Department of the Army
Headquarters, United States Army
Training and Doctrine Command
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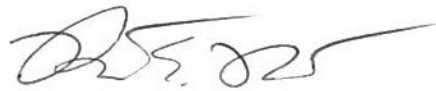***TRADOC Pamphlet 350-70-3**

4 October 2018

Training and Education

FACULTY AND STAFF DEVELOPMENT

FOR THE COMMANDER:

OFFICIAL:

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History. This publication is a major revision of U.S. Army Training and Doctrine Command
(TRADOC) Pamphlet (TP) 350-70-3.

Summary. This pamphlet provides implementation guidance for developing, sustaining and
promoting the Faculty and Staff Development Program (FSDP). It defines the FSDP target
audience and outlines certification processes in support of regulatory requirements. The FSDP
provides the organization and learning plan for Soldiers, Department of the Army Civilians
(DAC) (Career Program 32), and contractor personnel to the Army Enterprise Accreditation
Standards (AEAS) across The Army School System (TASS).

Applicability. This pamphlet sustains the applicability from TR 350-70, applying 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. It applies also to non-TRADOC agencies and organizations
possessing memoranda of understanding, memoranda of agreement, and contracts involving
learning product functions. The target audience for the FSDP includes all personnel involved
with learning, to include development, delivery and support of Army learning products and
programs. This pamphlet uses the phrase "centers and schools" to denote the applicable
organizations. This pamphlet applies to TRADOC activities and TASS staff elements, major

subordinate commands, centers and schools, and all Active Army (AA), U.S. Army Reserve (USAR), and Army National Guard (ARNG) personnel involved in faculty and staff instruction. This publication contains copyrighted material which may not be reproduced without permission. See Appendix B.

Proponent and Exception Authority. Headquarters (HQ) Army University (ArmyU), Fort Leavenworth, Kansas is the proponent for TP 350-70-3. ArmyU/Vice Provost for Academic Affairs/Center for Teaching and Learning Excellence (CTLE) is the authority to approve exceptions to policy and waivers regarding this pamphlet consistent with controlling law and regulations, unless otherwise designated. Exceptions to policy and waivers are granted on an individual basis. The commander or senior leader of the requesting activity must endorse all exception to policy and 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 pamphlet line items requested for exception to policy or waivers; unit; institution, center, or school affected; proposed alternative; justification; impact; expected benefits; anticipated effective dates; and duration requested.

Suggested Improvements. The proponent seeks continual innovation and process improvements. The proponent must consider significant process improvements and global exceptions for addendum to policy prior to the next revision. Submit changes for improving this publication on Department of the Army (DA) Form 2028 (Recommended Changes to Publications and Blank Forms) directly to the Provost, Army University, ATTN: Vice Provost for Learning Systems (VPLS), Policy and Governance Division (PGD) (ATZL-AUL), Fort Leavenworth, KS 66027-2300. Additionally, individuals and organizations may send comments electronically using ArmyU@mail.mil.

Distribution. The official published version of this pamphlet is available only on the TRADOC Administrative Publications Website (http://adminpubs.tradoc.army.mil/).

Summary of Change

TP 350-70-3
Faculty and Staff Development

This revision, dated 4 October 2018-

o Updates implementation guidance, processes, procedures, standards, and terminology pursuant to and aligned with United States Army Training and Doctrine Command Regulation TR 350-70 (paras 1-8a, 2-4 and chap 5).

o Reflects the Army University's organizational structure, realignment and transfer of responsibility for Faculty and Staff Development from Army Training Support Center to Vice Provost for Academic Affairs and Army University (para 2-2a).

o Revises the Faculty and Staff Development Program to implement guidance regarding development, resourcing, conduct, and sustainment mandated in United States Army Training and Doctrine Command Regulation 350-70 (paras 1-4a, 2-2, 2-3).

o Updates learning policies, processes, systems, procedures, standards, and terminology pursuant to and aligned with United States Army Training and Doctrine Command Regulation 350-70 (paras 1-4b and c, 2-2, 3-4b, 4-5, 5-1a).

o Describes processes and procedures for Faculty and Staff Development Program qualification, certification, and subsequent recertification requirements to facilitate increasing rigor in the curriculum (paras 1-4d, 3-2a, 4-5b, 4-6, 5-1a, 5-1b, 6-1b).

o Establishes a systematic continuing professional development program to facilitate and support the development and sustainment of world-class faculty (paras 5-1a, 6-1b).

o Revises and standardizes training and curriculum developer courses in all Faculty and Staff Development programs (paras 1-4d, 2-2a and c, 3-2a, 5-1, chap 4, and table B-2).

o Introduces new terminology for implementation in the Faculty and Staff Development Program and its three component programs (paras 1-4b and c, 4-5).

o Describes model courses and course programs of instruction in Training Development Capability with the course data loaded in Army Training Requirements and Resources System (paras 2-3f and 3-6).

o Introduces Faculty and Staff Development Program course waivers as a request for exception to policy to the approving authority, with approval criteria and requirements (paras 3-2b and 3-5, and app B-2).

o Implements enterprise-wide identification and validation of contractor mandatory/required training essential to satisfy contract performance and supporting procedures (para 3-2a, 4-4).

o Updates and corrects the listing of International Board of Standards for Training, Performance and Instruction for instructor and developer competencies by domain (tables B-1 and B-2, app B-3).

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Contents

Table List

Figure List

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Chapter 1
Introduction

1-1. Purpose
This pamphlet establishes guidance and procedures for the Faculty and Staff Development (FSD) Program (FSDP).

1-2. References
Appendix A lists the required, related, and referenced publications.

1-3. Explanation of Abbreviations and Terms
The Glossary lists the abbreviations, acronyms, and terms this pamphlet uses.

1-4. Faculty and Staff Development Program (FSDP) Overview

   a. The FSDP is designed to prepare Soldiers, DACs, and authorized contractors for positions of responsibility as professional Army faculty and staff. Faculty includes instructors, coaches and facilitators, developers, writers, training and instructional development managers, course managers, and Army authorized contractor personnel who have a role in the training, education, and professional development of US Army personnel. Staff is the academic support workforce at the centers and schools that includes administrators, technicians, assistants, and contractor personnel. The FSDP outcome is that individuals certified through the program will display competence in instructional techniques and courseware development, demonstrate subject matter expertise, and embody the professional, legal, and ethical behavior in the performance of their duties as World Class Faculty.

   b. World Class Faculty is the ArmyU description and goal for faculty development and achievement. A World Class Faculty includes superior teaching quality as a key driver to achieve academic excellence, and military personnel must augment the core faculty with recent operational experience and facilitator skills.[1] It is critical to expand the pockets of faculty talent and excellence across the learning enterprise, and the operational force benefits as the military faculty returns to the force with improved skills in critical thinking, communication, and research.

   c. The FSDP consists of three major components: The Common Faculty Development Program (CFDP), Faculty Development and Recognition Program (FDRP), and the Train-the-Trainer FSDP (T3FSDP). These components are described in subsequent chapters of this pamphlet.

   d. All qualification and certification requirements for Reserve Component (RC) instructor/facilitators and/or developer/writers must be achievable within one training year (13 months) under The Army Training System (TATS) and should not require travel to an institution location for Phases II and III of the certification process. However, before an RC

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[1] TRADOC, TRADOC Pamphlet (TP) 525-8-2 (The U.S. Army Learning Concept for 2015) (superseded), leveraged precision talent management to recruit, value, develop, and sustain excellent and diverse military and civilian faculty.

instructor/facilitator or developer/writer is fully certified, the institution must determine whether the instructor/facilitator or developer/writer has demonstrated proficiency with the course content and approved competencies. The RC personnel are required to participate in the continuing professional development, recertification, and credentialing opportunities as determined by the proponent COE or school. Army proponent schools will develop risk mitigation strategies to ensure that RC personnel have regular access to professional development, re-certification, and credentialing opportunities in order to achieve TASS goals. The proponent certifying authority for RC personnel should be the same authority that certifies faculty and staff and AA Soldiers and DACs.

e. The Skill Identifier (SI) or Special Qualification Identifier (SQI) is awarded only after completion of the certification process. This includes completion and approval of the certification request packet and Army Human Resources Command (HRC) approval of the request for award of an SI or SQI.

Chapter 2
Responsibilities

2-1. Commanding General (CG), Headquarters (HQ), U.S. Army Training and Doctrine Command (TRADOC)

a. Serves as the Army's proponent for training and leader development and education (LD&E).

b. Advises and provides oversight for the establishment, vetting and maintenance of faculty and staff management policy and processes.

c. Serves as manager for the TRADOC Instructor/Educator of the Year (I/EOY) Program; works closely with ArmyU/CTLE/Faculty and Staff Development Division (FSDD) and other entities to ensure alignment of Army Learning Areas (ALA) and General Learning Outcomes (GLO) with faculty and staff Training & Education (T&E) objectives.

d. Serves as the Functional Chief for Career Program 32.

2-2. ArmyU, CTLE, Faculty and Staff Development Division (FSDD)

a. Serves as the Army's proponent for the FSDP. In collaboration with COEs, schools, and other organizations' Faculty and Staff Development Offices (FSDOs), develops FSDP curriculum for instructor and developer certification.

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

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

d. Evaluates the Army's FSDP curriculum in support of the TRADOC Quality Assurance Office (QAO) Accreditation standards for The Army School System, as requested.

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

f. Ensures compliance with Army Enterprise Accreditation Standards (AEAS) across learning institutions related to Faculty and Staff functions, as required. TRADOC QAO remains proponent for AEAS.

g. Analyzes faculty and staff functions across Army learning institutions and measures common training and education knowledge, skills, and abilities. This includes assessments of the promulgation of instructional strategies, emerging technology, Army Learning Model concepts, International Board of Standards for Training, Performance and Instruction (IBSTPI) facilitator competencies, the ALAs and the GLOs.

h. Applies the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) process to all products and courses supporting the FSDP. Ensures the FSDP course materials are student centric, relevant, realistic, rigorous, collaborative, engaging, and current.

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

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

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

l. Ensures the FSDP curriculum includes the responsibility of instructors and developers to simultaneously develop character, competence, and commitment within education and training. Instructors and developers should learn to integrate ethical reasoning within critical thinking.

2-3. Proponent and School Support to FSDP
COEs with proponent schools will carry out the following roles and responsibilities in order to maintain and improve their FSDPs for all cohorts.

a. Establishes, staffs, and maintains an FSDO or functional equivalent to conduct FSDP courses.

b. Develops local FSD Standard Operating Procedures (SOP).

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

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

e. Ensures instructors are T3FSDP certified before they conduct FSDP courses.

f. Generates programs of instruction (POIs) for locally customized FSDP courses in training development capability (TDC) for approval by phase as appropriate.

g. Confirms FSDP courses are listed under the appropriate proponent school code and documented in the Army training requirements and resources system (ATRRS).

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

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

j. Ensures the RC schools follow the same faculty and staff development certification process as AA COE, schools, and other organizations.

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

    (1) Faculty and staff qualifications (managed by local FSDO).

    (2) Faculty and staff certifications (managed by unit).

    (3) Faculty and staff recognition of achievements.

    (4) Faculty and staff credentialing achievements.

l. Ensures that faculty have an equal opportunity to participate and represent their respective organizations for I/EOY.

Chapter 3
Management

3-1. Overview
This chapter provides guidance in managing recordkeeping, development of local FSD policies and procedures, FSDP assessment, and the processes for waivers or exceptions to policy.

3-2. Records Management
Managers should ensure learning product documentation and records management of assigned FSD faculty and staff are a priority. This includes documentation for all phases of development, regardless whether a learning product is developed in-house or by contract. It is important to maintain detailed documentation of contractor-assisted efforts.

a. Soldier, DA Civilian (DAC), and contractor instructor and developer records include qualification credentials, certification, recertification, written performance evaluations, and information stored in personnel databases such as Digital Training Management System (DTMS) that verify Soldiers, DACs, and contractor instructors and developers are in compliance with regulatory guidance and contract requirements. All enlisted and noncommissioned officer (NCO) Soldiers must meet Army Regulation (AR) 614-200 guidelines, and all Soldiers, to include enlisted, NCOs, Warrant Officers, and officers must meet AR 614-100 guidelines, AR 600-9 requirements, and Army Physical Fitness Test (APFT) standards. DAC instructors and developers must be in compliance with TR 350-70, this pamphlet, and their job description. Contractor instructors must be in compliance with the qualification requirements stated in the Performance Work Statement (PWS).

(1) Qualification credentials consist of documentation of the completion of required CFDP courses in Phase I (Foundation) and any other required qualifications. The new instructors and developers are not certified to teach CFDP courses until they have completed all three phases—Phases I, II and III—and have received proponent certification for the site-specific course content. Only certified faculty assigned or attached to the local FSDOs or functional equivalent within the centers and schools may conduct CFDP qualification and certification courses and/or programs to train new faculty.

(2) Dispose of records pursuant to AR 25-400-2.

b. FSD student records. The FSDOs and related T&E organizations create and maintain student academic records as applicable. Specifically, FSDOs have access to ATRRS FSD-related course records and center and school T&E organizations annotate student individual training records via DTMS pursuant to AR 25-400-2, AR 350-1, and TR 350-10. Managers and instructors should refer to AR 25-400-2 for specific guidance on how long to maintain these records and the disposition and storage of permanent records. Each student record file should contain the following, if applicable:

(1) Evaluations.

(2) Counseling records.

(3) Test/summative assessment scores (do not include answer sheets in student record).

(4) DA Form 1059 (Service School Academic Evaluation Report), if applicable.

(5) DA Form 1059-1 (Civilian Institution Academic Evaluation Report), if applicable.

(6) Copy of student's course attendance pre-execution checklist, if applicable.

(7) Copy of any approved waivers the student needs to attend the course, signed by the appropriate approving authority.

(8) Certificates of course attendance and completion, including Standard Form (SF) 182 (Authorization, Agreement and Certification of Training).

(9) DA Form 87 (Department of the Army Certificate of Training) including authorization, agreement and certification of training.

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

c. Course records. Course records are important tools in course management. Course records provide important information to faculty and staff about the course history and student completion data for the conduct and improvement of courses.

(1) Course Management Plan (CMP). The CMP is a document that provides course managers and instructors/facilitators the information required to manage and conduct the course. It is required for courses, phases, and modules. Its development starts upon completion and approval of the course design. The CMP and all its components will be available at the school or organization.

(2) Course feedback. End-of-course feedback/end of course surveys are issued to students to provide them an opportunity to provide anonymous input to help improve CFDP courses. The local FSDO will review comments and significant trends for possible revision of FSDP courses to support its target audience.

(3) After-action reviews (AAR). Instructors should conduct AARs, surveys, or use some form of feedback such as questionnaires at the end of every training event or major block/module of instruction in order to assess student mastery of course content and to improve and continually refine learning products. Refer to Appendix B for a sample AAR performance checklist.

(4) Course roster. Local FSDOs should establish procedures for creating, updating, and maintaining historical records of course rosters, ensuring protection of PII and sensitive information.

(5) Student Registration, approved Training Schedules, and POI Exceptions to Policy. These documents provide historical data especially when confirming student attendance and lessons taught to include those lessons that were not executed due to resource constraints or lack of a SME.

3-3. Requirements
All local FSDOs or functional equivalents at TRADOC and non-TRADOC institutions must develop their own local policies and procedures pursuant to TR 350-70 and this TRADOC

pamphlet. These local policies and procedures may be captured in a regulation, a policy memorandum, or SOP.

3-4. Program Evaluations
Continual growth and development of the FSDP is maintained and improvements are identified through both formal and informal program evaluations.

a. Evaluate all FSDP instruction by providing each student completing the course an opportunity to offer feedback through end-of-course surveys or questionnaires. Evaluations and feedback from students should be written, anonymous, and provide students an opportunity to evaluate course content, accomplishment of course objectives, conduct of instruction, instructors, and instructional support. Local FSDO personnel should analyze student comments regarding FSDP classes to determine if changes are needed or warranted. Student evaluations and feedback should be provided to managers, supervisors, and instructors for review and action, and then filed.

b. In addition to end-of-course surveys, instructors should conduct AARs immediately after completion of a learning and achievement event. The purpose of an AAR is to use student assessment and reflective practices as part of evaluation to measure achievement of AEAS and outcomes. When using multiple instructors to present instruction in a classroom, AARs are even more important to ensure the standards for a given learning objective are met. See a sample AAR performance checklist at Appendix B-1. Refer to Army Doctrine Reference Publication 7-0, Training Units and Developing Leaders, for discussion of AARs and to TP 350-70-14, Training and Education Development in Support of the Institutional Domain, for an AAR format.

c. Post-Instruction Conferences (PIC) are designed to identify major and minor content modifications, effectiveness of delivery methods, and resource issues across the doctrine, organization, training, materiel, leadership and education, personnel, facilities and policy (DOTMLPF-P) domains. The audience for a PIC is local leadership and the primary representatives involved with developing, planning, presenting, and resourcing a course. The conference participants report timelines, actions, present executive summaries, and provide substantive information to the leadership in order for them to make decisions regarding CFDP course design and implementation.

3-5. Waivers and Exceptions to Policy
If a Faculty and Staff Development Office determines that there is a need for a waiver due to not being able to fulfill the policies outlined in this document, a request for a waiver or exception to published policy should be submitted using the process outlined in the cover letter to this pamphlet and appendix B.

3-6. Requests for Training

a. Individual students. Administrators and/or training personnel should use ATRRS to check availability of courses and seating and may register their Soldiers, DACs, and faculty members to attend the CFDP phases and the T3FSDP, respectively.

b.   Local FSDO. The offerings, locations and enrollment framework supporting the FSDP model courses are loaded and available in ATRRS. Model courses and their lesson plans are listed in TDC. Leaders and administrators should use ATRRS and TDC to access the required CFDP Phases I-III course list and schedule to include the CFDP Phase I models with referenced documentation to understand where the requirements are listed, and why they are required.

Chapter 4
Faculty and Staff Personnel Development

4-1. Overview
Faculty and staff encompass personnel involved with training and education, to include development, delivery, and support of Army learning programs.

4-2. Instructor or Developer Assignments
All personnel seeking certification should be assigned to an instructor/facilitator or developer/writer table of distribution and allowances (TDA) position, subject to local policy.

4-3. Military Instructor and Developer Requirements
The military instructor and developer requirements are enumerated below.

a. Possess required military occupational specialty (MOS), or be a graduate of an advanced officer course, and be a graduate of the course to be taught.

b. Successfully complete the current foundational, ArmyU-provided instructor/facilitator or developer/writer course or ArmyU-approved equivalent course.

c. Hold the rank of Staff Sergeant E-6 or higher or be a qualified Sergeant E-5 with a waiver.

d. Be in compliance with AR 600-9 (The Army Body Composition Program).

e. Pass the APFT, as outlined in AR 350-1 and AR 614-200.

f. Receive instructor/facilitator or developer/writer certification approval by the Commander, Commandant, Director of Training (DOT), Deputy/DOT (D/DOT), Chief, FSDO, or designated authority.

4-4. Civilian and Contractor Instructor and Developer Requirements

a.   DAC and contractor instructors and developers must successfully complete the current Foundational, ArmyU-provided instructor/facilitator or developer/writer course or ArmyU-approved equivalent course. DACs and contractors must be graduates of the course/block of instruction they will teach.

b.   The Commander, Commandant, Director of Training (DOT), Deputy/DOT (D/DOT), Chief, FSDO, or designated authority will provide instructor/facilitator or developer/writer

certification approval to DACs and contractors following completion of all three phases of certification.

c.   The contractor is responsible for providing the FSDO Contracting Officer Representative (COR) with the required skills and resources to perform the contract. Contractor instruction must be in compliance with Defense Finance and Accounting Service, Instruction Regulation 37-1, Chapter 13, and TRADOC Regulation 350-70, Chapter 8.

d. Contractors may only be trained in skills they are not required to bring to the job, such as command unique rules, practices, procedures and/or systems that are essential for the contractor's satisfactory contract performance. The Army considers this type of training to be mandatory/required and it must be identified in the contract. The cost of mandatory/required training is the full responsibility of the Army/command. The command requiring or providing the training may not seek payment from the contractor. All such training must be validated as essential to satisfy contract performance. FSDs must establish the following supporting procedures:

(1) Identify and publish mandatory courses of instruction required for contractors.

(2) Identify mandatory courses of instruction by position in the contract.

e. Use ATRRS where applicable to identify and manage contractor training requirements and allocated training seats. Use ATRRS to indicate if contractors are allowed to attend courses of instruction within the FSD area of responsibility.

4-5. Term Definitions for Instructor and Developer Qualification and Certification

a. "Qualification" means the instructor/facilitator and/or developer/writer has successfully completed the CTLE approved qualification course to complete Phase I (Foundation).

b. "Certification" means the instructor/developer, in addition to completing Phase I (Foundation), has completed Phase II (Technical) and Phase III (Certification). Completion of the certification process will result in the instructor and developer certification as a primary instructor/ facilitator in the classroom and developer/writer that writes courseware in support of classroom instruction. Additionally, certification recognizes the certifying authority has verified and validated that the individual has demonstrated the character, competence, and commitment to be an instructor/facilitator or developer/writer. The IBSTPI standards referenced in Appendix B include competencies related to the professional foundations domain that support the certification criteria of trusted Army professionals in accordance with Army Doctrine Reference Publication 1, The Army Profession.

4-6. Skill Identifiers/Special Qualification Identifiers
Upon successful completion of FSDP instructor or developer certification, the SI/SQI packet will be submitted through the local school's DOT/D/DOT or authorized personnel to the S-1/G-1 Military Personnel Office for action. The SI/SQI is awarded only after completion of the certification process and includes completion and approval of the certification request packet and

approval by Army HRC of the request for award of an SI/SQI. All requests for award of an SI (instructor and developer) will comply with AR 611-1 and DA Pamphlet (PAM) 611-21. See Table 4-1, Skill Identifiers/Special Qualification Identifiers.

Table 4-1
Skill identifiers/special qualification identifiers

Category	SI / SQI	Instructor	Developer
Officer	SI	5K	7Q
Warrant Officer and/or NCO	SQI	8	2

4-7. The Train-the-Trainer Faculty and Staff Development Program (T3FSDP)

a. FSD educators have an important and unique responsibility: they are charged with teaching faculty and staff (instructors and developers) how to teach and write courseware. Successfully executing that responsibility requires the FSD educators, trainers, instructors, and developers to be world class experts in their respective field. FSD educators are essential to the development of World Class Faculty, which is one of the core missions of ArmyU, CTLE, and ultimately FSDD and all FSDOs across the Army. Therefore, it is incumbent upon all FSD educators to be exceptionally competent at teaching faculty development courses. Such courses include, but are not limited to, CFDP-Instructor Course, CFPD-Developer Course, the Evaluating Instructor's Course, the Training and Education Developer Middle Manager Course, the Asynchronous Distributed Learning Instructor Course, and TDC course. The program for establishing that level of exceptional competence consists of three phases described below.

(1) Phase I: Attendance. FSD educators must attend and successfully complete the course(s) they are going to teach. For example, an FSD educator preparing to teach the Evaluating Instructor's Course must have first successfully completed that course as a student. This requirement is non-waivable.

(2) Phase II: Technical. After successful completion of a course, the FSD educator must then serve as an intern or observer for an entire iteration of the course. The purpose of the internship is to allow the FSD educator an opportunity to observe the conduct of the course from the instructor's perspective with the lesson plans, courseware, and training support package, in-hand. During the observation, the FSD educator should take notes, observe how the course is being taught or facilitated, and reflect on how he or she would achieve the same learning objectives as the lead instructor. At the discretion of the certified instructor leading the class, the internship may also include co-facilitation of a small portion of the course.

(3) Phase III: Certification. After observing a course, the final phase involves the FSD educator serving as the lead or primary instructor under the observation and supervision of a certified instructor. This phase is the FSD educator's opportunity to demonstrate proficiency with teaching the entire course. After successfully leading a course/block/module, and upon receipt of feedback and counseling by the certified faculty instructor/developer who observed the

instruction, the new FSD educator is certified and receives a certificate or memorandum of certification.

   b. The Chiefs of the local FSDOs are the certifying authority for their own T3FSDP courses. COEs, schools, and other organizations may develop their own formats for the certificates and memoranda. Organizations that do not have a local FSDO from which to gain official signatures on T3FSDP certificates and memoranda should contact the FSDO with which they have a habitual relationship, FSDD/ArmyU, or the first individual in the organization that is certified to sign such certificates or memoranda.

Chapter 5
Common Faculty Development Program (CFDP)

5-1. Overview
The CFDP provides new instructors and curriculum authors the required skills to perform their duties as instructors and developers. The program has four phases and those phases are applied in each of two courses: an instructor course and a developer course. The four CFDP phases follow: Foundation, Technical, Certification, and Continuing Professional Development. Instructors and developers must each complete the first three phases in their respective course, learn and achieve the rigorous AEAS, and receive their certification before beginning their duties as primary instructor/facilitator or writer/curriculum developer. Phase IV, Continuing Professional Development, is a continuing, life-long learning effort that contributes to further faculty professional development.

5-2. The Four Phases of the CFDP

   a.   Phase I, Foundation. To meet the qualification standard, prospective faculty members successfully complete the CFDP instructor or developer foundation course. Phase I addresses adult learning principles articulated in the Army Learning Model, and incorporates nationally and/or internationally recognized faculty competencies and outcomes that complete the entire foundational instructor or developer course.

   b.   Phase II, Technical. Phase II combines foundational educational methodology with technical content. Following completion of Phase I (Foundation), qualified faculty members serve as assistants to a certified faculty member to learn/achieve the technical standard for mastery of the site-specific learning content to be taught.

   c.   Phase III, Certification. Following satisfactory completion of Phase II, Phase III certification culminates the certification process that includes the prospective instructor or developer being evaluated teaching a course as the primary instructor/facilitator in the classroom or as a developer/writer that writes courseware in support of classroom instruction. 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 prior to granting certification.

Following certification Army military faculty can work through Army HRC to request the awarding of an SI/SQI.

d. Phase IV, Continuing Professional Development Program (CPDP). Phase IV provides the opportunity for certified faculty and staff to continue to develop professionally. Phase IV includes a five-year faculty re-certification. Phase IV re-certification may include advanced faculty development courses, credentialing opportunities, a short-term faculty development program, and opportunities for additional professional development.

5-3. The CFDP: Competency-based and Site-specific

a. "Competency-based" means the CFDP incorporates nationally and internationally recognized instructor and instructional design competencies based on the IBSTPI that are enumerated in Appendix B.

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

c. The CTLE, FSDD will provide the courseware, teaching materials, and lesson plans for the instructor and developer courses. Content may be customized by the local FSDOs to accommodate individual center and school instructor capabilities, requirements, or preferred learning strategies. However, the learning objectives and outcomes may not be customized since they are based on the IBSTPI competencies.

d. Only certified faculty assigned to the local FSDOs, or the functional equivalent within the centers, schools, or other organizations, will conduct CFDP qualification and certification courses to qualify new faculty.

(1) "Qualification" means that the faculty member has successfully completed the CFDP-Instructor Course or –Developer Course, as appropriate.

(2) "Certification" means that the faculty member, in addition to completing the CFDP-Instructor Course or –Developer Course, has been observed performing the function he or she recently became qualified to do.

(3) Instructor "certification" requires teaching a class to actual students. That observation, with feedback, must be performed by the new instructor's supervisor, director of training, director of instruction, or other certified faculty member.

(4) Developer certification requires someone in his or her organization responsible for the quality of the developer's products (e.g. training support packages, lesson plans, or instructional programs) to assess, evaluate, and provide feedback to the new developer on that product.

Chapter 6
Faculty Development and Recognition Program

6-1. Overview

a. FDRP is a voluntary portion of Phase IV of the CFDP. It replaced the Instructor Development and Recognition Program (which only applied to NCOs teaching in an instructor billet) with a program that applies to NCOs, officers, warrant officers, and civilians teaching in instructor billets. The FDRP provides ArmyU instructors the opportunity to receive credentialing credit for their successful completion of FSDP courses and recognizes superior performance in the classroom toward the awarding of Army Instructor Badges. The FDRP contributes to the improvement and professional development of ArmyU instructors and staff by developing, training, and mentoring those who demonstrate excellence in their performance. It also provides added value to unit training, education, and professional development programs when the instructor returns to the field.

b. The recognition portion of the FDRP is based on the former instructor development and recognition program, which includes the Army Instructor Badges: Basic, Senior, and Master. The badging program portion of the FDRP is voluntary, requires successful completion of faculty qualification and certification standards, and includes professional development counseling and evaluation of performance in the classroom using an Instructor Observation Rubric. The FDRP is detailed in TRADOC Regulation 600-21.

6-2. The TRADOC Instructor/Educator of the Year (I/EOY) Program

a. Local FSD and other agency instructor/facilitator and developer/writer recognition programs employ policies and programs that align with the TRADOC faculty recognition program and are used to recognize outstanding instructors and developers and promote excellence in instruction and training development.

b. The TRADOC I/EOY award program is designated to promote and recognize excellence in instruction. The program is used to recognize outstanding individual instructors and educators across ArmyU and TRADOC. The most outstanding instructors and educators from all ArmyU and TRADOC instructional elements participate in their respective categories: commissioned officer, warrant officer, noncommissioned officer, USAR, National Guard, and Army Civilian I/EOY.

c. Non-TRADOC schools can participate in the I/EOY program. Nomination procedures may change from year to year. The TRADOC organizational point of contact for information on the most current procedures is the Learning Enterprise Division, Training Integration Directorate, at TRADOC G-3/5/7.

Appendix A
References

Section I
Required Publications

ARs, DA pamphlets, and DA forms are available at http://www.usapa.army.mil/. TRADOC publications and forms are available at http://www.tradoc.army.mil/publications.htm.

AR 611-1
Military Occupational Classification Structure Development and Implementation

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

TR 350-10
Institutional Leader Training and Education

TR 350-18
The Army School System (TASS)

TR 350-70
Army Learning Policy and Systems

TR 600-21
Noncommissioned Officer Education System Instructor Development and Recognition Program

Section II
Related Publications

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

Army Doctrine Publication 3-0
Operations

AR 25-50
Preparing and Managing Correspondence

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

AR 350-1
Army Training and Leader Development

AR 600 series
Personnel — General

AR 600-9
The Army Body Composition Program

AR 614-200
Enlisted Assignments and Utilization Management

ATP 5-19, C1
Risk Management

DA Pam 25-40
Army Publishing Program Procedures

DA Pam 385-10
The Army Safety Program

DA Pamphlet 385-30
Risk Management

DA Pam 611-21
Military Occupational Classification and Structure

Department of Defense 5500.7-R
Joint Ethics Regulation

Defense Finance and Accounting Service, Instruction Regulation 37-1
Finance and Accounting Policy Implementation

FM 7-22, C1
Army Physical Readiness Training

Memorandum, Army G-3/5/7, DAMO-TRI, 4 August 2017, subject: Contractor Attendance at Army Provided Training

National Environmental Policy Act of 1969 (42 United States Code Sec 4321)

TP 350-70-6
Systems Approach to Training Analysis

TP 525-8-2, C1
The U.S. Army Learning Concept for 2015

TR 25-30
Preparation, Production, and Processing of Army-wide Doctrinal and Training Literature (ADTL)

TR 350-36
Basic Officer Leader Training Policies and Administration

Section III
Prescribed Forms

This section contains no entries.

Section IV
Referenced Forms

DA Form 87
Certificate of Training (available through Army Publishing Directorate)

DA Form 705
Army Physical Fitness Test Scorecard (available through Army Publishing Directorate)

DA Form 2028
Recommended Changes to Publications and Blank Forms (available through Army Publishing Directorate)

SF 50
Notification of Personnel Action (available through the General Services Administration (GSA) Forms Library)

SF 182
Authorization, Agreement, and Certification of Training (available through the General Services Administration (GSA) Forms Library)

Appendix B
Sample Faculty and Staff Documents

B-1. After-Action Review (AAR) Performance Checklist
Figure B-1 is a sample AAR performance checklist. An AAR captures student perspectives and facilitates continuous improvement. The purpose of an AAR is to use student assessment and reflective learning and achievement practices as part of evaluation to measure achievement of AEAS and outcomes. In addition, the AAR provides an opportunity to provide input on the conduct of the course or class. Conduct AARs immediately after completion of a learning event.

After Action Review (AAR) Performance Checklist	
	Put a check in all boxes that were completed for the AAR.
Before the AAR	The instructor/facilitator completed these actions before conducting the AAR: ☐ Instructor/facilitator prepared an AAR procedural outline. ☐ The room (or training area) was appropriate and facilitated the review.
During the AAR	The instructor/facilitator carried out the following AAR steps: ☐ Began the AAR: explained any ground rules, stated the purpose of the AAR, restated the learning objective, and listed the learning events to be discussed. ☐ Directed students to discuss strengths and recorded the strengths on a flip chart or computer. ☐ Directed students to discuss weaknesses and possible causes, and recorded them. ☐ After all strengths and weaknesses were discussed, the instructor added their own observations, insights, and lessons. ☐ Students discussed what to do differently and why, and recorded the ideas. ☐ When all students had finished, the instructor added his/her own suggestions. ☐ Specifically recommended to students what to do next: reflect, study, more training, more practice, or other improvement actions. ☐ Summarized the AAR.
Overall	Overall observations, insights, and lessons of the AAR: ☐ Students talked 75% of the time. The instructor/facilitator did <u>not</u> lecture the students. ☐ All the students participated in the AAR. ☐ Instructor/facilitator asked questions to clarify and to get students to consider the consequences of what they said and/or did. Reinforce what went well. ☐ Instructor/facilitator made the students' actions visual: drew diagrams, and had students re-enact what they did and describe why they had done it. ☐ Instructor/facilitator kept discussion focused on the tasks or topics relating to the learning objective. ☐ The "what to do differently" ideas are consistent with AEAS.

Figure B-1. AAR performance checklist

B-2. Waiver Memorandum Format
Figure B-2 is an example of a waiver memorandum format.

DEPARTMENT OF THE ARMY
ORGANIZATIONAL NAME/TITLE
STANDARDIZED STREET ADDRESS
CITY STATE ZIP+4

OFFICE SYMBOL   XX Month 20XX

MEMORANDUM FOR Director, Center for Training and Learning Excellence (ATTN: FSDD), Army University, Fort Leavenworth, Kansas 66027

SUBJECT: Request for exception to policy or waiver

1. State the purpose of the request for exception to policy or waiver.

   a. Requestor contact information.

   b. Type of waiver request (eg. Initial, Extension, Modification, Appeal, Cancellation).

   c. Pamphlet line items requested for waiver.

   d. Proposed alternative procedures and the institutions, centers, or schools affected.

   e. Justification.

   f. Impact statement and expected benefits.

   g. Waiver period of time covered (duration).

   h. Anticipated implementation date.

2. The point of contact for this action is _____.

Encl   SIGNATURE BLOCK

Figure B-2. Waiver memorandum format

B-3. Army Instructor/Facilitator and Developer/Writer Competencies: "International Board of Standards for Training, Performance and Instruction" (IBSTPI)
There are two tables of competencies, one for instructor/facilitators and one for developer/writers. The tables are not reproduced in this document due to copyright restrictions but are available on the Army Training Network (ATN)/Training and Education Developer Toolbox (TED-T).

Table B-1
Army instructor/facilitator competencies

Table B-1 is located for access on Army Training Network (ATN)/Training and Education Developer Toolbox (TED-T).

Table B-2
Army developer/writer competencies

Table B-2 is located for access on Army Training Network (ATN)/Training and Education Developer Toolbox (TED-T).

Glossary

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 Active Army, Army National Guard of the U.S. (ARNGUS), Army National Guard (ARNG), and U.S. Army Reserve (USAR).

Section I
Acronyms

AA	Active Army
AAR	after-action review
ACCP	Army correspondence course program
ADDIE	analysis, design, development, implementation, and evaluation
AEAS	Army enterprise accreditation standards
ALA	Army Learning Area(s)
APFT	Army physical fitness test
AR	Army regulation
ARNG	Army National Guard
ATRRS	Army training requirements and resources system
CAI	computer-aided instruction
CBI	computer-based instruction
CBT	computer-based training
CFDP	common faculty development program
CG	commanding general

CMP	course management plan
COE	center of excellence
DA Pam	Department of the Army pamphlet
DA	Department of the Army
DAC	DA Civilian
DDOT	deputy director of training
DOT	director of training
ELO	enabling learning objective
FDRP	faculty development and recognition program
FSD	faculty and staff development
FSDO	faculty and staff development office
FSDP	faculty and staff development program
GLO	general learning outcome
HQ	headquarters
I/EOY	instructor/educator of the year
IBSTPI	international board of standards for training, performance and instruction
ICW	interactive courseware
IMI	interactive multimedia instruction
ITP	individual training plan
MOS	military occupational specialty
POC	point of contact
POI	program of instruction
RC	Reserve Component
SF	standard form
SI	skill identifier
SOP	standard operating procedure
SQI	skill qualification identifier
T&E	training and education
TADSS	training aids, devices, simulators, and simulations
TC	training circular
TDC	training development capability
TLO	terminal learning objective
TP	TRADOC pamphlet
TR	TRADOC regulation
TRADOC	U.S. Army Training and Doctrine Command
TSP	training support package
T3FSDP	train-the-trainer faculty and staff development program
USAR	U.S. Army Reserve
VTT	video tele-training

Section II
Terms

Analysis, design, development, implementation, and evaluation (ADDIE) process
The process that supports the Army's mission by providing mission-focused, task-based Army T&E to Soldiers and DACs. It determines whether T&E 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. The process involves five T&E-related phases: analysis, design, development, implementation, and evaluation. In the past, ADDIE was called the Systems Approach to Training process.

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 sub-courses. The ACCP offers courses and sub-courses free of charge to members of the U.S. military (both active and reserve components), Reserve Officer Training Corps 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. AA and USAR Soldiers in grades E4 and E5 can accrue promotion points, and USAR Soldiers can accrue retirement points through the ACCP.

Army Learning Area(s) (ALA)
The Army Learning Areas are broad categories that form the foundation to provide directional orientation in the development of General Learning Outcomes (GLO). The four ALAs are Army Leadership and the Profession, Human Dimension, Mission Command, and Professional Competence. The ALAs foster the tenets of leader development and the vocation of the profession, emphasize human dimension, stress empowering subordinates through well-structured intent in Mission Command, and incorporate employment of crucial skill sets to be successful in Unified Land Operations through professional competence. The broad ALA categories serve as the framework to catalogue the 14 GLOs.

Computer-aided instruction (CAI)
A type of IMI. CAI, also referred to as "computer-assisted instruction," involves the use of computers to aid in the delivery of instruction. CAI exploits computer technology to provide for the storage and retrieval of information for both the instructor/facilitator and student. CAI usually refers to the use of computers to support instructor/facilitator-led classroom instruction. Using computers as a presentation medial for slides, audio, or motion pictures which support large- or small-group instruction is an example of CAI.

Computer-based instruction (CBI)
A type of IMI. CBI usually refers to course materials presented or controlled by a computer which use multiple requirements for student responses as a primary means of facilitating

learning. It is essentially individualized self-paced or group-paced interactive instruction combined with multimedia presentations.

Computer-based training (CBT)
A type of IMI. CBT usually refers to course materials presented or controlled by a computer and that use multiple requirements for student responses as a primary means of facilitating mastery of a skill or task.

Computer-managed instruction
A type of IMI. Computer-managed instruction involves the use of computers and software to manage the instructional process. Functions of computer-managed instruction can include a management administration system designed to track student performance over time, provide information concerning performance trends, record individual and group performance data, schedule training, and provide support for other training management functions. Computer-managed instruction functions may be used with CBT, CBI, CAI, or IMI based on need.

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, progressively sequenced, and directed toward specific learning objectives. (See Army correspondence course program.)

Course management plan (CMP)
A document that provides the course manager and instructors/facilitators the information required to manage and conduct the entire course. It is required for courses, phases, and modules, and courses designed specifically for the RC. Courses that are taught by multiple proponents require a CMP. The CMP development begins on approval of the course design and is completed concurrent with the submission of the POI. The CMP should reflect any differences for the AA and RC instructor and/or student implementation guidance. An individual student assessment plan is a component part of a CMP.

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

Critical task
(See task).

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

Developer
The individual whose function is to analyze, design, develop, and evaluate learning products, to include development of training strategies, plans, and products to support resident, non-resident,

and unit training. Any individual functioning in this capacity is a developer regardless of job or position title. See training and education developer and/or capability developer (both of which are cited in Section II, Terms), and material developer.

Distributed learning (DL)
The delivery of standardized individual, collective, and self-development training to Soldiers, civilians, units, and organizations at the right place and time through the use of multiple means and technology. DL may involve student-instructor interaction in real time (synchronous) and non-real time (asynchronous). It may also involve self-paced student instruction without benefit of an instructor.

Enabling learning objective (ELO)
A learning objective that supports the TLO. It must be learned or accomplished to learn or accomplish the TLO. It consists of an action, condition, and standard. Enabling objectives are identified when designing the lesson. ELOs are optional. When ELOs are used, there must be a minimum of two.

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.

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

Individual training plan (ITP)
A long-range planning and resourcing document that articulates the proponent's career-long training and education strategy prepared for each enlisted MOS, warrant officer MOS, commissioned officer specialty code, or separate functional training program that describes the overall plan to satisfy T&E requirements for an individual's entire career path.

Interactive courseware (ICW)
A type of IMI. Computer-controlled courseware that relies on trainee input to determine the pace, sequence and content of training delivery using more than one type medium to convey the instruction. ICW can link a combination of media, including but not limited to programmed

instruction, video tapes, slides, film, television, text, graphics, digital audio, animation, and up-to-full motion video to enhance the learning process.

Interactive instruction
Student/group-centered performance-based IMI training that requires students/groups to practice what they learn, receives immediate feedback, and is assessed. Students receive rapid feedback on their progress, and their performance is measured using built-in criterion reference assessments. Interactive instruction can be used to:

a. Maximize individual or group learning by multiple methods of instruction.

b. Practice activities without damaging personnel or equipment. Students and instructors/facilitators can use IMI at their own pace, repeating the lessons until mastery is achieved within the established completion criteria.

Interactive multimedia instruction (IMI)
A group of predominantly interactive, electronically delivered learning products and learning support products. IMI products include instructional software and software management tools used in support of instructional programs. A hierarchical representation of IMI products is provided as follows:

a. Interactive Courseware (ICW).

b. Electronic publications.

    (1) Electronic guides.

    (2) Interactive electronic technical manuals.

c. Electronic assessments.

d. Simulation and gaming.

e. Electronic management tools.

    (1) Electronic performance support systems.

    (2) Computer-aided instruction (CAI).

    (3) Computer-managed instruction.

    (4) Electronic job aids.

Intern
A person engaged in the second step of the Train-the-trainer (T3) process that begins after a person has graduated the course they plan to teach. They are actively watching a certified

instructor teaching a course in order to prepare themselves to teach the class as a primary instructor under observation - the third step of the T3 process.

Learning management system
A software application or web-based technology used to plan, implement, and assess a specific learning process. It usually provides an instructor/facilitator with the ability to create and deliver course content, monitor student participation, and assess student performance.

Learning objective
A precise three-part statement describing what the student is to be 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. Both terminal and enabling objectives are learning objectives. (TR 350-70)

Learning product development plan
A generic name for a master planning document. Different proponent 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 un-resourced requirements. It includes all required learning products (such as resident courses, non-resident courses, and TSPs) and all ADDIE phases. It shows what T&E 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.

Program objective memorandum (POM)
An annual memorandum that recommends the total resource requirements and programs within the parameters of SECDEF's fiscal guidance. The program objective memorandum is a major document in the planning, programming, budgeting, and execution (PPBE) process, and the basis for the component budget estimates. The program objective memorandum shows programmed needs for the next six years. (TR 350-70)

Program of instruction (POI)
A POI covers a course/phase. It is a requirements document that provides a general description of course content, duration of instruction, and methods and techniques of instruction. It lists resources required to conduct peacetime and mobilization training. (TP 350-70-9)

Self-development
A proponent-produced strategy that enables Soldiers and DACs to supplement their professional growth in the skills and competencies they need as leaders and technical specialists. Self-development is continuous and takes place during institutional instruction and operational assignments. Self-development strategies are created for each enlisted and warrant officer MOS, Army officer occupation code, and civilian career field. They are published as Part 2 of the professional development model. The self-development strategy consists of structured and self-guided components.

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

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

Simulation

a. A method for implementing a model(s) over time.

b. 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.

c. Simulations enable the proponent to:

(1) Replace live training.

(2) Provide the means to safely practice an action or activity under any condition.

(3) Provide individual training (such as "repair of equipment") or group training (such as "fighting a tank or tank company").

Simulator

a. 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.

b. A physical model or simulation of a weapons system, set of weapons systems, or piece of equipment which endeavors to replicate some major aspect of the equipment's operation.

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).

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.

Task
A clearly defined and measurable activity accomplished by individuals and organizations on the job. It is the lowest behavioral level in a job or unit that is performed for its own sake. It must be specific; usually has a definite beginning and ending; may support or be supported by other tasks; has only one action and, therefore, is described using only one verb; generally 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. Types of tasks include:

   a. Collective task. A clearly defined, discrete, and measurable activity, action, or event that requires organized team or unit performance and leads to accomplishment of a mission or function. A collective task is derived from unit missions or higher level collective tasks. Task accomplishment requires performance of procedures composed of supporting individual or collective tasks. A collective task describes the exact performance a group must perform in the field under actual operational conditions.

   b. Common task.

      (1) Common skill level task. An individual task performed by every Soldier in a specific skill level regardless of MOS or branch (for example, a task performed by all captains).

      (2) Common Soldier task. An individual task performed by all Soldiers, regardless of grade. Example: All Soldiers must be able to perform the task Perform mouth-to-mouth resuscitation.

Note: There are common Soldier tasks that apply to all Army Civilian employees as well. Example: Maintain security of classified information and material.

   c. 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. Types of tasks that can be identified as critical include:

      (1) Common skill level task.

      (2) Common Soldier task.

      (3) Individual task.

      (4) Shared task.

   d. Individual task. The lowest behavioral level in a job or duty that is performed for its own sake. It should support a collective task; it usually supports another individual task. Types of individual tasks include:

      (1) Common Soldier task.

      (2) Leader task.

      (3) Common skill level task.

      (4) Organizational level task.

      (5) Staff task. An individual task that is performed by a staff member at unit staff level.

   e. Organizational level task. Common skill level task shared by other skill levels. Example: company commanders and first sergeants may perform the same tasks.

   f. Shared task.

      (1) Organizational. (See organizational level task.)

      (2) Shared individual task. An individual task performed by Soldiers from different jobs and/or different skill or organizational levels. Shared tasks are usually identified when conducting an analysis of a specific job. For example, the lieutenant and sergeant in the same platoon perform some of the same tasks.

      (3) Shared collective task. A shared collective task applies to or is performed by more than one type unit; for example, units which have different proponents, or different echelon units within a single proponent's authority. Since the task, conditions, standards, task steps, and performance measures of shared collective tasks do not change, the collective task is trained and performed in the same way by all units that "share" the task.

Terminal learning objective (TLO)
The main objective of a lesson. It is the performance required of the student to demonstrate competency 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 per lesson regardless of delivery technique or method of instruction and it has only one verb. The TLO may cover one critical task, part of a critical task (for example, a skill or knowledge), or more than one critical task. The TLO may be identical to the critical task being taught, or there may be a disparity between them. Where there is a disparity, it is the TLO standard that the student must achieve to demonstrate competency for course completion. See learning objective and ELO. (TR 350-70)

The Army School System (TASS)
A composite system made up of ARNG, USAR, and AA schools. TASS conducts initial military training (IMT), reclassification training, officer, WO, NCO and DA Civilian professional development training, functional training, and education. Training and education are accomplished through standard resident, active duty for training, inactive duty training, and distributed/distance learning courses. (TR 350-18)

The Army Training System (TATS) course
A single course designed to train the same MOS/AOC skill level or additional skill identifier, language identifier code, and SQI within the Army. The TATS course structure (phases, modules,

tracks, lessons, and tests) and media ensure standardization by training all Soldiers, regardless of component, on course critical tasks to task performance standard. It may be trained at different sites and may involve use of different media/methods to train the various phases/modules/lessons. (TR 350-18)

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.

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 support package (TSP)
A complete, exportable package integrating training products, materials, and information necessary to train one or more critical tasks. It may be very simple or complex. Its contents will vary depending on the training site and user. A TSP for individual training is a complete, exportable package integrating training products/materials necessary to train one or more individual critical tasks. A TSP for collective training is a package that can be used to train critical collective and supporting individual critical tasks (including leader and battle staff).

Video tele-training (VTT)
Video training delivered via communication links such as satellite or cable links. There are two types of VTT: broadcast and desktop.

Section III
Special Abbreviations and Terms

This section contains no entries.