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Training and Doctrine Command  
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\*TRADOC Regulation 350-70

10 July 2017

Training

ARMY LEARNING POLICY AND SYSTEMS

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FOR THE COMMANDER:  
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**History.** This publication is a major revision. It links the development of Army learning products to the operational environment (OE); the operational, institutional, and self-development (OISD) domains; the analysis, design, development, implementation, and evaluation (ADDIE) process used to develop learning products; the system (Training Development Capability (TDC)) that supports it; the Learning Enterprise of the Army; Army Learning Model (ALM) strategic guidance for training and education; and, the resourcing requirements that support the development of those products. This publication further delineates Army Learning Policy and Systems regulatory guidance.

**Summary.** This regulation consolidates policy for Army-wide production, implementation, and evaluation of Army learning products across the OISD domains. It also describes the interfaces between systems on which the Army depends, such as personnel, resourcing, facilities, technology infrastructure, and acquisitions.

**Applicability.** This United States (U.S.) Army Training and Doctrine Command (TRADOC) Regulation (TR) applies to all Army Training and Educational Proponent organizations, such as Army Centers of Excellence (CoE), Army schools, Army institutes, and Army colleges (TRADOC and non-TRADOC) that produce, implement, and/or evaluate learning. This regulation uses the phrase “centers and schools” to denote the applicable organizations.

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\*This regulation supersedes TRADOC Regulation 350-70, dated 6 Dec 2011.

**Proponent and exception authority.** Army Regulation (AR) 350-1 assigns the Commanding General, TRADOC, the responsibility for Army learning (training, education, and self-development programs) policy and system requirements contained herein. Headquarters (HQ) U.S. Army Combined Arms Center (CAC), Fort Leavenworth, Kansas is the proponent of TR 350-70. CAC is the authority to approve exceptions or waivers to this regulation consistent with controlling law and regulations, unless otherwise designated. Exceptions to policy are granted on an individual basis. The commander or senior leader of the requesting activity must endorse all waiver requests before forwarding them through higher headquarters to the policy proponent. Requests must include requestor contact information; type of request (initial, extension, modification, appeal, or cancellation); specific regulation line items requested for waiver; unit, institution, center, or school affected; proposed alternative; justification; impact; expected benefits; anticipated effective dates; and duration requested. The proponent continually seeks innovation and process improvement. The proponent must consider significant process improvements and global exceptions for addendum to policy prior to the next revision.

**Army Management and Control Process.** This regulation follows applicable requirements of AR 11-2, Managers' Internal Control Program.

**Supplementation.** Supplementation is authorized providing it does not diminish or change the intent of the regulatory policy and guidance. HQ, U.S. Army CAC, Fort Leavenworth, KS must approve supplementation that may diminish or change the intent of the policy or guidance.

**Suggested Improvements.** Submit changes for improving this publication on Department of the Army (DA) Form 2028 (Recommended Changes to Publications and Blank Forms) through channels directly to the Commander, U.S. Army Combined Arms Center, Attention (ATTN): Army University (ArmyU), Vice Provost for Learning Systems (VPLS), Policy and Governance Division (PDG) (ATZL-AUL), Fort Leavenworth, KS 66027-2300. Additionally, changes may be submitted via the Training and Education Development - Toolbox (TED-T).

**Distribution.** The publication is approved for public distribution and is available on the TRADOC homepage at <http://www.tradoc.army.mil/tpubs/>.

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## Summary of Change

TR 350-70

Army Learning Policy and Systems

This major revision, dated 10 July 2017-

- o Adds the roles and responsibilities for Army University (para 2-6.b).
- o Defines the Learning Enterprise (para 3-6).

- o Establishes Training Development Capability as the automated system to use to produce Army learning products (para 3-9).
- o Adds the purpose and capabilities of the institutional training mission management tool (para 3-9.a.(7)).
- o Refines task title rules to apply to the entire task title, vice the action verb (para 3-13.c.).
- o Establishes the analysis, design, development, implementation, and evaluation process as the framework for Army learning product development (para 4-1). Also, introduces survey management considerations (para 4-2).
- o Adds a management chapter that describes the requirements for governing, developing, and resourcing learning products within the Learning Enterprise (chap 6).
- o Describes governance of learning products (para 6-2).
- o Synchronizes functional area proponency for Army Training and Education Proponents, rescinds United States Army Training and Doctrine Command Pamphlet 350-70-16, and directs the Army learning community to use Training and Education Development - Toolbox for electronic access to current proponency alignment (para 6-4).
- o Describes course management responsibilities (para 6-6).
- o Explains Training Requirements Analysis System documents (para 6-13).
- o Explains product development workload (para 6-18).
- o Describes Joint Capabilities Integration and Development System process of systems integration to support the Learning Enterprise (para 7-7).
- o Revises faculty and staff title and content to align with Army University (chap 8).
- o Includes a consolidated glossary of Learning Enterprise terms derived from the United States Army Training and Doctrine Command Regulation 350-70 series and directs the Army learning community to use Training and Education Development - Toolbox for electronic access to the glossary.

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## **Chapter 1**

### **Introduction**

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

The purpose of the Army Learning Policy and Systems is to support the Army by regulating practices for effective learning management and to specify required enabling systems. Requirements in this regulation apply to all Army organizations (United States (U.S.) Army Training and Doctrine Command (TRADOC) and non-TRADOC) that produce, implement, and/or evaluate learning content. This regulation uses the phrase “centers and schools” to denote the applicable organizations.

#### **1-2. Scope**

a. This regulation primarily supports personnel in organizations, centers, and schools that manage, analyze, design, develop, implement, and evaluate learning products for all three domains of Army learning (operational, institutional, self-development) as described in Army Regulation (AR) 350-1, Army Training and Leader Development. All of the domains have an important role in training and educating Soldiers and Army Civilians and in preparing units for military operations.

b. The intent of this regulation is to operationalize the Army Learning Model (ALM). ALM seeks to meet the Army’s need to develop adaptive, critical thinking Soldiers and Army Civilians capable of meeting the challenges of operational adaptability in an era of persistent conflict.

c. The operational, institutional, and self-development (OISD) domains for Army learning provide the platforms for Soldiers, leaders, and Army Civilians to develop the knowledge, skills, and attitudes needed to understand the operational environment (OE), assess personal capabilities, determine personal strengths and weaknesses, and actively learn to overcome those weaknesses. In the Army, learning is the act of acquiring, maintaining, or improving knowledge, skills, and attitudes to achieve required performance. Army learning is a combination of training, education, and experience

#### **1-3. References**

Appendix A lists the required, related, and referenced publications.

#### **1-4. Explanation of Abbreviations and Terms**

Abbreviations and acronyms are found in the glossary and supporting pamphlets.

#### **1-5. Relationship to Pamphlets**

Corresponding TRADOC pamphlets and the Training and Education Development (TED) – Toolbox (TED-T) provide the “how-to” information and other coordination instructions for requirements in this regulation. Visit the TRADOC Administrative Publications website for latest published documents and a hyperlink to the TED-T pages.

## **Chapter 2**

### **Missions, Functions, and Responsibilities**

#### **2-1. Purpose**

This section provides an overview of the missions, functions, and responsibilities of organizations and entities as they relate to Army learning. It includes guidance found in associated TRADOC Regulation (TR) 10-5 series as appropriate.

#### **Section I**

#### **Headquarters (HQ) United States (U.S.) Army Training and Doctrine Command (TRADOC) Coordinating Staff**

#### **2-2. Deputy Chief of Staff (DCS), G-2**

The DCS, G-2 supports the TRADOC Deputy Commanding General (DCG)/Chief of Staff who is the core function lead (CFL) for the OE. The OE is a TRADOC core function and fundamental enabler of many other core functions. The DCS, G-2 manages the Operational Environment Enterprise (OEE) for the DCG.

#### **2-3. Deputy Chief of Staff, G-3/5/7**

The DCS, G-3/5/7 develops and recommends command priorities, manages enterprise training and education operations and requirements, integrates concepts, policies, and plans and directs operations continuously across TRADOC in support of Commanding General (CG), TRADOC priorities and objectives. TRADOC G-3/5/7 consists of the following four organizations:

a. Security Assistance Training Field Activity (SATFA). SATFA serves as the Army implementing agent that brokers and manages Army institutional training solutions for approved partner nation training programs under Security Assistance (Title 22) and select Security Cooperation (Title 10) programs.

b. Training Integration Directorate. Training Integration Directorate provides staff management to the development and assessment of learning strategies and policies; supports the analysis, coordination, staffing, and synchronization, of learning requirements, and recommends resource priorities for institutional learning programs and processes; provides staff management and oversight for the integration and synchronization of TRADOC's collective training, functional training, initial entry training, aviation training and standardization, lessons learned, and other special programs for active and Reserve Component (RC) Soldiers.

c. Training Operations Management Activity (TOMA) (Field Operating Activity (FOA)). TOMA manages TRADOC's institutional training and education operations; validates, synchronizes, programs, and integrates adjustments of institutional training and education mission and resources. Serves as TRADOC lead for the Army Training Requirements and Resources System (ATRRS) in the management of TRADOC institutional training. In coordination with Headquarters, Department of the Army (HQDA), the HQ TRADOC staff, Combined Arms Center (CAC), United States Army Cadet Command (USAAC), DCG, Initial Military Training (IMT), and TRADOC schools, manages Structure and Manning Decision Review (SMDR) to balance training capacity and training requirements in preparation of the

Army Program for Individual Training (ARPRINT). Synchronizes enterprise-level standardization for resources associated with the development of, and adjustments to the ARPRINT. Serves as HQDA's executive agent for development of the annual operating budget, ARPRINT. Validates Basic Combat Training (BCT) and One Station Unit Training (OSUT) company structure requirements based on ARPRINT-derived training requirements; coordinates the validation of course requirements for dollars, personnel (instructors and support), ammunition, equipment, and facilities. Manages course growth for CG, TRADOC (in coordination with HQDA, the TRADOC staff, CAC, USAAC, DCG, IMT, and TRADOC schools). Synchronizes training requirements and schedules in support of the ARPRINT mission. Serves as TRADOC lead for the Training Requirements Arbitration Panel (TRAP), adjusting loads during execution and budget years. Ensures TRADOC execution of annual institutional training and education mission; integrates and synchronizes mobile training team courses in support of Sustainable Readiness; manages policies, processes, and programs impacting RC schools, integration of The Army School System (TASS), and implementation of the One Army School System (OASS) for TRADOC. Coordinates and manages RC training base augmentation, and Inter-service Training Review Organization (ITRO) training. Manages ammunition for all TRADOC training. Monitors the status of training ammunition and prioritizes the distribution to TRADOC schools based on availability and Army needs. Conducts operator training for Total Ammunition Management Information System (in coordination with HQDA, the HQ TRADOC staff, CAC, USAAC, and DCG, IMT).

d. Leader Development Directorate (LDD). The LDD provides Headquarters TRADOC staff management and support to the Army's leader development and education programs (military and civilian) with the staff expertise to achieve situational understanding in order to develop the commander's intent, priorities, and guidance required to make effective decisions; provides Army Command-level coordination and synchronization across two TRADOC core functions – education and leader development. The Institute for Noncommissioned Officer (NCO) Professional Development is a division under LDD and provides future planning and strategy for the NCO Professional Development System (NCOPDS). Serves as the principal advisor on the future of NCO professional development and as a key integrator for policy, and planning of NCOPDS. Develops future strategies and initiatives for NCOPDS; develops strategic initiatives related to NCOPDS; develops concepts, and identifies resource requirements and mature initiatives.

#### **2-4. HQ TRADOC, Quality Assurance Office**

The HQ, TRADOC Quality Assurance Office (QAO) executes the Army Quality Assurance (QA) program that ensures all Army Enterprise Accreditation Standards (AEAS) are met in the development, education, and training of Soldiers, Civilians, and leaders to strengthen the U.S. Army as America's Force of Decisive Action. The QAO ensures Army schools and educational institutions comply with TRADOC Accreditation standards. AR 350-1, TR 10-5, and TR 11-21 describe QA Program goals, organization, responsibilities and functions.

#### **2-5. HQ TRADOC, Chief Knowledge Officer (CKO)**

The HQ TRADOC, CKO fosters the collaborative environment required to fully integrate ongoing efforts supporting core functions, competent professionals, enterprise solutions and efficient use of resources. The CKO leads TRADOC's supported organization for all command

knowledge management-process improvement (KM-PI) efforts, governance, and strategy. The CKO office is the pivotal coordination and communication body to organize and align KM-PI across TRADOC. CKO collaborates with HQDA, Army Commands (ACOMs) and enterprise partners to build successful KM-PI capabilities to increase organizational efficacy.

## **Section II**

### **Key Leaders**

#### **2-6. Deputy Commanding General (DCG) for Combined Arms, TRADOC/Commanding General (CG), Combined Arms Center**

a. Combined Arms Center is the TRADOC CFL for leader development, education, lessons learned, doctrine, training development, training support, and functional training. CAC is the proponent for Army analysis, design, development, implementation, and evaluation (ADDIE), and executes Mission Command CoE proponent responsibilities. CAC also develops and integrates doctrine as well as Army training and education across all cohorts in support of Sustainable Readiness. CAC validates and prioritizes course growth requirements within TRADOC pertaining to both professional military education (PME) and functional training to provide the operating force with trained and ready Soldiers and Army Civilians with efficient management of resources.

b. Army University (ArmyU). ArmyU is the CAC CFL for education to increase academic rigor, create greater opportunities for accreditation, and enhance the quality of the force. ArmyU initiatives align the officer, warrant officer, noncommissioned officer (NCO), and Army Civilian education programs to develop leaders of competence, character, and commitment who can rapidly adapt to new unpredictable threats. ArmyU directives develop world class faculty; produce relevant curriculum; grow qualified students; adopt nationally recognized standards; improve professional research and publication; create an innovative learning environment; expand public and private partnerships; and implement new business and governance practices to improve management practices and institutional agility across the Total Army Learning Enterprise.

(1) Provost. The Provost is responsible for long-term continuity, excellence, and vitality of the University's academic programs. The Provost also serves as the manager of the Army Learning Coordination Council (ALCC) process synchronizing education activities across the Army.

(2) Vice Provost of Academic Affairs (VPAA). VPAA is responsible for academic governance, defined as the orchestration of effort among those elements within an educational institution whose principal functions involve execution or direct support of instruction, curriculum design, maintenance of academic standards, or academic research so as to ensure fulfillment of the academic mission. The VPAA is the lead for academic rigor and Respect/Prestige/Initiatives and serves on the ALCC Senior Committee. The committee synchronizes education activities across the Army and vets education initiatives for presentation to the ALCC General Officer Steering Committee.

(a) Center for Teaching and Learning Excellence (CTLE). CTLE is the proponent for the Faculty and Staff Development Program (FSDP) which supports all TRADOC and non-TRADOC Army institutions.

(b) The CTLE, Faculty and Staff Development Division (FSDD) provides the staff management for the FSDP to address Common Faculty Development Program (CFDP) and Faculty Development and Recognition Program (FDRP). Additionally, FSDD integrates General Learning Outcomes (GLO) into the CFDP curriculum. FSDD is the point of contact for questions, suggestions, and recommendations regarding the FSDP support to faculty course implementation, professional development and continuous advancement of adult learning methods and strategies and the cultivation and sustainment of an agile, adaptive and innovative faculty.

(3) Vice Provost for Learning Systems (VPLS). VPLS is responsible for ArmyU efforts toward better Learning Enterprise management. Functions include staff management of TRADOC core function Education (Governance, Policy, identify requirements and resource common educational requirements), synchronizing PME across officer, warrant officer, non-commissioned officer and civilian cohorts to ensure vertical and horizontal integration and alignment, approval of new and emerging educational requirements within PME, synchronizing the Army's credentialing efforts to align with Army requirements and Soldier-for-Life initiatives, coordination and execution of the ALCC and support to other Army governance forums, and is the point of entry for Operational Force feedback.

(4) Center, School and Institution Leaders. Center, school, and institution leaders are responsible for specific functions and programs to support their unique student populations. Representatives will participate in the ALCC committees, Council of Colonels, and General Officer Steering Committees. The ArmyU will employ mission command across the balance of the education enterprise allowing the colleges the autonomy to develop and lead their own programs.

(a) Army Management Staff College. Army Management Staff College educates and prepares the Army Civilian corps and military members for leadership and management responsibilities throughout the Army; acts as executive agent (EA) for the Army Civilian Education System (CES) curriculum; serves as the Army Civilian subject matter expert (SME) for the leader development enterprise; conducts and publishes research supporting the U.S. Code Title 10 sustaining base functions; and provides leader development and management solutions to the Army Civilian corps and installation management communities.

(b) Command and General Staff College (CGSC). CGSC's purpose is to educate, train and develop leaders for unified land operations in a Joint, interagency, intergovernmental, and multinational operations environment; and advance the art and science of the profession of arms in support of Army operational requirements. CGSC executes this mission through its schools: the Command and General Staff School; the School for Advanced Military Studies; and, the School for Command Preparation.

(c) Warrant Officer Career College (WOCC). WOCC educates and trains warrant officer candidates and senior warrant officers and is TRADOC's executive agent for all common-core warrant officer training issues. WOCC oversees warrant officer education; develops and administers active and reserve Warrant Officer Candidate Course, Warrant Officer Intermediate Level Education, and Warrant Officer Senior Service Education; coordinates the development, design and implementation of the common-core elements of the Warrant Officer Basic and Advanced Courses with HQDA agencies, TRADOC, Human Resources Command, National Guard Bureau, and the various warrant officer branch proponent offices.

c. Combined Arms Center-Training (CAC-T). CAC-T develops training requirements, fields training systems, delivers leader training and sustains training capabilities to support Army institutional and operational training of Soldiers, leaders, and units to successfully execute unified land operations in complex, ambiguous environments. CAC-T develops and approves distributed learning (DL) capability requirements for DL content and DL systems that support the ADDIE process and manages the Army Training Management System (ATMS) which includes the Army Training Network (ATN), Digital Training Management System (DTMS), and Combined Arms Training Strategies (CATS) development tool to provide units and leaders with training resources.

## **2-7. Centers of Excellence (CoE) Directors and CGs**

CoE Directors and CGs serve as the Army's expert source of authoritative information within their assigned area and execute TRADOC core functions in support of that assigned area. In the role of force modernization proponent, the CGs manage change for the Army in one or more designated areas, develop the conceptual vision and requirements for future capabilities, execute force management responsibilities, and integrate those changes across doctrine, organization, training, materiel, leadership and education, personnel, facilities, and policy (DOTMLPF-P) within CoE areas of responsibility and among other warfighting functions. CoE Commanders will submit requests for validation and prioritization of any course growth to the DCG for Combined Arms, TRADOC/CG, CAC. CoE primary responsibilities include: to plan, develop, execute, and assess learning product development (to include leader development and education); manage and be innovative with the resources provided; and, manage personnel proponent requirements. CoEs synchronize learning requirements across the OISD domains and use the ADDIE process to produce learning products. CoEs maintain curriculum relevance, school accreditation, and development and sustainment of courseware.

## **2-8. DCG, Futures/Director, Army Capabilities Integration Center (ARCIC)**

a. DCG, Futures/Director, ARCIC represents CG, TRADOC as TRADOC's CFL for concepts development, requirements (capabilities) determination, and capability integration. The DCG, ARCIC supports and serves as principal advisor to the TRADOC CG in the exercise of the CG's responsibilities to design, develop, and integrate all aspects of the force into the joint force from concept development to force structure to current and future force capabilities development and integration pursuant to HQDA General Order Number 2006-04 (Designation of the United States Army Training and Doctrine Command Futures Center as the Army Capabilities Integration Center).

b. CoEs support concepts development, requirements (capabilities) determination, capability integration through their force modernization responsibilities, and execute their support through their Capabilities Development and Integration Directorates or their equivalent at non-TRADOC proponents. Proponents develop functional concepts and determine DOTMLPF-P capability gaps and resource-informed solutions in line with their force modernization proponenty functions and continuously conduct integration responsibilities.

## **2-9. DCG, Initial Military Training (IMT)/CG, Center of IMT**

a. The DCG, IMT represents CG, TRADOC as TRADOC's CFL for IMT to lead the synchronization and management of IMT and education to transform civilian volunteers into Soldiers who are able to contribute upon arrival at the first unit of assignment. The DCG, IMT provides command, control, and coordination of the Army's officer, warrant officer, and enlisted IMT. Develops and implements plans, policy, programs, organizations, and resources to accomplish the Center for IMT (CIMT) mission. Exercises direct supervision, management, and oversight for policy, priorities, standards, leadership training, and resourcing prioritization of all matters pertaining to the CIMT Enterprise.

b. The DCG, IMT oversees and synchronizes IMT at Army Training Centers and CoEs. These Army Training Centers and CoEs develop, refine, and support IMT through policy, doctrine, education, research, quality assurance, and training support to ensure CIMT produces trained and educated Soldiers and junior officers. Validates and prioritizes course growth for BCT.

## **2-10. DCG, Army National Guard**

The DCG, Army National Guard (ARNG) advises and assists CG, TRADOC in matters related to RC issues, facilitating the integration of TRADOC capabilities, concepts, and doctrine in order to support mission ready ARNG Soldiers and units. The DCG, ARNG ensures ARNG missions, skill sets, and capabilities are considered and integrated into Total Army and joint transformation. The DCG assists HQ TRADOC in assuring unity of effort among HQDA, National Guard Bureau (NGB), and TRADOC.

## **2-11. DCG, U.S. Army Reserve**

The DCG, U.S. Army Reserve (USAR) advises and assists CG, TRADOC in matters related to RC issues. As a training force multiplier, the DCG, USAR ensures the USAR is fully integrated into all aspects of TRADOC planning and mission implementation across the DOTMLPF-P domains. The DCG, USAR ensures Army Reserve missions, skill sets, and capabilities are considered and integrated into the Total Army and Joint transformation.

### **Section III**

#### **Other Key Learning Agencies**

## **2-12. Commanders/Commandants of the Army Training Centers/Schools and Colleges**

These Commanders/Commandants perform the functions listed below:

## TRADOC Regulation 350-70

- a. Ensure learning products are progressively challenging, sequential, based on critical tasks and/or learning objectives, and support defined outcomes.
- b. Conduct projected individual training requirements and programs identified by the ARPRINT.
- c. Ensure all DOTMLPF-P requirements are properly coordinated early in the analysis phase of the ADDIE process.
- d. Execute Army QA Program evaluation functions pursuant to AR 350-1 and supporting TRADOC QA Program policy and guidance.
- e. For CoEs and schools under CAC, submit requests for validation and prioritization of course growth to CG, CAC. Non-TRADOC schools and centers will submit requests for course growth through their supporting command. All BCT course growth will come through DCG, IMT/CG, CIMT.

### **2-13. Training Support Centers: U.S. Army Forces Command (FORSCOM), TRADOC, and U.S. Army Materiel Command**

These training support centers perform the functions listed below:

- a. Serve as the primary source of graphic training aids (GTAs) for resupply to supported units in accordance with AR 5-9, Appendix C, Table C-9. Training Devices.
- b. Maintain a sufficient supply of GTAs to support customer requirements.
- c. Consolidate requirements and requisition bulk as required.
- d. Ensure administrative and logistical support operations in their respective schools are conducted pursuant to applicable regulations.
- e. Support Army QA Program evaluation functions in accordance with AR 350-1 and supporting TRADOC QA Program policy and guidance.

### **2-14. HQ, U.S. Army, Europe**

U.S. Army, Europe supports the Learning Enterprise in accordance with AR 350-1.

### **2-15. HQ, U.S. Army, Pacific**

U.S. Army, Pacific supports the Learning Enterprise in accordance with AR 350-1.

### **2-16. Commanders, Regional Training Institutes (RTIs) and The Army School System (TASS) Training Regiments and/or Brigades**

These Commanders perform the functions listed below:

a. Provide guidance, oversight, missioning, and support to school battalions, as appropriate. Establish standard operating procedures for operations and training support for the school battalions and training sites.

b. Coordinate with functionally aligned proponents and implement changes in courses as soon as possible, but no later than one year for courses not requiring changes in resources. Ensure correct prerequisites are listed in ATRRS, and submit corrections to the proponent school for review and forwarding to TOMA.

c. RTIs and TASS training regiments and/or brigades consolidate school battalion reports and forward them with comments through the Adjutant General or the training command(s) to NGB or USAR Command (USARC), as appropriate. TASS training regiments and/or brigades conduct projected individual training requirements and programs identified by the Army Program for Individual Training.

d. QAO accreditation of TASS. TASS training regiments and/or brigades conduct and submit an accreditation self-study and coordinate with the proponent QAO for their conduct of site(s) visit(s) where courses are delivered. TR 350-18 defines and prescribes policy and guidance for TASS.

#### **2-17. Commanders, TASS Training Battalions (BN)**

TASS BNs perform the functions listed below:

a. Implement learning products.

b. Request assistance visits when commanders believe it is necessary for their organization.

c. Prepare complete institutional self-evaluations using the results of any command inspections or evaluations conducted by their higher HQ. Maintain a table of distribution and allowances-based Mission-Essential Task List (METL).

d. Appoint a team of staff members and instructors and/or facilitators to evaluate the institution in comparison to the METL and accreditation standards.

e. Forward unresolved issues to the school and/or RTI and/or brigade commander.

f. Support Army QA Program evaluation functions in accordance with AR 350-1, TR 11-21, and supporting TRADOC QA Program policy and guidance.

#### **2-18. Commanders and/or Commandants of Training and Education Proponents, Army Medical Department Center and School (AMEDDC&S), Defense Language Institute Foreign Language Center and U.S. Army John F. Kennedy Special Warfare Center and School/Special Operations Center of Excellence**

These proponents perform the functions listed below:

a. Validate learning programs, products, and materials for efficiency and effectiveness.

b. Maintain current analysis data, mission essential requirement documentation, and individual and collective task lists. Maintain supporting analysis data for each proponent job to include special category or type unit. Ensure current learning products are accessible by all learning sites.

c. Provide Center for Army Lessons Learned with copies of school-critical operational lessons learned publications and research materials into the Joint Lessons Learned Information System for sharing of lessons and best practices across the Army learning community. Provide input to manpower and budgetary resource acquisition documents.

d. Conduct, collect, and analyze evaluation data. Provide findings to management and instructor and/or facilitators to ensure minimum essential requirements are met.

e. Support Army QA Program evaluation functions in accordance with AR 350-1 and supporting TRADOC QA Program policy and guidance.

## **2-19. Safety, Security, and Environmental Managers**

These managers perform the functions listed below:

a. Coordinate with the Army learning community to ensure adequate safety, security, and environmental factors are addressed in all learning support publications and products, with the exception of low risk classroom training and education.

b. Review and approve the appropriate statements in learning products.

c. Make recommendations to the proponent commander to approve or disapprove learning products.

## **2-20. Foreign Disclosure Officers**

Foreign Disclosure Officers (FDO) oversee and control coordination and approval of specific disclosures of classified military information (CMI) and controlled unclassified information (CUI). FDOs perform the additional functions listed below:

a. Coordinate with training and education developers (TNGDEV) to determine if requests for disclosure of specific learning product components are required to facilitate international military student (IMS) attendance.

b. In coordination with TNGDEV, apply the appropriate Foreign Disclosure (FD) rating to programs of instruction (POI), training support packages (TSP), and other required learning product components pursuant to this regulation.

c. Coordinate with the SATFA to verify if IMS may attend specific TRADOC courses and/or what limitations exist on IMS attendance.

d. Coordinate with TNGDEVs on processes or references that support IMS attendance at TRADOC courses.

### **2-21. Executive Agents (EAs) in Cooperation with Army Commands and Proponents**

EAs in cooperation with ACOMs and Proponents are used to indicate a delegation of authority by the Secretary of the Army or Deputy Secretary of the Army to a subordinate to act on behalf of the Secretary of the Army. EAs perform the functions listed below:

a. Perform needs and task analysis with assistance from appropriate proponent and SMEs to determine any valid learning product development requirements.

b. Coordinate the needs analysis with other EAs and proponents, as appropriate, and recommend learning product development requirements to the ArmyU, Provost.

c. Propose implementation strategies for recommended learning products. Justify any requirements that are not recommended for implementation.

## **Chapter 3**

### **Army Learning Product Requirements**

#### **3-1. Army Learning Overview**

a. Army Learning Policy and Systems works in agreement with Army requirements and sound instructional design. Centers and schools produce and manage Army learning products in a deliberate fashion to address the learning (training and education) requirements of the Total Army within today's OE.

b. Army learning policy regulates Army-wide production, implementation, evaluation, and management of Army learning products across the OISD domains of Army learning. Army learning systems facilitate processes impacting personnel, resourcing, facilities, technology infrastructure, and acquisitions in support of Army lifelong-learning.

#### **Section I**

#### **Army Learning Strategic Framework**

#### **3-2. Army Learning**

a. Centers and schools will foster Army learning through initial training, functional training, PME, and Faculty and Staff professional development.

b. Army learning is the act of acquiring, maintaining, or improving knowledge, skills, and attitudes to achieve required performance. Army learning is a combination of training, education, and experience. Virtually all military schools and professional development programs include elements of both education and training. Achieving success across the learning continuum relies on close coordination of training and education to enhance synergies as

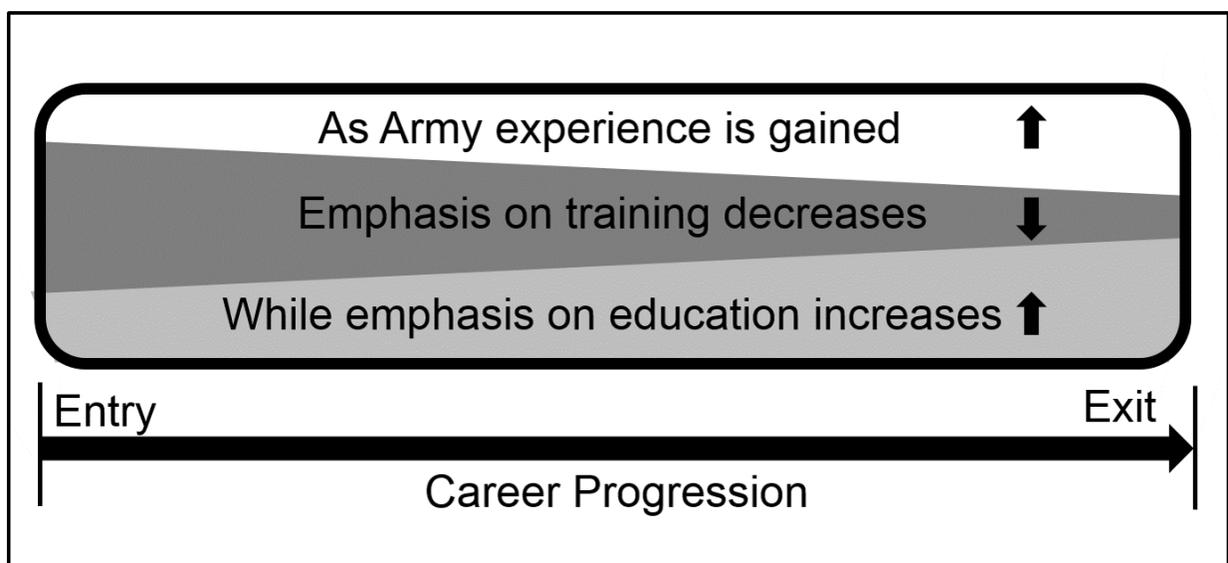
personnel gain experience and develop individually over time, acquiring and performing progressively higher skills and responsibilities as their careers advance. Professional development programs include elements of Army training, education, and experience.

(1) Training is a learning event designed to develop, maintain, or improve the capability of individuals or units to perform specified tasks or skills. As viewed through the prism of “psychomotor, cognitive, and affective learning”, training is largely defined through psychomotor learning and fosters mastery of established performance standards in the operational environment.

(2) Education conveys both specific and general bodies of knowledge and develops habits of mind applicable to a broad spectrum of endeavors. As viewed through the prism of “psychomotor, cognitive, affective learning”, education is largely defined through cognitive learning and fosters breadth of view, diverse perspectives, critical and reflective analysis, abstract reasoning, comfort with ambiguity and uncertainty, and innovative thinking, particularly with respect to complex, ill-structured or non-linear problems.

(3) Experience is gained through practical contact and personal observation of events and facts both inside and outside of the Army. Centers and schools build learners’ experience through training and education within the OISD domains. As viewed through the prism of “psychomotor, cognitive, and affective learning”, experience is largely defined through affective learning. Peer-to-peer learning and professional self-development are enhanced by learners’ experiences, where experience can provide rich opportunities to observe and assess prior training and education.

c. Figure 3-1 depicts in a simplistic graphic, the transition of Army learning between training and education over the course of a career as experience is gained.



**Figure 3-1. Relationship of Experience, Training, and Education**

### **3-3. Domains of Army Learning**

a. Centers and schools will produce, implement, evaluate and manage Army learning products for the OISD domains of Army learning. The three domains of Army learning are described below.

(1) The operational domain encompasses operational assignment training and educational activities that individuals, units and organizations undertake. The operational domain supports the unit's METL by integrating learners into a team that builds on the foundation of individual skills learned in institutions.

(2) The institutional domain encompasses institutional training and education. It develops individual tasks and learning objectives to address the changing needs of the Army as identified within the Learning Enterprise (Paragraph 3-6). It assigns the institution in the learning continuum where those learning requirements are acquired in support of a learning strategy, course design, and creation of learning products. The institutional domain includes IMT, PME, CES, and functional training for Soldiers, Army Civilians and contractors.

(3) The self-development domain supports continuous, life-long learning and enables individuals to pursue personal and professional development goals in support of Army readiness. Self-development is planned, goal-oriented learning that reinforces and expands the depth and breadth of the learner's knowledge base, self-awareness, and situational awareness to improve individual performance in current assignment and in preparation for future career assignments. The Army provides the enablers to assist learners in self-development to achieve learner development goals.

b. Chapter 5 describes Army learning product considerations by OISD domain.

### **3-4. Proponent Learning (Training and Education) Strategy**

a. Centers and schools will produce a Learning (Training and Education) Strategy. There is no prescribed format for the Learning Strategy as each proponent commander or commandant may prioritize and emphasis strategic development that meets the needs of their proponent responsibilities.

b. The learning strategy is a narrative framework that broadly describes the proponent's comprehensive approach to support learning outcomes within occupational specialties and/or functions for which they have DOTMLPF-P proponency. It incorporates the commander's and/or commandant's vision and intent for implementing proponent responsibilities through training, education, and experience across the OISD domains of Army learning to foster capability and capacity within the operational force.

c. It establishes learning activities with associated training support that describe the ends, ways, and means to train and/or educate units, Soldiers and Army Civilians within a particular mission or job. The strategy applies to any planned, prepared, and coordinated program, training and education, or system. The strategy is used to determine requirements that influence

workload, training development, and material solutions (such as training aids, devices, simulators, and simulations (TADSS)).

d. The strategy describes the proponent's approach in identifying unit mission essential tasks (MET), critical collective tasks, and supporting critical individual tasks and learning requirements. The strategy applies to the establishment of task performance conditions and standards in creating collective training products and CATS. Likewise, the strategy informs learning product creation to support the individual learning needs throughout a career-long continuum. This determination facilitates development of career field, military occupational specialty (MOS)/area of concentration (AOC), systems training, learning objectives, and the ability to identify training site, mobilization, sustainment, and training media/products requirements for each critical learning requirement for a particular job.

### **3-5. The Army Learning Model**

a. ALM provides a framework and is about using good instructional design principles. It is not a one size fits all model. ALM allows designers the flexibility to design according to the training and education needs of the Soldiers. It is an adaptive, continuous learning model focused on providing quality, relevant, and effective learning experiences. ALM promotes outcome-oriented instructional strategies that foster thinking, initiative, and provide operationally relevant context. It features learning beyond the learning institution in a career-long continuum of learning through the significantly expanded use of network technologies.

b. Centers and schools will incorporate ALM tenets into their Army learning products:

(1) Focus on the learner (for this regulation, learners are Soldiers, Army Civilians, international students, and other service students that attend centers and schools denoted as Soldiers and Army Civilians) and design learning to be more facilitated, team-based, and learner-centric. Design the learning system to expand beyond the confines of “brick and mortar” to deliver learning products to Soldiers at the point of need. Continuously evaluate the entry phase characteristics and perspectives of incoming Soldiers and adjust learning curricula to achieve desired outcomes at all levels of the learning system.

(2) Embrace elements of Army training, education, and experience and extend learning beyond the schoolhouse in a career-long learning continuum through the significantly expanded use of network technologies.

(3) Integrate the OISD domains of Army learning and define a learning continuum that describes a shared responsibility for learning between individual Soldiers, Army Civilians, contractors, the institutional and operational domains. Incorporate deliberate strategies to ensure required skill levels, knowledge, and abilities transfer from the institutional environment to the operational environment.

(4) Leverage learning technologies (whether at a physical location or through virtual connection that may include self-development opportunities), such as DL and mobile learning. Provide engaging, relevant, and rigorous resident, distributed, and mobile learning, and social

learning activities. Implement blended learning to balance quality face-to-face learning experiences with technology-enabled learning products.

(5) Use instructional strategies and innovative teaching techniques to increase the rigor and effectiveness of learning. Leverage opportunities to implement technologies to engage and appeal to digital learners.

(6) Focus on problem-solving to better enable students to think critically and creatively, and to understand and apply operational relevance of what they learn within the context of solving a problem. Extend learning progressively and sequentially for career-long expansion and deepening of cognitive, interpersonal, and problem-framing/solving skills essential for operational adaptability.

(7) Select and integrate practical adult learning activities based on desired outcomes. Employ learning strategies that foster critical thinking and problem-solving skills needed for operational adaptability.

c. Centers and schools will produce learning products that support GLO, derived from the Army Learning Areas (ALA), and published by the ArmyU. GLOs are used to inform course design and development. GLOs are posted on TED-T.

d. Centers and schools will employ supplementary technology and digitized content as part of the learning strategy, where appropriate.

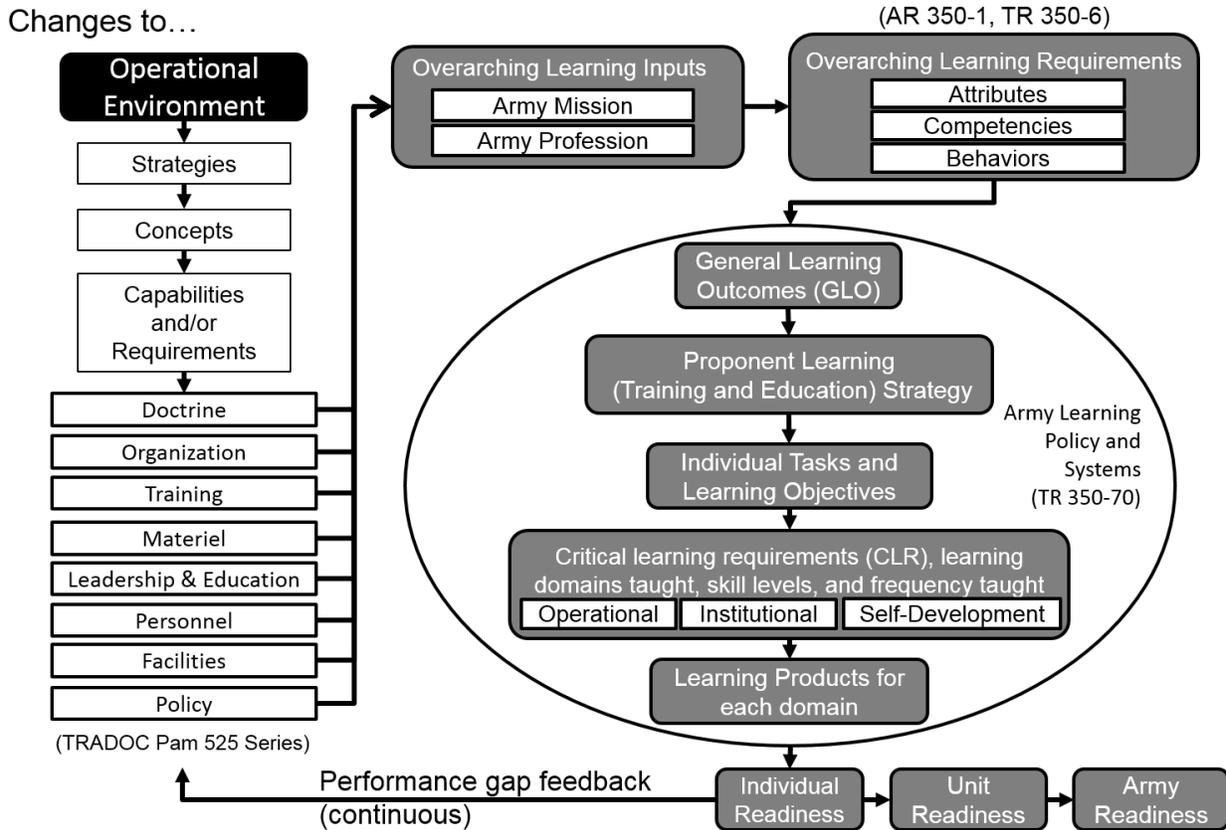
e. Centers and schools will assess student learning using direct and indirect measures to assure leaders that learning occurred and to provide data for evidence-based decision-making for learning program improvement.

### **3-6. Army Learning Triggering Circumstances**

a. Centers and schools will produce Army learning products for concepts and capabilities identified as training from DOTMLPF-P related initiatives to meet OE demands.

NOTE: DOTMLPF-P changes may require new and/or revised Learning (Training and Education) Strategies.

b. Many variables drive changes to Army learning products, including changes to any element of DOTMLPF-P, and/or solutions identified from observations, lessons and best practices, after-action reviews (AAR) and interviews to remedy performance gaps in training and education, and/or those directed by the commander and/or commandant and/or higher headquarters. Figure 3-2 depicts many of the variables that trigger a review, revision or creation of Army learning products.



**Figure 3-2. Army Learning Triggering Circumstances**

### 3-7. Learning Enterprise of the Army

a. Centers and schools will support learning and leader development through leveraging the Learning Enterprise of the Army.

b. The Army Learning Enterprise is a framework for learning and leader development that is supported through leadership and management of policies, standards, networks, data repositories, and delivery platforms.

### 3-8. Instructional System Design of the Learning Enterprise

a. Centers and schools will use the enterprise Instructional System Design (ISD) to produce Army learning products. ISD is the process of designing and developing instructional courses or materials that bring greater efficiency and effectiveness to acquiring knowledge, skills, and attitudes to achieve required performance for learners. The ADDIE process is the enterprise ISD.

b. The Army adopted the ADDIE process for five primary reasons<sup>1</sup>:

- (1) It provides thoughtful identification of learning requirements based on analyses.
- (2) It ensures focused learning on critical job performance requirements.
- (3) It determines the specific objectives the learning intends to address, the associated experience required, and identifies the assessment required.
- (4) It facilitates the generation and application of alternative learning methods.
- (5) It reduces required resources through the application of technology to achieve expected learning outcomes.

c. The Accountable Instructional System executes continuous evaluation of the curriculum using the ADDIE phases to ensure that the learning objectives and standards remain aligned with the required learning outcomes. Necessary adjustments are made in every phase to ensure that the learning outcomes are achieved.

d. Chapter 4 describes the ADDIE process.

### **3-9. Standards and Standardization**

a. This policy establishes standards and standardization across the Learning Enterprise to support Army Readiness. Army standards and standardization enhance interoperability of Soldiers and modular formations. Soldiers and Army Civilians achieve learning requirements and develop a common understanding of terms for uniform performance. Institutions achieve unity of effort, accuracy of specific measurable items, institutional agility, learning product visibility, reduced workload, and improved product quality. Army organizations receive trained and ready Soldiers and Army Civilians able to assume specified job performance requirements.

(1) Standards establish the minimal acceptable level of quality. Proponent and executive agents establish standards for their assigned areas to meet the needs of the Army. Standards are established for both performance and products.

(2) Standardization is the process of developing and implementing standards to support multiple organizations. Standardization supports efficiencies in development and publication of learning products and ensures processes meet guidelines and rules for requirements across the entire Learning Enterprise. As an example, a standardized POI that a proponent develops should be stored in a common repository and shared by multiple schools using automated tools.

(3) Standardization of data within the Learning Enterprise facilitates the ability to easily integrate and effectively retrieve data for both internal applications and external communication.

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<sup>1</sup> Branson, Robert K. , Cox, Lamarr, Furman, John P. , Hannum, Wallace H. , Rayner, Gail, T. , Inter-service Procedures for Instructional Systems Development: Executive Summary, Phase I, Phase II, Phase III, Phase IV, Phase V; August 1975

Standardization of data allows the Learning Enterprise to create a cohesive and coherent picture of learning.

b. Centers and schools will do the following:

- (1) Establish and maintain Army standards for their functional area proponency.
- (2) Seek approval to change standards for any area assigned to another proponent.
- (3) Develop tasks to be performed in the same manner and to the same standard throughout the Army.
- (4) Establish standards for learning objectives to achieve outcomes in support of Army learning requirements.
- (5) Identify standardized procedures Soldiers and units use to operate, maintain, and fight with major weapons and equipment systems.
- (6) Execute training and education using approved Army learning products.
- (7) Comply with standards and standardization across the Learning Enterprise, as applicable and necessary.

### **3-10. Learning Enterprise Automated Systems, Tools, and Repositories**

a. Specified automated systems, tools, and repositories are mandated by policy for use by all centers and schools, as applicable. Centers and schools are not prohibited from using any additional systems, tools, and repositories to support their mission. The following automated systems, tools, and repositories are mandated for use by centers and schools, as applicable, in support of the Learning Enterprise.

(1) Centers and schools must input Army learning products for which they have approval authority into the Training Development Capability (TDC) automated development tool. TDC is the automated development tool used to provide and inform Army electronic repositories and other automated development tools with learning content and resource requirements. Currently TDC only supports input of unclassified learning content. Classified learning content is not inputted into TDC. For classified lessons, only the lesson plan number and the unclassified version of the task is put into TDC. The TR 350-70 series of supporting pamphlets provides detailed instructions for input requirements. The list of learning products required for input into TDC follows:

- Collective Task
- Drill
- Individual Critical Task List (ICTL)
- Individual Task
- TSP
- Master Evaluation Plan
- Course Administrative Data (CAD)
- POI
- Lesson Plan
- Unit Task List (UTL)
- Warfighting Training Support Package (WTSP)
- Individual Student Assessment Plan (ISAP)

(a) TDC SharePoint home page is used by TDC users to view announcements that pertain to the TDC system and other training systems. Additionally, it is used to share information on TDC Tactics, Techniques and Procedures, Tips, and frequently asked questions (FAQ). There is a shared library for storage of documents such as standard operating procedures, critical task and site selection boards (CTSSBs), Soldier Training Publications (STPs) and other matters. There are also helpful links to additional training resources.

(b) TDC Electronic Performance Support System (EPSS) is a web help system designed to help users understand the functionality of TDC. Example learning products are available and can assist in staff training and work requirements. Please use the contents, index, and search features on the toolbar to locate TDC topics of interest.

(2) The ATMS is an Army-wide (Active Army (AA) and RC), integrated, training management enterprise system that incorporates the DTMS, ATN, and CATS development tool to provide units and institutions the capability to plan, prepare, execute, assess, manage and report training. Commanders will employ the ATMS (DTMS, ATN, CATS) to plan, resource, and manage unit training and access Army standard training products. In addition, all individual and collective training will be documented in DTMS.

(a) ATN is a one-stop-shop for Army training management needs. It is an online entry point for unclassified training information and doctrine, unit training management tools, multi-media training products, and training links.

(b) DTMS supports the Army's training mission to build unit readiness and combat power. DTMS automates training management processes and provides information dissemination, automated data collection, and automated reporting.

(1) For Solders, DTMS maintains and sustains Individual Training Records (ITR) and mobile accessible digital Job Book. The ITR contains a digital record of individual task proficiencies to include MOS, additional skill identifier, skill identifier (SI), HQDA mandatory, command directed and common tasks. For leaders, DTMS provides management tools including mobile accessible Leader Readiness Dashboard.

(2) For units, DTMS maintains Unit Training Records (UTR) and disseminates training requirements, proponent developed tasks, and supporting standardization of training standards. The UTR contains a digital record of the unit collective task proficiency, crew qualification and select information from the ITRs of unit personnel. DTMS also provided units Sustainable Readiness Process (SRP) assessments for readiness reporting. For institutions and troop schools, DTMS automates management course completion, mandatory training accomplishment, and individual task training accomplishment.

**NOTE:** DTMS Course Manager supports the administration of Army courses and ensures that appropriate individual training data is made available to the operational force through the Soldier's ITR in accordance with AR 350-1 and TRADOC Army Enterprise Accreditation Standards (AEAS).

(c) CATS development tool provides the ability to develop holistic and METL-based training strategies designed for units. The CATS development tool is the only approved automated tool for use in CATS development.

(3) TED – Workload Management Tool (TED-WMT) supports 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 TED workforce.

(4) TED-T enables TNGDEVs to promote effective and efficient learning product development. TED-T provides integrated, web-enabled access of TR 350-70, its associated pamphlets, and other TED resources. TED-T provides a repository of government approved job aids. Centers and schools may maintain job aids for their use and may submit to VPLS, Policy & Governance Division (PGD) their enterprise-wide job aids for publication on TED-T.

(5) System Training Plan (STRAP) Writing Tool (SWT) is the automated tool that supports the development of the STRAP which is the master training plan for a new or modified materiel system or a non-system TADSS.

(6) The Central Army Registry (CAR) supports Total Army Learning Enterprise requirements where the centers and schools link, or load, all approved and validated products and grant access to their material to include DL products.

(7) The ITMMT, a module of ATRRS, provides a common operating view of the institutional training mission and resources. ITMMT enables TNGDEVs to leverage authoritative data from resource systems and conduct predictive analysis of POIs (from TDC) to efficiently plan as well as inform decisions. TOMA utilizes the automated Training Requirements Analysis System (TRAS) capability in ITMMT to efficiently staff actions (CADs and POIs) with staffing agencies and manage the validation of POI.

(8) Army learning and content management capability DL delivery systems. There are multiple delivery systems supporting multimedia elements such as graphics, video, audio, animations, and photos. The Advanced Distributed Learning Registry and content repositories support military readiness by facilitating the discoverability and reuse of learning content for network delivery. Reference TRADOC Pamphlet (TP) 350-70-12 for more detail.

b. Centers and schools may produce a STP. If produced, the STP is sent to Army Publishing Directorate pursuant to staffing requirements and, once approved, is uploaded to the CAR. Centers and schools are responsible for the quality assurance of their STPs.

### **3-11. Inter-service Training Review Organization**

a. The ITRO is a voluntary organization of the military Services established to set policies and procedures for inter-service training and improve the efficiency and effectiveness of Service individual skills training consistent with individual Service requirements. The ITRO is hierarchical and consists of boards and committees designed to facilitate inter-service training.

b. Centers and schools will prepare POIs for courses taught through the ITRO. AR 351-9 sets policies, responsibilities, and procedures for inter-service training and nonresident courses to include: Department of Defense (DOD) EA training, joint training, quota training, and ITRO training. The ITRO provides a forum to share ideas, information, and technology related to inter-service training.

c. TRADOC G-3/5/7, TOMA maintains the Inter-service Training Office (ITO) where centers and schools can obtain assistance to resolve inter-service training issues.

## **Section II**

### **Sound Instructional Design**

#### **3-12. Learning Strategy Applied to the Individual Learner**

The proponent Learning (Training and Education) Strategy informs and guides the creation of learning products that support attainment of requisite knowledge, skills, and attitudes required of individual Soldiers and Army Civilians. (See paragraph 3-4)

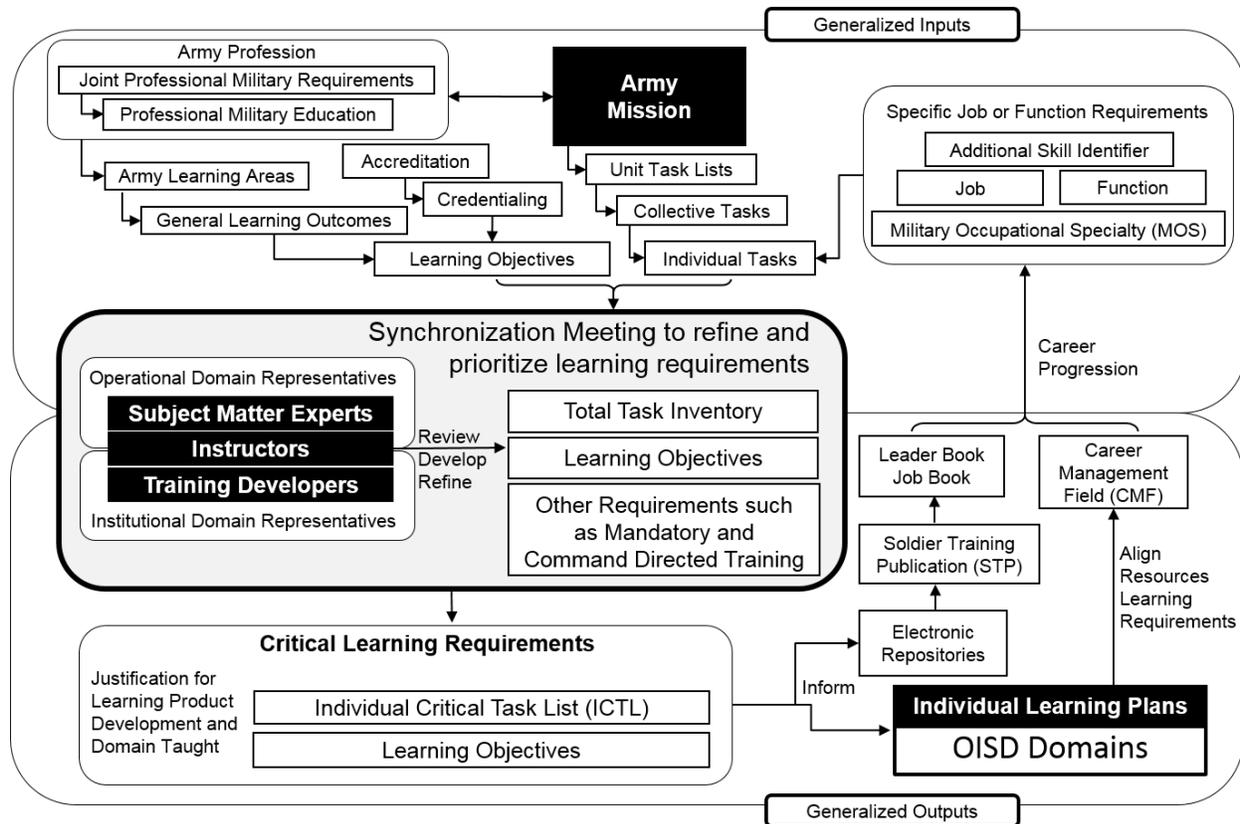
#### **3-13. Synchronization Meeting**

a. Centers and schools will conduct synchronization meetings with representatives from the operational domain, both AA and RC, to unify Army learning intent and to refine and prioritize learning requirements. Decisions addressing learning requirements are based on the data provided during the analysis phase.

b. Examples of synchronization meetings include CTSSB and course design review (CDR). Tasks are synchronized through the CTSSB, while course objectives are typically synchronized through the CDR. While centers and schools may publish unique procedures for respective synchronization meetings, all synchronization meetings will involve faculty and staff development and delivery activities that support the Army mission.

c. The identification of critical learning requirements (Paragraph 3-13) is the outcome of a synchronization meeting, which defines the workload for product development and the performance requirement for Soldiers and Army Civilians. For centers and schools that have product responsibility to support multiple domains of Army learning, they will also determine OISD domain for learning delivery.

d. Figure 3-4 depicts the general inputs and outputs for a synchronization meeting.



**Figure 3-3. Synchronization Meeting – Generalized Inputs and Outputs**

### 3-14. Critical Learning Requirements

a. Centers and schools will produce and electronically publish commander and/or commandant-approved individual tasks and learning objectives that constitute critical learning requirements. Critical learning requirements justify the creation and management of Army learning products across the Learning Enterprise.

b. Critical learning requirements are individual tasks and learning objectives derived from analysis of the Army Profession, Army Mission, and specific job or function requirements. These analyses determine the overall job and professional requirements needed to inform Army learning product design, development and student assessment. Together, individual tasks and learning objectives provide the necessary learning goals to facilitate the attainment of the character, competence, and commitment the Army ethic espouses.

(1) An individual task is a clearly defined and measurable activity accomplished by an individual. An individual task is produced using the construct of action, condition(s), and standard(s) to ensure the task can be assessed against established performance standards that are observable, measurable, and achievable. It is the lowest behavioral level in a job that is performed for its own sake.

(a) Individual tasks trace directly to a specific job and/or function.

(b) ICTL is an output of the CTSSB that is approved at the center and/or school in consultation with operational domain representatives. An individual critical task is a task that a Soldier and/or an Army Civilian performs to accomplish their mission and duties and to survive in battle and during other military operations. It is a subset of the total task inventory. ICTL includes information that directs in which OISD domain the individual task is taught or learned, its skill level, and its frequency for instruction.

(2) A learning objective is a precise three-part statement consisting of an action, condition, and standard describing what the student is capable of accomplishing in terms of the expected student performance under specific conditions to accepted standards. Learning objectives clearly and concisely describe student performance required to demonstrate competency. Learning objectives focus the training development on what needs to be trained and focus student learning on what needs to be learned.

c. Centers and schools will develop task and learning objective titles using the following criteria:

(1) Task titles are developed to:

(a) Correlate to an observable action so as to create measurable tasks (for example, “perform” is an observable action verb, but “appreciate” is not observable or measurable).

(b) Indicate an action to be trained and completed, not a continuous ongoing job function. (The verb “oversee” applies to a continuous function of a position and is not ordinarily suitable for a task title but may be suitable for learning objectives).

(c) Describe an action performed by personnel. (Action performed by equipment is not acceptable for task title).

(d) Provide and/or promote clarity without being vague. For example, “use” does not describe a clear action.

(e) Allow analysts, trainers, and students to understand the activity in clear, concise terms.

(2) Learning objective titles are developed using similar criteria for task titles. The learning objective title correlates to an observable action, but the verb does not always create measurable steps.

d. Verbs used in task and learning objective titles are transitive and use a definition found in Joint and/or Army doctrine.

e. The TED-T site maintains a listing of common verbs (Standard Verbs for Task Titles) that conform to the task title criteria and can be used effectively for learning objective titles.

**NOTE:** Standard Verbs for Task Titles is not a comprehensive list of verbs for learning objectives.

f. Centers and schools that produce an ICTL, must publish the ICTL to Army electronic repositories that inform development of Individual Learning Plans (ILPs), STPs (as appropriate), Leader Books, and Job Books used to support career progression.

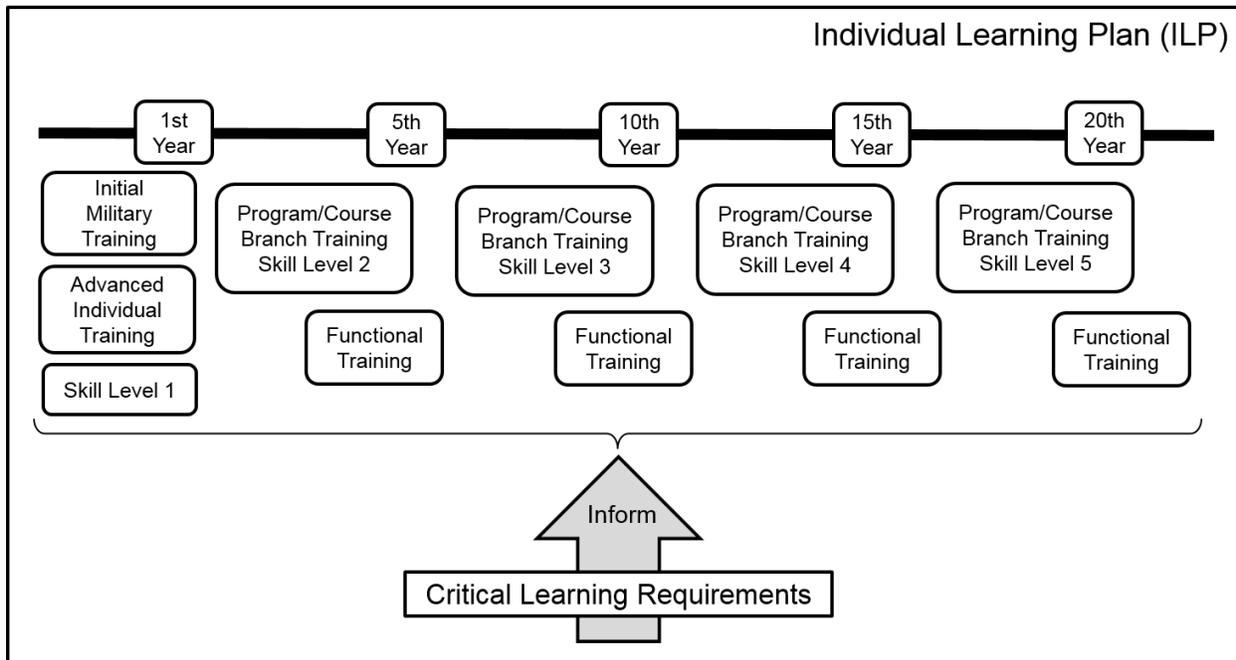
g. HQDA Mandatory training and command-directed training are authoritative and support the Army Profession and/or the Army Mission. Mandatory training and command-directed training is analyzed to identify the critical learning requirements for use to justify production of Army learning products. A commander and/or commandant may direct training via vocal order to initiate the analysis required to incorporate the critical learning requirements that is then included in the ICTL if the training requirement is a task. Adjustment to the ICTL may be initiated by the commander and/or commandant via vocal order between CTSSBs to facilitate adaptive and agile course and/or lesson plan design and development.

### **3-15. Individual Learning Plan (ILP)**

a. Centers and schools will publish an individual learning plan for each job and/or function, for which they have functional authority. The individual learning plan codifies and executes the learning strategy. Each plan describes the learning outcomes and learning competencies (training and education) of an individual over a career. Individual learning plans have a progressive and sequential structure that depict the allocation of critical tasks and learning objectives across the OISD domains. The overarching strategy guides the subordinate initiatives and provides a holistic view for the development of individual learning within the job or functional area aligned with the career maps.

b. Examples of individual learning plans include MOS Individual Training Plans (ITPs); functional training resource and milestone plans; and PME resource and milestone plans.

c. Figure 3-5 graphically depicts an example individual learning plan for enlisted cohort with timeline supporting an MOS.



**Figure 3-4. Graphic Depiction of Individual Learning Plan**

**3-16. Career Map**

a. Centers and schools will produce a career map, in coordination with AA and RC representatives from the operational domain. Respective individual learning plans inform the career map and support career progression in accordance with the learning strategy. The career map illustrates the corresponding OISD domain, skill level, and timeline of the learning objectives and individual tasks across a Soldier and Army Civilian career.

b. Figure 3-6 is an example of an individual learner career map for enlisted cohort depicting the continuum of learning across OISD domains.

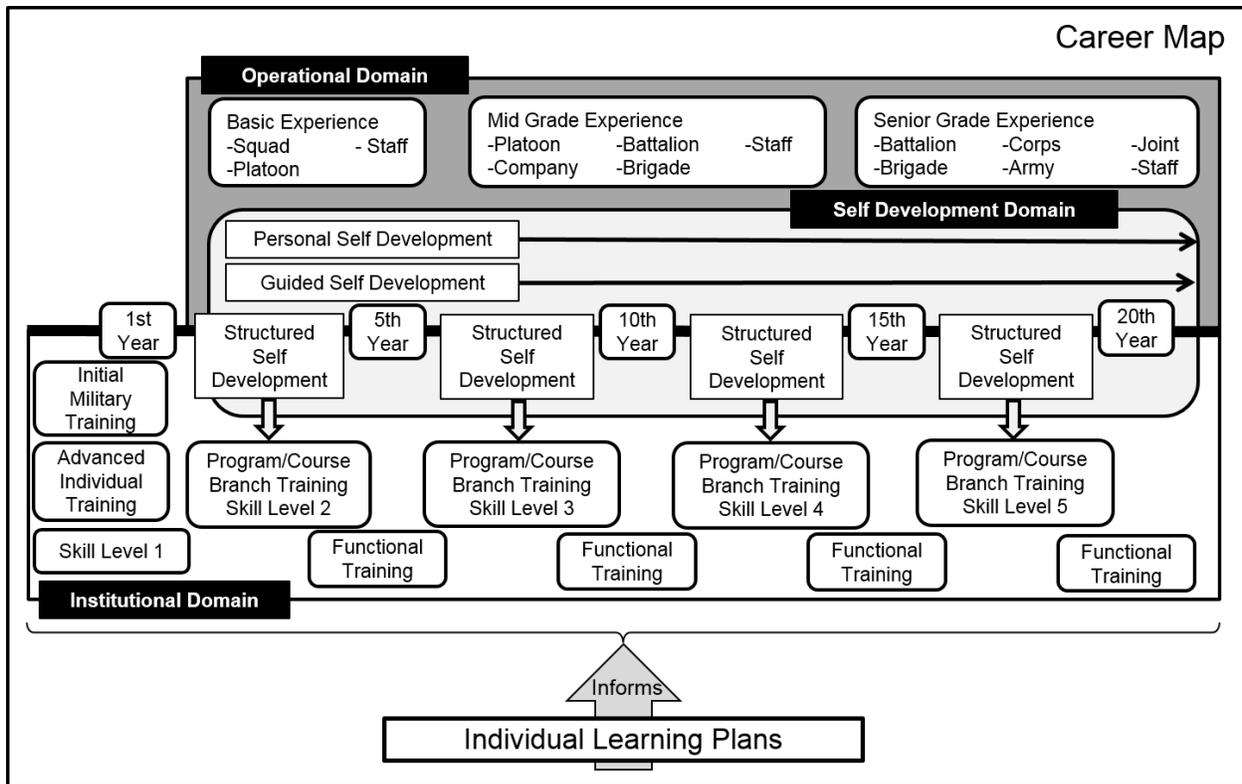


Figure 3-5. Example Career Map

### 3-17. Course

a. Centers and schools will produce courses that are linked to critical learning requirements. A course is a series of instructional units identified by a common title and number consisting of a curriculum to deliver critical learning requirements to qualify a Soldier and/or Army Civilian for a specific job or function at a predetermined skill level.

b. Army course structure combines a series of instructional units. Instruction is tailored to meet Soldier and Army Civilian ability, expectation, and needs. Course structure takes into consideration OISD domains and any unique considerations associated with modes of delivery, for example DL. Course design and development addresses how lessons are tied together in a logical flow (progressive, sequential and aligned from simplest to most complex is often preferred), using various teaching methods, allowing for feedback (including course evaluation), and learner assessments. Course design and development allows for the necessary detail to meet desired outcomes within a constrained learning environment.

(1) Centers and schools will produce courses in a structured manner that facilitate effective and efficient learning compliant with the learning strategy, individual learning plan, and career map. Course design and development should make maximum use of course structure elements (phase, module, and lesson) to achieve a coherent and flexible design.

(a) A phase is a major part of a course, taught separately as an instructional unit, to accommodate the needs of the Army and availability of the Soldier and/or Army Civilian. There

are many reasons to divide a course into phases due to time, location, equipment, facility constraints, or delivery options such as DL, interactive multimedia instruction (IMI), resident, or any combination of those options. A qualification course may need to be divided into smaller courses to be executed in phases toward completion of the critical learning requirements for job or function qualification. For resourcing purposes, a phase is identified by a common course title and number.

(b) A module is a group of related lessons that promotes efficiency in the course structure. In rare cases, a module may be comprised of only one lesson based on a single terminal learning objective (TLO).

(c) Lesson is addressed separately (Paragraph 3-17).

(2) Centers and schools will produce courses with identified learning objectives and learner assessment criteria that support Army learning outcomes and credentialing, certification and licensing requirements. Scope statements are not required but may be used to identify the course purpose or intent. Learning outcomes, learning goals, and assessment criteria requirements follow:

- Course Outcome
- TLO
- Module Outcome
- ISAP

(3) Centers and schools will publish documents that associate learning outcomes and goals with required resources. A course master is produced in TDC and draws information from CAD and the POI. CADs, POIs and lesson plans are required to identify learning outcomes, objectives and resources:

- Course Master
- Course Administrative Data
- Program of Instruction
- Lesson Plan

(4) Centers and schools will include other administrative items that facilitate the ability to track, maintain, and search the automated database within the Learning Enterprise. Examples include course numbering and course title.

c. Chapter 5 details specific course length and The Army Training System (TATS) course design considerations.

### **3-18. Lesson Plans**

a. Centers and schools will produce lesson plans to facilitate instruction and student assessment linked to critical learning requirements.

(1) A lesson plan is a detailed description of learning content (the lesson), instructor actions, 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.

(2) Instruction is completed within a specific time period needed to assimilate the required knowledge, skills, and attitudes to achieve required performance. It includes the required resources to complete the learning and the training aids to achieve a course outcome.

(3) A lesson (the learning content) involves a period of learning to achieve a specified objective (such as a terminal or enabling learning objective). During a lesson, learners are taught about a particular subject or how to perform a particular activity.

b. Lesson plan elements:

(1) Minimum learning content will consist of:

- Learning Objective
- Assessment(s)
- Learning Step Activities

(2) Discretionary learning content appropriate for sound lesson plan design and development:

- Partial Individual Task
- Enabling Learning Objectives (ELOs)

(3) Resource and administrative elements will include:

- Administrative Data
- Method of Instruction (MOI)
- Safety
- Risk Assessment
- Testing Requirements
- Media Delivery
- Personnel
- Distribution Restrictions
- Academic Hours
- Environmental Considerations
- Feedback Requirements
- FD
- Instructor Actions (IA)
- Materials

c. Figure 3-7 provides an example of lesson plan structure with learning content and resource requirements (administrative elements are not all inclusive).

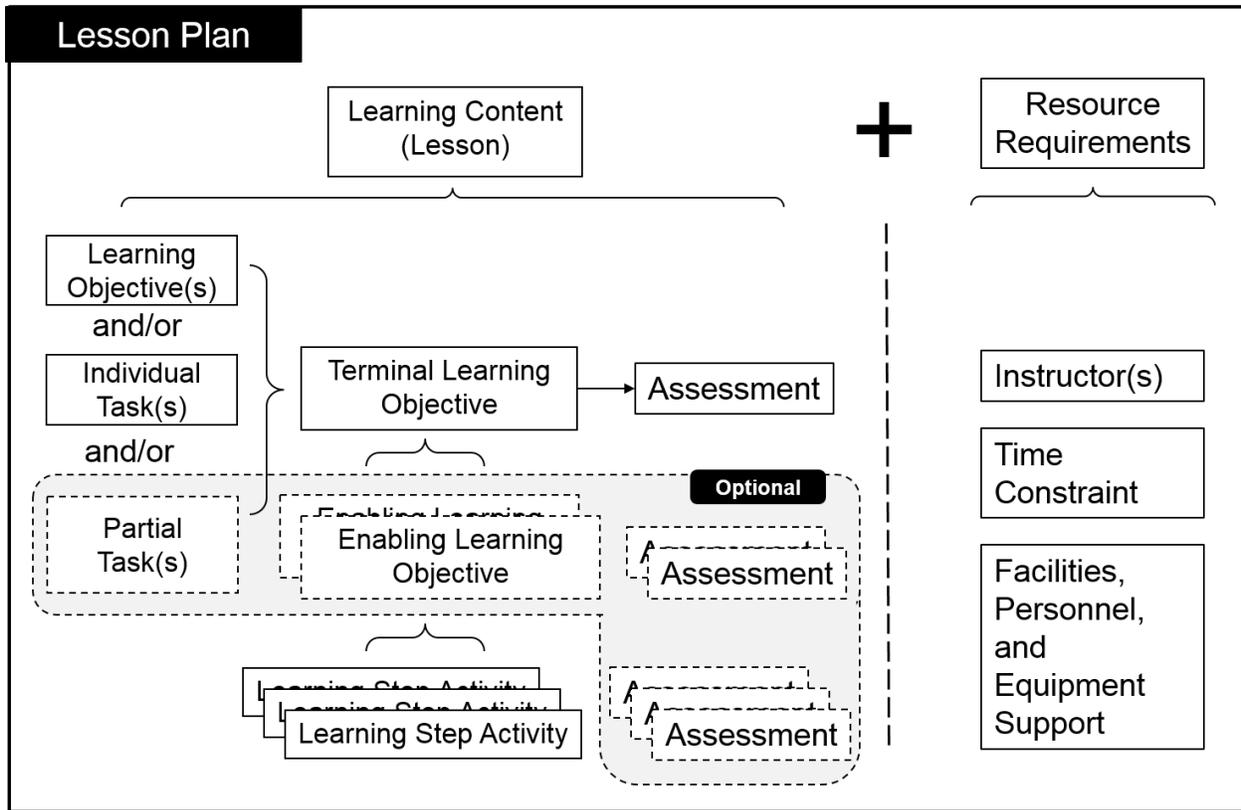


Figure 3-6. Lesson Plan Structure

d. Centers and schools will include other administrative items that facilitate the ability to track, maintain, and search the automated database within the Learning Enterprise. Examples include lesson numbering and lesson title. See appendix B for other considerations.

### 3-19. Learning Content

a. Centers and schools will produce learning content to achieve a specified objective using learning step activities (or supporting learning objectives) and assessments required to support the desired course outcomes.

b. To facilitate learning content design and development, learning elements of knowledge, skills, and attitudes (to achieve required performance) are determined and used.

(1) Knowledge is information required to perform a skill or supported learning objective or individual task. Knowledge is the basic building block of all learning and is largely defined through cognitive learning.

(2) Skill designates the ability of an individual to perform a job-related activity, which contributes to the effective performance of a performance step. There are three types of skills: physical (psychomotor), mental (cognitive), and emotional (affective). However, skills are largely defined through psychomotor learning.

(3) Attitude is a way of thinking about a person, place, thing or event and the behavior displayed that reflects the Soldier's and Army Civilian's way of thinking and is largely defined through affective learning.

c. Learning content includes a description of the performance steps and/or standards and measures necessary to achieve the requisite competencies and behaviors required of the learning objective(s).

(1) Competency is a cluster of related knowledge, skills, and attitudes that affect a major part of an individual's job (a role or responsibility) that correlates with performance on the job, that can be measured against accepted standards, and that can be improved via training and development.

(2) Behaviors specify what a Soldier and Army Civilian does to satisfy a job and/or function performance requirement. Behavior may involve critical thinking, recall, manipulation, discrimination, problem-solving, performing a step-by-step procedure, or producing a product.

d. Learning content supports Army learning requirements. Learning content should be designed to facilitate the combination of inherent attributes, learned competencies, and desired behavior of Soldiers and Army Civilians to meet the needs of the Total Army.

e. Figure 3-8 depicts the relationship between the student, the synchronization meeting, learning content, and desired outcomes to meet the needs of the Total Army.

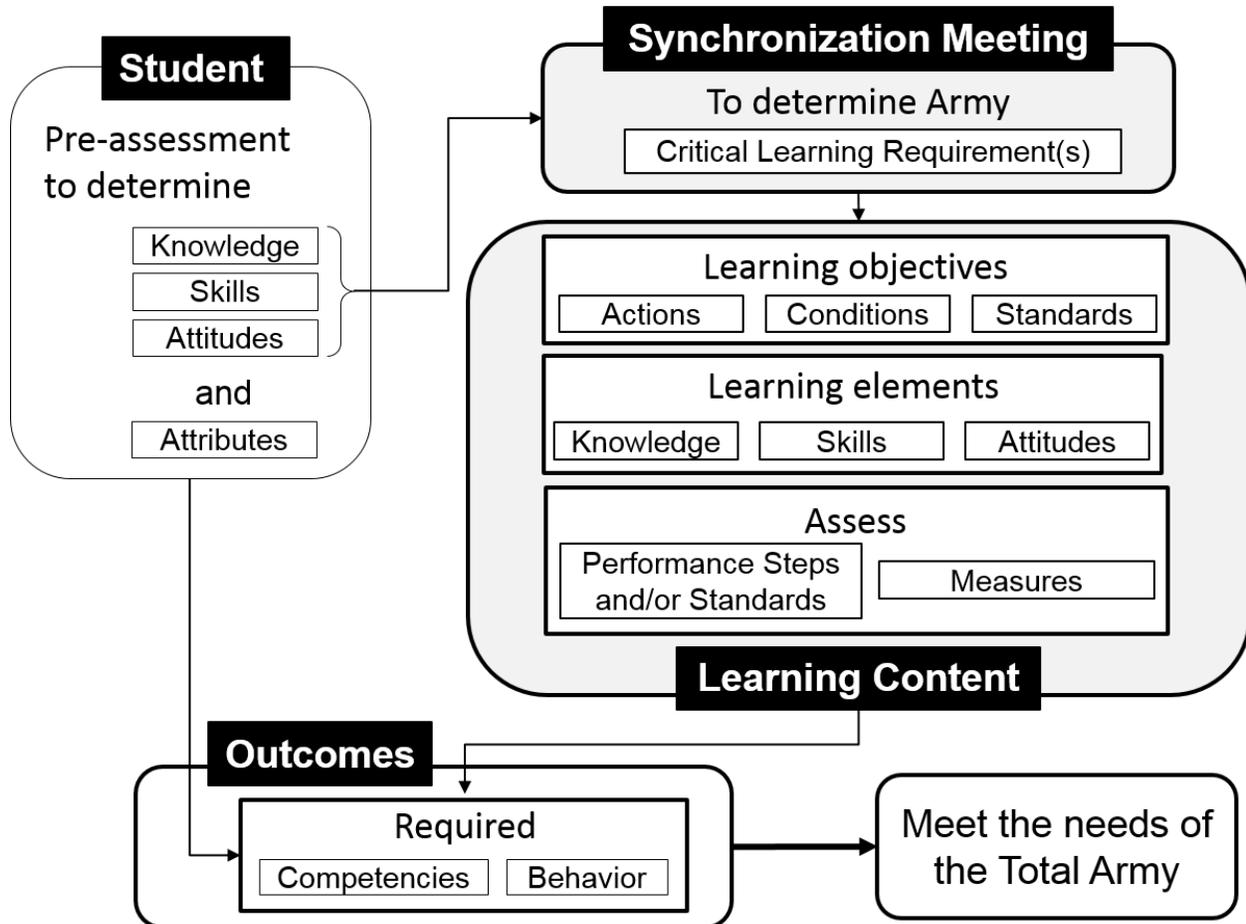
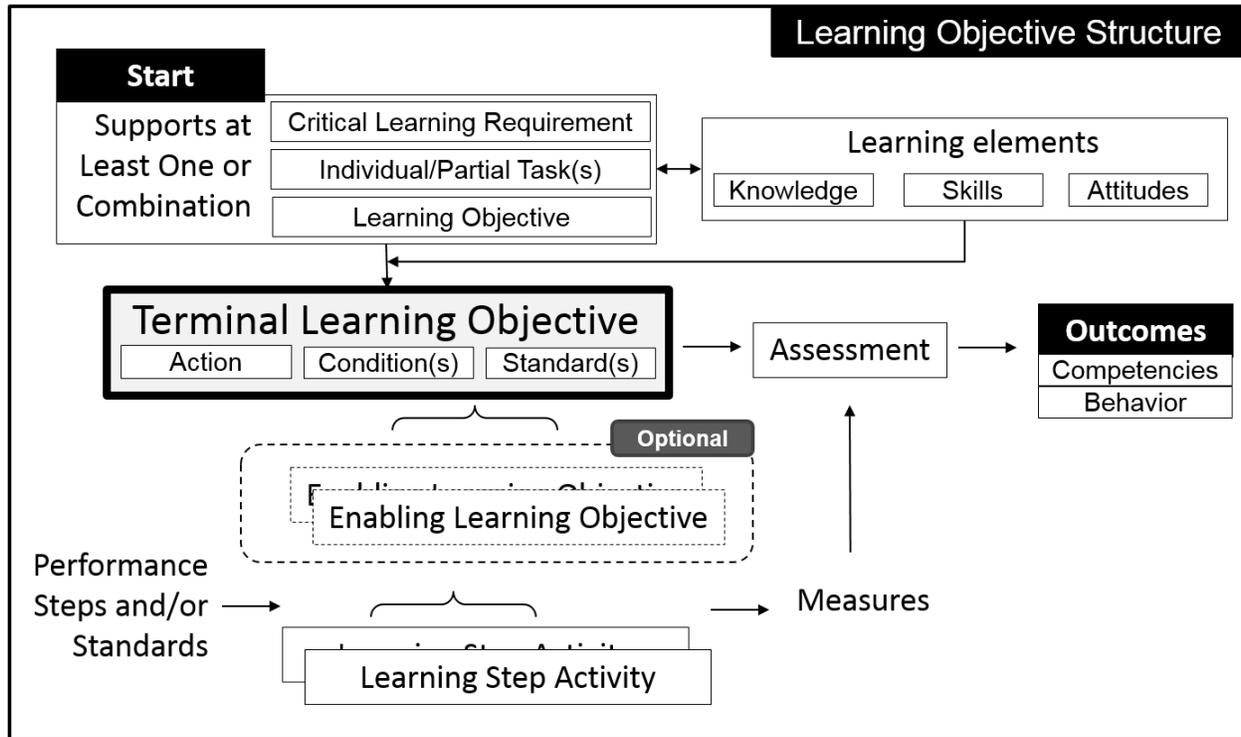


Figure 3-7. Learning Content Relationship to Needs of the Total Army

### 3-20. Learning Objective Structure

a. Centers and schools will produce learning objectives that are traced to critical learning requirements. The learning objectives are a component of lesson structure and are included in learning content. Centers and schools may produce learning objectives from portions of an individual task. Learning objectives traced only to a portion of an individual task are annotated as partially taught in TDC.

b. Figure 3-9 depicts the relationship of critical learning requirements to the design and development of a learning objective.



**Figure 3-8. Learning Objective Structure**

c. Learning objectives consist of three parts: action (a specific activity to demonstrate required competency level), condition (the circumstances under which the action will be performed and assessed for success by the standard), and standard (accepted proficiency level required to accomplish the learning objective). There are two types of learning objectives used in course and lesson design: terminal learning objective and enabling learning objective.

(1) Terminal learning objective is the main objective of a lesson or an objective within a course. The TLO describes exactly what the Soldier and/or Army Civilian should be capable of performing under the stated conditions to the prescribed standard on lesson and/or course completion. The TLO regardless of the delivery technique(s) or instructional method(s) has only one verb. The TLO links to at least one critical learning requirement or a portion of one (for example, a knowledge, skill or attitude). A TLO may link to a combination of task(s). The learner should achieve the TLO standard to demonstrate competency of the learning content.

(2) Enabling learning objective defines a subset of the knowledge, skills, or attitudes the student should do to complete the TLO successfully. ELOs allow the TLO to be broken down into smaller, more manageable objectives. The ELO supports the TLO, measures an element of the TLO, and may address the knowledge, skills or attitudes required of the performance requirement. Identify ELOs when designing the lesson plan. ELOs are optional based on analysis of the TLO.

d. Learning step activities (LSAs) support learning objectives, and provide lesson content. LSAs also provide a structured means to focus learning on a specific aspect of a learning requirement. LSAs explain how the learning content will be presented, identifies the method of

instruction, and identifies all resources necessary to support the LSA. Sequence LSAs to maximize learning.

### **3-21. Instruction**

a. Instruction takes place during the implementation phase and uses the learning products the proponents have developed to achieve the learning outcomes. Student assessment helps to measure achievement of learning outcomes. The course evaluation plan is applied to ensure learning products sustain improvement relevant to course outcomes and instruction. Student assessment and course evaluation are also applied to DL instruction.

b. Much of the ADDIE process is deliberate and requires analytical detail. However, the process is flexible and allows for commandants, operational domain commanders, and instructors to adjust learning content and assessment criteria based on OE requirements and local policy.

c. Centers and schools will do the following:

- (1) Ensure instruction appropriately reflects ALM tenets as described in paragraph 3-4.
- (2) Ensure currency of doctrine presented in instruction.
- (3) Obtain reference materials.
- (4) Ensure instruction is based on approved learning products.
- (5) Distribute learning materials to students to support instruction.
- (6) Present the ISAP to Soldiers and/or Army Civilians at the start of the course. For DL courses, provide a copy to each student as part of the course and/or phase introduction. The ISAP includes student responsibilities, graduation criteria, and the assessment strategy. For initial entry training the ISAP requirements are different, reference TR 10-5-8.
- (7) Assess students individually to ensure steps and/or standard(s) are achieved for associated TLOs supporting critical learning requirements and course outcomes, in accordance with the instructions articulated in the ISAP.
- (8) Counsel students as appropriate to support attainment of TLOs and course outcomes.
- (9) Maintain student records in support of various requirements such as talent management, credentialing, certification and licensing requirements (Paragraph 7-12 addresses Army Records Information Management System).
- (10) Assess instructor and/or facilitator delivery methods.

(11) Conduct after-action reviews (AAR) to ensure effectiveness and efficiency of the instruction which leads to the accomplishment of the learning outcomes. Ensure necessary changes are captured and implemented accordingly.

### **3-22. Learning Program Improvement**

a. Centers and schools will ensure the learning program achieves the approved learning outcomes in support of Army requirements. To do this, courses incorporate processes to assess individual Soldier and Army Civilian learning using a blend of direct measures (such as, exams) and indirect measures (such as, surveys and focus groups).

b. Centers and schools will periodically evaluate the effectiveness and efficiency of each learning program. Results of these learning program reviews determine the need for improvement, modification, replacement, or elimination of a learning program, process, instructional material, or other supporting products pursuant to local policy.

(1) Learning assessments are captured in the ISAP for each learning program.

(2) The schedule and evaluated elements for each program review are published in the Master Evaluation Plan of the institution.

c. Evaluation of the production and management of Army learning products from beginning to end of the ADDIE process is the responsibility of everyone involved (see chapter 4 for more detail).

d. The TR 350-70 series of publications outline processes and techniques for assessing student learning and evaluating program effectiveness in different learning contexts.

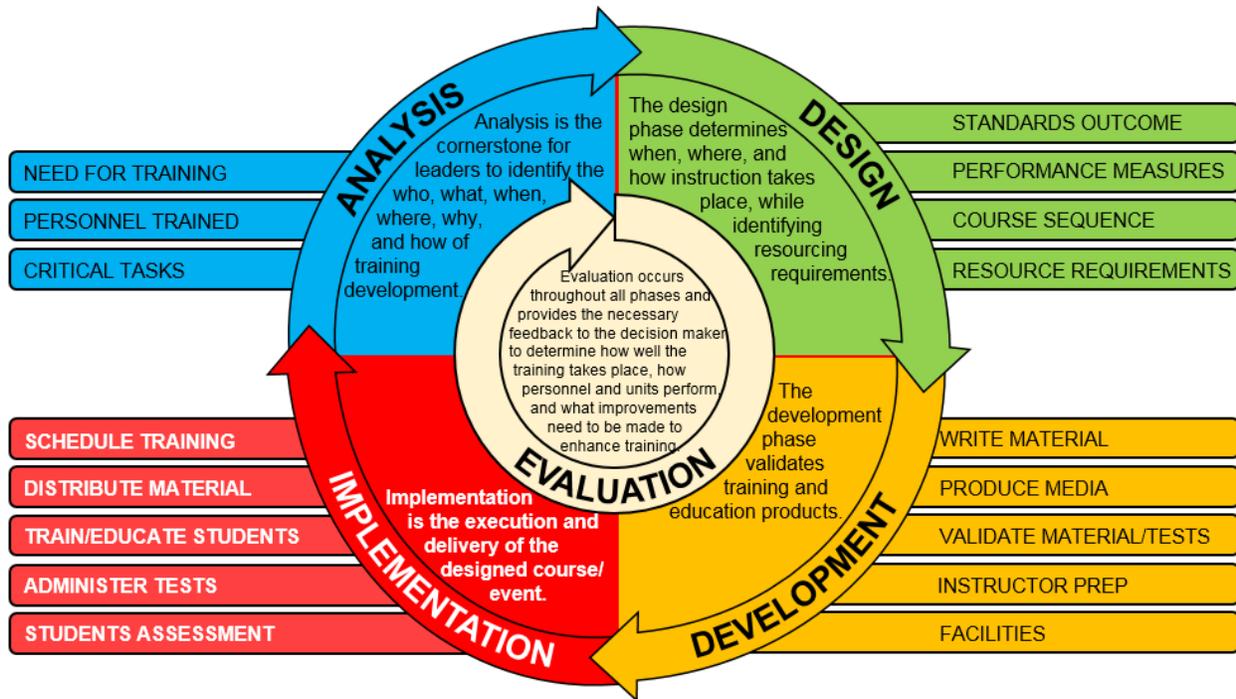
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## **Chapter 4**

### **Analysis, Design, Development, Implementation, and Evaluation (ADDIE)**

#### **4-1. The ADDIE Process**

a. ADDIE is a five phase process used to organize and guide all learning product development activities. ADDIE is the basis of a systematic, cyclic, iterative approach to conceive, plan, organize, and document all Army learning products. It supports the production of Army learning products to meet learning requirements, focus on critical job and/or function requirements, provide assessment and/or evaluation feedback, identify alternative learning methods, and gain efficiencies by providing information that helps to focus resources on critical learning requirements. Figure 4-1 depicts the ADDIE process.



**Figure 4-1. The ADDIE Process with Key Management Components**

b. While each phase of the ADDIE process builds on the outputs of the preceding phases, the phases are not sequential. A change in any phase requires review and may require adjustments to preceding phases. Minimum essential requirements differ depending on the product, whether it is new or revised. Developers may move in and out of each phase. Continuous formative evaluation of products from each phase, along with approvals, serves to eliminate or reduce wasted effort.

c. Centers and schools will use the ADDIE process to ensure effective and efficient production of learning products to meet Army learning needs.

d. Requirements and outputs for individual learning products focused primarily on educational outcomes such as PME may follow alternate process guidelines. These processes and models focused on “outcomes based” learning products are further described in TP 350-70-7.

**Section I**  
**Key Aspects of Learning Product Development**

**4-2. Management Components**

a. Leaders and managers involved in Army learning will consider key management components during each phase of the ADDIE process to ensure standards are met. Implementation of the learning products is contingent upon many factors determined in the analysis, design, and development phases. Managerial oversight throughout the process helps to maintain efficiencies.

b. TNGDEVs determine first where to enter the process. TNGDEVs use various analyses to identify the learning products to design (or revise or create), develop, implement, and evaluate. To successfully create a learning product that meets all requirements at the appropriate level, the TNGDEV will maintain focus on the learning outcome(s). It is essential to understand that each learning product goes through analysis, design, and development phases and formative evaluation prior to implementation and summative evaluation.

c. Managers will take the following steps to gain efficiencies when producing Army learning products:

(1) Ensure TNGDEVs know how to overlap elements of analysis, design, and development to revise existing learning products or create new products.

(2) Conduct formative evaluations throughout the ADDIE process to validate the quality of products and to save resources.

(3) When using new methodologies, use rapid prototyping<sup>2</sup> to produce a smaller scaled version or portion of the learning product, and then expand incrementally until the learning product reaches full development.

(4) Ensure the needs and job analyses data are the substantive basis for revisions to total task inventories, learning objectives, and critical tasks as required. Informed analysis is critical to ensure resources are not committed to the design and development of materials that do not achieve critical learning requirements. Course and product maintenance are critical to prevent unnecessary development efforts. Revisions can reuse and update existing products to produce required outputs in a much shorter time period than new development.

(5) Gaining and using feedback is critical to provide relevant, effective, efficient, and current instruction. Acquire feedback from multiple sources, including but not limited to Army Lessons Learned Program, the Joint Lessons Learned Information System, Combat Training Centers (CTC), conferences, proponent collection and analysis teams, unit commanders, Soldiers, Army Civilians, supervisors of course graduates, practical exercise AARs, surveys, synchronization meetings (for example, CTSSB, CDR, and post instructional conference), instructor critiques, course graduates (not sooner than six months post-graduation), threat managers, and studies.

d. Include USARC/NGB-designated SMEs during all ADDIE phases, including any synchronization meetings (for example, CTSSB), product validation, final approval process, and product evaluation. RC collaboration and participation should be timely to prevent readjustment and to ensure product completion without unnecessary delay.

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<sup>2</sup> Tripp, Steven D. & Bichelmeyer, Barbara. (1990) Rapid Prototyping: An Alternative Instructional Design Strategy.

## Section II

### ADDIE Phases for Learning Product Development

#### 4-3. Analysis

a. The analysis phase of the ADDIE process involves the detailed breaking down and examination of jobs, functions, tasks, objectives, and performance measures to determine requirements and how those requirements relate to one another. Analysis provides the foundation that justifies the continuation or termination of the learning product in the ADDIE process.

b. The analysis phase serves as the foundation for all Army learning products and drives the design and development of curricula and learning products. Effective and efficient learning products require thoughtful identification of the learning requirements based on analyses. Analysis also considers changes or anticipated changes of the OE. Complete analysis yields efficiencies in the design and development phases and lowers implementation risks. Analysis determines the performance requirement for units, Soldiers, and Army Civilians. The analysis phase is a systematic way to diagnose problems and identify solutions to individual and unit performance shortfalls. The primary analysis processes used to identify the learning products to be designed (revised or created), developed, implemented, and evaluated are needs, mission, doctrine, target audience, individual task, collective task, and job analysis. Some types of analysis may not be completed during the analysis phase of learning product development. The various types of analyses are:

(1) **Needs analysis.** Needs analysis identifies gaps between current and required Army capabilities or performance. Needs analysis may indicate a required change or modification to training and education learning products. Actual or perceived performance deficiencies may be in any area of DOTMLPF-P. There may be a training solution, an education solution, or a combined solution. A needs analysis may also identify that training and education is not the proper solution. TNGDEVs will conduct a needs analysis to produce the following outputs:

- Training and education solutions or improvements (as applicable);
- Recommendations for non-training and education solutions (as applicable);
- Learning product development requirements.

(2) **Mission analysis.** Mission analysis identifies missions and critical tasks units perform. Mission analysis is conducted as a result of a needs analysis or a change to a unit's mission, capabilities, tasks, performance requirements, equipment and/or personnel. The primary outcome of mission analysis is the development of the UTL which provides the foundation for all unit training products. The task proponent commander and/or commandant or their designated Colonel/O-6 or equivalent representative approves the UTL. UTLs are designed to increase Army readiness and mission accomplishment.

(3) **Doctrine analysis.** Doctrine analysis aligns collective tasks with Army universal task list (AUTL) tasks and universal joint task list (UJTL) tasks and identifies the METs needed for units to be able to perform their missions. The METs are approved through a formal review

process in order to determine a unit's METL. The unit's METL, Table of Organization & Equipment (TOE), UTL, and other key documents are utilized to develop CATS.

(4) **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 taught.

(5) **Collective task analysis.** Collective task analysis is a direct result of a mission analysis and an approved UTL. Collective task analysis is conducted when the mission analysis process identifies gaps in unit training. The mission analysis team provides results in terms of doctrinal deficiencies in the proponent missions and/or tasks in order to conduct collective task analysis.

(6) **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. A job analysis is conducted on all new and existing jobs in the Army. The outcome of a job analysis is to identify the skills and knowledge, duties and responsibilities, education and or experience required for the jobs (skill levels) and the criticality of each task, to determine what the job holder should know or do on the job. The sound analysis yields the final job list, an ICTL. Job analysis outputs include:

- (a) The total task inventory (TTI) and/or learning objectives.
- (b) Field survey data.
- (c) Task selection model data.
- (d) Individual task performance data.
- (e) ICTL.

(7) **Individual task analysis.** An individual task analysis is performed to determine the job performance requirements requisite of each task performed on the job. Job performance requirements include a task statement, conditions, standard, performance steps, administrative instructions, and references. Job performance requirements define the measures of performance that are to be used in diagnosing individual performance and evaluation of instruction. Individual task analysis provides the detail to design and develop individual learning products and support collective training. It usually requires the assistance of SMEs to work through each individual step of the task. This gives the training developer the opportunity to work through the content from the learner's perspective, while asking detailed questions about key steps or information involved in solving the task.

#### 4-4. Design

a. The design phase of the ADDIE process is when managers and TNGDEVs translate analysis data into an outline for learning, creating a blueprint for learning product development, and determine the sequence and how to train. Within this phase of training development,

outcomes are aligned with assessments and instructional strategies. The evaluation plan, course sequencing, and message design occurs, and media, along with delivery systems or methods are chosen.

b. The design phase identifies all resource requirements, the learning environment, learning objectives, test items, learning sequence, and student evaluation and/or graduation requirements. The proponent dependent blueprint identifies when, where, and how learning outcomes are achieved to meet Army requirements. Design identifies the required support for learning products and resources needed to develop, distribute, implement, and evaluate those products. Formative evaluation is applied as soon as the design phase requirement is identified which ensures the quality of every learning product meets consistent standards. Evaluation results are used to update and revise phase elements and learning products. If a design-related issue is discovered during formative evaluation, even if discovered during a later phase of ADDIE, the respective plan or learning product is returned to the design team for revisions and/or design updates.

c. Ensure the following actions have occurred during the design phase:

(1) Army learning products are designed using current, relevant, and approved Army doctrine.

(2) Products are designed as an integrated whole within the career-long learning continuum and include the required knowledge, skills, and attitudes from GLOs to prevent a gap in learning and performance.

(3) Comments on learning products designed by other centers and schools are provided when requested.

(4) Coordination and support are requested when applicable and RC participation is ensured.

(5) Available resources are selected to establish necessary conditions that stress the achievement of educational and/or training outcomes.

d. TNGDEVs will conduct these steps during the design phase:

(1) Group and sequence tasks and learning objectives.

(2) Translate individual critical tasks, supporting tasks, skills and knowledge into learning objectives.

(3) Identify any student assessment criteria (tests).

(4) Identify all resource requirements.

(5) Establish course structure to include phases, modules, and lessons.

(6) Determine the optimum training and/or education strategy for each learning objective to include learning activities, pre-instructional activities, presentation of content, learner participation strategies, learner and instructor support materials

(7) Identify the how (media, MOI), when, and where to conduct the course.

(8) Identify the mandatory instructional sequence, if any.

(9) Identify graduation requirements (these include the knowledge, skills, and attitudes required to graduate and are reflective of job performance capabilities).

#### **4-5. Development**

a. The development phase in the ADDIE process expands on the products of the design phase. The TNGDEV continues the research process by gathering references and supporting materials. Instructional methodologies and media are selected and/or developed. The primary goal of development is to produce learning products ready for implementation and use, validate assessment instruments and instructional materials, and develop the evaluation tools.

b. The development phase provides the details about the intended training, instruction, or learning product. These details justify the resources required to execute the learning product. TNGDEVs use design outputs and develop them into completed, approved, validated products including the details required to implement the instruction, assess the students, and evaluate the learning content.

(1) Army learning products comply with the following requirements:

(a) Use common products for AA and RCs unless TRADOC, DCS, G-3/5/7 in coordination with USARC and NGB, grants and approves the exception.

(b) Use the TDC and appropriate management tools for their required purposes such as development, posting, displaying, linking, managing, and tracking learning products.

(c) Content should be written at the appropriate reading level for the learning product target audience in accordance with TR 25-30.

(d) Maintain appropriate distribution restriction, foreign disclosure, safety, and environmental considerations of all assessment items and scenarios as required.

(e) Check the Army Publishing Directorate list of electronic Department of the Army (DA)-level publications to verify the currency of references.

(f) Validate that OE conditions are derived or applied directly from the Decisive Action Training Environment (DATE). Ensures that any OE conditions other than DATE are previously approved by TRADOC G2.

(2) Validation of learning products during the development process includes the following:

(a) Validate the effectiveness of learning products during development to ensure they provide the learner with the knowledge, skills, and attitudes to meet job performance requirements and align with required GLO knowledge, skills, and attitudes.

(b) Validate all learning products (including, but not limited to: training courses, correspondence courses and/or sub-courses, DL products, TADSS, TRADOC Doctrine Publications Program products; audiovisual products; and job aids) prior to reproducing, implementing, or distributing learning products in order to prevent the expenditure of valuable resources due to post development changes. For products other than DL, consider performing validation in segments, units, or blocks as learning products are being developed or revised. It is important for trainers and educators not to wait until all aspects of learning products or programs other than DL have been developed before testing their effectiveness. For DL products, especially for auto-scoring DL products, it is important that the Army DL Producing Activity (ADLPA) conduct Individual Trial (IT) and Group Trial (GT) validations on the complete DL course before 'Function Testing' is conducted.

(c) Validate learning products with AA and RC based on job/target audience applicability prior to implementation and ensure resources are scheduled for implementation.

(3) All TLOs and ELOs are included in the assessment portion of validation.

(4) The command authority approves the validated (final) course or product prior to implementation.

(5) Validate Instructors and/or facilitators are taught to implement the products, continuously evaluate effectiveness, and assess learning.

#### **4-6. Implementation**

a. The implementation phase of the ADDIE process includes execution of lesson plans according to its design. Implementation also applies to assessment of student learning and data collection for evaluation.

b. Core implementation requirements are as follows:

(1) Ensure products comply with applicable laws, regulations, safety guidelines and environmental protection rules.

(2) Ensure required facilities, materiel, equipment, and systems are properly maintained.

- (3) Confirm currency and availability of appropriate reference materials needed for instruction.
- (4) Ensure instructors and/or facilitators are qualified professionally by skill set identifier in instructor requirements as outlined in chapter 8 of this regulation.
- (5) Ensure implementation is based on only proponent-approved learning products.
- (6) Assess instructor and/or facilitator delivery methods and development of student knowledge, skills, and attitudes associated with GLOs.
- (7) Ensure OE conditions enable the achievement of training and education outcomes and are not distractors to the overall learning experience.
- (8) Ensure proper test control measures are implemented.
- (9) Ensure implementation of DL products is done on the appropriate approved Army Learning Content and Management Capability platform.
- (10) Ensure student performance is recorded.

#### **4-7. Evaluation**

- a. The evaluation phase of the ADDIE process is the quality control mechanism for learning and learning product development as well as ensuring the learner has achieved intended outcomes.
- b. Evaluation is a systematic and continuous method to appraise the quality, effectiveness, and efficiency of a program, process, product, or procedure. It provides the mechanism for decision-makers to ensure the application of consistent standards of quality. All centers and schools conduct evaluations on a continual basis pursuant to DA and TRADOC policy and guidance.

**NOTE:** Evaluation requirements are identified during the design phase of ADDIE.

- c. Centers and schools will do the following:
  - (1) Conduct formative evaluations and coordinate for summative evaluations of all courses in support of pre-accreditation and/or accreditation.
  - (2) Conduct formative evaluations during each phase of the ADDIE process to ensure every learning product meets consistent standards.
  - (3) Conduct (summative) evaluation after implementation of any curricula to ensure learners achieve the intended outcomes. The evaluation should include, but not limited to, data

collected during implementation phase, such as student assessment (direct measure), surveys (indirect measures), observations, lessons and best practices, AARs, interviews, and focus groups.

**NOTE:** Evaluations can take place at any time during the execution of a course (lesson, phase or module) and an end of course evaluation may not be required.

d. HQ TRADOC QAO gathers information on Army Learning Institutions through a multi-level process making it of high importance to gather, analyze, and report comparable data in an aggregate report format in order to provide the Army with a strategic review of training and education performance. HQ TRADOC QAO builds and employs the use of an Army Accreditation Evaluation Program Framework of internal and external evaluations. This framework is in accordance with AR 350-1 and HQ TRADOC QAO will provide it.

(1) Army Accreditation reports or other documentation to HQDA as required, including external evaluation data.

(2) Guidance/Assistance to any learning institution in meeting accreditation standards and becoming Learning Institutions of Excellence.

(3) Standardized evaluation methods, requirements, tools and software.

(4) Identify and share accreditation trends and “best practices” across the Army's learning institutions.

e. Survey Management Considerations.

(1) Centers and schools that use survey instruments and proposed collection of information from Army personnel will follow the requirements and processes for survey approval, licensing, and tracking in accordance with DOD Instructions (DODI) 8910.01, Information Collection and Reporting.

(a) Meet three separate requirements: approval or exemption from a licensing authority, Army sponsorship, and approval or exemption from an Army Institutional Review Board (IRB) or the Army Human Research Protection Office (AHRPO).

(b) Submit all internal Army surveys regarding broad beliefs, attitudes, or opinions, with sample sizes of 100 or more as well as surveys directed to vulnerable populations or surveys containing sensitive questions to an Army Information Management Control Officer (IMCO), who will coordinate with Army Research Institute (ARI) to determine whether a review and license is needed. Typically, the following types of surveys will require neither Army IMCO nor ARI review/licensure: surveys with a very narrow programmatic focus, customer feedback, on-site training/course evaluations, equipment evaluations, surveys administered for the purpose of selecting or classifying individuals, and Army Medical Department Center and School Health Readiness CoE medical and behavioral health assessments for clinical evaluations.

(c) Centers and schools will maintain an up-to-date listing of all data collections and provide this information to DOD upon request, regardless whether IMCO or ARI review and licensure is required.

(2) The guidance and instructions for surveys is contained in the Army Survey Request Instructions and Supporting Statement document, dated March 2016.

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## **Chapter 5**

### **Learning Product Requirements for Operational, Institutional and Self-Development (OISD) Domains**

#### **5-1. Purpose of the Army OISD domains**

a. The OISD domains overlap and complement each other in support of Army learning. These domains provide an organizational structure that allows the application of Army learning policy across the Learning Enterprise.

b. 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.

#### **Section I**

#### **Universal OISD Domain Requirements**

#### **5-2. Learning Strategy overlaying the OISD Domains**

a. Centers and schools will develop Learning Strategies as follows:

(1) Create learning plan for functional areas of responsibility that accurately portray the interaction among the three domains and synchronize the role each OISD domain plays in building Soldier and Army Civilian readiness.

(2) Incorporate point-of-need delivery options. Point-of-need delivery provides more learning opportunities to Soldiers and Army Civilians throughout their careers regardless of the OISD domain. This point-of-need delivery supports the learner at home station, in resident schools, and when deployed.

(3) Draw upon student and instructor experiences gained in previous training and operational assignments to share lessons learned, set performance standards informed by experienced-based, professional expertise, and integrate recent operational experiences into quality institutional learning.

(4) Create a self-development plan that bridges the gaps between the operational and institutional learning and set the conditions for continuous learning and growth. There are three types of self-development:

(a) Structured self-development addresses individual learning requirements throughout a career and is synchronized with institutional and on-the-job learning. Some form of structured self-development may be required to be completed prior to enrolling in and attending a specific institutional Army learning opportunity.

(b) Guided self-development addresses recommended optional learning that helps keep personnel prepared for changing technical, functional, and leadership responsibilities throughout an Army career.

(c) Personal self-development is self-initiated learning where the Soldier and Army Civilian defines the objective, pace, and process of learning. Examples could include pursuing certifications and license type credentials, or college education and advanced degree programs. Personal self-development is learner-centric and supports individual responsibility for learning.

### **5-3. Learning Documentation Requirements across the OISD Domains**

a. To develop Soldiers and Army Civilians that are adaptive thinkers, have individual initiative, collective agility, and confidence in all aspects of training and education, centers and schools will do the following:

(1) Develop, review, and validate learning products to ensure all individual and collective learning requirements within their proponenty and the domains are documented.

(2) Produce and distribute Army learning products critical to Army training and leader development. Ensure products incorporate previous training and operational experiences to address education and training solutions for each domain.

(a) Training solutions are required for each OISD domain. Training builds Soldier and Army Civilian confidence and competence in the fundamentals of their military or civilian specialty. Training solutions are based on specified tasks or skills in known situations where specific conditions and standards are used to assess individual and unit proficiency.

(b) Education solutions are required for each OISD domain. Education conveys knowledge across a broad spectrum of endeavors, is largely defined through cognitive learning and fosters the ability for deep analysis, reasoning and the ability to react with calm and certainty in ill-defined environments. Education solutions are based on learning objectives to impart required knowledge to ensure Army professionals are proficient across all ALA/GLOs.

b. To promote meaningful assessment of both the Soldier (and unit) in training and the trainer in execution, centers and schools will do the following:

(1) Record learning accomplished within the Army's mandated system, DTMS, to capture student learning. DTMS uses the ITR to record individual learning (training and education) acquired in Service schools, Troop schools, and in the unit. Additionally, units and organizations use the UTR to record unit collective task proficiency and crew qualifications in DTMS.

(2) Create Army learning products that employ feedback mechanisms that provide clear, accurate, and timely information concerning individual performance compared to objective standards for each domain. These products will also contain evaluation processes to determine product effectiveness and efficiency based on learning objectives compared to learning outcomes for each domain.

(3) Incorporate results from evaluation processes and feedback mechanisms coming from each domain to inform decisions to address performance gaps through learning product design or execution.

#### **5-4. Mandatory Training Requirements across the OISD Domains**

a. Mandatory training is training directed by law, DOD, and HQDA.

b. All centers and schools will produce, share, and maintain Army learning products in all domains that support mandatory training for which they have proponency. HQDA, G-3/5/7 approves mandatory training requirements published in AR 350-1 and Command Responsibility training published in AR 600-20.

(1) Mandatory training is common to all Soldiers and Army Civilians (unless otherwise noted) and applies to each Army OISD domain.

(2) AR 350-1, Appendix G lists mandatory training topics.

c. HQDA, G-3/5/7 serves as the Army staff proponent for all HQDA mandatory training requirements.

d. TRADOC determines implementation methods for incorporating HQDA-directed mandatory training into common core training for institutional courses, unless otherwise specified by regulation.

e. Training resources and information for mandatory training subjects can be found on ATN.

#### **5-5. Distributed Learning in support of OISD Domains**

a. DL technology is an integral enabler of the three domains. DL provides individual, collective, and self-development learning to Soldiers, Army Civilians, and contractors at the right place and right time.

b. Centers and schools create DL training and education products that rely on this technology to improve effectiveness and create efficiencies supporting Army learning at a physical or virtual location. DL training and education products increase learner-centric activities and emphasize individual learner responsibility for their learning. Point of delivery technology using DL systems supports all training domains.

c. As an Army level program, The Army Distributed Learning Program (TADLP), described in TP 350-70-12, supports DL modes of delivery which support each OISD domain.

## **Section II**

### **Operational Domain Requirements related to Learning Products**

#### **5-6. Operational Domain Requirements**

a. Operational learning products support training and education of individuals, units, and organizations and include STPs, CATS, WTSP, collective tasks, and drills. The ATMS provides Army collective and individual tasks and CATS to the Total Army. The methods, procedures, and steps for developing operational learning products are included in TP 350-70-1 and TED-T.

b. To support operational requirements, centers and schools will produce the following learning products:

(1) Standard METL for units down to company level for which they are the functional area proponent.

(2) CATS, which are task-based, holistic, and METL focused training strategies developed based on the capabilities and mission for which units are designed to conduct. Two types of CATS are Unit and Function CATS, respectively.

c. To maximize the effectiveness of the learning environment within the operational domain, operational commanders should implement the following:

(1) Provide dedicated time for learning through training and education leading to experience that supports the acquisition of knowledge, skills, and attitudes of personnel to meet unit readiness requirements.

(2) Use the approved Learning Enterprise automated tools to plan, resource and manage unit and individual training at all levels that supports the unit METL.

(3) Provide evaluation and feedback information to learning institutions to help inform Army learning product improvement, and to ensure standards are based on operational demands.

(4) Provide SMEs to represent operational interests at institutional synchronization meetings to address concepts and capabilities stemming from DOTMLPF-P initiatives and to coordinate training and education solutions.

(a) SMEs will produce individual tasks and learning objectives aimed at individual readiness in support of unit readiness, determine which tasks and objectives are critical, and determine the domain, skill level, and frequency (how often) each should be taught.

(b) SMEs will also possess the appropriate level of experience regarding task and objective mastery in relation to the complexity/grade level for which the synchronization meeting is addressing.

## 5-7. Collective Tasks

a. A collective task is a clearly defined, discrete, observable 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 required of a unit in the field under the conditions of the operational and training environment, and contributes directly to mission accomplishment.

b. Centers and schools will use the ADDIE process to produce collective tasks. TP 350-70-1 provides information addressing how to build collective tasks.

c. Collective task analysis is a direct result of a mission analysis which identifies gaps in unit training requirements. A collective task analysis includes the following:

(1) Doctrine review to include current and emerging doctrine. This review creates a task reference list that includes a minimum of one reference for every collective task.

(2) Analysis of the target audience.

(3) Task numbers.

(4) Task titles.

(5) Building and Assessing Training Readiness criteria.

d. Design requirements for collective tasks include specifications for condition and standard statements.

(1) The condition statement identifies the situation and operational environment in which the unit should be able to perform the task to the Army standard. A collective task condition statement provides the general information required to allow multiple units to perform a task to the standard based on a common doctrine.

(2) The task standard statement and objective task evaluation criteria matrix provides the criteria for determining the minimum acceptable level of task performance under operating conditions.

e. Development requirements for collective tasks include the following:

(1) Training and Evaluation Outlines which identify performance steps and measures a unit must accomplish to perform a collective task to standard.

(2) Supporting individual tasks that are performed to accomplish the collective task.

(3) Supporting collective tasks that are performed to accomplish the collective task.

(4) Drills that are performed during the execution of the supported collective task.

(5) Appropriate safety, risk, and environmental protection statements found in TR 385-2 and TR 350-29. Also, ensure the appropriate application of cautions, notes, or warnings.

(6) At least one opposing force (OPFOR) task that has the most opposing relevance to the collective task.

(7) Equipment and materiel items that have relevance to the target population being trained.

(8) The TADSS title and number, as required if a TADSS is selected.

## **5-8. Drills**

a. A drill is a collective action (collective task or task step) performed without the application of a deliberate decision making process. The purpose of a drill is to standardize actions and responses to one specific situation. A drill is initiated on a cue, such as enemy action or a leader's command, and is a trained response to the given stimulus. A drill requires minimal leader orders to accomplish and is standard throughout the Army. A drill is usually developed from a collective task but may be developed as a stand-alone product. TP 350-70-1 provides guidance for drill analysis, design, and development.

b. Centers and schools determine if an existing drill should be modified or a new drill created based on lessons learned.

c. Centers and schools will use the ADDIE process to modify or produce a drill.

d. By design, drills include a condition statement and a standard statement.

e. Centers and schools will develop the various sections of the drill in TDC to include the following:

(1) Performance measures.

(2) At least one supporting individual and supported collective task is linked to a drill.

(3) Equipment and materiel items.

(4) Appropriate safety, risk and environmental protection statements as well as appropriate cautions, notes, or warnings.

(5) The TADSS title and number if a TADSS is required.

### **5-9. Warfighter TSP (WTSP)**

a. A WTSP is a complete, detailed, exportable package integrating training products, materiel, and other necessary resources required to support unit training proficiency and readiness. A WTSP is developed to assist the commander in achieving METL proficiency by providing training products to plan, prepare, and execute CATS training events.

b. When developing WTSPs, centers and schools will use the ADDIE process. Information addressing the major elements of a WTSP and their components is found in TP 350-70-1.

### **5-10. Combined Arms Training Strategies (CATS)**

a. CATS provide leaders, commanders, and trainers with a task-based, event driven, holistic and METL-focused strategy to assist in the development of a Unit Training Plan (UTP) to meet, and objectively report unit training readiness, and to provide HQDA with training event cost and resource requirements. CATS are also developed to provide functional training strategies.

b. Centers and schools will do the following:

(1) Develop CATS for all active TOEs.

(2) Determine if new CATS should be developed based on pending effective dates for new TOEs.

(3) Identify active TOEs that are no longer needed.

(4) Closely coordinate and obtain feedback from the operational force to develop or improve unit training products.

c. CATS are a HQDA directed program and centrally funded at HQDA. Centers and schools will work with the CATS program manager to address funds and to determine the priority for what CATS to develop, review, revise, and update, based on available funding.

(1) Upon notification of the funding amount for the next fiscal year (FY), the program manager coordinates with centers and schools to develop a prioritized list for the upcoming year's development effort. The prioritized list is presented to the Operational Portfolio council of colonels for approval. Once the list is approved, funds are allocated to develop, review, revise, and update each proponent's CATS.

(2) Development priorities and delivery schedules are adjusted to suit unplanned Army and proponent requirements and/or if HQDA provides supplemental funding. CATS supports both home station unit training as well as the sustainment of infrequent critical tasks during deployment operations.

d. CATS design and development output requirements.

(1) Task Sets including name and number.

- (2) Collective Task(s) Trained.
- (3) Identification of METs, and supporting collective tasks from METL.
- (4) Events by type (including the event elements).
- (5) Frequency and duration of Training Events.
- (6) Narrative of how to train the Task Set.
- (7) Event training resource requirements.

### **5-11. Operational Learning Products Implementation and Evaluation Requirements**

Centers and schools will follow the approval and distribution process during the development and implementation of operational learning products.

a. All new collective training products will be reviewed by ArmyU for standardization and completeness in TDC. Centers and schools will ensure new collective products are routed to ArmyU during the staffing process prior to the approval authority.

b. ArmyU will quality control (QC) all revised collective training products by reviewing a sample percentage with an updated change history to ensure standardization and completeness within TDC.

c. ArmyU will provide recommended changes and corrections, as necessary, to the responsible proponent. Centers and schools will adjudicate recommended changes, complete required corrections within TDC and notify ArmyU for concurrence.

d. ArmyU provides QC of all proponent-developed collective training products by ensuring enforcement of policy, proponentcy, and the development of standardized Army training.

#### **Section III**

#### **Institutional Domain Requirements related to Learning Products**

### **5-12. Institutional Domain Requirements**

a. Institutional learning products support institutional training and education of Soldiers, Army Civilians, and contractors. Automated tools used to support learning product development include TDC, the ITMMT, and ATMS (ATN, DTMS, and CATS development tool). As described in Chapter 3 above, and further detailed in TP 350-70-14, institutional domain learning products and supporting documents include the following:

- (1) Learning strategies and individual learning plans.
- (2) Career maps.

- (3) TRAS documents (ITP, POI, and CAD).
- (4) Lesson Plans.
- (5) Learning objectives.
- (6) Individual tasks and ICTLs.
- (7) TSP.

b. Centers and schools will do the following:

(1) Develop learning products that minimize lectures and leverage blended learning concepts to enhance the face-to-face learning experience.

(2) Review lessons learned and the Center for Army Lessons Learned products for institutional and operational events in order to analyze and integrate critical lessons learned into Army learning products.

(3) Ensure learning products focus on collaborative, problem-solving events led by facilitators and/or instructors that engage students to think critically, creatively, and to understand the context and relevance of what they learn.

(4) Provide Soldiers, Army Civilians, and contractors technology-enabled digital learning content that is easily accessed through multiple delivery means including non-real time (asynchronous), real time (synchronous), and mobile delivery at the point of need to include multimedia modules, game-based scenarios, digital tutors, social media, digital applications and emerging technologies.

(5) Solicit operational SME feedback regarding the following:

(a) Adaptation and innovation developed by Soldiers and Army Civilians such as mobile applications and online learning content.

(b) Rapid review of proliferating learning and performance support products to ensure they do not mislead, misinform, or lead to harm for Soldiers and Army Civilians and/or equipment.

(6) Consult with TRADOC G-27 OE Training Support Center (TSC) to leverage OE support for multi-media, scenario development, simulation, and gaming.

**5-13. Institutional Learning Products Implementation and Evaluation Requirements**

Centers and schools will follow the approval and distribution process during the development and implementation of institutional learning products.

- a. All new learning products will be reviewed by ArmyU for standardization and completeness in TDC. Centers and schools will ensure new institutional learning products are routed to ArmyU during the staffing process prior to routing the approval authority.
- b. ArmyU will QC all revised learning products by reviewing a sample percentage with an updated change history to ensure standardization and completeness within TDC.
- c. ArmyU will provide recommended changes and corrections, as necessary, to the responsible TNGDEV/Manager. Centers and schools will adjudicate recommended changes, complete required corrections within TDC and notify ArmyU of the results.
- d. ArmyU provides QC of proponent-developed individual learning products by ensuring enforcement of policy, proponency, and the development of standardized Army training.

#### **5-14 Soldier Training Publication (STP)**

- a. STPs are proponent and school publications that identify individual MOS training requirements and standardize individual training for the entire Army. STPs identify critical tasks for a job, and an MOS to provide information and guidance for conducting individual training in the unit. STPs assist the Soldier, leaders and the commander in training critical tasks to sustain task training proficiency and support collective task proficiency. Operational requirements generate the development of individual tasks. Each OISD domain shares these tasks across its domain. STPs contain task inventories, all common Soldier and common skill level individual task training and evaluation, and branch MOS specific tasks for skill level 1. There are two categories of STPs: Soldier Manual (SM) for skill level 1 tasks, and SM-Training Guides for skill levels 2, 3, and 4. Commanders, trainers, and Soldiers use STPs to plan, conduct, sustain, and evaluate individual training of job tasks and battle drills in units.
- b. When developing STPs, centers and schools will use the ADDIE process. TP 350-70-1 provides information on how to build STPs.
- c. At a minimum, centers and schools will review STP's after completion of a CTSSB or as triggering events dictate to ensure the publication is current, relevant, and revised as appropriate.

#### **5-15. Course Length**

- a. Course length is the total time required to conduct the course/event, to include mandatory course subjects and command-directed learning. It includes both academic and administrative time and expresses the time in weeks and days; however, only academic hours are used to determine the course length. TOMA (or ATRRS manager for non-TRADOC schools) validates, manages, and enters TRADOC-approved course lengths into ATRRS.
- b. Academic hours represent the total length of time required and include all academic topics taught in the course, including assessments and assessment reviews. Identify academic time for each MOI for each lesson. When using self-paced instruction, use the academic hours necessary if taught in residence.

c. Administrative time consists of all non-academic time included in a course and is represented as the total hours necessary to perform all administrative activities, which includes, but is not limited to, in- and out-processing, graduation and other administrative responsibilities. Training units schedule course hours for both administrative and academic time to determine the full duration for which a student attends the course/phase site.

d. Administrative time should not exceed 4 hours in an AA academic week. USAR/ARNG administrative time is added to 44 hours and equals 48 hours a week. Submit requests for additional administrative time to TOMA. Requests include why the administrative activity cannot occur before or after normal learning time. Administrative time in a course does not generate nor support instructor contact hours (ICH).

e. Academic days are the actual days used for learning within a week (which could be 5, 6, or 7). For example, a 2-week course that uses a 5-day calendar would have 10 academic days.

f. An academic week consists of the total number of academic hours implemented during any given week, to include mandatory course subjects, command-directed learning events and administrative time. A normal, 5-day academic week is 40 hours. Upon direction for a 6-day week, the normal week is 48 hours. During mobilization, a normal week is 60 hours. Centers and schools may establish a longer academic week by exercising their options to increase the number of academic hours in a week. The academic week includes academic and administrative time.

g. The academic week represents the number of academic hours taught during any given academic week. AA peacetime is separated by 5, 6, & 7 day training weeks with respective academic hours of 36, 44, & 52 and administrative time built in at 4 hours a week.

(1) Centers and schools may establish academic weeks with more than 36 academic hours or 44 academic hours, 5-day academic week and 6-day academic week, respectively. Academic weeks of less than 36 or 44 hours require HQ TRADOC, DCS, G-3/5/7, TOMA approval.

(2) The minimum RC peacetime academic week is 48 hours, based upon an 8-hour academic day, 6 days a week. A minimum of 56 hours, based upon an 8-hour academic day, 7 days a week, is authorized for courses granted a TATS training year waiver for 15+ day active duty for training (ADT) periods. The maximum is 60 hours, based upon a 10-hour academic day, 6 days a week. Centers and schools that want to develop courses outside these guidelines will submit a request for exception to the RC TATS training year through TOMA for approval.

(3) Army Mobilization in totality is all components (COMPOS 1, 2, 3 & 4) and training 56 academic hours a week using a 6 day training week only (no 5 or 7 day training week authorized without waiver); total week with administrative time is 60 hours (10 hour days during the 6 day week).

**NOTE:** Institutional Training only.

h. Centers and schools will coordinate through the appropriate CFLs, ACOMs, Army Service Component Commands (ASCC), or Direct Reporting Units (DRU) when requesting a new course or additional resources for a current course and will comply with TRADOC Course Resource Increase Policy (refer to paragraphs 6-4 and 6-6 in this document for more information). CFL, ACOM, ASCC, or DRU will validate and prioritize requests for additional resources for current or new course(s) prior to submitting them to TOMA for resource validation.

#### **5-16. The Army Training System (TATS) Course Design Considerations**

a. The definition of a TATS year for RC training is a 13-month window consisting of a maximum of two ADT periods across 2 FYs, with a maximum of 8 weekends of IDT periods available between the two ADTs.

b. TATS requirements for USAR/ARNG regarding maximum active duty training days include;

(1) May be split into two 14 day periods within a 13 month window to allow multiyear funding.

(2) Only 12 of the 14 days are available for learning. Days 1 and 14 are for travel.

(3) Actual training time is generally limited to a maximum of 120 hours (10 hours a day). Training time can be increased for training events that extend the training day. Examples include night range firing, night land navigation, or 24 hour field training exercises.

c. TATS requirements for USAR/ARNG regarding maximum inactive duty training days allows the TNGDEV to use a maximum of 128 hours (maximum 8 hours in any 1 day x 16 days). This limitation is necessary due to other mandatory unit training, work, and administrative requirements.

d. TATS for USAR/ARNG regarding maximum combined active and inactive duty training days requires NCO Education System common core and technical training to fit within the TATS year unless a waiver is granted. A TATS year is defined as an institutional training year for MOS qualification and NCO Education System lasting up to 28 days of active duty training and 16 days of inactive duty training across a 13 month window.

e. For DL, maximum TATS requirements for USAR/ARNG allows for up to 75 hours of asynchronous self-paced DL which may be included in the 13 month window described above.

### **Section IV**

#### **Self-Development Domain Requirements related to Learning Products**

#### **5-17. Self-Development Domain Requirements**

a. The self-development domain includes planned, competency-based, goal-oriented learning that reinforces and expands the depth and breadth of a Soldier's and Army Civilian's knowledge base, self-awareness, and situational awareness to improve individual performance in current and

future career assignments. It complements operational and institutional learning while enhancing professional character, competence, and commitment.

b. Centers and schools will produce learning products, as required to support the continuum of learning, for the self-development domain in support of IMT, Army training, leader development, PME, CES, and functional training.

**NOTE:** Learning products developed for the self-development domain have the same organization as institutional learning products, only content will differ.

c. When producing self-development domain learning products, centers and schools will do the following:

(1) Comply with Army learning product requirements addressed in chapter 3 of this regulation.

(2) Coordinate and synchronize the production of Army learning products with operational domain SMEs.

(3) Manage Structured Self Development content for specified career points as a prerequisite for attendance at specified institutional courses. Structured Self Development builds knowledge and skills through a defined sequence of learning approaches involving formal education and experiential learning.

(4) Ensure Army learning products are aligned with the career-long learning continuum, are easily accessible, and are properly promoted for learner awareness.

(5) Consider using DL as a learning solution and coordinate the learning product effort with TRADOC Capability Manager (TCM) - The Army Distributed Learning Program (TADLP) to leverage technology where content is easily found, accessed, user friendly, and managed.

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## **Chapter 6**

### **Managing Army Learning Products**

#### **6-1. Overview**

This chapter describes the management requirements for governing, processing, maintaining, and resourcing learning products. Management of learning products includes prioritizing, integrating, and synchronizing Army training and education policies, processes, systems, and resources to inform decision making for the Learning Enterprise of the Army.

**Section I**  
**Governing Learning Products**

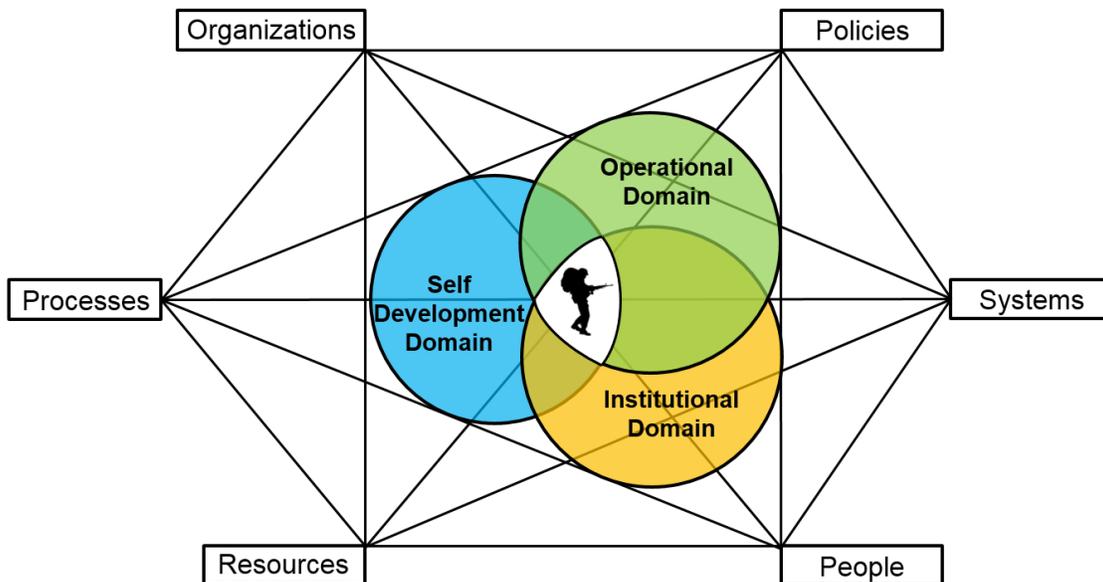
**6-2. Governance of Learning Products**

Governance describes the decision making process used to establish and synchronize policy, processes, and systems and allocate resources. TRADOC uses organizations and a wide variety of committees, councils, and forums to ensure timely and informed decision making. AR 350-1 and TR 10-5 series describe the TRADOC governance framework. This regulation describes the governance for producing, maintaining, and resourcing learning products. Refer to chapter 2 in this document for roles, missions, and responsibilities of individuals and organizations within the Learning Enterprise.

**6-3. Management in the Learning Enterprise**

a. The Learning Enterprise is an Army capability led and managed by TRADOC (ArmyU) which enables Army units and organizations tasked with conducting training and/or education for Soldiers and Army Civilians to provide the best learning environment, develop the most effective training and education products, and efficiently use limited resources. This enterprise was created to support the training and education missions assigned to HQ, TRADOC, CoEs, and Army Schools. It uses standardization to create efficiencies and improve enterprise effectiveness. It also supports mission command at all levels and enables leaders to make timely decisions based on accurate information. Learning Enterprise policy establishes requirements for each of its elements: organizations, processes, systems, resources, and people.

b. Each enterprise element influences the analysis, design, development, implementation, evaluation, and management of learning products used in the OISD domains to facilitate readiness of Soldiers, Army Civilians, and Army units. Figure 6-1 depicts the Learning Enterprise.



**Figure 6-1. Learning Enterprise**

c. Army leaders use mission command to manage, maintain, and balance the Learning Enterprise elements. The description of these elements follows:

(1) Organizations and units are created to accomplish Army assigned missions with the right balance of leadership, personnel, and equipment. The Learning Enterprise spans across multiple organizations and units which collectively produce Soldiers and Army Civilians who contribute to the readiness of the Army. The Learning Enterprise is most effective when the leaders in organizations and units adhere to training and education policies, maximize the use of training and education processes and systems, invest in the development of their personnel, and closely manage scarce resources.

(2) Policies provide the necessary regulatory guidance to effectively function within an environment of limited resources. Policies identify the requirements of the Learning Enterprise as well as the constraints imposed on the enterprise. Leaders and managers at all levels are expected to understand and enforce policies.

(3) Processes are actions and/or steps executed in a specific sequence which result in the completion of a product, the attainment of an objective, or the growth of an individual or organization. Leaders and managers develop processes to produce accurate and consistent results while using the most ethical, effective and efficient means which inform decision making. The Learning Enterprise is comprised of many processes spanning multiple organizations and units that complement each other and build toward individual and Army readiness. As a result it is important for leaders and managers to communicate often and effectively while executing enterprise processes to operate effectively.

(4) Systems support multiple elements and feed multiple systems external to the Learning Enterprise. Systems make processes more efficient and enable timely decision making by standardizing, storing, and processing information. Systems also reduce redundancy and conserve resources. Leaders and managers use systems to validate work/ products, maintain situation awareness, and make informed decisions.

(5) Resources are the time, equipment, products, facilities, funding, and intellectual capital necessary to maintain the Learning Enterprise. Resources are the building blocks for the enterprise elements. People are a key resource and are described as a separate element. Leaders and managers should know processes and systems specific to the Learning Enterprise to effectively manage resources.

(6) People in the Learning Enterprise provide the expertise and leadership required for the enterprise to operate ethically, effectively and efficiently. Leaders provide vision and guidance and make decisions to maintain an ethical, effective and efficient Learning Enterprise within the scope of their responsibility. Managers use leader inputs to create, refine, and adapt processes and systems and forecast, procure, and maintain resources to achieve the leader directed end state. The Learning Enterprise functions best when the people who comprise the Learning Enterprise understand their roles and responsibilities.

## Section II

### Management Responsibilities and Roles

#### 6-4. Manager Responsibilities Overview

The managing responsibilities for Army learning products affect multiple domains and command levels to include HQDA, ACOM, ASCC, DRU, CoEs, school commander and/or commandant, director of training (DOT), and product managers. To properly manage learning products, leaders and managers at all levels should understand the elements of the Learning Enterprise and how those elements relate to each other. Managers at all levels will do the following:

- a. Understand the Army learning triggers outlined in paragraph 3-5 that require changes to learning products, changes to the resourcing of learning products, and the workload associated with making and maintaining those changes.
- b. Establish and document internal controls for each element of the Learning Enterprise based on their area of responsibility and the commander's published risk assessment to ensure learning products meet all regulatory requirements, meet or exceed cost effectiveness guidelines, reflect the highest quality, remain relevant, and achieve their intended purpose. Internal controls include the audit trail of interim ADDIE products used to produce and validate learning products. See the latest version of the TED portion of the Management Decision Package (MDEP) Training Development (TADV) submission of the Program Objective Memorandum (POM) published by PGD, VPLS, ArmyU and TRADOC TED manpower studies for the minimum interim ADDIE products.
- c. Manage TRAS resources within available baselines and should emphasize resolving resource increases by offsetting resources from lesser priority missions/ courses. If unable to do so, an explanation of efforts to provide offsets needs to be submitted. New courses or changes to existing courses with internal bill payers still require submission of POIs to HQ, TRADOC, DCS G-3/5/7, TOMA for validation and documentation.
  - (1) If resource increases are required, provide a TRAS abbreviated Cost-Benefit Analysis (TAC-BA) and appropriate Request of Additional Course Resources brief (See TP 350-70-9, Budgeting and Resourcing) with full justification through CFL, ACOM, ASCC, or DRU to TOMA, and the impact if this new or changed course is not resourced.
  - (2) Proponents requesting additional resources are responsible for developing, staffing, and submitting the TAC-BA and appropriate Request of Additional Course Resources brief.
  - (3) Proponents should use the TAC-BA and appropriate Request of Additional Course Resources brief to identify the resource increases (such as, manpower, trainees; transients; hold-under; students; funding; equipment; facilities; land; ranges; ammunition; training aids, devices, simulators, and simulations; lodging; RC pay and allowances). Since resources are frequently shared across the installation or across the CoE, staffing from those organizations is necessary.
- d. Ensure the development or revision of learning products is based on the TRADOC approved functional area proponent assignment.

e. Use the approved automated tools and digital repositories that support Total Army Learning Enterprise requirements: TDC, ATMS, ITMMT, TED-WMT, TED-T, and CAR. These digital tools provide units and leaders with training resources; support learning product development; deliver learning content throughout the Learning Enterprise; and update Army electronic repositories. Centers and schools will follow the product policy and business rules pursuant to TR 350-70 and its supporting pamphlets.

f. Train their assigned personnel on the Learning Enterprise within the scope of their responsibilities.

g. Provide recommendations for increasing effectiveness and/or efficiency of the Learning Enterprise to the ArmyU Provost.

### **6-5. Functional Areas and Proponency**

The Provost, ArmyU manages proponency for training and education. The official training and education proponent listing is maintained electronically on TED-T, which identifies authorized centers and schools responsible for developing all Army learning products within their respective fields of expertise. Centers and schools that use learning products developed by other centers and schools will coordinate with that proponent to request modifications.

a. The functional area listing also identifies the training and education development POI proponent code, and collective proponent code for each Army training and education functional area where applicable. POI proponent codes and collective proponent codes are used to identify the approval authority for all individual and collective training and education products respectively. The authoritative reference for POI proponent codes can be found in the ATRRS Verification Table Function (TP 350-70-16, paragraph 6-4 provides more information). The authoritative reference for collective proponent codes, which are derived from training publication series numbers, can be found in DA Pamphlet (DA PAM) 25-40.

b. In accordance with AR 350-1, the functional area listing designates proponency for information related to training and education only and should not be confused with force modernization proponency as defined in AR 5-22.

c. The lists maintained on TED-T are based on assigned proponency and validated by DOTMLPF-P analysis. Changes to DOTMLPF-P may cause changes in proponent training and education functional areas. As a result, this listing may be updated more frequently than directed in existing regulations and policies.

(1) For changes in functional areas mandated by a change of assigned mission, and/or generated by changes in DOTMLPF-P, or other mandates from HQDA or HQ, TRADOC, the proponent will formally notify TOMA through their appropriate CFL, ACOM, ASCC, or DRU via memorandum regarding changes to proponent areas.

(2) For changes in functional areas generated internally by change in internal organization, changes in mission or proponency from one activity to another, the responsible proponent will formally notify TOMA through appropriate CFL, ACOM, ASCC, or DRU.

**NOTE:** Even though requested changes are internal, they still may require HQDA approval.

d. The assigned proponents have approval authority for all of their proponent courses and associated TRAS documents. These include all resident and DL courses or learning products directly supporting an occupational specialty, to include contractor-implemented courses; ITRO consolidated and co-located courses; courses which award SIs, additional skill identifiers, or special qualification identifiers; and functional courses which are aligned with an MOS, branch, AOC, or functional area. The approval authority identifies changes in DOTMLPF-P initiatives that affect the specialty and DL products that support, or will be developed to support, the specialty. Approval authority for TRAS documents are:

(1) ITP. Proponent commanders/commandants or their designated representative approve ITPs that they develop. The proponent's approval of an ITP constitutes authority to continue with the ADDIE process. TOMA will validate the ITP before resource requirements are recognized.

(2) CAD and POI. Proponent commanders/commandants or their designated representative approve CAD and POIs that they develop. TOMA (or AR 350-1 designee) will validate each CAD and POI before resource requirements are recognized.

## **6-6. Course Management**

a. Centers and schools will assign a manager for each ATRRS course or phase the proponent conducts.

b. Course managers are responsible for the following:

(1) Reviewing completed ADDIE products (learning content and resourcing) to ensure the course was developed using sound design principles, command guidance, and regulatory requirements.

(2) Ensuring the course management plan is complete, validated, and enforced.

(3) Ensuring ISAP is complete and updated annually.

(4) Ensuring course records are completed and maintained.

(5) Ensuring course evaluations (formative, summative, or other course evaluations used by the school) are completed.

(6) Ensuring TRAS documents are updated accordingly.

(7) Fully coordinating new start dates, changes to start dates, optimum class sizes, course lengths (in weeks), ICH, instructor-to-student ratios, equipment, funding, TADSS, facilities, and ammunition requirements.

(8) Coordinating with TOMA course changes before revising implementation dates, changing variable course data, or deleting courses.

(9) Coordinating with TOMA to ensure temporary course variations or adjustments (for example, a course pilot class) for local validation purposes or resource constraints do not require a revision of TRAS documents. Pilot classes are restricted to no more than three iterations or 6 months in duration. Schools that require training that exceeds the 6 months will submit a waiver requesting an exception to policy to TOMA. However, full coordination with TOMA will occur before implementation of any course changes that would normally require the submission of TRAS documents. Changes to courses that last longer than 6 months are not variations, but enduring changes, and require regular submission of TRAS documents. The proponent is responsible for securing resources before implementing pilot classes.

(10) Ensuring the course class size meets the following guidelines:

(a) The institution implementing the course can adjust the class size, except when it is based on a specific limiting factor (for example, equipment, safety, and small group instruction (SGI)). Class size is the number of students in a class.

(b) Maximum class size is the largest number of students in a class that can be taught without unacceptable degradation in the effectiveness of instruction due to manpower, facility, equipment, or other limitations. Normally, the maximum class size is larger than the optimum class size unless there is a limiting factor (safety, equipment, or classroom availability).

(c) Optimum class size is the largest number of students in a class that can be taught indefinitely with no degradation in the effectiveness of instruction. The available or projected equipment and facilities are the constraining factors in determining the optimum class size, with equipment being the primary constraint. Do not consider the availability of manpower when determining the optimum class size for programming purposes. HQ TRADOC, G-8 will validate a course's optimum class size. The optimum class size is considered when calculating ICHs, scheduling classes, and determining total resource requirements.

(d) Minimum class size is the smallest number of students in a class that can be economically taught. The minimum is equal to or less than the optimum class size.

(11) Ensuring the course/ phase start date is correct. The course/phase start date is when implementation begins. It is a part of the CAD (POI preface page) and reflects the start of the new or revised course/phase. Start dates designate a clear division between old and new or revised implementation of the course/phase. They also support the SMDR process, identifying changes three years out prior to implementation.

## **6-7. Management of Common Core Curriculum**

a. Specific courses, grade/skill levels, or organizational levels, regardless of MOS or career fields (for example, captain's career course) that use a common core curriculum will use a synchronization board or similar body and ensure their critical learning requirements are

developed by assigned centers and schools using TDC. Once the board has made its decision, and after ACOM approval, managers will ensure CTLE, VPAA, ArmyU Provost has the current critical learning requirements list for publishing. The common core curriculum does not include branch-specific requirements.

b. ArmyU will ensure common core curriculum is developed to achieve the ALCC approved GLOs within the Army Learning Area (ALA) framework. ArmyU will manage leaning outcomes that are developed from critical common Soldier tasks/learning objectives, common skill level, and organizational level shared tasks/learning objectives.

c. ArmyU will manage common core critical learning requirements and will ensure synchronization and integration of common core TLOs across cohorts, ranks and echelon's. Common Core proponents will develop and integrate common core lesson plans to achieve the designated common core TLOs. Responsible Subject Matter Experts (SMEs) will validate Common Core Lesson Plans for ArmyU approval.

d. ArmyU Provost will manage common core critical learning requirements and will ensure synchronization and integration of common core TLOs across cohorts, ranks and echelon's. Common Core proponents will develop and integrate common core lesson plans to achieve the designated common core TLOs. Responsible SMEs will validate Common Core Lesson Plans for ArmyU approval.

e. Commanders and/or commandants will submit any POI revision which involves changes to the Basic Officer Leader Course common core or advanced individual training warrior task and battle drill training to CG, CIMT (ATTN: ATMT-OP) for DCG, IMT review and approval regardless of resource impacts.

f. Common core proponents will review/ revise their common core curriculum annually.

## **6-8. Accreditation**

a. Accreditation is the formal authority to conduct (or continue to conduct) training and education. Formal accreditation certifies that an institution's administration, operations, and logistical support are adequate to support training to course standards. Accreditation certifies that all training and education follows approved academic processes and methods.

b. The Army accreditation program verifies Soldiers and Army Civilians in Army schools are being trained and educated on the right tasks to the appropriate standards under appropriate OE conditions, from qualified/certified instructors/facilitators and mentors, with all the necessary equipment, supplies, support personnel and facilities, and in an atmosphere conducive to learning.

c. TRADOC is the Army's lead agent for accrediting Army training and education institutions and programs. TRADOC QAO leads, manages, directs, and schedules the accreditation of Army training and education institutions to ensure programs are current and relevant, adequately supported, prepares Soldiers and leaders for the future, and conforms to

Army and TRADOC regulations and senior leader guidance. Refer to AR 350-1, TR 11-21, and the TRADOC QAO website for policy and implementing guidance for details on the Army's Quality Assurance Program accreditation functions.

d. Army educational institutions that offer degree programs to their students will ensure their programs are coordinated with ArmyU and consistent with the recommendations of U.S. Department of Education recognized accrediting bodies. Army accreditation and accreditation by Civilian accrediting bodies differ and have different publications in which to find information (for example, AR 350-1, TR 11-21, TP 350-70-7).

## **6-9. Distributed Learning Product Management**

a. DL products overview. DL products support the OISD domains by providing Soldiers, Army Civilians, and contractors with learning products at the right place and time through the use of multiple means and technology.

b. DL policy and guidance. The HQDA DCS, G-3/5/7 assigned TRADOC the responsibility for providing regulatory guidance for the design, development, and implementation of DL courseware and appropriate modes of delivery. The Commanding General, TRADOC has chartered the TCM-TADLP as the full-line authority for the centralized management and integration of TADLP.

c. TCM-TADLP: The TCM provides oversight in all matters relating to TADLP. TCM-TADLP provides program overview, governance, plans, and policy for DL and training/education support to enhance learning by exploiting current and new technologies. See TP 350-70-12 for current DL requirements and guidelines.

## **6-10. Management of Non-Training Requirements Analysis System (TRAS) Learning Products**

There are many learning products in the Learning Enterprise that are not TRAS documents. These products are created to support TRAS documents and enhance learning. This paragraph describes the enterprise requirements for these products.

a. Proponents will ensure learning products not processed and stored in TDC are captured as part of the ADDIE process/workload. Centers and schools will have a standard operating procedure for the management, storage, access, distribution, and audit trail for these products.

b. Mandatory Training Products. When developing TRADOC assigned mandatory training products, all centers and schools will follow the policies and guidance pursuant to TR 350-70 and its supporting pamphlets to eliminate confusion due to multiple sources mandating requirements. TDC is the repository for all mandatory training. Centers and schools will adhere to the following for mandatory training requirements, instructions, and policy:

(1) AR 350-1 lists the most current requirements for mandatory training. HQDA mandatory training in centers and schools consists of HQDA-selected general subject areas in which individual Soldiers and Army Civilians should be proficient to perform satisfactorily in a

military organization. Mandatory training requirements are limited to those subject areas directed by law, DOD and HQDA. Command-directed training may originate from HQ TRADOC, DCG, or commander and/or commandant related to specific types of Army learning.

(2) AR 350-1 assigns HQ TRADOC the responsibility to provide Soldiers and units a single point of access for all HQDA mandatory training through the ATMS.

(3) Mandatory training products will be developed by the mandatory training proponent using the ADDIE process and maintained in TDC.

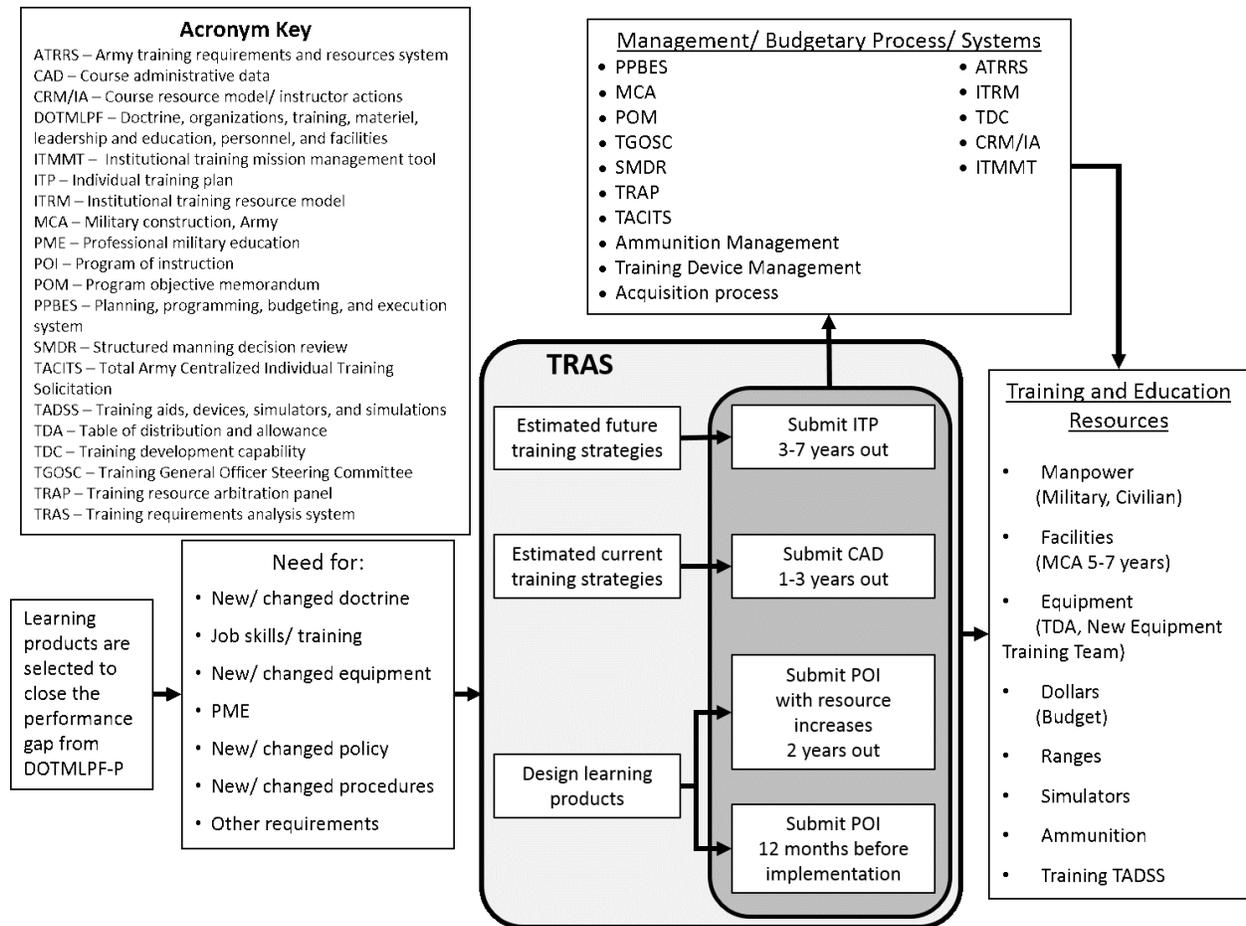
c. CATS is a HQDA program funded by the DA – Training Resources Collective. The CATS program manager manages funds and works with proponents to determine what CATS to develop, review, revise, and update, based on available funding. Upon notification of the funding amount for the next FY, the program manager coordinates with proponents to develop a prioritized list for the upcoming year's development effort. The prioritized list is presented to the home station deployed work group for approval by the Operational Council of Colonels. Once the list is approved, funds are allocated to develop, review, revise, and update each proponent's CATS. Development priorities and delivery schedules are adjusted to suit unplanned Army and proponent requirements and/or if HQDA provides supplemental funding. CATS supports both home station unit training as well as the sustainment of infrequent critical tasks during deployment operations.

### **Section III**

#### **Resourcing Learning Products**

##### **6-11. Budgeting and Resourcing Overview**

Policy established in this section applies to all activities, leaders and managers with responsibilities for budgeting and resourcing learning product development. Leaders and managers use a variety of systems and processes concurrently to support the development and delivery of learning products. The development of learning products will be synchronized with the budgeting and resourcing processes and systems in order to acquire the necessary resources, on time, and at the right place to accomplish the mission. Figure 6-2 provides an overview of the budgeting and resourcing relationships.



**Figure 6-2. Interaction between Army Budgeting and TRAS**

The two primary and two supporting forums for budgeting and resourcing learning products are:

a. Structure and Manning Decision Review validates Army training requirements and subsequently reconciles those requirements to an affordable, acceptable, and executable training program. Training requirements will be initially established for the third POM year, validated for the second POM year (the primary focus of the SMDR), and fine-tuned for the first POM year. Where possible, achievement of the fine-tuning goal is based on the funded capabilities of the training activities (see AR 350-10).

b. TRAP addresses unprogrammed training-seat changes to the ARPRINT during the execution and budget years. These changes can generate unprogrammed resource requirements such as additional manpower, base operations (facilities, meals, lodging), equipment, ammunition, and funding, for which commands may require resourcing through HQDA. If unprogrammed resourcing through HQDA is required, the TRAP helps HQDA determine whether to approve the unprogrammed training-seat changes or disapprove and accept risk. HQDA, DCS, G-3/5/7 and HQDA, DCS, G-1 co-chair the TRAP. Detailed guidance on the TRAP process is included in AR 350-10.

c. The Analysis of Change Cell is an ad hoc group reporting directly to the Input to Training GOSC. Its purpose is to address issues impacting training in the budget and execution years that are more expansive than can be addressed in the TRAP or SMDR. The group also makes recommendations to the Input to Training GOSC to assist in exercising its role in resolving critical issues in the input to training arena. These issues include changes in training loads generated as a result of changes in current authorization documents, Army policies, current manpower inventory, projected gains and losses, training attrition rates, training strategies and availability of resources. Detailed guidance on the analysis of change cell is included in AR 350-10.

d. Total Army Centralized Individual Training Solicitation (TACITS) is the process by which DOD agencies, the Total Army, other services, foreign military, and civilian agencies are requested to submit their individual training requirements by FY for input into ATRRS.

## **6-12. TRAS**

a. The TRAS is a planning and management process to validate and document commander/commandant-approved courses/phases for submission into the various resource systems for timely acquisition of necessary resources. The TRAS integrates the outputs of the ADDIE process with the Planning, Programming, Budgeting, and Executing System (PPBES) process by documenting learning plans, courses/phases, learning objectives, individual and collective tasks, and related resource requirements. TRAS documents capture the resource requirements (students, instructors/facilitators, facilities, ammunition, equipment, and funds) 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. Proponent schools and CoEs 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.

b. TRAS documents identify the institution's plan and requirements for implementing individual learning products. TRAS documents identify and communicate learning needs, strategies, plans, and support resource requirements. Document submission results in recognition of identified resource requirements, but it does not result in an agreement by HQ TRADOC, DCS, G-3/5/7 to provide resources. TRAS documents contain information produced or gathered by institutions that enables HQ TRADOC, DCS, G-3/5/7 and centers/schools to plan and support the management, development, and implementation of individual learning requirements.

c. The TRAS validates learning product development requirements and ties together related acquisition systems for resources (facilitators; equipment; TADSS; ammunition; dollars; and facilities).

d. TRAS document submission depends on course and/or phase start dates, budgeting, and resourcing cycles. TRAS document submission informs the SMDR process. For implementation of new or revised learning products for FY+3, the submission occurs NLT 2 January during FY+0. Short notice TRAS requirements are unfunded requirements, which

require payment with on-hand assets and documentation through the TRAP until inclusion in the normal resource cycle. When appropriate, an expedited headquarters staffing procedure may be used (at TRADOC's discretion) to accelerate the validation process.

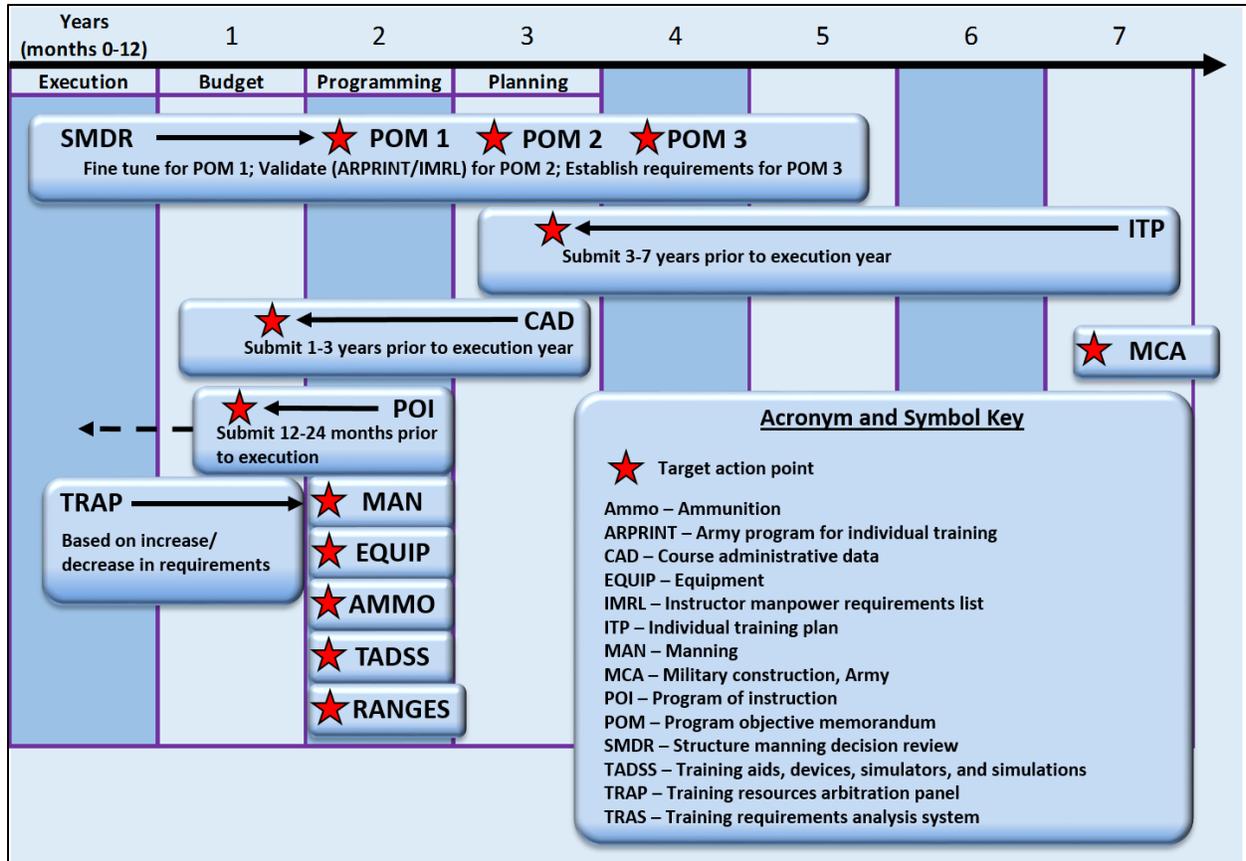
(1) Institutional managers will submit TRAS documents at the appropriate time to access the resource systems. Centers and schools will use in-cycle planning and resource management systems (including TRAS) to enable the resources to satisfy current and future needs.

(2) Any requested change inside the execution or budget years must go through HQ, TRADOC to HQDA for approval in coordination with AR 350-1. Any change that affects student attendance requires coordination with user agencies prior to submission to TRADOC.

(3) Institutions will immediately begin the appropriate process to request resources for any TRAS submission that will require additional resources not currently on-hand.

(4) TRAS actions that do not involve resource changes, but require changes to ATRRS, also need to be submitted to TOMA for approval. However, some ATRRS changes may require HQDA approval.

e. Centers and schools will adhere to the requirement timeline for submission of TRAS documentation to TOMA for review, in addition to other resource system and process events affected by TRAS documents. Reference TP 350-70-9. Figure 6-3 depicts the general operational and budgetary processes and timelines for submission.



**Figure 6-3. Timeline of TRAS Documents, Operational & Budgetary Processes and Timelines for Submission**

**6-13. TRAS Documents**

The TRAS uses three types of documents: the ITP, CAD, and POI. Proponents develop POIs for courses implemented by service schools, centers, NCO Academies (NCOA), TASS training battalions, RC training institutions, Reserve Officer Training Corps (ROTC) Cadet Command, and other teaching organizations. Additionally, proponents prepare POIs for courses that fall under the ITRO. Schools will submit TRAS documents through their CFL, ACOM, ASCC, or DRU prior to submitting to TOMA. Proponents will develop and submit the TRAS documents as identified below.

a. ITPs.

(1) ITPs are long-range planning documents, prepared for each military or civilian occupational specialty or learning program, that describe the overall plan to satisfy learning requirements for an individual's entire career.

(a) The ITP prescribes the course requirements (resident and non-resident) for an MOS, AOC, separate functional area (FA), or education system to include the CES.

(b) The ITP identifies training and education programs that directly support an MOS, AOC, or education system(s), to include: an enlisted MOS, commissioned officer AOC, branch, or functional area, and warrant officer MOS.

(2) The ITP is a living document. Proponents will submit ITPs three to seven years prior to implementation of new or key changes to an existing learning strategy. This allows proponent centers/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.

(3) When considering the entire ITP, provide a clear identification of resources (for example, facilities) and an explanation of the learning strategy necessary for implementation. Some resources have a long acquisition lead time before implementation of instruction.

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

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

(6) ITP submissions should be accompanied by an ITP memorandum of transmittal (MOT).

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

b. CAD. The CAD is the commander's/commandant's estimates 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 DL course. The CAD enables recruiting, quota management, and personnel systems to take the required actions needed to have students and instructors/ facilitators on-station in sufficient time to meet Army requirements. The CAD contains information such as the ICH, optimum class sizes (OCS), course length, course start date, and projected student load. Combined with the ARPRINT, the CAD information estimates the required resources to implement a course and provides personnel resource requirements as input to the 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) CAD is an independent document until a time when it is replaced by the preface to a POI. It is required for each enlisted MOS, warrant officer MOS, commissioned officer AOC or CES course.

(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, or when changes to training strategy and/or new courses are added to the MOS.

(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 one year from implementation require a written request by the commander/commandant or their designated representative.

(4) A CAD is formatted pursuant to Army-approved TDC and submitted to TOMA.

(5) A CAD expires as a separate document at date of execution. A CAD that is not followed up with a POI can negatively affect the proponent's ability to acquire and retain resources.

(6) New courses and courses with growth and funded by TRADOC require CAC validation and prioritization and resource validation of TOMA. Non-TRADOC schools require CFL, ACOM, ASCC, or DRU validation and prioritization prior to submission to TOMA. Centers and schools will justify changes to OCS, course length, ICH, and/or equipment and ammunition requirements through their chain of command to HQ TRADOC, ATTN: ATTG-TRI-MP for each CAD submission.

(a) A CAD is submitted three years prior to the implementation FY and is the first resource document submitted in the SMDR/POM process.

(b) Commanders and/or commandants will submit a revised CAD one to three years prior to the implementation of proposed course changes in ATRRS.

(7) Commanders and/or commandants will submit a MOT for courses with growth through their CFL, ACOM, ASCC, or DRU for validation and prioritization prior to submitting to TOMA for resource validation.

c. Programs 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, a list of TLOs, the methods of instruction, and the modes of delivery for a particular version of a course. 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) Centers and schools will develop POIs for each course or phase of a course developed and conducted by TRADOC service schools, training centers, NCOA, USAR/ARNG training institutions, Cadet Command ROTC, and other training and education activities (including ADT/inactive duty training (IDT), training and education programs and all DL). Centers and schools 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) Submit POIs not less than one year prior to implementation if there is no increase in resources and submit POIs with increased resource requirements not less than two years from implementation. In order to reduce student turbulence and allow time to adjust currently programmed students and resources, changes requested within one year of execution are strongly discouraged. Requests to change the course length or class size less than one year from implementation require a written request by the commander/commandant or their designated representative.

(3) POIs for new courses and courses with an increase for resources require CFL, ACOM, ASCC, or DRU validation and prioritization and TOMA resource validation. Centers and schools will coordinate the POI with FORSCOM; DCG, USAR; NGB; and other agencies that implement the course the POI supports.

(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) POIs allow course/phase location managers to engage resource systems and processes.

(6) A POI is formatted pursuant to the Army-approved TDC and submitted to TOMA through their CFL, ACOM, ASCC, or DRU with an MOT. The MOT describes the proposed change(s) whether there is course growth or not.

(7) Commanders and/or commandants will submit a MOT for POI that initiates course growth through their CFL, ACOM, ASCC, or DRU for validation and prioritization prior to submitting to TOMA for resource validation.

d. In support of the TRAS product review requirements, TRADOC and non-TRADOC centers and schools will do the following:

(1) Submit TRAS documents. TRAS documents should incorporate the following:

(a) Ensure course TRAS documents are submitted as a package (include all phases and/or RC-configured and related courses). Courses are limited to no more than three phases unless TOMA grants an exception. Submit a waiver request to HQ TRADOC (ATTG-TRI-MP) justifying the need for more than three phases for courses.

(b) A phased course requesting ATRRS administrative change(s) or increase in resourcing will submit all phases of the course regardless of last validated phase POI.

(c) For DL courses or courses that include DL phases, include supplemental information with the POIs for each DL course and/or phase, as HQ TRADOC has directed. See TP 350-70-12 for details.

(d) TRAS documents require a specific course/phase start date in the CAD in D/M/YY format, which becomes the preface page for the POI. The validated MOT requires a specific D/M/YY and FY quarter for acceptance by TOMA. TRAS document submission depends on course/phase start dates. The appropriate TRAS documents address equipment requirements and upgrades. Figure 6-3 depicts the general timeline for institution submission of TRAS documentation to TOMA for validation, in addition to other resource system and process events affected by TRAS documents.

(2) Use the ADDIE process as the basis to produce and submit approved ITPs, CAD, and POIs to HQ TRADOC, G-3/5/7 (TOMA, ATTN: ATTG-TRI-MP) (or AR 350-1 designee) for approval. The commander and/or commandant or their designated representative is the approving authority for documents sent to TRADOC for approval.

(3) Assign a single point of contact to serve as the TRAS coordinator.

(4) Submit the TRAS document(s) required (ITP, CAD, and/or POI) pursuant to the time frames listed in Figure 6-3.

(5) Manage TRAS documents for the AOCs, MOSs, specialties, and learning programs for which proponenty is assigned.

(6) Make TOMA required changes to TRAS documents, as directed.

(7) Identify courses that are TATS compliant when submitting to TOMA for funding approval in accordance with AR 350-1. Information on TATS is detailed in TR 350-18 and Chapter 5 in this regulation.

(8) Coordinate TRAS documents with appropriate school elements, installation staff, other centers/schools, ACOMs, USARC Individual Training (ATTN: AFRC-OPT-I), NGB Training Division, (ATTN: ARNG-TRI), other services, and teaching organizations which attend, support, co-develop, or implement any portion of the course/phase prior to proponent command approval and submission to TOMA. Obtain USARC and NGB concurrence for RC courses. Documentation of coordination will be included in TDC and/ or MOT prior to TRAS submission to TOMA.

(9) Manage course content that causes resource increases. All MOTs for courses with growth require appropriate CFL, ACOM, ASCC, or DRU validation and prioritization prior to TOMA consideration. All TRADOC and non-TRADOC centers and schools will provide a cost-benefit analysis or other appropriate cost benefit product to TOMA with full justification and the impact if this new or changed course is not fully resourced.

(10) Review and provide comments and recommendations to other centers and schools when requested to ensure TRAS documents contain all requirements and pertinent information.

(11) Submit TRAS actions for equivalent AA and RC courses simultaneously. Equivalent courses taught at RC training institution locations require full coordination with USARC and NGB.

(12) Ensure the additional considerations are met as follows:

(a) TRAS documents reflect all of the resources necessary to conduct the course and/or phase on-time.

(b) Schools initiate the resource systems with HQ TRADOC-validated TRAS documents.

(c) Training strategy represented in the ITP and CAD concept is cost-effective and consistent with established training and education policies and guidance.

(d) TNGDEVs receive training on TRAS product development.

(e) Documentation achieves all approved inter-service training, concept plans, higher HQ-directed missions, or other requirements and fulfills any student enlistment contracts.

(f) All learning objectives and graduation are completed within the course length indicated in ATRRS.

e. QC criteria. To ensure the quality of the TRAS products and the management of the system, each stakeholder involved will ensure all products are complete, follow regulatory requirements, and are submitted in a timely manner.

f. Assigned centers and proponent schools at Army installations where courses are taught by or for other services are required to submit and maintain TRAS documents and manage course(s) in ATRRS. These include consolidated and co-located courses covered by ITRO agreements, courses taught to other service students on a quota basis, and DOD sponsored courses. In addition, centers and proponent schools will submit and maintain TRAS documents for the courses taught at other service locations to Army students and ensure course is managed in ATRRS.

#### **6-14. Management of Content in Army Training Requirements and Resources System (ATRRS)**

a. ATRRS is a web-based, centralized course/phase management database. ATRRS is the system of record for all institutional and individual courses/phases, including management and documentation of DL course/phases. The civilian human resource training application system (CHRTAS) is the centralized learning management database for Army Civilian courses/phases, and is the interface to ATRRS for Army Civilians. Army Civilians use the CHRTAS system to register for CES courses/phases.

b. Centers and schools will update ATRRS when other services implement learning courses/phases on their installations. Army centers and schools will update ATRRS for their courses that are taught on other service installations.

c. TOMA (or the AR 350-1 designee) is the final validation authority for the documentation of TRADOC courses/phases in ATRRS to include DL and TASS-taught course/phases.

d. TOMA (or ATRRS manager for non-TRADOC schools) validates, manages, and enters TRADOC-approved course lengths into ATRRS. Course length is the total time required to conduct the course/event, to include mandatory course subjects and command-directed learning. It includes both academic and administrative time and expresses the time in weeks and days. (Refer to Chapter 5-15 Course Length)

### **6-15. Course Resource Validation**

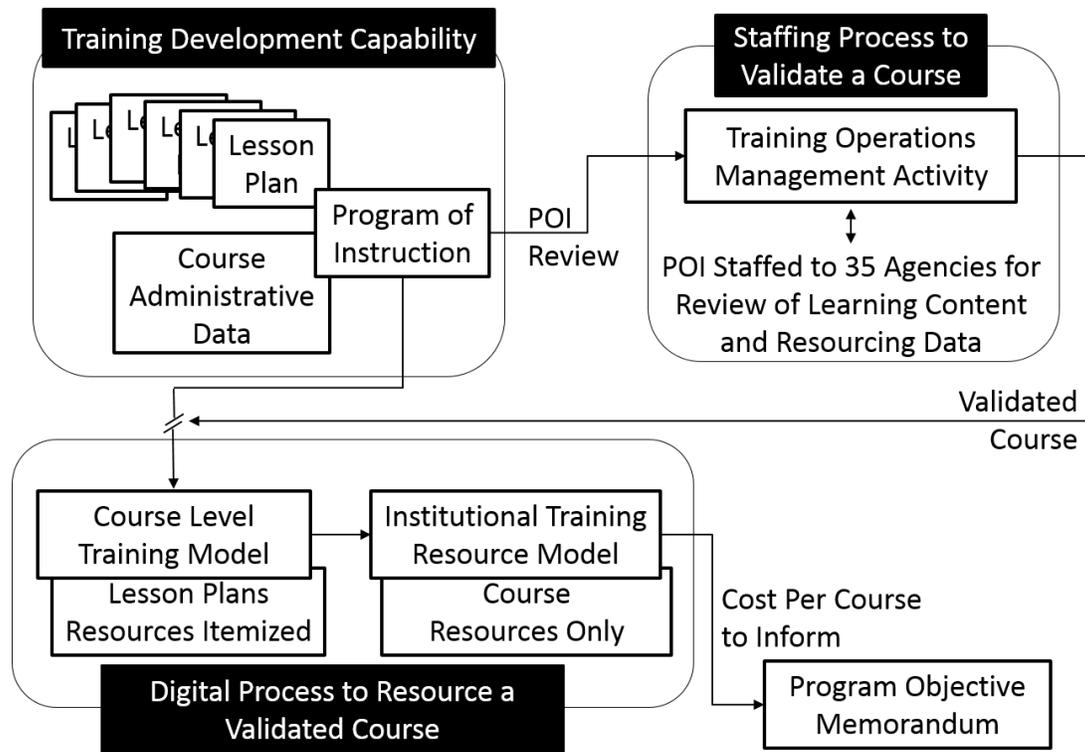
a. TOMA oversees the course resource validation process. Course resource validation requires TOMA coordinated review and staffing of the POI and its updated CAD. The resource validation process ensures resource data is consistent with learning design and content, and is correct, complete, and calculated pursuant to regulations to provide the acceptable basis for course cost calculations in support of the POM cycle. TOMA will do the following:

(1) Establish course design as correct, complete, and compliant with regulations prior to course validation. This supports accuracy of learning content to include common core and mandatory training requirements. This requirement is supported by the ArmyU Provost and other agencies as required.

(2) Establish course resourcing data as correct, complete, and compliant with regulations prior to course validation. This provides the basis for accurate costs associated with conducting the course.

(3) Initiate the automated process to resource a course once the course design and course resourcing data are validated. This informs the POM cycle.

b. Figure 6-4 depicts the course review and validation process:



**Figure 6-4. Course Validation Process**

c. PGD, VPLS, ArmyU is the EA to oversee policy compliance of tasks and lesson plan standards. How to information for analysis, design, and development of tasks and lesson plans is found in the TR 350-70 series of supporting pamphlets. These specified Army learning end products are the building blocks for courses. PGD will ensure quality as follows:

- (1) Enforce learning product proponency.
- (2) Assess tasks as formatted correctly, complete, and compliant with regulations prior to publication and sharing across centers and schools. This supports sound design and proponency.
- (3) Assess lesson plans as formatted correctly, complete, and compliant with regulations prior to publication and sharing across centers and schools. This supports sound design, proponency, and initial resourcing data.

**6-16. Learning Products Supporting Materiel Acquisition**

a. The Force 2025 Maneuvers (F2025M)/Army Campaign of Learning (CoL) encompasses the intellectual (studies, analysis, concept, and capabilities development) and physical (experimentation, evaluations, exercises, models & simulations, and wargames) activities that help leaders integrate future capabilities and develop interim solutions to Army Warfighting Challenges (AWFC). The ARCIC F2025M Division integrates and synchronizes the CoL across the Army to focus on future force development learning efforts. The associated wargames, exercises, experiments, evaluations, and other efforts spur innovation and integrating efforts. Learning is not confined to ARCIC events. Organizations executing learning events publish the

outcomes of their events (e.g., Unified Quest, Unified Challenge) across the unified action partner community and within the context of the AWFCs. These outcomes inform AWFC running estimates, assess how effectively their learning demands were met, and inform interim solution strategies across the near-, mid-, and far-term.

b. The Army uses capability requirement identification and document generation to:

(1) Acquire new systems, including materiel concept investigation, development, acquisition, and ultimate phase out and disposal. Materiel acquisition initiates learning product requirements. See Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 3170.01 and AR 71-9 for more information regarding DOTMLPF-P requirements. Also, refer to TR 71-20, which prescribes responsibilities and policy for the implementation of the JCIDS, its execution, and how TRADOC adheres to the Defense Acquisition System.

(2) Continually upgrade the way the Army supports the sustainment readiness model (SRM) and achieves complementary capabilities with other services and nations. DOTMLPF-P requirements are determined holistically, based on desired joint and Army capabilities versus known deficiencies.

c. Human Systems Integration (HSI) is a systematic and comprehensive program to optimize total system performance and minimize the cost of ownership by addressing the human part of the total system equation. It addresses seven domains: manpower, personnel, training, human factors engineering, health hazards, system safety, and Soldier survivability. One of the primary objectives of HSI is to assist the Army manager in determining, designing, developing, and conducting sufficient, necessary training.

d. Training development managers or their designated representatives will do the following:

(1) Provide input and validate the requirements determination, acquisition process, supporting products, and reports in support of the JCIDS process.

(2) Consider all learning product development implications early in the acquisition cycle.

(3) Participate in the integrated capabilities development teams (ICDT) to develop concepts and determine learning requirements. Following the determination of DOTMLPF-P solutions, continue to participate in the ICDTs and in the development of requirements documents by conducting a needs analysis.

(4) Include HSI goals, constraints, and requirements in the development of STRAPs for new or modified equipment early in the capability development process. See AR 602-2 for related responsibilities.

(5) Update ITPs based on changes to strategies and concepts based on new capabilities.

(6) Provide the institutional, operational, and self-development training domain strategies for new capabilities and update existing capability strategies.

- (7) Provide collective task training impacts for new and existing capabilities.
- (8) Develop and coordinate individual/ collective task training requirements and impacts for new and existing capabilities with affected proponent schools and CoEs.
- (9) Prepare training, education, and resource information for JCIDS capability requirement documents.
- (10) Prepare STRAP for new capabilities document by staffing approval by the CoE CG, and posting approved STRAP in the CAR.
- (11) Prepare requirements for system TADSS and placing into JCIDS documents for resourcing and incorporation into training plans.
- (12) Prepare integration requirements for the capability to fit into an existing non-system TADSS environment.
- (13) Plan and develop the doctrine and tactics training (DTT) for the new capabilities.
- (14) Provide training input for new capability development.
- (15) Provide funding and manpower estimates to support training development workloads.
- (16) Provide training-related information to support the material fielding plan.
- (17) Prepare and coordinate the training test support package.
- (18) Prepare the test training certification plan and coordinate for approval.
- (19) Provide training information to support the system HSI management plan.
- (20) Provide the CoE DOT with information to support the submission of CAD data to TRADOC.
- (21) Provide training information and support for preparation of the life-cycle management plan for new capabilities and training systems.
- (22) Provide information for the development of the new equipment training plan and coordinate with the material developer for approval through the commandant or CoE commander.
- (23) Coordinate for training support to new equipment training.
- (24) Submit requests for device numbers for new TADSS from CAC-T, Army Training Support Center.

(25) Provide input to the revision of DA PAM 350-9 and TP 350-9 for new TADSS.

(26) Provide the DOT with information to support the submission of POI including timelines in order to support submission into the SMDR.

(27) Refer to the TP 350-70-13 for more information on system and non-system training product development requirements.

e. Centers and schools will ensure funds are available to develop, implement, and maintain Army learning products. They keep budget information current and establish availability of one-time funds to meet unfunded requirements prior to beginning development efforts.

f. Centers and schools will not initiate development efforts that cannot be completed or maintained.

g. Centers and schools will verify school training and education requirements and capabilities to identify and resolve constraints NLT end of August annually in preparation for the SMDR.

h. Centers and schools primary responsibility for learning products in support of materiel acquisition is to submit course data in the form of a CAD and POI. Centers and schools will determine their training and education capability based on equipment, ammunition, personnel, and facilities. Refer to TP 350-70-9 for additional information.

## **6-17. Product Management Planning**

a. Planning provides the detailed method or scheme for employing learning processes and product development. Planning involves all aspects of learning product development including but not limited to funding, staffing, resourcing, and scheduling. The degree of planning varies with the office or command level.

b. Planning includes all critical or key training and education processes and product development. Centers and schools will include the following requirements in process and product planning:

- (1) Quality control procedures.
- (2) Input to long-range training plan, ITP.
- (3) A short-range or special projects plan.
- (4) Milestones for development/revision of specific plans such as ITPs or CATS.
- (5) Milestones and resource requirements for product/process development.
- (6) Input to installation or school mobilization plan.

- (7) An audit trail of the planning process.

**6-18. Product Development Workload**

a. Product development workload is driven by events and maintenance. The Army learning triggering circumstances (Paragraph 3-5) are events that create product development workload. Not all triggering events are predictable and may affect immediate product development workload. The Army learning triggering circumstances have priority over maintenance development workload. Product maintenance development workload is the assessment, review, and revision as necessary to keep all learning products current. The maintenance of learning products will be completed at least once every three years after its update from an Army learning triggering event.

b. Current and future development requirements are those workload resources required to meet new or revised learning needs. Proponent product development managers will identify the total resource requirements/workload to support product development. Proponent learning product development plans require command approval. Table 6-1 identifies product development manager workload responsibilities (functions and duties).

| <b>Functions</b>                  | <b>Duties</b>   |
|-----------------------------------|---|
| 1. Document workload requirements | <ul style="list-style-type: none"> <li>a. Implement strategy requirements and prioritize Proponent learning product development.</li> <li>b. Determine workload, programming, and planning requirements to identify resources needed to manage Army learning.</li> <li>c. Verify the loading of appropriate learning product development workload requirements into Army identified training development workload management system.</li> <li>d. Identify requirements that can and cannot be met.</li> <li>e. Establish the learning product development teams and development plans.</li> </ul> |
| 2. Program manager requirements   | <ul style="list-style-type: none"> <li>a. Prioritize learning product development workload to identify projects that can and/or cannot be accomplished (including backlog). Total projects reflect current and future requirements.</li> <li>b. Summarize using internal workload management information.</li> <li>c. Inform command or organization with impact on task and mission accomplishment.</li> <li>d. Comply with the workload report timelines. The reports represent the preceding FY, execution FY, and follow-on FYs.</li> </ul>   |

c. Manpower management responsibilities. Leaders and institutional managers have manpower responsibilities and functions. Institutional managers will allocate available manpower to accomplish the Army’s learning mission along with the following functions:

- (1) Management functions.

(a) Comply with manpower processes (Soldiers and Army Civilians); refer to AR 570-4 and TR 570-4.

(b) Identify manpower obligations for resourced and un-resourced learning requirements.

(c) Prepare and submit manpower documents.

(d) Identify and report errors in manpower documents and reports.

(2) Compliance requirements. Managers will have the following guidance and reference tools available for support:

(a) Proponent/school/division/project table of distribution and allowances.

(b) Local policy on requesting or reprogramming manpower resources.

(c) Manpower staffing standards.

(d) TRADOC manpower guidance, TRADOC program budget guidance, and any local manpower directives.

(e) Total Army performance evaluation system. Refer to AR 690-400.

(f) Organizations and functions manual.

(g) Proponent mission, vision statement, or organization priorities.

d. Programming timeline and reporting. The TED Workload Completion Report is key to determining future requirements and proponent risk trade-off discussions as TRADOC moves to product-managed risk. TED workload development and reporting will be executed using the DA-approved workload database/process. Table 6-2 identifies proponent estimated timeline and report requirements.

| <b>Who</b>                           | <b>What</b>   | <b>When</b> | <b>Purpose</b>                           |
|--------------------------------------|---|-------------|--|
| 1. DOT at proponent institution/ CoE | Identify learning product development workload requirements using TOMA format.  | 1 MAY       | For the following FY (first budget year) |
| 2. DOT at proponent institution/ CoE | Identify in the DA-approved workload database appropriate learning product development workload that cannot be accomplished with given resources for the upcoming FY. | 1 AUG       | For following FY                         |
| 3. Product/ Program Managers         | Provide current year unsourced learning product development workload report to HQ TRADOC, G-8 for approval as required.   | 14 OCT      | Current FY (execution year)              |
| 4. TRADOC, CAC                       | Develop consolidated workload report by product and by school for HQ, TRADOC, G-3/5/7 approval.   | 1 NOV       | Current FY (execution year)              |
| 5. DOT at proponent institution/ CoE | Identify in the DA-approved workload database, as appropriate, a summation of learning product development work completed during last FY.                             | 15 OCT      | Last FY                                  |
| 6. TRADOC, CAC                       | Provide consolidated report of all program information concerning workload completions by product and by school to TOMA, as required.                                 | 15 NOV      | (prior year)                             |

**Chapter 7  
Learning Support System**

**7-1. Overview**

Centers and schools are key participants in the Defense Acquisition System (DAS) and JCIDS in accordance with AR 350-1 and TR 71-20, respectively. This chapter highlights requirements and the systems centers and schools will use to produce effective learning products that are properly resourced in support of Total Army requirements.

**Section I  
Training Support System**

**7-2. Training Support System**

Centers and schools will use the Training Support System (TSS). TSS is a system of systems that provides the networked, integrated, interoperable training support and mission rehearsal capabilities necessary for an operationally relevant LE. AR 350-1 states the TSS purpose is to deliver relevant live, virtual, and constructive training enablers through the Army’s TSS products, services, and facilities in support of the Army’s CATS, Mission Command training

strategy, weapons training strategies (standards in training commission), and institutional POIs. The TSS aims to create training conditions that realistically portray the DATE and enable METL-based operational strategies within the SRP construct, and institutional strategies reflected in the appropriate POI. TSS programs enable the operational and institutional Army to conduct effective and efficient learning courses and/or events. Each TSS program provides a specific set of networked, integrated, interoperable training support capabilities necessary to enable operationally relevant learning anytime and anywhere. These TSS programs are inextricably linked to the implementation of training by providing mission essential training support across the OISD domains.

### **7-3. Training Support System (TSS) Resource Components**

TSS resources can be materiel and/or non-materiel. TSS resources include the integrated training environment (ITE), training products, TADSS, training facilities and land, and training services needed to train individual and collective tasks. Centers and schools will use the following TSS resource components (as appropriate) during the development of each POI.

a. System Training Concept and Strategy Development. This interface describes what, how, when, and where Soldiers' skills, knowledge, and attitudes are acquired.

b. Integrated Training Environment (ITE). ITE is the linkage of selected TADSS, infrastructure, mission command systems, knowledge management systems, and training for decisive action across the OISD domains.

c. TADSS. TADSS is a general term that includes training instrumentation; Tactical Engagement Simulation (TES); battle simulations; targetry; training-unique ammunition; dummy, drill, and inert munitions; casualty assessment systems; training aids; and other training support devices. All of these are subject to the public laws and regulatory guidance governing the acquisition of materiel. TADSS are categorized as system and non-system. System TADSS are training tools designed for use with a system, family of systems, or item of equipment, including subassemblies and components that support individual, crew, collective, or combined arms training tasks. They may be stand-alone, embedded, or appended. Non-system TADSS are designed to support general military training and non-system-specific training requirements.

d. Training Information Infrastructure. Training information infrastructure includes the hardware, software, communications systems, and architectures and standards that enable the development, storage, retrieval, delivery, and management of training information for use by individuals, units, and institutions worldwide. This includes fixed and mobile classrooms and similar complementary enablers, fixed and mobile technologies, and their supporting infrastructure that enable the learning environment.

e. Training Facilities and Land Capabilities. This interface pertains to the permanent or semi-permanent facilities, such as the ranges, maneuver training areas, classrooms, mission training complexes, combat training centers (CTCs), firing ranges, confidence courses, urban operations complexes, and land that support training.

f. CTC Interface. Interaction between CTCs, centers and schools is a continuous, cyclical process. The CTCs immerse units and Soldiers in relevant training scenarios and realistic conditions to replicate the projected OE. CTC feedback and observations ensure that those developing learning products receive important data used to improve Army learning. CTC training ensures leaders remain masters of their weapon systems and skillful at integrating joint fires, combined arms, interagency, and coalition capabilities to include division, corps, and theater army.

g. CTC Program. CTC rotations, mission command seminars or Mission Command Training, and reviews are invaluable sources of learning feedback that can affect the determination of unit missions, tasks and/or learning objectives, and analysis data used in the production of collective learning products. When critical operational lessons learned from CTCs come into play, centers and schools conduct an analysis that may lead to new or revised products. See AR 350-50 (Combat Training Center Program) for more information on CTC programs.

h. Training Services. Training services are the management, acquisition, and support services that enable the preparation, replication, distribution, and sustainment of training.

#### **7-4. Training Support System Requirements Generation**

In support of training strategy execution and system training integration, centers and schools will do the following:

a. Review joint and Total Army capability requirements, determine DOTMLPF-P solutions, and develop learning strategies in the areas assigned proponentcy.

b. Develop learning products that support the DATE live, virtual, and constructive training in accordance with the learning strategy.

c. Integrate TSS requirements (products, services, and facilities) into learning products during product development and include training support requirements as part of the POI submission.

(1) These requirements include the following:

(a) Ammunition.

(b) Training land and range requirements.

(c) Facilities.

(d) TADSS.

(2) Centers and schools will coordinate with TSS stakeholders early in the development process to ensure TSS products, services, and facilities are available to support the POI during implementation.

## **Section II**

### **Army Modernization Training**

#### **7-5. Army Modernization Training**

Centers and schools, new capabilities/system program managers will support Army Modernization Training pursuant to TRADOC policies and guidance; use approved automated systems to develop the training plans and learning products that support JCIDS and the acquisition processes, and integrate TSS programs. Army modernization training includes, the following:

- a. New equipment training (NET). NET accomplishes the transfer of knowledge on the operation and maintenance associated with the fielding of new, improved, or displaced equipment from the material developer (MATDEV) to the tester, trainer, supporter, and user.
- b. Displaced equipment training (DET). DET provides training to the receiving unit personnel on how to operate, maintain, and employ the displaced or cascaded equipment.
- c. DTT. DTT is formal instruction, training, and guidance for operators through senior commanders on how to employ the new system's capabilities. TNGDEVs check doctrine when developing, reviewing, or revising learning products to ensure the learning products conform to the latest published doctrine. Details on the Army doctrine program are found in TR 25-36 (The TRADOC Doctrine Publication Program). Other doctrinal publications may be accessed at the TRADOC Administrative Publications website.

#### **7-6. Total Package Fielding**

Centers and schools will identify and document training and training support requirements concurrent with the materiel system to achieve total package fielding goals to successfully synchronize the development, resourcing, and fielding of training and training support products to meet system fielding timelines.

#### **7-7. Support Joint Capabilities Integration and Development System (JCIDS) Development**

Centers and schools will ensure individual TNGDEVs have the training, education and experience needed to competently support JCIDS development. Figure 7-1 depicts an overview of the relationship between JCIDS processes and involvement of the TNGDEV.

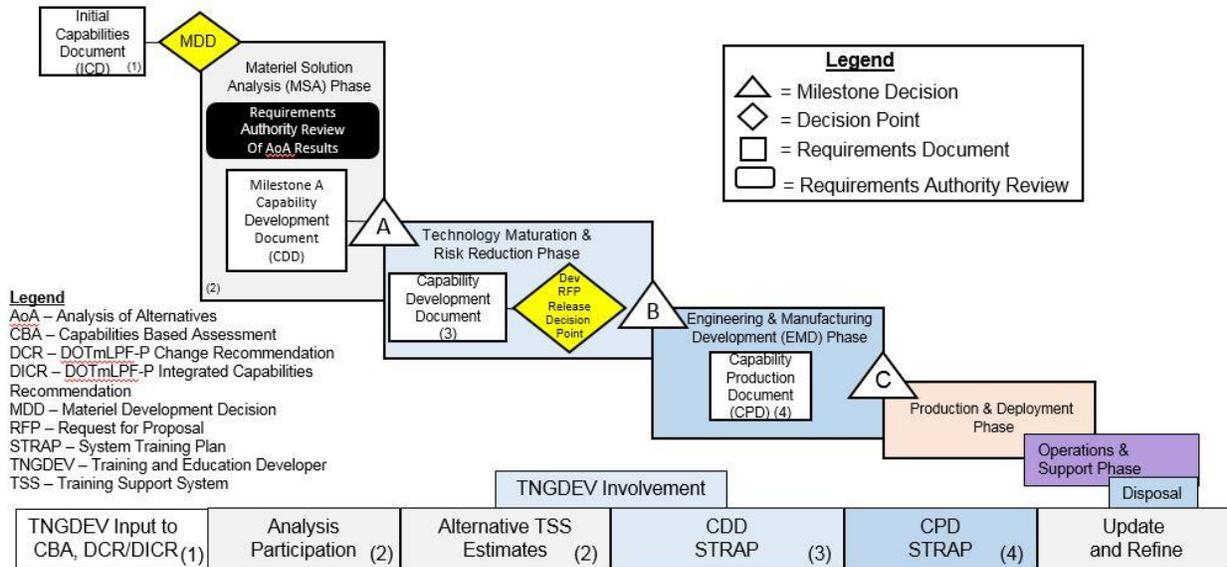


Figure 7-1. JCIDS process

TR 71-20 requires that Army TNGDEVs participate in the JCIDS process during creation and development of the following:

a. Capabilities-based assessments (CBAs) and other studies. The CBA and/or other studies provide the analytic basis to identify capability requirements prior to development and submission of capability requirement documents and ultimately support Strategic Portfolio Analysis Review decisions.

b. DOTMLPF-P analysis. DOTMLPF-P analysis is part of all CBAs. This may include the initial training support estimates to solve or partially mitigate capability gaps.

c. Materiel solution analysis. The Materiel solution analysis documented in the CBA identifies the training products needed to conduct training on or for a materiel system in the OISD domains. This may include multimedia course materials, DL, and self-development courses and lessons, mission training plans, videos, and other training material needed to train one or more individual or collective tasks.

d. Joint DOTMLPF-P change recommendations (DCR) and Army DOTMLPF-P integrated capabilities recommendations (DICR). DCR and DICR are documented changes that are primarily non-materiel in nature, although there may be some limited materiel changes as well. The letter “m” in the acronym is usually lower case since DCRs/DICRs do not advocate new materiel development, but may recommend increased quantities of existing materiel solutions for use in alternate applications. DCRs and DICRs may be developed as required by system acquisition, training concept development, and scope of the training concept.

e. Initial capabilities document (ICD). The ICD documents the requirements to resolve or mitigate a specific capability gap or a set of capability gaps identified in the CBA, which are deemed to pose an unacceptable operational risk. It describes one or more capability gaps, identifies potential non-materiel approaches and recommends pursuing a materiel approach to

address those gaps. The ICD summarizes the results of the CBA or other study documenting one or more new capability requirements and identifying the associated capability gaps and AWC. It guides the Materiel Development Decision (MDD); follow-on analysis, as required; the update of the DoD Enterprise Architecture; the development of the solution architecture; the *draft* or Milestone A capability development document (CDD); the training and education strategy; and the Milestone A acquisition decision.

f. CDD. The CDD is used to propose development of specific materiel capability solution intended to wholly satisfy validated capability requirements and close or mitigate associated capability gaps. The CDD provides development KPPs, KSAs, and APAs, to guide the development of one or more increments of a specific system. CDD outlines an affordable increment of militarily useful, logistically supportable, and technically mature capability and supports Milestone B decision review. CDD includes training and training support requirements (includes infrastructure), training concept and strategy development.

g. Capability production document (CPD). A CPD provides authoritative, testable capability requirements in terms of KPPs, KSAs, and APAs, and other related information necessary to support production of a single increment of a materiel capability solution. The refinement of performance requirements and KPPs is the most significant difference between the CDD and CPD. The CPD helps shape resourcing and influence system design, training concept and strategy development, new procurement, additional procurement or further development as required. A validated CPD is an entrance criterion necessary for each Milestone C acquisition decision.

h. Training as a mandatory KPP. The Training KPP is applicable to all CDDs and CPDs with materiel training requirements which dictate specific operational performance characteristics of the capability solution. Additional information on developing and documenting training KPPs can be found in TR 71-20.

i. STRAP. STRAP is the master training plan for a new or modified materiel system or non-system TADSS. STRAP serves as the primary mechanism for training requirements coordination and integration, and also serves as a triggering mechanism for detailed training planning, coordination, and development to alert training planners and developers to begin detailed planning for TRAS documents: ITP, CAD, and POIs. STRAPs provide detailed information concerning each affected unit, MOS, AOC, and additional skill identifier for institutional and operational units. STRAPs are initially submitted at acquisition Milestone B and are finalized for submission with other supporting documentation at acquisition Milestone C. TNGDEVs consider the training plans and strategies of the center and/or school when analyzing how best to train and educate Soldiers to effectively operate, maintain, and employ the new capability, and prepare them to serve in operational units.

j. Training test support package. The training test support package is prepared by the proponent TNGDEV and the trainer, and represents the individual, collective, and unit training for the system when initially fielded.

k. Test training certification plan. The TTCP outlines and describes the method and procedures for evaluating and certifying individual and collective pretest training (who, where, and how training is to be certified).

l. Human Systems Integration. HSI is a comprehensive management and technical strategy, initiated early in the acquisition process, to ensure that human performance, the burden the design imposes on manpower, personnel, training, and safety and health aspects are considered throughout the system design and development process. The capabilities and limitations of the operator, maintainer, repairer, trainer, and other support personnel will be identified prior to program initiation (usually materiel development decision and/or Milestone A), and refined during the development process. See AR 602-2 for related responsibilities.

### **7-8. Systems Training Integration**

a. Systems integration is the bridge that links the Army's learning system and processes with DOD and Army policy and regulations for JCIDS and Defense Acquisition System (DAS). Centers and schools also participate in the system training integration process to develop KPPs, learning strategies, and STRAPs. Systems training integration is the critical interface between the materiel acquisition process and the training system. In support of system training integration, centers and schools TNGDEVs will help ensure the required training capabilities have been integrated into all appropriate training domains, training environments, new equipment fielding and training strategies, and into existing system and non-system TADSS.

b. Centers and schools will do the following:

(1) Develop, coordinate, approve, store, and provide access to STRAPs for subsequent submission to ARCIC for inclusion with the parent materiel system's supporting documentation, in accordance with AR 350-38.

(2) Consider the resources necessary to conduct and deliver the training. These requirements include the following

- (a) Ammunition.
- (b) Training land and range requirements.
- (c) Facilities.
- (d) TADSS.

### **7-9. New Equipment Training (NET)**

a. NET provides the initial transfer of knowledge on the operation and maintenance of new/improved and displaced equipment from MATDEVs to the tester, trainer, supporter, and user.

b. Centers and schools will do the following:

(1) Develop, coordinate and approve STRAPs to define training strategies and training support requirements in support of new, improved and displaced equipment and training systems/subsystems.

(2) Assist in the development, review and validation of new equipment training plans.

**7-10. Doctrine and Tactics Training (DTT)**

Doctrine and tactics training provides guidance to commanders, leaders, staff, and crews/operators on how to employ the combat capabilities of new or improved materiel or organizations. When required, DTT is conducted in accordance with the STRAP.

a. Centers and schools support DTT in accordance with AR 350-1, Army Training and Leader Development, Table 6-1.

b. Determine when and for what to contract. Centers and schools have a variety of contracting approaches or strategies, from which to choose. Analysis drives contracting decisions for priority, availability of manpower, timing, and funding. Centers and schools may initiate contracts through the Mission and Installation Contracting Command office in accordance with TR 5-14, Acquisition Management and Oversight. All TNGDEVs, including contractors (with the exception of waivers) will follow this regulation when developing and producing learning products for the Army.

c. See Army acquisition policies and TP 350-70-13 for more information.

**7-10. Displaced Equipment Training (DET)**

Centers and schools will work with the receiving unit to determine the training, education, and support requirements to field equipment that is new to the unit, but not new to the Army.

**7-11. Training Effectiveness across the OISD Domains**

Centers and schools will review materiel system training effectiveness annually in order to assess training effectiveness across the OISD domains and across all components of the Army.

**Section III  
Record Keeping and Documentation Support**

**7-12. Learning Product Archiving Requirements**

a. Army Records Information Management System establishes the learning product archiving requirements.

b. Centers and schools will do the following:

(1) Permanently keep and archive POIs for which they have approval authority. For POIs for which they are not the approval authority, once the POI is no longer needed, maintain for five years and then destroy.

(2) Keep and archive lesson plans. Once no longer needed, maintain for six years and then destroy. This includes all necessary files to support the lesson plan.

(3) Keep and archive STRAP Writing Tool Master File. Once no longer needed, maintain for six years and then delete.

### **7-13. Army Libraries**

a. Army Libraries are an integral part of the instructional and professional military and/or civilian education programs. They serve the students, faculty, and staff of military schools and colleges. Library services to student populations are available to nonresident soldiers and civilians enrolled in ATRRS courses and the operational Army. Libraries provide mission support to organizations; research and development; test and evaluation; leader development, and capabilities development; combat development; lifelong learning; and specialty areas such as engineering, medical and legal services. Army library operations must meet published professional standards and guidelines, current industry practices, DOD, and Army standards.

b. Centers and schools will do the following:

(1) Maintain current resource requirements to support current curricula in Army libraries.

(2) Ensure the library supports technical, educational, and doctrinal operations of the school or parent organization.

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## **Chapter 8 Faculty and Staff Development (FSD)**

### **8-1. Overview**

FSD supports all Army training and education institutions in developing and sustaining world class faculty and curriculum. Faculty and Staff (F&S) encompasses all personnel involved with training and education, to include development, delivery and support of Army learning programs.

a. Faculty is defined as 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. Within this document, instructors will be used to refer to all faculty that deliver instruction, including instructors, facilitators, and contractors assigned teaching responsibilities. Developers will be used to

collectively refer 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 the centers and schools that includes administrators, technicians, assistants, and Army authorized contractor personnel.

c. Centers and schools will implement the FSDP pursuant to this regulation and TP 350-70-3.

## **Section I**

### **Faculty and Staff Development Program (FSDP)**

#### **8-2. Faculty and Staff Development Program Description**

a. The FSDP is designed to prepare Soldiers, Army Civilians, and authorized contractors for positions of responsibility as professional Army faculty and staff. The intent of the program is that those who are certified as faculty will display the highest level of competence in modern instructional techniques, subject matter expertise, and the ethics needed to perform their training and education duties and responsibilities to the Army standard.

b. FSDP consists of three major components: the CFDP, the FDRP and the Train-the-Trainer FSDP (T3FSDP).

#### **8-3. Common Faculty Development Program (CFDP)**

a. The CFDP addresses the required skill sets for faculty to perform their duties and responsibilities as instructors and developers. The CFDP is competency-based and site-specific and is therefore not a means to rigidly standardize faculty development. The CFDP incorporates nationally and internationally recognized standards of faculty competencies in adult education. The CFDP is adaptable to the requirements found at each of the local centers and schools for their unique content and faculty populations.

(1) The CTLE, FSDD will provide foundational instructor and developer courses. Content may be customized by the local FSD Office to accommodate individual center and school instructor capabilities and requirements and/or preferred learning strategy. However, the learning outcomes remain the same. Each center and school commander and/or commandant will make final determinations on course content based on their school/course situation, and how to best execute the faculty qualification to the CFDP-established standard. Centers and schools that wish to modify any of the CFDP standards should obtain concurrence from CTLE, FSDD.

(2) Only certified faculty assigned to the local FSD Offices, or functional equivalent within the centers and schools, will conduct CFDP qualification and certification courses and/or programs to train new faculty.

b. CFDP definitions.

(1) *Qualification* means that the faculty member has successfully completed the CTLE approved qualification course to complete Phase I (Foundation) of the certification process.

(2) *Certification* means that the faculty member, in addition to completing Phase I (Foundation), has completed Phase II (Technical) and Phase III (Certification).

c. CFDP Certification phases:

(1) Phases I to III are described in Table 8-1.

| <b>Table 8-1<br/>Three Phases of CFDP Certification</b> |   |
|---|---|
| <b>Phase</b>  | <b>Description</b>  |
| Phase I<br>Foundation                                   | To meet the qualification standard, prospective faculty members will successfully complete the CFDP foundation course. Phase I addresses adult learning principles articulated in the Army Learning Model, and incorporates nationally and/or internationally recognized faculty competencies.  |
| Phase II<br>Technical                                   | Phase II combines foundational educational methodology with technical content. After completing Phase I (Foundation) qualified faculty members can serve as assistants to a certified faculty member to achieve the technical standard for the course content for which they are responsible.   |
| Phase III<br>Certification                              | After satisfactorily completing Phase II, the qualified faculty member will serve as the primary or lead instructor or developer for the site-specific learning content. The qualified faculty member will meet the Certification requirement based on a minimum of one evaluation by a certified faculty member. Centers and schools have the discretion to determine if more than one evaluation is needed to grant certification. The SI is awarded after completion of the certification process and may include completion and approval of the certification request packet, and Army Human Resources Command approval of the request for award of an SI. Military instructors will receive the SI/special qualification identifiers “5K” (officer) or “8” (WO or NCO) pursuant to AR 611-1 and DA Pam 611-21. Developers will receive a “7Q” or “2” pursuant to AR 611-1 and DA Pam 611-21. |

(2) Phase IV, Continuing Professional Development Program (CPDP). Phase IV provides the opportunity for staff and certified faculty to continue to develop professionally. Phase IV may include advanced faculty development courses, credentialing opportunities, a short-term faculty development program, and opportunities for additional professional development. Phase IV includes a five-year faculty recertification. The five components of a CPDP are listed in Table 8-2.

**Table 8-2**  
**Five Components of a Continuing Professional Development Program (CPDP)**

| <b>Component</b>                                      | <b>Description</b>   |
|---|--|
| Advanced faculty development courses                  | This component consists of advanced instructor and developer courses, and course management courses developed by the ArmyU CTLE's FSDD or local CoE/School.  |
| Re-Certification                                      | The center and/or school will develop and administer a re-certification process to ensure all faculty are knowledgeable, current, and proficient in educational concepts, methodologies, and techniques. Recertification may include a refresher of Phase I and Phase II requirements, but is not intended to be a repeat of these Phases. This re-certification process may include a re-certification course, a series of workshops, observations, review boards, or other appropriate means. Personnel who are assigned to a faculty position will re-certify every five years. Additionally, faculty who are re-assigned to a new CoE/School will re-certify. Re-certification for re-assigned personnel typically will include portions of Phase II Technical. Faculty who fail to re-certify within the five-year period may be removed from active faculty positions at the discretion of the associated school commandant until they are able to meet the re-certification requirements. |
| Credentialing opportunities                           | All faculty should be encouraged to participate in credentialing opportunities which support the member's professional development and growth. Examples of potential credentialing opportunities are listed below: <ul style="list-style-type: none"> <li>• Career Program (CP) 32 opportunities such as the Certificate Training Program and Personnel Certification Program.</li> <li>• American College and Universities Educators Certification program.</li> <li>• Association for Talent Development's Certified Professionals in Learning and Professional Certification programs.</li> <li>• State administered teacher/educator certification programs that may be valuable to pursue for personal and professional credentialing.</li> </ul>   |
| Short-term faculty development program                | Centers and schools with short-term rotating military or civilian faculty should consider developing a short-term faculty development program. The purpose of this program is to provide continuing professional development to rotating military or civilian faculty who volunteer to participate. An example of a short-term faculty member may be a military faculty member who is assigned to a short 3-yr instructor tour.  |
| Opportunities for additional professional development | Centers and schools should determine how and when to provide or support attendance at continuing professional development events. These may include such opportunities as courses, workshops, guest speakers, professional conferences or symposia.  |

(3) Upon completion of Phases I, II and III, the unit chain of command will submit appropriate certification documentation through the local Chief, FSD Office to the DOT, deputy

DOT, or designated representative within the institution/CoE for the faculty member to receive proponent certification for the site-specific course content. The units (AA and RC) will retain a record of certifications. When requested, the units will report certification data to the local FSD Office that will compile the data for submission to Director, CTLE (ATTN: FSDD).

(4) All qualification and certification requirements for RC instructors or developers should be achievable within the one TATS training year (13 months) and should not require travel to the institution location for phases II and III of the certification process. Before an RC instructor or developer is fully certified and receives a skill identifier, the institution will determine that the faculty member has demonstrated proficiency with the specialized course content and approved competencies applicable to the profession. As with AA faculty, RC faculty are required to participate in the continued professional development, re-certification and credentialing opportunities as determined by the proponent CoE/Schools. The proponent certifying authority for RC personnel should be the same authority that certifies AA Soldier and Army Civilian faculty.

#### **8-4. Faculty Development and Recognition Program**

The FDRP is a voluntary element of the CFDP Phase IV and is available to Soldiers (Officers, NCOs, and WOs) and Army Civilians. Additional information concerning recognition is provided in TR 600-21.

#### **8-5. Train-the-Trainer FSDP**

a. FSD Office educators are unique in that they teach colleagues who are also faculty developers. World class faculty developers are required to produce a world class faculty. It is therefore important that FSD Office educators are exceptionally competent in the implementation of CFDP material. The following applies to the FSD Office faculty and to faculty in other agencies that want to become certified on the CFDP courses.

(1) Phase I Foundation. Successful completion of the ArmyU, CTLE foundation courses as a student.

(2) Phase II Technical. Observation and co-facilitation of the CFDP course.

(3) Phase III Certification. The Certification is a demonstration of proficiency on the entire CFDP course. A certified FSD Office educator will evaluate the faculty member's ability to lead the CFDP course.

b. The Chief of the local FSD Office is the certifying authority for all instructor T3FSDP certifications on CFDP courses.

## **Section II**

### **Commander and/or Commandant FSDP Requirements**

#### **8-6. Centers' and Schools' Support to Faculty and Staff Development Program.**

Centers and schools will do the following:

- a. Establish, staff, and maintain an FSD Office or functional equivalent to conduct CFDP courses.
- b. Establish and promulgate local FSD standard operating procedures.
- c. Provide school personnel to serve as SMEs, instructors, and developers in support of Phase II Technical instruction.
- d. Support FSDP resource requirements.
- e. Ensure faculty have opportunities to attend specialized training and education required for a new duty position.
- f. Generate POIs for locally customized CFDP courses in TDC as appropriate.
- g. Ensure faculty are certified before conducting schoolhouse courses as the primary or lead instructor.
- h. Ensure FSD Office personnel are T3FSDP certified before they conduct FSDP courses.
- i. Conduct F&S evaluations and establish developmental programs as needed.
- j. Confirm CFDP courses are listed under the appropriate proponent school code, and that the CFDP courses are documented in ATRRS.
- k. Support the CFDP.
- l. If needed, develop a course-specific certification process for proponent courses.
- m. Support the ArmyU reporting process; collect data on the areas indicated below, so the data can be compiled annually or as requested for submission to the CG, CAC:
  - (1) F&S Qualifications (managed by local FSD Office).
  - (2) F&S Certifications (managed by unit).
  - (3) F&S Recognition of Achievements in accordance with TR 600-21.
  - (4) F&S Credentialing Achievements.

### **8-7. College Credit**

The CTLE is the liaison between Centers/Schools and the American Council on Education (ACE) for college credit recommendations for the CFDP courses. Any FSD offices desiring to receive the ACE credit recommendations for locally developed courses should notify CTLE FSDD prior to pursuing ACE review of locally developed courses.

### **8-8. Waivers and Exceptions to Policy**

a. FSD Offices will submit FSDP course waiver requests and requests for exceptions to policy to ArmyU, CTLE for approval. A waiver request includes the requested period of the waiver, background information, and an explanation of the issues with defined outcomes. Submit waiver requests and requests for exception to policy to the Director, CTLE (ATTN: FSDD).

b. As the approval authority, the Director, CTLE, ArmyU or designated representative will acknowledge receipt and provide a signed response of approval or disapproval within 21 days of receipt.

### **8-9. Reimbursement for Training Contractor Personnel Attending Faculty and Staff Development Program**

a. Contractor personnel will not attend government sponsored training unless the terms of their contract specifically require that attendance. If a specific knowledge or skill is required, the scope of work or the personnel qualifications section of the contract should identify it. The vendor will reimburse the government for the cost of the training when contractors are authorized to attend government-sponsored training.

b. If a new training requirement (for example, new equipment, software, hardware) is developed during the period of performance of the contract, an overview of how this new requirement impacts Soldier and Army Civilian training may be introduced to the contractor. It is ultimately the contractor's responsibility to ensure their employees are trained and knowledgeable on the most current version of training due to changes in technology or new training requirements as stated in the contract.

c. The Contracting Officer Representative (COR) must make a determination of course eligibility when requesting contractor training. The COR requests training dates, times, confirm tuition fee and provide a copy of the Performance Work Statement (PWS) to the local Faculty and Staff Development Office for review.

d. The COR will collect the tuition fee covering the contractor's enrollment for training. Ensure the check is payable to the Treasury of the United States with an annotation in the memo section indicating the name of the course and how many contractors will attend.

e. The COR will coordinate with the local G-8 to establish procedures for depositing the tuition fee.

f. The COR will provide a copy of the receipt the G-8 provided confirming tuition fee has been paid through the local FSD office or functional equivalent prior to the start date of requested training.

## **Appendix A**

### **References**

ARs, DA Pams, Army Doctrine Publication (ADP) and field manuals (FM), and DA forms are available at Army Publishing Directorate. TRADOC publications and forms are available at TRADOC Publications.

### **Section I**

#### **Required References**

##### **CJCSI 3170.01 I**

Joint Capabilities Integration and Development System

##### **AR 5-9**

Area Support Responsibilities

##### **AR 11-33**

Army Lessons Learned Program

##### **AR 25-2**

Information Assurance (RAR 001)

##### **AR 25-55**

The Department of the Army Freedom of Information Act Program

##### **AR 27-60**

Intellectual Property

##### **AR 71-9**

Warfighting Capabilities Determination

##### **AR 350-1**

Army Training and Leader Development

##### **AR 350-50**

Combat Training Center Program

##### **AR 380-5**

Department of the Army Information Security Program

##### **AR 380-10**

Foreign Disclosure and Contacts with Foreign Representatives

##### **AR 570-4**

Manpower Management

TRADOC Regulation 350-70

**AR 602-2**

Human Systems Integration in the System Acquisition Process

**AR 690-400**

Chapter 4302 Total Army Performance Evaluation System

**TR 25-36**

The TRADOC Doctrine Publication Program

**TR 71-20**

Concept Development, Capabilities Determination, and Capabilities Integration

**TR 350-18**

The Army School System

**TP 525-3-0**

The U.S. Army Capstone Concept

**TP 525-8-2 Change 1**

The U.S. Army Learning Concept for 2015

**TP 525-8-3**

The U.S. Army Training Concept 2012-2020

**ADP 3-0**

Operations

**ADP 7-0**

Training Units and Developing Leaders

**FM 6-22**

Leader Development

**FM 7-0**

Train to Win in a Complex World

**Army Techniques Publication 5-19**

Risk Management (INCL C1)

**The Army Human Dimension Strategy 2015**

**Memorandum, HQ TRADOC, ATTG-TRI-MP (350)**

TRADOC Course Titles and Numbers (15 MAR 13)

**Faculty and Staff Common Training (FSCT)**

**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 publication.

**CJCSI 1800.01 E**  
Officer Professional Military Education Policy (OPMEP)

**CJCSI 1805.01 B**  
Enlisted Professional Military Education Policy

**CJCSI 5120.02 D**  
Joint Doctrine Development System

**DODI 1322. 26**  
Development, Management, and Delivery of Distributed Learning

**DODI 1400. 25 v 410**  
DOD Civilian Personnel Management System: Training, Education, and Professional Development

**DODI 8910. 01**  
Information Collection and Reporting

**Chairman of the Joint Chiefs of Staff Manual (CJCSM) 3500.04F**  
Universal Joint Task Manual

**AR 5-13**  
Total Army Munitions Requirements and Prioritization Policy

**AR 5-22**  
The Army Force Modernization Proponent System

**AR 11-2 (RAR 001)**  
Managers' Internal Control Program

**AR 12-1**  
Security Assistance, Training, and Export Policy

**AR 12-15**  
Joint Security Cooperation Education and Training

**AR 25-1**  
Army Information Technology

TRADOC Regulation 350-70

**AR 25-30**

Army Publishing Program

**AR 70-1**

Army Acquisition Policy

**AR 71-11**

Total Army Analysis (TAA)

**AR 71-32**

Force Development and Documentation

**AR 200-1**

Environmental Protection and Enhancement

**AR 350-2**

Operational Environment and Opposing Force Program

**AR 350-10**

Management of Army Individual Training Requirements and Resources

**AR 350-28**

Army Exercises

**AR 350-38**

Policies and Management for Training Aids, Devices, Simulators, and Simulations

**AR 381-11**

Intelligence Support to Capability Development

**AR 420-1 (RAR 002)**

Army Facilities Management

**AR 611-5**

Personnel and Classification Testing

**AR 614-200 (RAR 002)**

Enlisted Assignments and Utilization Management

**AR 700-127**

Integrated Product Support

**DA Pam 25-36**

Design and Production of Instructional Publications

**DA Pam 25-91**

Visual Information Procedures

**DA Pam 350-38**

Standards in Weapons Training

**DA Pam 600-3**

Commissioned Officer Professional Development and Career Management

**DA Pam 611-21**

Military Occupational Classification and Structure

**ATP 3-34. 5**

Environmental Considerations

**ATP 5-19**

Risk Management

**Army Training Network (ATN)**

**TR 10-5**

U.S. Army Training and Doctrine Command

**TR 10-5-1**

Headquarters, U.S. Army Training and Doctrine Command

**TR 10-5-4**

United States Army Combined Arms Center

**TR 10-5-5**

United States Army Combined Arms Support Command and Sustainment Center of Excellence

**TR 10-5-8**

Initial Military Training Center of Excellence

**TR 10-5-9**

Institute for Noncommissioned Officer Professional Development and United States Army Sergeants Major Academy

**TR 11-13**

TRADOC Remedial Action Program (T-RAP)

**TR 25-30**

Preparation, Production, and Processing of Army-wide Doctrinal and Training Literature (ADTL)

TRADOC Regulation 350-70

**TR 350-6**

Enlisted Initial Entry Training Policies and Administration

**TR 350-8**

Ammunition

**TR 350-29**

Prevention of Heat and Cold Casualties

**TR 350-36**

Basic Officer Leader Training Policies and Administration

**TR 385-2**

U.S. Army Training and Doctrine Command Safety and Occupational Health Program

**TR 570-4**

Management of Civilian Manpower

**TP 350-70-1**

Training Development in Support of the Operational Domain

**TP 350-70-3**

Staff and Faculty Development

**TP 350-70-4**

Systems Approach to Training: Evaluation

**TP 350-70-5**

Systems Approach to Training: Testing

**TP 350-70-6**

Systems Approach to Training: Analysis

**TP 350-70-7**

Army Educational Processes

**TP 350-70-9**

Budgeting and Resourcing

**TP 350-70-10**

Systems Approach to Training Course and Courseware Validation

**TP 350-70-12**

The Army Distributed Learning (DL) Guide

**TP 350-70-13**

System Training Integration

**TP 350-70-14**

Training and Education Development in Support of the Institutional Domain

**TP 385-1**

The TRADOC Model Safety Program and Self-Assessment Guide

**ADP 1-02 (INCL C1)**

Operational Terms and Military Symbols

**ADP 5-0**

The Operations Process

**U.S. Government Printing Office Style Manual, 2008**

U.S. Government Printing Office Style Manual

**Section III**

**Prescribed Forms**

This section contains no entries.

**Section IV**

**Referenced Forms**

**DA Form 260**

Request for Publishing

**DA Form 1045**

Army Ideas for Excellence Program (AIEP) Proposal

**DA Form 2028**

Recommended Changes to Publications and Blank Forms

## **Appendix B Administrative Course Design Requirements**

### **B-1. Security Requirements**

a. Information identified as requiring protection against unauthorized disclosure in the interest of national security shall be classified Top Secret, Secret, or Confidential (see Table B-1). Refer to Volumes 1 and 3, DOD Manual (DODM) 5200. 01, for the classification and protection of classified information.

b. Controlled Unclassified Information (CUI) is certain types of unclassified information which require application of access and distribution controls and protective measures for a variety of reasons. For Official Use Only (FOUO) is a dissemination control applied by the DOD to unclassified information when disclosure to the public of that particular record, or portion thereof, would reasonably be expected to cause a foreseeable harm to an interest protected by one or more of FOIA Exemptions 2 through 9. Additional CUI guidance is contained within Volume 4, DODM 5200. 01.

c. All CUI and classified learning products shall be identified clearly by marking, designation, or electronic labeling. The Original Classification Authority (OCA) has the specific responsibility to properly mark classified information. Derivative classifiers shall refer to the source document, security classification guide, or other guidance issued by the OCA when determining the markings to apply. Consult Volumes 2 and 4, DODM 5200. 01 for marking classified information and CUI, respectively.

d. Any unclassified information intended for public release (including publicly accessible websites) is reviewed and approved for release by the Public Affairs Officer (PAO) in accordance with AR 360-1, and the Operations Security Officer in accordance with AR 530-1 prior to release or posting.

e. FOUO information disseminated outside the DOD shall bear the following marking on the outside of the front cover, first page, or at the beginning of the text:

**“This document contains information that may be exempt from mandatory disclosure under the Freedom of Information Act.”**

f. Distribution statements will be applied to all newly created technical documents generated by DOD-funded research, development, test, and evaluation programs and to newly created technical documents and other technical information that can be used or adapted for use in development, manufacture, or operation of any military equipment or related technology. All publications will comply with AR 380-5 for appropriate statements specifying their distribution restriction and availability for access, release and dissemination.

g. All derivative classifiers are required to complete initial derivative classification training and follow-on training every 2 years. All personnel will receive initial CUI education and training with annual refresher CUI training thereafter.

h. Classification levels are listed in table B-1.

| <b>Security classification</b> | <b>Description</b>  |
|--------------------------------|---|
| 1. Confidential                | Confidential shall be applied to information the unauthorized disclosure of which reasonably could be expected to cause damage to the national security that the OCA is able to identify or describe.                   |
| 2. Secret                      | Secret shall be applied to information the unauthorized disclosure of which reasonably could be expected to cause serious damage to the national security that the OCA is able to identify or describe.                 |
| 3. Top Secret                  | Top Secret shall be applied to information the unauthorized disclosure of which reasonably could be expected to cause exceptionally grave damage to the national security that the OCA is able to identify or describe. |

i. All scenarios that are not derived from the DATE will refer to AR 350-2, Appendix B-2 for classification guidance.

## **B-2. Foreign Disclosure Requirements**

a. When information is not clearly marked as publicly releasable, it must be coordinated through foreign disclosure channels to ensure the proponent approves of its disclosure to foreign government representatives. Foreign disclosure only applies to official government-to-government or specific international organization engagements (see AR 380-10).

b. Ensure all references are current and releasable. Cite only the references used and do not include collections of publications (such as, electronic media) that are not directly used as references as extraneous documents will slow down the disclosure review. Materials that are superseded, obsolete, or rescinded must be disposed of immediately in accordance with DA PAM 25-40 and DA PAM 25-33 and are therefore not available for disclosure to foreign governments or IMS. Draft or pre-decisional information is not authorized for disclosure to foreign governments in accordance with AR 380-10. The inclusion of rescinded or draft references will impact the FD rating of learning materials (Paragraph B-4).

(1) Verify that technical information related to research, development, engineering, testing, evaluation, production, operation, maintenance, or employment of military equipment systems are approved for disclosure to the requesting foreign government or the foreign government has purchased the technical manuals or other publications through foreign military sales.

(2) If a reference is assumed to be in the public domain but is not clearly marked as publicly releasable, ensure the PAO confirms the status of the document. The course developer can coordinate directly with the supporting PAO on matters of public release. Information that is properly cleared for public release does not require a foreign disclosure review.

(3) Ensure that all CUI references are coordinated with the proponent in order to make disclosure determinations for the learning products, to include lesson plans, POIs, and TSPs.

c. Each organization will have a Foreign Disclosure Representative (FDR) to assist the supporting FDO, and to facilitate the application of appropriate Foreign Disclosure ratings (Paragraph B-4). FDR duties are considered additional duties, are not limited to a specific job series, and may also be done by a contractor. There are specific requirements that must be met before an individual may be certified to act as an FDR. Refer to AR 380-10 or contact your supporting FDO or the HQ TRADOC FD Office for more information.

d. The course developer will maintain an audit trail of all source data and disclosure determinations or disclosure coordination efforts.

e. The supporting FDO and the course developer must both retain a list of all countries authorized to attend courses rated FD2 and provide this list to any other training developers that use their module. It is incumbent upon the course developer and supporting FDO to update this list whenever the module or course is updated.

### **B-3. Learning Products Disclosure Requirements**

a. Learning products require a FD rating and classification determination. Technical documents also require a distribution restriction statement. These statements alert personnel to the sensitivity of information contained in Army learning products. All three statements help identify whether the learning products may be disclosed to IMS, and which countries may receive the information.

b. Disclosure of learning products is usually based on several factors and these factors may change. Some common considerations include the political situation in the country itself, whether or not the country has purchased the equipment or reference materials involved in the training through foreign military sales, or whether or not the country is part of a coalition or alliance recognized by the United States and authoritative guidance exists to share specific information or training to those coalition members.

c. Developers of Army learning products, in coordination with the supporting FDR, must review all course materials and learning products containing classified information or CUI to ensure it shows the appropriate classification, FD rating, and distribution restriction statement. This process normally begins during the design phase of the ADDIE process. The FDR in coordination with the supporting FDO will make disclosure determinations and apply the appropriate FD rating.

d. There are three types of information: classified information, CUI, and public domain information (see table B-2). Classified information is clearly marked but CUI information is not always clearly marked or may lack markings entirely. Since its disclosure status may never be assumed, unmarked information that has not been previously approved for public release, must be reviewed by the supporting FDR to ensure its disclosure status. The FDR will coordinate FD

decisions with the supporting FDO. All foreign disclosures must be approved by the designated disclosure authority.

| <b>Type</b>                            | <b>Description</b>   |
|--|--|
| 1. Classified Information              | Information that has been classified by an original classification authority. Classified information must always be correctly labeled in accordance with DODM 5200. 01 V1-4 and AR 380-5.  |
| 2. Controlled Unclassified Information | All Army information that has not been cleared for public release through operations security and the PAO, is still within Army control channels. It is referred to as CUI. Not all CUI is clearly marked. Therefore, if information is not clearly marked as publicly releasable, it must be coordinated through foreign disclosure channels to ensure the proponent approves of its disclosure to foreign government representatives. CUI does not include classified information, however, some types of CUI information require portion markings or handling caveats (for example, FOUO, LES, PROPIN, and LIMDIS) in accordance with DODM 5200. 01, V4 and AR 25-55. |
| 3. Public release                      | Information deemed to be both actually or potentially in the public domain and suitable for release to the public. The term "public" refers to not only citizens of the U.S. and immigrant aliens, but also citizens of all foreign countries acting in a private capacity. Military information must go through an operations security (per AR 530-1) and PAO review (per AR 360-1) before it can be placed on public-facing websites or otherwise be made available to the public in accordance with AR 25-2 and AR 25-55. Information that has been cleared for public release does not require foreign disclosure review or coordination.                            |

e. It is the policy of the United States to avoid creating false impressions on its readiness to make available classified or controlled unclassified military material, technology, or information to foreign government representatives. Initial planning with foreign governments concerning learning products which might involve the eventual disclosure of classified information may occur only with the explicit understanding and acknowledgement that no U.S. commitment to furnish such classified information or material is intended or implied until the United States approves the disclosure. U.S. Army personnel involved in teaching IMS must refrain from any commitment to furnish specific classified information or CUI until the designated disclosure authorities approve the disclosure.

f. Disclosure must be limited to information necessary to accomplish learning objectives. Modes of disclosure may be oral, visual, or documentary. An IMS may be asked to return reference materials upon completion of the course; however, efforts should be made to allow IMS to retain as many references as possible. If necessary and appropriate, references may be limited to releasable excerpts from the required documents.

g. All personnel involved in the production, implementation, distribution and/or maintenance of Army learning products must protect against the inappropriate disclosure of classified

information or CUI contained within any learning product. TRADOC products take extensive man-hours to develop. In accordance with 22 U.S. Code Chapter 39 Arms Export Control Act, lesson plans, programs of instruction, or training support packages that allow one to duplicate training may not be given away for free or posted to publicly accessible websites.

**B-4. Foreign Disclosure Ratings**

a. Course developers will coordinate all Army learning products (including sub-components) containing classified information or CUI with the supporting FDR. The supporting FDR will work with the supporting FDO to evaluate the material and apply the correct FD rating.

b. The supporting FDO will ensure appropriate FD ratings (see below) are entered into the TDC and applied on every Army learning product (and sub-component). There must be one FD rating for the learning product as a whole and one for each lesson/module/sub-component. All publications used as a resource for the learning product should have a distribution restriction statement. If a reference document does not have a distribution restriction statement, the training developer must contact the document proponent for distribution guidance. For more information on restriction statements, refer to AR 25-30.

c. The appropriate FD rating from Table B-3 must appear on the cover of every TSP, TSP subcomponent (for example, lesson plan, POI, course management materials, and so forth), or stand-alone learning product.

| <b>Table B-3</b>   |  |
|--|--|
| <b>Foreign Disclosure (FD) Restriction Ratings FD1, FD2, and FD3</b> |  |
| <b>FD Rating</b>   | <b>Restriction Statement</b>   |
| FD1  | This learning product has been reviewed by the training developers in coordination with the (specify activity) foreign disclosure officer. This learning product can be used to instruct international military students from all approved countries without restrictions.   |
| FD2  | This learning product has been reviewed by the training developers in coordination with the (specify activity) foreign disclosure officer. This learning product can be used to instruct international military students when the country meets specific criteria. Specify requirement(s) that each country must meet (select all that are appropriate):<br><br>1) Must purchase equipment through Foreign Military Sales (must specify exact model/variant/version required);<br><br>2) Must be a member of a specific group or coalition (name group or coalition); and,<br><br>3) Must have an accepted clearance (must be authorized under an identified general security agreement with the US).<br><br>4) May not attend FD3 modules (specify restricted modules/hours). |

**Table B-3**  
**Foreign Disclosure (FD) Restriction Ratings FD1, FD2, and FD3**

|     |   |
|-----|---|
| FD3 | This learning product has been reviewed by the developers in coordination with the (specify activity) foreign disclosure officer. This learning product cannot be used to instruct international military students. |
|-----|---|

d. The source data will be provided by the course developer to the FDO or FDR reviewing the materials.

e. Course developers, FDOs or FDRs must do the following:

(1) Ensure individuals designing Army learning products comply with AR 25-30, AR 25-55, AR 380-5, AR 380-10, DA Pam 25-40, and DODM 5200. 01. AR 25-30 and DA Pam 25-40 state that all new and revised technical, equipment, doctrinal, and learning publications must contain statements specifying their availability for release and dissemination. These distribution restriction statements facilitate control, distribution, and release of these documents without repeatedly referring questions to the originating activity. IMS only receive access to releasable Army learning products for the courses/events they are attending. This restriction extends to automated databases and products. In accordance with AR 25-2, for IMS to receive access to Army Knowledge Online, portals, or other databases, a waiver must be coordinated through the G-6 and NEC, and approved by the Designated Approval Authority.

(2) Coordinate Disclosure approval for all classified reference materials with the proponent or designated disclosure authority. Approval must be provided in writing and retained by both the course developer and the supporting FDR. Determine disclosure applicability to a specific country before placing the learning course and/or event on the military articles and services list, or indicating it as available for foreign attendance. SATFA will provide a periodic update to the TRADOC Foreign Disclosure Office of training currently on the military articles and services list.

### **B-5. Copyright Materials Requirements**

a. A copyright is a legal right that exists in a work of creative expression such as text, drawings, photographs, graphic designs, architectural plans, motion pictures of every kind or technique, music, and sound recordings. The copyright exists at the moment a work is created and fixed in any medium capable of perceiving, reproducing, or communicating the work. A copyright is not the work itself, but the rights accruing to the copyright owner under the U.S. Copyright Act.

b. A copyright owner has the exclusive right to reproduce (make copies of), distribute, perform publicly, display publicly, or make certain modifications to (called a “derivative work”) the copyrighted work. In general, unless permitted by a specific exception in the U.S. Copyright Act, none of these actions should be committed without permission of the copyright owner.

c. The U.S. Government may be sued, and may be required to pay damages for copyright infringement. Prior to buying or using any work that might be subject to copyright protection,

seek the advice of the installation Staff Judge Advocate's office. "Fair Use" determinations regarding copyrighted material will be made by a Staff Judge Advocate.

d. For additional information on copyright and using social media, review the material at <http://www.copyright.gov>.

### **B-6. Safety and Risk Management**

Safety and risk management (RM) in Army learning environments.

a. RM is the process of identifying, assessing, and controlling risks arising from operational factors and making decisions that balance risk cost with mission benefits (JP 3-0). Institutions will manage risks without degrading essential learning requirements. Rigorous, realistic learning exercises, implemented under stressful conditions are critical to preparing our Soldiers to fight and win in military operations.

b. RM is a vital component of the ADDIE process. RM balances benefits against potential losses and provides the tools to accomplish realistic exercises while preserving the scarce resources of personnel, time, and equipment. The purpose is not to restrict but to enhance realism and increase flexibility.

c. The branch safety director is responsible to ensure personnel associated with the ADDIE process are taught RM on an annual basis. Ensure all centers and schools meet applicable Code of Federal Regulations, statutes, and laws; DOD instructions (DODI) and DOD directives (DODD); Army and command safety and occupational health program evaluation criteria. Also ensure all instructors, facilitators, staff, and students adhere to the intent of the RM principles within ATP 5-19, with the understanding that RM is a dynamic, cyclical process.

d. TNGDEVs will ensure compliance with the following Army learning product safety requirements:

- (1) Comply with all federal, state, and local laws, regulations, and restrictions.
- (2) Adhere to all RM and safety standards in accordance with Army and TRADOC guidance.
- (3) Identify all hazards associated with courses and events; identify all risks associated with courses and events; identify controls required to mitigate or eliminate identified risks; identify the residual risk associated with the application of the Army learning product; and, identify each significant hazard during task analysis at the task step level.
- (4) Assess risk elements, express their possible effects, and assign a risk level.
- (5) Compare risks against Army learning benefits in order to: mitigate risk to personnel, equipment, and training effectiveness. Consider alternative programs that can safely accomplish effective learning requirements; and, conserve and preserve resources.

(6) Implement controls to eliminate or reduce the risks and hazards involved in relation to learning benefits. Review historical lessons learned, and/or accidents pertinent to similar training to help in determining the risk and/or how to mitigate it.

(7) Apply safety, risk, and protection statements; cautions, notes, and warnings.

(8) Coordinate and review all safety and risk management issues with the branch safety manager or supporting safety professional.

(9) Emphasize safety and environmental protection by recognizing unsafe behavior and attitudes; making risk decisions; counseling individuals; and developing counter-measures to control, minimize, and eliminate hazards during courses and events. Suggestions for improvement of a learning product should be sent to the proponent.

(10) Supervise, evaluate, and enforce identified standards and controls. Review and revise all RM information associated with or contained in TSPs, lesson plans, or any other Army learning products when conditions change, or annually, as necessary. Standards and controls require continuous monitoring and revision on a regular basis.

e. TNGDEVs will submit requests for risk assessment rating approval for all Army learning products using the following guidance:

(1) Extremely high-risk assessments. TRADOC units or organizations requiring the conduct of training or operations with an extremely high residual risk will request approval from the senior commanding general officer in the chain of command. Upon approval, a copy of the acceptance letter will be forwarded to Commander, TRADOC (ATCS-S), 950 Jefferson Ave, Fort Eustis, VA 23604-5700 or [usarmy.jble.tradoc.mbx.hq-tradoc-g-1-4-safety-office@mail.mil](mailto:usarmy.jble.tradoc.mbx.hq-tradoc-g-1-4-safety-office@mail.mil). The correspondence will include a risk assessment and the rationale or need for the acceptance of an extremely high residual risk.

(2) High-risk assessments will be staffed with the branch safety office or supporting safety professional and require approval by the Army learning institution commander and/or commandant or their designated representative.

(3) Medium risk assessments will be staffed with the branch safety office or supporting safety professional and require approval by the delegated approval authority of the institution commander and/or commandant, or their representative. The institution commander and/or commandant may delegate the authority, in writing, to lieutenant colonels or equivalent and Command Sergeants Major serving at NCOAs or the commandant of the Command Sergeants Major Academy.

(4) Low risk assessments will be staffed with the branch safety office or supporting safety professional, unless the training is conducted wholly within a classroom environment. Approval is required, in writing, by the delegated approval authority of the senior military commander and/or commandant, or their designated representative. Course chiefs may be designated approvers for low risk assessments.

(5) Only new products and significant changes to existing products need be staffed through the branch safety office or supporting safety professional. Minor and/or administrative changes that do not affect the risk associated with the subject training are exempt from such staffing. If no branch safety office or supporting safety professional exists, coordinate support through the TRADOC Safety Office to Commander, TRADOC, (ATCS-S), Fort Eustis, VA 23604-5700; e-mail: usarmy.jble.tradoc.mbx.hq-tradoc-g-1-4-safetyoffice@mail.mil.

(6) Disagreements among the raters and reviewers concerning risk assessment level assignments require documentation and submission with the ratings submitted to the approving authority for final decision.

f. Refer to ATP 5-19 for more information on the RM process steps.

### **B-7. Environmental Considerations**

The Army is committed to environmental stewardship and all Army organizations will incorporate environmental considerations and requirements into all aspects of the organization's mission (AR 200-1). For additional information on environmental considerations (ATP 3-34.5).

a. Environmental protection involves TNGDEVs and instructors/facilitators working aggressively to avoid or minimize damage to the environment caused by realistic learning courses/events. To ensure Soldiers, Army Civilians, and contractors comply with existing environmental protection laws and policies, proponent institutions will do the following:

(1) Ensure all staff, instructors/facilitators, and students practice environmental protection.

(2) Include appropriate environmental protection statements, cautions, notes, and warnings on all Army learning products.

(3) Synchronize efforts with capability developers (CAPDEV) and MATDEVs to coordinate ranges and other learning environments (to include training sites) for instruction on new systems to preclude any costly adjustments later.

b. All AA and RC personnel will preserve and protect the environment in which they teach and operate. Complying with environmental laws and policies will ensure that training is conducted efficiently and effectively to reduce teaching costs, increase goodwill with the U.S. public particularly those that are neighbors of the installation, and increase sustainability of our learning environment and resources.

## Glossary

### Abbreviations & Terms

This glossary is specific to and represents the Learning Enterprise abbreviations and terms; therefore, the same abbreviations and terms may be defined differently outside of the Learning Enterprise. The information in this glossary applies to Army organizations generating learning products used by the AA, Army National Guard of the U.S., ARNG, and USAR.

**NOTE:** This glossary is published in electronic form to maintain relevant and current content within the Learning Enterprise on the TED-T. As the Learning Enterprise evolves in support of improvement and greater efficiency regarding Army training and education development, electronic publishing will enable the enterprise by providing changes to the user immediately.

### Section I

#### Abbreviations

|         |   |
|---------|---|
| AA      | Active Army   |
| ACE     | American Council on Education                                 |
| ACOM    | Army command  |
| ADDIE   | analysis, design, development, implementation, and evaluation |
| ADP     | Army doctrine publication                                     |
| ADT     | active duty for training                                      |
| ALDS    | Army leader development strategy                              |
| ALM     | Army Learning Model   |
| ALMS    | Army Learning Management System                               |
| AOC     | area of concentration   |
| AR      | Army regulation   |
| ARI     | Army Research Institute                                       |
| ARCIC   | U.S. Army Capabilities Integration Center                     |
| ArmyU   | Army University   |
| ARNG    | Army National Guard   |
| ARPRINT | Army Program for Individual Training                          |
| ATMS    | Army Training Management System                               |
| ATN     | Army Training Network   |
| ATRRS   | Army Training Requirements and Resources System               |
| ATTN    | attention   |
| AUTL    | Army Universal Task List                                      |
| CAR     | Central Army Registry   |
| CAC     | U.S. Army Combined Arms Center                                |
| CAC-T   | U.S. Army Combined Arms Center – Training                     |
| CAD     | course administrative data                                    |
| CAPDEV  | capability developer  |
| CATS    | Combined Arms Training Strategies                             |
| CBA     | capabilities-based assessment                                 |
| CDD     | capability development document                               |
| CES     | Civilian Education System                                     |

## TRADOC Regulation 350-70

|              |   |
|--------------|---|
| CFDP         | Common Faculty Development Program  |
| CFL          | core function lead  |
| CG           | commanding general  |
| CGSC         | Command and General Staff College   |
| CHRTAS       | Civilian Human Resource Training Application System   |
| CIMT         | Center for Initial Military Training  |
| CJCSI        | Chairman of the Joint Chiefs of Staff Instruction   |
| CJCSM        | Chairman of the Joint Chiefs of Staff Manual  |
| CKO          | Chief Knowledge Officer   |
| CMI          | classified military information   |
| CoE          | center of excellence  |
| COR          | contracting office representative   |
| CoS          | Chief of Staff  |
| CPD          | capabilities production document  |
| CPDP         | continuing professional development program   |
| CTC          | combat training center  |
| CTLE         | Center for Teaching and Learning Excellence   |
| CTSSB        | critical task and site selection board  |
| CUI          | controlled unclassified information   |
| DA           | Department of the Army  |
| DA Pam       | DA pamphlet   |
| DATE         | Decisive Action Training Environment  |
| DCG          | Deputy Commanding General   |
| DCR          | DOTmLPF-P change recommendation   |
| DCS          | deputy chief of staff   |
| DCS, G-2     | Deputy Chief of Staff, Intelligence   |
| DCS, G-3/5/7 | Deputy Chief of Staff, Operations, Plans, and Training  |
| DCS, G-8     | Deputy Chief of Staff, Resource Management  |
| DD           | Department of Defense (forms)   |
| DICR         | DOTmLPF-P integrated capabilities recommendation  |
| DL           | distributed learning  |
| DL CW        | Distributed learning content/courseware   |
| DOD          | Department of Defense   |
| DODD         | Department of Defense directive   |
| DODI         | Department of Defense instruction   |
| DODM         | Department of Defense manual  |
| DOT          | director of training  |
| DOTMLPF-P    | doctrine, organization, training, materiel, leadership and education, personnel, facilities, and policy |
| DTMS         | Digital Training Management System  |
| DTT          | doctrine and tactics training   |
| EA           | executive agent   |
| ELO          | enabling learning objective   |
| FD           | foreign disclosure  |
| FDO          | foreign disclosure office or officer  |
| FDR          | foreign disclosure representative   |

|         |   |
|---------|---|
| FDRP    | Faculty Development and Recognition Program             |
| FM      | field manual  |
| FORSCOM | Forces Command  |
| FOUO    | for official use only                                   |
| F&S     | Faculty and Staff                                       |
| FSD     | faculty and staff development                           |
| FSDD    | Faculty and Staff Development Division                  |
| FSDP    | Faculty and Staff Development Program                   |
| FY      | fiscal year   |
| GLO     | general learning outcome                                |
| GTA     | graphic training aid                                    |
| HQ      | headquarters  |
| HQDA    | Headquarters, Department of the Army                    |
| HSI     | Human Systems Integration                               |
| ICD     | initial capabilities documents                          |
| ICTL    | individual critical task list                           |
| ILP     | individual learning plan                                |
| IMI     | interactive multimedia instruction                      |
| IMS     | international military student                          |
| IMT     | initial military training                               |
| ISAP    | Individual Student Assessment Plan                      |
| ITP     | individual training plan                                |
| ITRO    | Inter-service Training Review Organization              |
| JCIDS   | Joint Capabilities Integration and Development System   |
| JPME    | Joint Professional Military Education                   |
| LSA     | learning step activity                                  |
| MATDEV  | materiel developer                                      |
| MET     | mission essential task                                  |
| METL    | mission-essential task list                             |
| MOI     | method of instruction                                   |
| MOS     | military occupation specialty                           |
| MOS-T   | military occupation specialty - transition              |
| MOT     | memorandum of transmittal                               |
| NCO     | noncommissioned officer                                 |
| NCOA    | NCO Academy   |
| NCOPDS  | Noncommissioned Officer Professional Development System |
| NET     | New Equipment Training                                  |
| NGB     | National Guard Bureau                                   |
| OASS    | One Army School System                                  |
| OCA     | Original Classification Authority                       |
| OE      | operational environment                                 |
| OIL     | observations, insights, and lessons                     |
| OISD    | operational, institutional and self-development         |
| PAO     | public affairs office/officer                           |
| PGD     | Policy and Governance Division                          |
| PME     | professional military education                         |

## TRADOC Regulation 350-70

|         |  |
|---------|--|
| POI     | program of instruction   |
| POM     | program objective memorandum                                     |
| PPBE    | Planning, Programming, Budgeting, and Execution                  |
| PPBES   | Planning, Programming, Budgeting, and Execution System           |
| QA      | quality assurance  |
| QAO     | Quality Assurance Office   |
| QC      | quality control  |
| RC      | Reserve Component  |
| RM      | risk management  |
| ROTC    | Reserve Officers' Training Corps                                 |
| RTI     | regional training institute                                      |
| SATFA   | Security Assistance Training Field Activity                      |
| SCORM   | Sharable Content Object Reference Model                          |
| SI      | skill identifier   |
| SM      | Soldiers manual  |
| SMDR    | structure manning decision review                                |
| SME     | subject matter expert  |
| STP     | Soldier training publication                                     |
| STRAP   | System Training Plans  |
| TADLP   | The Army Distributed Learning Program                            |
| TADSS   | training aids, devices, simulators, and simulations              |
| TASS    | The Army School System   |
| TATS    | The Army Training System   |
| TCM     | TRADOC Capability Manager  |
| TDA     | table of distribution and allowances                             |
| TDC     | Training Development Capability                                  |
| TED     | training and education development                               |
| TED-T   | Training and Education Developer Toolbox                         |
| TED-WMP | training and education development – workload management process |
| TLO     | terminal learning objective                                      |
| TNGDEV  | training and education developer                                 |
| TOE     | Table of Organization & Equipment                                |
| TOMA    | Training Operations Management Activity                          |
| TP      | TRADOC pamphlet  |
| TR      | TRADOC regulation  |
| TRADOC  | U.S. Army Training and Doctrine Command                          |
| TRAP    | Training Resources Arbitration Panel                             |
| TRAS    | Training Requirements Analysis System                            |
| TSP     | training support package   |
| TSS     | training support system  |
| TTI     | total task inventory   |
| UJTL    | universal joint task list  |
| U.S.    | United States  |
| USAR    | U.S. Army Reserve  |
| USARC   | U.S. Army Reserve Command  |
| UTL     | unit task list   |

|      |                                     |
|------|-------------------------------------|
| VPAA | Vice Provost for Academic Affairs   |
| VPLS | Vice Provost for Learning Systems   |
| WOCC | Warrant Officer Career College      |
| WTSP | warfighter training support package |

## Section II

### Terms

#### **Academic time**

The total time required to participate in learning activity. (TP 350-70-9)

#### **Accountable Instructional System (AIS)**

The continuous evaluation of curriculum using the ADDIE phases to ensure that the learning objectives and standards remain aligned with the required learning outcomes.

#### **Accreditation**

A disciplined approach to ensuring standardization across the Army. It assures the command that training institutions meet accepted standards and higher headquarters guidance; it addresses the quality of our graduates and other concerns from the field. (TP 350-70-14)

#### **Action verb** (standard verb list)

A verb that conveys action or behaviors and reflects the type of leader competency or performance that is to occur (examples: analyze, defend, place, cut, drive, open, and hold). Action verbs reflect behaviors that are measurable, observable, verifiable, and reliable.

#### **Active learning**

An approach to instruction in which students engage the material they study through reading, writing, talking, listening, and reflecting. Active learning focuses the responsibility of learning on the learners. (TP 350-70-14)

#### **Advanced individual training (AIT)**

Training given to enlisted personnel subsequent to completion of basic training, so as to render them qualified for award of an MOS. Also, training conducted at training centers, at Army service schools, and, when so directed, by U.S. Strategic Army force units which qualifies an individual to perform in an entry or higher MOS. (AR 350-1)

#### **Affective domain**

The domain that examines a student's ability to internalize what is learned in the form of feelings and attitude. (TP 350-70-7)

#### **Analysis**

A phase of the ADDIE process that involves the detailed breaking down and examination of jobs, functions, tasks, objectives, and performance measures to determine requirements and how those requirements relate to one another. Analysis provides the foundation that justifies the continuation or termination of the ADDIE process.

**Analysis, design, development, implementation and evaluation (ADDIE)**

The Army's instructional design framework used by TNGDEV 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. (TR 350-70)

**Analyst**

An individual assigned to perform the analysis associated with the ADDIE process. Personnel assigned to this position (or who are detailed to assist in analysis) are trained in their area of responsibility and have a knowledge of command/unit mission and structure, analysis techniques, documentation research, and interview techniques. An analyst need not be a SME, but should have access to job experts. (TP 350-70-6)

**Animation**

The simulation of movement produced by displaying a series of successive images on the screen. (TP 350-70-12)

**Approval**

The formal or official sanction of the identified capability described in the capability requirement documentation. Approval also certifies that the documentation has been subject to the JCIDS process. (TP 350-70-13)

**Architecture**

The structure of components, their relationships, and the principles and guidelines governing their design and evolution over time. (TP 350-70-13)

**Army Correspondence Course Program (ACCP)**

An overall program supported by AR 350-1. The ACCP is a formal non-resident extension of the TRADOC service schools. It offers individual and group study enrollments in correspondence courses. Based on course eligibility requirements, individuals enroll at their own discretion and determine their own course of study for either correspondence courses or subcourses. The ACCP offers courses and subcourses free of charge to members of the U.S. military (both active and reserve components), ROTC and military academy cadets, authorized federal civilian employees, and non-U.S. citizens who are employed by the Department of Defense. Correspondence materials are also available for foreign military students through the foreign military sales program. Active Army and USAR Soldiers Specialist, Corporal and Sergeant can accrue promotion points, and USAR Soldiers can accrue retirement points through the ACCP. (TP 350-70-3)

**Army leader development strategy (ALDS)**

ALDS provides the framework for "developing our leaders in a competitive learning environment, and it is in this environment, above all others, where we must prevail." See ADP 6-22. (TR 350-70)

**Army Learning**

The act of acquiring, maintaining, or improving knowledge, skills, and attitudes to achieve required performance. Army learning is a combination of training, education, and experience.

**Army Learning Model (ALM)**

ALM describes the framework, required capabilities, and on-going actions to implement a learner-centric, technology enabled, and career-long institutional learning model.

**Army Learning Management System (ALMS)**

ALMS is a web-based information system that delivers training to Soldiers, manages training information, provides training collaboration, scheduling, and career planning capabilities in both resident and non-resident training environments. (AR 350-1)

**Army modernization training**

Required training to support Army modernization, includes new equipment training, displaced equipment training, doctrine and tactics training, and sustainment training. Modernization training ensures the skill proficiency required to effectively and efficiently take proper advantage of the new capability. (AR 350-1)

**Army program for individual training (ARPRINT)**

The mission and resourcing document for the training base as well as the Army in terms of recruitment and professional development education. The ARPRINT identifies, by FY, projected individual training and education requirements for established courses and for task-based instruction requiring new courses. Based on identified training and education requirements, subsequent actions are taken to provide resources to train the required number of Soldiers. The desired flow of Soldiers into the schools and training centers aids in development of class schedules to support the ARPRINT for each course. The class schedules are entered into ATRRS. (TP 350-70-9)

**Army Quality Assurance Program**

Army QA Program applies to all Army schools (TRADOC and non-TRADOC, military and Army Civilian). HQ, TRADOC QAO is the lead agent for the Army. (AR 350-1)

**Army Training Concept**

An Army concept that identifies training requirements and capabilities necessary for the Army in 2012-2020. It helps inform development of the ALM. The ALM builds on leader development strategies and embrace concepts of learner-centric instruction blended in the operational, institutional, and self-development (OISD) domains of learning. (TP 525-8-3)

**Army Training Management System (ATMS)**

The ATMS is an Army-wide (AA/RC), integrated, training management enterprise system that incorporates the Digital Training Management System (DTMS), ATN, and CATS development tool to provide units and institutions the capability to plan, prepare, execute, assess, manage and report training.

**Army training requirements and resources system (ATRRS)**

A DA centralized management database that supports the HRC by providing accurate information for individual training and education conducted for Army personnel. ATRRS is the key system used as the basis to develop resource requirements for the conduct of individual training and education. TRAS documents provide data inputs into the ATRRS. ATRRS is the system of record for managing individual training and education for Soldiers, Army Civilians, and others attending Army quota managed courses and self-directed DL. See AR 350-10 for more information on ATRRS. (TP 350-70-9)

**Army Universal Task List (AUTL)**

The Army Universal Task List is a comprehensive listing of Army tactical-level tasks, missions, and operations. The Army Universal Task List complements CJCSM 3500. 04F, the Universal Joint Task List, by providing tactical-level Army-specific tasks. (AR 350-1)

**Army values**

Principles, standards, and qualities considered essential for successful Army leaders. The Army values are: loyalty, duty, respect, selfless service, honor, integrity, and personal courage. (TP 525-8-2)

**Assessment**

The measurement of learning by an individual. Assessment of a learner is often accomplished through a test of whether or not skills, knowledge and/or performance have been attained. (TP 350-70-14)

**Assistance visit**

A visit to an organization by a person or team having expertise in a particular area to help the organization identify its strengths and weaknesses and to make recommendations for improvement. Within the TRADOC Quality Assurance Program, an assistance visit is a visit to a training or education institution by a person or team representing the accrediting agency to assess the institution's strengths and weaknesses in terms of the Army's Enterprise Accreditation Standards and to make recommendations for improvement. (AR 350-1)

**Attribute**

A quality, property or characteristic of an individual that moderates how well learning and performance occur. (TP 350-70-14)

**Audit trail**

A record of a sequence of events (as actions performed by a computer) from which a history may be reconstructed.

**Authoring**

Using a software package (sometimes called authoring systems, authoring language, or authoring tools) to create courseware. (TP 350-70-12)

**Authoritative Documents**

In Army learning product development, documents used to justify Army learning product creation and management across the ALM. Commandant-approved individual critical tasks and learning objectives, DA directed mandatory training and published command directed training are also authoritative documents used to justify Army learning product creation and management.

**Basic combat training**

Training in basic military subjects and fundamental skills used in combat, given to newly inducted and enlisted AA and RC personnel without prior military service, or service members with greater than a three year break in service. (AR 350-1)

**Behavior**

Specifies what a learner must do to satisfy a job performance requirement. Behavior may involve recall, manipulation, discrimination, problem-solving, performing a step-by-step procedure, or producing a product. (TP 350-70-14)

**Best practice**

A method or technique that has consistently shown results superior to those achieved with other means, and that is used as a benchmark. A best practice is used to describe the process of developing and following a standard way of doing things that multiple organizations can use. (TP 350-70-14)

**Blended learning**

Combines face-to-face classroom approaches with technology-delivered instruction that can be delivered either in a resident or non-resident environment to form an integrated instructional approach. (TP 350-70-3)

**Capability developer (CAPDEV)**

The agency or individual who is involved in analyzing, determining, prioritizing, and documenting requirements for doctrine, organizations, training, leader development and education, materiel and materiel-centric DOTMLPF requirements, personnel, facilities and policy implications within the context of the force development process. Also responsible for representing the end user during the full development and lifecycle process and ensures all enabling capabilities are known, affordable, budgeted, and aligned for synchronous fielding and support. (TP 350-70-13)

**Capability gap**

The inability to execute a specified course of action. The gap may be the result of no existing capability, lack of proficiency or sufficiency in existing capability, or the need to replace an existing capability solution to prevent a future gap. (TP 350-70-13)

**Capability need**

A capability identified through the CBA or other studies, required to be able to perform a task within specified conditions to a required level of performance. (TP 350-70-13)

**Capstone concept**

A holistic future concept that is a primary reference for all other concept development. This overarching concept provides direct linkages to national and defense level planning documents. A capstone concept drives the development of subordinate concepts. For example, the Capstone Concept for Joint Operations (CCJO) drives the development of joint operating concepts, joint enabling concepts, joint integrating concepts, and service concepts. TP 525-3-0 drives the development of Army operating and functional concepts. (TP 350-70-13)

**Career field**

Includes career program positions (professional and administrative) and functionally related clerical and technical positions which are grouped together for life-cycle management purposes. (AR 350-1)

**Career program (CP)**

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

**Career map**

Graphic depiction informed by respective individual learning plans that describe where learning objectives and individual tasks are taught by OISD domain, skill level, and frequency across an entire career of an individual. Career maps are created by Proponents in coordination with representatives from the operational domain, active component and reserve component.

**(Career path)**

Information that provides employees general professional guidance on career progression. (AG-1CP)

**Center for Initial Military Training**

TRADOC's CFL for IMT to lead the synchronization and management of initial military training and education to transform civilian volunteers into Soldiers who are able to contribute upon arrival at the first unit of assignment. (TR 10-5-8)

**Center of excellence (CoE)**

A designated installation, centered on TRADOC core functions, that improves combined arms solutions for joint operations, fosters DOTMLPF-P integration, accelerates the development process, and unites all aspects of institutional training to develop warfighters, leaders, and civilians who embody Army values. CoEs that support warfighting functions will have a Capabilities, Development and Integration Directorate, to focus on concept development, experimentation, and requirements determination in support of the CoE mission. (TP 350-70-13)

**Certification**

A formal written confirmation by a proponent organization or certifying agency that an individual or team can perform assigned critical tasks to prescribed standard. The team or individual must demonstrate its ability to perform the critical tasks to the prescribed standard before certification is issued. (TP 350-70-14)

**Classified military information (CMI)**

Information originated by or for the Department of Defense or its agencies or is under their jurisdiction or control and that requires protection in the interests of national security. It is designated TOP SECRET, SECRET, and CONFIDENTIAL. (TP 350-70-14)

**Class size(s)**

Class size is the number of students in a class. The institution implementing the course can adjust the class size, except when it is based on a specific limiting factor (for example, equipment, safety, and small group instruction (SGI)).

**Collective task**

A clearly defined, discrete, observable 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 of Soldiers in the field under actual operational conditions, and contributes directly to mission accomplishment.

**Collective training**

Training either in institutions or units that prepares cohesive teams and units to accomplish their missions on the battlefield and in operations other than war. (AR 350-1)

**Combined Arms Center (CAC)**

The proponent for Army TED and critical operational lessons learned, CAC is responsible to support and integrate Army training and education across all cohorts in support of force generation. (TP 350-70-14)

**Combined Arms Training Strategies (CATS)**

CATS provide a descriptive holistic and METL Focused, task-based, event-driven strategy for all TOE units, developed by the Proponent to provide the unit commanders with a training strategy designed to assist them in developing unit training plans that build or sustain unit training readiness throughout the training cycles.

**Common core**

The combination of common military tasks, common leader, and directed or mandated tasks for specific courses, grade levels, or organizational levels regardless of branch or career management field or program. (AR 350-1)

**Common task**

An individual task performed by all Soldiers (and all Army Civilians in selected positions).

**Competency**

A cluster of related knowledge, skills, and attitudes that affect a major part of an individual's job (a role or responsibility), that correlates with performance on the job, that can be measured against accepted standards, and that can be improved via training and development.

### **Concept**

A notion or statement of an idea — an expression of how something might be done that can lead to an accepted procedure. A military concept is the description of ways for employing specific military attributes and capabilities (means) in the achievement of stated objectives (ends). An Army concept describes a problem or series of problems to be solved, assumptions, the future operational environment, the central idea, the components of the solution, the interaction of those components in solving the problem, and the required capabilities necessary to achieve desired effects and objectives. (TP 350-70-13)

### **Condition**

Specifies the limits under which a behavior is performed. Conditions may include the use of specific equipment provided to perform a task during which the behavior will be demonstrated. Conditions may also be information provided to guide action a specific way. (TP 350-70-14)

### **Content**

Text, visual, and audio elements of courseware. (TP 350-70-12)

### **Continuum of learning**

The relationship between the learner and OISD domains of learning to include resident and non-resident learning events with opportunities designed to achieve established gates at initial entry, midgrade, intermediate, and strategic leadership levels. Learning will continue at unit locations through learning content that is both pushed by the schoolhouse and pulled by the learner and supervisor, mandatory and self-directed, and competency-based.

### **Controlled unclassified information (CUI)**

Unclassified information to which access or distribution limitations have been applied pursuant to national laws, policies, and regulations of the originating country. (TP 350-70-14)

### **Copyright**

A copyright is a legal right that exists in a work of creative expression such as text, drawings, photographs, graphic designs, architectural plans, motion pictures of every kind or technique, music, and sound recordings. Department of the Army policy requires respecting the rights of copyright owners. The U.S. Government may be sued, and may be required to pay damages for copyright infringement. Developers must comply with copyright and intellectual property laws. Anything incorporated into the learning product (such as, text, images, music, audio, or video) developed by others, requires permission for use according to Library of Congress Circular 92, Copyright Law of the United States of America and related Laws contained in Title 17 of the U.S. Code (17 U.S. Code).

### **Correspondence course**

A formal, centrally managed, series of self-study, self-paced instructional material prepared by TRADOC proponents; identified by a course title and course number; and administered to non-resident students. A course may include phases, but usually consists of subcourses presented in a logical flow, progressively sequenced, and directed toward specific learning objectives. (TP 350-70-3)

**Course**

A complete series of instructional units (phases, modules, and lessons) identified by common title and number consisting of curriculum inclusive of critical tasks or educational requirements to qualify a jobholder for a specific job or function (MOS/AOC skill level, special qualification identifier, additional skill identifier, language identifier code (LIC), and skill identifier within the Total Army). (TP 350-70-14)

**Course administrative data (CAD)**

A TRAS document that is the proponent's initial estimate or projection of a course's administrative data and resource requirements; serves as a change document for submission of administrative and resource changes to a specific course or course phase; stimulates changes to the Army's institutional training management systems; and stimulates resource systems and processes needed to acquire the resource before the course implementation date. (TP 350-70-14)

**Course changes**

Institutions must coordinate with TOMA before revising implementation dates, changing variable course data, or deleting courses.

**Course content**

Knowledge and skills, including proficiency levels, identified in the applicable training standard which will be taught. Adding or deleting tasks, or changing proficiency levels constitutes a course content change. Rearranging objectives, reallocating times within a course, and inserting technology or updated equipment used to teach course content, address how the course content is taught but do not change actual course content. (TP 350-70-14)

**Course design**

A complete series of instructional units produced from the institutional learning purpose and tailored to meet learner capacity, expectation, and needs. It addresses how lessons are tied together in a logical flow, progressive, sequential and aligned from simplest to most complex, using various teaching methods, allowing for feedback (includes course evaluation), and learner assessments. It is detailed to meet desired outcomes within a constrained learning environment.

**Course implementation**

Course implementation begins when the first validation class starts. (TP 350-70-14)

**Course manager**

The proponent course manager is the individual with overall responsibility for the designing, developing, resourcing, executing, and evaluating a course of instruction. The course manager is responsible for ensuring faculty and staff are qualified to present the course material. See TP 350-70-3, Figure B-3 for a detailed description of the role and functions of a Course Manager. (TP 350-70-14)

**Courseware**

An instructional package (including content and technique) loaded in a computer, training device, or other delivery technique. (TP 350-70-3)

### **Criterion**

The standard used to measure something. In Army learning, the task/topic learning objective standard is the measure of student performance. In assessment validation, it is the standard against which assessment instruments are correlated to indicate the accuracy with which they predict human performance in some specific area. In evaluation, it is the measure used to determine the adequacy of a product, process, or behavior. (TP 350-70-5)

### **Critical Learning Requirements**

Individual tasks and learning objectives derived from analysis of the Army Profession, Army Mission, and specific job or function requirements. These results of various analyses determine the overall job and professional requirements needed to inform Army learning product design and development. Together, individual tasks and learning objectives provide the necessary learning goals to facilitate the attainment of the character, competence, and commitment the Army ethic espouses.

### **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.

### **Critical task and site selection board (CTSSB)**

A management device that serves a quality control (QC) function in critical task selection. The board, composed mainly of SMEs, reviews the TTI and job performance data; recommends tasks for approval, revision, or deletion; assigns a criticality rating to each task; and recommends an initial training location. The board may also examine critical related topics.

### **Cue**

Cue is an element of a drill condition. It indicates why the drill is to be performed and the aiding and limiting factors appropriate to set the stage for the conduct of the drill. The TNGDEV must state what triggered the need to perform this drill. This is the only mandatory required entry. Without the trigger, the condition statement is incomplete. (TP 350-70-1)

### **Curriculum**

A course (or set of courses) and their content offered by a school. Curriculum is prescriptive and specifies what topics must be understood and to what level to achieve a particular grade or standard. (TP 350-70-14)

### **Decisive action**

The continuous, simultaneous combinations of offensive, defensive, and stability or defense support of civil authorities tasks. (ADRP 3-0) Decisive action operations entail two core competencies as outlined in ADP 3-0: combined arms maneuver and wide area security.

### **Decisive Action Training Environment (DATE)**

DATE is a tool for the training community to use across training events ranging from rotations at the CTCs to individual home station training (HST) events and the Centers of Excellence and schools. The DATE is centered on a single region of fictitious countries and provides a range of geographical features and conditions.

**Design**

A phase in the ADDIE process where managers and TNGDEVs translate analysis data into an outline for learning, create a blueprint for learning product development, and determine the sequence and how to train.

**Development**

A phase in the ADDIE process that is the act of taking design outputs and expanding on the learning activities, refining the course management plan, refining the resources, and creating the learning products. It is the production phase of ADDIE.

**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, and unit training. Any individual functioning in this capacity is a developer regardless of job or position title. See TNGDEV, CAPDEV, and material developer (MATDEV).

**Digital Training Management System (DTMS)**

The DTMS is a web-based commercial off the shelf software application customized to implement the concepts in ADP 7-0/ADRP/FM 7-0, Training Units and Developing Leaders. Optimized for use at brigade level and below, DTMS provides the ability to plan, resource, and manage unit, institutional and individual training at all levels. The DTMS is used for METL development and can track Standardized and unit METLs. The DTMS can produce after action reviews and commanders' assessments of training events. It compiles and displays a unit roll-up of training conducted through a series of customizable tabs to track weapons qualification, Army Physical Fitness Test (APFT), Army Warrior Training, AR 350-1 Common Military Training, MOS training, and deployment tasks. DTMS Course Manager is used to administer Army courses and provides course completion data to ATRRS. (TP 350-70-13)

**Distributed learning (DL)**

The delivery of standardized individual, collective, and self-development training to units, Soldiers, Leaders, and Civilians at the right place and right time, using multiple means and technologies, with synchronous and blended student-instructor interaction. Synchronous interaction occurs when students have immediate communication with their instructor (for example, video tele training, Internet chat rooms, or virtual environments). Asynchronous interaction occurs when students have delayed communication with their instructor (for example, e-mail, recorded video, online asynchronous discussions, and submission of studies and papers) or when students are engaged in self-paced instruction without benefit of access to an instructor (for example, CD-ROM based courseware, web-based courseware, or correspondence courses). Blended learning is a mix of synchronous and asynchronous media methodologies to best meet the instructional goal. It combines face-to-face classroom methods with technology-delivered instruction that can be delivered in a resident or nonresident environment to form an integrated instructional approach. (AR 350-1)

**Distributed learning content/courseware (DL CW)**

Instructional media, synchronous, asynchronous, and blended, that uses interactive multimedia as the method of instructional delivery. DL courseware includes interactive courseware, electronic

guides, interactive electronic technical manuals, electronic testing, new equipment training, electronic performance support systems, computer aided instruction, computer managed instruction, electronic job aids, interactive video disc, and other interactive instruction using a technology interface (for example, video tele training, email, chat rooms, and so forth). It includes modeling, simulations, interactive training technologies, mobile learning, knowledge management, and serious gaming when appropriately utilized within the instructional environment. DL courseware excludes full-scale simulators, part-task training devices in which actual equipment or simulated equipment not integral to the courseware is required for instructional performance, and computer-controlled training capabilities embedded in actual equipment. It also excludes interactive multimedia instruction and courseware developed in a non-digital format or media (for example, paper, film, and analog magnetic tape). (AR 350-1)

**Doctrine, organizations, training, materiel, leadership and education, personnel, and facilities-policy (DOTMLPF-P)**

A memory aid for recalling the many variables impacting Army structure and development: doctrine, organizations, training, materiel, leadership and education, personnel, and facilities. Developers ensure current data is properly inputted into the TED processes to facilitate integration of doctrine and requirements across the DOTMLPF-P process.

**Drill**

A collective action (or task) performed without the application of a deliberate decision making process. A drill is initiated on a cue, such as enemy action or a leader's simple command, and is a trained response to the given stimulus. It requires minimal leader orders to accomplish and is standard throughout the Army. The three types of drills are battle, crew, and staff. (TP 350-70-1)

**Education**

A structured process that conveys both specific and general bodies of knowledge and develops habits of mind applicable to a broad spectrum of endeavors. As viewed through the prism of “psychomotor, cognitive, affective learning,” education is largely defined through cognitive learning and fosters breadth of view, diverse perspectives, critical and reflective analysis, abstract reasoning, comfort with ambiguity and uncertainty, and innovative thinking, particularly with respect to complex, ill-structured or non-linear problems.

**Educational outcome**

Educational outcomes are the knowledge, skills, and attitudes required for performance that are attained as a result of involvement in a particular set of educational experiences. Educational outcomes must be observable and measurable and must indicate the type and depth of learning individuals are expected to know or be able to do.

**Enabling learning objective (ELO)**

ELO defines a subset of the skills, knowledge, or attitudes students must reach in order to successfully complete the TLO. ELOs allow the TLO to be broken down into smaller, more manageable objectives. An ELO supports the TLO and measures an element of the TLO, and addresses knowledge, skill or attitude gaps. ELOs are identified when designing the lesson plan.

ELOs are optional based on analysis of the TLO and when used, there must be a minimum of two.

**Environmental considerations**

The environmental protection factors, concerns, and regulations that must be identified when conducting task or topic analysis and taken into account when designing and implementing instruction. It involves developers, instructors and facilitators working aggressively to avoid or minimize damage to the environment caused by realistic learning courses and events. For more information on environmental considerations see ATP 3-34. 5 Environmental Considerations.

**Evaluation**

A phase in the ADDIE process that is the quality control mechanism for learning and learning product development. Evaluation is a systematic and continuous method to appraise the quality, effectiveness, and efficiency of a program, process, product, or procedure. It provides the mechanism for decision-makers to ensure the application of consistent standards of quality. All institutions must conduct evaluations on a continual basis pursuant to DA and TRADOC policy and guidance.

**Evolutionary change**

The mitigation of a capability gap through the evolution or incremental improvement of an existing system. This change may be accomplished through a modification to the existing system, or by replacing the existing system with a more capable system that mitigates the identified capability need. (TP 350-70-13)

**Experiential learning**

Assumes learners bring experience and knowledge to the classroom. Learners construct knowledge by synthesizing their real-world experiences and their experiences in the classroom. Learners receive both formative and summative assessments from faculty and peers throughout the course. Experiential Learning creates learning that lasts by balancing both cognitive and affective domains. It allows learners to exercise critical reasoning and creative thinking by identifying problems and working collaboratively to develop possible solutions. (TP 350-70-14)

**Faculty and staff development**

Faculty and Staff encompasses 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 instructor and/or facilitators, developers and/or writers, instructors and/or writers, training development managers, and course managers. Staff is the 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.

**Feedback**

Information provided to an individual or organization derived from observation, conferences, interviews, focus groups, surveys, and so forth, for use in improving performance and/or to elicit a desired performance. Feedback may be positive or negative in nature. Feedback provided in an education/training environment should enhance transfer of learning. (AR 350-1)

**Force Generation**

The function of military force that creates and provides units for projection and employment to enable military effects and influence across multiple operating environment. It is the primary responsibility of the services to develop, provide and preserve forces in support of the National Military Strategy to enable the combatant commanders (CCDR) to execute their missions. (AR 525-29)

**Force modernization proponent**

The HQDA principal official, commander, commandant, director, or chief of the respective center, school, institution, or agency with primary duties and responsibilities relative to DOTMLPF-P and matters related to a designated function. See AR 5-22 (TP 350-70-13)

**Foreign disclosure (FD)**

The conveying of CMI and controlled unclassified information (CUI) through oral or visual means to an authorized representative of a foreign government. Documents require both a classification decision and a foreign disclosure decision. Foreign disclosure markings alert personnel to the sensitivity of information contained in Army learning products. Foreign disclosure restriction statements determine the releasability of the information to military students from foreign countries.

**Formative assessment**

A range of formal and informal assessment procedures employed by instructor/facilitators 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/facilitator that focus on the details of content and performance. (TP 350-70-14)

**Formative evaluation**

The monitoring of a learning product as it proceeds through the ADDIE process to make sure the product achieves the desired outcome/objective. This is a check-on-development to control the quality of the learning products developed and their implementation.

**Function CATS**

Task-based event driven training strategies that are designed to assist the unit commander in planning, and executing training events that enable the unit to build and sustain Soldier, leader, and unit proficiency in collective tasks that support a mission or a functional capability common to multiple units and echelons.

**Functional courses**

Courses designed to qualify leaders, Soldiers, and DA Civilians for assignment to duty positions that require specific functional skills and knowledge. (TP 350-70-14)

**Functional proponent**

Organization providing oversight for the content and function of their functional or specialty course(s). May or may not be the same as the training proponent. (AR 350-1)

**Functional training**

Training designed to qualify leaders, Soldiers, and DA civilians for assignment to duty positions that require specific functional skills and knowledge. (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 ALM.

**GO/NO GO**

GO/NO GO are applied to performance measures that 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. GO/NO GO can be applied when assessing an individual or collective task. (TP 350-70-1)

**Graphic Training Aid (GTA)**

A product created to enable trainers to conduct and sustain task-based training in lieu of using extensive printed material or expensive equipment. GTAs may also increase performance during on-the-job training or as job aids. (TP 350-70-14)

**Group trial**

Group trial(s) is a process used to validate a lesson/lesson plan's individual objectives, based on observations and statistical analysis. The trial(s) allow the training developer to gather information, by exposing a group of volunteers from the target audience, or a group of volunteers that possess the critical characteristics of the target audience, to the instructional materials. (TP 350-70-10)

**Group size**

Group sizes are established to make efficient use of facilities and resources, ensure transfer of learning, program classes to satisfy training requirements, determine instructor/facilitator requirements, evaluate training expansion capability, and manage class cancellation. Group sizes are established in coordination with the local manpower office. (TP 350-70-14)

**Hazard**

A condition with the potential to cause injury, illness, or death of personnel; damage to or loss of equipment or property; or mission degradation. (FM 5-19)

**Implementation**

A phase in the ADDIE process that is the conduct and delivery of the course/event in accordance with how the course/event was designed. Implementation applies to the OISD domains and includes student assessment to measure achievement of standards and course outcomes. Implementation of learning products must also include program or course evaluation for continuous improvement of course/event conduct and learning.

**Increment**

A militarily useful and supportable operational capability that can be effectively developed, produced or acquired, deployed, and sustained. Each increment of capability will have its own set of threshold and objective values set by the user. Spiral development is an instance of an incremental development strategy where the end state is unknown. Technology is developed to a desired maturity and injected into the delivery of an increment of capability. (TP 350-70-13)

**Individual critical task list (ICTL)**

The list of critical tasks that job incumbents must perform to successfully accomplish their mission and duties. ICTL includes information that directs in which OISD domain the individual task will be taught, its skill level, and its frequency for instruction.

**Individual learning plan (ILP)**

Proponent plan for each job and/or function, for which they have functional authority that describes the plan to satisfy training and educational requirements of an individual over a career. Individual learning plans are structured in a progressive and sequential manner. Examples of individual learning plans include: military occupational specialty Individual Training Plans (ITP); functional training resource and milestone plans; and, professional military education (PME) resource and milestone plans.

**Individual task**

A clearly defined and measurable activity accomplished by individuals. An individual task must be produced using the construct of action, condition(s), and standard(s) to ensure the task can be assessed against established performance standards that are observable, measurable, and achievable. It is the lowest behavioral level in a job that is performed for its own sake.

**Individual training**

Training which prepares the soldier to perform specified duties or tasks related to an assigned duty position or subsequent duty positions and skill level. (TP 350-70-10)

**Individual training plan (ITP)**

The ITP is a long-range planning document that articulates the proponent's career-long learning strategy for a MOS, area of concentration, or separate functional area. (TP 350-70-14)

**Institutional Army**

Those organizations and activities that generate and sustain trained, ready, and available forces to meet the requirements of the National Military Strategy and support the geographic commander in the performance of the full spectrum of military operations; and administer executive responsibilities pursuant to public law. (TP 525-8-2)

**Institutional domain**

The Army's institutional training and education system, which primarily includes training base centers and schools that provide initial training and subsequent professional military education (PME) for Soldiers, military leaders, and Army Civilians. (ADP 7-0).

**Instruction**

The conduct and enabling of learning during implementation using the validated Army learning products and applies to the OISD domains. Implementation includes student assessment to measure achievement of standards and course outcomes. Implementation of learning products must also include program or course evaluation for continuous improvement of learning. Student assessment and course evaluation instructions are also applied to Distributed learning (DL) instruction.

**Instructor actions (IA)**

Categories of work performed by instructors that are requirements-producing and documented in the POI. IAs are based on time and instructor-to-student ratios, and are documented just as instructor contact hours (ICH) are documented. They are POI-driven; POI specific; and, performed each and every time the POI is executed.

**Instructional design**

The process of creating learning products that enhances the quality, efficiency, and effectiveness of education and training. (TP 350-70-14)

**Instructional material**

Material used by instructors/facilitators and/or learners in formal courses, including training aids, TOs, commercial publications, and visual aids. (TP 350-70-14)

**Instructor contact hour (ICH)**

ICH is based on the course academic time and represents one instructor work hour during which an instructor/facilitator is in contact with a student or students and is conducting, facilitating, or performing instructor duties. (TP 350-70-9) (TP 350-70-14)

**Instructor/facilitator certification**

Certification refers to criteria specified by proponent for instructors working in given disciplines. Instructors/facilitators not using the Accountable Instructional System model must meet all certification requirements prior to conducting SFCT/SFLT courses. This requirement includes both military and civilian personnel. (TP 350-70-3)

**Instructor/facilitator requirements**

Instructor and facilitator knowledge and performance determine the quality of instruction. (TR 350-70-3)

**Intellectual property**

A product of the human mind that is protected by law. It includes, but is not limited to, patents, inventions, designs, copyrights, works of authorship, trademarks, service marks, technical data, trade secrets, computer software, unsolicited inventive proposals, and technical expertise. The intangible rights in such property are described as intellectual property rights.

**Interactive multimedia instruction (IMI)**

The interactive multimedia instruction is a group of computer-based training and support products. This includes source materials that are commonly used in interactive multimedia

instruction products, electronic products used for the delivery of, or supporting the delivery of instruction, and software management tools used to support instructional programs throughout the ADDIE process. See 'DL content/courseware (CW)' for the list of interactive multimedia instruction product types. See TP 350-70-12 for the list of IMI ADDIE process management tools and systems for DL CW.

**Internal evaluation**

The evaluation process that provides the means to determine whether the training and training development efforts have accomplished what was intended. It determines if the objectives of the training have been met and verifies the effective use of the ADDIE process to meet minimum essential analysis, design, development, implementation and evaluation requirements. (AR 350-1)

**Interoperability**

Principle that systems, units, and forces shall be able to provide and accept data, information, materiel, and services to and from other systems, units, and forces and shall effectively interoperate with other U.S. forces and coalition partners. Information technology and national security systems interoperability includes both the technical exchange of information and the end-to-end operational effectiveness of that exchanged information as required for mission accomplishment. (TP 350-70-13)

**Inter-service Training Review Organization (ITRO)**

Proponents prepare POIs for courses that fall under the ITRO. AR 351-9 sets policies, responsibilities, and procedures for inter-service training and nonresident courses to include: DOD executive agent (EA) training; joint training; quota training; and, ITRO training. The ITRO provides a forum to share ideas, information, and technology related to inter-service training. TRADOC G-3/5/7, Training Integration Directorate hosts an Inter-service Training Office website where proponents can obtain assistance to resolve inter-service training issues. (AR 351-9)

**Job (or duty position)**

A job is a collection of unique, specific, and related activities (tasks or skill sets) performed by a unique, defined set of personnel. (TP 350-70-14)

**Job aid**

A supporting product that can be a checklist, procedural guide, decision table, worksheet, algorithm, or other device used as an aid in performing duty position task. (TP 350-70-14)

**Job analysis**

A type of analysis used to identify individual tasks (including leader tasks) and learning objectives a job incumbent must perform to successfully accomplish the mission and duties of a specific MOS. The output of a job analysis is a task inventory and a learning objective inventory.

**Joint Capabilities Integration and Development System (JCIDS)**

JCIDS is a key supporting process for DOD acquisition and planning, programming, budgeting, and execution (PPBE) processes. The primary objective of the JCIDS process is to ensure joint warfighters receive the capabilities required to successfully execute the missions assigned to them. This is done through an open process that provides the Joint Requirements Oversight Council (JROC) the information it needs to make decisions on required capabilities.

**Joint force**

A general term applied to a force composed of significant elements, assigned or attached, of two or more military departments operating under a single joint force commander. (TP 350-70-13)

**Joint Professional Military Education (JPME)**

A Chairman of the Joint Chiefs of Staff-approved body of objectives, outcomes, policies, procedures and standards supporting the educational requirements for joint officer management. (CJCSI 1800. 01E)

**Knowledge**

Information required to perform a skill or supported task. Knowledge is the basic building block of all learning. (TP 350-70-14)

**Leader development**

The deliberate, continuous, sequential and progressive process, grounded in the Army Ethic that grows Soldiers and Army Civilians into leaders of character, competence, and commitment who make the right decisions and take the right actions to accomplish the mission. Leader development is achieved through the life-long synthesis of the knowledge, skills, and experiences gained through the development of institutional, operational and self-development. (Army Leader Development Program, DA PAM 350–58/AR 350–1)

**Leadership**

The process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization. (ADP 6-22)

**Learning Enterprise**

Learning Enterprise is a framework for learning and leader development that is supported through leadership and management of policies, standards, networks, data repositories, and delivery platforms.

**Learning objective**

Learning objectives consist of three parts: action (a thing done), condition (circumstances affecting the action), and standard (accepted proficiency level required to accomplish the learning objective). The title must contain one action verb and an object, and may contain a qualifier. There are two types of learning objectives: terminal learning objective, and enabling learning objective.

**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 student should learn as the result of a period of specified and supported study. (TP 350-70-14)

**Learning product development plan**

A generic name for a master planning document. Different centers and schools may have used different titles in the past. It functions as a top-level plan covering all resourced requirements (reflected in learning product development plans) and unresourced requirements. It includes all required learning products (such as resident courses, non-resident courses, and TSPs) and all ADDIE phases. It shows what training and education workload must be accomplished during the execution, budgeting, and programming years; and it increases in detail up to the execution year. It does not have to be a formal plan. The requirements can be in a database and not formalized in a report. The plan is for internal proponent school use. (TP 350-70-3)

**Learning step activity (LSA)**

LSAs are the foundation for a lesson and support learning objectives. LSAs also provide a structured means to focus learning on a small part of what a student needs to learn. LSAs provide the basis for identifying specifications including such items as the method of instruction and resources required to present the lesson. LSAs are sequenced to maximize learning

**Lesson**

A period of time where learning is intended to occur. During a lesson, learners are taught about a particular subject or taught how to perform a particular activity. A lesson provides the instructional content for a lesson plan. (TP 350-70-14)

**Lesson plan**

A lesson plan is the detailed development of information and resources used by instructors/facilitators to execute the instruction prescribed in one lesson within the prescribed time limits using the specified resources. A lesson plan includes the content and supporting information for only one lesson which supports the learning and assessment of one TLO. (TP 350-70-14)

**Lesson plan design**

A detailed description of learning content, instructor actions, and assessment(s) associated with a single lesson needed to teach a single terminal learning objective tied to a learning objective or individual task. Instruction is completed within a structured period of time needed to assimilate the required knowledge, skills, attitudes, and abilities. It includes the required resources to complete the learning and the training aids in achieving a course outcome.

**Lifelong learning**

Individual lifelong choice to actively and overtly pursue knowledge, the comprehension of ideas, and the expansion of depth in any area to progress beyond a known state of development and competency. (TP 525-8-2)

**Mandatory training**

Training required on specific subjects as required by law, DOD, and/or HQDA. Mandatory training may apply to units, institutions, and civilians. (TP 350-70-14)

**Mastery**

The ability to perform the task instinctively, regardless of the conditions, is the desired level of proficiency. (ADRP 7-0), see “standard“.

**Materiel developer (MATDEV)**

The agency or individual responsible for research, development, and production validation of a system that responds to HQDA requirements. (Program Executive Officers, Program Managers, and Class I, II, and III level managers wear the MATDEV label. However, their functions differ.) (TP 350-70-13)

**Media**

Any means or instrument of communication (auditory, visual, or written) that is used as a part of an instructional sequence to demonstrate or clarify course content and to facilitate learning or increase comprehension of course material. Examples include video, printed material, and audio. (TP 350-70-14)

**Method of instruction (MOI)**

A type of activity used to facilitate the accomplishment of the learning objective(s). Specific methods require varying degrees of learner participation. Selection of the best MOI requires consideration of the learner, the content, the goals, the learning environment, the instructor/facilitator, and the available resources. (TP 350-70-14)

**Military occupation specialty - transition (MOS-T)**

MOS-T (reclassification training) course remains the preferred procedure to award a new MOS. However, operational credit provides commanders with another tool to accomplish MOS–T without significant investments in time and other scarce resources. Operational credit is not a program with lower quality standards and course task-condition-standards will not be compromised. Reclassification training is conducted in accordance with AR 140–1, AR 614–200, and AR 611–1.

**Milestones (MS)**

Major decision points that separate the phases of an acquisition program. (TP 350-70-13)

**Mission analysis**

A process to review mission requirements and develop a unit task list (UTL). This process identifies unit, organizational, and functional structure, stated and implied missions, and collective and individual tasks.

**Mission-essential task**

A collective task on which an organization trains to be proficient in its designed capabilities or assigned mission. Also called MET. (FM 7-0)

**Mission-Essential Task List (METL)**

A tailored group of mission-essential tasks. Also called METL. (FM 7-0)

**Module**

A group of multiple related lessons that promotes efficiency in the course structure. In rare cases a module may be comprised of only one lesson based on a single TLO. (TP 350-70-14)

**Nonresident training**

Individual training distributed to students for completion without the presence of an on-site instructor/facilitator, small group leader or otherwise designated trainer. (AR 350-1)

**Non-TRADOC proponents**

A generic term to refer collectively to the non-TRADOC force modernization proponents conducting DOTMLPF-P capability developments as designated by AR 5-22. (TP 350-70-13)

**One Army School System (OASS)**

OASS is comprised of RC and active component (AA) institutions that utilize training resources to train Soldiers in the most efficient and effective manner possible without regard to component. One Army School System is more responsive to the mission by using various means to provide relevant and realistic institutional training. (AR 350-1)

**Operational adaptability**

The ability to shape conditions and respond effectively to changing threat and situations with appropriate, flexible, and timely actions. (TP 525-8-2)

**Operational environment (OE)**

A composite of the conditions, circumstances, and influences that affect the employment of capabilities and bear on the decisions of the commander. (ADRP 1-02) (JP 3-0)

**Operational domain**

The training activities organizations undertake while at home station, at maneuver combat training centers, during joint exercises, at mobilization centers, and while operationally deployed. (ADP 7-0).

**Operational, institutional, and self-development (OISD) domains**

Encompass three Army domains for training and education described as: (1) operational domain; (2) institutional domain; and, (3) self-development domain.

**Optimum class size (OCS)**

The largest number of students in a class that can be taught indefinitely with no degradation in the effectiveness of instruction. HQ TRADOC, G-8 validates a course's optimum class size. The optimum class size is considered when developing ICH, scheduling classes, and determining total resource requirements.

**Performance measures**

Actions objectively observed and measured to determine if a task performer has performed the task to the prescribed standard. These measures are derived from the task performance steps during task analysis. (TP 350-70-10)

**Performance step**

A single discrete operation, movement, or action that comprises part of a task. (TP 350-70-10)

**Phase**

A major part of a course that may be taught at different locations. Phases are required as a necessary break-up of a course version due to time, location, equipment, facility constraints, or delivery options such as DL, IMI, resident, or any combination. For resourcing purposes, a phase is an instructional unit identified by a common course title and number consisting of curriculum inclusive of critical tasks or educational requirements constructed as a portion or segment of a course. (TP 350-70-14)

**Planning, programming, budgeting, and execution (PPBE)**

The process for justifying, acquiring, allocating, and tracking resources in support of Army missions. (AR 1-1)

**Portfolio assessment**

A type of assessment that considers a collection of work that demonstrates a student's activities, skills, and achievements to highlight his/her talents or show progress over time. (TP 350-70-14)

**Procedure**

Standard, detailed steps that prescribe how to perform a specific task. (ADRP 1-02)

**Professional military education (PME)**

Progressive levels of military education that convey the broad body of knowledge and professional competence essential for the military professional's career progression. (TP 350-70-14)

**Program**

The integrated courses and other formally planned or scheduled experiences which constitute a particular body of study. (TP 350-70-7)

**Program design**

A specialized course of instruction only used when the instruction is very complex and lengthy, and multiple courses are required to achieve the overall outcomes to support a particular body of study. It addresses how courses are tied together in a logical flow to support outcomes. It makes use of Army course design hierarchical structures. Program design is primarily used by institutions that require a heavy emphasis on educational solutions.

**Program objective memorandum (POM)**

An annual memorandum that recommends the total resource requirements and programs within the parameters of SECDEF's fiscal guidance. The POM is a major document in the PPBE

process, and the basis for the component budget estimates. The POM shows programmed needs for the next six years.

**Program of instruction (POI)**

A POI is a Training Requirements Analysis System (TRAS) document that covers a course/phase. It provides a general description of the course content, the duration of instruction, the methods of instruction, and the delivery techniques. It also lists resources required to conduct peacetime and mobilization training. (TP 350-70-9)

**Program of instruction (POI) manager**

The POI Manager has POI approval authority in TDC. POI approval is required prior to posting final versions in support of a course. (TP 350-70-14)

**Proponent**

Army organization or staff element designated by the HQDA DCS, G-3/5/7 that has primary responsibility for materiel or subject matter expertise in its area of interest or charged with accomplishment of one or more functions. (TP 350-70-14)

**Proponent Learning (Training and Education) Strategy**

Developed by the proponent to determine who (Soldiers and Army Civilians), what (Critical Learning Requirements), where (site), when, how [the learning approaches involving physical (psychomotor), mental (cognitive), and emotional (affective) learning], and at what cost of learning requirements will be developed and implemented for inclusion in learning products. This determination facilitates development of career field, MOS/AOC, and systems training learning objectives, for implementing proponent responsibilities through training, education, and experience across the OISD domains of Army learning to foster capability and capacity within the operational force.

**Quality control (QC)**

A management and employee responsibility by which process data are systematically gathered to determine product quality. Process standards are established and the data gathered are subjected to analysis. Quality control results are used to determine process changes, staff training requirements and administrative procedure improvements as necessary. (TP 350-70-14)

**Relevancy**

The condition of education/training presenting learning material that is essential to the performance of tasks by Soldiers or Army units. Sometime referred to in education communities as “authenticity.” (AR 350-1)

**Requirement**

An established need justifying the timely allocation of resources to achieve a capability to accomplish approved military objectives, missions or tasks. (TP 350-70-13)

**Reserve Component (RC)**

The Reserve Component is made up of both the USAR and the ARNG. (TP 350-70-14)

**Resident training**

Training presented, managed, and controlled by an on-site instructor or facilitator, small group leader, or otherwise designated trainer. (AR 350-1)

**Risk**

Probability and severity of loss linked to hazards. (ATP 5-19)

**Risk assessment**

The identification and assessment of hazards (the first two steps of the risk management process). (ATP 5-19)

**Risk management**

The process of identifying, assessing, and controlling risks arising from operational factors and making decisions that balance risk cost with mission benefits. Also called RM. See risk. Source: JP 3-0.

**Rubric**

A guide listing specific criteria for grading or scoring academic papers, projects, or tests. Rubrics are also used for assessing levels of learner achievement of competencies. (TP 350-70-14)

**Scenario**

A graphic and narrative description of an operational environment, means, and events of a current or hypothetical conflict that sets a context for specific activities and establishes the conditions to achieve desired educational and/or training outcomes. (TRADOC FRAGO 19, dated 3 FEB 10)

**Scope**

The area covered by an activity or topic written as a clear, concise statement to achieve an end state that meets Army learning requirements. In Army learning, scope statements are not required but may be used to identify the course and/or lesson purpose or intent.

**Self-development domain**

Planned, goal-oriented learning that reinforces and expands the depth and breadth of an individual's knowledge base, self-awareness, and situational awareness; complements institutional and operational learning; enhances professional competence; and meets personal objectives. (ADP 7-0)

**Self-paced learning**

Individuals move through the course at varying rates according to parameters established during validation. Learners move through the course individually at their own speed and are not dependent on group times. (TP 350-70-14)

**Seminar**

An advanced course of study for discussion and research under the guidance of a recognized expert. (TP 350-70-14)

**Sharable content object (SCO)**

A learning object representing the smallest unit of instruction. A learning object is any entity (digital or non-digital) which can be used, reused, or referenced during technology-supported learning. (TP 350-70-12)

**Sharable Content Object Reference Model (SCORM)**

Specifies a framework for content that meets the following requirements for Web-based content: interoperability, accessibility, reusability, durability, maintainability, and adaptability. (TP 350-70-12)

**Simulation**

Any representation or imitation of reality, to include environment, facilities, equipment, mechanical and maneuver operations, motion, role playing, and/or leadership. It is the representation of salient features, operation, or environment of a system, subsystem, or scenario. Simulations enable the proponent to replace live training and provide the means to safely practice an action or activity under any condition. (TP 350-70-3)

**Simulator**

A device, computer program, or system that performs simulation (for training). A device that duplicates the essential features of a task situation and provides for direct practice. (TP 350-70-3)

**Skill**

A skill designates one's ability to perform a job-related activity, which contributes to the effective performance of a task performance step. There are three types of skills: physical, mental, and emotional.

**Skill level**

The identified task proficiency or the ability typically required for successful performance at the grade with which the skill level is associated. There are 6 skill levels (1-6) for enlisted personnel defined for entry-level positions to positions requiring organizational leadership roles. (DA PAM 611-21)

**Small group instruction (SGI)**

The means of delivering training which places the responsibility for learning on the Soldier through participation in small groups led by small group leaders who serve as role models and mentors throughout the course. This instruction uses small group processes, methods, and techniques to stimulate learning. (AR 350-1)

**Soldier competencies (professional development)**

ALM identifies a set of nine critical core competencies that provide Soldiers and leaders a foundation for operational adaptability. (TP 525-8-2)

**Soldier training publication (STP)**

A training publication that contains critical tasks and other information used to train all Army Soldiers to the same standards. It provides guidance on the conduct of individual Soldier training in the unit and aids all Soldiers in the training of critical tasks. (AR 350-1)

**Soldiers manual (SM)**

A MOS-specific Soldier training publication that contains task summaries for the critical tasks in each skill level of a MOS. These task summaries identify for the trainers and Soldiers the conditions under which the task must be performed, the required standards, and the performance measures for evaluating the Soldier's performance. (AR 350-1)

**Sponsor**

The DOD component, principal staff assistant, or domain owner responsible for all common documentation, periodic reporting, and funding actions required to support the capabilities development and acquisition process for a specific capability proposal. (TP 350-70-13)

**Standard**

The accepted proficiency level required to accomplish a task or learning objective. In Army learning, standard is a statement that establishes criteria for how well a task or learning objective is performed. The standard specifies how well, completely, or accurately a process is performed or product produced. (TP 350-70-14)

**Structure manning decision review (SMDR)**

The process by which the Army establishes training and education requirements for the first and second POM years and reconciles those requirements to an affordable, acceptable, and executable training and education program, which is published using the ARPRINT. The purpose of the SMDR is to reach a consensus within the Army for the institutional training and education program two years out and reconcile any major changes for the upcoming budget year. The Army G-1 and G-3 conduct the SMDR annually in the September/October timeframe. (TP 350-70-9)

**Student handout**

A booklet, schematic, circuit diagram, table, or similar material that augments the study guide, work book, learner text, or otherwise supports course objectives. (TP 350-70-14)

**Subcourse (for correspondence courses)**

Basic unit of instruction in an Army correspondence course. A grouping of lessons in the course. Synonymous for module. (AR 350-1)

**Subject matter expert (SME)**

An individual with a thorough knowledge of a job (duties and tasks). This knowledge qualifies the individual to assist in the training development process (such as, consultation, review, analysis). Normally, SMEs instruct in their area of expertise. (TP 350-70-6)

**Summative assessment**

A process that concentrates on learner outcomes rather than only the program of instruction. 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 final evaluation to determine if the project or program met its goals. Typically the summative evaluation concentrates on the program of instruction and the learning products.

### **Sustainable Readiness Process (SRP)**

The Army's strategic process for planning, synchronizing, governing, and executing Sustainable Readiness across the Total Force. The SRP enables informed senior leader readiness decision-making, shaping the annual planning, programming, and budgeting process to maximize readiness and generate forces in support of Global Force Management. SRP replaces the Army's progressive readiness process known as Army Force Generation (ARFORGEN). (AR 525-29)

### **Sustainment**

The provision of personnel, training, logistic, environment, safety and occupational health management, and other support required to maintain and prolong operations or combat until successful accomplishment or revision of the mission or of the national objective. (TP 350-70-13)

### **Sustainment training**

Individual and collective training conducted in the unit or resident schools, units, and organizations to ensure continued expertise on the operations, employment, and logistics support of fielded systems or equipment. (TP 350-70-3)

### **Synchronous learning environment**

The synchronous learning environment supports communication in which interaction between the participants is simultaneous through two-way audio or video, computer document conferencing, or chat rooms (AR 351-9).

### **Synchronization meeting**

Institutional meetings that involve Staff and Faculty development and delivery activities that support the Army mission. Meetings include representatives from the operational domain: Active Army, Reserve Component, and Army National Guard. The meeting will address the following: 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 boards (CTSSB), course design reviews (CDR), and post instructional conferences.

### **System training**

All training methodologies (embedded, institutional, mobile training team, computer, and Web-based) that can be used to train and educate operator and maintainer personnel in the proper technical employment and repair of the equipment and components of a system and to educate and train the commanders and staffs in the doctrinal tactics, techniques, and procedures for employing the system in operations and missions. (TP 350-70-13)

### **System Training Plan (STRAP)**

STRAP outlines the development of the total training concept, strategy, and training support system requirements for integrating the materiel system or family-of-systems into the operational, institutional, and self-development training domains.

### **Target population**

Persons for whom the instructional or training materials are designed. Samples from this population are used in evaluating training materials during their development. Also called target audience. (TP 350-70-13)

### **Task**

A clearly defined and measurable activity accomplished by individuals and organizations. 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 is 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 350-70-3)

### **Task analysis**

A type of analysis used to determine the skills and knowledge, equipment and/or facilities, attitudes, critical tasks, and proper sequence of actions, necessary to perform a task (or tasks). (TP 350-70-5)

### **Task-based training**

Training developed and implemented to train units and Soldiers to perform tasks to an established standard. (TP 350-70-1)

### **Technical manual (TM)**

A publication that describes equipment, weapons, or weapons systems, with instructions for effective use. It may include sections for instructions covering initial preparation for use and operational maintenance and overhaul. (TP 350-70-6)

### **Techniques**

Non-prescriptive ways or methods used to perform missions, functions, or tasks. (ADRP 1-02)

### **Terminal learning objective (TLO)**

TLO is the main objective of a lesson. It is the performance required of the student to demonstrate appropriate knowledge, skills and attitudes required of the performance requirement

in the material being taught. A TLO describes exactly what the student must be capable of performing under the stated conditions to the prescribed standard on lesson completion. There is only one TLO in accordance with lesson regardless of delivery technique or instructional method, and it has only one verb. The TLO may cover one learning objective or individual task or a part of a learning objective or individual task (for example, a knowledge, skill or attitude). Where there is a disparity, it is the TLO standard that the student must achieve to demonstrate competency for course completion.

**Test**

A means of examination, trial, or proof designed to determine knowledge or competency; determine if a student or group can accomplish the objective to the established standard; determine if training does what it is designed to do, efficiently and effectively; or measure the skill, knowledge, intelligence, abilities, or other aptitudes of an individual or group. (TP 350-70-5)

**Test control**

The application of security measures to protect tests and test items and related sensitive material from unauthorized disclosure from the time of their creation until they become obsolete or are destroyed. (TP 350-70-14)

**Test validation**

A process used to determine if a test successfully measures the intended objectives. (TP 350-70-14)

**The Army School System (formerly Total Army School System) (TASS)**

A composite school system comprised of accredited and integrated AC, ARNG, and USAR institutional training systems. The TASS provides standard training courses to America's Army, focusing on three main points of effort—standards, efficiencies, and resources. (TR 350-18)

**Total task inventory (TTI)**

The total task inventory is a comprehensive list of all individual tasks an incumbent performs as part of a job. Critical tasks for the job are derived from this inventory. (TP 350-70-14)

**TRADOC Capability Manager (TCM)**

Chartered by the TRADOC CG, the TRADOC managers of selected and integrate DOTMLPF-P requirements for designated capability areas and acquisition category I (ACAT I), ACAT II, or other high priority solutions designated ACAT III materiel systems which capability areas normally include: family of systems or system of systems; and warfighting organizations. Provide added intensive management when a need exists for management outside the normal capacity available to force modernization proponents for capability development integration, synchronization, and accomplishing user requirements in the materiel acquisition process. TCMs consist of two types within TRADOC: those that are functional proponents of Army functional organizations or areas which also tend to have subject matter expert/combat CAPDEV level involvement with specific materiel; and those that are strictly materiel-based. The TCM manages the development of select high-priority programs and associated products and coordinates development of home station and institutional training for individuals, crews and

units. Also coordinates development and fielding of training aids, devices (system and non-system), simulations and simulators for use in training in the institution, home station, and combat training centers. See TR 71-12. (TP 350-70-13)

### **TRADOC proponents**

A generic term to refer collectively to the commanders of TRADOC centers and schools designated by AR 5-22 as force modernization and/or branch proponents. (TP 350-70-13)

### **Training**

A learning event designed to develop, maintain, or improve the capability of individuals or units to perform specified tasks or skills. As viewed through the prism of “psychomotor, cognitive, and affective learning,” training is largely defined through psychomotor learning and fosters mastery of established performance standards in the operational environment.

### **Training aids, devices, simulators, and simulations (TADSS)**

Includes Combat Training Center and training range instrumentation; tactical engagement simulation; battle simulations; targetry; training-unique ammunition; dummy, drill, and inert munitions; casualty assessment systems; graphic training aids; and other training support devices. All of these are subject to the public laws and regulatory guidance governing the acquisition of materiel. TADSS are categorized as system and non-system.

a. System training devices. System training devices are designed for use with a specific system, family of systems, or item of equipment, including subassemblies and components. System training devices may be designed/configured to support individual, crew, collective, or combined arms training tasks. They may be stand-alone, embedded, or appended. Using system-embedded TADSS is the preferred approach where practical and cost effective.

b. Non-system training devices. Non-system training devices are designed to support general military training and non-system-specific training requirements. (TP 350-70-3)

### **Training and education development (TED)**

The process of developing, integrating, prioritizing, resourcing and providing quality control/quality assurance of the Army's training and education concepts, strategies and products to support the Army's training and education of Active Army and Reserve Component Soldiers, civilians and units across the institutional, self-development and operational training domains. (TP 350-70-14)

### **Training and education development – workload management tool**

TED-WMT supports 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 TED workforce.

### **Training and education developer (TNGDEV)**

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 Active Army and Reserve Component Soldiers, civilians, and units across the institutional, self-development and operational training domains. (TP 350-70-13)

**Training & Education Developer Toolbox (TED-T)**

Electronic repository designed and developed for TNGDEV to promote effective and efficient learning product development. TED-T provides integrated, web-enabled delivery of TRADOC Regulation 350-70, its associated pamphlets, and other TED resources. TED-T provides a repository of government approved job aids.

**Training circular (TC)**

A publication (paper or computer-based) that provides a means to distribute training information that does not fit standard requirements for other established types of training publications. (TP 350-70-14)

**Training Development Capability (TDC)**

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.

**Training development plan (TDP)**

The title “Training Development Plan” is a generic name for a master planning document. The plan is for internal proponent school use. It functions as a top-level plan, covering all resourced requirements (reflected in TDPMPs), and unresourced requirements. It shows what training development workload is accomplished during the execution, budgeting, and programming years; and increases in detail up to the execution year. It is not necessarily a formal plan; requirements are acceptable in a database, rather than formalized in a report. (TP 350-70-10)

**Training Requirements Analysis System (TRAS)**

TRAS integrates the training development process with PPBE by documenting training strategies, courses, and related resource requirements. The TRAS integrates external resource acquisition systems for students, instructors, equipment and devices, ammunition, dollars, and facilities with the training development and implementation process. TRAS documents enable Army training institutions to plan and support the development and implementation of individual training courses. (TP 350-70-9)

**Training support package (TSP)**

A complete, exportable package integrating training products, materials, and/or information necessary to train one or more tasks or competencies. The contents will vary depending on the training site and user. A TSP for collective training is a package that can be used to train critical collective and supporting critical individual tasks (including leader and battle staff). (TP 350-70-14)

**Triggering Event**

A change in Joint or Army doctrine, organization, training, materiel, leadership and education, personnel, facility, policy, (DOTMLPF-P) or operational environment (OE) that identifies a gap in readiness and initiates a reaction or response from the learning environment.

**Unit task list (UTL)**

The set of collective tasks, identified during the mission analysis, that a unit is doctrinally designed to perform. The primary output of a mission analysis is the UTL. The UTL provides the baseline for all unit training and education products. A training developer creates the UTL by linking all existing collective tasks (shared and unique), or identifying collective tasks for design and development for a specific unit supporting its mission requirements and capabilities. (TP 350-70-1)

**Universal Joint Task List (UJTL)**

A menu of capabilities (mission-derived tasks, with associated conditions and standards, that is, the tools) a joint force commander selects to accomplish the assigned mission. Once identified as essential to mission accomplishment, the tasks are reflected within the command joint METL. It provides a common language and reference system across the DOD. (JP 1-02)

**Validation**

The process used to determine if new/revised courses and training products/materials accomplish their intended purpose efficiently and effectively. It is the process used to determine if training accomplishes its intended purpose. Validation and revising training are continuous actions in the teaching/revising process of training improvement. Validation is of the training products themselves, not the training site. (TP 350-70-14)

**Verb**

In Army learning product development, verbs must be transitive, and must correlate to an observable action so as to create measurable tasks. A transitive verb has two characteristics: (1) it is an action verb, expressing a doable activity; and, (2) it must have a direct object, something or someone who receives the action of the verb.

**Walk-through instructions**

Define how to move through the task deliberately to ensure that the unit is performing the drill and all of the task steps and performance measures to standard. The walk-through instructions begin with the initiating cue. The initiating cue can be written as a description of the signal that unit leaders give that causes the unit to perform the drill. The cue may also be written as a description of the trained response to an enemy action that causes the unit to perform the drill. (TP 350-70-1)

**Warfighter TSP (WTSP)**

A complete, task-based, exportable package integrating training products, materials, and information necessary to train one or more collective tasks and/or one or more individual tasks. WTSPs support one or more CATS events. The WTSP is a separate product that goes through the ADDIE process; however, it is a part of the development phase of other unit training products. (TP 350-70-1)

**Written test**

Instrument used to sample each learning objective and, when necessary, performance objective knowledge components. Tests can be unit, module, block, or end-of-course tests administered in a formal testing mode during time allotted in the POI. (TP 350-70-14)