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Training and Doctrine Command  
Fort Eustis, Virginia 23604-5700

\*TRADOC Pamphlet 350-70-3

20 November 2023

Training and Education  
Faculty and Staff Development

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**History.** This publication is a minor revision of TRADOC Pamphlet 350-70-3. The summary of change lists the portions affected by this revision.

**Summary.** This pamphlet provides implementation guidance for developing, sustaining, and promoting the Faculty and Staff Development Program. It defines the Faculty and Staff Development Program target audience and outlines qualification and certification processes in support of regulatory requirements. The Faculty and Staff Development Program provides the organization and learning plan for Soldiers, Army Civilian Professionals, and contractor personnel across The Army School System and supports Functional Community-32 for Army Civilian Professionals.

**Applicability.** This pamphlet sustains the applicability from TRADOC Regulation 350-70, applies to all United States Army Training and Doctrine Command activities and The Army School System training institutions responsible for managing, developing, and implementing learning products. It also applies to non-Training and Doctrine Command agencies and organizations possessing memoranda of understanding or agreement and contracts for developing and delivering learning products for Training and Doctrine Command and The Army School System agencies and organizations.

**Proponent and Exception Authority.** AR 350-1 assigns the Commanding General, U.S. Army Training and Doctrine Command, the responsibility for Army learning (training and education)

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\*This pamphlet supersedes TRADOC Pamphlet 350-70-3, dated 4 October 2018.

guidance and procedures contained within. The proponent for this pamphlet is the Army University, Faculty and Staff Development Division. The Vice Provost for Academic Affairs, Army University is the authority to approve exceptions or waivers to this pamphlet that are consistent with training regulations. Exceptions and waivers are granted on an individual basis. The commander or senior leader of the requesting activity must endorse all exception to policy requests before forwarding requests through higher headquarters to the policy proponent. Requests must include requestor contact information; type of request (initial, extension, modification, appeal, or cancellation); specific pamphlet line items requested for exception to policy; unit, institution, center of excellence, or school affected; proposed alternative; justification; impact; expected benefits; anticipated effective dates; and duration requested.

**Suggested Improvements.** Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the Directorate of Vice Provost for Learning Systems (ATZL-AUL), Fort Leavenworth, KS 66027-1356. Additionally, individuals and organizations may send comments electronically using [usarmy.leavenworth.tradoc.mbx.armyu-fsdd-policy@army.mil](mailto:usarmy.leavenworth.tradoc.mbx.armyu-fsdd-policy@army.mil).

**Distribution.** This pamphlet is available in electronic media only at the U.S. Army Training and Doctrine Command Administrative Publications website <https://adminpubs.tradoc.army.mil>.

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## Summary of Change

TRADOC Pamphlet 350-70-3  
Faculty and Staff Development

This minor revision, dated 20 November 2023-

- o Changes Department of the Army Civilian to Army Civilian Professional (chap 1).
- o Incorporates the Faculty and Staff Development Program logic chart, providing clarity of aligned and connected programs (chap 1).
- o Incorporates a definition for instructors (chap 1).
- o Promulgates faculty and staff development processes for select colleges and institutions influenced by multiple external accrediting bodies (chap 1).
- o Changes Center for Teaching and Learning Excellence to Army University, Faculty and Staff Development Division (chap 2).
- o Incorporates the Training and Education Developer Middle Manager Course and program administration (chap 2).
- o Incorporates risk management in the Common Faculty Development-Instructor Course and Common Faculty Development-Developer Course (chap 2).

- o Changes Career Program-32 to Functional Community-32 for Army Civilian Professionals (chap 2).
- o Changes Army Physical Fitness Test to Army Combat Fitness Test (chap 3).
- o Describes course waivers and exception to policy approving authorities (chap 3).
- o Describes terminology to differentiate requalification and recertification (chap 4).
- o Changes the Train-the-Trainer Faculty and Staff Development Program to the Faculty Development Train-the-Trainer Program (chap 4).
- o Changes Common Faculty Development Program Phase I (Foundation) to Common Faculty Development Program Phase I (Qualification) (chap 4).
- o Changes awarding of the skill identifier or special qualification identifier from the Common Faculty Development Program Phase III (Certification) to Common Faculty Development Program Phase I (Qualification) (chap 4).
- o Reduces the number of certified Train-the-Trainer faculty to a minimum of one per Faculty and Staff Development Division / Faculty and Staff Development Office (chap 4).
- o Changes the Continuing Professional Development Program to Continuing Professional Development and includes program opportunities, standards, and documentation requirements (chap 5).

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## **Chapter 1**

### **Introduction**

#### **1-1. Purpose**

This pamphlet establishes guidance and procedures for the Faculty and Staff Development Program (FSDP).

#### **1-2. References**

See appendix A for required and related publications and referenced forms.

#### **1-3. Explanation of abbreviations and terms**

Explanations of abbreviations, special terms, and acronyms are in the glossary.

#### **1-4. Records management (recordkeeping) requirements**

The records management requirement for all record numbers, associated forms, and reports required by this publication are addressed in the Records Retention Schedule–Army (RRS–A). Detailed information for all related record numbers, forms, and reports are located in Army Records Information Management System (ARIMS)/RRS–A at <https://www.arims.army.mil>. If any record numbers, forms, and reports are not current, addressed, and/or published correctly in ARIMS/RRS–A, see DA Pamphlet 25–403 for guidance.

#### **1-5. Information Collections**

The surveys referred to in paragraph 3-2b(2) and 3-4a are exempt from internal collections approval, per AR 25-98, para 6-5.s.

#### **1-6. Faculty and Staff Development Program overview**

The FSDP prepares Soldiers, Army Civilian Professionals (ACPs), and authorized contractors for positions of responsibility as professional Army faculty and staff. The intended outcome of the FSDP is to produce certified personnel capable of displaying 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 members of a superior faculty.

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

(1) Instructor is defined as a faculty member who teaches in resident, non-resident, or blended learning environments. Within this pamphlet, the term “instructor” refers to all faculty who deliver instruction, including instructors, facilitators, and contractors assigned teaching responsibilities.

(2) Developer is defined as an individual whose function is to analyze, design, develop, and evaluate learning products, to include development of training strategies, plans, and products to

support resident, non-resident, blended learning, or unit training. Within this pamphlet, the term “developer” collectively refers to training and curriculum developers, writers, and contractors assigned to training development or curriculum development roles.

b. Staff is defined as the academic support workforce at centers and schools that includes academic staff, administrators, course managers, and support personnel including, but not limited to technicians, assistants, and Army authorized contractor personnel.

c. The FSDP consists of three components: The Common Faculty Development Program (CFDP), the Faculty Development and Recognition Program (FDRP), and the Faculty Development Train-the-Trainer Program (FDT3P). These components are described in subsequent chapters of this pamphlet. See table 1-1, Faculty and Staff Development Program logic chart, as a visual model depicting the three components of the FSDP.

d. All qualification and certification requirements for Reserve Component (RC) instructors and developers are achievable within one training year (13 months) under the Total Army Training System (TATS), and do not require travel to an institution location for Phases II and III of the certification process. RC personnel participate in continuing professional development, recertification, and credentialing opportunities as determined by proponent centers or schools. Army proponent centers and schools develop risk mitigation strategies to ensure RC personnel have regular access to professional development, recertification, and credentialing opportunities to achieve The Army School System (TASS) goals. The proponent certifying authority for RC personnel should be the same authority that certifies faculty and staff, Active Component (AC) military, ACPs, and contractor instructors.

e. The skill identifier (SI) or special qualification identifier (SQI) may be awarded after successful completion of the respective CFDP qualification course (Common Faculty Development-Instructor Course [CFD-IC] or the Common Faculty Development-Developer Course [CFD-DC]). See paragraph 4-6, Skill identifiers/special qualification identifiers, as a reference to the types of SIs/SQIs available, by cohort. Refer to DA Pamphlet 611-21 for Sister Service qualification courses to award the SI or SQI.

### **1-7. Influence of external accrediting bodies on faculty and staff development**

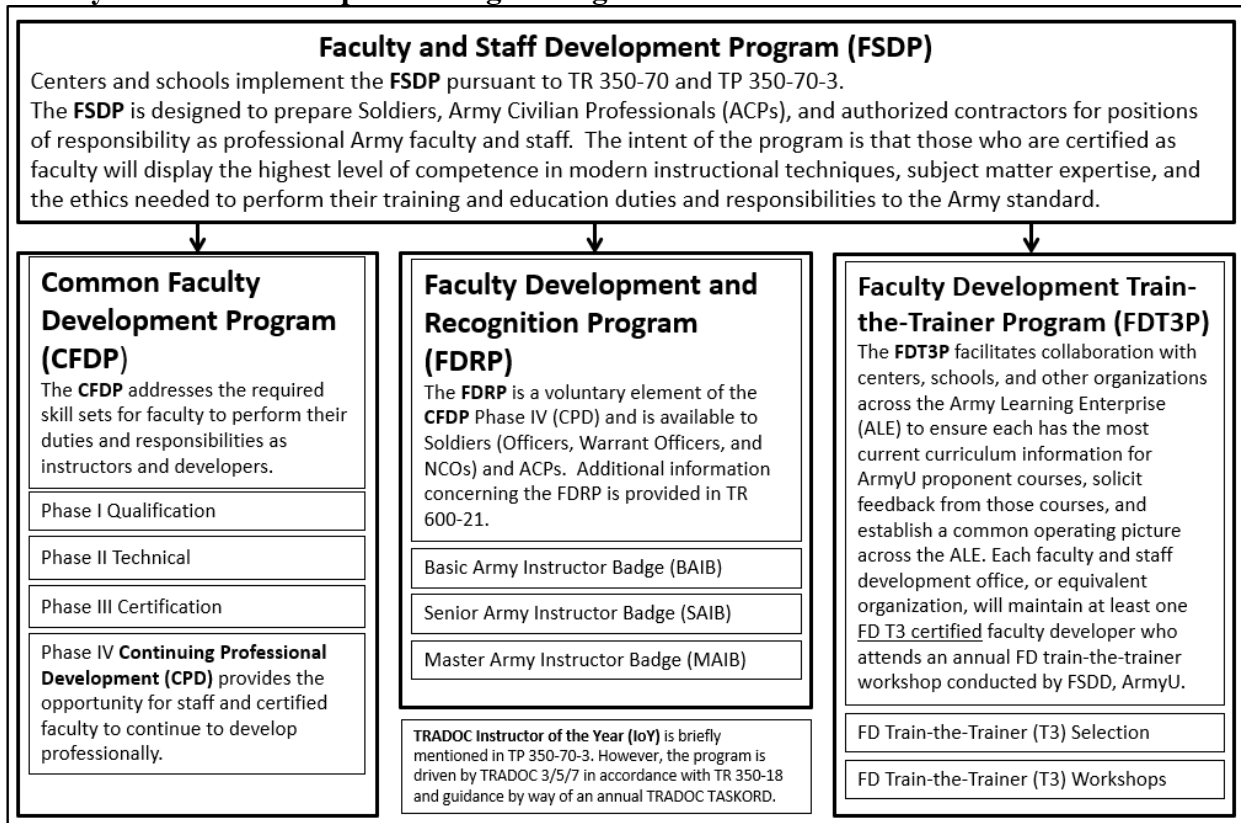
a. The Army War College, Command and General Staff College, and Defense Language Institute Foreign Language Center are required, by law and/or congressional mandates and authorities, to sustain external accreditations beyond Army accreditation to grant credit for Joint Professional Military Education (JPME) Phases I and II, or to award an associate, bachelor's, or master's degrees to eligible graduates. In order to provide these organizations with the flexibility necessary to meet criteria for external accreditation, commanders and/or commandants may tailor their FSDP. Elements of their FSDP will be informed by Army Enterprise Accreditation Standards (AEAS), specifically AEAS-6, Faculty and Staff. However, tailored programs must adhere to Army policy pertaining to records management, quality assurance, and safety. Faculty from tailored programs who desire to participate in the Army FDRP, Functional Community-32 (FC-32) opportunities, Educator/Instructor of the Year programs, or pursue related skill/special



qualification identifiers are subject to all requirements for such programs in accordance with published guidance.

b. The Army War College, Command and General Staff College, and Defense Language Institute Foreign Language Center inform, via faculty and staff development program-related evidence, the Army University (ArmyU) and Quality Assurance Office (QAO), U.S. Army Training and Doctrine Command (TRADOC) as to their organization’s unique FSDP when related college or institute policy is established and revised. Evidence, at a minimum, includes organization policy memoranda, standard operating procedures (SOP), and self-studies (assurance arguments) applicable to external accreditation yet relevant as evidence-based artifacts in support of AEAS.

**Table 1-1.**  
**Faculty and Staff Development Program logic chart**



**Chapter 2**  
**Program Administration**

**2-1. Commanding General, Headquarters, U.S. Army Training and Doctrine Command** Implements the TRADOC MG Mary E. Clarke Instructor of the Year (IoY) Program and works closely with the ArmyU and the Faculty and Staff Development Division (FSDD) to ensure

alignment of Army Learning Areas (ALAs) and General Learning Outcomes (GLOs) with faculty and staff training and education objectives.

## **2-2. Army University, Faculty and Staff Development Division**

a. Serves as the Army's proponent for the FSDP. Develops CFDP curriculum for instructor and developer qualification in collaboration with centers, schools, and other organizations' Faculty and Staff Development Offices (FSDOs).

b. Serves as the Army's proponent for the Training and Education Developer Middle Manager Course (TEDMMC). Develops TEDMMC curriculum in collaboration with centers, schools, and other organizations' FSDOs.

c. Serves as the approval authority for certifying all FDT3P instructors in accordance with TRADOC Regulation (TR) 350-70.

d. Provides FSDP training and education policies, programs, and instruction or training to prepare faculty and staff for their duties and responsibilities as trainers and instructors.

e. Establishes, provides, and develops training and education instructor and developer support materials.

f. Evaluates the Army's CFDP curriculum in support of the TRADOC QAO Accreditation standards in accordance with AEAS-6 for TASS, as requested.

g. Recommends to Headquarters, Department of the Army the experience and education criteria required for award of appropriate instructor and developer SIs or SQIs.

h. Ensures compliance with AEAS-6 across Army learning institutions, as it relates to faculty and staff, as required. TRADOC QAO remains the proponent for all AEAS.

i. Analyzes faculty and staff functions across Army learning institutions and measures common training and education skills, knowledge, and abilities. This includes assessments of promulgated policy, instructional strategies, emerging technology, Army Learning Model concepts, established instructor and developer competencies, ALAs, and GLOs.

j. Applies the ADDIE process to all products and courses supporting the FSDP. Ensures the FSDP course materials are student centric, relevant, realistic, rigorous, collaborative, engaging, and current.

k. Reviews and updates faculty and staff functions at least once each fiscal year.

l. Coordinates with TRADOC and non-TRADOC institutions to verify the adequacy of instructor and developer qualification and shares best practices that align with new instructional strategies, emerging technology, Army Learning Model concepts, established instructor and developer competencies, ALAs, and GLOs.

m. Provides TRADOC and non-TRADOC institutions information and guidance related to new educational trends and challenges in support of faculty and staff training and education objectives.

n. Ensures the FSDP curriculum includes the responsibility of instructors and developers to simultaneously develop character, competence, and commitment within faculty and staff education and training.

o. Coordinates with the Functional Chief and Functional Advisor from the Army Civilian Career Management Activity (ACCMA) to ensure the technical competencies and developmental opportunities for ACPs involved in faculty and staff development are nested with FC-32 of the Education and Information Sciences Career Field. Detailed information related to the ACCMA and FC-32 is found at the ArmyCP32 milSuite website, <https://www.milsuite.mil/book/groups/education-information-sciences-cp31-cp32-cp61>.

### **2-3. Proponent and school support to the Faculty and Staff Development Program**

Centers with proponent schools carry out the following roles and responsibilities to maintain and improve their FSDPs for all cohorts.

a. Establishes, staffs, and maintains an FSDO, or equivalent organization, to conduct respective CFDP qualification courses (CFD-IC and CFD-DC) and TEDMMC, if applicable.

b. Develops local faculty and staff development (FSD) SOP or policy.

c. Provides school personnel to serve as subject matter experts, developers, and instructors to collaborate on the development and validation of CFDP course content.

d. Provides faculty opportunities to attend specialized training and education required prior to or immediately after assuming a new duty position, as operational requirements allow.

e. In accordance with TR 350-70, ensures instructors are certified before conducting CFDP qualification courses (CFD-IC and CFD-DC) and TEDMMC as the primary or lead instructor, and the center and school maintains a minimum of one FDT3P certified instructor within their FSDO or equivalent organization. The FDT3P certified instructor maintains certification by attending a minimum of one FSDD, ArmyU faculty development train-the-trainer workshop annually.

f. Generates programs of instruction (POIs) for locally customized faculty and staff development courses in the training development capability (TDC) automated development tool for approval by phase, as appropriate.

g. Confirms CFDP qualification courses (CFD-IC and CFD-DC) and TEDMMC, if applicable, are listed under the appropriate proponent school code and documented in the Army Training Requirements and Resources System (ATRRS).

h. Establishes structured FSD events for continuing professional development, recertification, and credentialing opportunities.

i. Documents five-year faculty recertification requirements in local policy or SOP.

j. Develops a course-specific certification process for proponent courses, if needed.

k. Ensures the RC schools follow the same FSD certification process as AC centers, schools, and other organizations.

l. Supports the ArmyU reporting process; collects data on the areas indicated below to facilitate compiling data annually or as requested for submission to the Commanding General (CG), Combined Arms Center (CAC):

(1) Faculty qualifications (managed by local FSDO or equivalent organization).

(2) Faculty certifications (managed by center or school).

(3) Faculty recertifications (managed by center or school).

(4) Faculty recognition of achievements in accordance with TR 600-21.

(5) Faculty credentialing achievements.

m. Ensures faculty have an equal opportunity to participate and represent their respective organizations in the TRADOC MG Mary E. Clarke IoY Program.

n. Ensures lesson content surrounding risk management is taught during the CFD-IC and the CFD-DC in accordance with the associated lesson plans and POIs.

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## **Chapter 3 Management**

### **3-1. Overview**

This chapter provides guidance for records management, development of local FSD policies and procedures, FSDP assessment, and the processes for waivers or exceptions to policy.

### **3-2. Faculty and Staff Development Program records management**

Centers and schools manage records of assigned FSD faculty and students. This includes documentation for all phases of development, regardless of whether learning products are developed in-house or by contract.

a. FSD personnel records. Military, ACP, and contractor instructor and developer records include qualification, certification, recertification, written performance evaluations, and

information stored in personnel databases. Local FSDOs, or equivalent organizations, verify military, ACPs, and contractor instructors and developers follow regulatory guidance and contract requirements. All enlisted Soldiers must meet AR 614-200 guidelines. All commissioned and warrant officers (WO) must meet AR 614-100 guidelines. All Soldiers must meet AR 600-9 requirements and Army Combat Fitness Test (ACFT) standards outlined in ATP 7-22.01 with a completed DA Form 705-TEST (Army Combat Fitness Test Scorecard). ACP instructors and developers must comply with TR 350-70 and their job descriptions. Contractor instructors must comply with the qualification requirements stated in the approved performance work statement within the approved contract.

(1) FSD faculty records. Qualification credentials consist of documentation confirming the completion of CFDP Phase I (Qualification) courses (CFD-IC and CFD-DC) and TEDMMC, if applicable. New instructors are not certified to serve as the primary or lead instructor or developer for course-specific content until they complete the first three phases of the CFDP (Phases I, II, and III) and receive local certification for the course specific content. Only certified faculty assigned or attached to the local FSDOs, or equivalent organizations, within centers and schools may teach CFDP qualification courses (CFD-IC and CFD-DC) and TEDMMC, if applicable, to new faculty. See paragraph 4-7, Faculty and staff development instructor certification, for FSDO (or equivalent organization) certification and recertification requirements established by ArmyU/FSDD.

(2) FSD student records. FSDOs or equivalent organizations, in coordination with centers and schools, create and maintain student academic records, as applicable. Specifically, FSDOs have access to the ATRRS and FSD-related course records. Centers and schools annotate student individual training records via the Digital Training Management System (DTMS) pursuant to AR 25-400-2, AR 350-1, and TR 350-70. Centers and schools will refer to AR 25-400-2 for specific guidance on the retention and disposition of records. Each student record file contains the following, as applicable:

- (a) Evaluations.
- (b) Counseling records.
- (c) Test/summative assessment scores (do not include answer sheets in student record).
- (d) Copy of student's course attendance, TRADOC Form 350-18-2-R-E (Unit Pre-Execution Checklist), as applicable.
- (e) Copy of any requests for training or approved waivers the student needed to attend the course, including DA Form 4187 (Personnel Action) for military students, signed by the appropriate approving authority.
- (f) Certificates of course attendance and completion, including SF 182 (Authorization, Agreement, and Certification of Training).
- (g) DA Form 87 (Certificate of Training).

(h) Other student performance evaluation records and supporting documentation listed in TR 350-18.

b. FSD course records. Course records provide information to faculty and staff about the course history and student completion data for the conduct and improvement of courses. FSDOs, or equivalent organizations, maintain course records containing the following, as applicable:

(1) FSD Course Management Plans (CMPs). The CMP is a document that provides course managers and instructors the information required to manage and conduct the course. A CMP is required for courses in accordance with TR 350-70. CMP development starts upon completion and approval of the course design. The CMP and all its components will be available at the center or school.

(2) FSD Course feedback data. End-of-course feedback data may include data collected via end-of-course surveys, critiques, questionnaires, or feedback from informal conversations and group discussions as an opportunity to provide input to help improve CFDP qualification courses (CFD-IC and CFD-DC) and TEDMMC, if applicable. The local FSDO, or equivalent organization, reviews comments and significant trends for possible revision of CFDP qualification courses (CFD-IC and CFD-DC) and TEDMMC, if applicable, to support its target audience.

(3) FSD course after-action reviews (AARs). Instructors conduct AARs or use some form of guided discussion to bring out important points. AARs are typically conducted after completion of a learning event, end of each day instruction, end of a course, or major module of instruction. Refer to appendix B for a sample AAR performance checklist.

(4) FSD course rosters. Local FSDOs, or equivalent organizations, establish procedures for creating, updating, and maintaining historical records of course rosters, ensuring protection of personally identifiable information and sensitive information.

(5) FSD course documents. Student registration, approved training schedules, and POI waivers and exceptions to policy serve as documents that provide historical data especially when confirming student attendance and lessons taught, to include those lessons that were not executed due to resource constraints or lack of a subject matter expert.

(6) Guidance pertaining to the disposal of records pursuant to AR 25-400-2.

### **3-3. Local procedures**

FSDOs, or equivalent organizations, at TRADOC and non-TRADOC institutions develop their own local policies and procedures pursuant to TR 350-70 and this pamphlet. Local practices and procedures may be captured in an SOP or directed in a command policy.

### **3-4. Program evaluations**

Continual growth and development of the FSDP, including maintenance and improvements, are identified through both formal and informal program evaluations.

a. Centers and schools evaluate all CFDP instruction by providing each student completing the CFDP qualification courses (CFD-IC and CFD-DC) and TEDMMC, if applicable, with an opportunity to offer feedback through end-of-course surveys or questionnaires. Evaluations and feedback from students are written, anonymous, and provide students an opportunity to evaluate course content, accomplishment of course objectives, conduct of instruction, instructors, and instructional support. Local FSDO, or equivalent organization, personnel analyze student comments regarding CFDP-related lessons and TEDMMC-related lessons to determine if changes are needed or warranted. Student evaluations and feedback are provided to course managers, supervisors, and instructors for review and action, and then filed in accordance with ARMIS.

b. In addition to end-of-course surveys, instructors conduct AARs at the end of training events or a major module of instruction. The purpose of an AAR is to use student assessment and reflective practices as part of evaluation to measure achievement of learning outcomes. When using multiple instructors to present instruction in a classroom, AARs are even more important to ensure the standards for a given learning objective are met. See a sample AAR performance checklist at appendix B-1. Refer to TRADOC Pamphlet (TP) 350-70-14 for evaluation report format guidance.

c. ArmyU/FSDD, as the proponent for CFDP qualification courses (CFD-IC and CFD-DC) and TEDMMC, conducts two annual synchronization meetings (Post-Instruction Conference [PIC] and Course Design Review [CDR]) and invites stakeholders from FSDOs, or equivalent organizations, to identify, align, and prioritize critical learning requirements in support of Army readiness. The PIC and CDR identify major and minor content modifications, effectiveness of delivery methods, and resource issues across the doctrine, organization, training, materiel, leadership and education, personnel, facilities, and policy (DOTMLPF-P) domains. The PIC and CDR are, in part, informed by data provided from FSDOs, or equivalent organizations, and other representatives involved with developing, planning, presenting, and resourcing a CFDP qualification course (CFD-IC and CFD-DC) and TEDMMC. Participants report timelines, actions, present executive summaries, and provide substantive information to ArmyU/FSDD to make decisions regarding the design and implementation of the CFDP qualification courses (CFD-IC and CFD-DC) and TEDMMC. Summaries of PIC and CDR outcomes and waivers in support of changes to CFDP-related and TEDMMC-related learning objectives are documented by ArmyU/FSDD and made available to FSDOs, or equivalent organizations.

### **3-5. Waivers and exceptions to policy**

An exception to policy or waiver is approved by the proponent before the start of a scheduled CFDP qualification course (CFD-IC and CFD-DC) and TEDMMC, if applicable. ArmyU has delegated CFDP qualification course (CFD-IC and CFD-DC) and TEDMMC waiver authority for instructor student ratio, resources, and learning content customization to local commanders/commandants. All other waivers, to include deviations from approved CFDP qualification course (CFD-IC and CFD-DC) and TEDMMC learning objectives, are submitted for review and ArmyU/FSDD approval. If an FSDO, or equivalent organization, determines there is a need for a course waiver, or exception to policy, a request for an exception to policy or waiver is submitted using the process outlined in appendix B of this pamphlet. Refer to TR 350-18 for additional guidance on waivers and exceptions to policy.

### **3-6. Requests for training**

a. Individual students. Administrators and/or training personnel use the ATRRS enterprise application and tools to check availability of courses, enroll/register, and assign a completion and/or graduation code for students attending CFDP qualification courses (CFD-IC and CFD-DC) and TEDMMC.

b. Local FSDO or equivalent organization. The offerings, locations, and enrollment framework supporting the CFDP qualification courses (CFD-IC and CFD-DC) and TEDMMC are loaded and available in the ATRRS. CFDP qualification courses (CFD-IC and CFD-DC), TEDMMC, and associated lesson plans are listed in the TDC automated development tool. Leaders and administrators use the TDC automated development tool to access the required courseware and reference documentation to understand applicable course requirements.

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## **Chapter 4 Faculty and Staff Personnel Development**

### **4-1. Overview**

Faculty and staff encompass personnel involved with training and education, to include development, delivery, and support of Army learning programs. ArmyU does not permit waivers of instructor and developer qualification requirements.

### **4-2. Instructor or developer assignments**

All personnel seeking certification must be assigned to an instructor or developer table of distribution and allowances position, subject to local policy.

### **4-3. Military instructor and developer requirements**

Military instructors and developers-

a. Possess the required military occupational specialty (MOS) or the requisite advanced officer, warrant officer, or enlisted course for which instructor duty is desired. See AR 350-1, AR 614-100, or AR 614-200 regarding specific officer, warrant officer, or enlisted instructor selection criteria for instructor assignments at centers and schools such as, but not limited to, the School of Advanced Military Studies, Western Hemisphere Institute for Security Cooperation, Sergeants Major Academy, or U.S. Army Medical Center of Excellence.

b. Successfully complete the respective CFDP qualification course (CFD-IC or CFD-DC).

c. Hold the rank of Staff Sergeant (E-6 grade) or higher or be a qualified Sergeant (E-5 grade) with a waiver. See AR 350-1, AR 614-100, or AR 614-200 regarding waiver authorities for instructor assignments at centers and schools, as applicable.



d. In accordance with AR 350-1 all Soldiers attending institutional training courses are expected to meet the physical readiness standards and body fat standards in accordance with AR 600-9. Additionally, Soldiers flagged for ACFT failure or body fat composition will not be selected, scheduled, or attend institutional training, in accordance with AR 350-1.

e. Pass the ACFT, as outlined in AR 350-1, AR 614-100, or AR 614-200, as applicable.

f. Receive instructor or developer certification approval by the Commander, Commandant, Director of Training, Deputy Director of Training, FSDO Chief, or designated authority following completion of Phase II and Phase III of the CFDP.

#### **4-4. Civilian and contractor instructor and developer requirements**

a. ACPs and contractor instructors and developers successfully complete the respective CFDP qualification course (CFD-IC or CFD-DC) in accordance with TR 350-70.

b. The Commander, Commandant, Director of Training, Deputy Director of Training, FSDO Chief, or designated authority provides instructor or developer certification approval to ACPs and contractors following completion of Phase II and Phase III of the CFDP.

c. The contractor, via the Contracting Officer Representative (COR), is responsible for providing contractor employees who meet all standards necessary for contract performance in accordance with the approved contract (for additional information on contractor-related instruction, see AR 350-1, TR 350-70, and Army G-3/5/7 (DAMO-TRI) Memorandum dated 4 August 2017 (Contractor Attendance at Army Provided Training)).

d. Contractors may only attend courses and/or training designated as mandatory and documented in approved contracts. Contractors do not attend government-sponsored training unless the terms of the approved contract specifically require attendance. Resourcing this requirement is the local command's responsibility.

e. FSDOs, or equivalent organizations, use the ATRRS, where applicable, to identify and manage contractor-related training requirements and allocated training seats.

#### **4-5. Term definitions**

a. Qualification means the faculty member has successfully completed the respective ArmyU/FSDD approved CFDP qualification course (CFD-IC or CFD-DC) – CFDP Phase I (Qualification). ArmyU/FSDD, as the proponent of the CFD-IC and CFD-DC, does not require requalification - once faculty members successfully complete the respective ArmyU/FSDD approved CFDP qualification course (CFD-IC or CFD-DC) there is no requalification requirement.

b. Certification means the faculty member, in addition to completing CFDP Phase I (Qualification), has successfully completed CFDP Phase II (Technical) and CFDP Phase III (Certification). Completion of the local center or school certification process permits the faculty

member to serve as the primary or lead instructor or developer for course-specific content. Additionally, certification recognizes the local center or school certifying authority has verified and validated that the individual demonstrates the character, competence, and commitment to be an instructor or developer. The established instructor and developer competencies referenced in appendix B include competencies related to the foundations of the Army ethic that support the characteristics of trusted Army professionals in accordance with Army Doctrine Publication (ADP) 6-22. Certification is valid for five years in accordance with TR 350-70.

c. Recertification means a previously certified faculty member successfully completed a targeted proficiency validation under the conditions and standards established by the center or school – CFDP Phase IV (Continuing Professional Development). Recertification requirements may occur for several reasons, including, but not limited to a five-year lapse of time between certification or recertification, significant time away from instructor or developer duties, or transfer from one organization to another organization. Recertification is valid for five years and applicable to each course the faculty member is certified to teach or develop course-specific content.

**4-6. Additional skill identifier/skill identifier/special qualification identifier**

Upon successful completion of the respective CFDP qualification course (CFD-IC or CFD-DC) an additional skill identifier (ASI)/skill identifier (SI)/special qualification identifier (SQI) packet may be submitted through the local center or school's Director of Training, Deputy Director of Training, or authorized personnel to their S-1/G-1 Military Personnel Office for action. All requests for award of an ASI/SI/SQI (instructor and developer) are subject to cohort-related guidance in accordance with AR 614-100, AR 614-200, AR 611-1, and DA Pamphlet 611-21, as applicable. See table 4-1 as a reference to the types of ASIs/SIs/SQIs available, by cohort.

**Table 4-1.  
Skill identifiers/special qualification identifiers**

| Category   | SI/SQI  | Instructor | Developer |
|--|---------|------------|-----------|
| Commissioned Officer   | SI      | 5K         | 7Q        |
| Warrant Officer  | SQI/ASI | 8          | 7Q        |
| Noncommissioned Officer (NCO)  | SQI     | 8          | 2         |
| <b>ASI/SI/SQI Legend</b><br>ASI – Additional Skill Identifier<br>SI – Skill Identifier<br>SQI – Special Qualification Identifier<br>2 – Training Developer<br>8 – Instructor<br>5K – Instructor<br>7Q – Training Developer |         |            |           |

#### **4-7. Faculty and staff development instructor certification**

a. CFDP instructors are expected to be exceptionally competent in the implementation of CFDP material. Therefore, instructors in FSDOs, or equivalent organizations, must complete the certification and recertification requirements established by ArmyU/FSDO, as the proponent of the CFD-IC, CFD-DC, and TEDMMC in accordance with TR 350-70.

(1) The following certification requirements apply to instructors in FSDOs, or equivalent organizations that teach CFDP qualification courses (CFD-IC and/or CFD-DC) and TEDMMC:

(a) Phase I (Qualification). Successful completion of the respective CFDP qualification course (CFD-IC and/or CFD-DC) and TEDMMC, if applicable, as a student.

(b) Phase II (Technical). Observation and co-facilitation of the respective CFDP qualification course (CFD-IC and/or CFD-DC) and TEDMMC, if applicable, as an assistant instructor, while supervised by a CFDP certified instructor.

(c) Phase III (Certification). The certification is a demonstration of proficiency on the entire respective CFDP qualification course (CFD-IC and/or CFD-DC) and TEDMMC, if applicable, as the primary or lead instructor. A certified CFDP instructor evaluates the faculty member's ability to lead the respective CFDP qualification course (CFD-IC and/or CFD-DC) and TEDMMC, if applicable, at the local FSDO or equivalent level.

(2) Recertification requirements apply to instructors in FSDOs, or equivalent organizations that teach CFDP qualification courses (CFD-IC and/or CFD-DC) and TEDMMC. Recertification is required every five years and applicable to each CFDP qualification course the instructor is certified to teach. Recertification is also required when a CFDP qualification course instructor or TEDMMC instructor has not taught the respective CFDP qualification course (CFD-IC and/or CFD-DC) or TEDMMC in the last three years. Recertification of CFDP qualification course (CFD-IC and/or CFD-DC) instructors and TEDMMC instructors will include, at a minimum, a recertification workshop facilitated by the FSDO, or equivalent organization, focused on advanced teaching techniques for the respective CFDP qualification course (CFD-IC and/or CFD-DC) and TEDMMC, if applicable.

b. The local FSDO Chief, or equivalent organization, is the certifying authority for all CFDP instructor qualification course (CFD-IC and/or CFD-DC) and TEDMMC certifications and recertifications.

#### **4-8. Faculty Development Train-the-Trainer Program**

a. The FDT3P is focused on a select group of active FSD instructors. Only the best instructors in each FSDO, or equivalent organization are selected for the FDT3P and certified by ArmyU/FSDO. Instructors selected for FDT3P certification are acknowledged as experts in faculty development instruction, demonstrating exceptional motivation, professionalism, and ethics.

b. Obtaining FDT3P certification status requires an endorsement from the local FSDO Chief or designated representative, and approval from ArmyU/FSDD. To retain FDT3P certification, instructors attend an annual faculty development T3 workshop conducted by ArmyU/FSDD. Centers and schools will maintain a minimum of one FDT3P certified instructor within the FSDO, or equivalent organization, in accordance with TR 350-70.

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## **Chapter 5**

### **Common Faculty Development Program**

#### **5-1. Overview**

The CFDP provides new faculty members (instructors and developers) the required skills to perform their duties and responsibilities as instructors and developers. The CFDP incorporates ArmyU-established faculty competencies and outcomes that are informed by nationally and internationally recognized adult education standards. The program has four phases, and those phases are applicable to each of the two faculty qualification courses (CFD-IC and CFD-DC) and TEDMMC, if applicable. The four CFDP phases include: Qualification, Technical, Certification, and Continuing Professional Development.

#### **5-2. Four phases of the Common Faculty Development Program**

a. Phase I (Qualification). To meet the qualification standard, prospective faculty members successfully complete the CFDP instructor (CFD-IC) or developer (CFD-DC) qualification course. Phase I addresses adult learning principles articulated in the Army Learning Concept and incorporates ArmyU-established faculty competencies and outcomes that are informed by nationally and internationally recognized adult education standards. Following qualification, military faculty may work with their local command to request awarding of an SI/SQI.

b. Phase II (Technical). Phase II combines foundational educational methodology with technical content. Following successful completion of Phase I (Qualification), qualified faculty members can serve as assistant instructors or co-developers to a certified faculty member to achieve the technical standard for the course content for which they are responsible.

c. Phase III (Certification). Following successful completion of Phase II, Phase III certification culminates the certification process that includes the prospective instructor or developer being evaluated, by an experienced and certified faculty member, teaching a course as the primary instructor in the classroom or as a developer that writes courseware in support of classroom instruction. The qualified faculty member completes the center or school specific certification requirements which include, at a minimum, one evaluation by a certified faculty member.

d. Phase IV (Continuing Professional Development [CPD]). Phase IV provides the opportunity for certified faculty and staff to continue to develop professionally. Phase IV includes a five-year faculty recertification for all instructors and developers. Each center or school determines faculty development needs and designates their recertification plans in writing. Opportunities for recertification may include advanced faculty development courses, credentialing, achieving

badging requirements within the FDRP, completing the TEDMMC, a short-term faculty development program, and career program sponsored classes that support professional development. Faculty who fails to recertify within the five-year period are removed from active faculty positions at the discretion of the associated center or school commandant until they can meet the recertification requirements.

### **5-3. Common Faculty Development Program: competency-based and site-specific**

a. Competency-based means the CFDP incorporates the faculty competencies established by ArmyU.

b. Site-specific means the CFDP is adaptable to the requirements found at each of the local centers and schools for their unique content and faculty populations. The CFDP does not standardize the faculty development process and programs, but rather establishes standards for the various centers and schools, and other organizations to adhere in the establishment of their programs.

c. ArmyU/FSDD provides the courseware, teaching materials, and lesson plans for the CFDP qualification courses (CFD-IC and CFD-DC) and TEDMMC. The local FSDOs, or equivalent organization, may customize content to accommodate individual center and school instructor capabilities, requirements, preferred learning strategies and methods of instruction. However, the learning objectives and outcomes are not customizable since they are based on faculty competencies established by ArmyU.

d. Only certified faculty assigned to the local FSDOs, or equivalent organizations, within the centers or schools, or other organizations, conduct CFDP qualification courses (CFD-IC and CFD-DC) for new faculty and TEDMMC for middle managers. See para 4-7, Faculty and staff development instructor certification, for requirements established by ArmyU/FSDD as the proponent of the CFD-IC, CFD-DC, and TEDMMC.

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## **Chapter 6 Faculty Recognition Programs**

### **6-1. Faculty Development and Recognition Program**

a. The FDRP is a voluntary component of the CFDP Phase IV (CPD). The FDRP recognizes superior performance in the classroom and awards the Army Instructor Badges. The FDRP contributes to the improvement and professional development of instructors by developing, training, and mentoring those who demonstrate excellence in their performance. It also provides added value to unit training, education, and professional development programs when the instructor returns to the field.

b. The recognition portion of the FDRP is the Army Instructor Badges: Basic, Senior, and Master. The badging portion of the FDRP is voluntary, requires successful completion of faculty

qualification and certification standards, and includes professional development counseling and evaluation of performance in the classroom using an Instructor Observation Rubric. The FDRP is detailed in TR 600-21.

## **6-2. U.S. Army Training and Doctrine Command Instructor of the Year (IoY) Program**

a. Centers and schools are encouraged to align their local FSD and faculty recognition programs with the TRADOC faculty recognition program to recognize outstanding instructors and developers and promote excellence in instruction.

b. The TRADOC MG Mary E. Clarke IoY Program is designated to promote and recognize excellence in instruction. The program is used to recognize outstanding individual instructors across ArmyU and TRADOC. The most outstanding instructors from all ArmyU and TRADOC instructional elements may participate in their respective categories: commissioned officer, warrant officer, NCO, and ACP from the Active Army, Army National Guard, U.S. Army Reserve.

c. Non-TRADOC schools can participate in the TRADOC MG Mary E. Clarke IoY Program. Nomination procedures may change from year to year. The TRADOC organizational point of contact for information is the Learning Enterprise Division, Training Integration Directorate, at TRADOC G-3/5/7.

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## **Appendix A References**

### **Section I Required Publications**

Unless otherwise indicated, TRADOC publications and forms are available on the TRADOC administrative publications website at <https://adminpubs.tradoc.army.mil>. Army publications and forms are available on the Army Publishing Directorate website at <https://armypubs.army.mil>.

AR 25-400-2  
Army Records Management Program

AR 350-1  
Army Training and Leader Development

AR 614-100  
Officer Assignment Policies, Details, and Transfers

AR 614-200  
Enlisted Assignments and Utilization Management

TR 350-18  
The Army School System (TASS)

TR 350-70  
Army Learning Policy and Systems

TR 600-21  
Faculty Development and Recognition Program

**Section II**  
**Related Publications**

A related publication is a source of additional information. The user does not have to read a related reference to understand this pamphlet.

Army Directive 2022-05 (Army Combat Fitness Test), 23 March 2022

ADP 3-0  
Operations

ADP 6-22  
Army Leadership and the Profession

AR 25-30  
Army Publishing Program

AR 25-50  
Preparing and Managing Correspondence

AR 25-98  
Information Management Control Requirements Program

AR 350-10  
Management of Army Individual Training Requirements and Resources

AR 385-10  
The Army Safety Program

AR 600-8-104  
Army Military Human Resource Records Management

AR 600-9  
The Army Body Composition Program

AR 611-1  
Military Occupational Classification Structure Development and Implementation

TRADOC Pamphlet 350-70-3

ArmyCP32 milSuite website (CAC-enabled)

<https://www.milsuite.mil/book/groups/education-information-sciences-cp31-cp32-cp61>

Army G-3/5/7 (DAMO-TRI) Memorandum, dated 4 August 2017

Contractor Attendance at Army Provided Training (Available at

<https://www.dau.edu/cop/ammo/documents/contractor-attendance-army-provided-training>).

DA Pamphlet 25-40

Army Publishing Program Procedures

DA Pamphlet 25-403

Army Guide to Recordkeeping

DA Pamphlet 385-30

Risk Management

DA Pamphlet 611-21

Military Occupational Classification and Structure

ATP 5-19

Risk Management

ATP 7-22.01

Holistic Health and Fitness Testing

FM 7-0

Training

FM 7-22

Holistic Health and Fitness

TED-T website (CAC-enabled)

<https://armyeitaas.sharepoint-mil.us/sites/tr-cac-au-TEDT/SitePages/Home.aspx>

TR 1-11

Staff Procedures

TR 25-35

Preparing and Publishing United States Army Training and Doctrine Command Administrative Publications

TR 350-36

Basic Officer Leader Training Policies and Administration

TP 350-70-7

Army Educational Processes



TP 350-70-13  
System Training Integration

TP 350-70-14  
Training and Education Development in Support of the Institutional Domain

TP 525-8-2  
The U.S. Army Learning Concept for Training and Education 2020-2040

### **Section III Prescribed Forms**

This section contains no entries.

### **Section IV Referenced Forms**

DA Form 87  
Certificate of Training

DA Form 705-TEST  
Army Combat Fitness Test Scorecard

DA Form 4187  
Personnel Action

DA Form 2028  
Recommended Changes to Publications and Blank Forms

SF 182  
Authorization, Agreement, and Certification of Training (Available electronically at <https://www.gsa.gov/forms>)

TRADOC Form 350-18-2-R-E  
Unit Pre-Execution Checklist

## **Appendix B Sample Faculty and Staff Documents**

### **B-1. After-Action Review (AAR) performance checklist**

Figure B-1 is a sample AAR performance checklist. An AAR is a guided analysis of performance, conducted at appropriate times during and at the conclusion of a training event or operation with the objective of improving future performance. An AAR can be formal or informal (sometimes called a hotwash) and includes a facilitator, event participants, and other observers (FM 7-0). An AAR captures student perspectives and facilitates continuous improvement. The purpose of an

AAR is to use student assessment and reflective learning and achievement practices as part of evaluation to measure achievement of AEAS and outcomes. In addition, the AAR provides an opportunity to provide input on the conduct of the course or class. Conduct an AAR immediately after completion of a learning event.


| <b>After Action Review (AAR) Performance Checklist</b> |   |
|--|---|
|  | Put a check in all boxes that were completed for the AAR.   |
| <b>Before the AAR</b>                                  | <p>The instructor completed these actions before conducting the AAR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor prepared an AAR procedural outline.</li> <li><input type="checkbox"/> The room (or training area) was appropriate and facilitated the review.</li> </ul>  |
| <b>During the AAR</b>                                  | <p>The instructor carried out the following AAR steps:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Began the AAR: explained any ground rules, stated the purpose of the AAR, restated the learning objective, and listed the learning events to be discussed.</li> <li><input type="checkbox"/> Directed students to discuss strengths and recorded the strengths on a flip chart or computer.</li> <li><input type="checkbox"/> Directed students to discuss weaknesses and possible causes and recorded them.</li> <li><input type="checkbox"/> After all strengths and weaknesses were discussed, the instructor added observations, insights, and lessons.</li> <li><input type="checkbox"/> Students discussed what to do differently and why and recorded the ideas.</li> <li><input type="checkbox"/> When all students had finished, the instructor added suggestions.</li> <li><input type="checkbox"/> Specifically recommended to students what to do next: reflect, study, more training, more practice, or other improvement actions.</li> <li><input type="checkbox"/> Summarized the AAR.</li> </ul> |
| <b>Overall</b>   | <p>Overall observations, insights, and lessons of the AAR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students talked 75% of the time. The instructor did <u>not</u> lecture the students.</li> <li><input type="checkbox"/> All the students participated in the AAR.</li> <li><input type="checkbox"/> Instructor asked questions to clarify and to get students to consider the consequences of what they said and/or did. Reinforce what went well.</li> <li><input type="checkbox"/> Instructor made the students' actions visual: drew diagrams and had students re-enact what they did and describe why they had done it.</li> <li><input type="checkbox"/> Instructor kept discussion focused on the tasks or topics relating to the learning objective.</li> <li><input type="checkbox"/> The "what to do differently" ideas are consistent with AEAS.</li> </ul>   |

**Figure B-1. Sample AAR performance checklist**

**B-2. Waiver memorandum format**

Figure B-2 serves as a sample memorandum format pertaining to the information required in requesting a CFDP-related exception to policy or waiver as described in the Proponent and Exception Authority paragraph within the title page and paragraph 3-5, Waivers and exceptions to

policy, of this pamphlet (see AR 25-50 and TR 1-11 for guidance on preparing and managing correspondence and staff procedures).

|  |   |
|--|---|
|   | <b>DEPARTMENT OF THE ARMY</b><br>ORGANIZATIONAL NAME/TITLE<br>STANDARDIZED STREET ADDRESS<br>CITY STATE ZIP+4 |
| OFFICE SYMBOL (ARIMS Record Number)  | Date  |
| MEMORANDUM FOR Director, Army University, Faculty and Staff Development Division,<br>Fort Leavenworth, Kansas 66027  |   |
| SUBJECT: Request for Exception to Policy or Waiver   |   |
| 1. State the purpose of the request for exception to policy or waiver.   |   |
| a. Requestor contact information.  |   |
| b. Type of waiver request (Initial, Extension, Modification, Appeal, Cancellation).  |   |
| c. Pamphlet line items requested for waiver.   |   |
| d. Proposed alternative procedures and the institutions, centers, or schools affected.   |   |
| e. Justification.  |   |
| f. Impact statement and expected benefits.   |   |
| g. Waiver period of time covered (duration).   |   |
| h. Anticipated implementation date.  |   |
| 2. The point of contact for this action is [military rank or civilian prefix, last name only,<br>office/organization, defense switch network phone number, commercial phone number,<br>and email]. |   |
| Encl   | SIGNATURE BLOCK   |

**Figure B-2. Sample waiver memorandum format**

### **B-3. Army instructor and developer competencies:**

The CFDP incorporates ArmyU-established faculty competencies and outcomes that are informed by nationally and internationally recognized adult education standards. The CFDP is adaptable to the requirements found at each of the local centers and schools for their unique content and faculty populations. ArmyU-established faculty competencies are available on the Training and Education Developer-Toolbox (TED-T) website.

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## **Glossary**

### **Section I**

#### **Abbreviations and Acronyms**

|        |   |
|--------|---|
| AA     | Active Army   |
| AAR    | after-action review   |
| AC     | active component  |
| ACCMMA | Army Civilian Career Management Activity                      |
| ACFT   | Army combat fitness test                                      |
| ACP    | Army Civilian Professional                                    |
| ADDIE  | analysis, design, development, implementation, and evaluation |
| AEAS   | Army Enterprise Accreditation Standards                       |
| ALA    | Army learning area(s)   |
| ALE    | Army Learning Enterprise                                      |
| AR     | Army regulation   |
| ARIMS  | Army Records Information Management System                    |
| ArmyU  | Army University   |
| ASI    | additional skill identifier                                   |
| ATP    | Army Techniques Publication                                   |
| ATRRS  | Army Training Requirements and Resources System               |
| BAIB   | Basic Army Instructor Badge                                   |
| CAC    | United States Combined Arms Center                            |
| CDR    | course design review  |
| CFD-DC | Common Faculty Development-Developer Course                   |
| CFD-IC | Common Faculty Development-Instructor Course                  |
| CFDP   | Common Faculty Development Program                            |
| CG     | commanding general  |
| CMP    | course management plan  |
| CPD    | continuing professional development                           |
| DA     | Department of the Army  |
| DA Pam | Department of the Army pamphlet                               |
| FC     | functional community  |
| FD     | faculty development   |
| FDRP   | Faculty Development and Recognition Program                   |
| FDT3P  | Faculty Development Train-the-Trainer Program                 |
| FSD    | faculty and staff development                                 |

|        |  |
|--------|--|
| FSDD   | faculty and staff development division                 |
| FSDO   | faculty and staff development office                   |
| FSDP   | Faculty and Staff Development Program                  |
| GLO    | general learning outcome                               |
| IoY    | instructor of the year                                 |
| MAIB   | Master Army Instructor Badge                           |
| MOS    | military occupational specialty                        |
| NCO    | noncommissioned officer                                |
| PIC    | post-instruction conference                            |
| POI    | program of instruction                                 |
| QAO    | quality assurance office                               |
| RC     | reserve component                                      |
| RRS-A  | Records Retention Schedule-Army                        |
| SAIB   | Senior Army Instructor Badge                           |
| SF     | standard form  |
| SI     | skill identifier                                       |
| SQI    | special qualification identifier                       |
| T3     | train-the-trainer                                      |
| TASS   | The Army School System                                 |
| TATS   | Total Army Training System                             |
| TDC    | training development capability                        |
| TEDMMC | Training and Education Developer Middle Manager Course |
| TED-T  | Training and Education Developer-Toolbox               |
| TP     | TRADOC pamphlet  |
| TR     | TRADOC regulation                                      |
| TRADOC | U.S. Army Training and Doctrine Command                |
| WO     | warrant officer  |

## Section II

### Terms

#### **Additional Skill Identifier(s)**

ASIs are codes that identify specialized skills, qualifications, and requirements of personnel in the Army. ASIs are used with designed military occupational specialties (MOS) and skill levels, unless otherwise specified. ASIs are authorized for use and listed in each specification for the MOS. ASIs are regulated by AR 614-200.

#### **Analysis, design, development, implementation, and evaluation**

The Army's instructional design framework training developers use to build learning products. The process involves five interrelated phases: analysis, design, development, implementation, and evaluation. It determines whether training and education is needed; what is instructed; who receives the instruction; how, how well, and where the instruction is presented; and the support and resources required to produce, distribute, implement, and evaluate those learning products. (TP 350-70-14)

### **Army Learning Area(s)**

The ALAs are broad categories that form a foundation and provide directional orientation in the development of a GLO. The four ALAs are Leadership and the Army Profession, Mission Command, Operations, and Training. The ALAs are based on capstone Army doctrine and represent the way the Army views common core. Presenting common core based on doctrine gives the Army a set of textbooks that course developers, course managers, Centers and schools can use to assist in the development of course content and material. Providing outcomes and incorporating senior leader guidance will ensure both ALAs and GLOs supporting Army requirements now and in the future. The broad ALA categories serve as the framework to catalogue and integrate the 12 GLOs.

### **Common Faculty Development Program**

The CFDP is comprised of two mandatory courses, a Common Faculty Development - Instructor Course (CFD-IC) and a Common Faculty Development - Developer Course (CFD-DC), to emphasize the required skills for new faculty (instructors and developers). Each course has four phases: Phase I (Qualification), Phase II (Technical), Phase III Certification, and Phase IV (Continuing Professional Development). Instructors and developers must successfully complete the mandatory Phase I (Qualification) course (CFD-IC or CFD-DC), established by ArmyU before beginning their duties as a co-instructor/facilitator or co-writer/curriculum developer for the courses for which they are responsible. Centers and schools establish the center or school specific Phase II (Technical) content and Phase III (Certification) requirements that must be met before beginning their duties as a primary instructor/facilitator or writer/curriculum developer for the courses for which they are responsible. Centers and schools determine faculty development needs via Phase IV (Continuing Professional Development) with emphasis on recertification and lifelong learning to further faculty development. (TR 350-70)

### **Common Faculty Development – Developer Course**

The CFD-DC is designed to provide Army training and curriculum developers with the skills necessary to produce lesson plans and instructional products for institutional and operational training and education settings. The course goal is to introduce developers to the process of lesson plan development using the ADDIE and the Accountable Instructional System. The course includes instructional modules addressing areas of Army Learning Enterprise Goals, Adult Learning Principles, and Lesson Development Concepts. The CFDP–DC fulfills the qualification requirement for all Army training and curriculum developers. In addition to this qualification, developer certification requires completion of center or school specific requirements as directed by the developer’s local command. (TR 350-70)

### **Common Faculty Development – Instructor Course**

The CFDP-IC is designed to train new Army instructors to deliver basic instructional and facilitation techniques and methods. The course prepares new faculty to teach, train, and facilitate learning in an adult learning environment. The course introduces new 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. The CFDP–IC fulfills the qualification requirement for all Army instructors. In addition to this

qualification, instructor certification requires completion of center or school specific requirements as directed by the instructor's local command. (TR 350-70)

### **Course management plan**

A document that provides the course manager and instructors the information required to manage and conduct the entire course. CMP development begins on approval of the course design and is completed concurrent with the submission of the POI. The CMP will reflect any differences for the AA and RC instructor and/or student implementation guidance. An individual student assessment plan is a component part of a CMP. (TP 350-70-14)

### **Courseware**

An instructional package (including content and technique) loaded in a computer, training device, or other delivery technique. (TR 350-70)

### **Critical task**

A task a unit/organization/individual must perform to accomplish their mission and duties and survive in the full range of Army operations. Critical tasks must be trained. (TR 350-70)

### **Curriculum developer**

Anyone who develops curriculum (courses or lessons) or has oversight responsibilities over curriculum in any school. (TP 350-70-7)

### **Developer**

The individual whose function is to analyze, design, develop, and evaluate learning products, to include development of training strategies, plans, and products to support resident, non-resident, blended learning, or unit training. Any individual functioning in this capacity is a developer regardless of job or position title. See Training and education developer (TNGDEV), capability developer (CAPDEV), and material developer (MATDEV) (TR 350-70). Within this pamphlet, the term "developer" collectively refers to training and curriculum developers, writers, and contractors assigned to training development or curriculum development roles.

### **Faculty**

Faculty is any member of an Army education or training organization who is responsible for any component of the ADDIE process supporting education and training. Faculty includes instructors, facilitators, developers, writers, training and instructional development managers, course managers, and Army authorized contractor personnel. (TR 350-70)

### **Faculty and staff development**

Faculty and staff encompass all personnel involved with training, education, development, delivery, and support of Army learning programs. Faculty is any member of an Army education or training organization that is responsible for the ADDIE process supporting education and training. Faculty includes instructors, facilitators, developers, writers, training and instructional development managers, course managers, and Army authorized contractor personnel. Staff is the academic support workforce at the centers and schools that includes academic staff, administrators and support personnel including, but not limited to technicians, assistants, and Army authorized contractor personnel. (TR 350-70)

**Formative assessment**

A range of formal and informal assessment procedures employed by instructors during the learning process in order to modify teaching and learning activities to improve learner attainment. Formative assessments monitor progress toward goals within a course of study. It typically involves qualitative feedback (rather than scores) for both learner and instructor that focus on the details of content and performance. (TR 350-70)

**Functional Community**

Specified occupational series and functional fields grouped together on the basis of population, occupational structure, grade range, and commonality of job and qualification characteristics. (AR 350-1)

**General Learning Outcome (GLO)**

A general statement for a cohort that identifies essential knowledge, skills and attitudes resulting from training, education, and experience at each level along the career continuum of learning. GLOs are provided to focus learning activities for developing individuals with the Army competencies and behaviors described in the Army Learning Model. (TR 350-70)

**Individual student assessment plan**

A plan that details how the proponent school will determine whether the student has demonstrated a sufficient level of competency to pass the specified course or training. It specifically identifies course completion requirements to include the minimum passing score (or GO/NO GO) for each written or performance examination, final grade requirement, minimum course attendance requirements (as applicable), and specific assessments that must be satisfactorily completed to graduate. It very specifically identifies how the student's performance will be evaluated. Specific lessons assessed in each assessment are identified. Counseling and retesting policy are delineated. Other evaluations that impact graduation, such as The Army Body Composition Program and ACFT, and their requirements are included. (TP 350-70-14)

**Instructor**

A faculty member who teaches in resident, non-resident, or blended learning environments. Within this pamphlet, the term “instructor” refers to all faculty who deliver instruction, including instructors, facilitators, and contractors assigned teaching responsibilities. (TR 350-70)

**Learning objective**

Learning objective consists of a three-part statement with an action, condition, and standard. This statement clearly and concisely describes learner performance at the prescribed level of learning required to demonstrate proficiency in the instructional material. Derive learning objectives from task/proficiency performance specifications. Objectives serve as the foundation for instructional design, provide the basis for instructional strategy decisions and criterion tests, establish clear and concise learner goals, and determine content. (TP 350-70-14)

**Learning outcome**

A statement that indicates the level and type of competence a learner will have at the end of a



course. The specification of what a learner should learn as the result of a period of specified and supported study. (TP 350-70-14)

### **Program of instruction**

A requirements document that provides a specific description of course content, duration of instruction, types of instruction, and lists resources required to conduct the course/phase. (TP 350-70-14)

### **Self-development**

A proponent-produced strategy that enables Soldiers and ACPs to supplement their professional growth in the skills and competencies they need as leaders and technical specialists. Self-development is continuous and takes place during institutional instruction and operational assignments. Self-development strategies are created for each enlisted and warrant officer MOS, commissioned officer occupation code, and civilian career program. The self-development strategy consists of structured and self-guided components.

a. The structured component identifies training required (or suggested) by the Army for promotion or performance improvement.

b. The self-guided component focuses on general recommendations that address skills and knowledge successful individuals have found beneficial to their professional development. It consists of the training individuals personally select to improve their performance, gain new or additional capabilities, or prepare for a new job prior to being assigned.

### **Skill Identifier(s)**

SIs are codes that show extra skills, training, and qualifications a Soldier may possess. For enlisted Soldiers, there are ASI and SQI. For officers, there are skill codes that are part of the Officer Personnel Management System (OPMS). Skill identifiers are in addition to the Military Occupation Specialty (MOS) classification.

### **Special Qualification Identifier(s)**

SQIs are a type of ASIs that indicate special capabilities of personnel. Special qualifications identifiers are authorized for use with an MOS and skill level character, unless otherwise specified, to identify special qualifications of personnel who can fill such positions. Use of these identifiers in individual classification will be in accordance with AR 614–200.

### **Staff**

Staff is defined as the academic support workforce at centers and schools that includes academic staff, administrators and support personnel including, but not limited to technicians, assistants, and Army authorized contractor personnel. (TR 350-70)

### **Summative assessment**

A summative assessment is a process that concentrates on learner outcomes rather than on the POI. It is a means to determine learners' mastery and comprehension of information, skills, concepts, or processes. Summative assessments occur at the end of a formal learning/instructional experience, either a class or a program and may include a variety of activities (for example, tests,

demonstrations, portfolios, internships, clinical experiences, and capstone projects). (TP 350-70-14)

### **Summative evaluation**

A process that concerns the final evaluation to determine if the project or program met its goals. Typically, the summative evaluation concentrates on the POI and the learning products. (TR 350-70)

### **Synchronization meeting**

Synchronization meetings are institutional meetings that involve FSD and delivery activities that support the Army mission. Meetings include representatives from the operational training domain and all components: Regular Army, USAR, and ARNG. The meetings coordinate training and education solutions, publish authoritative documents covering respective functional areas of responsibility that provide the justification for learning product production, and ensure support to the Army mission. Examples of synchronization meetings include critical task and site selection board (CTSSB), CDR, and PICs. (TP 350-70-14)

### **Task**

A clearly defined and measurable activity accomplished by individuals and organizations on the job. It is the lowest behavioral level in a job or unit that is performed for its own sake. It must be specific; usually has a definite beginning and ending; may support or be supported by other tasks; has only one action and, therefore, is described using only one verb; generally performed in a relatively short time (however, there may be no time limit or there may be a specific time limit); and must be observable and measurable. The task title must contain one action verb and an object and may contain a qualifier. (TP 350-70-14)

### **The Army School System**

A composite system made up of AA and RC schools. TASS conducts initial military training, reclassification training, professional development training, functional training, and education for commissioned officers, warrant officers, NCOs and ACPs. Training and education are accomplished through standard resident, active duty for training, inactive duty training, and distributed/distance learning courses. (TR 350-18)

### **The Army Training System-Courseware**

A single course, using The Army Training System-Courseware (TATS-C), is designed to train all Soldiers to the same standards and critical tasks within the Army. It includes MOS-T, ASI, SQI, Army leadership, functional, and professional development courses. The course structure (phases, modules, tracks, lessons, and tests) and media, under the TATS-C course structure, ensures standardization by training all Soldiers, regardless of component, on course critical tasks and to task performance standards. Method of presentation, delivery modes, and learning environment conditions may vary in accordance with TR 350-70. (TR 350-18)

### **Training and education developer**

An agency or individual responsible for using the ADDIE process to develop training and education concepts, strategies, and products to support the training and education of AA and RC

Soldiers, ACPs, and units across the institutional, self-development and operational training domains. (TP 350-70-13)

### **Training and Education Developer Toolbox**

Electronic repository designed and developed for TNGDEV to promote effective and efficient learning product development. TED-T provides a repository of government approved job aids. (TR 350-70)

### **Training and Education Developer Middle Manager Course**

TEDMMC graduates, as training and education developer middle managers, possess the knowledge of TR 350-70 and associated pamphlets to think critically through training and education processes and demonstrate an ability to plan, program, coordinate, and manage learning programs.

### **Training Development Capability**

TDC is the automated development tool used to inform Army electronic repositories and other automated development tools with learning content and resource requirements. TDC supports the automated sharing of learning content and resource information. (TR 350-70)

## **Section III**

### **Special Abbreviations and Terms**

This section contains no entries.