of the unit. Adding the NA column also allows the developer to write the task to the highest

applicable echelon knowing that some steps or sub-steps do not apply at the lower echelons.

Prerequisite Collective Tasks: The inclusion of prerequisite collective tasks must be limited to tasks that have a first order effect on establishing the conditions for the task. A prerequisite collective task must be applicable to the majority of the population.

Supporting Individual Tasks: Supporting individual tasks are performed to enable the successful performance of the supported collective task. The supporting individual tasks are the individual tasks that must be performed to accomplish the collective task. Proficiency must occur at the individual task level before it can occur at the collective task level. Therefore, when developing a collective task, the developer works with a SME to identify and link individual tasks that support that collective task. Each collective task should have one or more individual tasks linked to it in the CAC-approved automated development system.

Supporting Collective Tasks: Supporting collective tasks are those tasks that enable the successful performance of the supported collective task. The inclusion of supporting collective tasks must be limited to tasks that have a first order effect on the supported collective task and are in an "approved status" in the CAC-approved automated development system. Supporting collective tasks are identified for both the task and performance step levels when applicable, and are linked to the collective task rather than just being listed as performance steps.

Proficiency must occur at the supporting collective task level before it can occur at the collective task level. Therefore, when developing a collective task, the supporting collective tasks must be identified and linked. This guidance applies at both the task and performance step levels.

Safety and environment statements: The training developer continues to include the safety and environment statements to alert trainers to their responsibilities regarding Soldier safety and environmental concerns during training. Leaders and trainers are required to perform a risk assessment using the current composite risk management worksheet.

Task Linkage: In support of ARTR, T&EOs must now be linked to a Universal Joint Task (UJT). Some T&EOs, generally found at lower echelons, may meet this requirement by mapping to other T&EOs that do link to a UJT(s). This mapping usually occurs by being a prerequisite or supporting collective task for the T&EO that links to a UJT.

Opposing Forces (OPFOR) Tasks and Standards: OPFOR tasks are those tasks that have an opposing relevance to the collective task being performed. Choose at least one OPFOR task, if applicable, that has the most opposing relevance to the collective task. Limit the list of OPFOR tasks to those that are the most likely threat courses of actions rather than creating an exhaustive list of OPFOR options. Also note that battalion and above echelon mission command tasks are primarily technical, rather than tactical, and should not include OPFOR tasks.

Equipment and materiel: Equipment and materiel are the resources that are relevant to the task being trained. For collective tasks, the inclusion of equipment and materiel items is limited to those that are relevant to the target population being trained.

Training aids, devices, simulators and simulations (TADSS): The training developer selects any appropriate TADSS to support collective task training. If applicable, the TADSS title and numbers are

required. TADSS are selected from a search menu in the CAC-approved automated development system and will print out as part of the synopsis report. When appropriate, the training developer links TADSS to support the training of the collective task being developed. The CAC-approved automated development system links TADSS to the T&EO as appropriate to support collective training.

References: Each T&EO will only have one primary reference. This reference should be the doctrinal reference.

Date/Time Stamp: Each T&EO will include a date/time stamp to ensure Soldiers are using the most current version.

Quality Control Check: All T&EOs updated as part of the ARTR effort will be submitted to Army University Policy and Governance Division through the CAC-approved automated development system for concurrence.

Attachment 1: Example T&EO for Brigade and above tasks:

Training and Evaluation Outline Report

Task Number: 71-8-7110

Task Title: Conduct Movement to Contact for Divisions and Corps (as of 171630DEC2015)

Step Number	Reference ID	Reference Name	Required	Primary
	ADRP 3-0	Unified Land Operations	Yes	No
	ADRP 3-90	Offense and Defense	Yes	No
	FM 3-90-1 (Change 002, April 13, 2015)	OFFENSE AND DEFENSE VOLUME 1	Yes	Yes

Condition: The command (Divisions or Corps) loses contact with an enemy force, or a situation needs to be developed. The command receives an order from higher headquarters or the commander derives a mission. The commander issues guidance on conducting a movement to contact in an operational environment that is dynamic and complex, against a hybrid threat in limited visibility. The command has intermittent communications with subordinate and adjacent units and higher headquarters. The command post and mission command system are operational and processing information. For training proficiency evaluation, evaluate the task during a Command Post Exercise (CPX) using an Integrated Training Environment (ITE).

Note: The condition statement for this task is written assuming the highest training conditions reflected on the Task Proficiency matrix required for the evaluated unit to receive a level of fully trained (T).

Note: Condition terms definitions:

Dynamic Operational Environment: Three or more operational AND two or more mission variables change during the execution of the assessed task.

Complex Operational Environment: Changes to four or more operational variables impact the chosen friendly COA/mission.

Integrated Training Environment: a combination of live, virtual, constructive and gaming environments simultaneously.

Hybrid threat: Diverse and dynamic combination of regular forces, irregular forces, and/or criminal elements all unified to achieve mutually benefitting effects.

Standard: The command conducts a movement to contact to re-engage enemy forces or develop a situation using a unit to make initial contact while retaining sufficient combat power to preserve the commander's freedom of action and maintaining flexibility in accordance with established timelines, the commander's intent, orders from higher headquarters, and standard operating procedures (FM 3-90.1).

Task Proficiency Criteria											
Plan and Prepare					Execute						Assess
Operational Environment			LFX	Training Environment (Live/C)	% Leaders Present at Training / Authorized	% Present at Training / Authorized	External Eval	Performance Measures	Critical Performance Measures	Leader Performance Measures	Task Proficiency
Dynamic & Complex	Night	Hybrid Threat		ITE, CPX	≥ 85%	≥ 80%	Yes	≥ 90% GO	All	≥ 90%	T
Dynamic or Complex					75-84%			80-89% GO		80-89%	T-
Static and Simple	Day	Regular or Irregular Threat		CPX, STAFFEX, Constructive	65-74%	75-79%	No	65-79% GO			P
					60-64%	60-74%		51-64% GO	< All	<80%	P-
					<60%	<60%		< 50% GO			U

TASK STEPS

1. +The commander and staff execute the mission command operations process to plan, prepare, execute, and assess a movement to contact.

   a. *The commander, supported by the staff, drives the operations process through the activities of understand, visualize, describe, direct, lead, and assess in accordance with established timelines, the higher commander's intent, orders from higher headquarters, and standard operating procedures.

   b. *The commander practices the mission command philosophy.

   c. *The commander informs and influences relevant audiences.

2. +The command plans to conduct a movement to contact.

   a. *The commander decides what planning methodologies to employ during planning process, which include Army Design Methodology, Military Decision-Making Process, and the Rapid Decision-Making and Synchronization Processes.

   b. The command conducts mission analysis and Intelligence Preparation of the Battlefield (IPB), or Joint Intelligence Preparation of the Environment (JIPOE) for joint tasks.

c. *+The commander expresses intent.

d. Subordinates conduct confirmation briefs.

e. +The command publishes a Warning Order (WARNO) (at least one after receipt of mission).

f. The command plans responsive and decentralize fires for each phase of the operation.

1) Plan targets based on known or suspected enemy locations and danger areas and to support future operations.

2) Refine targets based on the reconnaissance effort as the operation progresses.

3) Maximize the use of priority targets along the axis of advance.

4) Assign planned priority of fires to the advance guard to provide responsive fire support to the lead elements.

5) Position observers effectively and maximize the use of lead maneuver forces to call for fires.

6) Synchronize the movement and positioning of artillery and mortars with the tempo of the unit and the fire support requirements.

g. *The commander conducts risk assessment to identify possible hazards that may threaten the command.

h. The command develops contingency plans (based on the wargame and the decision support template) for the command to transition to the next phase of the operation (offense or defense).

i. +The command publishes an order including concept of the operation that includes the fundamentals of a movement to contact.

1) Focus all efforts on finding the enemy.

2) Make initial contact with the smallest force possible, consistent with protecting the force.

3) Make initial contact with small, mobile, self-contained forces to avoid decisive engagement of the main body on ground chosen by the enemy. (This allows the commander maximum flexibility to develop the situation.)

4) Task-organize the force and use movement formations to deploy and attack rapidly in any direction.

5) Keep subordinate forces within supporting distances to facilitate a flexible response.

6) Maintain contact regardless of the course of action (COA) adopted once gaining contact.

3. +The command prepares to conduct a movement to contact.

   a. +Protects the force while the force prepares for tactical action.

   b. +Conducts task organization to delineate command and supporting relationships.

   c. Implements risk management controls to protect the command from possible hazards.

   d. Conducts information collection to answer the commander's critical information requirements.

   e. Briefs the troops to ensure a thorough understanding of the operation.

   f. *Conducts pre-combat checks.

   g. Preprograms unit task reorganization within digital systems.

   h. +Subordinates conduct brief backs to higher headquarters.

   i. Coordinates with adjacent units to protect flanks and rear.

   j. Coordinates with the supporting sustainment organization so that the theater sustainment command or sustainment brigade supporting the tactical unit adjusts the supporting sustainment unit's internal organization to meet the tactical commander's needs.

   k. Develops command actions for:

      1) Actions on contact and courses of action for all elements.

      2) Actions to report and bypass an enemy force (based on the bypass criteria).

   l. +Conducts rehearsals (i.e. test firing of weapons, breach, gap crossings, etc., as appropriate).

   m. +Refines the plan with consideration of the most current situational updates and deficiencies discovered during rehearsals.

   n. Implements risk management controls to reduce risk from possible hazards to the command.

   o. Conducts information collection to answer the commander's critical information requirements.

   p. Prepares artillery target-acquisition radars.

   q. Prepares to initiate or continue the movement to contact at night or other periods of limited visibility.

   r. Conducts preparation fires, if needed.

4. +The command executes a movement to contact.

a. *The commander controls movement.

b. +Conducts shaping operations to create and preserve conditions for the success of the decisive operation through effects on the enemy, other actors, and the terrain.

1) Gain and maintain enemy contact through reconnaissance and surveillance to determine enemy strength, composition, and disposition.

2) Disrupt the enemy by bringing overwhelming fires onto the enemy to prevent the enemy from conducting either a spoiling attack or organizing a coherent defense.

3) Fix the enemy to prevent the enemy security and main body forces from maneuvering against the friendly main body.

c. +Conducts decisive operation or maneuver to gain and maintain enemy contact and destroy enemy forces.

1) Conduct an Attack.

2) Conduct a Search and Attack.

3) Conduct a Cordon and Search.

d. +Resumes (follow through) the movement to contact if the location of the enemy main body is still unclear and the limit of advance not reached.

e. Moves sustainment elements to provide continuous support throughout the operation.

5. *+The commander assesses the operation and directs adjustments to ensure that operations remain aligned with his intent.

a. +Monitors the current situation to collect relevant information.

b. Evaluates that the operation complies with the rules of engagement.

c. Consolidates and reorganize as necessary.

d. Continues operations as directed.

(Asterisks (*) indicates a leader performance step, Plus (+) indicates a critical task.)

PERFORMANCE MEASURES	GO	NO-GO	N/A
1. +The commander and staff executed the mission command operations process to plan, prepare, execute, and assess a movement to contact.			
a. *The commander, supported by the staff, drove the operations process through the activities of understand, visualize, describe, direct, lead, and assess in accordance with established timelines, the higher commander's intent, orders from higher headquarters, and standard operating procedures.			

PERFORMANCE MEASURES	GO	NO-GO	N/A
b. *The commander practiced the mission command philosophy.			
c. *The commander informed and influenced relevant audiences.			
2. +The command planned for a movement to contact.			
a. *The commander decided what planning methodologies to employ during planning process, which included Army Design Methodology, Military Decision-Making Process, Rapid Decision-Making and Synchronization Process (for Battalion and above), and Troop Leading Procedures (for Company level and below).			
b. Conducted mission analysis and Intelligence Preparation of the Battlefield (IPB), or Joint Intelligence Preparation of the Environment (JIPOE) for joint tasks.			
c. *+The commander expressed intent.			
d. Subordinates conducted confirmation briefs.			
e. +Published a Warning Order (WARNO) (at least one after receipt of mission).			
f. Planned responsive and decentralize fires for each phase of the operation.			
g. *Conducted risk assessment.			
h. Developed contingency plans for the command to transition to the next phase of the operation.			
i. +Published order including concept of the operation.			
3. +The command prepared to conduct a movement to contact.			
a. +Protected the force while the force prepared for tactical action.			
b. +Conducted task organization to delineate command and supporting relationships.			
c. Implemented risk management controls.			
d. Conducted information collection.			
e. Briefed the troops to ensure a thorough understanding of the operation.			
f. *Conducted pre-combat checks.			
g. Preprogramed unit task reorganization within digital systems.			
h. +Subordinates conducted brief backs to higher headquarters.			
i. Coordinated with adjacent units.			
j. Coordinated with the supporting sustainment organization so that the theater sustainment command or sustainment brigade supporting the tactical unit adjusted the supporting sustainment unit's internal organization to meet the tactical commander's needs.			
k. Developed command actions for:			
1) Actions on contact and courses of action for all elements.			
2) Actions to report and bypass an enemy force (based on the bypass criteria).			
l. +Conducted rehearsals.			

PERFORMANCE MEASURES	GO	NO-GO	N/A
m. +Refined the plan with consideration of the most current situational updates and deficiencies discovered during rehearsals.			
n. Implemented risk management controls to reduce risk from possible hazards to the command.			
p. Conducted information collection to answer the commander's critical information requirements.			
q. Prepared artillery target-acquisition radars.			
r. Prepared to initiate or continue the movement to contact at night or other periods of limited visibility.			
s. Conducted preparation fires, if needed.			
4. +The command executed a movement to contact.			
a. *The commander controlled movement.			
b. +Conducted shaping operations to create and preserve conditions for the success of the decisive operation through effects on the enemy, other actors, and the terrain.			
c. +Conducted decisive operation or maneuvered to gain and maintain enemy contact and destroy enemy forces.			
d. +Resumed (followed through) the movement to contact if the location of the enemy main body was still unclear and the limit of advance not reached.			
e. Moved sustainment elements to provide continuous support throughout the operation.			
5. *+The commander assessed the operation and directed adjustments to ensure that operations remained aligned with his intent.			
a. +Monitored the current situation to collect relevant information.			
b. Evaluated that the operation complied with the rules of engagement.			
c. Consolidated and reorganized as necessary.			
d. Continued operations as directed.			
e. *The commander practiced the mission command philosophy.			

Prerequisite Collective Task(s):

Step Number	Task Number	Title	Proponent	Status
	71-8-0050	Set up a Command Post (Battalion – Corps)	71 - Combined Arms (Collective)	Approved
	71-8-5101	Conduct Receive a Mission	71 - Combined Arms (Collective)	Approved

Supporting Collective Task(s):

Step Number	Task Number	Title	Proponent	Status
	71-8-2301	Perform Reconnaissance (Battalion-Corps)	71 - Combined Arms (Collective)	Approved
	71-8-3310	Conduct Fires (Brigade - Corps)	71 - Combined Arms (Collective)	Approved

Step Number	Task Number	Title	Proponent	Status
	71-8-5100	Conduct the Mission Command Operations Process (Battalion - Corps)	71 - Combined Arms (Collective)	Approved
	71-8-2111	Provide Indications and Warnings (Battalion - Corps)	71 - Combined Arms (Collective)	Approved
	71-8-5131	Execute Tactical Operations (Battalion - Corps)	71 - Combined Arms (Collective)	Approved
	71-8-5200	Conduct Command Post Operations (Battalion - Corps)	71 - Combined Arms (Collective)	Approved
	71-8-7120	Conduct an Attack (Division - Corps)	71 - Combined Arms (Collective)	Approved

Supporting Individual Task(s):

Step Number	Task Number	Title	Proponent	Status
	150-LDR-5002	Accept Prudent Risk	150 - Combined Arms (Individual)	Approved
	150-LDR-5003	Use the Mission Order Technique	150 - Combined Arms (Individual)	Approved
	150-LDR-5004	Provide the Commander's Intent	150 - Combined Arms (Individual)	Approved
	150-LDR-5005	Direct Information-Related Capabilities to Inform and Influence Audiences	150 - Combined Arms (Individual)	Approved
	150-LDR-5006	Exercise Disciplined Initiative	150 - Combined Arms (Individual)	Approved
	150-LDR-5007	Create a Shared Understanding	150 - Combined Arms (Individual)	Approved
	150-LDR-5015	Lead the Unit	150 - Combined Arms (Individual)	Approved
	150-LDR-5022	Conduct Pre-Combat Inspections	150 - Combined Arms (Individual)	Approved
	150-LDR-5100	Lead the Operations Process	150 - Combined Arms (Individual)	Approved
	150-MC-5111	Participate in the Military Decision making Process	150 - Combined Arms (Individual)	Approved
	150-MC-5117	Prepare a Warning Order	150 - Combined Arms (Individual)	Approved
	150-MC-5118	Prepare an Annex	150 - Combined Arms (Individual)	Approved
	150-MC-5131	Assist the Commander in Executing Operations	150 - Combined Arms (Individual)	Approved
	150-MC-5200	Assist Command Post Operations	150 - Combined Arms (Individual)	Approved
	150-MC-5250	Employ a Mission Command Information System (Battalion - Corps)	150 - Combined Arms (Individual)	Approved
	150-LDR-5002	Accept Prudent Risk	150 - Combined Arms (Individual)	Approved

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Appendix D
Chapter 6 Exhibits

Appendix DA. Army University/FSDD FDRP Reporting Requirements

Appendix DB. FSDD Train-the-Trainer Certification Policy

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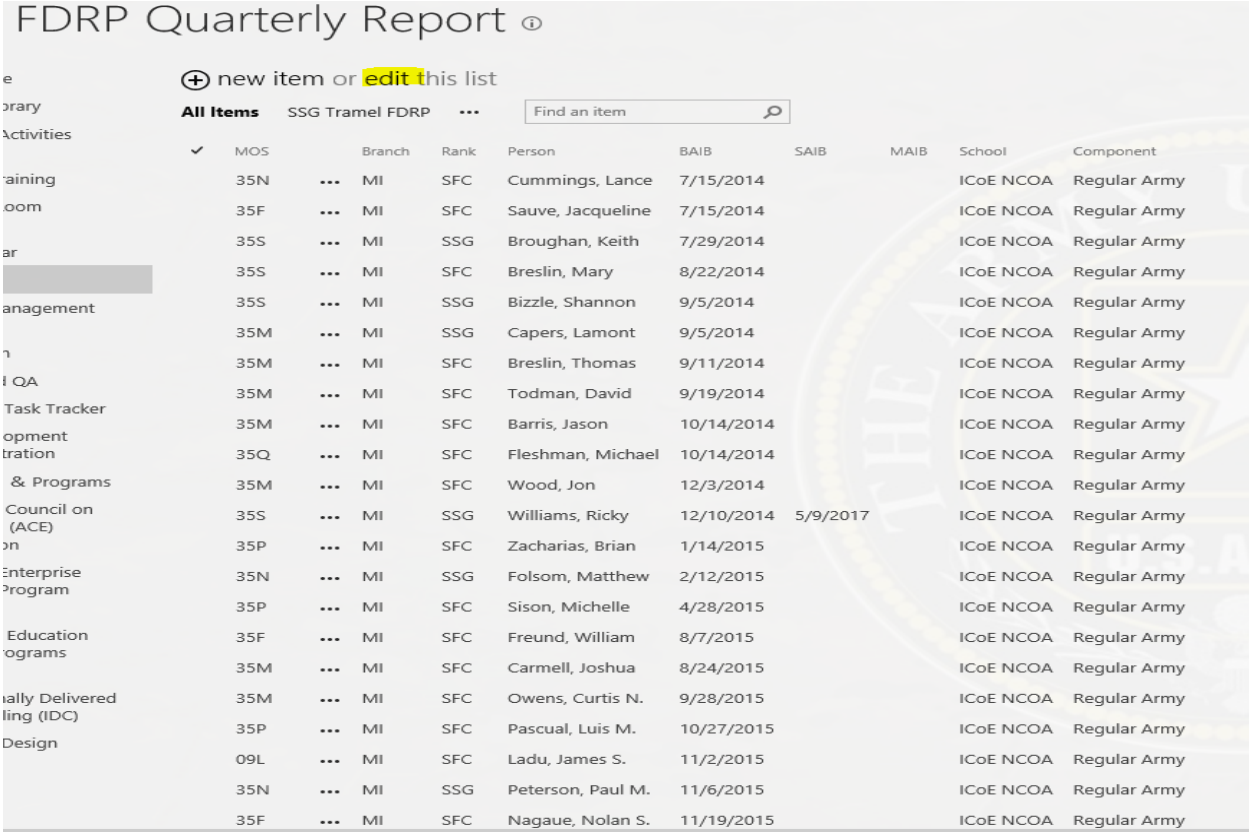
Appendix DA
Army University/FSDD FDRP Reporting Requirements

DA-1. Overview

a. Unit FDRP managers will update Army University (ArmyU) quarterly. Below is the link to the SharePoint site. To log in, use the AKO credentials if not on Fort Leavenworth. Once in, the FDRP Quarterly Report will open. To make an entry click the word "edit." There is a screenshot attached to highlight where that is located. An open row to place the information in will be added to the bottom of the page. Once finished adding the information, click "stop editing" at the top to have it saved (attached screenshot depicts location).

b. Use three values for the MOS entry (i.e., 25Z) and the initials for the branch (i.e., SC). The names are to be in normal case in this format: Last Name, First Name MI. Let me know if you have any questions.



MOS	Branch	Rank	Person	BAIB	SAIB	MAIB	School	Component
35N	MI	SFC	Cummings, Lance	7/15/2014			ICoE NCOA	Regular Army
35F	MI	SFC	Sauve, Jacqueline	7/15/2014			ICoE NCOA	Regular Army
35S	MI	SSG	Broughan, Keith	7/29/2014			ICoE NCOA	Regular Army
35S	MI	SFC	Breslin, Mary	8/22/2014			ICoE NCOA	Regular Army
35S	MI	SSG	Bizzle, Shannon	9/5/2014			ICoE NCOA	Regular Army
35M	MI	SSG	Capers, Lamont	9/5/2014			ICoE NCOA	Regular Army
35M	MI	SFC	Breslin, Thomas	9/11/2014			ICoE NCOA	Regular Army
35M	MI	SFC	Todman, David	9/19/2014			ICoE NCOA	Regular Army
35M	MI	SFC	Barris, Jason	10/14/2014			ICoE NCOA	Regular Army
35Q	MI	SFC	Fleshman, Michael	10/14/2014			ICoE NCOA	Regular Army
35M	MI	SFC	Wood, Jon	12/3/2014			ICoE NCOA	Regular Army
35S	MI	SSG	Williams, Ricky	12/10/2014	5/9/2017		ICoE NCOA	Regular Army
35P	MI	SFC	Zacharias, Brian	1/14/2015			ICoE NCOA	Regular Army
35N	MI	SSG	Folsom, Matthew	2/12/2015			ICoE NCOA	Regular Army
35P	MI	SFC	Sison, Michelle	4/28/2015			ICoE NCOA	Regular Army
35F	MI	SFC	Freund, William	8/7/2015			ICoE NCOA	Regular Army
35M	MI	SFC	Carmell, Joshua	8/24/2015			ICoE NCOA	Regular Army
35M	MI	SFC	Owens, Curtis N.	9/28/2015			ICoE NCOA	Regular Army
35P	MI	SFC	Pascual, Luis M.	10/27/2015			ICoE NCOA	Regular Army
09L	MI	SFC	Ladu, James S.	11/2/2015			ICoE NCOA	Regular Army
35N	MI	SSG	Peterson, Paul M.	11/6/2015			ICoE NCOA	Regular Army
35F	MI	SFC	Nagaue, Nolan S.	11/19/2015			ICoE NCOA	Regular Army

Quarterly Report

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All Items SSG Tramel FDRP ... Find an item

MOS	Branch	Rank	Person	BAIB	SAIB	MAIB	School	Component
35N	MI	SFC	Cummings, Lance	7/15/2014			ICoE NCOA	Regular Army
35F	MI	SFC	Sauve, Jacqueline	7/15/2014			ICoE NCOA	Regular Army
35S	MI	SSG	Broughan, Keith	7/29/2014			ICoE NCOA	Regular Army
35S	MI	SFC	Breslin, Mary	8/22/2014			ICoE NCOA	Regular Army
35S	MI	SSG	Bizzle, Shannon	9/5/2014			ICoE NCOA	Regular Army
35M	MI	SSG	Capers, Lamont	9/5/2014			ICoE NCOA	Regular Army
35M	MI	SFC	Breslin, Thomas	9/11/2014			ICoE NCOA	Regular Army
35M	MI	SFC	Todman, David	9/19/2014			ICoE NCOA	Regular Army
35M	MI	SFC	Barris, Jason	10/14/2014			ICoE NCOA	Regular Army
35Q	MI	SFC	Fleshman, Michael	10/14/2014			ICoE NCOA	Regular Army
35M	MI	SFC	Wood, Jon	12/3/2014			ICoE NCOA	Regular Army
35S	MI	SSG	Williams, Ricky	12/10/2014	5/9/2017		ICoE NCOA	Regular Army
35P	MI	SFC	Zacharias, Brian	1/14/2015			ICoE NCOA	Regular Army
35N	MI	SSG	Folsom, Matthew	2/12/2015			ICoE NCOA	Regular Army
35P	MI	SFC	Sison, Michelle	4/28/2015			ICoE NCOA	Regular Army
35F	MI	SFC	Freund, William	8/7/2015			ICoE NCOA	Regular Army
35M	MI	SFC	Carmell, Joshua	8/24/2015			ICoE NCOA	Regular Army
35M	MI	SFC	Owens, Curtis N.	9/28/2015			ICoE NCOA	Regular Army
35P	MI	SFC	Pascual, Luis M.	10/27/2015			ICoE NCOA	Regular Army
09L	MI	SFC	Ladu, James S.	11/2/2015			ICoE NCOA	Regular Army
35N	MI	SSG	Peterson, Paul M.	11/6/2015			ICoE NCOA	Regular Army

https://cacmdc.army.mil/armyu/HQ/VPAA/FSDD/Lists/FDRP/AllItems.aspx#InplviewHash37d539be-c4c2-4d5d-9ac2-b228b1d11a17=

c. FDRP managers must request access (AKO and enterprise email addresses are required for access) to the ArmyU FDRP SharePoint by emailing the following: usarmy.leavenworth.tradoc.mbx.armyu-fsdd-policy@mail.mil

d. FCoE FDRP reporting requirements mandate updating the FCoE FDRP spreadsheet quarterly (JAN/APR/JUL/OCT). Please use three values for the MOS entry (i.e., 25Z) and the initials for the branch (i.e., FA). The names are to be in normal case in this format: Last Name, First Name MI. In the Case of a CIV, use CIV in place of MOS and leave branch and Rank blank.

e. FDRP managers must request access (AKO and enterprise email addresses are required for access) with FSDD chief for access to report. FDRP managers only. https://fcoe.tradoc.army.mil/sites/dotd/pdd/Lists/FCoE%20FDRP%20REPORT/AllItems.aspx

DA-2. Instructor/Developer Qualification and Certification Training Paths

a. Instructors/developers who have no previous qualification/certification or ArmyU equivalent Phase I foundational course, must take the current CFD-IC/DC course.

b. If instructors/developers have a current qualification from an ArmyU approved or equivalent course, then they go straight to Phase II of the certification process.

c. Instructors/developers who have transferred between CoEs or schools must recertify.

d. If it has been five (5) years since last certification, instructors/developers must recertify on portions of Phase 2 and Phase 3 as outlined in TRADOC Regulation 350-70 and TRADOC Regulation 350-70-3. Schools must outline the re-certification process within a local SOP focusing on Phase 2 and 3 processes and requirements.

e. DA civilian instructors/developers who have not taken an ArmyU equivalent course as listed**, must take the current CFD-IC or DC course to meet TRADOC requirements and maintain the 5-year re-certification thereafter. FCoE curriculum developers who have not taken the current FSDD DC course must complete to obtain currency.

**Previous graduates of FDP1, FIFC, ABIC, SGITC, and IFSC maintain PH 1 Instructor qualification IAW TR 350-70 and WILL NOT need to attend CFD-IC.

NOTE

Proof of documentation is provided to gaining unit (it is required for certification packet).

f. Course information is provided below:

(1) Common Faculty Development Program–Instructor Course (CFD-IC): A 2-week (10-day), 80-hour course (Government-Furnished Information (GFI)):

The Common Faculty Development Program-Instructor Course (CFDP-IC)

Course Scope: The Instructor Course, one of two courses that comprise the Common Faculty Development Program (CFDP), is a ten-day/80 hour course designed for new faculty (e.g. instructors, trainers, and facilitators).

This course comprises Phase I (Instructor Qualification) of the Fires Faculty and Staff Development Program (FSDP). It is to be completed prior to Phase III certification.

CFD-IC is a competency-based course: the learning objectives are based on internationally recognized instructor competencies published by the International Board of Standards for Training, Performance, and Instruction (ibstpi). The course prepares faculty to teach, train, and facilitate learning in an adult learning environment. It introduces faculty to Army instructor roles and responsibilities, teaching and learning models, and professional and ethical requirements. The course also introduces classroom management techniques, the process for building learning objectives and lesson plans, and characteristics of effective communication. Throughout the course, faculty will have an opportunity to practice teaching, working from short, simple practicum exercises to increasingly longer and more complex ones, culminating in an end of course lesson presentation. The first half of the course focuses on characteristics of effective instructors, self-awareness—of differences in teaching and learning style preferences—and fundamentals of teaching and learning as they apply to adults. The second week focuses on application of those fundamentals in various teaching and learning practicums, with both instructor, peer, and self-assessment in a collaborative learning environment. The summative assessment, using a course lesson plan will occur at the end of the course and consist of an individual 30- to 50-minute practicum.

Enrollment Pre-requisites: Brigade School NCO's will provide the DOTD, FSDD registrar with the following paperwork:

1) Computer Access memorandum signed by IT Supervisor/Coordinator (individuals must have FCoE computer access during)
2) Certificate of completion Blackboard 101
3) Registrar Enrollment Form/course checklist
4) Certificate of completion of Risk Management (within 1 year)

**Previous graduates of FDP1, FIFC, ABIC, SGITC, and IFSC remain qualified as instructors and WILL NOT need to attend CFD-IC unless they have not attended a refresher/requalification course in over 10 years. These personnel will need to re-qualify by attending CFD-IC.

Course Pre-Requisites: The Registrar will notify participants of course date enrollment upon completion/submission of enrollment pre-requisites. Ten (10) working days prior to class start date, the participant will receive a copy of the, Letter of Instruction (LOI). This information must be read prior to the course and any pre-assignments completed and submitted, if applicable. Information is available on the Faculty Development SharePoint: https://fcoe.tradoc.army.mil/sites/dotd/pdd/SitePages/Home.aspx

(2) Common Faculty Development Program–Developer Course (CFD-DC): A 2-week (10-day), 80-hour course (Government-Furnished Information (GFI)):

The Common Faculty Development Program-Developer Course (CFDP-DC)

Course Scope: Common Faculty Development -Developer Course, one of two courses that comprise the Common Faculty Development Program (CFDP), is a ten-day/80 hour course designed to provide training developers/course managers (lifecycle program managers) with the skills necessary to write a lesson plan.

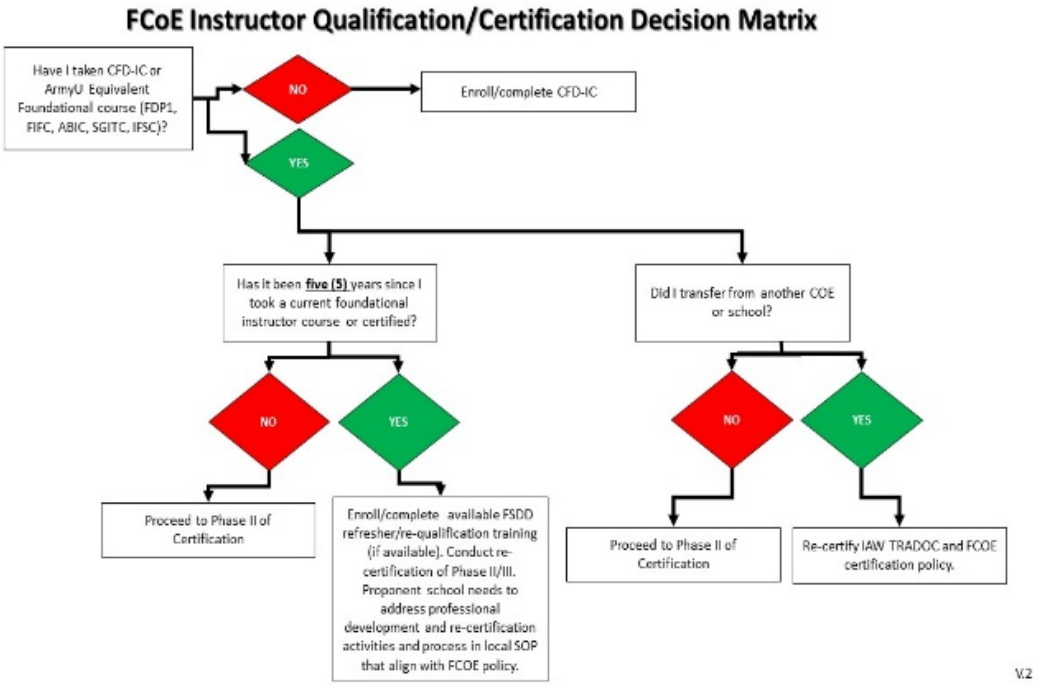
This course comprises Phase I (Developer qualification) of the Fires Faculty and Staff Development Program (FSDP). It is to be completed prior to Phase III certification.

The course goal is to create curriculum using phases of the Analysis, Design, Development, Implementation and Evaluation (ADDIE) instructional design process, while building a strong foundation in adult learning principles, and applying those concepts to maximize student engagement and learning. The course is designed to provide newly assigned U.S. Army curriculum developers and instructor/writers, with the knowledge and skills necessary to develop a lesson plan that incorporates the core tenants of the Army Learning Concepts, (ALC), Experiential Learning Model (ELM), Adult Learning Principles (ALP), and utilizes the ADDIE model to construct a quality lesson plan that supports both the instructor and active student learning. Providing a common framework for instructors and curriculum developers to foster collaboration and teamwork. The course will be facilitated using experiential and self-directed learning, supporting the constructs of the Army Learning Concept Training and Education (ALC-TE) 2020-2040 and the Army Learning Strategy. Lastly, successful completion of CFD-DC supports Career Program 32 (CP-32) Certification with American National Standards Institute (ANSI), and is a pre-requisite for Training and Education Developer Middle Managers Course (TEDMMC). This course is not designed for new instructors.

Enrollment Pre-requisites: Brigade school NCO's will provide the DOTD, FSDD registrar with the following paperwork:

1) Computer Access memorandum signed by IT Supervisor/Coordinator (individuals must have FCoE computer access during seminar)
2) Certificate of completion Blackboard 101
3) Registrar Enrollment Form/Course checklist
4) Certificate of completion of Risk Management (within 1 year)
5) Certificate of completion of CFD-IC or ArmyU equivalent qualification Course
6) Certificate of completion of Instructional Design Basic Course (IDBC) found on ALMS.

Course Pre-Requisites: The Registrar will notify participants of course date enrollment upon completion of enrollment pre-requisites. Ten (10) working days prior to class start date, the participant will receive a copy of the Letter of Instruction (LOI). This information must be read prior to the course and any pre-assignments completed and submitted, if applicable. Information is available on the Faculty Development SharePoint:
https://fcoe.tradoc.army.mil/sites/dotd/pdd/SitePages/Home.aspx



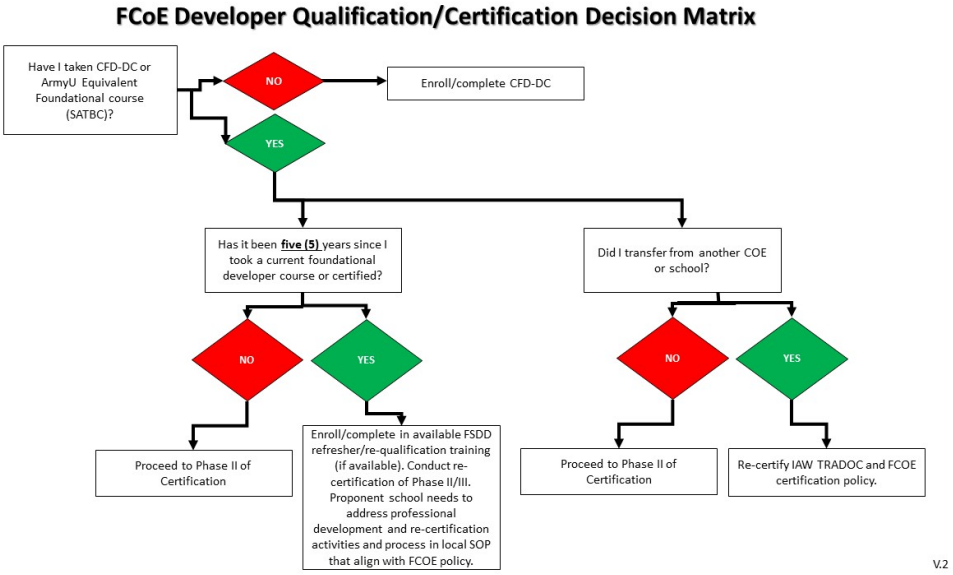


Figure DA-1. FCoE Instructor & Developer Qualification/Certification Decision Matrices

****Enrollment Checklist****

CLASS ENROLLMENT CHECK LIST	YES	NO
COMMON FACULTY DEVELOPMENT - INSTRUCTOR COURSE (CFD-IC)		
1. STUDENT COMPUTER ACCESS MEMORANDUM SIGNED BY IASO	☐	☐
2. BLACK BOARD 101 CERTIFICATE	☐	☐
3. RISK MANAGEMENT CERTIFICATE, WITHIN 1 YEAR	☐	☐
4. NEW UPDATED REQUEST FORM COMPLETELY FILLED OUT "**with AKO User Name**"	☐	☐
COMMON FACULTY DEVELOPMENT- DEVELOPER COURSE (CFD-DC)		
1. STUDENT COMPUTER ACCESS MEMORANDUM SIGNED BY YOUR IT PERSON	☐	☐
2. NEW UPDATED REQUEST FORM COMPLETELY FILLED OUT **"With AKO User Name"**	☐	☐
3. RISK MANAGEMENT CERTIFICATE, WITHIN 1 YEAR	☐	☐
4. COPY OF CFD-IC OR ARMYU EQUIVALENT INSTRUCTOR QUALIFICATION CERTIFICATE (ABIC/SGIT/IFSC)	☐	☐
5. INSTRUCTIONAL DESIGN BASIC COURSE (IDBC) CERTIFICATE (COURSE LOCATED ON ALMS)	☐	☐
TRAINING & EDUCATION DEVELOPER MIDDLE MANAGERS COURSE (TEDMMC)		
1. STUDENT COMPUTER ACCESS MEMORANDUM SIGNED BY IASO	☐	☐
2. NEW UPDATED REQUEST FORM COMPLETELY FILLED OUT	☐	☐
3.COPY OF SATBC OR CFD-DC CERTIFICATION	☐	☐

VERIFIED BY SUPERVISOR: PRINT NAME, RANK _____SIGNATURE_____ DATE_____

ADDITIONAL INFORMATION:

1. Students not stationed or located at Fort Sill must submit a FS116 and Cyber Awareness certificate to receive a temporary computer account. Fort Sill students must have current cyber awareness certificate and **active Fort Sill enterprise account**. This must be annotated on the student computer memo and signed by an IASO. Fort Sill students found to not have and active Fort Sill account will result in packet not being processed and returned to unit.

2. To request Blackboard 101 course registration please contact: Mr. Steven Baker, 580-442-6201, steven.c.baker20.ctr@mail.mil. The actual certificate of course completion is required for the registration packet. It is recommended to complete this course early in the process as it can be time consuming and students have failed in the past.

3. All documents required for class enrollment must be emailed as a complete student packet, to include the checklist (signed by the supervisor). The packet will not be processed if not submitted as directed. Email packet to: ray.trevino.civ@mail.mil, & Cc... james.s.howell.civ@mail.mil

4. Completed packets must be submitted 20 days prior to requested course start date. If not received in a timely manner, the student may be enrolled in a later date. Requests for a TRAP class must be requested 45 days in advance to allow for approval and resourcing through FSDD chief. TRAP request must include validated TRAP number and a minimum of six students.

5. Once packet is received, and confirmed complete, the registrar will offer a course date. The student must confirm their attendance to the offered course within 72 hours. Failure to do so will result in loss of seat.

NOTE

Request for enrollment is conducted through the respective brigade/training unit for prior approval before enrollment through DOTD FSDD registrar. This ensures that personnel are tracked on an order of merit list (OML) through respective branch school/S-3 training registrar.

DA3-1. DOTD Registrar Course Registration/Order of Merit List (OML) Information

a. Branch school/FCoE OML will be used to appoint highest priority personnel first in order to avoid overloading course with students from one unit only. Implement standby roster for every course. Registration requirements and course prerequisites must be met to receive a slot in the course or a position on the standby roster.

b. OML and course requests must come from the Brigade School NCO. This ensures proper OML's are being submitted from each school. Redirect CORs and BN Schools reps back to their BDE for submission of OMLs and course requests.

c. Personnel must be assigned to approved TDA instructor or developer positions and meet AR 614-200, Enlisted Assignments and Utilization Management, 25 January 2019, requirements

to receive priority for faculty and staff development courses. Applicable and approved waivers must be submitted for those who do not meet the requirements of AR 614-200.

d. Official TRAPs will take priority if resources exist. Addition of TRAP courses must be approved by the FSDD chief and DOTD Dean of Academics. All TRAPs requested must have an associated TRAP number. Emergency or last-minute courses requests from units will not be supported until further notice.

CFD-IC Course Slotting (10 PAX)–Foundational Course
30th ADA Bde has 2 slots.
428th FA Bde has 2 slots.
434th FA Bde has 1 slot.
NCOA has 1 slot.
DOTD has 1 slot.
All others – 3 slots.

CFD-DC Course Slotting (8 PAX)–Foundational Course
DOTD has 6 slots.
All others – *2 remaining slots (must be in TDA-authorized training developer position or instructor/writer position).

Instructor Refresher (10 PAX)–Recertification only
30th ADA Bde has 3 slots.
428th FA Bde has 3 slots.
434th FA Bde has 1 slot.
NCOA has 1 slot.
All others – 2 slots.

Developer Refresher (10 PAX)–Recertification only
DOTD has 8 slots.
All others – *2 remaining slots.

*Unused slots will be equally distributed across the center and schools.

NOTE

The course allocations are currently based on historical throughput data from centers and schools over the past 12 months. The CFD-IC course typically runs 4 iterations of classes per month (e.g., 428th FA BDE is granted 2x slots per class. If FSDD holds 4x courses in a month, this equals 8x slots for 428 in that month). The number of seats can flex (refer to #4 above). Pending mission requirements and priority of efforts across FCoE, the FCoE CG has the authority to adjust course allocations at any time.

Course information website: http://sill-www.army.mil/DOTD/divisions/pdd/index.html

Faculty and Staff POCs

FSDD Chief 580-442-2687

CFD-IC Course Manager 580-442-2615

CFD-DC Course Manager 580-442-4902

FSDD Registrar 580-442-1546

DA4-1. Training and Education Developer Middle Managers Course (TEDMMC)

Course Scope: Overview of how the generating force operates in terms of mission and programs. The focus is on using TRADOC Regulation (TR) 350-70 and its associated pamphlets, and student handouts to facilitate the management of training and education activities, including integration of development efforts with material procurement and the Operational Force. This course further highlights: The Army Training and Education Development (ATED) process – analysis, design, development, implementation and evaluation (ADDIE). Current learning methodologies. TR 350-70 and its supporting pamphlets, information resource management techniques, training budget processes, and engaging and realistic problem-solving exercises.

Enrollment Prerequisites: Branch school registrars will provide the FSDD registrar with the following paperwork:

a. Computer access memorandum signed by IT supervisor/coordinator (individuals must have FCoE computer access during seminar).

b. Certificate of completion of SATBC/CFD-DC or ArmyU-equivalent developer course.

c. Certificate of completion or recertification of Blackboard 101.

d. Verification of current developer/instructor certification.

e. Registrar enrollment form.

Course Prerequisites:
SATBC or CFD-DC graduate. Student should be assigned full-time to a Training Development managerial position and have 18 months to serve in TD appointment.

Target Population:
Military: Officers, Warrant Officers, and Noncommissioned Officers of the Active Army, Army National Guard, or Army Reserve, holding the rank of Staff Sergeant (E-6) to Sergeant Major (SGM), CW3/CW4, and Captain (O-3) through Lieutenant Colonel (O-5), assigned to or on orders to a position requiring expertise in the management of training and education.

DoD Civilian: GS-09 through GS-12, in the 1710, 1712, or 1750 series career fields, or enrolled in the CP-32 Intern Program, assigned to or programmed for an assignment requiring expertise in the management of training and education.

Senior Training and Education Manager Course (STEMC)

As of 13 Dec 18

Army Training and Education Development

Senior Training and Education Managers Course

Scope

STEMC provides a practitioners overview of how HQ TRADOC supports centers and schools in terms of mission and function. The focus is on managing and integrating training development activities with capability, force, and materiel development. Management of integration and standardization systems are studied from the perspective of senior training development managers. This course is designed as a virtual classroom using Video Teleconference (VTC), Defense Collaboration Services (DCS), Black Board and telecommunications capabilities. The STEMC is presented quarterly by HQ TRADOC to students located at Centers and Schools.

Objective

(1) Provide senior center and school training and education managers (MAJ/GS-13/SGM and higher) and support staff, the knowledge and skills necessary to manage their programs, in compliance with TRADOC regulations and guidelines.

(2) Meet developmental requirements for Career Program 32 (Training, Capability, and Doctrine Warfighting Developers) Level 1 Certificate.

Target Audience

Commandants; Assistant Commandants; Deputy Assistant Commandants; Training Brigade and Training Battalion Commanders/XOs/CSMs; NCO Academy Commandants; Directors (TRADOC); Directors of Training and Doctrine (DOTD); Directors of Training (DOT); Training Department Directors; Quality Assurance Directors; TRADOC System Managers; TRADOC Capability Managers; and CP 32 Certificate Program Candidates.

Supporting your Role in Developing Army Leaders

HQ TRADOC, G-3/5/7

Prerequisites

Military:
AC/RC Officers, MAJ to COL
AC/RC Warrant Officers, CW4/CW5
AC/RC SGM/CSM

DoD Civilian:
CP 32 individuals who perform more than half their time in education, training, training development and capability development assignments. GS-13 through GS-15

* Other personnel in key training or staff positions enrolled by exception

FY 19 Training Dates

CLASS	DATE	REGISTER BY
Class 19-02	28 Jan-1 Feb	1 Jan 19
Class 19-03	22-26 Apr	1 Apr 19
Class 19-04	22-26 Jul	1 Jul 19

FY 20 Training Dates

CLASS	DATE	REGISTER BY
Class 20-01	21-25 Oct	1 Oct 19
Class 20-02	27-31 Jan	1 Jan 20
Class 20-03	20-24 Apr	1 Apr 20
Class 20-04	20-24 Jul	1 Jul 20

Highlights

- How TRADOC Runs focusing on Processes/Models – Organization and Hierarchy
- CG, TRADOC priorities and current topics
- ADDIE Process
- Budgeting/Resourcing considerations during downsizing
- Army University
- Manpower/Personnel resourcing Virtual learning systems
- Materiel acquisition to man the force
- Acquisition and contracting requirements and procedures
- Force development and training criteria
- Current TRADOC initiatives that have significant impact on centers and schools

Points of Contact

Registration should be coordinated through your local Training Coordinator. For a site to be registered for VTC, there must be at least two (2) students. For information and to register students, installation Training Coordinators should contact: Dr. Liston W. Bailey, liston.w.bailey.civ@mail.mil, (757) 501-5726) or David P. Garrity, david.p.garrity.civ@mail.mil (757) 501-5728 or Chris Stewart, Christopher.p.stewart2.civ@mail.mil (757) 501-5731.

CP-32 Certificate Training Program inquiries or requests for equivalency review should be directed to the CP-32 Certificate Training Program lead: Trong Nguyen, CP-32 Career Program Manager, trong.t.nguyen.civ@mail.mil.

DA5-1. Training Requirement Crosswalks for Key Positions Across the FCoE

Training Requirements for Mid/Senior Leadership within Schools and Centers:
TEDMMC (rank/position-dependent; see course description)
STEMC (rank/position-dependent; see course description)

Training Requirements for Senior Instructors/School Managers/Branch Chiefs:
CFD-IC, to include certification process if overseeing a branch school
CFD-DC (to support collaboration with curriculum developers)
Blackboard 101/201 (to manage and oversee learning management system (LMS))
TDC for SME access
Evaluator Instructor Course (EIC) to support FDRP
TEDMMC (rank/position-dependent; see course description)
STEMC (rank/position-dependent; see course description)
If assigned to CCC/WOAC, the Mid-Grade Learning Continuum (MLC) Leader Workshop

Training Requirements for DOTD SME/Curriculum Developers (Military):
CFD-IC (prerequisite to CFD-DC), previous time as a certified instructor is preferred.
CFD-DC (required)
TDC for SME and development access
Instructional Design Basic Course (online course to assist with training development concepts)
TEDMMC (rank/position-dependent; see course description)
STEMC (rank/position-dependent; see course description)

Curriculum Developer (DAC) Qualification/Certification processes are outlined in Figure DA5-1.

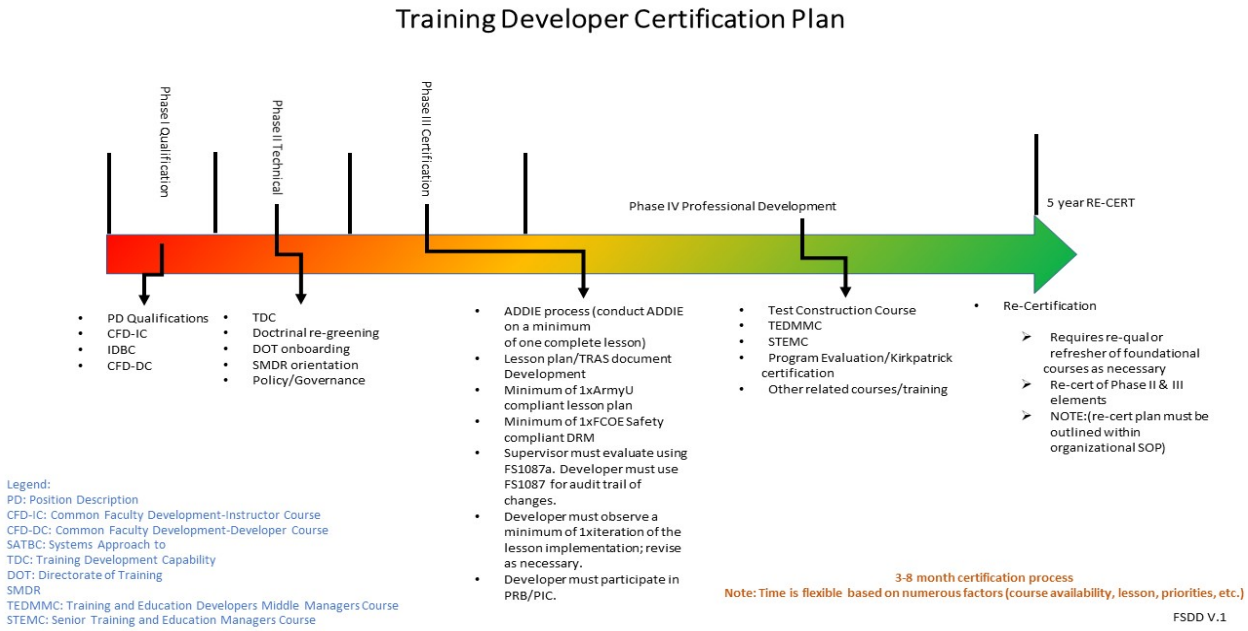


Figure DA5-1. Training Developer Qualification/Certification Process (DAC)

DA6-1. FCoE Instructor/Developer Certification Policies

DEPARTMENT OF THE ARMY
HEADQUARTERS, UNITED STATES ARMY FIRES CENTER OF EXCELLENCE
OFFICE OF THE COMMANDING GENERAL
455 MCNAIR ROAD, SUITE 100
FORT SILL, OKLAHOMA 73503-5600

ATZR-C 26 October 2018

MEMORANDUM FOR SEE DISTRIBUTION

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

1. References.

a. AR 614-200, Enlisted Assignments and Utilization Management, 29 November 2017

b. TR 350-6, Enlisted Initial Entry Training Policies and Administration, 20 March 2017

c. TR 350-36, Basic Officer Leader Training Policies and Administration, 9 August 2017

d. TR 350-18, The Army School System, 21 July 2010

e. TR 350-70, Army Learning Policy and Systems, 10 July 2017

f. TP 350-70-3, Staff and Faculty Development, 4 October 2018

2. Purpose. The FCoE Instructor Certification Policy clarifies and standardizes each subordinate instructional unit's instructor certification procedures and professional development which leads to more effective instructors and higher quality training and education outcomes across the FCoE. This policy incorporates TRADOC regulatory guidance, continues to promote and integrate improved Army Learning Model (ALM) venues, while providing enhanced instructor assessment tools that promote self-assessment, coaching, and mentoring.

3. Policy Applicability. This policy is applicable to all Interservice, U.S. Army, Army Reserve, Army National Guard, officers, noncommissioned officers (NCOs), and to all personnel, military, civilian, and contractors, teaching or supervising instruction from FCoE Programs of Instruction (POI). This policy, in conjunction with references in paragraph 1, establishes policies and provides guidelines for instructor certification at FCoE and Regional Training Institutes (RTI).

4. Proponent. The FCoE proponents for this policy are the Commandant, United States Army Air Defense Artillery School (USAADASCH) and the Commandant, United States Army Field Artillery School (USAFAS), and other designated brigade level commanders and directors. Each commandant retains overall authority and responsibility for the certification of instructors

ATZR-C
SUBJECT: Fires Center of Excellence (FCoE) Instructor Certification Policy

assigned to subordinate units. Each commandant may delegate the responsibility to execute instructor certification and authority to certify instructors to subordinate COL/O-6 level within the FCoE. Exceptions to the policy and waivers must be submitted in writing to the proponent for approval, staffed through Directorate of Training and Doctrine (DOTD) Dean of Academics, who forwards to ArmyU for concurrence.

5. Certification Process. The Common Faculty Development Program (CFDP) Certification is a progressive four-phase process encompassing: Foundations of Instruction, Technical Content Proficiency, Certification, and Continuing Professional Development and Recertification. Personnel must complete the first three phases (Figure 1) in their respective courses, learn and achieve rigorous standards outlined by their unit policy and procedures, and receive their certification before serving as a primary instructor. Additionally, certification recognizes the certifying authority verifies and validates that the individual demonstrates the character, competence, and commitment to be an instructor/facilitator. Brigades establish procedures and enrollment priorities based upon their needs and throughput of the organization. All instructor/facilitators must meet the requirements and standards of each phase before progressing onto the next phase. The TR 350-70 and TP 350-70-3 provide the regulatory basis for the requirements.

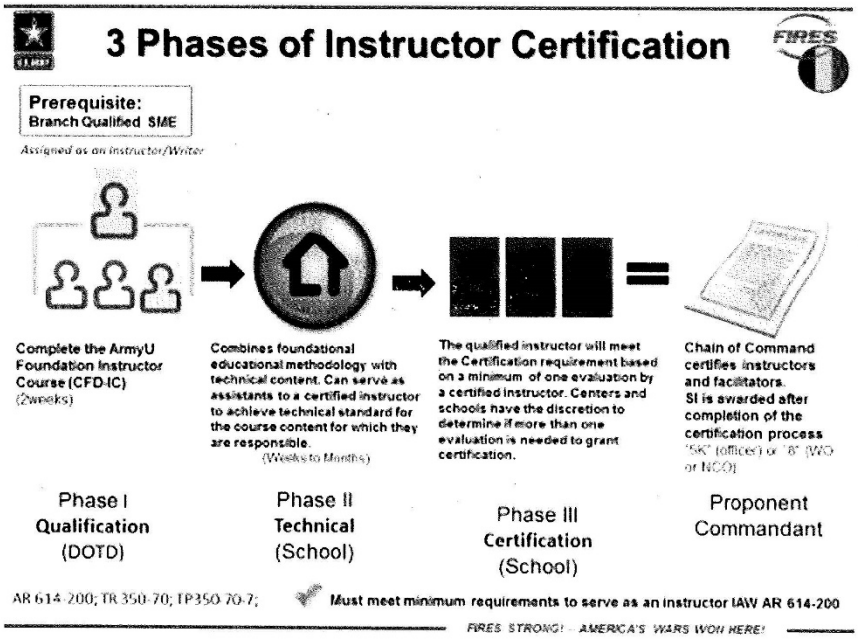


Figure 1

a. Phase I (Foundation) - Completion of Foundational Course: To meet the initial "Qualification" standard, instructor candidates must successfully complete the Army University, Center for Teaching and Learning Excellence (CTLE) approved, Common Faculty Development - Instructor Course (CFD - IC). All Instructors must attend the 10-day/80-hour course which includes teaching and learning models, critical thinking, and the application of effective instructional techniques.

b. Phase II (Technical) – Develop Proficiency in Facilitating Technical Course Content: "Qualified" Instructors combine foundational educational methodology with technical content to attain the learning outcomes of the course/lesson content. The developmental process/practicum encompasses observation, practice, reflection and feedback while working with a certified instructor/mentor in the designated Program of Instruction (POI). A "qualified" instructor may serve as an assistant instructor (AI) under the direct supervision of a certified instructor in the POI or course to learn/achieve the technical standards for the specified course content for which they are responsible.

(1) The branch specific course content is defined by the institution/course proponent and is delineated in the lesson plans. Requirements to attain certification and proficiency of the subject matter are determined by proponents' and brigades' policies.

(2) The schools' certification policy or Standard Operating Procedure (SOP) must describe the institution's certification process. The policy should clearly outline the required courses (e.g., FDP2, CTC, or other courses required by POI), content standards, and procedures for instructor certification (e.g., BOLC TR 350-6 and TR 350-36). Example topics for instructor certification SOP/policy are shown in Table 1.

c. Phase III (Certification) - Demonstrate Proficiency in the Methods and Techniques of Quality Facilitation and Technical Content in a Formal Certification Venue: Quality instruction encompasses technical expertise and the application of active, learner-centric instructional tactics to aid in learner retention and transfer. Teaching in a classroom to a "live" student audience provides authentic application and evaluation in the demanding realistic context of teaching students building confidence and refining skills. The "qualified" instructor must pass a minimum of one formal evaluation.

(1) The chain of command will determine the certification policy or SOP 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.

(2) The "certification" process allows for two options to determine if an instructor has met the requirements to grant "certification". The options are certifying in the classroom

teaching a "live" student audience or conducting a certification board. Organizations will determine the best process to meet the needs of the instructor and the organization; however, the selected venue must meet the minimum of one Formal Certification evaluation required by a certified faculty member in the POI, TR 350-70. Schools have the discretion to determine if more than one Formal Certification evaluation is needed to grant certification.

(a) Option one (preferred) Certification consists of the formal evaluation of the "qualified" instructor during the delivery of POI course content to a "live" audience of students in the presence of a certified instructor(s), a certification board or team. The "qualified" instructor must demonstrate subject matter expertise and effective teaching practices in accordance with the FCoE Instructor Evaluation Tool (IET) standards and those established by the unit SOP. See Table 2 for IET link.

(b) Option two, Certification Board, consists of the formal evaluation of the "qualified" instructor during the delivery of POI course content to a "selected audience" which must be able to replicate a realistic student population, in the presence of a certification board or team. The "qualified" instructor must demonstrate subject matter expertise and effective teaching practices in accordance with the FCoE IET standards and those established by the unit SOP. Schools' and Unit SOP must distinguish board composition and responsibilities. See Table 3 for suggested list of certification board members.

(3) Regardless of the "Formal Certification" venue, the "qualified" instructor's performance will be evaluated using the FCoE IET and any additional command designated certification forms/tools. The certification authority will determine if the "qualified" instructor's lesson presentation meets all the certification standards/requirements or if the "qualified" instructor needs additional practice and will have to present an additional lesson.

(a) The lesson(s) selected for the Phase III "Certification" process should include a representative sample of those lesson(s) the "qualified" instructor will actually present as part of his/her duties (i.e., Military Occupational Specialty (MOS) critical tasks of the course instructed) and outlined in the certification policy or SOP. It is highly recommended to select the most challenging lesson(s) to demonstrate the "qualified" instructor'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.

(b) The specific procedure to add new blocks of instruction to a newly certified instructor's portfolio is for the unit chain of command to outline in the certification policy or SOP, but must remain within the intent of this policy.

6. Certification Packet. Upon successful completion of all formal instructor certification requirements (all three phases), the chain of command will submit a complete Certification Packet with appropriate documentation for approval by the branch proponent or designated representative at the O-6 level or above. If the packet is approved, the packet will be returned

with the Instructor Proponent Certificate (IPC) and memorandum signed by the approving official. If faults are identified during the staffing process, the packet staffing coversheet will be annotated with justification and returned to the Point of Contact (POC). To expedite the process, RTIs will receive scanned IPC and memorandum before receiving hardcopies through the mail. Once the certification packet is approved by the appropriate chain of command and signature authority, the instructor is then certified to teach the approved course as a primary instructor.

The minimum required documents for the certification packet include the following:

a. FCoE Instructor Certification Packet Coversheet. Fort Sill (FS) Form 11 (Table 2).

b. FCoE Instructor Evaluation/Certification Tool (IET), FS Form 12. The packet will include at least one IET with satisfactory scores or above in all areas, in a "Formal Certification" venue to include the instructor's self-assessment, FS Form 13. Table 2 has required document links.

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

d. Foundational instructional course graduation certificate: Common Faculty Development - Instructor Course (CFD-IC), Army Basic Instructor Course (ABIC), Foundation Instructor Facilitator Course (FIFC), or other service school equivalent.

e. Small group instructional course graduation certificate for Professional Military Education (PME): CFD-IC, Small Group Instructor Training Course (SGITC), Intermediate Facilitation Skills Course (IFSC), or other service school equivalent.

f. Certificate of completion for course being taught and/or (DA 1059) if applicable.

g. Faculty Development Program 2 certificate (FDP 2) (CCC/WOAC SGLs if facilitating common core).

h. Other regulatory or unit required courses/training certificates, for example, IMT Cadre Training Course for AIT/BOLC/WOBC instructors or BOLC-B specific training requirements as stated in TR 350-36 and TR 350-6.

i. Request for skill identifier 5K (officer) or 8 (warrant officer or NCO) (DA 4187 or orders). MILITARY ONLY.

j. Current Officer Record Brief (ORB), Enlisted Record Brief (ERB), or Soldier Record Brief (SRB) depicting appropriate experience and includes photo. MILITARY ONLY.

k. Current record Army Physical Fitness Test (APFT) Card with height/weight annotated (DA Form 705) (within six months for AC/AGR and within 12 months for M-day traditional Soldiers). MILITARY ONLY.

l. Physical Profile (DA Form 3349) and supporting documents. MILITARY ONLY.

m. Body Fat Content Worksheet (DA 5500 or DA 5501), if applicable. MILITARY ONLY.

n. Most current evaluation reports (last three or all if less than three). MILITARY ONLY.

o. AR 614-200 and TP 350-70-3 establish minimum standards and requirements all military instructors must satisfy. Tables 4 and 5 provide extracts from the references.

7. Certification Applicability. An instructor must be certified as a primary instructor for each POI that they teach. Instructors are not allowed or authorized to teach courses which they are not certified.

a. At the discretion of the instructor certification signature authority, an instructor is authorized to certify in multiple POI courses and to hold instructor certification status in multiple courses simultaneously.

b. In instances where an instructor is certified to serve as a primary instructor in multiple POI courses, the instructor's certification memorandum(s) must reflect each POI course the instructor is certified to teach or the instructor must have a certification memorandum/certificate for each course.

8. Contractor Requirements. Contractor instructors must successfully complete the current Foundational, ArmyU-provided instructor course (CFD-IC) or ArmyU-approved equivalent course. Contractors must be graduates of the course/block of instruction they will teach.

a. Contract instructors shall submit proof of completion of the below certification requirements within the phase-in period:

(1) Support Cadre Training Course (SCTC) [Government Provided (GFI)]

(2) Ask, Care, and Escort Suicide Prevention Training (ACE) four (4) hour course given by Brigade (BDE) Chaplain [Government Provided (GFI)]

(3) Sexual Harassment Assault Response and Prevention (SHARP) training based on school policy and in accordance with the performance work statement (PWS) requirements. [Government Provided (GFI)]

b. Phase I Instructor "Qualification" options for contractors include: attendance of a FSDD Phase I "Qualification Course" or documentation of current "Qualification" course certificate.

c. Upon successful completion of Phase I, Contractors must then complete Phases II and III for the POI or course they are certifying, following the same certification process and standards as military and DA civilian instructors.

9. Instructor Folders/Portfolios. An instructor folder is a collection of certified instructor required documents. Instructor folders begin as instructor certification packets and become instructor folders once the appropriate certification authority signs the certification certificate and memo granting instructor certification. Instructor folder content requirements are listed in TR 350-18.

a. Units must maintain an individual instructor folder for every assigned instructor/facilitator. Course Managers/School Chiefs are responsible for maintaining and updating the folders with semi-annual inspections by battalion level leadership.

b. Document copies instead of originals are authorized. The required content and folder organization should be identified in the unit SOP.

c. Instructor folders contain sensitive personal information including counseling statements, performance evaluations, APFT cards, and weight control documentation. Protection of this sensitive information is paramount and must be secured in an approved locked storage device/filing cabinet. Access to instructor folders should be limited to authorized personnel with a need to know and approved inspection teams.

10. Suspension. Suspension is an administrative action which prevents the instructor from performing instructional duties and sends a strong message the instructor must rapidly improve performance or risk decertification. The unit establishes an appropriate action plan and timeline that, when successfully completed, will result in the instructor resuming instructional duties. Suspension is an appropriate alternative to decertification when the unit intends to rehabilitate the instructor or give the instructor the opportunity to meet unit standards in a specific area.

11. Decertification. Decertification is the process by which the chain of command revokes an instructor's certification and removes that instructor from the role of primary instructor within a POI. Decertifying an instructor is an adverse action intended for circumstances where the unit has completely lost faith in an instructor's ability to lead, teach, and mentor.

a. Units define the conditions which justify decertification and the internal procedures required to execute the decertification process. These conditions and procedures must be published in the unit instructor certification SOP or policy.

b. The authority to decertify an instructor is the certifying authority based on recommendations from the instructor's chain of command.

c. Upon decertification, the former instructor is prohibited from serving in an instructor position within the FCoE for the duration of their current tour of duty within the FCoE. A previously decertified instructor can attempt to certify (fully complete phases I, II, and III) as an instructor within the FCoE after returning from a Permanent Change of Station (PCS) that lasted a minimum of one year.

d. Upon decertifying an instructor, the unit will inform, in writing, the Dean of Academics, FCoE G1, and appropriate Commandant's Office.

12. Continuing Professional Development Program and Recertification – CFDP Phase IV. Instructor/facilitator professional development is a fundamental requirement for all experience levels of instructors. Professional development and recertification provide opportunities for faculty and staff to continue to develop professionally and stay abreast of current educational concepts, methodologies, and regulatory changes. Recertification is one of the five professional development components listed in TR 350-70.

a. All units must develop a professional development program to ensure new and veteran instructors are provided meaningful professional development opportunities throughout their tenure as instructors.

b. Quarterly instructor observations/evaluations using the FCoE IET are required as part of this policy. Unit policies and SOPs should address instructor certification procedures, quarterly observations, counseling requirements, and professional development requirements. Special consideration for low density MOS courses conducted less frequently may be addressed through continued use of board validation, as well as in-course observation, to ensure instructors maintain content mastery and certification currency.

c. Instructors must recertify every five years, and any time they are reassigned to a new CoE or School. Instructors recertify by attending a Recertification Workshop (e.g., Advanced Instructor's Course) delivered by FSDD and completing the recertification requirements directed in the unit instructor certification SOP/policy.

d. At a minimum, unit recertification requirements must consist of an instructor certification packet or instructor folder review, counseling review, and formal evaluation of the instructor delivering a minimum of one POI lesson from the POI in which recertification is sought.

e. Instructors who fail to recertify may be suspended from serving as a primary instructor at the discretion of the school commandant or chain of command until they are able to meet the recertification requirements.

13. FCoE Assessment, Evaluation and Trending Tools. There are three FCoE evaluation tools to improve the quality of feedback focusing on meaningful recommendations to improve training and education efforts as well as promoting effective learning goals and outcomes. This feedback is fundamental to instructional awareness and improvement. See Table 2 for form links.

a. The FCoE Instructor Evaluation and Certification Tool (IET) FS Form 12 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 be used in conjunction with the IET when evaluating and counseling a new instructor. The IET is used during all phases of the instructor certification process and quarterly instructor evaluations. There are several reference guides including Instructor Performance Rubric/rating scales to assist evaluators in using the tool while providing standardized, quality assessments and feedback to better counsel, develop and mentor new instructors.

b. The FCoE Visitor Observation Form (VOF), FS Form 14): The VOF is located in the classroom's Visitor Folder and provides a mechanism to assist classroom visitors/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 for the instructor's review and use. The unit level chain of command will determine the optimum use of this tool.

c. The FCoE Training Assessment Tool (TAT). The TAT is an evaluation, assessment and trending tool. 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 & Leadership Support of Training and Instruction. The TAT is supported by assessment metrics in the form of Likert scales in each of the five assessment categories. Training assessments using the TAT are provided to the instructor, elements of the chain of command and other appropriate supporting agencies.

14. Quality Assurance. Quality assurance of the instructor certification program and policy is a commander's responsibility and is executed through various trusted agents. Commanders must foster an organizational climate that values continued improvement and embraces the feedback that comes from an effective quality assurance program. Commanders should ensure adequate processes are in place for proper execution of the instructor certification program and policy, maintenance of instructor folders, and instructor delivery of course content. Assessments of instruction will be conducted on a routine basis, and requirements for assessments will be a mandatory component of a unit's SOP.

ATZR-C
SUBJECT: Fires Center of Excellence (FCoE) Instructor Certification Policy

15. Point of Contact for this policy is FCoE, DOTD, Dean of Academics, Dr. Kyle G. Smith at kyle.g.smith8.civ@mail.mil.

Encl
Tables 1-5

WILSON A. SHOFFNER
Major General, USA
Commanding

DISTRIBUTION:
Commandant, United States Army Air Defense Artillery School, Fort Sill, Oklahoma 73503
Commandant, United States Army Field Artillery School, Fort Sill, Oklahoma 73503
Commander, 30th ADA Brigade, Fort Sill, Oklahoma 73503
Commander, 428th FA Brigade, Fort Sill, Oklahoma 73503
Commander, 434th FA Brigade, Fort Sill, Oklahoma 73503
Commandant, NCOA, Fort Sill, Oklahoma 73503
Director, Army Multi-Domain Targeting Center, Fort Sill, Oklahoma 73503
Director, Directorate of Training and Doctrine, Fort Sill, Oklahoma 73503
Director, Electronic Warfare School/Cyber Training Battalion, Fort Sill, Oklahoma 73503
Commander, 1st Battalion, 139th Regiment, PO Box 70300, Fort Bragg, North Carolina 28307
Commander, 1st Battalion, 426th Regiment, South 10th Ave, Fort McCoy, Wisconsin 54656
Commander, 1st Battalion, 238th Regiment, Greenville, Kentucky 42345
Commander, 3rd Battalion, 640th Regiment, Riverton, Utah 84065
Commander, 1st Battalion, 211th Regiment, Camp Blanding, Florida 32901
Commander, 2nd Battalion, 166th Regiment, Fort Indiantown Gap, Annville, Pennsylvania 17003
Commander, 1st Battalion, 213th Regiment, Guernsey, Wyoming 82214
Commander, 1st Battalion, 196th Regiment, Sioux Falls, South Dakota 57106
Commander, 136th Regiment, 2200 West 35th Street Fairview Annex, Camp Mabry, Austin, Texas 78703

ATZR-C
SUBJECT: Fires Center of Excellence (FCoE) Instructor Certification Policy

Table 1 **Instructor Certification SOP or Policy Memorandum Potential Topics**
Phase II (Technical) requirements defined by the unit
Phase III (Certification) requirements defined by the unit
Certification board procedures
Instructor Certification Packet: - Procedure for submission, review and signature by the instructor certification signature authority (include graphic depicting routing process) - Organization or structure of content - Instructor certificate standard format and numbering process
Procedures for processing SQI 5K or 8 requests within the unit
Procedures to complete all certification requirements (lesson rehearsals) after certification packet submission/approval
Routine reporting procedures to track certified instructors within the unit
Certification procedures for certified instructors seeking to instruct an additional POI course(s)
Standards for instructor counseling and quarterly evaluation of instructional proficiency
Procedures and standards for maintaining instructor folders/portfolios
Visitor Observation Form collection, analysis, and dissemination of trended feedback procedures
Decertification procedures, to include actions that merit decertification as an instructor
Recertification procedures, to include a unit tracking mechanism to identify instructors who must recertify
Procedures for quality assurance of instructor proficiency and associated documentation within the unit
Establish and document unit professional development requirements
Instructor recognition program
Visitor folder content and organization
Tracking mechanism to ensure BOLC-B instructor specific training requirements are accomplished

ATZR-C
SUBJECT: Fires Center of Excellence (FCoE) Instructor Certification Policy

Table 2 **Forms may be retrieved on the FCoE Intranet Site** **https://sillc2nnec002mv.nasw.ds.army.mil/**		
FS 11	Instructor Certification Packet Coversheet	http://sill-www.army.mil/USAG/DHR/forms/FS_1-99/FS_Form_11_Mar_17.pdf
FS 12	Instructor Evaluation Tool (IET)	http://sill-www.army.mil/USAG/DHR/forms/FS_1-99/FS_Form_12.pdf
FS 12A	Instructor Performance Rubric	Link Pending upload from HQ adding to FS Forms
FS 13	IET Self-Assessment	http://sill-www.army.mil/USAG/DHR/forms/FS_1-99/FS_Form_13.pdf
FS 14	Visitor Observation Form (VOF)	http://sill-www.army.mil/USAG/DHR/forms/FS_1-99/FS_Form_14.pdf

Table 3 **Potential Certification Board Members**
Members of the chain of command (Commander/First Sergeant/Course Manager)
"Qualified" Instructor's mentor (Senior/Master Instructor)
"Qualified" Instructor's Peer-Coach or Chief Instructor
Other certified instructors for same course to be taught
Higher level unit representative from Battalion/Brigade/Directorate

Table 4 **Military Instructor Requirements** **AR 614-200: Initial selection criteria for instructor duty are as follow:**
Be a high school graduate or possess the GED equivalent.
Have no personal habits or character traits that are questionable from a security standpoint, such as financial irresponsibility, unusual foreign holdings or interest, heavy drinking, drug abuse, gambling, emotional instability, and so forth. In regards to alcohol and drug abuse, this restriction does not apply to Soldiers declared rehabilitation successes under the ASAP.
Possess mature judgment and initiative.
Have served at least 3 years of active Federal Service in any branch of the Armed Forces.
Have three years' time remaining in-service upon arrival at assignment or be able to reenlist or extend to meet the requirement.
Have a security clearance consistent with that required to attend the requisite instructor course.
Meet minimum reading grade level and language grade level (measured by Test of Adult Basic Education (see AR 350–1) required for attendance to the requisite instructor course.
Display good military bearing.
Meet the body composition requirements in AR 600–9.
Be able to pass the APFT.
Be fully qualified in the MOS for which instructor duty is desired and have at least 1 year of experience in that MOS.
Have recently held a leadership assignment.
Have a demonstrated ability to be an instructor.

Table 5 **TP 350-70-3: U.S. Army military instructors/facilitators must satisfy the following requirements:**
Possess required military occupational specialty (MOS), or be a graduate of an advanced officer course, and be a graduate of the course to be taught.
Successfully complete the current foundational, Army University provided instructor/facilitator course or Army University approved equivalent course.
Hold the rank of SSG/E-6 or higher or be a qualified SGT/E5 with a waiver.
Be in compliance with AR 600-9 Army Body Composition Program.
Pass the APFT, as outlined in AR 350-1 and AR 614-200.
Receive instructor/facilitator certification approval by the Commandant or designated authority.

Appendix DB
FSDD Train-the-Trainer Certification Policy

DB-1. FSDD Train-the-Trainer (T3) Certification Policy

DEPARTMENT OF THE ARMY
HEADQUARTERS, UNITED STATES ARMY FIRES CENTER OF EXCELLENCE AND FORT SILL
DIRECTORATE OF TRAINING AND DOCTRINE
700 MCNAIR ROAD
FORT SILL, OKLAHOMA 73503

ATSF-DS 30 January 2019

MEMORANDUM FOR RECORD

SUBJECT: FCoE Faculty and Staff Development Division (FSDD) Train-the-Trainer (T3) Certification

References:

a. Army Enterprise Accreditation Standards, Staff and Faculty (AEAS 6), 2018
b. TRADOC Regulation 350-70, Army Learning Policy and Systems, Chapter 8, Table 8-2, dated 10 July 2017
c. TRADOC Pamphlet 350-70-3, Faculty and Staff Development, Chapter 4, dated 4 October 2018
d. TRADOC Regulation 350-18, The Army School System, dated 1 May 2018
e. FCoE Instructor Certification Policy, October 2018

1. In accordance with TRADOC Pamphlet 350-70-3, Faculty and Staff Development Division (FSDD) faculty are required to be exceptionally competent in the implementation of Common Faculty Development Program (CFDP) material. Educator candidates must be train-the-trainer (T3) certified. The Chief, FSDD and/or the assigned certification mentor will brief newly assigned personnel concerning expectations and the certification process and timeline.

2. The following courses will be taught by FSDD faculty:

a. Common Faculty Development-Instructor Course (CFD-IC)
b. Common Faculty Development-Developer Course (CFD-DC)
c. Other ArmyU equivalent courses used for qualification and FCoE re-qualification
d. Training and Education Middle Managers Course (TEDMMC)

3. Each candidate will attend and conduct T3 for all courses offered by FSDD at FCoE. (See Note 1). Candidates may be required to attend courses and T3 at other installations based on CFD course availability at FCoE or due to availability of existing T3 faculty within FSDD to accommodate the certification process of a new candidate.

Note 1: FSDD General Schedule (GS) faculty are expected to T3 in all FSDD courses due to position descriptions and longevity. Military members may not have the ability or time to T3 in all courses, therefore the minimum expectation is for them to T3 in CFD-IC and the Instructor re-qualification course. Those military members who do exceptionally well, will T3 in other courses as required, based on organizational need.

ATSF-DS
SUBJECT: FCoE Faculty and Staff Train-the-Trainer (T3) Certification

a. T3 certification consists of four phases:

1) **Phase I Foundation.** T3 candidates will successfully complete the current ArmyU, Center for Teaching and Learning Excellence (CTLE) foundation courses as a student (CFD-IC, CFD-DC, other ArmyU approved courses as directed).

2) **Phase II Technical.** Observation and co-facilitation of the CFDP or other assigned T3 courses. T3 Candidates observe an entire course reflecting on their own experiences as a student and dialoguing with the Primary Instructor (PI)/T3 certified faculty (mentor) to clarify ideas, techniques, educational topics, and lesson plans/content. During the observation period, T3 candidates are required to conduct additional research on directed topics relating to adult education, learning theories, Army Learning Model, Army Learning Policy (350-70 series), and in-depth review of the lesson plans and associated content for the T3 courses. Upon completion of the observation period, candidates will serve as a co-facilitator/Assistant Instructor (AI). In this phase, the mentor uses the current Instructor Evaluation Tool (IET), enclosure 2, to evaluate the candidate. It is highly recommended that during this phase, the candidate is evaluated by multiple T3 certified educators during core course lessons to enhance performance feedback opportunities prior to Phase III certification. All T3 certified faculty are expected to support the certification process of new candidates.

3) **Phase III Certification.** This phase consists of two parts: a formal certification board and the candidates evaluated demonstration of proficiency while serving as the Primary Instructor for a full course. A FSDD T3 certified faculty member (different from the assigned mentor) will be assigned by the division chief to evaluate the candidate's ability to lead the course as a primary instructor to a live student audience.

a) The Chief of the FSDD is the certifying authority for all instructor T3FSDP certifications on CFDP courses.

b) Part I: Formal Certification Board.

i. Prior to the board, the assigned mentor will provide the FSDD chief the documented IET observations and assessments conducted during Phase II, with each lesson topic initialed and dated that the candidate satisfactorily demonstrated proficiency.

ii. Lesson topics not previously observed or assessed during Phase II, must be covered in the board. Board members will ask questions, which may require demonstration. The board will use an IET to evaluate the candidate.

iii. At a minimum, during each certification board, the following core lessons/topics will be pitched and evaluated:

a. CFD-IC:

- Lesson 2: Kolb's LSI

ATSF-DS
SUBJECT: FCoE Faculty and Staff Train-the-Trainer (T3) Certification

- Lesson 3: Adult Learning Models/Experiential Learning Overview/Knowles
- Lesson 4: Lesson Plan Development/Bloom's Taxonomy/Learning Objective Overview/Blooms PE
- Lesson 4: Backwards Design

b. CFD-DC

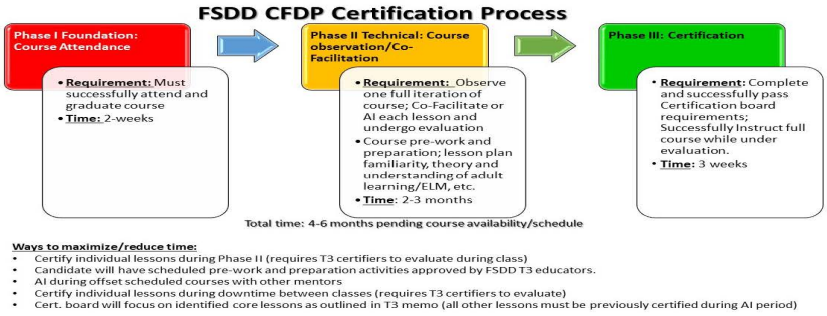
- ADDIE
- Program Evaluation
- Analysis
- Assessment (optional)

c. This board could take multiple days (no more than one week) depending on initial assessments conducted in Phase II by the mentor, and the candidate's performance.

d. If the candidate successfully passes the formal certification board portion, the candidate will move on to Part II. If the candidate fails the formal certification board, he/she will work with the assigned mentor on areas identified during the board.

c) Part II: Classroom evaluation. If the candidate performs satisfactorily on the classroom evaluation, the assigned T3 faculty evaluator will annotate on the IET and recommend certification to the FSDD chief. The completed IET will be added to the existing certification packet and forwarded to the FSDD chief for signature.

i. If additional training is required, the T3 faculty evaluator will Annotate recommendations on the IET to detail the additional training required. The mentor will be responsible for overseeing the additional training and scheduling a reevaluation of the candidate.



Adapted from TRADOC Regulation 350-70. Army Learning Policy and Systems. 10 July 2017.

ii. When all certification requirements are complete, the approved

ATSF-DS
SUBJECT: FCoE Faculty and Staff Train-the-Trainer (T3) Certification

and signed certification packet will be forwarded to the Headquarters S1 through DOTD Ops to request appropriate skill identifiers, SQI 8 for NCO instructors. Completed DA civilian T3 certification packets will be forwarded to the registrar for record keeping. One copy of the completed certification packet is to be kept on file at FSDD with the FSDD chief. Certification packets will include the following:

a) FCoE Instructor Certification Coversheet (Enclosure 1)
b) FCoE Instructor Evaluation Tool (IET) (Enclosure 2)
c) Packet will include a minimum of two successful instructor candidate evaluations (IETs) of which one must be from a successful "student teaching" venue.
d) FCoE Instructor self-assessment (Enclosure 3)
e) Certificates and documents:

i. CFD-IC
ii. CFD-DC
iii. TEDMMC (if applicable)
iv. Other internal FSDD required course certificates (Blackboard 101/201, EIC, IDBC, TDC)
v. DA 4187 (Request for SQI 8) (MIL only)
vi. Enlisted Record Brief (ERB) (MIL only)
vii. Current record Army Physical Fitness Test (APFT) card (DA Form 705) (MIL only)
viii. Body Fat Content Worksheet (MIL only)

iii. This packet will be forwarded to the current Certification Authority, FSDD Chief, for signature. Certification records will be maintained by the FSDD registrar (hardcopy and digital).

4) **Phase IV: Re-Qualification/Certification.** All FSDD faculty must re-qualify and re-certify every 5-years, with a start date of July 2017 IAW TR 350-70. FSDD faculty re-qualification/certification will consist of a refresh on Phase I concepts through approved and documented leader professional development activities or new qualification if an ArmyU foundation course has been updated or changed, along with Phase II/III observation and evaluations on each applicable course the faculty member is T3 certified. Additionally, faculty who are re-assigned to a new CoE/School will re-certify. Recertification for re-assigned personnel to FCoE FSDD will consist of the same process as stated above.
Quarterly instructor observations/evaluations using the FCoE IET are required as part of this policy and IAW FCOE Instructor certification policy dated 26 October 2018.

a) The FSDD chief will conduct observations and evaluations for re-certification of DA civilian T3 faculty. In the case this is not feasible, a Senior T3 faculty member may be delegated by the FSDD chief to observe and evaluate.
b) Failure to re-qualify/certify can result in de-certification and loss of position within the FSDD.
c) Re-qualification/certification documentation and quarterly

ATSF-DS
SUBJECT: FCoE Faculty and Staff Train-the-Trainer (T3) Certification

observations/evaluations must be maintained in faculty member records for accreditation and certification purposes.

4. Point of contact for this memorandum is FCoE, DoTD, Chief of Faculty and Staff Division, CW4 Kristy Fair at kristy.a.fair.mil@mail.mil, (580) 442-2372.

1/30/2019

X Kristy Fair

Signed by: FAIR.KRISTY.ARLENE.1235181327
KRISTY A. FAIR
Chief, Faculty and Staff Division
DOTD, FCOE

3 Encls:
1. FS Form 11 FCoE Certification Cover Sheet
2. FS Form 12 FCoE Instructor Evaluation Tool
3. FS Form 13 FCoE Instructor Self-Assessment

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Glossary

The abbreviations in the glossary are specific to and are representative of the learning enterprise; therefore, the same abbreviations may be defined differently outside of the learning environment.

AA	Active Army
AAR	after-action review
ABIC	Army Basic Instructor Course
ACE	Army Council on Education
ACOM	Army command
ACPM	Army Career Program Manager
ADA	Air Defense Artillery
ADDIE	analysis, design, development, implementation and evaluation
ADP	Army Doctrine Publication
ADRP	Army Doctrine Reference Publication
AEAS	Army Enterprise Accreditation Standards
AHRPO	Army Human Research Protection Office
AIB	Army Instructor Badge
AIS	Accountable Instructional System
AIT	Advanced Individual Training
AKO	Army Knowledge Online
ALC	Advanced Leader Course
ALCC	Army Learning Coordination Council
ALC-TE	TP 525-8-2 The U.S. Army Learning Concept for Training and Education, 2020-2040
AMTC	Army Multi-Domain Targeting Center
ANSI	American National Standard Institute
AOC	area of concentration
APFT	Army Physical Fitness Test
AR	Army Regulation
ARIMS	Army Records Information Management System
ArmyU	Army University
ARNG	Army National Guard
ARPRINT	Army Program for Individual Training
ARTR	Assessment and Reporting Training Readiness
ASI	additional skill identifier
ASTM	American Society for Testing and Materials
ATDC	Advanced Training Developer Course
ATED	Army Training and Education Development
ATN	Army Training Network
ATRRS	Army Training Requirements and Resources System
BAIB	Basic Army Instructor Badge

BCD	battlefield coordination detachment
BCT	Basic Combat Training
BOLC	Basic Officer Leader Course
BOLC-B	Basic Officer Leader Course - B
CAC	Combined Arms Center
CAC CG	Commanding General, Combined Arms Center
CAC-T	Combined Arms Center - Training
CAD	course administrative data
CALL	Center for Army Lessons Learned
CAR	Central Army Registry
CATS	Combined Arms Training Strategy
CCC	Captain Career Course
CDer	curriculum developer
CDID	Capability Development Integration Directorate
CDOY	Curriculum Developer of the Year
CDR	course design review
CEDP	continuing education degree programs
CFD	common faculty development
CFD-DC	Common Faculty Development - Developer Course
CFD-IC	Common Faculty Development - Instructor Course
CFDP	Common Faculty Development Program
CFL	Center Functional Lead
CG, CIMT	Commanding General, Center of Initial Military Training
CMP	course management plan
CNA	career management field
COA	course of action
CoC	Council of Colonels
CoE	Center of Excellence
CP-32	Career Program 32
CPX	command post exercise
CRMS	Course Revision Milestone Schedule
CSM	Command Sergeant Major
CTC	Combat Training Center
CTSSB	critical task and site selection board
DA	Department of the Army
DAC	Department of the Army Civilian
DCG, IMT	Deputy Commanding General, Initial Military Training
DIVARTY	division artillery
dL	distance learning
DoD	Department of Defense
DODI	Department of Defense Instruction

DOT	Director of Training
DOTD	Directorate of Training and Doctrine
DOTMLPF-P	doctrine, organization, training, materiel, leadership and education, personnel, facilities and policy
DOW	description of work
DtCG	Deputy to the Commanding General
DTMS	Digital Training Management System
DTT	Doctrine and Tactics Training
ECP	Enterprise Classroom Program
EIC	Evaluator Instructor Course
ELO	enabling learning objective
ETV	estimated time value
EXSUM	executive summary
F&S	faculty and staff
FA	Field Artillery
FAMOS	Field Artillery military occupational specialty
FAPO	Field Artillery Proponent Office
FCoE	Fires Center of Excellence
FCoE CG	FCoE Commanding General
FD	foreign disclosure
FDO	Foreign Disclosure Office
FDP1	Faculty Development Phase 1
FDP2	Faculty Development Phase 2
FDP3	Faculty Development Phase 3
FDRP	Faculty Development Recognition Program
FIFC	Foundation Instructor Facilitator Course
FKN	Fires Knowledge Network
FRAGO	fragmentary order
FRWG	Fires Readiness Working Group
FS	Fort Sill
FSDD	Faculty and Staff Development Division
FSDP	Faculty and Staff Development Program
FY	fiscal year
GLO	general learning outcome
GOSC	General Officer Steering Committee
HIPAA	Health Insurance Portability and Accountability Act
HQ	headquarters
HQDA	Headquarters, Department of the Army
I&KP	instructor and key personnel
IA	instructor actions
IAW	in accordance with

ibstpi	International Board of Standards for Training, Performance and Instruction
ICH	instructor contact hours
ICTL	individual critical task list
ID	identification
IDBC	Instructional Design Basic Course
IET	Instructor Evaluation Tool
IFSC	Intermediate Facilitation Skills Course
IMCOM	Installation Management Command
IMS	ITP Milestone Schedules
IMT	initial military training
IOC	initial operating capability
IOY	Instructor of the Year
IPR	in-process review
IRB	Institutional Review Board
ISAP	individual student assessment plan
ISR	instructor-student ratio
IT	information technology
ITB	Institution Training Brigade
ITE	integrated training environment
ITED	Individual Training and Education Division
ITP	individual training plan
ITRO	Inter-service Training Review Organization
JCIDS	Joint Capabilities Integration and Development System
JIPOE	Joint Intelligence Preparation of the Environment
JLLIS	Joint Lessons Learned Information System
KM	knowledge management
LAN	local area network
LIN	line item number
LMS	knowledge management
LP	lesson plan
LPM	Life-Cycle Program Manager
LSA	learning step activity
LSGCO	large-scale ground combat operations
MAIB	Master Army Instructor Badge
MC	mission command
MCA	Military Construction, Army
MDEP	Management Decision Package
MDMP	military decision making process
MEP	master evaluation plan
MET	mission essential task
METL	mission essential task list

MFR	memorandum for record
MISB	Master Instructor Selection Board
MLC	Mid-Grade Learning Continuum
MOI	memorandum of instruction
MOS	military occupational specialty
MOT	memorandum of transmittal
MRT	Master Resilience Trainer
NCO	noncommissioned officer
NCOA	Noncommissioned Officer Academy
NET	New Equipment Training
NGB	National Guard Bureau
NLT	not later than
NSN	national stock number
OASS	One Army School System
OCADA	Office of the Chief of Air Defense Artillery
OISD	operational, institutional and self-development
OMA	Operations and Maintenance, Army
OML	order of merit list
OPFOR	opposing forces
OPORD	operations order
OPR	Office of Primary Responsibility
OSD	Operational Systems Development
OTD	Operational Training Division
PAM	pamphlet
PAX	personnel
PBAC	Program Budget Advisory Committee
PDP	Professional Development Program
PDSI	project development skill identifier
PFN	program file number
PGD	Policy and Governance Division
PIC	post-instructional conference
PME	professional military education
PMR	product-managed risk
POC	point of contact
POI	program of instruction
POM	Program Objective Memorandum
PPBES	Planning, Programming, Budgeting and Execution System
PPEA	plan, prepare, execute, assess
PRB	Program Review Board
PWS	Performance Work Statement
QA	quality assurance

QAE	quality assurance element
QAO	Quality Assurance Office
QTR	quarter
RC	Reserve Component
RFI	request for information
RTI	regional training institute
SAIB	Senior Army Instructor Badge
SAM	staff action memorandum
SATBC	Systems Approach to Training Basic Course
SCT	supportive collective task
SGITC	Small Group Instructor Training Course
SI	skill identifier
SL1	Skill Level 1
SLC	Senior Leader Course
SMDR	Structure and Manning Decision Review
SME	subject matter expert
SOP	standard operating procedure
SQI	skill qualification identifier
SRM	Sustainable Readiness Model
SRM-TEM	Sustainable Readiness Model-Training Event Matrix
STEMC	Senior Training and Education Managers Course
STP	Soldier training publication
STRAG	Standards in Training Advisory Group
STRAP	Systems Training Plans
T&EO	Training and Evaluation Outline
T3	Train-the-Trainer
T3FSDP	Train-the-Trainer Faculty and Staff Development Program
TAC-BA	TRAS Abbreviated Cost-Benefit Analysis
TADSS	training aids, devices, simulators and simulations
TADV	Training Development
TAMIS	Total Ammunition Management Information System
TASKORD	tasking order
TATS	The Army Training System
TC	training circular
TCM	TRADOC Capability Manager
TDA	Table of Distribution and Allowances
TDC	Training Development Capability [tool]
TED	Training and Education Development
TED-E	Training and Education Development-Enterprise
TEDMMC	Training and Education Developer Middle Managers Course
TED-T	Training and Education Developer Toolbox

TED-WM/MM	Training and Education-Workload Management/Manpower Management
TGOSC	Training General Officers Steering Committee
TLO	terminal learning objective
TMD	Training Management Directorate
TOE	Table of Organization and Equipment
TOMA	Training Operations Management Activity
TP	TRADOC Pamphlet
TR	TRADOC Regulation
TRADOC	Training and Doctrine Command
TRAP	Training Requirements Arbitration Panel
TRAS	Training Requirements Analysis System
TSS	training support system
TTI	total task inventory
U.S.	United States
UJT	universal joint task
USAFCoEFS	United States Army Fires Center of Excellence and Fort Sill
USAR	United States Army Reserve
UTL	unit task list
VPLS	Vice Provost for Learning Systems
WARNO	warning order
WOAC	Warrant Officer Advanced Course
WOBC	Warrant Officer Basic Course
WTSP	Warfighter training support package