

**The
Army Distance Learning Program
(TADLP)**

Campaign Plan



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**United States Army Training and Doctrine Command
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EXECUTIVE SUMMARY

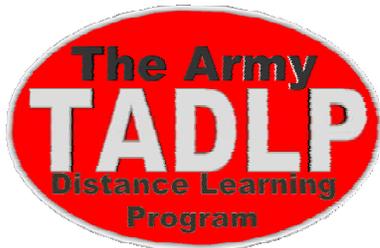
“Education should occur in distance learning. Learning is the goal, not teaching.”

- General Eric K. Shinseki, *Chief of Staff, Army*, 21 June 2001

Vision

Improve and sustain readiness by delivering standardized individual, collective, and self-development training to soldiers and units anywhere anytime using multiple delivery means and technologies.

Objectives



The Army Distance Learning Program (TADLP) Campaign Plan contains the requirements, policies, and management tasks to ensure the program's support of Army readiness. There are three objectives:

Support Transformation. Support the Army and Institutional Army Transformation initiatives by:

- Developing courseware required by the Interim Brigade Combat Teams as a first priority.
- Filling gaps in skill training with distance learning (DL) modules that are available on demand.

- Providing the capability to enhance leader development through on-line Professional Military Educational (PME) experiences and mentoring.

- Linking the unit-training strategy and the education and training strategies.

- Developing courses across functional areas to facilitate multi-skill training.

Leverage other programs. Develop and leverage linkages between Army, other Service, and Department of Defense (DoD) programs to provide common training materials to soldiers, leaders, and units. Assure access to training anywhere, anytime through:

- The use of common technologies,
- The Army Training Information Architecture (ATIA),
- Shared content as prescribed by DoD's Advanced Distributed Learning (ADL) Initiative through the Sharable Content Object Reference Model (SCORM) standard, and
- A common-use Learning Management System (LMS).

Market TADLP. Publicize TADLP to the Army, DoD, and Congress with an aggressive Information Operations program.

Strategy

Technology. Exploit the full potential and synergism of information technologies to provide a seamless, integrated, progressive, and sequential training capability fundamental to:

- The Army and Institutional Army Transformation initiatives.
- The DoD ADL Initiative.

DL Courses. Develop standardized courses for professional development, functional area training, and self-development that can be shared within the Army and with other Services over interoperable networks.

Partnerships. Maximize partnerships with the Army National Guard (ARNG), the U.S. Army Reserve (USAR), the Army University Access Online (AUAO), the Army War College (AWC) Distance Education Program, the Army Continuing Education System (ACES) - DL, and other Services' DL programs to exploit the best that each has to offer within a common operating environment.

Anywhere, Anytime Training. Field a DL capability to support contingency operations and other activities in areas where DL delivery means are not otherwise available

Applications

Distance learning is an essential component in training the Army to fight and win. For example:

Professional Military Education. DL is integral to a progressive, sequential leader development process that uses on-line educational experiences and mentoring to prepare leaders for their next leadership level.

Functional Area Training. DL supplements functional area training provided in residence at Army schools and helps to meet unique soldier

training and leader development requirements in the unit.

Training in the Workplace. DL can be delivered to soldier workplaces such as the motor pool, the supply room, the unit training area, the rifle range, or the gun line. It provides job aids and performance mentoring tools to refresh skills and promote teamwork.

Pre-command Training. DL can provide a portion of the combat training center (CTC) experience for lieutenant colonels and colonels during the Pre-command Course (PCC).

While Deployed. DL can train-up deploying units, provide on-demand training for deployed units in operational areas, and help train soldiers and leaders to use and maintain new equipment. The way ahead for TADLP is shown in Figure ES-1.

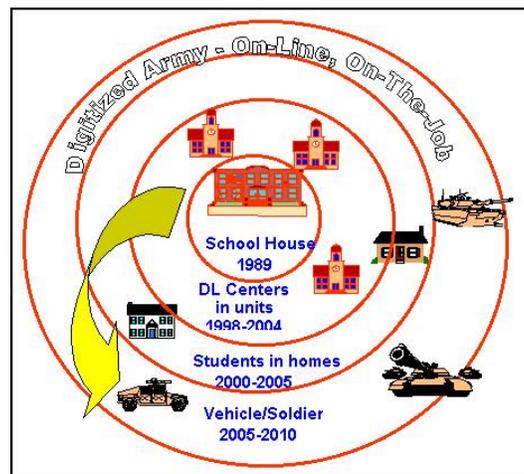


Figure ES-1. The Way Ahead

Campaign Plan Synopsis

Chapter 1. Implementation Considerations. This chapter has two primary purposes:

Promote Consensus. Agreement among Army leaders that DL is a viable way to train is essential to program success. It is imperative to overcome

any remaining cultural prejudices impeding its acceptance and implementation.

Address Challenges. There are challenges and critical success indicators associated with implementing the program. They include:

- Transitioning from “right time, right place” training to “anywhere, anytime” training.
- Developing standards-based, sharable, and interoperable DL products within an open architecture environment.

Chapter 2. TADLP Capabilities. This chapter has three primary purposes:

Explain the Training Focus and Strategy. The primary TADLP mission is to improve Army readiness. This mission includes supporting Army Transformation and the new Army Training and Education Model, which focuses on initial entry training, functional area training, professional military education, unit training, and operational experiences.

Enumerate DL Capabilities. Capabilities include those available through technology, courseware, and training support for both the soldier and the unit.

Illustrate Program Management Capabilities. Program management discussion addresses the capabilities and responsibilities of the TRADOC Program Integration Office (TPIO), the TADLP Program Manager, and the Proponent Schools.

Chapter 3. TADLP Implementation. This chapter has four purposes:

Describe TADLP Involvement. TADLP is an integral component of the Army and Institutional Army Transformation initiatives. How TADLP will support Transformation training requirements in collaboration with other programs is addressed.

Enumerate Integration Efforts. TADLP will collaborate with other DL programs to include the Army University Access Online, the Distributed Joint Training Initiative, and others. How TADLP will integrate with the other programs to reach soldiers and leaders Army wide using multiple delivery means is explained.

Specify ADL alignment. TADLP is in step with ADL collaborative laboratories (co-labs) to provide an open forum for collaborative development and assessment of technical standards, prototypes, and the associated tools required to support DL training DoD-wide. How this is being accomplished is described.

Describe Technology Integration. Finally, how new technologies are identified and evaluated in the context of future TADLP requirements is addressed.

The Annexes

Annexes to the Campaign Plan provide detailed information on areas requiring intensive management at this stage of implementation. For example:

Annex A. Policy, Regulations, and Responsibilities. This annex establishes requirements and responsibilities and identifies policies and documentation applicable to TADLP. The essential objectives are to exploit technology to train soldiers and units to standard and to enhance Force readiness. Other considerations include integrating ADL, Army Transformation, ADRS, and Army University Access Online requirements into TADLP. An appendix provides links to a wide assortment of DL related web sites.

Annex B. Course Selection and Prioritization. This annex contains the process and procedures for selecting and prioritizing The Army Training System (TATS) courses for DL redesign. The essential objective is to publish a prioritized list, based on Army readiness requirements that will be the basis for funding courseware redesigns.

Annex C. Courseware Development. This annex addresses the development of sharable, reusable course content based on common standards that apply across the Army, the Joint arena, and the DoD. The essential objective is to develop courseware that leverages the power of the computer and information technology to support training, education, and on-the-job mentoring at the soldier's location.

Annex D. Learning Management System. This annex contains information for developing a common data model usable by all Services to enhance collaboration and information exchange. The essential objective is to provide a system that will control DL course content and delivery and track student enrollment, participation, and course completion. Appendix D1 and D2 contains current policy for DL course implementation.

Annex E. Infrastructure. This annex contains guidance for providing at least 95% of the Army's soldier's access to a DL DTF within 50 miles of their unit or 90 minutes driving time. It includes guidance for providing a transportable capability for deployed soldiers. The essential requirement is that soldiers have reasonable access to training anywhere, anytime.

Annex F. Information Operations. This annex provides guidance for developing a high-energy information operation (IO) aimed at educating senior leaders, commanders, NCOs, and soldiers about how DL enhances unit readiness and improves soldier's lives. The essential objective is to help soldiers and leaders in the operational Army understand that DL makes a significant contribution to their capability to perform their mission.

Annex G. Distance Learning in a Classified Environment. This annex contains information about training with classified materials using DL techniques. It covers network, storage, and facility requirements, and DoD 5200.40 guidance regarding security validation. The essential objective is to explain that DL training with classified materials is

restricted to carefully selected areas, and to provide the general parameters regarding the use of classified materials with DL.

Annex H. TADLP Documentation. This annex describes the documentation process and lists the documents required to support this ACAT IAM Major Automated Information System acquisition program.

Challenges for Success

Policies, resources, and commander support make the difference between a program's success or failure. TADLP success requires Army leaders to:

Regulations. Publish appropriate and timely policies and regulatory guidance.

Stable Resource Stream. Provide adequate resources when programmed and resisting diversion for non-program requirements.

Continuity of Effort. Avoid mid-stream changes that require a major shift in the development effort.

Patience. Refrain from the premature harvesting of ROI savings.

Reinvestment. Reinvest savings in the program.

Senior Leader Support. Announce and hold a firm commitment for program implementation.

Reality

The explosion in information technology (IT) and delivery techniques significantly expands capabilities to deliver individual and collective training anywhere, any time.

Transitional Environment. The rapidity with which this technology explosion occurred has created a transitional environment in which legacy and emerging programs evolve and operate simultaneously. The result is an unavoidable integration of the new with the old.

System Integration. The challenge to TADLP is to integrate legacy and emerging systems, maximize IT capabilities, and provide a common operating environment in which Army members can access individual and unit-training materials to produce and sustain combat ready units.

PREFACE

Readiness is the Army's immediate ability to fight and win the Nation's wars and to otherwise execute the National Military Strategy with the right people and the right equipment in the right place at the right time.

New Army Vision

Future. In October 1999, the Army leadership announced a new vision that aligns the Army's capabilities with the challenges it is likely to face in the coming years:

"Soldiers on point for the Nation...Persuasive in Peace, Invincible in War."

Execute the Mission. The Vision's goal is to ensure that the Army continuously meets the requirements of the National Military Strategy (NMS) and National Security Strategy (NSS) to fight and win the Nation's wars. This requires that the Army transform itself to gain strategic flexibility and to become strategically dominant at every point on the spectrum of operations from stability and support operations (SASO) to major theater war (MTW).

Transformation Strategy

Transformation of the Operational Forces will proceed along two axes:

Core Force. The core force will continue to maintain the capability to meet NMS requirements with legacy organizations and equipment.

Transformation Force. The remainder of the force will transform using a phased approach that began in 1999 by converting two infantry brigades to Interim Brigade Combat Teams (IBCT). The next IBCT increment will

include two Active Army infantry brigades and an armored cavalry regiment plus an Army National Guard mechanized infantry brigade. Subsequently, the two axes will merge as the Legacy and Interim Forces transform to the Objective Force.

Force Characteristics

Dynamic. The resulting Objective Force will be more responsive, deployable, agile, versatile, lethal, survivable, and sustainable than the present force. These characteristics will enable the Army to place a combat capable brigade any place in the world in 96 hours; to place a division on the ground in 120 hours; and to put five divisions in theater within 30 days

Institutional Army Redesign

Underpinning. A fundamental underpinning for transformation of the Operational Force is a redesigned Institutional Army and training base. The Army Transformation Strategy includes a comprehensive Institutional Army transformation designed to enable delivery of the force characteristics necessary for the Army to dominate the full spectrum of operations. As the Army's trainer, TRADOC's mandate is to redesign the training base by 2010 to develop competent, confident, multi-skilled soldiers and leaders.

TRADOC 2010 Vision

Blended Solution. TRADOC will create a learning organization that is responsive to emerging technologies and facilitates rapid integration of new operational concepts and capabilities. It will blend combat development, training development, and doctrine development into a single integrated process designed to produce adaptive and innovative soldiers and leaders capable of meeting all challenges in the full spectrum of operations.

Future Training Strategy

Leader Development. Achievement of the Objective Force goals requires a leader-development strategy that emphasizes team-building and life-long learning. It requires a soldier-training strategy that shifts the focus of training from narrow, specialized military occupational skills (MOS) to a broad, multi-skilled approach keyed to battlefield operating systems.

Expanded Capability. Soldiers and leaders will be equipped with skills, qualifications, and abilities that will enable them to adapt to and dominate the full range of operational challenges the Objective Force will face. At least one-half of this training will be provided through The Army Distance Learning Program (TADLP).

The Army Distance Learning Program

Exploit Technology. TADLP will make a significant contribution to Transformation of the Army and the Institutional Army. It will exploit information technologies and provide access to web-based training (WBT) anywhere, anytime through its Army wide network of electronic classrooms and digital training facilities.

Responsive. The Program's ability to respond to priority Army requirements in

scheduling the redesign of courseware for distance learning (DL) will provide direct and continuous support to leader development and multi-skilled training for soldiers.

Campaign Plan. This Campaign Plan addresses many issues that relate to or are key to Army Transformation. These include DL policies and responsibilities, courseware selection, DTF fielding, courseware delivery means, learning management, and the use of DL in a classified environment. Other TADLP contributions are discussed in the following paragraphs.

Support to Deployed Soldiers

Limited Access. Over 25% of the Army (both Active and Reserve Components) is deployed to locations where soldiers and leaders do not have access to resident training.

- *On any given day, 140,000 soldiers are forward stationed or deployed around the world.*
- *Over the past decade, 29,000 soldiers have been deployed to 77 countries on 272 missions.*
- *Mission requirements are up 300%.*
- *Manpower levels are down 35%.*
- *Unit-based soldiers deploy, on average, 182 days per year.*

TADLP Linkage

Linkages. TADLP is part of an Army-wide IT infrastructure formed through linkage with several Army programs, including:

- The National Guard Distributive Training Technology Project (DTTP).
- IBCT training.
- *Training Leader Development Soldier Support (TLSS).*
- The Army School system (TASS).
- The Officer Personnel Management System (OPMS) XXI
- The Army Civilian Training, Education, and Development System (ACTEDS)
- The Army Continuing Education System (ACES).

Point of Integration

TADLP serves as the point of integration for like systems for several new initiatives, including:

The Army Training and Leader Development Panel (ATLDP)

The Chief of Staff, Army (CSA) directed that training and leader development be addressed in context with Objective Force requirements. TADLP will be an integral component of leader development training and education. For example, the red-amber-green cycles can be utilized with red as a DL period for PME and amber for simulation/virtual staff training.

Interim Armored Vehicles.

A new family of Interim Armored Vehicles (IAV) is being tested at Ft Lewis Washington for the IBCT. The IAV will serve as the

training platform for developing tactics, techniques and procedures for IBCT operation. TADLP will play a major role in providing this training as well as the New Equipment Training (NET) for the IAV.

Combat Training Centers (CTC) Modernization Work Group.

The CTC work group focuses on developing relevant operational environments for training Army leaders. TADLP will be integral to this modernization effort by providing the infrastructure for battle staff training of geographically separated command elements. TADLP also provides a reach-back job aid and performance mentoring capability for soldiers to aid them in operating and maintaining new equipment, and learning new tactics and techniques.

The Army Close Combat Tactical Trainer (CCTT).

The CCTT Program provides virtual, interactive, unit training. The Army will field eight systems in the continental United States (CONUS) and two overseas by 2004. The CCTTs will connect electronically, thereby enabling dispersed units to train as combat teams. The most recently fielded CCTT is located at Ft. Carson, CO. It will train armor, mechanized infantry, and cavalry units from platoon through battalion levels using simulated Abrams tanks, Bradley Fighting Vehicles, and other weapon systems. The Ft. Carson CCTT joins systems operating at Forts Benning, Hood, Knox, and Stewart.

The Army National Guard Division Redesign Study (ADRS).

The Army requires nearly 124,800 additional combat support (CS) and combat service support (CSS) personnel to implement the National Military Strategy (NMS). As a result of the ADRS, the Army National Guard will convert a number of units from combat to CS and CSS. The majority of MOS reclassification training required to support this massive conversion will be accomplished

through DL. Redesign of the highest priority courses began in FY 00.

The Advanced Distributed Learning (ADL) Initiative.

The ADL is a DoD initiative to provide a common distributed learning architecture and system for the DoD community. ADL promotes a common operating system and course-content sharing among the Services. The Army fully subscribes to ADL and has taken positive steps to ensure TADLP is in full accord with the ADL initiative. Courseware developed for TADLP under the DLXXI contract complies with ADL standards.

Army University Access Online (AUAO).

In January 2001, the Army began a new DL initiative designed to support soldiers desiring to earn technical certification or college degrees. Soldiers registered in the program are provided a laptop computer, printer, and Internet access. Thus the new system fits the busy lives of soldiers and goes with them wherever they may be deployed. Under the AUAO program, the Army brought together a wide range of educational providers to make an extensive menu of courses available to soldiers at little or no cost.

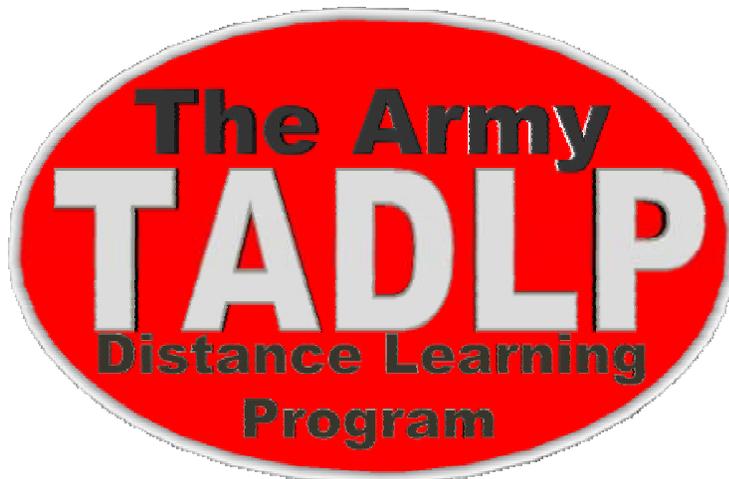
Homeland Security.

The Army's Center of Excellence for Homeland Security at Fort Leonard Wood, Missouri, is developing doctrine and training materials for Weapons of Mass Destruction (WMD) Civil Support Teams (CST). This new initiative will train teams to support recovery efforts. Much of the initial training and subsequent refresher and sustainment training will be accomplished through DL.

The Future

Synergism. Since its inception and approval, TADLP has been the catalyst for digital training programs that enhance force readiness. The synergism generated by TADLP across the Army and DoD communities since 1996 continues is a significant factor in enabling the Army to deliver training where it has the greatest impact - at the unit.

Army Training Fabric. Distance learning has become an integral part of the Army training fabric. It will become even more important as the engine of change for transforming the Institutional Army and bringing training to the Objective Force.



CHAPTER 1. Implementation Considerations

SITUATION

- 1.1. Changing Environment
- 1.2. Adjusting to Change

DEFINITIONS

- 1.3. Acronyms, Abbreviations, and Terms.

TRAINING AND INSTITUTIONAL

ACCEPTANCE

- 1.4. Issue
- 1.5. Goal
- 1.6. Planning Factors
- 1.7. Objectives
- 1.8. Challenges for Success
- 1.9. Critical Success Indicators

COURSEWARE STANDARDS

- 1.10. Issue
- 1.11. Goal

- 1.12. Planning Factors
- 1.13. Objectives
- 1.14. Challenges for Success
- 1.15. Critical Success Indicators

TRAINING AND EDUCATION

- 1.16. Issues.
- 1.17. Goal
- 1.18. Planning Factors
- 1.19. Objectives
- 1.20. Challenges for Success
- 1.21. Critical Success Indicators

INTERSERVICE COLLABORATION

- 1.22. Issue
- 1.23. Goal
- 1.24. Planning Factors
- 1.25. Objectives
- 1.26. Challenges for Success

- 1.27. Critical Success Indicators

RESOURCES

- 1.28. Issues
- 1.29. Goals
- 1.30. Planning Factors
- 1.31. Objectives
- 1.32. Challenges for Success
- 1.33. Critical Success Indicators

IMPLEMENTATION POLICY

- 1.34. Issue
- 1.35. Goal
- 1.36. Planning Factors
- 1.37. Objectives
- 1.38. Challenges for Success
- 1.39. Critical Success Indicators

RESOLUTION

- 1.40. TADLP Charge

Boldly invest in a new direction - Embed training capabilities in systems where possible; design system commonality; incorporate future weapons effects; achieve instrumentation/TADSS deployability; train with the same systems at home station, CTCs, and while deployed.

CSA CTC Modernization Brief, 22 Feb 2001

Situation

1.1. Changing Environment. It is important to recognize that the distance-learning (DL) environment has changed significantly over the last two years. This is evidenced by the fact that the Army, the other Services, joint commands, and supporting Department of Defense (DoD) agencies now **work together as a team** to provide quality training and education to all Service personnel – anywhere, anytime. In past years, the Army was the leader as the only Service that had approved, funded, and implemented a viable DL program. This changed when the DoD introduced the Advanced Distributed Learning (ADL) Initiative

as the umbrella under which the individual Services will operate.

1.2. Adjusting to Change. Moving to a DL environment is not an easy task. There are many issues that must be resolved by senior leadership. These issues include:

- The cultural implications of shifting the training emphasis away from the training institution to the individual.
- Actively collaborating with other Services in an open architecture environment.
- Planning for and receiving adequate resources.

- Revising policy to accommodate this new training environment.

This chapter addresses the most significant of these issues. It identifies the means to resolve the issues, potential barriers to success, and critical success indicators.

Definitions

1.3. Acronyms, Abbreviations, and Terms. These items are defined in the Glossary.

Training and Institutional Acceptance

1.4. Issue.

Most formal individual training has been provided in a branch school or a training battalion of The Army School System (TASS). Over the years, the schools became focal points for individual branch proponenty. The trend to move training from school classrooms to a DL environment raises concerns in some quarters about how well soldiers will be trained and indoctrinated in the principles and precepts of the given branch. The transition to a dispersed training environment is a difficult concept for many Army leaders to accept and requires the ongoing support of senior leadership.

1.5. Goal.

The Army leadership will continue to promote, support, and champion the institutionalization of DL as a core element of Army training and education.

1.6. Planning Factors.

Distance learning will:

1.6.1. *Readiness.* Enhance force readiness by delivering reclassification, functional skill, and leader development training to soldiers and Army civilians anywhere, anytime.

1.6.2. *Effectiveness.* Improve soldier and unit training through innovations such as on-line performance aids and mentoring capabilities.

1.6.3. *Time in the unit.* Reduce institutional training time and allow soldiers to spend more time in their units.

1.7. Objectives.

1.7.1. *Marketing.* Implement an aggressive information operations program with primary focus on informing the Army leadership about TADLP's capabilities and accomplishments.

1.7.2. *Acceptance.* Promote and embrace DL throughout the Army.

1.7.3. *Application.* Train and maintain optimal readiness of all Army levels through DL applications.

1.8. Challenges for Success.

1.8.1. *Demonstrate effectiveness.* Overcome resistance to change by demonstrating through studies and achievements that DL provides effective training.

1.8.2. *Market capabilities.* Provide effective marketing that reaches the right people and articulates DL capabilities.

1.8.3. *Eliminate resistance.* Overcome organizational stove piping and resistance that tends to sustain the status quo.

1.8.4. Provide policy. Implement policies that support the culture change, e.g., provide formulae for resourcing Instructor Contact Hours (ICH) for proponent schools operating in the DL environment.

1.8.5. Accelerate course development. Expedite the redesign of courseware for DL delivery.

1.8.6. Train trainers. Train developers, trainers, and students to develop and use DL means effectively.

1.8.7. Leverage the ATRRS. Enter DL instructional units (i.e., courses and phases) in the Army Training Requirements and Resources System (ATRRS), the Army's training database of record.

1.8.8. Publish clear standards. Provide courseware development standards that are clear and unambiguous and do not conflict with other guidance.

1.8.9. Manage learning. Provide a learning management system (LMS) that functions fully with the ATRRS and other automated systems as required.

1.9. Critical Success Indicators.

1.9.1. Effective training. Commanders and senior leaders at unit level embrace DL as an effective means to train their soldiers and maintain unit readiness.

1.9.2. Career enhancement. A DL support structure facilitates career-long training and education.

1.9.3. Training delivered to the unit.

Performance aids and mentoring tools are used at the unit level to solve problems, provide refresher training, and reduce or eliminate the need to send soldiers to schools for special skills training.

1.9.4. Resident training reduced. Distance learning satisfies between 30-65 percent of the quota-managed training load.

1.9.5. Orderly progression. Students successfully complete DL modules within the prescribed time frame and, when applicable, proceed on to resident phases.

Courseware Standards

1.10. Issue.

The ADL Initiative has introduced additional dimensions and requirements to DL that require changes in TADLP course development procedures.

1.11. Goal. The Army, in coordination DoD, other Services, industry, and academia will develop and use standards-based, sharable, and interoperable DL products within an open architecture environment.

1.12. Planning Factors.

1.12.1. Standards. Courseware objects will meet specified technical and academic standards.

1.12.2. Resources. Adequate resources will be available to support the development and maintenance of sharable content objects.

1.12.3. Acceptance. Senior leaders will accept and promote the concept of sharable content.

1.12.4. *Currency.* Distance learning media and applications will stay abreast of advances in applicable technologies.

1.13. Objectives.

1.13.1. *Reusable objects.* Develop standards-based sharable DL courseware for use by all components and Services.

1.13.2. *Common LMS.* Implement common LMS interoperability standards across an open architecture.

1.13.3. *Collaboration.* Cooperate fully with the ADL Co-Lab program in research, development, and standards assessment activities.

1.13.4. *Interoperable.* Achieve interoperability with other services in joint training activities to support joint operations.

1.14. Challenges for Success.

1.14.1. *Publish standards.* Expedite the publication of standards.

1.14.2. *Achieve recognition.* Promote the acceptance of standards among the Services.

1.14.3. *Fund the program.* Provide a consistent funding stream to ensure the viability of TADLP and accomplishment of the Program's objectives.

1.14.4. *Provide a secure environment.* Promote the use of secure, tamper-resistant delivery media for web-based training (WBT).

1.13.5. *Acquire bandwidth.* Acquire sufficient bandwidth to ensure effective and efficient WBT.

1.14.6. *Acquire authoring software.* Acquire standardized courseware-authoring software to facilitate utilization by developers, trainers, and students and ensure sharability of courseware objects.

1.14.7. *Maintain courseware.* Sustain DL courseware through periodic reviews and appropriate funding.

1.14.8. *Respond to change.* Incorporate required changes in DL courseware on a timely basis.

1.15. Critical Success Indicators.

1.15.1. *Interoperability.* The Services agree to development standards that require full, seamless, interoperability of learning content and learning management systems.

1.15.2. *Seamlessness.* Proponent schools meet the criteria for creating seamless, interoperable courseware.

1.15.3. *Responsiveness.* Just-in-time training can be configured "on the fly" by retrieving instructional units from databases (e.g., the Reimer Digital Library (RDL)) and configuring them to meet immediate mission training requirements.

1.15.4. *Commonality.* Common standards and tools are in place and used by training proponents.

Training and Education

1.16. Issues.

1.16.1. Courseware Redesign. Using information and communications technologies to train soldiers anywhere at anytime is a new way of doing business. From the developer perspective, redesigning courseware for DL is not simply a function of adding to or subtracting from the original lesson plan. The redesign effort involves adapting course content for delivery using the particular medium selected. The resulting product must comply with common standards to render it sharable and reusable among the Services. Training developers must acquire skills to use the tools and techniques that will enable them to accomplish this goal.

1.16.2. Trainer/Student Preparation. Distance learning trainers must become knowledgeable in the use and capabilities of various training delivery media. They must learn methods and techniques that ensure that the media are used properly and deliver effective training. Students also require orientation and preparatory instruction on how the media function and how to be successful learners in a DL environment where there is no instructor available at the front of the class. Effective training in the DL environment requires that all players know how the system works and understand their roles in the learning process.

1.17. Goal.

Educate commanders, training developers, trainers, learning managers, administrators, and students on how to use the DL environment to optimize human performance and operational readiness. Training strategists must be able to identify those skills that can be taught using DL

techniques and media and those best left to resident training.

1.18. Planning Factors.

1.18.1. Fundamental component. DL will be accepted as integral to Army training and education programs.

1.18.2. Effective utility. Instructional materials and opportunities will be provided to prepare all participants to function effectively in the DL environment.

1.19. Objectives. Use DL methods and media to provide:

1.19.1. Opportunities. Self-development opportunities for officers, warrant officers, NCOs, soldiers, and civilian employees.

1.19.2. Availability. Nonresident MOSQ, functional skills, and leadership training.

1.19.3. Training format. Instruction in small group settings.

1.19.4. Personal touch. Tutored job aids and performance mentoring.

1.19.5. Support at the unit. Direct support to units in meeting mission or functional training requirements.

1.19.6. NET/DET. New equipment training (NET) and doctrine and tactics training (DTT).

1.19.7. CTC linkage. Training at the combat training centers (CTC).

1.19.8. Responsiveness. A reach-back capability to access information needed to provide just-in-time training at the unit.

1.20. Challenges for Success.

1.20.1. Cause a culture shift. Persuade senior officers and NCOs to accept the cultural shift from traditional classroom training to DL training.

1.20.2. Use DL. Educate commanders to leverage DL and support DL students.

1.20.3. Eliminate disincentives. Provide policy changes that overcome disincentives to adopt DL programs, e.g., developing proponent-resourcing formulae that recognize the replacement of direct ICH with the indirect contact characteristic of DL.

1.20.4. Maintain currency. Ensure DL course content is current and readily available to users.

1.20.5. Reduce intervention. Prevent interference and counter misinformation from commercial representatives seeking competitive advantages.

1.20.6. Assure consistency. Provide consistent guidance that promotes confidence in the user community and ensures progress.

1.20.7. Maintain stability. Avoid diverting DL funds for purposes other than DL.

1.20.8. Provide seamless integration. Integrate the Army Correspondence Course Program (ACCP) into TADLP to provide a structured and seamless self-development/self-motivated training capability supported by a single LMS.

1.21. Critical Success Indicators.

1.21.1. Improved readiness. Improved operational readiness as measured by:

1.21.1.1. Increased knowledge retention and improved performance by soldiers.

1.21.1.2. Improved Army reenlistment rates.

1.21.1.3. Improved manning levels and reduced personnel turbulence leading to enhanced soldier well-being.

1.21.1.4. Increased efficiency in moving personnel through the training pipeline.

1.21.2. Infrastructure is available. Over 95% of Army personnel have access to training anywhere, anytime.

1.21.3. Training is available. Army National Guard and Army Reserve personnel have continuous and concurrent access to training and education resources.

1.21.4. Leadership participation. Senior leaders support and participate in DL opportunities.

Interservice Collaboration

1.22. Issue.

The DoD ADL Implementation Plan requires the Services to develop the capability to share and reuse standards-based course materials relating to like subject matter. The implied mission associated with this requirement is that the Services collaborate during course selection to eliminate redundancy, and during development to ensure output of sharable content products.

1.23. Goal.

Support collaborative efforts between the Services, other DoD components, academia, and industry to increase the quantity, quality, and

efficiency of DL training and education programs.

1.24. Planning Factors.

1.24.1. Commonality. Common standards and an open architecture will be available IAW the ADL Implementation Plan.

1.24.2. Software independent. Sharable training objects will not be tied to specific software applications (i.e., separate data from technology) to facilitate training development and content retrieval.

1.24.3. Security. Firewall and security issues will be resolved.

1.24.4. Coordination. The Services will coordinate DL content development and resourcing as required.

1.24.5. Digital access. The Services will stand-up digital libraries, similar to the RDL, for content storage and on-line access and retrieval.

1.24.6. Collaboration. The ADL Co-Lab network will support collaboration in the use of common tools, standards, testing, and research and development.

1.24.7. Incentives. DoD will establish incentive funds for collaborative initiatives.

1.24.8. System access. The Defense Automated Visual Information System (DAVIS) and the Defense Instructional Technology Information System (DITIS) will accept information about DL training products.

1.25. Objectives.

1.25.1. Quality. Increase access to and the quality and efficiency of Army training, education, and performance.

1.25.2. Operational readiness. Improve unit operational readiness through improved individual and collective training.

1.25.3. Joint access. Improve the joint training environment through frequent association between the Services and joint command headquarters.

1.25.4. ROI. Increase returns on investment (ROI) through collaborative content development, delivery, and management and facility sharing.

1.25.5. Partnerships. Provide policies and procedures that permit and encourage flexible partnerships between the Services.

1.26. Challenges for Success.

1.26.1. Increase utility. Require proponent schools to routinely use courseware not developed by the respective schools.

1.26.2. Eliminate perceived penalties. Convince proponent schools that there are no fiscal penalties associated with improving ROI.

1.26.3. Facilitate funding. Eliminate funding bottlenecks that impede collaboration between Services for courseware development.

1.26.4. Provide network access. Resolve network security and privacy issues.

1.26.5. Share training. Establish a central clearinghouse for sharable content objects.

1.27. Critical Success Indicators.

1.27.1. Routine operation. Collaboration and sharing of facilities and courseware becomes routine.

1.27.2. Efficiencies. The cost of institutional training facilities at proponent schools and costs associated with bringing soldiers to the schools are reduced.

1.27.3. Program expansion. The Interservice Training Review Organization (ITRO) Program expands.

1.27.4. Interservice usage. The use of other-Service training materials and facilities increases.

1.27.5. Clearinghouse. The DoD establishes a central clearing house of courseware objects, assists in identifying collaborative opportunities, and helps expedite DL content development and distribution.

1.27.6. Seed money. The DoD provides seed money for collaborative initiatives.

1.28.3. Eliminating diversion. Protecting allocated resources to prevent diversion for unrelated projects.

1.29. Goal. Enable and sustain TADLP through requirements-driven, validated resource models that are incorporated into the funding and manpower process.

1.30. Planning Factors.

1.30.1. Understanding. DL will be recognized throughout the Army as an effective and efficient way to train soldiers and units.

1.30.2. Coordinated distribution. Funding will be distributed to support TADLP IAW coordinated requirements and schedules.

1.30.3. Compatible procedures. Army funding algorithms will be compatible with DoD ADL funding algorithms.

1.30.4. Cooperation. Processes will be developed that encourage collaboration with the other Services and joint headquarters in content selection and development.

1.30.5. Integration. The DoD will establish a funding integration process team (IPT) to validate Service requirements IAW with the ADL program, and to facilitate joint and interservice collaboration efforts.

1.30.6. Intended use. Appropriated funds will be used for their intended purpose and not diverted for other requirements.

Resources

1.28. Issues. There are three major resource issues:

1.28.1. Funding line. Establishing a recognized DL line in the Army Program Objective Memorandum (POM).

1.28.2. Timeliness. Receiving DL funding to support valid content and infrastructure requirements on time.

1.31. Objectives.

1.31.1. Stability. There will be a stable funding profile based on validated requirements in the Army POM.

1.31.2. Sustainment. Current and out year funding projections will be sustained.

1.31.3. Support. The DoD will validate and support TADLP funding requirements.

1.31.4. Retain ROI. The Army will be able to capture and retain TADLP ROI.

1.32. Challenges for Success.

1.32.1. Eliminate premature harvesting. Avoid a funding process that harvests ROI savings before the savings are realized.

1.32.2. Establish consistency. Provide program guidance and direction that creates a consistent funding stream.

1.33. Critical Success Indicators.

1.33.1. Sufficiency. Resourcing is sufficient to support courseware development and infrastructure requirements.

1.33.2. Availability. Funding is provided to support valid interservice collaboration initiatives.

1.33.3. Reinvestment. Savings realized from TADLP implementation actions are reinvested in the program.

Implementation Policy

1.34. Issue. Policies and adequate resourcing are the engines that drive a program's success or failure. Policies

emanating from the Secretariat, Departmental, and MACOM levels must create an atmosphere and structure that ensures the success of TADLP.

1.35. Goal. Coordinate DL implementing documentation with DoD, Army, and MACOM regulations to ensure that they are not redundant or contradictory.

1.36. Planning Factors.

1.36.1. Regulatory guidance. AR 350-1, and TRADOC Regulation 350-70 will provide the appropriate policies and guidance for DL development, implementation, and sustainment.

1.36.2. ADL. The ADL Implementation Plan will be accepted as providing overarching guidance for implementing DL DoD-wide.

1.36.3. Common standards. The DoD will provide common definitions and standards applicable to all DoD components.

1.37. Objectives.

1.37.1. Common implementation. Include principles of interoperability, and reusability for content development, management, and delivery infrastructure in applicable Army and MACOM regulations and supporting documentation.

1.37.2. Disincentive reduction. Remove fiscal and manpower disincentives from current regulations.

1.37.3. Consistency. Ensure that Army regulations and supporting implementation documentation are consistent with the Secretary of Defense's ADL vision statement.

1.37.4. Positive ROI. Develop policies that will result in a positive ROI that includes:

1.37.4.1. Responsive individual and collective training capabilities.

1.37.4.2. Reduced dependency on training in residence at proponent schools.

1.37.4.3. Increased operational readiness through improved soldier and unit performance.

1.37.4.4. Increased opportunities to avoid unnecessary costs in the delivery of training.

1.37.4.5. Improvements in the quality of life for all soldiers and their families, leading to increased personnel retention rates.

1.38. Challenges for Success.

1.38.1. Provide guidance. Publish appropriate policies and regulatory guidance.

1.38.2. Provide resources. Adequately resource TADLP.

1.38.3. Avoid changes. Avoid mid-stream changes in direction and guidance.

1.38.4. Retain funds. Avoid premature harvesting of ROI savings.

1.38.5. Reinvestment. Reinvest savings in the program.

1.38.6. Programming. Proponents program resources to sustain DL courseware.

1.39. Critical Success Indicators.

1.39.1. Acceptance. DL is accepted throughout the force.

1.39.2. Efficiencies. Increases to the ROI are achieved through TADLP implementation.

1.39.3. Common standards. Training-content development is based on the principles of

interoperability and reusability in an open-architecture environment.

1.39.4. Accessible. Training content is accessible and available to users anytime, anywhere.

1.39.5. Collaboration. The Services routinely collaborate on and share course content.

1.39.6. ADL. The DoD ADL standards, documentation, and strategies form the basis of a DL program that is interoperable among all Services.

1.39.7. Learning management. Policies and infrastructure are in place to ensure soldiers are informed of DL opportunities, can easily enroll in courses, successfully complete coursework within prescribed timelines, and receive credit for course completion.

Resolution

1.40. TADLP Charge.

1.40.1. Conscious effort. A part of most soldier and leader training will be provided through distance/distributed learning. The Army will collaborate with other Services to share courseware and deliver training in an open-architecture environment. The issues discussed in the preceding paragraphs will be resolved through a conscious effort to accept the challenges for success.

1.40.2. Resolve the issues. The charge to TADLP leaders and team members at all levels is to address these issues, solve whatever problems might impede progress, and get on with the business of training soldiers and leaders to fight and win anywhere, anytime.



CHAPTER 2. TADLP Capabilities

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- 2.38. Goal

The DL strategic vision is to increase institutional assurance, provide a life-long professional development capability, and raise the confidence and competence of soldiers and civilians.

TADLP briefing to General Shinseki, CSA, 21 June 2001, by Colonel Christopher J. Olson, TPIO TADLP.

Training the Force

2.1. DL Training Focus.

The implementation strategy for the Army Distance Learning Program (TADLP) is focused on maintaining readiness, providing

soldier, leader, and unit training, and meeting training requirements associated with Army Transformation, redesign of the Institutional Army, and the Army National Guard Division Redesign Study (ADRS). All DL courses will be developed in compliance with Department of Defense (DoD) Advanced Distributed Learning (ADL) Initiative. The

three essential components for implementing DL are:

2.1.1. Training strategy. A comprehensive, long range training strategy will take training to the soldier across the force anywhere, anytime and increase Army readiness.

2.1.2. Courseware availability. Courseware that is available to soldiers and their leaders in their units when they need it.

2.1.3. Infrastructure. A technology infrastructure that will deliver training to soldiers anywhere at anytime.

Strategy

TADLP will be implemented in accordance with (IAW) the requirements of the new Army Training and Education System Model. Highlights of the model follow.

2.2. Initial Entry Training.

Additional vigor will be added to initial entry training to develop professional soldiers with the correct skill sets that are calibrated to meet requirements. The Army's ethos and values will be embedded in soldiers and officers starting with the first training day. The training will provide standardized soldierization, officership and branch technical competence.

2.3. Functional Area Training.

Courses will be developed that facilitate multi-skill training across functional areas, are assignment related, and support unit readiness.

2.4. Professional Military Education.

A world-class, progressive and sequential leader development process will be developed for officers, warrant officers, and noncommissioned officers. Leader development will be enhanced through on-line educational experiences and mentors. Leadership skills and abilities for the next leader level will be built on experiences in unit assignments.

2.5. Unit Training.

Training in units will build on the skills and knowledge learned in TRADOC schools and the combat training centers (CTC). This training will develop collective-task skills and provide continuing growth through self-development. A customer-focused entry point will be established to respond to unit training requirements, and provide a reach-back capability to subject matter experts (SME).

The following discussion addresses TADLP capabilities to support the Army training strategy.

Soldier Training Capabilities

2.6. Courseware.

Courseware that has been redesigned for DL is the link between the soldier and the schoolhouse. Over 575 courses will be redesigned for DL delivery. Course content will be developed IAW the DoD ADL requirements and incorporate Sharable Content Object Reference Model (SCORM) standards for anywhere, anytime training. The SCORM supports Interservice collaboration, commonality, and courseware sharing.

2.6.1. The ATRRS. Over ninety DL course modules are currently in the ATRRS and

available for training. They include courses redesigned by TRADOC proponent schools, the John F. Kennedy Special Warfare Center (JFKSWC), the Defense Language Institute (DLI), the Army Medical Department (AMEDD), the Defense Acquisition University (DAU), and the U.S. Army Sergeants Major Academy (USASMA). All courses redesigned for DL since 31 January 2000 comply with SCORM standards.

2.6.2. Funding. Several ADRS and Noncommissioned Officer Educational System (NCOES) instructional units are funded for redesign to DL standards. Current information concerning planned courseware redesigns and available courses may be found at:
<http://www.tadlp.monroe.army.mil/courseware1.htm>.

Technology Capabilities

2.7. Infrastructure.

Approximately 850 TADLP and Army National Guard (ARNG) Distributive Training Technology (DTTP) Digital Training Facilities (DTF) are currently programmed to serve training and self-development needs of the Active Component (AC), the U.S. Army Reserve (USAR), and the ARNG. These DTFs will provide access to DL training materials, within reasonable distance, for 95% of all Army members.

2.7.1 No new construction. TADLP is not a military construction program. It involves technology insertion into existing rooms. The rooms selected to serve as DTFs are refurbished as necessary to house electronic workstations and local area networks.

2.7.2 Coverage. To date, the combined programs have installed more than 420 DTFs,

bringing DL access to approximately 78% of the total force. These DTFs cover the larger Army installations and metropolitan population centers. Frequently three or more facilities are combined into a single complex to serve large military populations. Other DTFs are spread over wider geographic areas to provide access for smaller military communities as described in [Annex E](#).

2.7.3. Connectivity. The DTFs will provide Internet connectivity, E-mail services, chat tools, desktop video capabilities, and learning management services. Soldier access to training will expand significantly as the anywhere, anytime web-based training capability supplements and expands the reach of the fixed sites.

2.7.4. Internet access. Over 180 TADLP DTFs have been fielded at Active Army installations and USAR training sites to date. Many of these were fielded as Block 1 DTFs without Internet connectivity. Milestone III approval authorized the upgrade of Block 1 DTFs to Block 2 to provide Internet access. More than half of the upgrades are now complete and operational. New DTFs are fielded with Block 2 capabilities.

Support Capabilities

2.8. Training support.

2.8.1. Reimer Digital Library (RDL). The RDL provides access to valid and technically qualified DL courses and numerous publications including field manuals, common core training support packages, and graphic training aids. These materials are accessible through the Internet 24 hours a day. Planned upgrades to the RDL will facilitate training content reusability and Career Management Field (CMF) maps with which users can track their career progress and access training materials on-line.

2.8.2. Standard operating procedures (SOP). SOPs are provided as DTF user guides and for DTF classroom managers who are responsible for daily facility operation to ensure a stable learning environment. See <http://www.tadlp.monroe.army.mil>

2.8.3. Deployed force support. Prototype deployable training campuses are operational in Vilseck, Germany; Bosnia; Kosovo; and the Sinai. Linkage is available with 187 TADLP and DTTP sites, 250 AMEDD sites, 46 U.S. Air Force (USAF) sites, and 40 universities. Over 2000 miscellaneous sites are also available.

2.8.4. Interactivity. Emerging DL capabilities will permit synchronous interaction by students using simulators and other training materials at dispersed locations.

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| Course Capabilities |
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2.9. DL Courses.

The RDL currently stores digitized job aids and other training support materials. On a larger scale, capabilities exist to provide a student or commander with a virtual tactical operations center (TOC) that allows them to exercise war plans in realistic combat situations in real time. Examples of current initiatives that are moving in this direction include:

2.9.1. Training captains. The RC Armor Captain Career Course (RC ACCC) has been configured for asynchronous DL via the Internet, synchronous DL via video teletraining (VTT), and small group, collaborative DL in a virtual TOC via the Internet. Student performance is marked by significant learning improvement.

2.9.2. Training NCOs. The Battle Staff NCO Course (BSNCOC) has been

reconfigured from resident training to a combination of self-paced training at home station, and VTT in the soldier's location. The course has been delivered to soldiers in Bosnia and Germany. It has resulted in an annual \$2.9M cost avoidance.

2.9.3. Virtual sand table (VST). The U.S. Army Field Artillery School (USAFAS) is testing the Multiple-Launch Rocket System (MLRS) VST, which incorporates intelligent tutoring technology. The VST provides tailorable realistic training in reconnaissance, target selection, and occupation of position. The capability includes virtual ground reconnaissance.

2.9.4. Multiple formats. The Combat Lifesaver Course (CLC) is offered in multiple formats to reach the soldiers wherever they might be. Training is available through the Army Correspondence Course Program (ACCP), VTT, CD-ROM, and via the Internet.

2.9.5. Quality. The Hazardous Materials for Transportation (HAZMAT) Course provides training in the proper packaging and certification of hazardous materials for transportation. The HAZMAT Course has been delivered in the Continental United States (CONUS) and Germany with results that equal or exceed resident training.

2.9.6. Proficiency sustainment. The Visual Aircraft Recognition Website provides excellent sustainment training for Air Defense gunners. It tests skills and informs users how well they did. Instant feedback is provided through an online quiz.

2.9.7. Reserve components. The RC Combined Arms and Services Staff School (CAS3) will allow students to receive training through a mixture of synchronous and asynchronous DL via the Internet. This school will start in FY02.

2.9.8. AC Pilot course. A pilot AC DL CAS3 course is currently under development.

Collective Training Capabilities

2.10. Core Collective Training Targets.

Improving soldier training through IT and providing soldiers and commanders ready access to both individual and collective training materials at or near unit locations is a fundamental TADLP objective. Soldiers train as individuals so they can effectively perform collective tasks as team members in a combined arms environment. Two core collective-training groups have been targeted:

2.10.1. Combined arms team. The first group includes the division, brigade, battalion, and company structures in which soldiers and leaders train both individually and collectively to perform as a combined-arms team across the full spectrum of military operations. TADLP will provide unit commanders access to DL materials to support both individual and collective training.

2.10.1.1. Several courses that support this target group have been redesigned for DL. These include functional courses and HQDA designated courses that meet specific unit training requirements. Recently TADLP initiated an effort to identify and design DL training materials to support reclassification and retraining of ARNG soldiers in support of the ADRS.

2.10.1.2. Other programs, such as the Battle Command Training Program (BCTP), use DL delivery technologies to provide commanders at disbursed locations with a robust collective training capability.

2.10.2. Battle staffs. The second group consists of battle staffs that plan, execute, and support military operations at all levels.

2.10.2.1. Distance learning courses that support this group include the CAS3 courses and the BSNCOG. Future plans include making DL courses available on-demand to battalions rotating to the CTCs by linking the CTCs with The Army School System (TASS) RC training battalions.

2.10.2.2. The BCTP and the Army Close Combat Tactical Trainer (CCTT) programs are examples of how training is available when and where it is needed. Distance learning functional courses may be accessed through the RDL to support these programs.

2.11. Unit Training Courseware.

The following DL modules are available for training in the unit:

- 2.11.1.** Unit Armorer.
- 2.11.2.** Report of Survey Procedures.
- 2.11.3.** Dining Facility Operations.
- 2.11.4.** Field Sanitation.
- 2.11.5.** Safety/Risk Management.
- 2.11.6.** Subversion and Espionage Directed at the U.S. Army (SAEDA).
- 2.11.7.** Anti-Terrorism-Force Protection.
- 2.11.8.** Intelligence Oversight.
- 2.11.9.** HAZMAT Course.
- 2.11.10.** Defend a Convoy.
- 2.11.11.** Impact Credit Card.

2.11.12. Operations Security (OPSEC).

2.12. Using DL Facilities.

TADLP DTFs provide equipment and many training opportunities for improving unit readiness. For example, the courses listed above can be trained in DTFs. Functional courses can be accessed to train or refresh skills and knowledge required by squad, crew, or section personnel. Many other digitized training items can be accessed through the RDL.

2.13. Collective Training in the Future.

Collective training must address the requirements of individuals, leaders, and battle staffs to acquire and sustain perishable digital skills as the Force modernizes. Future efforts will be focused on digital training to include:

2.13.1. Level II/III battle staff training.

2.13.2. Level IV/V battle staff training (brigade plus subordinate units, and links to higher headquarters).

2.13.3. Leader training.

Classified Training Capabilities

2.14. Sensitive Information.

The current TADLP infrastructure is designed to process unclassified materials only. However, it is capable of processing information that is exempt from public release under the *Freedom of Information Act (FOIA)*. This includes information that has been determined to be Sensitive but Unclassified (SBU) IAW Public Law 100-

235, the *Computer Security Act of 1987*, For Official Use Only (FOUO) IAW DOD 5200.1R, *Information Security Program*, or Controlled Unclassified Information (CUI) IAW AR 380-110, *Disclosure*. Training materials that are classified Confidential and above may not be used with the current TADLP infrastructure. This does not mean that there is no requirement to provide classified training through DL.

2.15. Classified Training Initiative.

The U.S. Army Intelligence Center (USAIC) at Ft. Huachuca, AZ has developed a tailorable, modular, scalable automated training architecture to support almost any application or operating system using a Plug and Play philosophy. The Intelligence Center’s efforts have resulted in:

2.15.1. Plug and play. The Joint Intelligence Virtual Plug and Play Architecture (JIVPPA) that serves as the focal point for Army Intelligence Training XXI. This architecture has received security validation under the provisions of DoD 5200.40, *Defense Information Technology Security Certification and Accreditation Process (DITSCAP)*.

2.15.2. Web-based environment. A web-based distributed simulation and learning environment on classified networks that supports thirty-one classrooms with Plug and Play suites.

2.15.3. Accessibility. Ready access to a variety of military intelligence (MI) course materials.

2.16. Capabilities.

This training environment can support instructor-developed and controlled “pull” intelligence training products through any network browser. The products/message sets are stored on-line in the instructor/training

developer/unit training NCOs' directories on high capacity, high-speed storage devices connected to the appropriate intelligence network. See [Annex G](#), *DL in the Classified Environment*.

| |
|------------------------------------|
| Capabilities on the Horizon |
|------------------------------------|

2.17. Technology Integration.

New developments in information and communications technologies move at a pace that makes it difficult to integrate them into TADLP. "Design freeze" must be declared from time-to-time to get a program online. However, to stay abreast of the technology curve, TADLP managers must keep an eye on the horizon for new and emerging technologies that will add strength and depth to the program. Some examples follow.

2.18. Global Knowledge Management.

2.18.1. Data access. Knowledge management involves the systematic accumulation, indexing, categorization, integration, manipulation, and access to data across multiple organizations

2.18.2. Components. The essential components of knowledge management are:

2.18.2.1. Communications. Communications connectivity with document libraries, policies and procedures databases, and a database of SMEs.

2.18.2.2. Structure. An organizational structure that supports business practices, to include workflow and action tracking; knowledge-capture, search, and retrieval; and collaboration with multiple agencies. These practices are supported by an electronic performance support system (EPSS) and a

decision support system. An EPSS integrates software tools, knowledge and learning experiences to improve business performance, and provides an electronic infrastructure to enable organizational learning.

2.19. Data Warehousing.

2.19.1 Subject-oriented data collection. Data warehousing is a subset of knowledge management. It provides a subject-oriented collection of data to support the decision-making process. Characteristics of warehoused data are:

2.19.1.1 Single set. Relevant subject-oriented data are stored as a single set in a useful format.

2.19.1.2. Global acceptability. The data are integrated and stored in a globally accepted fashion using consistent conventions.

2.19.1.3. Non-volatile. The data are non-volatile, i.e., warehoused data are read-only to ensure their integrity.

2.19.1.4. Time varied. The data are time-varied as operational data (30 to 60 days) and long-term data (5-10 years).

2.19.1.5. Controlled synchronization. Data updating and time synchronization are controlled to assure the validity and utility of the data.

2.19.2. Requirements. Develop an implementation concept and plan that define knowledge management and data warehousing capabilities, user requirements, operational requirements, and priorities.

2.19.2.1. Coordination. The TPIO TADLP has coordinated user requirements. Several contractors have demonstrated their capability to provide appropriate applications to the TRADOC senior staff. The next steps are to:

2.19.2.2. Plan. Develop an implementation plan.

2.19.2.3. Fund. Obtain funding and issue a request for proposal (RFP).

2.20. Multimedia Hosting.

2.20.1. File transmission. This technology significantly improves the transmission and receipt of multimedia files. It provides courseware designers the option to include large, complex audio and video files that can be easily accessed and presented over the Internet without the delays and jerkiness currently experienced. By combining full video and audio production resources with Internet streaming resources, it provides the capability to broadcast live events.

2.20.2. Requirement. Monitor the progress of this technology and incorporate it into TADLP at the appropriate time.

2.21. Simulation and Virtual Reality.

2.21.1. Realistic training. The DL implications of constructive and virtual simulations have been included in TADLP planning from the beginning. Together with IT technologies they offer the ability to interject realistic representations of combined arms teams and battle staffs into training scenarios without moving people around or occupying actual real estate.

2.21.2. Requirement. Continue to monitor new concepts and advances in simulation technologies. Cooperate with the simulation

development community to integrate DL delivery techniques with simulation applications.

2.22. Delivery Systems.

2.22.1. Reliability. Transforming TADLP to an anywhere, anytime training capability requires reliable training delivery systems. The future of broadband Internet service in the CONUS and other technologically developed countries will likely leverage the rapidly expanding infrastructure of wavelength division-multiplexing (WDM) technologies, e.g., cable TV and optical (photonic) networks. However, the availability of sophisticated communications infrastructures cannot be assumed to exist in under-developed countries, remote areas, and combat zones. Also, new products and increased demand for bandwidth will probably dampen potential increases in responsiveness. Therefore, delivery capabilities will be supplemented by wireless technologies and cellular telephony via the Internet. However, these technologies will also encounter increased demands on the frequency spectrum from both the military and the commercial sectors.

2.22.2. Wireless. Wireless technology refers to a communications, monitoring, or control system in which electromagnetic or acoustic waves carry a signal through the atmosphere rather than along a wire. This concept directly supports the anywhere, anytime delivery of training delivery as mandated by the ADL initiative. The goal is to link a computer to the Internet via satellite, no matter where in the world the computer might be located. Currently there are two wireless alternatives:

2.22.2.1. Microwave. Fixed-point wireless communications use microwave signals to

transmit data at high-speeds above landline cable TV and optical networks.

2.22.2.2. *Wireless application protocol.* Mobile electronic wireless communications use cellular telephones, pagers, Internet browsers, and wireless applications protocol (WAP) to transmit data via satellite modems.

2.22.3. *Internet telephony.* This technology uses the Internet rather than a traditional phone company. Since access to the Internet is available at local phone connection rates, international communications will be much less expensive. Capabilities include the ability to:

2.22.3.1. Make a normal voice phone call.

2.22.3.2. Send a FAX at a very low cost.

2.22.3.3. Post voice mail at the called number.

2.22.4. *Requirement.* Maintain oversight of technology progress and integrate new technologies into TADLP as appropriate.

2.23. *Internet Security.*

2.23.1. *Preventing unauthorized access.* A major concern with the Internet is to prevent unauthorized persons from reading or changing information or from causing services to fail. The Internet Engineering Task Force (IETF), the protocol engineering and development arm of the Internet, has begun an effort called Internet Protocol security (IPsec) that uses cryptographic techniques to provide global solutions to Internet security.

2.23.2. *Protection.* IPsec offers the following types of protection:

2.23.2.1. *Connectional Integrity.* This guarantees that the message received is the exact one that was sent and no tampering occurred.

2.23.2.2. *Data Origin Authentication.* This guarantees that the message received was actually sent by the apparent originator of the message.

2.23.2.3. *Replay Protection.* This provides assurance that the same message is not delivered numerous times and that messages are not delivered grossly out of order.

2.23.2.4. *Confidentiality or Privacy.* This guarantees that message contents are understandable only by the authorized recipient(s).

2.23.2.5. *Traffic Analysis Protection.* This provides assurance that an eavesdropper cannot determine who is communicating with whom. It also, prevents the frequency and volume of communications between specific entities from being determined by outside observers.

2.23.3. *Additional data.* Further information is available at the Information Technology Laboratory of the National Institute of Standards and Technology, U.S. Department of Commerce: <http://www.itl.nist.gov/>.

Program Management Capabilities

2.24. *Structure.*

The principal activities supporting the Army Executive Agent (AEA) for DL implementation are the:

2.24.1. *Proponent.* The training proponents are responsible for DL courseware redesign or development.

2.24.2. Program manager (PM). The PM TADLP is responsible for the acquisition, installation, and maintenance of the DL infrastructure.

2.24.3. TRADOC Program Integration Officer (TPIO). The TPIO TADLP is responsible to the AEA for program implementation.

2.24.4. Department of Army. DA DCSOPS is the Headquarters, Department of the Army (HQDA) staff proponent; the DISC4 is the Milestone Decision Authority (MDA); and the DL GOSC provides advice to senior Army leadership and provides DA oversight for Army DL.

Training Proponent Capabilities

The following discussion includes training proponent organizational guidelines that will result in a more standardized approach to developing DL. It also contains information about the mission of the PM TADLP and activities by the TPIO TADLP to integrate TADLP with similar DL programs.

2.25. The Proponent's Role.

The training proponent is the key to successful DL implementation. The proponent's success is measured by how well its training materials prepare and sustain soldiers and units to perform their mission. Success is attained through senior leader commitment and an organization designed to meet individual and unit training requirements in residence and through DL. The other essential ingredient is a close partnership with field commanders and NCOs who use the products to ensure training needs are being met.

2.26. Organization.

2.26.1. Original school model. In the original TRADOC school model, proponent training-development was performed in the Directorate of Training Development (DTD). In School Model 83, the design and development functions were transferred back to the proponent's instructional organizations. The DTD became the Directorate of Training and Doctrine.

2.26.2. Requirements unchanged. Over the years, organizational names, resources, manning levels, and mission requirements changed and new training initiatives were developed. However, the basic requirement to provide effective and efficient training for soldiers and units has not changed.

2.27. Organizational Concepts.

Organizations are only as good as the people in them; however, the functional alignment of requirements and responsibilities within an organization helps to focus organizational objectives. The concepts that follow are common to an effective proponent training organization.

2.27.1. Mission. Develop doctrine, training strategies, and training products to support full-spectrum military operations; and manage and evaluate resident and DL training.

2.27.2. Proponent oversight. This is a function performed by senior management personnel in the Center and School. Representation from field commanders and senior NCOs should be encouraged. This is an informal body tasked with providing training oversight and guidance, advocating training initiatives such as DL, securing and tracking funding and resources, and ensuring that quality training and training products are produced. This body serves as the eyes and

ears for the school. It results in training strategies based on technical advances, sound business planning, budget constraints, and the TRADOC Commander's mission statement.

2.27.3. Directorate leadership. The Director at a proponent school who is responsible for integrating institutional training requirements, normally a colonel or civilian equivalent, is the key to program success.

2.27.3.1. Responsibilities. This Director is responsible to the Commandant and the Assistant Commandant, and ultimately to soldiers and commanders for providing the right training when and where it is needed. Responsibilities include developing individual and unit training doctrine, determining the resident and DL training mix, developing training and Training Support Packages (TSP) to include appropriate media, developing TADSS, and providing student and course management.

2.27.3.2. Training advocate. The Director is the full-time training advocate to the proponent's training constituency, and should be a member of the proponent oversight body.

2.27.4. Functional components. The following are functions that the school and the Training Directorate/Division are responsible for performing. The names may vary but the requirements remain the same.

2.27.4.1. Training and Doctrine Development. A division, a branch, or a team can perform this function. The mission is to develop the individual and unit/collective training doctrine and guidance upon which school training products will be developed.

2.27.4.2. Training Design and Development. A division, branch, or a combination of teams can perform this function. Responsibilities

include designing and developing the courseware and training support products for both resident and DL instruction. Supporting activities include developing multimedia presentations that incorporate appropriate educational and technology strategies, TADSS design and development, and testing and validating training products.

2.27.4.3. Operations and Integration. A division, branch, or teams can perform these functions. Responsibilities include:

2.27.4.3.1. Performing needs assessment and analysis.

2.27.4.3.2. Supporting TASS requirements.

2.27.4.3.3. Providing individual and institutional training oversight.

2.27.4.3.4. Providing evaluation oversight.

2.27.4.3.5. Providing multimedia production oversight.

2.27.4.3.6. Publishing Course Administrative Data (CAD), Programs of Instruction (POI), Individual Training Plans (ITP), and Combined Arms Training Strategies (CATS).

2.27.4.3.7. Providing training management. This function includes resident training management, DL training management, Classroom XXI management, and Staff and Faculty training.

2.27.4.3.8. Providing liaison with the installation Director of Information Management (DOIM) or Director of Technology (DOT) to ensure the adequacy of the post infrastructure to support information technology (IT) requirements.

2.27.5. Staff organizations. Figures 2-1 and 2-2 are examples of typical training staff organizations. The USAFAS, shown in Figure 2-1, is organized to perform the training mission with a Director and functional branches.

2.27.6. AHS. The Academy of Health Sciences (AHS) resident training support structure is similar to those in TRADOC institutions. However, the AHS organization for DL shown in Figure 2-2 deserves special mention. This organization positions DL as a core business, and provides a dedicated DL service group. Skill requirements include management, marketing, communication, and teaming.

example the Combined Arms Support Command (CASCOM) and the Maneuver Support Center (MANSCEN) use a “center” type of organization. However, the functional requirements and responsibilities remain the same.

2.27.8. Team effort. The essential ingredient for success is a team effort. The DL requirements must be determined in context with the proponent’s overall training mission and plan. All DL modules and phases should be worked in the team environment that includes the active participation of training developers, contractors, subject matter experts, and course managers.

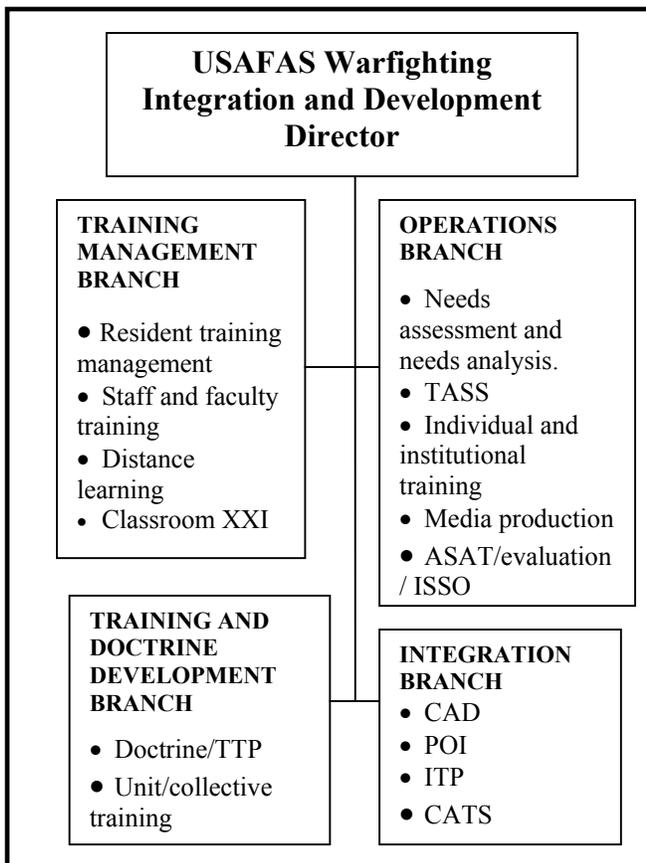


Figure 2-1. USAFAS Training Staff

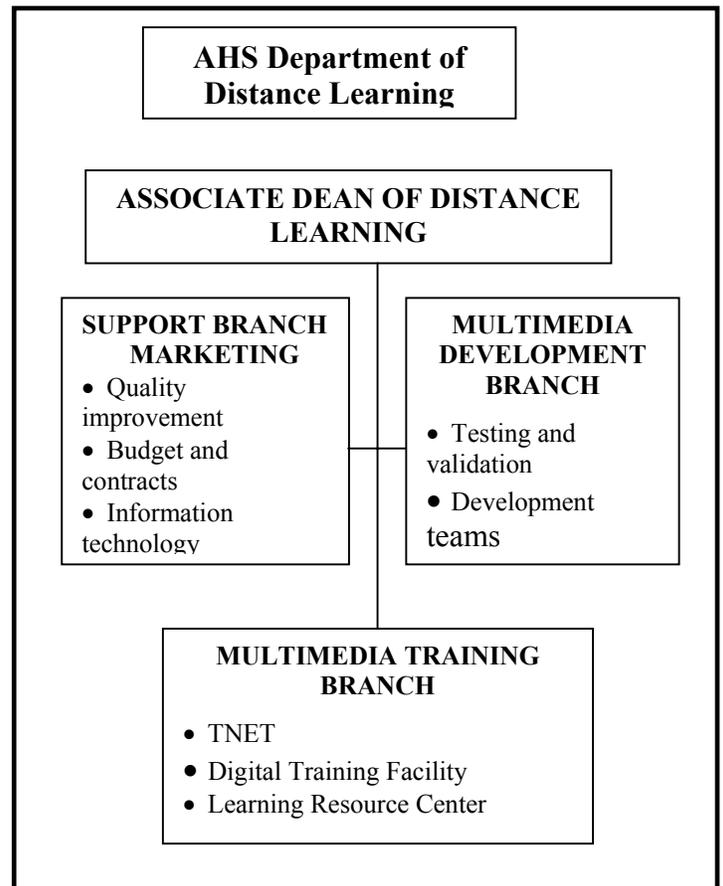


Figure 2-2. AHS Training Staff

2.27.7. Alternatives. Some proponents use other types of organizational structure. For

TR 350-70, *Systems Approach to Training Management, Processes, and Products*,

contains the policies and guidance for this type of effort.

TADLP Program Management

2.28. Acquisition Category.

The ADLP is an Acquisition Category (ACAT) IAM major automated information system program as defined in DoD Directive 5000.1. Accordingly, TADLP requires a series of milestone approvals and is subject to Army and DoD-level certification. Certification includes the funding baseline, milestone schedule, and specific confirmation that the following requirements have been satisfied:

- Business process re-engineering.
- Analysis of alternatives.
- Economic analysis that includes the calculation of returns on investment.
- Performance measures.
- Information assurance.

2.29. PM TADLP.

The PM TADLP was established in October 1997 to fulfill DODD 5000.1 requirements in the acquisition, fielding, and sustainment of an Army distance learning delivery system. The system acquisition includes hardware, software, communications-bandwidth, and digital training facilities physical preparation. It also includes Active Army and USAR facilities, network/system administration, collaboration tools, and learning management capabilities.

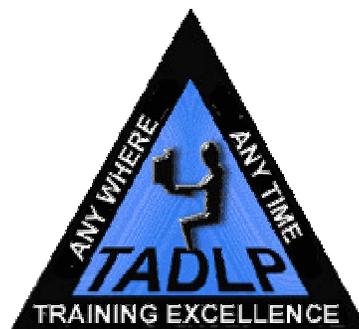


Figure 2-3. PM

2.30. Collocation.

The PM TADLP is located at Ft. Eustis, VA near the TPIO TADLP at Ft. Monroe. The close proximity of the two principal program officers facilitates program implementation and integration with TASS. This arrangement has resulted in daily collaboration and coordination between the TPIO and PM staffs, and a consistent approach in dealings with DoD, DISC4, DA DCSOPS, and PEO STAMIS. The PM TADLP may be reached at <http://www.tadlp.army.mil/>.

2.31. Acquisition Strategy.

The essential DL components are courseware designed for delivery using DL means and the DL delivery system itself. Courseware redesign is the responsibility of the TPIO TADLP (See [Annex B](#), *Course Selection and Prioritization*). The PM TADLP manages the acquisition of the DL delivery system. This acquisition is accomplished in compliance with the Clinger-Cohen Act of 1996 which requires the PM to:

2.31.1. Modular concept. Use an independent modular acquisition approach.

2.31.2. Narrow span. Maintain a narrow acquisition scope.

2.31.3. Short time frame. Complete modules within 12-18 months.

2.31.4. Existing contracts. Use existing contracts to the extent practical.

2.32. Block Upgrade Program.

Using the modular approach required by the Clinger-Cohen Act led to a block upgrade program. Implementation of block upgrades follow Milestone C approvals and are coordinated between the PM and the TPIO. Blocks 1 and 2 have been approved for full production and are briefly described below. Block 3 has been approved for Engineering and Manufacturing Development (EMD). Blocks 4-6 are planned for future DL enhancements. See [Annex E](#), *Infrastructure*, for further details.

2.32.1. Block 1 (FY 98 through mid FY00)

This block provides DTFs with computer workstations and room-based VTT but without Internet connectivity.

2.32.2. Block2 (FY 99 through late FY00).

This block establishes common core services and Internet connectivity.

2.32.3. Block 3 (FY00 through FY01). This block will add a learning management system with automated student administration.

2.33. Documentation.

Specific acquisition documentation is required to meet milestone approval requirements IAW with DoD directives. These documents include for example, the Mission Needs Statement (MNS), the Operational Requirements Document (ORD), and the Operational Concept Description (OCD). [Annex H](#) contains approved TADLP documentation.

Program Integration

2.34. The TPIO TADLP.

There are complementary DL programs that address the soldier training process and methodologies similar to TADLP. To promote efficiency, unity of effort, and to increase the potential for success, the TPIO TADLP integrated the requirements of the DTTP, CRXXI and TADLP programs. This has resulted in continuous collaboration among the program principals.

2.35. The DTTP.

The DTTP will install 432 DL classroom facilities in CONUS and the territories, with capabilities that are compatible with TADLP DTFs. Classroom configurations may be scaled to receive any number of student workstations from 3 to 44. All classrooms have Internet connectivity.

2.35.1. Locations. These facilities are located at sites selected by the State Adjutants General and the National Guard Bureau (NGB) to best support ARNG soldiers. The locations are coordinated with TADLP to eliminate redundancy while also supporting AC and Army Reserve soldiers who are within 50 miles or an hour and a half driving time from the facility.

2.35.2. DTF workgroup. The DTF Workgroup, chaired by the TPIO TADLP, coordinates requirements and proposed locations for DTTP classrooms with AC and USAR training requirements and locations. The result is the DTTP/TADLP Integrated DTF 1-N priority sequence listing that reflects total Army requirements. The DTF selection process is described in Annex E.

2.36. Classroom XXI.

CRXXI provides TRADOC proponent schools with fully networked high technology classrooms and a supporting Digital Training Access Center (DTAC) for storing digital courseware. TADLP and CRXXI hardware and software are compatible. The schools can broadcast synchronous training to TADLP and DTTP DTFs from CR XXI classrooms. The program is scheduled for completion by end FY09.

2.36.1. Requirements. Classroom requirements were determined by analyzing the professional development courses that the

schools are responsible for training as contained in ATRRS. This analysis indicated 270 high technology classrooms are required across the TRADOC. Their annual training load determined the number of classrooms for each school.

2.36.2. Fund availability. The number of Classrooms that will be installed is based on annual fund availability. Schools submit their priorities to the TRADOC DCST over the CRXXI On-line Requirements Data Base. The DCST makes the final decision on what schools will receive classrooms based on a combination of school, TRADOC, and Army training requirements.

2.36.3. Fielded. To date, 26 classrooms and 12 DTACs have been fielded. Additional funding is available to support CAS3, Apache Longbow, the Sergeants Major Academy, Ft. Knox, and Redstone. Table 2-1 compares CRXXI, DTTP and TADLP digital training facilities capabilities. For additional information, see the CRXXI Master Plan Home Page at: <http://207.7.78.141:2080/>

| | Facilities | Computers | Standards |
|--------------|--|---|--|
| CRXXI | TRADOC schools | Each classroom has 21 computers | <u>Network infrastructure:</u> JTA compliant. <u>Software:</u> COTS/ SCORM compliant. |
| DTTP | ARNG armories, units, and community facilities | Each classroom is scalable from 3 to 44 work-stations based on population | <u>Network infrastructure:</u> JTA compliant. <u>Software:</u> COTS/ SCORM compliant. |
| TADLP | AC posts, USAR Centers, and TASS sites | Each AC DTF has 16 work-stations. USAR DTFs have 12. | <u>Network infrastructure:</u> JTA compliant. <u>Software:</u> COTS/ SCORM compliant. |

Table 2-1. Classroom Facility Capabilities

Summary

2.37. DL Works.

The evidence is overwhelming that DL works. It is effective for a variety of training needs required by soldiers and their leaders. For example, DL supports cognitive tasks, it can be used to train in large classrooms, it's effective for teaching process oriented tasks, and common core tasks. It is ideal for automated task training, and is effective for teaching leadership principles. DL can be used to deliver academically demanding training.

2.38. Goal. A principal DL goal is to increase institutional assurance across the Force; provide a life-long professional development

capability; raise the confidence and competence of leaders, soldiers, and civilians; and enhance Army readiness.



CHAPTER 3. TADLP Implementation

IMPLEMENTATION IS ON COURSE

3.1. Briefing the CSA.

3.2. Today: Implementation is on Course.

PLANNING FOR THE FUTURE

3.3. Tomorrow: Increase Access and Opportunity.

FEEDBACK

3.4. CSA Guidance.

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3.5. DL Policy Group.

MANAGING GROWTH

3.6. DL Programs.

3.7. The DL GOSC.

3.8. TADLP Involvement.

3.9. The Greater Issue.

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REQUIREMENTS

3.10. New Initiatives.

REDESIGNING THE FORCE

3.11. Army Transformation.

REDESIGNING THE

INSTITUTION

3.12. Institutional Army Transformation.

DEVELOPING LEADERS

3.13. Training and Leader Development

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3.14. The ADRS Initiative.

ADVANCED DISTRIBUTED

LEARNING

3.15. DoD ADL Initiative

CO-LABS

3.16. ADL Co-Laboratories

JOINT TRAINING

3.17. Distributed Joint Training Initiative

JOINT SPECIAL OPERATIONS

3.18. Joint Special Operations

University.

CIVILIAN EDUCATION

3.19. Army University Access

Online.

THE ARMY RESERVE

3.20. The Reserve Education and Learning Initiative.

INTEGRATING CAPABILITIES

3.21. Seamless Environment.

3.22. Legacy Systems.

COMING ATTRACTIONS

3.23. Emerging Systems

3.24. Tactical Operations Centers.

3.25. Mission Support Training Facility.

EMERGING TECHNOLOGIES

3.26. Integrated Network Systems.

3.27. Sharable Content Objects.

3.28. Interoperable Platforms.

3.29. Global Knowledge Data bases.

3.30. Intelligent Tutoring Systems.

3.31. Performance Aiding.

3.32. Virtual Simulation Training.

MARKETING

3.33. Selling the Product.

3.34. Changing the Culture

SUMMARY

3.35. Using Technology.

3.36. Realizing Success

Creating the conditions and shaping the future requires – Investing in training initiatives; creating a system of systems training architecture; blending live, virtual, and constructive training environments; and minimizing training/learning facilities and infrastructure.

CSA CTC Modernization Brief, 22 Feb 2001

Implementation is on Course

3.1. Briefing the CSA.

The TRADOC Commander and the TPIO TADLP briefed the Chief of Staff, Army on 21 June 2001. The purpose was to provide a status report and describe how TADLP will support Army and Institutional Transformation. Highlights of that briefing follow.

3.2. Today: Implementation is on Course.

The Army Distance Learning Plan approved in 1996 is being executed exactly as programmed. TADLP:

- Is 35% into a 10-year program.
- Combined with the ARNG DTTP currently provides access to DL for 76% of the Force (both AC/RC) within the 50-mile radius footprint.

- Has funded 54% of skill level 10 reclassification courses. Courses currently under contract cover 86% of the skill level 10-student load.
- Has funded 23% of the BNCOC DL courses. Courses currently under contract cover 21% of the student load.
- Has contracted 49% of the Advanced Noncommissioned Officer Course (ANCO) DL courses. Courses currently under contract cover 79% of the student load.

Planning for the Future

3.3. Tomorrow: Increase Access and Opportunity.

TADLP will:

- Provide online on-demand access to SMEs for “reach-back” support.
- Automatically update field and technical manuals that are embedded in weapon systems, vehicles, and laptop computers via satellite.
- Integrate full courseware usability and interoperability through SCORM.
- Provide online career mapping and tracking.
- Link CTCs, units, and schools.
- Provide fully deployable unit training and supporting training products.
- Provide instruction tailored to meet specific unit, individual, and theater needs.

- Provide networked desktop constructive and virtual simulation exercises.

Feedback

3.4. CSA Guidance.

3.4.1. Valuable. Distance learning is a valuable training tool that supports Transformation.

3.4.2. Education. DL should provide education not teaching. The goal is learning.

3.4.3. Accelerate the process. The redesign of DL courseware must be accelerated.

Closing the Loop

3.5. DL Policy Group.

The TPIO TADLP established a standing DL Policy Group with representatives from HQDA DCSPER, PERSCOM, the TRADOC staff, and on-call representatives from proponent schools. The purpose of the Group is to identify problems that will impact DL implementation and provide recommendations for corrective action. The initial effort focused on:

3.5.1. DL courses. Accelerating DL courseware redesigns. Corrective actions include:

3.5.1.1. Contract capability. Implementing the DLXXI DL course development contracting mechanism.

3.5.1.2. Quality. Strengthening quality assurance procedures and improving the quality of courseware redesigns.

3.5.1.3. Development time. Investigating other ways to reduce courseware redesign time.

3.5.1.4. Funding. Finding additional courseware redesign funding sources.

3.5.2. Management controls. Ensuring adequate management controls are in place at HQDA, TRADOC, and proponent schools. Corrective actions include:

3.5.2.1. DL General Officer Steering Committee (GOSC). HQDA DCSOPS established the DL GOSC and the supporting DL Council of Colonels.

3.5.2.2. Policy. Publishing a series of new policy memoranda that address DL implementation requirements at HQDA, TRADOC, MACOMS, and proponent schools. These documents are included in [Annex D](#), *Army Learning Management System* and on the TADLP homepage, <http://www.tadlp.monroe.army.mil>. Frequently Asked Questions (FAQ) are included on the homepage to provide further feedback and information sharing.

3.5.3. LMS. Providing a Learning Management System (LMS) for DL. Corrective actions include developing an Interim DL LMS using the ATRRS and the TRADOC Education Data System – Redesign (TREDS-R) until the Army LMS is fielded.

3.5.4. Selling the program. Marketing TADLP. Corrective actions include:

3.5.4.1. Marketing support. A full time DL marketer provides support to the TRADOC staff.

3.5.4.2. Marketing plan. A comprehensive marketing plan has been developed and is being implemented.

Managing Growth

3.6. DL Programs.

Currently there are seven key DL programs that impact soldier or civilian training. The proponents and programs are:

- **DA DCSOPS and TRADOC - TADLP.**

 - **ARNG - The DTTP.**

 - **HQDA DCSPER.** - The Army Continuing Education System (ACES).

 - **Assistant Secretary of the Army (ASA) and DCSPER** - The Army University Access Online (AUAO).

 - **HQDA DCSPER.** - The Army Civilian Training, Education, and Development System (ACTEDS).

 - **Chief, Army Reserve (CAR)** - The Reserve Education and Learning (REAL) project.

 - **Army War College (AWC)** - The Army War College Distance Education Program.
- While these programs support the Army’s training and education goals, over time they have established independent management systems and resource mechanisms. These

systems and mechanisms may not be mutually supportive; synchronized among all components, commands, and agencies; user friendly; or cost effective.

3.7. The DL GOSC.

The DL GOSC was established to provide advice and recommendations on all Army DL programs and initiatives to the senior Army leadership. The GOSC will also ensure that the Army's investment in DL provides the intended impact on force readiness and well being. The near-term focus of the GOSC is:

3.7.1. Strategy. Develop a strategy to support Army Transformation.

3.7.2. Objectives. Identify intermediate objectives for Army DL.

3.7.3. Linkages. Identify and leverage complementary linkages between existing programs.

The TPIO TADLP is a member of the Council of Colonels that supports the DL GOSC.

3.8. TADLP Involvement.

Since CSA approval in 1996, the Army Executive Agent (AEA) and the TPIO TADLP have actively encouraged linkage and cooperation with other Army DL initiatives. Examples are ACES, ACTEDS, DTTP, AUAO, and REAL. TADLP actively participated with DoD in the emerging ADL initiative.

3.9. The Greater Issue.

The current Army focus is on Transformation of the Operational Force, and the supporting Institutional Army Transformation. TADLP is postured to fully support both efforts.

Integrating New Requirements

3.10. New Initiatives.

Several other Army initiatives are having a significant impact on the redesign and delivery of DL. Certainly the most important is Army Transformation and redesign of the Institutional Army. Others include, the ADRS, and the Army Leader Development Training Strategy-2010. Collectively, these initiatives will significantly increase current requirements for training delivered by DL. Army Transformation and the ADRS involve major reorganization of the force structure and will result in extensive military occupational specialty (MOS) reclassification requirements.

Redesigning the Force

Each requirement in the following discussion contains the Army and TADLP supporting actions necessary to accomplish the mission

3.11. Army Transformation.

Transformation will occur in three phases:

3.11.1. Phase I. Interim Brigade Combat Teams (IBCT) will be fielded to validate the organizational and operational models and generate insights for transforming the force.

3.11.1.1. Army Requirements. The process of validating these models will help identify individual and unit training requirements, including MOS reclassification and MOSQ training, Doctrine and Tactics Training (DTT), and New Equipment Training (NET).

3.11.1.2. TADLP Actions. The AEA for DL will:

3.11.1.2.1. Schedule the fielding of TADLP DTFs to ensure their timely availability to support IBCT training requirements.

3.11.1.2.2. Plan and schedule courseware redesigns and delivery for individual and unit training IAW CG TRADOC and DA directed priorities.

3.11.1.2.3. Coordinate with the U.S. Army Material Command (AMC) to provide DL delivery of NET and DTT as required.

3.11.2. Phase II. Transform to the Interim Force after the organizational and operational models for the Operational Force have been validated.

3.11.2.1. Army Requirements. Based on lessons learned from Phase I, provide requisite DL training materials and infrastructure to support individual and unit training, and NET.

3.11.2.2. TADLP Actions.

3.11.2.2.1. Continue TADLP infrastructure fielding IAW Army training priorities.

3.11.2.2.2. Continue to develop and refine DL course content to provide soldier, leader, and unit training anywhere, anytime.

3.11.2.2.3. Emphasize the importance of integrating DL and NET to provide responsive, just-in-time training to support unit commanders in garrison and in operational areas.

3.11.3. Phase III. The final phase completes transformation of the Army to the Objective Force. This will occur when technology ensures that all of the desired Force characteristics can be achieved. Legacy systems will transform to new designs and the Interim Force will be

recapitalized and transformed to the Objective Force.

3.11.3.1. Army Requirements. Doctrinal and training documentation must be developed and readily accessible to the Force. Training materials must be in place to support the Army Leader Development Training Strategy and multi-skill soldier training. These materials will include capabilities to make widespread simulations and virtual battlefields available to train commanders and staffs. New equipment training will be available electronically at units regardless of their locations.

3.11.3.2. TADLP Actions.

3.11.3.2.1. Program and develop DL course content for soldiers, leaders, and units commensurate with Objective Force operational characteristics.

3.11.3.2.2. Complete the fielding of TADLP infrastructure components. Ensure Objective Force units can access training materials to support soldier, unit, and NET anywhere, anytime.

3.11.3.3. ATSC Actions. Develop and field appropriate training aids, devices, simulators, and simulations (TADSS) to support the Objective Force.

Redesigning the Institution

3.12. Institutional Army Transformation.

The Institutional Army will support the Operational Force by transforming to a new school model. The model will address the systems, organizations, and processes that the Institutional Army uses to support training, leader development, and combat and material development.

3.12.1. *TRADOC Requirements.*

3.12.1.1. *Develop a new school model.* Refocus the institutional school model to support future maneuver, maneuver support and sustainment, and battle command combat systems. The focus on combat systems recognizes that Army branches do not fight as separate entities, but as members of a combined arms team. Tactically, this is recognized in the organization-for-combat associated with operations orders. The same organizational approach should apply to the Army training base in accordance with the philosophy to “*train as you will fight.*”

3.12.1.2. *Training for the Objective Force.* Develop institutional training and education, self-development, and unit (collective) training strategies designed to support the objective force.

3.12.1.3. *Identify skills and competencies.* Develop Initial Entry and Leadership Development programs that address the full-spectrum of operations that the Army will face in the future. The purpose is to identify the skills, competencies, and characteristics that soldiers and leaders must possess to operate successfully in that environment

3.12.1.4. *Integrate disciplines.* Blend combat development, training development, and doctrine development into a single integrated process.

3.12.2. *TADLP Actions.* Support the objective force’s combat systems by leveraging DL to take training to the soldier and the unit.

3.13. Training and Leader Development Panel.

The CSA directed that Army training and leader development be assessed in the context of Objective Force mission requirements.

3.13.1. *Army Requirement.* Produce an Action Plan addressing issue solutions for CSA approval based on panel findings and recommendations.

3.13.2. *Army Actions.*

3.13.2.1. *Refine and adjust.* Continue to implement the Basic Officer leader Course. Refine and adjust the course based on experience.

3.13.2.2. *Develop concepts.* Continue to develop concepts for the Advanced Officer Leader Course, the Battle Captain Course, the Intermediate Level education and Functional Area Education Courses, and the Pre Command Course.

3.13.2.3. *OES model.* Continue to develop the OES model. Focus on a lifelong learning environment. Emphasize Experiential Learning in resident training. Consider DL Common Core prerequisite for resident training and structured self-development DL for functional training and unit training products.

3.13.2.4. *Other models.* Develop similar models for WOES and NCOES.

3.13.3. *TADLP Actions.* Identify and program DL requirements.

Developing Leaders

Division Redesign

3.14. The ADRS Initiative.

The Secretary of the Army signed a memorandum directing sufficient funding be programmed to complete the ADRS conversions by FY09. This involves converting 12 ARNG combat brigades and their associated division slice to combat support (CS) and combat service support (CSS) units. Also, six combat brigades are programmed to be integrated into two AC/ARNG Integrated Divisions.

3.14.1. TADLP Requirements. The conversion of 12 combat brigades will create a significant MOS reclassification requirement. Since these are RC units, the available training time for individual soldiers is scarce and their availability to attend a resident course is questionable. The requirement, therefore, is to take the training to the soldier.

3.14.2. TADLP Action. Develop courseware.

3.14.2.1. Funding. The AEA has allocated funds for courseware redesign to support the ADRS initiative. This courseware redesign effort was assigned a high priority over other courseware during 2000 and 2001.

3.14.2.2. Additional funds. Further requirements to redesign courseware to support ADRS training must be identified. Funding requirements must be developed and programmed through FY09.

Advanced Distributed Learning

3.15. DOD ADL Initiative.

The purpose of this initiative is to establish common standards for DL course content

across the DoD and provide a capability to distribute training anywhere anytime.

3.15.1. TADLP Requirements. Incorporate an anywhere anytime training capability into TADLP through the use of web-based training (WBT).

3.15.2. TADLP Actions.

3.15.2.1. SCORM. Integrate the SCORM provisions into the TADLP courseware development process.

3.15.2.2. LMS. Establish a common Learning Management System (LMS).

3.15.2.3. Collaboration. Plan for full collaboration among all Services.

Co-Labs

3.16. ADL Co-Laboratories.

The DoD has established the Academic Co-Laboratory (Co-Lab) in Madison, WI; the ADL Co-Lab in Alexandria, VA; and the Joint/ADL Co-Lab in Orlando, FL. These co-labs provide open forums for collaborative development and assessment of technical standards, prototypes, and associated tools to support distributed training needs DoD-wide. Their goal is to foster the development and dissemination of guidelines, tools, methodologies, and policies for the effective use of advanced distributed learning.

3.16.1. Army/TADLP Requirements. Collaborate in co-lab activities and initiatives.

3.16.2. TADLP Action. Integrate co-lab guidelines, methodologies, and products into TADLP as appropriate.

Joint Training

3.17. Distributed Joint Training Initiative (DJTI).

The CJCS directed the U.S. Joint Forces Command (JFCOM) to develop a distributed training architecture to enhance the training of the armed forces in joint and Service tactics, techniques, and procedures. The objective is to link Service and joint programs for worldwide war-fighter participation in joint training on demand.

3.17.1. Joint Requirement. Provide a global training environment that fully supports U.S. and multinational forces.

3.17.2. Army/TADLP Action. Ensure appropriate Army training and professional development DL materials are available for joint use. Link TADLP and joint training capabilities.

Joint Special Operations

3.18. Joint Special Operations University.

The U.S. Special Operations Command established this capability to meet the unique educational needs of special operating forces.

3.18.1. Joint Requirement. Teach the integrated and synergistic application of

Service special operations functions IAW joint special operations doctrine.

3.18.2. Army/TADLP Action. The University will establish a DL program to reach a wider audience, and to provide a reach-back capability for leaders of special operations forces. The Army will provide DL courseware and participate in training programs as appropriate.

Civilian Education

3.19. Army University Access Online (AUAO).

This initiative is designed to provide individual soldiers with the equipment and online access to civilian institutions to continue their education. First term soldiers enrolled in the program will arrive at their unit with a laptop computer, a printer, and Internet access to enable them to work towards a college degree or technical certification.

3.19.1. Army Requirement. Encourage and support soldiers to participate in the program.

3.19.2. TADLP Action. Provide access to TADLP DTFs on a space available basis for education and professional self-development. Career soldiers enrolled in college and certification courses through the Army Continuing Education System (ACES) will also have access to DTFs. In addition, VTT capabilities available in DTFs may be used for orientation video teleconferences and other periodic meetings between professors and students.

The Army Reserve

3.20. The REAL Initiative. The REAL is an emerging USAR initiative to take DL to all USAR Centers. The REAL initiative complements TADLP and the DTTP. It is intended to provide a DL capability to the 866 USAR Centers not scheduled to receive a TADLP DTF.

3.20.1. USAR/TADLP Requirements. REAL is intended to provide full DL coverage for Army Reserve soldiers and link with TADLP and DTTP facilities to significantly expand the Army DL capability.

3.20.2. TADLP Action. The TADLP TPIO will maintain coordination with the USAR as REAL progresses through the approval process.

Integrating Capabilities

3.21. Seamless Environment.

The challenge to TADLP is to:

- Integrate legacy and emerging systems.
- Maximize IT capabilities.
- Provide a seamless electronic environment in which commanders at all echelons can access individual and unit training materials required to produce and sustain combat ready units

3.22. Legacy Systems.

The following are the principal legacy systems and processes that continue to

contribute to the programming and management of collective and individual training:

3.22.1. CATS. The Unit or Collective Combined Arms Training Strategy (CATS) is the Army's fundamental method for developing unit-training strategies for platoons through battalions. The CATS assists training managers in planning and executing combined arms training by providing a structure of doctrinal training events and proficiency gates that ensure soldiers and units progress and train to standard. The Unit or Collective CATS complements Institutional and Self-development CATS by identifying soldier, gunnery, and maneuver/collective tasks taught in the unit and the resources needed to train those tasks to standard.

3.22.2. MTP. Proponent schools develop Mission Training Plans (MTP) to assist commanders in building and sustaining combat ready units. Units use MTPs in conjunction with FM 7-1 (25-100), *Training the Force*, and FM 25-101, *Battle Focused Training*. The MTPs contain task-based Training and Evaluation Outlines keyed to unit mission responsibilities.

3.22.3. ASAT. The Automated Systems Approach to Training (ASAT) is a training development tool that supports the development of collective training products such as CATS and MTPs.

3.22.4. STRAC. The Standards in Training Commission (STRAC) publishes DA Pam 350-38, *Standards in Weapons Training*, annually. It outlines recommended weapons training programs, qualification standards, annual training ammunition requirements, operating tempo (OPTEMPO), and suggested training strategies. It provides a

linkage between the CATS, TADSS, and other training materials.

3.22.5. SATS. The Standard Army Training System (SATS) is a unit training management system available for all Active and Reserve Component units. The SATS automates most training management requirements consistent with doctrine contained in FM 7-1, FM 25-101, and FM 3-0 (100-5), *Operations*. The SATS database contains the individual and collective tasks that together make up unit METLs. The tasks, conditions, and standards that support METL training are contained in appropriate Soldier Training Publications (STP). Unit commanders can supplement STP information by accessing appropriate DL courses through the RDL. SATS version 4.2, which is planned to be operational in 2001, will provide direct on-line linkage to the RDL.

Coming Attractions

3.23. Emerging Programs.

The following initiatives are underway to integrate individual and collective training management.

3.23.1. ATIMP. The Army Training Information Management Program (ATIMP) provides the infrastructure for managing all Army training information systems and coordinating them with the integrated and mutually supporting Army Training Information Architecture (ATIA).

3.23.2. ATIA. The ATIA will provide a common training-access environment. It will provide realistic, timely, user-responsive, and cost-effective training for units and individuals. The ADLP will operate in the ATIA environment. The ATIA will encompass most legacy systems

such as the SATS and the ASAT. It will support the entire individual and collective training domain from tools to training development to training methods.

3.23.3. UTMC. The Unit Training Management Configuration (UTMC), an ATIA subset, provides the chain of command with the capability to develop, approve, track, and assess soldier training in units.

3.23.4. STRAC XXI. The STRAC XXI, a part of the UTMC, uses embedded data to develop training to support unit METLs and weapons/crew qualification. The system allows users to seamlessly access and use the appropriate field manual, gunnery manual, training event, or supporting DL course.

3.23.5. WarMod/AMT. Warfighter Modernization/Army Modernization Training (WarMod/AMT) Policy directs AMT strategies that leverage DL technologies and multimedia training support products. The Army's goal is to acquire multipurpose system training support packages (TSP) with fully digitized multimedia products. These products should support the full spectrum of AMT requirements including institutional training, New Equipment Training, and sustainment training. The following WarMod/AMT TSPs are available:

- Bradley Fighting Vehicle/ Operation Desert Storm (BFV/ODS).
- Javelin
- M6 Linebacker
- Paladin

3.23.6. ABCS. The Army Battlefield Command System (ABCS) interface with DL is illustrated in Figure 3-4.

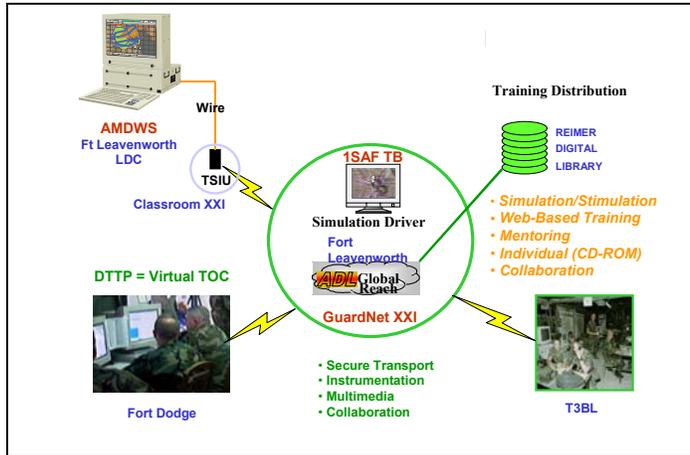


Figure 3-4. ABCS Interface with DL

3.23.6.1. Frequent training. Modernizing the Army command and control systems requires that individuals, leaders, and battle staffs receive frequent iterations of multi-echelon training. This is essential to maintain perishable command, control, communications, intelligence, surveillance, and reconnaissance (C4ISR) skills.

3.23.6.2. DL capabilities. Testing of ABCS courseware in the DL environment confirms that:

3.23.6.2.1. DL is a feasible way to train the use of ABCS systems using current TADLP, DTPP, and CRXXI facilities, GuardNet connectivity and existing collaborative technology combinations.

3.23.6.2.2. Web-based CBT is viable for ABCS training by DL.

3.23.6.2.3. ABCS courseware developed to ATIA standards can support distributed ABCS training at home stations, CTCs, and deployed locations.

3.24. Tactical Operations Centers.

TOCs are critical battlefield command nodes. Accordingly, individual operators, staffs, and leaders need a training environment to develop and maintain performance standards to fight on the digital battlefield. The Soldier Development Center (SDC) is being developed at Ft. Hood, Texas to provide this capability and much more. The SDC configuration significantly facilitates the integration of individual and collective training by consolidating these capabilities under one roof. The SDC will contain:

3.24.1. Virtual TOC. The virtual TOC is a special DTF that is designed to provide collective training with full ABCS simulation for multi-echelon staffs by immersing them in a realistic TOC environment. The facility will become a critical element in training staff tasks in digital TOCs and TOC interoperability. It will serve as a model for digital TOC training across the Force. The facility will link to other simulation facilities, such as the CCTT, the installation Battle Simulation Center (BSC), and the Digital Multipurpose Range Complex (D-MPRC). Other training resources include:

- An NCO academy.
- Education Services Division (ESD) for counseling and operations.
- TADLP classrooms.

3.25. The Mission Support Training Facility (MSTF).

The MSTF is undergoing proof-of-principle development at Ft. Lewis, Washington to support Army Transformation. It will provide a robust roll in and roll out individual and battle staff digital training capability for early deploying forces such as the IBCT. The MSTF contains a surrogate ABCS reconfigurable TOC capability that can be tailored to the deploying force requirements. In the future, the MSTF will allow units to exercise mission support requirements, plan and rehearse operational courses of action, and provide a reach back capability from the operational area to retrieve essential information. The BSC, also located at Ft. Lewis, provides the necessary constructive feeds to stimulate MSTF exercises and activities.

Emerging Technologies

There are several technologic components which, when integrated into the DL architecture, will provide better means to attain the TADLP vision.

3.26. Integrated Network Systems.

These are communications systems that allow the Services to exploit network-based training to meet Service, joint, and coalition training needs.

3.27. Shareable Courseware Objects.

These are blocks of instruction that can be modified and used by many development tools.

3.28. Interoperable Platforms.

These platforms provide the capability to operate across a wide variety of hardware, operating systems, and web browsers.

3.29. Global Knowledge Databases.

These are digital repositories that may be accessed from remote locations to make training materials (e.g., FMs, TMs, and Pamphlets, and Training Circulars) available to soldiers and commanders anywhere anytime.

3.30. Intelligent Tutoring Systems (ITS).

These are software systems that are used to tutor people in a given domain, e.g., maintenance. The ITS models a student's understanding of the subject matter against a model of what a maintenance expert, for example, understands. If there is a mismatch, the ITS can generate an explanation that will help the student gain understanding. Full simulation can be incorporated into ITS.

3.31. Performance Aiding.

Soldiers and commanders often need subject-matter specific help to refresh, train up, or solve immediate problems. Performance aids provide a convenient means for providing this support. The key to performance aids is to develop reusable learning objects.

3.32. Virtual Simulation Training.

Virtual training uses computer-generated simulations to provide a capability to train in a realistic environment in real time without having to deploy troops and equipment. It provides the opportunity to perform tasks

too dangerous for the live environment, such as calling for artillery fire near an occupied position. It is used to rehearse battle plans, to develop and validate new plans, and to revise existing plans. Computers can be linked to expand the scope of exercises and to create a virtual combined arms environment.

Marketing

3.33. Selling the Product.

DL is a proven concept. It works. It trains soldiers and leaders to standard and is training and cost effective.

3.34. Changing the Culture.

Yet, DL is a “hard sell” in some quarters. The mission is to change the training and education culture to accept DL. This goal can only be attained through strong senior leader support and a product that produces trained soldiers and leaders, and improves unit performance and Army readiness. See Annex F Information Operations.

Summary

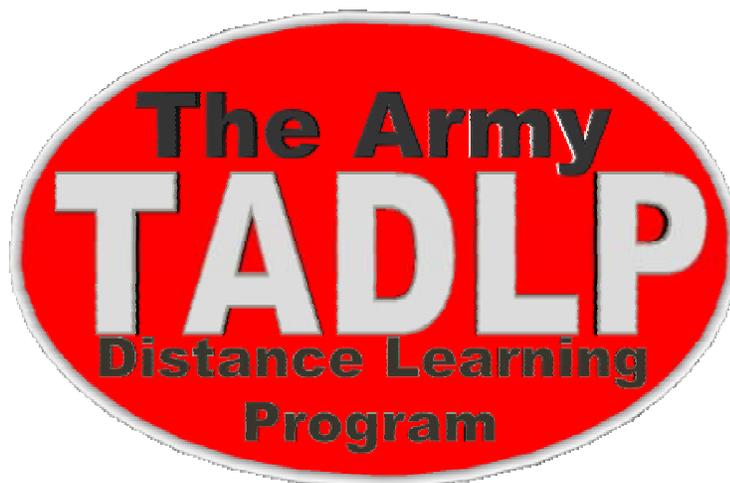
3.35. Using Technology.

Technology can provide the capability to merge the schoolhouse, the unit, and the battlefield. But, it brings a whole new environment that has its own set of rules and impacts directly on how soldiers acquire and process information. Our mission is to do what is right for the soldier, and if necessary, re-cycle some outdated concepts.

3.36. Realizing Success.

What is success? It is best summed in a statement from the FY 2000 Army Science Board Summer Study. The potential for DL is:

“A virtual community of learners, trainers, and training content in which soldiers engage the content and collaborate with peers and mentors anywhere, anytime, at any pace.”



ANNEX A. Policy, Regulations, and Responsibilities

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- A.2. Conditions

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Situation

A.1. Background.

A.1.1. Approval. The Army Distance Learning Program (TADLP) is a Department of the Army (DA) program that was approved for implementation in 1996. The documents initially supporting program management were a Master Plan, and an Operations Directive. These documents provided programmatic and specific guidance for implementation of the program. TRADOC Regulation (TR) 350-70, *Training Development Management, Processes, and Products*, provides policies and guidance for DL courseware development.

A.1.2. Documentation. The Master Plan and the Operations Directive have been revised twice since 1996 to reflect program progress. TRADOC Regulation (TR) 350-70, *Systems Approach to Training Management, Processes, and Products* was changed to better describe the DL training development process. Army Regulation (AR) 350-1, *Army Training and Education*, was revised to consolidate and supercede AR 350-1, 350-35, 350-41, and 351-1. The new AR will be

consistent with the CSA's training guidance to the Army. It will provide policy and guidance concerning the management of Army training and education, The Army School System (TASS), and selected training and education programs.

A.1.3. Policy guidance. When published, AR 350-1 will provide policies for Army distance learning (DL). Interim guidance for student, course, and lesson management is contained in a policy message issued by the Department of the Army (DA) Deputy Chief of Staff for Operations and Plans (DCSOPS) in March 2001, subject: *Implementation of the Army Distance Learning Program*. This guidance is included in the TADLP homepage at: <http://www.tadlp.monroe.army.mil/>.

A.2. Conditions.

A.2.1. Progress. Many accomplishments and significant events have occurred since TADLP was approved in 1996 that have changed the original DL environment.

A.2.1.1. TPIO. The Commanding General, TRADOC appointed a TRADOC Program Integration Officer (TPIO) to oversee program implementation.

A.2.1.2. PM. A Program Manager was appointed by HQDA to acquire, field, and maintain the Army's DL infrastructure.

A.2.1.3. Course redesign. Over 430 functional and leadership courses have been redesigned as The Army Training System (TATS) courses to ensure that all components train to the same standards.

A.2.1.4. DTTP. TADLP and the National Guard's Distributed Training Technology Project (DTTP) have been integrated to reduce redundancy and promote efficiency.

A.2.1.5. RDL. The Reimer Digital Library (RDL) contains thousands of training documents that are available through the Internet.

A.2.1.6. DTFs. TADLP and DTTP Digital Training Facilities (DTF) are being fielded in the CONUS and overseas to provide access to DL at or near soldiers' home stations.

A.2.1.7. ADL/SCORM. The DoD has published the Implementation Plan for Advanced Distributed Learning (ADL) and the Sharable Content Object Reference Model (SCORM). The purpose of the ADL initiative is to establish a DoD-wide distributed learning environment by using common standards, an open architecture, and reusable training content. This environment will encourage and support the sharing of applicable courseware among the Services. The ADL initiative is predicated on technologies that will provide the capability to train anywhere at anytime.

A.2.1.8. Contracting. The Distributed Learning XXI Contract was awarded to support development of standards-based reusable training content.

A.2.1.9. ATIA. The Army Training Information Architecture (ATIA) was developed to provide a fully integrated and networked training support system.

A.2.2. Common community. In addition to providing training for soldiers, the Army is now a DL provider in the common DoD community as well. Policies and guidance must reflect joint and cross-component requirements.

A.2.3. Compliance. The DL capability must comply with DoD and DA regulations, instructions, guidelines, directives, and policies governing the certification and accreditation of Automated Information Systems (AIS) and Information Assurance.

Mission

A.3. Develop Policy and Guidance.

Revise, develop, coordinate and publish as necessary, policy and guidance in documents affecting DL program management, business practices, infrastructure installation, course selection, training development, system architectures, learning management system operation, and ADL and DTTP integration.

Execution

A.4. Commander's Intent.

A.4.1. Provide policy. Develop a DL capability that is compliant with DoD and DA policies and directives governing the certification and accreditation of Automated Information Systems (AIS) and Information Assurance.

A.4.2. Enhance readiness. Enhance force readiness and reduce unit turbulence by providing military occupational specialty (MOS) qualification training, reclassification training, leadership development, and military education to soldiers at home station.

A.4.3. Train The Army. Train all soldiers and units, regardless of component, to a single common standard for like tasks and skills.

A.4.4. Use leading edge technology. Exploit technology to provide doctrine and training to war fighters in a timely manner.

A.4.5. Field DL courses faster. Accelerate courseware redesigns for DL in accordance with the TPIO TADLP-approved course list, TR 350-70 design guidelines, and in compliance with the ADL SCORM.

A.4.6. Reduce training costs. Demonstrate return on investment through reduced operating costs; Trainees, Transits, Holdovers, and Students (TTHS) accounts; per diem and travel costs; cost avoidances; increased student throughput; and improved courseware effectiveness.

A.4.7. Modify the culture. Change cultural paradigms by reducing reliance on traditional classroom, synchronous, instructor-centric learning models and moving smoothly to a student-centric, asynchronous, virtual classroom that exploits the anytime, anywhere learning-delivery capabilities of digital communications and information technologies.

A.4.8. Adjust training strategies. Develop a modern training strategy that develops soldiers' capabilities to perform effectively across the full spectrum of operations.

A.4.9. Integrate ADL requirements. Support the DoD ADL initiative through the use of

collaborative, SCORM-compliant courseware and evolution to a web-based training environment.

A.5. Concept of Operations.

Revise existing regulations and policy documents to reflect current and expected DoD and Army DL requirements.

A.5.1. Integrate DoD ADL policy. Several DoD publications have been provided to the Services for guidance in developing their individual DL programs. They include:

A.5.1.1. The Implementation Plan for ADL. This plan provides guidance for implementing a distributed learning environment for all DoD agencies and Services using common standards in an open architecture. The Army provided input to DoD for document development and revision and serves on DoD document rewrite committees.

A.5.1.2. The Shareable Courseware Object Reference Model (SCORM). The ADL SCORM is a software model that defines the interrelationship of course components, data models, and protocols that allow the sharing of computer-based course components across systems that conform with the same model. The SCORM provides the standard that will be required of all courseware developed by and for the Services.

A.5.1.3. Specifications. MIL-PRF-29612, *Training Data Products Performance Specification* and its associated handbook, MIL-HDBK-29612. See <http://www.ntsc.navy.mil/resources/library/acqguide/29612mp.htm>.

A.5.2. Revise Army DL policy documents. The following Army documents provide policy guidance for DL development and operations. They will require frequent review and upgrading to stay abreast of technological

innovations leading to increased capabilities and changing requirements:

A.5.2.1. AR 350-1. This regulation, when published, will provide overall policy guidance for Army training and education. It is in the final stages of coordination. However, comprehensive policy guidance for DL programmatic and learning management has been deferred from the coordination version due to the dynamic and evolving nature of the subject. Following publication, a change to the regulation will be issued to ensure the most current and relevant information is provided.

A.5.2.2. Interim policy. Headquarters Department of the Army (HQDA) DCSOPS DL implementation policy message (see [paragraph A.1.3.](#)).

A.5.2.3. TR 350-70. This regulation is the keystone document for the DL training development community. The document requires review and update to provide:

A.5.2.3.1. Current media selection criteria.

A.5.2.3.2. SCORM specifications for courseware development.

A.5.2.3.3. A description of how DL training should work.

A.5.2.3.4. A description of what a DL course should look like.

A.5.2.3.5. Updated descriptions of digital training facilities (DTF) and CRXXI classrooms.

A.5.3. Validate security procedures. TADLP must be validated (at a minimum) IAW the provisions of DoDI 5200.40, *Defense Information Technology Security Certification*

and Accreditation Process (DITSCAP); AR 380-19, *Information System Security*; DoDD 5200.28, *Security Requirements for Automated Information Systems*; and DoD 5200.1-R, *Information Security Program*.

A.5.4. Provide course redesign policy.

A.5.4.1. Priority list. The Army Staff (ARSTAF), TRADOC, other MACOMs, and proponent schools have established a priority list for redesigning courseware for DL delivery. Courses may be added to or advanced on the list based on three principal factors:

A.5.4.1.1. Improvement to force readiness.

A.5.4.1.2. Content suitability for DL media.

A.5.4.1.3. Potential return on investment through increased student throughput or reduced course overhead and per diem costs.

A.5.4.2. DL redesign. The Army Training System (TATS) courses will be redesigned for DL in accordance with TR 350-70, and supplements, to ensure all Army components train to common standards.

A.5.4.3. Media selection. Distance learning will be delivered using the best available media consistent with content and learning requirements. Courses may be configured totally for DL media or they may combine DL with resident training in Army schools.

A.5.4.4. Computer language. Distance learning course content will normally be developed to extensible markup language (XML) standards, as defined in TRADOC Pam 350-70-2, *IMI Implementing Instructions*, and designed for delivery via the Internet, Internet-enabled compact disk (CD),

or a hybrid mix of CD and Internet. This approach offers soldiers the flexibility to access the Internet or receive quality training directly from an interactive CD. (On occasion, synchronous training will be delivered using video teletraining (VTT). See A.5.4.12.)

A.5.4.5. Common specifications. The Army will collaborate with the DoD to adopt common specifications for instructional software as provided in the ADL SCORM.

A.5.4.6. Course length. The total instructional time for a DL course will not exceed (and should be less than) the total instructional time for the original resident TATS course. An exception is if the DL course contains additional critical tasks that were not in the original course. If a course is redesigned with a DL component (i.e., some previous resident training is distributed as DL with a subsequent decrease in resident course length), any subsequent increase in resident course length must be approved by the HQ TRADOC Deputy Chief of Staff for Training (DCST). The TRADOC, DCST Training Operations Management Activity (TOMA) must approve the training strategy submitted with the course-administrative-data (CAD) or program-of-instruction (POI) before new resident training is designed or training development resources are committed.

A.5.4.7. ATRRS. Information concerning Army DL instructional units (i.e., courses or course phases) will be available in the Army Training Requirements and Resources System (ATRRS).

A.5.4.8. Scheduling. HQ TRADOC will announce new DL instructional units via an ATRRS system message not later than six months before course introduction and the scheduled course start date.

A.5.4.9. DL identification. All instructional units with DL components, regardless of the component's duration, will be identified as DL courses for tracking purpose only and will not be identified as such in official student records or transcripts. DL techniques incorporated in resident courses will not normally be uniquely identified.

A.5.4.10. Utility. Class size and seat fill.

A.5.4.10.1. The class size of courses with a DL component shall be determined by the following considerations:

A.5.4.10.1.1. The capacity of the component training facility.

A.5.4.10.1.2. The ratio of instructors to students and the physical constraints of the DL facility.

A.5.4.10.1.3. The course design and intensity of prescribed instructor/student interaction.

A.5.4.10.2. Instructor/student ratios for DL classes will be determined during the training development process.

A.5.4.10.3. Proponent schools or executive agents may approve waivers for class size and instructor/student ratios. Telephonic coordination between the requestor and the proponent school will be followed by written confirmation.

A.5.4.10.4. To maximize training-seat use, TRADOC, the NGB, and the OCAR will notify input agencies of DTF and course capacities not later than 60 days before the scheduled class start date. Input agencies and course managers will coordinate to fill courses to capacity. Seat availability will be posted via ATRRS.

A.5.4.11. *Priority guidance.* Priorities for delivering DL shall be in accordance with guidance stated in the HQDA DCSOPS DL implementation policy message. The number of requirements for training shall determine priorities among courses in the same category. After priorities have been applied, HQDA DCSOPS, in coordination with ARSTAF, TRADOC, and other MACOMs, will resolve conflicting requirements.

A.5.4.12. *VTT.* Synchronous DL training using the Army Teletraining Network (TNET) VTT resources will continue to be a delivery option for the foreseeable future. This delivery mode requires scheduling to assign available blocks of time and minimize conflicting requirements.

A.5.4.12.1. The following guidance applies to class scheduling, in addition to the priorities in the HQDA DCSOPS DL implementation policy message:

A.5.4.12.1.1. Larger training audiences will have precedence over smaller audiences.

A.5.4.12.1.2. Training events that originate at and are transmitted from a given site will have precedence over

training events that may be received at that site.

A.5.4.12.1.3. AC training events will have precedence over RC training events from 0800 to 1700 hours local time on weekdays in the continental United States (CONUS).

A.5.4.12.1.4. RC training events will have precedence over AC training events from 1700 to 2200 hours weekdays and all day on weekends in CONUS.

A.5.4.12.1.5. Due to time zone differences which may extend the normal training day, AC training will have precedence over RC training at all times on weekdays outside CONUS (OCONUS).

A.5.4.12.1.6. Synchronous-DL schedules will accommodate the needs of students. Instruction will be repeated or rescheduled as necessary to accommodate worldwide audiences spread over multiple time zones.

A.5.4.12.1.7. RC training will have precedence over AC training all day on weekends OCONUS.

A.5.4.12.2. Reservations for VTT must be submitted to the TNET Network Control Center (NCC) at the U.S. Army Training Support Center (ATSC) no later than 60 days before the scheduled training event. The NCC will develop the VTT schedule and lock it in 30 days before the scheduled training. Events scheduled less than 30 days out can only be scheduled as available time blocks permit. Lower priority events locked-in at the

30-day point cannot be preempted for higher priority events attempting to schedule on short notice. The only exception is for emergency operational, mobilization, or deployment training.

A.6. The Computer/Electronics Accommodation Program (CAP).

The CAP is DoD's program to implement the requirements of Section 508 of the Rehabilitation Act of 1973 (Public Law 93-112). Rehabilitation Act Amendments of 1998 cover access to federally funded programs and services. The law strengthens §508 and requires access to electronic and information technology provided by the Federal government.

A.6.1. Requirement. The law applies to all Federal agencies when they develop, procure, maintain, or use electronic and information technology. Federal agencies must ensure that this technology is accessible to employees and members of the public with disabilities to the extent it does not pose an "undue burden." Federal employees with disabilities must have access to and the capability to use information and data comparable to the access and capabilities provided for non-handicapped employees. Members of the public seeking information or services from a Federal source must also have comparable access and the capability provided to the non-handicapped public.

A.6.2. Policy.

A.6.2.1. Permanently disabled soldiers are normally discharged from the Army. Therefore, they would not fall under §508 in a military capacity. Soldiers with a temporary disability will be accommodated as required.

A.6.2.2. TADLP is designed to deliver information that supports soldier, leader, and unit training that is critical to the direct fulfillment of military missions. As such it is a National Security system as defined in §5142, of the Clinger-Cohen Act of 1996 (40 U.S.C. 1452) (formerly known as the Information Technology Management Reform Act of 1996 and the Federal Acquisition Reform Act of 1996). Therefore, it is exempt from provisions of §508. However, in the spirit of compliance, the TPIO TADLP will examine the Master DL Priority List to determine if §508 applies to any of the courses.

A.6.2.3. DL courses that support the Army Civilian Training, Education, and Development System (ACTEDS) and the Army Continuing Education System (ACES) are candidates for §508 compliance. TRADOC will provide course proponents with development specifications that include access through the Army LMS.

A.6.3. Actions completed. All DTFs are being built in compliance with the Americans with Disabilities (ADA) Act. This includes for example, handicapped parking areas, ramps, wide doorways, handicapped restrooms, wide aisles, and some wheelchair accessible workstations.

A.6.4. Courses of action.

A.6.4.1. Websites. DL websites will include assistive technologies.

A.6.4.2. Authoring systems. Courseware authoring systems will support assistive technologies as required.

A.6.4.3. *Equipment.* Hardware and software will be earmarked with selected contractors that will be available at a training site within 48 hours to help accommodate disabled employees when necessary.

A.6.4.4. *Assistive technologies.* DTF managers will be provided with specific instructions on how to obtain assistive technologies and accommodation services for employees with specific disabilities.

A.6.4.5. *ATRRS.* The current ATRRS capability to schedule “specialized groups” will be used to schedule training for disabled employees as required.

A.6.4.6. *Access.* Disabled employees will be transported to locations with reasonable physical access when required.

A.7. *Eligibility.*

The following personnel are eligible to receive training via TADLP facilities:

A.7.1. *Army.* Qualified Army military and civilian personnel.

A.7.2. *Other Services.* Qualified military and civilian personnel of other Services.

A.7.3. *DoD.* Employees of DoD and other Government agencies on a space available basis.

A.7.4. *State and local.* Employees of State and local government agencies on a space available, reimbursable basis, unless otherwise specified by formal agreement or directive.

A.7.5. *Industry.* Civilian personnel of industrial or research organizations under contract

to the U.S. Government when such training is not otherwise available and/or is not essential for fulfillment of the contract, and others authorized by National Guard shared usage agreements.

A.7.6. *ROTC.* Qualified Service Academy and Reserve Officer Training Corps (ROTC) cadets.

A.7.7. *Foreign Military.* Foreign military personnel when taking part in the Security Assistance Program or when such training is determined to be in the best interests of the United States.

A.8. *Selection and Enrollment.*

A.8.1. *ATRRS message.* Students will be notified of their selection for quota-managed and DA-directed DL courses by ATRRS message. They will access the ATRRS through the TRADOC Education Data System-Redesign (TREDS-R) to enroll in the courses. Schools will not enroll students outside ATRRS. Commanders, school commandants, and quota managers will ensure that students enrolled in training:

A.8.1.1. *Prerequisites.* Meet all course prerequisites. Students who do not meet course prerequisites will return to their units.

A.8.1.2. *Compliance with standards.* Are in compliance with Army standards (i.e., weight, physical fitness, and physical profile).

A.8.1.3. *Welcome letter.* Are provided a welcome packet that identifies individual

equipment and materials needed for course attendance, as necessary.

A.8.2. *Start date.* DCSPER will coordinate with course managers and inform enrolled students of DL instructional unit starting dates.

A.8.3. *Wait lists.* Course wait lists will be maintained in accordance with class flags in ATRRS.

A.8.4. *Self-development.* Courses may be designated as available for self-development within TADLP. Members of the DoD community can access ATRRS and register for self-imitated training using the Self Development System (www.atrrs.army.mil/channels/selfDev/). The system provides a searchable catalog of all self-development courses. Members can easily find the course they want and complete the registration form. For web-based courses, confirmation will contain a direct link to the courseware provider.

A.9. *Duty Status.*

A.9.1. *Orders.* Each student's unit will issue orders directing the student to attend DL training. The orders will indicate the location where the training will be received and the period of time that the training will last as stated in the ATRRS. The orders will apply to all phases of a course with each succeeding phase being executed only upon successful completion of the preceding phase. They will include information concerning the maximum time allowed for each phase and the maximum time allowed between phases to prevent skill decay.

A.9.2. *Place of duty.* The students' places of duty while participating in DL phases of directed training is the location where he or she can best complete the course. When

directed to a DTF, the place of duty will be the DTF.

A.9.3. *Duty exemption.* Commanders will exempt students attending directed training courses from all other duties. They will provide students adequate time to accomplish homework assignments as recommended by applicable course management plans and to complete all course requirements.

A.10. *Course Credit.*

A.10.1. *Granting credit.* Proponent schools will grant credit to individuals who successfully complete DL training when the conditions listed in student evaluation criteria are met.

A.10.2. *Recording course completion.* Successful completion of a DL course will be recorded in ATRRS and the individual's official personnel file.

A.10.3. *Common diploma.* The record of DL course completion will not indicate the instructional mode. Diplomas, certificates, and other documents will not reflect 'nonresident', 'distance learning', 'Reserve Component', or other similar remarks. This is to preclude personnel attending resident courses or courses taught at Active Component schools from being considered more favorably than those participating in other instructional modes.

A.11. *Training availability.*

Soldiers may train at any TADLP or DTTP DTF without charge regardless of their component or the sponsorship of the DTF. Any expenses incurred by the sponsoring command in providing cross-component training or services that exceed normal operating and sustainment costs will be reimbursed by the supported command IAW

existing cross-component resourcing (CCR) agreements.

Resources

A.12. Policy Development.

The development of policy and guidance is a programmed staff activity for agencies responsible for DL implementation and management. Limited contractor support will be used to draft new and revised documentation.

Command and Control

A.13. Program Management.

A.13.1. Informal groups. TADLP is an Army program approved by the Chief of Staff, Army (CSA) for implementation. The CSA designated the Commanding General (CG), TRADOC the Army Executive Agent (AEA) for program implementation. In addition to the formal Army chain of command, the following groups support program implementation:

A.13.1.1. DL GOSC. The DL General Officer Steering Committee (GOSC) and Councils of Colonels (COC) meet as required to resolve issues associated with functional requirements and program implementation. The agencies represented in these committees normally include: DCSOPS, DISC4, PEO STAMIS, DCSPER, TRADOC, OCAR, NGB, and appropriate MACOMs as required.

A.13.1.2. DTF fielding committee. The DTF Fielding Committee includes TRADOC, NGB, OCAR, USARC, PM TADLP and appropriate MACOM representation. This

group meets at the call of the TPIO TADLP. Its purpose is to identify and coordinate DTF/DTTP classroom locations and resolve any issues in area coverage. Deconflicting NGB and OCAR DL training locations is a major part of this effort.

A.13.1.3. MUWG. An *ad hoc* Major User Working Group (MUWG) was convened to develop the initial master priority list for courseware redesign. The MUWG, which included representatives of the Army MACOMS, OCAR, and NGB, developed the courseware list and set the priority for the 525 courses listed in the TADLP Master Plan.

A.13.1.4. Policy work group. HQDA DCSOPS convened the DL Policy Working Group to develop DL Implementation Policy for ultimate integration into AR 350-1. The group includes representatives from HQDA, DCSPER, PERSCOM, OCAR, NGB, FORSCOM, USAREUR, and TRADOC.

A.13.1.5. ADL workgroup. The TADLP TPIO is a member of the Office of the Secretary of Defense (OSD) Advanced Distributed Learning Working Group that developed the *ADL Implementation Plan*. The AEA will provide Flag level representation on the Education and Training Steering Committee (ETSC) formed by the OSD to advise and assist the Deputy Under Secretary of Defense (Readiness) (DUSD(R)) on all aspects of ADL. The Total Force Advanced Distributed Learning Action Team (TFADLAT), a standing committee comprising representatives of the same agencies represented on the ETSC, will support the ETSC.

A.13.1.6. Repositioning workgroup. TPIO TADLP representatives participated in the Secretary of the Army Repositioning Working Group that laid the framework for the 'Green to Grad' education initiatives now being

staffed through the DCSPER and the Army Continuing Education System (ACES).

A.13.1.7. Joint ADL forums. The TPIO TADLP is represented at Joint Forces Command ADL Network forums that are focusing on Joint Professional Military Education (JPME) and Joint Collective Training Programs.

A.13.1.8. TPIO involvement. The TPIO TADLP participates in other GOSCs and COCs as required. These include the Reserve Components Advisory Group (RCAG) and the Reserve Components Coordinating Committee (RCCC). TRADOC is also represented on the Army Board Of Directors (BOD) where DL has been briefed and issues worked on numerous occasions.

A.13.2. Areas of interest. The councils, groups, and committees just discussed address issues that have overarching functional impacts, i.e., training and education. The Acquisition community has numerous complimentary processes and committees that support the program. The key group, and focal point for milestone decision approval, is the Overarching Integration Process Team (OIPT). The AEA has a seat on this group that meets at least quarterly.

A.14. Responsibilities of Army Agencies and Commands.

DCSOPS

A.14.1. Headquarters Department of the Army (HQDA), Deputy Chief of staff for Operations and Plans. The DCSOPS will:

A.14.1.1. Serve as the ARSTAF proponent for TADLP. Oversee TADLP implementation.

A.14.1.2. Provide resourcing. Resource DL through the Program Objective Memorandum (POM) process.

A.14.1.3. Provide executive oversight. Appoint a general officer to sit on the DoD ETSC to provide executive oversight, policy guidance, and investment oversight of the Department's education and training.

A.14.1.4. Provide representation. Provide one or more Service representatives to the TFADLAT to support the ETSC on all aspects of distributed learning.

A.14.1.5. Ensure standardization. Provide guidance to the field on operating in a DL environment and ensuring standardized training and training development policies/procedures.

A.14.1.6. Provide policy. Coordinate with the DCSPER on the development of policies concerning the coordination or integration of Army DL with the ACES.

A.14.1.7. Ensure one Army system. Support the ATRRS as the approved system of record for student reservations and course completion status.

A.14.1.8. Integrate like systems. Support the integration of the DL system with other training support systems in accordance with Army Training (AT) XXI.

DCSPER

A.14.2. HQDA, DCSPER. The DCSPER will:

A.14.2.1. Provide ATRRS oversight. Oversee the ATRRS as the system of record for quota-managed individual training. The system will document requirements and resources within

the Structure and Management Decision Review (SMDR) and reflect training program changes in the Training Resources Arbitration Panel (TRAP).

A.14.2.2. *Eliminate discrimination.* Ensure personnel publications and procedures do not discriminate against personnel who receive training through DL programs.

A.14.2.3. *Coordinate ACES requirements.* Coordinate with the DCSOPS in the development of DL policies and programs for ACES.

A.14.2.4. *Prioritize requirements.* Provide input to the DCSOPS for prioritizing courses in support of personnel readiness requirements.

A.14.2.5. *Ensure interfaces.* Support the development of necessary interfaces between TADLP systems and any legacy systems with which they must function.

A.14.2.6. *Ensure integration.* Support the integration of TADLP systems with other training support systems in accordance with AT XXI.

DISC4

A.14.3. *HQDA, Director of Information Systems for Command, Control, Communications, and Computers.* The DISC4, through the PEO STAMIS and the PM TADLP, will:

A.14.3.1. *Ensure compliance with:*

A.14.3.1.1. JTA-Army design requirements for TADLP system operation.

A.14.3.1.2. Basic information standards to ensure system interoperability.

A.14.3.1.3. Information transport standards that facilitate information movement throughout the system.

A.14.3.1.4. Information processing standards to ensure computers can handle information effectively and efficiently.

A.14.3.1.5. Man-machine interface standards that allow users to maximize computer capabilities.

A.14.3.2. *Support acquisition requirements.* Support the AEA for DL in acquiring and installing electronic systems and equipment required for TADLP DTFs.

A.14.3.3. *Serve as MDA.* Exercise Milestone Decision Authority (MDA) for TADLP.

CNGB

A.14.4. *Chief, National Guard Bureau.* The CNGB will:

A.14.4.1. *Provide advice.* Serve as the HQDA advisor on Army National Guard (ARNG) training and education matters.

A.14.4.2. *Provide representation.* Provide representation on the TADLP Fielding Committee to coordinate DTTP and TADLP integration and classroom/DTF fielding requirements and locations.

A.14.4.3. *Prioritize requirements.* Identify and prioritize ARNG DL course requirements.

A.14.4.4. *Support student tracking.* Support the Total Army Personnel Command

(PERSCOM) in administering and tracking DL students.

CAR

A.14.5. Chief, Army Reserve. The CAR will:

A.14.5.1. Provide advice. Serve as the HQDA advisor on USAR training and education matters.

A.14.5.2. Coordinate DTF locations. Advise the PM TADLP in selecting sites, installing, and maintaining DL DTFs under USAR command and control.

A.14.5.3. Provide DTF support. Sustain DL DTFs assigned or attached to USAR organizations and installations in support of TASS training.

A.14.5.4. Provide USAR requirements. Identify and prioritize USAR DL course requirements.

A.14.5.5. Provide representation. Provide representation on the TADLP Fielding Committee.

A.14.5.6. Support student tracking. Support PERSCOM in administering and tracking DL students.

JAG

A.14.6. The Judge Advocate General. The JAG will identify and prioritize DL training requirements for the JAG Corps.

MACOMs

A.14.7. Commanders of Major Army Commands MACOM commanders will:

A.14.7.1. Input ATRRS. Provide input to the ATRRS regarding student load requirements for each scheduled DL course.

A.14.7.2. Prioritize requirements. Identify and prioritize the respective MACOM's requirements for DL courses and submit them to the TPIO TADLP.

A.14.7.3. Provide representation. Provide representation on the TADLP Fielding Committee as requested.

A.14.7.4. Provide DTF support. Support the fielding and sustainment of DL DTFs at the respective MACOM installations.

A.14.7.5. Program resources. Plan and program Operations and Maintenance, Army (OMA) resources to support and sustain DL DTFs assigned to command organizations and installations.

TRADOC

A.14.8. Commanding General, U.S. Training and Doctrine Command. The CG, TRADOC will:

A.14.8.1. Execute AEA responsibilities. Serve as the AEA for DL and appoint a TRADOC Program Integration Officer (TIPO) to manage TADLP implementation and integration into the Army training and education system.

A.14.8.2. Provide student load information. Identify programmed student load requirements for quota-managed courses.

A.14.8.3. Coordinate requirements. Coordinate DL training requirements with input agencies to ensure:

The Army Distance Learning Program Campaign Plan Annex A

A.14.8.3.1. Students are selected for DL courses in accordance with the appropriate priorities.

A.14.8.3.2. Students are provided timely notification and administrative instructions concerning attendance at DL courses,

A.14.8.3.3. Maximum DL DTF seat utilization.

A.14.8.3.4. Course prerequisites are satisfied.

A.14.8.4. *Support student tracking.* Coordinate with HQDA DCSPER to establish administrative procedures to track student progress through instructional units.

A.14.8.5. *Input ATRRS.* Update the ATRRS with:

A.14.8.5.1. Current and future DL locations and constraints.

A.14.8.5.2. Course administrative data.

A.14.8.5.3. Student phase-completion information.

A.14.8.6. *TPIO responsibilities.* Through the TPIO TADLP:

A.14.8.6.1. Coordinate the installation and sustainment of DL DTFs with the PM TADLP.

A.14.8.6.2. Facilitate TADLP and DTTP integration.

A.14.8.6.3. Establish alternative options to continue training if there is equipment malfunction or site availability problem.

A.14.8.6.4. Coordinate with the PM TADLP/PEO STAMIS to develop Budget Year and out-year TADLP programming for the Army POM. Consider input from all DL MACOMs, to include requirements for TADLP implementation and sustainment.

A.14.8.6.5. Coordinate resource allocations for DL acquisition, fielding, and sustainment with the PM TADLP.

A.14.8.6.6. Oversee the utilization of resources allocated to proponent schools for DL courseware design.

A.14.8.6.7. Approve priorities for designing DL courseware.

A.14.8.6.8. Assist the PM TADLP to develop and coordinate materiel requirements documents (MRD) in accordance with DoD 5000 series publications and AR 70-1, *Army Acquisition Policy*.

A.14.8.6.9. Develop required quantities and locations for TADLP DTFs in accordance with policies and procedures in Annex E. Coordinate with the OCAR/USARC and the CNGB to integrate TADLP requirements with DTTP requirements and maintain a combined tri-component 1- N priority list of required and fielded DTFs as described in Annex E.

A.14.8.6.10. Coordinate with the PM TADLP to procure, field, staff, and sustain TADLP DTFs.

A.14.8.6.11. Coordinate with the MACOMs to identify additional course delivery training

resource requirements, e.g., specialized training aids, manpower, and operational/tactical equipment. Ensure that all resource requirements are identified in the SMDR.

A.14.8.6.12. Provide regulatory guidance for the design, development, and implementation of DL courseware.

A.14.8.6.13. Together with the PM TADLP, ensure a learning management system is in place to:

A.14.8.6.13.1. Coordinate and schedule the delivery of DL training between the originating and receiving locations.

A.14.8.6.13.2. As necessary, monitor and manage student performance and progress within and between lessons, modules, and phases.

A.14.8.6.13.3. Manage the assignment and delivery of required DL support resources where and when needed.

A.14.8.6.14. Coordinate DL system interface development with applicable legacy systems.

A.14.8.6.15. Support PM TADLP coordination with MACOMs and the proponent schools to ensure DL hardware, software, and network architecture standardization; compliance with the Joint Technical Architecture (JTA)-Army; and to avoid duplicate effort or conflicting designs.

A.14.8.6.16. Support the PM TADLP by coordinating TADLP DTF fielding with installation commanders and the CG, PERSCOM-directed ACES.

A.14.8.6.17. Coordinate DL courseware redesigns/development, testing/evaluation, and distribution to meet established training requirements.

A.14.8.6.18. Ensure capabilities are in place to support student enrollment, evaluation, and reporting.

A.14.8.6.19. Coordinate with the PM TADLP and PERSCOM to create interfaces between the TADLP system and the ATTRS.

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| PERSCOM |
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A.14.9. *Commanding General, PERSCOM.*
The CG, PERSCOM will:

A.14.9.1. *Validate DL courses.* Participate in DL course reviews to validate their impact on readiness.

A.14.9.2. *Provide readiness input.* Recommend additional or alternative courses for DL that may improve readiness.

A.14.9.3. *Develop student selection aid.* Establish and maintain order-of-merit lists to aid in selecting soldiers to attend DL courses.

A.14.9.4. *Ensure ATRRS interface.* Coordinate with the PM TADLP and the TPIO TADLP to create interfaces between the TADLP system and the ATTRS.

A.14.9.5. *Manage training spaces.* Coordinate with HQDA DCSOPS to manage

training spaces based on projected unit requirements and DL distribution polices.

A.14.9.6. *Integrate ACES.* Coordinate with local authorities to integrate DL facilities and ACES organizations at Army installations when mutually determined to be cost and manpower-effective.

A.14.9.7. *Provide guidance.* Provide technical and regulatory guidance for the operation of DL facilities under the ACES in accordance with AR 350-1.

ISEC

A.14.10. *Commander, Information Systems Engineering Command.* The Commander, ISEC will:

A.14.10.1. *Provide system engineering.* Support the PM TADLP, as required, to aid in determining system definitions and requirements.

A.14.10.2. *Provide system integration and synchronization.* Support the PM TADLP for information management requirements.

COE/USACE

A.14.11. *Chief of Engineers and Headquarters, U.S. Army Corps of Engineers.* The COE and HQ, USACE will:

A.14.11.1. *Provide planning guidance.* Provide facility-planning guidance to the PM TADLP for determining facility support requirements.

A.14.11.2. *Support facility rehabilitation.* Support the PM to integrate and synchronize facility rehabilitation requirements.

ATEC

A.14.12. *Commander, U.S. Army Test and Evaluation Command.* The Commander, ATEC will provide and manage independent testing oversight of operational testing of the DL system.

CEAC

A.14.13. *Commander, U. S. Army Cost and Economic Analysis Center.* The Commander, CEAC will:

A.14.13.1. *Provide cost estimate.* Prepare an independent cost estimate (ICE) for TADLP.

A.14.13.2. *Evaluate input.* Analyze benefits analyses.

A.14.13.3. *Coordinate MAISRC requirements.* Serve as the coordinating agency for the PEO STAMIS, HQDA staff elements, and functional proponents to provide program information and data required to support TADLP reviews by the Major Automated Information Systems Review Council (MAISRC).

PEO STAMIS

A.14.14. *Program Executive Officer Standard Army Management Information System.* The PEO STAMIS through the PM TADLP will:

A.14.14.1. *Support TADLP acquisition.* Serve as the material developer for the DL system.

A.14.14.2. *Provide oversight.* Oversee the planning, design, development, acquisition, and fielding of DL hardware and software,

facilities, and communications-infrastructure linkages.

A.14.14.3. *Coordinate activities.* Coordinate program management and acquisition requirements with OSD, DCSOPS, DISC4, and the TPIO TADLP.

A.14.14.4. *Provide POM input.* Coordinate with the AEA DL to develop DL POM inputs.

A.14.14.5. *Ensure ATRRS interface.* Coordinate with PERSCOM and the TPIO TADLP to create interfaces between the TADLP system and the ATTRS.

A.14.14.6. *Report program status.* In coordination with the TPIO TADLP, report the status of program execution and fund expenditures to HQDA.

AMC

A.14.15. *Commanding General, U.S. Army Materiel Command.* Besides the responsibilities in paragraph A.5.2.7, the CG, AMC will:

A.14.15.1. *Support TADLP acquisition.* Support DL equipment acquisition under DISC4 guidance.

A.14.15.2. *Integrate DL NET.* Incorporate DL into Army Modernization Training (AMT) to enhance and expand NET capabilities and reduce requirements for new equipment training teams (NETT).

A.14.15.3. *Oversee schools.* Direct Army schools within AMC subordinate commands to analyze, design, develop, and deliver DL courses and course modules.

A.14.15.4. *Comply with standards.* Ensure DL courseware complies with standards

identified in this plan and is compatible with DTF equipment.

A.14.15.5. *Integrate technology.* Through the Commander, U.S. Army Simulation, Training, and Instrumentation Command (STRICOM) coordinate with the Commander, ATSC to evaluate new and emerging technologies to determine their applicability to DL delivery and course materials presentation. Cooperate with ATSC in developing recommendations concerning their use within the Army DL community.

USASOC/MEDCOM

A.14.16. *Commanding Generals, U.S. Army Special Operations Command and U.S. Army Medical Command.* Besides the responsibilities in paragraph A.5.2.7, the CGs, USASOC and MEDCOM will:

A.14.16.1. *Execute MOA.* Execute memoranda of agreement (MOA) with the AEA for DL regarding the allocation of TADLP resources when approved by waiver to redesign courses in-house.

A.14.16.2. *Produce courses.* Design, develop, and deliver special operations/medical specialty related DL courses and modules, as appropriate.

Army Schools and Training Development Proponents

A.14.17. *Commanders/commandants.* Army schools and training/training development proponents will:

A.14.17.1. *Train developers.* Coordinate with ATSC to ensure training development staff members and school faculty members receive

training to analyze, design, develop, and deliver training using multimedia DL technologies.

A.14.17.2. *Submit requirements.* Provide the TPIO TADLP with DL course requirements.

A.14.17.3. *Follow priority.* Redesign TATS courseware for DL in accordance with priorities provided the TPIO TADLP for the AEA DL.

A.14.17.4. *Follow schedules.* Deliver DL courses, lessons, and modules in accordance TPIO TADLP-approved schedules.

A.14.17.5. *Use contracts.* Use the DL XXI Contract administered by the ATSC to procure courseware redesigns under TADLP. On a case-by-case basis, schools may request waiver of DL XXI Contract support so that they can accomplish redesigns using in-house resources or local contractual support. The TRADOC DCST must approve the waiver. Funds will then be distributed by ATSC to the school.

A.14.17.6. *Maintain currency.* Maintain the currency of DL courseware and supporting materials.

ATSC

A.14.18. *Commander, U.S. Army Training Support Center.* The Commander, ATSC will:

A.14.18.1. *Provide support.* Provide DL training support services as required.

A.14.18.2. *Provide digital repository.* Operate and maintain the Reimer Digital Library (RDL).

A.14.18.3. *Provide contract support.* Administer the DL XXI Contract.

A.14.18.4. *Provide architecture.* Maintain the ATIA.

A.14.18.5. *Manage support.* Serve as the Army's training support manager with responsibility for planning and integrating programs, products, and services that support individual and collective training in the AC and RCs.

A.14.18.6. *Integrate new technologies.* Coordinate with the Commander, STRICOM to evaluate new and emerging technologies and determine their applicability to DL delivery and course materials presentation. Make recommendations to the Army DL community concerning their adoption when appropriate.

TASS Integration Elements

A.14.19. *The Army School System Integration Elements (TIE).* The TIEs will:

A.14.19.1. *Manage requests.* Coordinate TASS training support requests for DL courses.

A.14.19.2. *Coordinate support.* Coordinate regional training support to include cross-component support and resource requirements.

A.14.19.3. *Ensure seat fill.* Monitor training program execution. Ensure training seat fill and compliance with DL training requirements.

TASS Training Battalions

A.14.20. Commanders of TASS training battalions. TASS training battalion commanders will present local DL classes in accordance with TPIO TADLP-approved delivery schedules.

sustain individual and collective training readiness.

A.14.22.2. Provide opportunity. Provide soldiers the opportunity to use professional-development DL course offerings.

Installations

A.14.21. Installation commanders. Installation commanders will:

A.14.21.1. Ensure team effort. Support the PM TADLP and proponent schools, when on the installation, to select, equip, activate, and sustain TADLP DTFs; install infrastructure; and ensure adequate bandwidth and connectivity between proponent digital storage facilities and the TADLP communications infrastructure.

A.14.21.2. Sustain infrastructure. Oversee the operation and maintenance of TADLP DTFs assigned to their respective installations.

A.14.21.3. Synchronize assets. Coordinate TADLP and Army Education Center (AEC)/Army Learning Center (ALC) facility use with local ACES officials and training staffs.

A.14.21.4. Ensure availability. Ensure TADLP DTFs are available for training, continuing education, and self-development requirements for all components in accordance with appropriate priorities.

A.14.22.3. Train during duty hours. Authorize soldiers and DAC employees to take directed DL training courses that are scheduled during duty hours. Place soldiers on orders that establish the TADLP DTF as their place of duty during training.

A.14.22.4. Eliminate interference. Ensure students are available for training and have no command-directed duties that will interfere with the training.

A.14.22.5. Hold soldiers responsible. Inform soldiers participating in DL programs that they must meet synchronous training schedules and complete requirements for asynchronous training.

A.14.22.6. Provide the time. Adjust the duty day for individuals participating in HQDA-directed training, when necessary.

Summary

A.15. Decisive Points.

A.15.1. DL community operational. Besides training soldiers, the Army is now a DL provider in the DoD ADL community. Policy and guidance must reflect joint and cross-component requirements.

A.15.2. Appropriate documentation available. Existing regulations and policy documents will be revised to reflect current and expected DoD and Army DL requirements.

Units

A.14.22. Unit commanders. Unit commanders will:

A.14.22.1. Use resources. Leverage available DL resources and courses to support and

A.15.3. DA guidance on-line. A HQDA policy letter will provide policy guidance for DL operations and learning management until AR 350-1 is published. The provisions of the policy letter will then be incorporated into a change to the regulation.

A.15.4. Train to common standards. TATS courses, which enable all components to train to common standards, are the foundation for developing DL courses.

A.15.5. Total force course selection. Courses will be selected for DL based on their contribution to improved force readiness, suitability for DL media, and the potential for increasing student throughput or reducing overhead and per diem costs.

A.15.6. Development standards. DL courses and courseware will be developed to XML standards and designed for delivery via the Internet, Internet-enabled CD, or a hybrid mix of CD and Internet.

A.15.7. Common instructional software specifications in effect. The Army will collaborate with the DoD in moving toward adopting common specifications for instructional software as provided in the ADL SCORM.

A.15.8. Information in ATRRS. Information concerning Army DL courses will be available in the ATRRS.

A.15.9. Use standard diplomas. The record of DL course completion will not indicate the instructional mode. Diplomas, certificates, and other documents will not reflect 'nonresident', 'distance learning', 'Reserve Component', or other similar remarks.

A.16. End State Objectives.

A.16.1. Students on unit orders. Students attending quota-managed and HQDA directed DL training will be placed on local orders directing them to the location where they will receive the training.

A.16.2. Full time training. Commanders will exempt students attending directed training courses from all other duties.

A.16.3. Resourcing on time. The HQDA, DCSOPS will resource DL through the POM process.

A.16.4. System interfaces in place. The HQDA, DCSPER will support the development of necessary interfaces between the DL system and any legacy systems with which it must function.

A.16.5. DL infrastructure in place. The HQDA, DISC4, through the PEO STAMIS and the PM TADLP will direct the acquisition and installation of electronic systems and equipment for TADLP DTFs.

A.16.6. DL sustainment is programmed. MACOM commanders will plan and program OMA resources to support and sustain DL DTFs assigned to command organizations and installations.

A.16.7. Implementation directives in place. The CG, TRADOC through the TPIO TADLP will:

A.16.7.1. Provide guidance. Provide regulatory guidance for the design, development, and implementation of DL courseware; approve priorities for designing DL courseware; and manage the distribution of resources allocated to redesign courseware for DL delivery.

A.16.7.2. Coordinate infrastructure. Coordinate the acquisition, fielding, and

operation of TADLP DTFs with the PM TADLP.

A.16.8. *ATRRS interface is functional.* The CG, PERSCOM will coordinate with the PM TADLP and the TPIO TADLP in creating interfaces between the DL system and the ATRRS.

A.16.9. *DL courses are delivered on schedule.* Commanders/commandants of Army schools and training/training proponents will:

A.16.9.1. *TDALP priority.* Redesign TATS courseware for DL in accordance with priorities provided by the TPIO TADLP.

A.16.9.2. *TADLP schedule.* Deliver DL courses, lessons, and modules in accordance with TPIO TADLP-approved schedules.

A.16.10. *Commanders involved.* Installation commanders will oversee DL DTFs assigned to their respective installations and ensure they are available to support training, continuing education, and self-development requirements for all components.

A.16.11. *DTF is soldier's place of duty.* Unit commanders will authorize soldiers and DAC employees to take directed DL training courses scheduled during duty hours and place soldiers on orders that establish the DL DTF as their place of duty during training.

A.17. *Decisive Timelines.*

A.17.1. *Army regulation.* The new AR 350-1 is in the final stages of coordination leading to publication.

A.17.2. *Interim guidance.* The HQDA DCSOPS has issued a message that provides policy guidance for DL implementation.

A.17.3. *ATRRS linkage.* HQ TRADOC will announce new DL courses via an ATRRS system message not later than six months before course introduction and the scheduled course start date.

A.17.4. *Training seat utility.* To maximize training-seat use, TRADOC, the NGB, and the OCAR will notify input agencies of DTF and course capacities not later than 60 days before the scheduled class start date.

A.17.5. *VTT scheduling.* Reservations for VTT must be submitted to the TNET NCC at ATSC no later than 60 days prior to the scheduled training event. The NCC will lock the VTT schedule 30 days prior to the scheduled event.

A.17.6. *Short suspense availability.* VTT events planned for less than 30 days out can only be scheduled as available time blocks permit.

Appendix A-1. Links

| Federal Sites | URL |
|---|---|
| America's Learning Exchange (ALX) | http://www.alx.org/ |
| Federal Government Distance Learning Association | http://www.fgdla.org/ |
| Government Executive Magazine | http://www.govexec.com/ |
| NIST, U.S. Dept. of Commerce | http://www.itl.nist.gov/ |
| U.S. Department of Education - Department of Educational Technology | http://www.ed.gov/Technology |
| U.S. Distance Learning Association | http://www.usdla.org/ |
| U.S. Federal Government Agencies Directory | http://www.lib.lsu.edu/gov/fedgov.html |
| White House Office of Science & Technology Policy | http://www.ostp.gov/ |
| | |
| Department of Defense | |
| Air Force Distance Learning Office | http://www.maxwell.af.mil/au/afiadl/ |
| Air National Guard Distance Learning | http://www.ang.af.mil/ |
| Army Command and General Staff College | http://www.cgsc.army.mil/ |
| Army Deputy Chief of Staff for Training | http://www-dcst.monroe.army.mil/default.htm |
| Army Doctrine and Training Digital Library | http://155.217.58.58/atdls.html |
| Army Reserve Readiness Training Center | http://arrtc.mccoy.army.mil/ |
| Army Training and Doctrine Command (TRADOC) | http://www-tradoc.army.mil/ |
| Army Distance Learning Homepage | http://www.tadlp.monroe.army.mil |
| Army Continuing Education System (ACES) | http://www.armyeducation.army.mil |
| Army University Access Online (AUAO) | http://www.earmyu.com/ |
| Army Training Requirements and Resources System (ATRRS) Self-Development System | http://www.atrrs.army.mil/channels/selfDev |
| ATRRS Soldier Information | http://www.atrrs.army.mil/channnels/dlnews/usersManual/section2.doc |
| Army Formal Schools Catalog | http://www.atrrs.army.mil/atrrscc |
| Army Civilian Training and Education System (ACTEDS) Training Catalog | http://www.cpol.army.mil/train/catalog/toc.html |

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| ACTEDS training application form | http://www.cpol.army.mil/george/acteds/catalog/pop_form3.cgi |
| ATSC Individual Training Support Directorate. | http://www.atsc.army.mil/dld |
| ATSC - Distance Learning Products Catalog | http://www.atsc.army.mil/dld/catalog.htm |
| ATSC Training Media Support Directorate | http://atscserv5.atsc.army.mil/ |
| Classroom XXI | http://www.atsc.army.mil/dld/services/first/guidance.htm |
| CR XXI Configuration | http://www.tadlp.monroe.army.mil/crxxiconfiguration.htm |
| CNET Professional Development and Technology Center | http://www.cnet.navy.mil/netpdtc/ |
| Coast Guard Institute (CGI) | http://www.dot.gov/dotinfo/uscg/hq/cgi/ |
| Defense Information Systems Agency (DISA) | http://www.disa.mil/disahome.html |
| Defense Systems Management College | http://www.dsmc.dsm.mil/ |
| Defense Link | http://www.defenselink.mil/ |
| DoD Data Analysis Center for Software | http://www.dacs.dtic.mil/ |
| DoD - Policy Guidance for use of Mobile Code Technologies in Department of Defense (DoD) Information Systems | http://www.c3i.osd.mil/org/cio/doc/mobile-code11-7-00.html |
| George C. Marshall European Center for Security Studies | http://www.marshallcenter.org/ |
| Joint Computer Based Instruction System | http://www.jcbis.gov/ |
| National Guard Professional Education Center | http://ngpec.org/ |
| NGB Distributive Training Technology Project (DTTP) Homepage | http://www.arng.ngb.army.mil/Features/dttp.htm |
| Naval Air Warfare Center Training Systems Division | http://www.ntsc.navy.mil/ |
| Navy Interactive Courseware Novice Authoring Course (NICNAC) | http://www.cnet.navy.mil/netpdtc/nicnac/nicnac.htm |
| Navy Smart Base Project | http://www.n4.hq.navy.mil/smartbase/ |
| North Atlantic Treaty Organization | http://www.nato.int/ |
| OTT Spider | http://www.ott.navy.mil/ |
| Partnership for Peace Consortium | http://www.pfpconsortium.marshallcenter.org/ |
| Partnership for Peace Information Management System (PIMS) | http://www.ppc.pims.org/ |
| Program Manager, TADLP | http://www.tadlp.army.mil/ |
| PM TADLP – DTF Managers Directory | http://www.tadlp.army.mil/DTFManagers.htm |
| Telemedicine and Advanced | http://www.tatrc.org/ |

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| Technology Research Center | |
| TRADOC Schools | http://www-tradoc.army.mil/schools.htm |
| United States Army Sergeants Major Academy (USASMA) | http://usasma.bliss.army.mil/ |
| United States Army Publishing Agency | http://www.usapa.army.mil/ |
| US European Command | http://www.eucom.mil/ |
| | |
| Academia | |
| Advanced Distance Education at CARTE | http://www.isi.edu/isd/ADE/ade.html |
| American Military University | http://www.amunet.edu/ |
| California Teachers Net | http://california.teachers.net/ |
| California Virtual University | http://www.california.edu/ |
| Center for Advanced Research in Technology for Education (CARTE) | http://www.isi.edu/isd/carte |
| Christopher Newport University | http://cnuonline.cnu.edu/ |
| Education with New Technologies (ENT) - Harvard | http://learnweb.harvard.edu/ent/home/index.cfm |
| Filamentality for Online Support | http://www.kn.pacbell.com/wired/fil/guides.html |
| Internet Search Strategies for Teachers | http://www.2learn.ca/research/rss.html |
| Lockheed Martin Engineering Management Program | http://www.colorado.edu/EngMgmtProg/ |
| National University | http://www.nu.edu/ |
| Online Educational Delivery Applications Comparison Tool | http://www.ctt.bc.ca/landonline/ |
| The Center for Distance Learning Research at Texas A& M University | http://www.cdlr.tamu.edu/ |
| The Mercy College & Telecommute to College& Program | http://merlin.mercynet.edu/ |
| The Regents College & Campus-free Nursing Degrees | http://www.regents.edu/ |
| The Syracuse University Online Master's in Engineering Management | http://www.suce.syr.edu/engineer-career |
| The Texas Distance Learning Association (TxDLA) | http://www.baylor.edu/~TxDLA/ |
| The Virtual University Gazette by geteducated.com | http://www.geteducated.com/ |
| The Wellspring - An Online Community of Distance Educators | http://wellspring.isinj.com/ |
| UN Institution for Training and Research Programme of Correspondence Instruction in Peacekeeping Operations | http://www.wm.edu/unpeacek |
| University Alliance | http://www.universityalliance.com |
| Univ. of Maryland Academic | http://www.inform.umd.edu/teachtech/itech.html |

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| Information Technology Services | |
| University of Nevada, Las Vegas | http://www.unlv.edu/infotech/Distance_Education/ |
| University of Phoenix Online | http://onl.uophx.edu/ |
| University of West Florida ADL Project - Office of Community Learning | http://www.uwf.edu/~coe/ocl/ADL.htm |
| University of Wisconsin-Platteville Online Business Administration Degree | http://www.uwplatt.edu/~disted/online.html |
| Western Governors University | http://www.wgu.edu/ |
| Wisconsin Association of Distance Education Networks | http://www.uwex.edu/disted/waden |
| | |
| Content Advocacy | |
| American Society for Training and Development (ASTD) | http://www.astd.org/ |
| Florida High School On-Line | http://www.fhs.net/ |
| Geographic Information Science Course | http://www.colorado.edu/geography/gcraft/contents.html |
| Jakob Nielsen's Alertbox: Current Issues In Web Usability | http://www.useit.com/alertbox/ |
| NCGIA Core Curriculum | http://www.ncgia.ucsb.edu/pubs/core.html |
| SALT/ASTD Interactive Multimedia Conference Info | http://www.salt.org/ |
| The NODE Learning Technologies Network | http://node.on.ca/ |
| | |
| Business Market | |
| Aviation Industry Computer-Based Training | http://aicc.org/ |
| IBM Education and Training | http://www-3.ibm.com/services/learning/us/ |
| Independent Bankers Association of America Online Training Center | http://www.ibaa.org/education |
| MaxIT | http://www.maxit.com/ |
| Paradigm Shift International | http://www.parshift.com/ |
| Spire - Computer Based Learning | http://www.spire-inc.com/ |
| Stottler Henke Associates, Inc. | http://www.shai.com/ |
| Virtual University Business Digest (VUBD) | http://www.geteducated.com/vubd/vubd.htm |
| | |
| Technical Solutions | |
| Dublin Core Metadata | http://purl.org/metadata/dublin_core |
| eBORcOM | http://www.eborcom.com/webmaker/ |
| Educause | http://www.educause.edu/ |
| Edutool's Learning Technology Systems Architecture for IEEE 1484.1 | http://www.edutool.com/ltsa |

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| Instructional Management System (IMS) Project | http://www.imsproject.org/ |
| National Committee on Information Technology Standards, Technical Committee L8 | http://www.lbl.gov/~olken/X3L8 |
| Saba | http://www.saba.com/ |
| The IEEE Learning Technology Standards Committee (LTSC) (P1484) | http://www.manta.ieee.org/p1484/ |
| the reallybig.com Web builder network | http://reallybig.com/default.shtml |
| The Virtual Library of WWW Development | http://wdvl.internet.com/Vlib/ |
| The Web Developer's Virtual Library | http://wdvl.internet.com/ |
| Useit.com Hotlist | http://www.useit.com/hotlist/ |
| W3C's Extensible Markup Language (XML) | http://www.w3c.org/TR/WD-xml-lang |
| W3C's Resource Description Framework (RDF) | http://www.w3c.org/Metadata/RDF |
| WebReference.com | http://www.webreference.com/ |
| | |
| Research Priorities | |
| Collaborative Technologies - Overview of the State of the Art | http://www.rit.edu/~cpe4937/collab/overview.html |
| Education, Training, and Human Resources Working Group of the Computing, Information, and Communications R& D Subcommittee | http://www.ccic.gov/cicrd/pca-wg/ethr.html |
| Latent Semantic Indexing at University of Colorado | http://lsa.colorado.edu/ |
| National Center for Educational Statistics - Distance Education in Higher Education | http://nces.ed.gov/pubs98/distance |
| National Center for Geographic Information and Analysis (NCGIA) in geographic information science and its related technology | http://www.ncgia.ucsb.edu/ |
| The Millennium Project DL Library | http://millennium.aed.org/lib-distlearn.shtml |
| Thelma Looms' List of Course Management Systems and Test Creation and Delivery Tools for DL | http://www.seas.gwu.edu/student/tlooms/assess.html |
| Usability Testing of Advanced Web Concepts | http://www.sun.com/980113/sunonnet/concepts.html |
| | |
| Miscellaneous | |
| AWC Link to MultiMedia Resources | http://www.au.af.mil/au/awc/awcgate/awc-mm.htm |
| Distance Education and Training Council | http://www.detc.org/ |

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|---|---|
| Distance Education Clearinghouse | http://www.uwex.edu/disted/home.html |
| Educast | http://www.educast.com/ |
| get educated! | http://www.geteducated.com/ |
| Intelicus Professionals | http://www.intelicus.com/index.htm |
| Syllabus Web | http://www.syllabus.com/ |
| The Center for Education Reform | http://edreform.com/ |
| The Distance Learning Resource Network | http://www.dlrn.org/ |
| The Millennium Project | http://horizon.unc.edu/TS/sites/ |
| The Mining Company Guide to Distance Learning | http://distancelearn.miningco.com/ |
| The Web of Asynchronous Learning Networks | http://www.aln.org/index.htm |

ANNEX B. Course Selection and Prioritization

SITUATION

- B.1. Background
- B.2. Conditions
- B.3. Master DL Priority List

MISSION

- B.4. Mission

EXECUTION

- B.5. Commander's Intent
- B.6. Concept of Operations

RESOURCES

- B.7. Funding Courseware Redesigns

COMMAND AND CONTROL

- B.8. AEA for DL
- B.9. TPIO TADLP
- B.10. DA Requirements

SUMMARY

- B.11. Decisive Activities
- B.12. End State Objective
- B.13. Decisive Timelines

Situation

B.1. Background.

Courses appropriate for redesign to distance learning were selected from the Army course inventory maintained by TRADOC. These courses were listed in the Army Distance Learning (DL) Plan approved by the Chief of Staff, Army (CSA) in 1996. Subsequent to that approval, modifications have been made to the original list based on new requirements and adjustments to training priorities. Annually, the MACOMs, the Army Staff (ARSTAF), and the course proponents provide recommended DL course changes to the DL Army Executive Agent (AEA) for consideration.

B.2. Conditions.

B.2.1. Training readiness. Developing and maintaining a ready and deployable force is central to Army planning. The TADLP assists in this effort by providing a wide variety of training to soldiers throughout the world. This training contains the skills soldiers need to learn when they need to learn them. Force readiness remains a central focus of the DL program. The ability to train more soldiers in a more

efficient and effective format will enhance the Army's mission performance.

B.2.2. Scope. Distance learning training and education encompasses:

B.2.2.1. Technical training. This category includes military occupational specialty qualification (MOSQ), reclassification training, and warrant officer (WO) technical certification.

B.2.2.2. Professional Military Education (PME). PME encompasses officer, WO, and noncommissioned officer (NCO) leader development schools and courses, to include Senior Service Colleges (SSC); Army Modernization Training (AMT); the Army Civilian, Education, and Development System (ACTEDS); the Army Continuing Education System (ACES) and off-duty education; and the Common Military Training (CMT) Program.

B.2.2.3. Initial entry training. Distance learning training will not include officer pre-commissioning training, WO pre-appointment training, and initial entry training (IET) courses, e.g., basic combat training (BCT), advanced individual training (AIT), one station unit training (OSUT). This training will continue to be taught at designated training centers. Portions of the training may

be taught at the training centers using DL means when appropriate.

B.3. Master DL Priority List. The priority list for courseware redesign:

B.3.1. Integrates total force requirements. The AEA for DL implementation develops the Master DL Priority List using an evaluation and selection process that emphasizes readiness and the needs of the total force.

B.3.2. Addresses unit requirements. Limited TADLP funds may be used to redesign high priority unit training courses needed to train unit personnel in additional duties. The courses TADLP has funded to date are shown in Chapter 2.

B.3.3. Integrates emerging capabilities. Requirements for new training systems such as the Combined Arms Tactical Training (CATT) family of trainers and the Automated Battle Command System (ABCS), for example, will impact TADLP courseware selection in the future. As these capabilities develop, they will create opportunities to improve courseware design by incorporating collective tasks within individual DL courses.

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| Mission |
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B.4. Mission.

Redesign for DL delivery The Army Training System (TATS) courses that will enhance and sustain Army mission readiness.

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|------------------|
| Execution |
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B.5. Commander's Intent.

Develop DL Courseware that supports Army Transformation training requirements, enhances functional area training capabilities throughout the Force, and is available to soldiers and commanders anywhere, anytime.

B.6. Concept of Operations.

B.6.1. Responsibilities.

B.6.1.1. TRADOC Program Integration Officer (TPIO) TADLP. The TPIO TADLP, manages DL course selection and prioritization for the AEA, and approves the release of funds for courseware redesign.

B.6.1.2. Proponents. Proponents are responsible for developing TATS courses for DL redesign.

B.6.1.3. Management. Proponents will incorporate the management requirements detailed in Annex C, *Courseware Development*, and Annex D, *Army Learning Management System* in the courseware redesign process.

B.6.2. Redesign IAW priorities. Courses will be redesigned for DL in accordance with the following priorities:

B.6.2.1. Priority one. Requirements to support Army Transformation to include the Interim Brigade Combat Teams (IBCT) and the Interim Armored Vehicle (IAV).

B.6.2.2. Priority two. Requirements generated by the National Guard Army Division Redesign Study (ADRS).

B.6.2.3. Priority three. Courses designated by the Military Training Specific Allotment (MTSA).

B.6.2.4. *Priority four.* Other courses recommended by HQDA or the MACOMs.

B.6.3. *Receive course nominations.* Based on changing readiness requirements, the MACOMs, including the Chief, National Guard Bureau (CNGB) and the Chief, Army Reserve (CAR), may nominate additional courses for the Master DL Priority List or request changes in the relative priority of courses already on the list. New nominations or requests for change will be submitted to HQ TRADOC ATTN: ATTG-CF by 1 October, annually. The following information is required for each added course or priority change request:

B.6.3.1. *Course number.* The ATRRS course number.

B.6.3.2. *Course title.* The ATRRS course title.

B.6.3.3. *Total personnel.* How many personnel in the command are authorized in the MOS.

B.6.3.4. *Skill level.* How many personnel within the command require training in the MOS, by skill level.

B.6.3.5. *Proponency.* The course development proponent, i.e., the appropriate TRADOC school, the Army Medical Department (AMEDD), or the John F. Kennedy Special Warfare Center (JFKSWC).

B.6.3.6. *MACOM relative priority.* Course priorities will be listed from 1 to n. Only one list will be submitted per command and will include the requirements of both Active Component (AC) and Reserve Components (RC) units assigned to or supported by the command.

B.6.3.7. *Justification.* Written justification for moving a course ahead of other courses on the Master DL Course Priority List, for example, unit deployment, redeployment, or mission change; and the time sensitivity for redesigning the course, when applicable.

B.6.4. *Analyze nominations.* The TPIO TADLP will forward the lists of added course nominations to the responsible proponent schools. The schools will provide the TPIO the following information:

B.6.4.1. *Suitability.* Indicate if the course is suitable for DL. If it is not, explain why not. Provide a recommended priority for redesign, rationale for redesigning the course, and any comments regarding course design.

B.6.4.2. *Media mix.* Furnish a breakout of the percentage of the estimated DL hours that will be applied to each DL media (i.e., web-based training (WBT), interactive multimedia instruction (IMI), compact disk-read only memory (CD-ROM), video teletraining (VTT), video tape (VT), or paper products) for new course nominations.

B.6.5. *Prioritize courses.* The TPIO TADLP will analyze MACOM and proponent school information and, using the factors shown below, establish a priority alignment within the overall priorities described in paragraph B.6.2.

B.6.5.1. *Readiness.* Required to improve force readiness.

B.6.5.2. *MOS training.* Required to support MOS retraining, consolidation, or realignment.

B.6.6. *Publish schedule.* The TPIO TADLP, will finalize the priority list and forward it to the appropriate training

proponents and the Army Training Support Center (ATSC) for action. It will also be provided to the MACOMs and posted on the TADLP home page:
www.tadlp.monroe.army.mil .

Resources

B.7. Funding Courseware Redesigns.

B.7.1. Program Objective Memorandum (POM). The HQDA DCSOPS includes resource requirements for DL courseware redesigns in the Army POM.

B.7.2. Fund Allowance Document (FAD). The TRADOC Deputy Chief of Staff for Training (DCST) Program Management Directorate instructs the Deputy Chief of Staff for Resource Management (DCSRM) to release funds for courseware redesign. The DCSRMs provides funds via an FAD to the Commander, ATSC to procure training-development support under the DL XXI Contract administered by ATSC. TRADOC schools may, on a case-by-case basis, request waiver of contractor support under the DL XXI Contract so that they can accomplish redesigns using in-house resources or local contractual support. The waiver must be approved by the DCST. Funds will then be distributed by ATSC to the approved school.

Command and Control

B.8. AEA for DL

The AEA for DL is responsible for coordinating and producing the prioritized schedule for DL courseware redesign.

B.9. TPIO TADLP.

The TPIO TADLP is the AEA action agent for course selection and prioritization.

B.10. DA Requirements.

Designated DA requirements will take precedence over established course list priorities.

Summary

B.11. Decisive Activities.

B.11.1. Analyze course nominations.

Solicit nominations from the MACOMs and proponent schools for DL course redesigns.

B.11.2. Publish a priority list of course redesigns. Integrate Army, MACOM, and proponent DL requirements, and publish a prioritized list for execution.

B.11.3. Request resourcing. Request funds and other resources as required to support courseware redesign.

B.12. End State Objective.

DL courseware will be available anywhere, anytime to meet Army Transformation and readiness requirements.

B.13. Decisive Timelines.

B.13.1. Input. Course nominations and changes are received from DA, MACOMs and proponents by 1 October.

B.13.2. Projected costs. Annual course redesign costs are submitted to HQDA DCSOPS for inclusion in the Army POM.

B.13.3. Timely receipt. Funds are received at the beginning of the fiscal year to prevent training development delays.

B.13.4. Deliver on time. DL courseware is delivered as scheduled.

ANNEX C. Courseware Development

SITUATION

C.1. Background

C.2. Conditions

MISSION

C.3. Mission

EXECUTION

C.4. Commander's Intent

C.5. Concept of Operations

RESOURCES

C.6. Funding

COMMAND AND CONTROL

C.7. Management

SUMMARY

C.8. Summary

C.8.1. Decisive Activities

C.8.2. End State Objectives

C.8.3. Decisive Timelines

Situation

C.1. Background.

C.1.1. Then. Historically, proponent schools have developed courseware for presentation with the student and instructor in the same classroom or in the same practical exercise location.

C. 1.2. Now. Distance learning (DL) introduces a new dimension to instruction by geographically separating students from their instructor. DL places responsibility on the training developer to produce a comprehensive training support package that provides students with the materials or interactive electronic access needed to complete instructional units.

C.2. Conditions.

C.2.1. Documentation and mechanisms.

Products currently available to support developing and maintaining DL courseware include:

C.2.1.1. ATIA profile. The Army Training Information Architecture-Technical Architecture (ATIA-TA) Profile.

C.2.1.2. TR 350-70. TRADOC Regulation (TR) 350-70, *Systems Approach to Training Management, Processes, and Products.*

C.2.1.3. TP 350-70-2. TRADOC Pamphlet 350-70-2, *Multimedia Courseware Development Guide (TBP)*

C.2.1.4. DoD Handbook. MIL-HDBK-29612-3, *Development of Interactive Multimedia Instruction (IMI).*

C.2.1.5. RDL. The Reimer Digital Library RDL provides access to digitized training materials and military publications.

C.2.1.6. DL XXI contract. The Distributed Learning XXI Contract provides a contracting capability for DL courseware development that meets Army and DoD standards.

C.2.2. Force Readiness. The Army Distance Learning Program (TADLP) supports force readiness by providing a wide variety of training to soldiers throughout the world. This training supports the skills soldiers need to learn when and where they need to learn them. The ability to train more soldiers in an efficient and effective manner enhances the Army's ability to perform its worldwide missions.

C.2.3. Emerging Technology. The rate of technological change requires the Army to constantly evaluate new and emerging technologies for potential training applications. Those applications deemed useful must be incorporated into the development cycle as early as possible.

C.2.4. Budgetary Constraints. Funding for all Army missions and activities will probably continue to decrease. Consequently, courseware developers must leverage existing lessons and reference materials for Internet access with minimum additional training development required.

C.2.5. Advanced Distributed Learning (ADL) Initiative. The DoD ADL vision is to leverage the power of computer, information, and communication technologies by using common standards across DoD to provide learning that can be tailored to individual needs and delivered anywhere, anytime.

C.2.6. Sharable Content Object Reference Model (SCORM). The SCORM is the fundamental building block for reusable training content objects within the DoD. Cross-Service use and reuse of course material requires that courseware be developed using common standards and specifications. The SCORM identifies two essential elements to content reusability.

C.2.6.1. Content separation. Courseware content must be separated from the development application.

C.2.6.2. Commonality. Content must have common interfaces and data.

C.2.7. Cross-service training. Collaborative efforts require each Service to support cross-Service training needs for the same weapons, vehicles, and equipment.

| |
|----------------|
| Mission |
|----------------|

C.3. Mission.

Develop reusable object-based courseware using technology combinations and techniques, as appropriate to train soldiers to standard anywhere, anytime.

| |
|------------------|
| Execution |
|------------------|

C.4. Commander's Intent.

Develop courses and courseware that:

C.4.1. Incorporates real world problems. Provides doctrinally and educationally sound content designed to challenge soldiers with real-world, problem-based lessons.

C.4.2. Integrates technology power. Leverages the power of computer, information, and communications technologies to increase the effectiveness of content delivery.

C.4.3. Applies common standards. Conforms to interactive multimedia instruction (IMI) standards. Detailed instructions for the use of IMI are at <http://atscserv5.atsc.army.mil/techmediastand.htm>.

C.4.4. Trains in the unit. Supports education, training and on-the-job performance support at the soldier's location.

C.4.5. Fulfills AC/RC needs. Supports Active and Reserve Components' training needs.

C.4.6. Contains flexibility. Courses will be operable in a rapidly changing technology environment over the next three to five years.

C.4.7. Integrates proven training. Leverages other courseware investments.

C.4.8. Contains collaborative content. Has the capability to interoperate with other Services' distance learning/distributed training systems.

C.4.9. Provides Joint linkage. Engages the Joint community.

C.4.10. Provides effectiveness and efficiency. Provides a reasonable return on investment in terms of readiness, increased throughput, and/or cost savings and avoidance.

C.4.11. Contains sharable content. Consists of sharable content sets that can be reconfigured and revised for various training and performance support requirements.

C.5. Concept of Operations.

Create a DL course development process that includes training courseware developers, instructors and students to use the process. Specific requirements are:

C.5.1. Provide course development techniques. There is no single approach to developing a DL course or any single technology that fits every requirement. How courses are designed and developed is a function of what technologies and training activities will provide the best training for the soldier. However, there are three essential development considerations that apply to developing DL course content. They are learner characteristics, DL delivery techniques, and DL course design techniques.

C.5.1.1. Learner characteristics.

C.5.1.1.1. Adult learners. In designing DL courseware, developers must address six fundamental requirements of adult learners. Adults need to:

C.5.1.1.1.1. Know why they should learn the material.

C.5.1.1.1.2. Direct themselves.

C.5.1.1.1.3. Share their experiences.

C.5.1.1.1.4. Use what they have learned.

C.5.1.1.1.5. Employ a problem-centered approach to learning.

C.5.1.1.1.6. Feel competent.

C.5.1.1.2. Learner interactions. As shown in Figure C-1, there are four learner interactions to consider in designing a DL course, each of which bear on the learning process by facilitating the interaction between the learner and the course material.

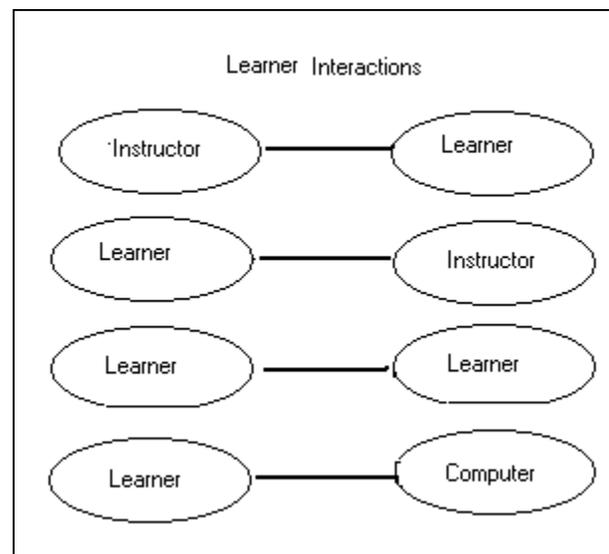


Figure C-1. Learner Interactions

C.5.1.1.2.1. Instructor-to-Learner. Instructors initiate interaction with learners. This type of interaction can be by voice, email, or live through a videoconference.

C.5.1.1.2.2. Learner-to-Instructor. Learners interact with instructors by voice, email, or through a videoconference.

C.5.1.1.2.3. Learner-to-Learner. Learners initiate interaction with one another by voice, email, live through a videoconference, or face-to-face if they are in the same facility.

C.5.1.1.2.4. Learner-to-Computer. Learners initiate computer interaction when

they sign on for an interactive lesson. The lesson causes learners to respond to or react to programmed requirements. These reactions may then be evaluated.

C.5.1.1.3. *Learner motivation.* All learners, adults in particular, require motivation. Motivating the adult learner requires that some benefit is perceived from the learning process. Adults do not require rewards; rather, they look for a beneficial impact on their professional or personal lives. Adult learners seek challenge and do not want answers provided to them. Allowing the learner to research a topic of personal importance, within the structure of a course, increases the learner's motivation.

C.5.1.1.4. *Learner involvement.* Adult learners must be engaged in the learning process. This is accomplished by ensuring that the soldier does not just sit passively. In synchronous coursework the instructor can increase involvement by using questions and small group activities. In asynchronous instruction, requiring postings to message boards can increase learner involvement. Requiring soldiers to read and respond to other soldier postings keeps all class members engaged and increases the quality of the material posted.

C.5.1.1.5. *Learning styles.* Training developers must account for the fact that different people respond favorably to different stimuli, such as kinetic vs. experiential, visual vs. auditory, or interaction vs. reflection. Therefore, when possible, multimedia-training systems should be incorporated into courseware. For example, a streaming video, photograph, or diagram depicting portions of a lesson can demonstrate visually the meaning of accompanying text.

C.5.1.1.6. *Learning structure.* Adult learners prefer to know up front what they are going to learn. This information is

provided using a whole-part-whole instructional method with a brief description of the learning process and the desired end state. The instruction then begins with the incremental elements of the whole. This allows the soldier to mentally piece the training together like a jigsaw puzzle. The entire process or function is reviewed when training is completed to bring everything together.

C.5.1.2. *Distance learning delivery techniques.*

C.5.1.2.1. *Asynchronous Instruction.* This instruction occurs when the instructor and student are separated by space and time. Correspondence courses are examples of how asynchronous training occurred. The Internet has made asynchronous instruction more flexible, timely, and comprehensive. The Internet provides the capability to post lessons, outside readings, bulletin board style comments, and threaded discussions. Email is frequently used as the primary communications means between the instructor and the student.

C.5.1.2.2. *Synchronous Instruction.* This instruction occurs when the instructor and student interact at the same time. Historically, classroom instruction was the only method of synchronous instruction. Now, communications and information technologies support collaborative instruction by allowing the instructor and students to be separated by space but linked by videoconferencing (VTC) capabilities or via the Internet.

C.5.1.2.3. *Asynchronous Group Interaction.* This interaction occurs when a group of students, with or without an instructor, interact with one another separated by time. Newsgroups, bulletin boards, e-mail, and threaded discussions are some technologies that support asynchronous group interaction.

C.5.1.2.4. Synchronous Group Interaction.

This technique allows groups of students to interact in real time. Interaction can be accomplished using VTC or web-based collaborative tools in the Defense Collaboration Tool Suite (DCTS). These tools include Netmeeting/Sunforum, CUSEEME (see you, see me), Outlook, and Networks Meeting Point servers. (For more information see <http://collaboration.mitre.org/ciwg/ciwgmeeting/sideciwg.htm>)

C.5.1.3. Distance learning delivery media.

C.5.1.3.1. Compact disk. The value of CD-ROM storage derives from ease of production and the quantity of IMI material that can be stored at reasonable cost. Typically, CD-ROMs can store between 650 and 800 megabytes of data. This capability makes them especially useful for presenting IMI that allows students to simulate the hands-on operation of equipment.

C.5.1.3.2. Internet. The Internet allows computers to exchange data. It has significant advantages as a delivery media because data, such as courseware, is stored in a central location and retrieved when an authorized student accesses that location. Centralized storage allows courseware developers to make changes to courseware rapidly.

C.5.1.3.3. Video teletraining. VTT provides a training capability when the instructor and student are geographically separated. VTT extends the reach of the traditional classroom to remote locations.

C.5.1.3.4. Videotapes. Video instruction uses standard VHS tapes to present instruction. Often, classroom presentations are recorded and mailed to students in remote locations.

C.5.1.3.5. Print. Print media, e.g., Army Regulations, Field Manuals, and Training Manuals, remain a training staple for soldiers that do not have access to electronic media. These items can be stored electronically on a CD-ROM or in the RDL for access via the Internet.

C.5.1.4. Distance learning course design. The essential elements for designing DL courseware are authoring tools and a standard model that will provide a consistent product across the Army. These tools provide the capability to configure content for delivery via CD ROM, the Internet, VTT, or paper.

C.5.1.4.1. Authoring tools. The SCORM mandates an extensible markup language (XML)-based learning object model be used for developing reusable courseware objects. Many tools and conventions are available to courseware developers that meet SCORM requirements. Examples are Extensible Hypertext Markup Language (XHTML) and Dynamic HTML (DHTML)

C.5.1.4.2. Learning Object Model (LOM). LOM standards are focused on a minimal set of properties that allow learning objects to be managed, located, and evaluated. The standard learning object model:

C.5.1.4.2.1. Search. Enables learners or instructors to search, evaluate, acquire, and use learning objects.

C.5.1.4.2.2. Share. Enables trainers to share and exchange learning objects across any technology-supported learning system.

C.5.1.4.2.3. Decompose. Enables trainers to develop learning objects in units that can be combined and decomposed in meaningful ways.

C.5.1.4.2.4. Personalize. Enables trainers to automatically and dynamically compose personalized lessons for an individual learner.

C.5.1.4.2.5. Open environment. Complements the standards focused on enabling multiple learning objects to work together within an open, distributed, learning environment.

C.5.1.5. Course design. Common mistakes made during the planning and execution phases of design may lead to ineffective training or unplayable training materials. Kevin Krause discusses several of these errors in his article, *Five Web-Based Training Perils--and How to Avoid Them*. (See <http://www.learningcircuits.org/>). The errors are:

C.5.1.5.1. Replacing printed manuals with web-based training (WBT). The value in converting printed manuals into an online format comes only from the opportunity to redesign the material to take advantage of the new media. Specifically, WBT offers the opportunity for documents of static information to become interactive, instructionally sound tutorials. But this value is realized from the redesign process, not from the Web technology.

C.5.1.5.2. Substituting CD-ROMs with WBT. Another common mistake is to assume that WBT should be the *only* technology-based delivery system. The reality is that CD-ROMs are still excellent for programs that depend on a more sophisticated form of multimedia than is available over the Internet. Table C-1 shows a simple decision matrix that can help determine whether a CD-ROM or WBT is the best delivery method. The horizontal axis plots the need for video and audio, while the vertical axis plots the likelihood of changes to the content. If course content will change more than once a year, consider

it a frequent update. When determining the need for video and audio, think carefully about the true value it brings to course.

| | | Audio & Video Needed? | |
|-----------------|--------------------|---|--|
| | | NO | YES |
| Content Changes | Frequent Updates | Frequent Updates/No Multimedia Use WBT | Frequent Updates/Need Multimedia Hybrid CD-Web solution or high-bandwidth WBT |
| | Infrequent Updates | Stable Content/ No Multimedia Use either CD-ROM or WBT (WBT may cost less) | Stable Content/ Need Multimedia Use CD-ROM |

Table C-1: Delivery-media Selection Guide

C.5.1.5.3. Using technology unavailable to learners. There are three cardinal rules of WBT:

C.5.1.5.3.1. Limitations. Identify the technical limitations of learners' computers early in the process.

C.5.1.5.3.2. Common denominator. Design to accommodate the lowest common denominator.

C.5.1.5.3.3. Test early. Test the design early in the project life cycle.

C.5.1.5.3.4. Things to watch for. Web technology adds tremendous value for on-line learning, but if it isn't evaluated carefully, it can become a barrier to program implementation. Some common things to watch for include:

C.5.1.5.3.4.1. *Mobile codes.* If improperly used or controlled, mobile code poses a serious threat to DoD information systems and has the potential to severely degrade operations. To protect its information systems, the DoD has assessed the risks associated with mobile code technologies and restricted their use. The DoD policy on the use of mobile code is in ASDC3I policy letter, Subject: *Policy Guidance for Use of Mobile Code Technologies in Department of Defense (DoD) Information Systems*, dated 7 Nov 00, (<http://www.c3i.osd.mil/org/cio/doc/mobile-code11-7-00.html>). The letter categorizes mobile code technologies based on their potential to cause harm if used maliciously.

C.5.1.5.3.4.2. *Plug-ins.* Commonly used plug-ins include Shockwave and Flash for graphics and animation, Acrobat for document viewing, and QuickTime, Windows Media Player, and Real Player for streaming video. If users do not already have the plug-ins required by these programs installed on their Web browsers, they will be unable to run the programs. In most cases, plug-in downloading and setup is reasonably fast and easy to accomplish; however, many organizations have policies against their use. The ADLP workstation browsers include several plug-ins. Schools and classroom managers requiring additional plug-ins must contact the PM TADLP (Chief, Technical Management Division, COMM (757) 878-0434) for approval and configuration management of the added plug-ins.

C.5.1.5.3.4.3. *Risk categories.* The DoD mobile code policy letter designates Flash as a Category 3 mobile code, limited risk, which may be used in DoD information systems. QuickTime is not designated as a mobile code. Windows Media Player and Real Player are not addressed in the letter.

C.5.1.5.3.4.4. *Bandwidth limitations.* Everybody wants to deliver multimedia via the Web. However, the reality is that the high-speed bandwidth necessary to receive high quality audio/video is expensive and not universally available

C.5.1.5.4. *Designing a weak user interface.* When students complain about WBT, it's often not the training they object to but the confusing menus, unclear buttons, or illogical links. Probably the single most neglected topic in the field of technology-based training is the *interaction* between learners and computers. Bad practices in CD-ROM development have gotten worse as we've moved training to the Web. While much attention is spent on instructional design and technology, the way in which learners navigate the system frequently seems to be an afterthought. Solve the most frequent interface problems by using the following tips.

C.5.1.5.4.1. *Scrolling.* Minimize the need for scrolling windows. Although most users are now familiar with Web navigation and using the scrollbar, it is still a good idea to keep individual pages short and the most critical information toward the top of each screen.

C.5.1.5.4.2. *Hyperlinks.* Don't let learners get lost with hyperlinks. It's easy to become lost or confused when jumping from link to link. If a link jumps the user to a new lesson or section of the program, make sure that the new lesson name is clearly displayed on the screen. If the link provides access to more detailed information or to a deeper level of access, then only move one layer deep or consider the use of pop-up windows.

C.5.1.5.4.3. *Consistent cues.* Use consistent visual cues. The look and location of buttons and hyperlinks are fundamental to

the user's understanding of how the software works. If you change a button's appearance or location, users may think that they're seeing a *new* button with a new function. Also, be careful with text formatting in WBT. Since hyperlinks are typically shown as blue, underlined text, you should avoid underlining regular text for emphasis; use bold or italics instead.

C.5.1.5.4.4. *Provide guidance and feedback.* When in doubt, add additional information to guide the user. For linear tutorials, always include screen counters (for example, "page 3 of 10") or other ways to track progress. Make sure all screens show the current lesson or module title. Error messages should include guidance for fixing the error, not just a message that an error has occurred. Finally, provide a visual history of the learner's progress, including checkmarks for completed lessons, a bookmark function, and score tracking of assessments.

C.5.1.5.5. *Human facilitators.*

C.5.1.5.5.1. *Availability of subject matter experts (SME).* Organizations are moving into online learning with asynchronous training programs in which self-paced training modules are delivered without additional support or guidance from a live instructor. This is the logical extension of the CD-ROM experience to the Web. It eliminates duplicate costs, is easy to update, and helps track students' progress. For optimal results, the student must have access to an instructor or SME. This requirement should always be included in the instructional design to ensure encouragement, guidance, and assistance is available when needed.

C.5.1.5.5.2. *Synchronous training.* Live Web-based interaction can be used to bring the facilitator to the desktops of the learners in a high-bandwidth environment. Using a concurrent phone conference or Web-based

audio, students and instructor can interact in real time.

C.5.1.5.5.3. *Threaded discussion.* Without synchronous tools, an instructor can be added through online discussion boards. A threaded discussion board or a private chat room allows students to collaborate on homework. Many university distance-learning programs use email for communications between students and professors. As a minimum, asynchronous training programs should have a help option that allows students to email questions to SMEs.

C.5.2. Organize course Development Teams.

C.5.2.1. Examples. The following is an example of a courseware development team

C.5.2.1.1. Instructional Systems Specialist.

C.5.2.1.2. Subject matter expert (SME).

C.5.2.1.3. Evaluator (participates as needed for program/process review).

C.5.2.1.4. Web designer

C.5.2.1.5. Computer programmers.

C.5.2.1.6. Editor.

C.5.2.1.7. Materiel acquisition resource planners.

C.5.2.1.8. Audio Visual Specialist.

C.5.2.1.9. Automation and administrative support staff.

C.5.2.1.10. Contractor or Contracting Officer's Representative (COR).

C.5.2.1.11. Training specialists.

C.5.2.1.12. Graphic Artist.

C.5.3. Apply course development standards.

Common standards are required across the Army, the joint arena, and DoD to take full advantage of DL. These standards are achieved by using the Joint Technical Architecture-Army (JTA-A) and SCORM standards. JTA-A and SCORM standards will be incorporated in the Army Training Information Architecture-Technical Architecture (ATIA-TA) that supplies the software application segments and data objects for providing on-demand training content in user-selected configurations. The ATIA-TA will be used for developing DL courseware.

C.5.4. Use contracting mechanism.

C.5.4.1. Contract mechanism. Proponent schools do not have sufficient manpower resources to design DL courseware in the timeframe required to meet the TADLP implementation schedule. The Distributed Learning XXI contract is in place and available to the training development community to supplement DL courseware redesign capabilities. The ATSC manages the Distributed Learning XXI contract. For specific contracting information, call: COMM (757) 878-4534, or DSN 927-4534.

C.5.4.2. Funding. HQ TRADOC through the Commander, ATSC will provide funding for DL courses on the Prioritized DL Course List. All DL courses funded through ATSC must be procured under the DL XXI Contract. TRADOC DCST may approve requests for exception to this policy. The proponents must fund the development or redesign of any DL courses not on the Prioritized DL Course List. They must also budget for sustainment of DL courseware.

C.5.5. Apply publication standards.

Courseware stored in the repositories will be internet-ready and accessible within The ADLP system. The publishing standards for the repositories are in accordance with

(IAW) approved/emerging standards specified in the ATIA.

C.5.5.1. File format and structure specifications.

C.5.5.1.1. Format. General automated file format specifications may be found at <http://adtdl.army.mil/help/manifest/>. All documents and courseware housed in the RDL, and other digital repositories, will adhere to these standards. As a general rule, products are not limited to a single file format (e.g., a product might be in HTML for viewing on the Web and in a Microsoft Word format for downloading). Products such as courseware may contain components of different formats (e.g., text files, audio, and video). Supplemental guidance for these products, however, may contain additional file format limitations.

C.5.5.1.2. Applications. Database applications must be Open Database Connectivity (ODBC) compliant. This is the optimum format for relational data uploads including, but not limited to, individual and collective training data created by proponents and schools using the Automated Systems Approach to Training (ASAT).

C.5.5.1.3. Directory. Each product (field manual, graphic training aid, etc.) will be housed/stored in its own directory. Within a directory all file names will be unique.

C.5.5.1.4. Naming. File names will meet the criteria specified in the Files section of the *ADTDL Guidelines for Adding HTML to Digitized Documents*.

C.5.5.1.5. Downloading. The products must be provided in the applicable download format(s) specified at <http://adtdl.army.mil/help/manifest/> besides those for on-line viewing to provide users

with the same look and feel as intended by the developer.

C.5.5.2. Standards.

C.5.5.2.1. TR350-70. Standards for configuring The Army Training System (TATS) courseware are in TRADOC Regulation 350-70, Appendix K (http://www-dcst.monroe.army.mil/tdaa/TATS/The_Army_Training_System.htm).

C.5.5.2.2. TP 350-70-2. In-depth instructions and guidelines will be found in TRADOC Pamphlet 350-70-2, *Multimedia Courseware Development Guide* (<http://155.217.20.177/pam350.htm>) and DoD Handbook, MIL-HDBK-29612-3, *Development of Interactive Multimedia Instruction (IMI)* (<http://dtswg.msosa.dmsa.mil/revisiona/hdbk3.pdf>).

C.5.5.2.3. ASAT. New standards will include implementing strategies for transitioning Lesson Plan/Training Support Package development using the Automated Systems Approach to Training (ASAT) Version 4.4. Implementing instructions for IMI, published by the ATSC Training Media Support Directorate, are available at <http://atscserv5.atsc.army.mil/techmediastand.htm>.

C.5.6. Use feed back mechanisms.

C.5.6.1. The Army Training Resources and Requirements System (ATRRS). ATRRS is the Army system of record for managing training. ATRRS contains information essential to the training proponents.

C.5.6.2. TADLP infrastructure. The infrastructure supporting TADLP DTFs provides connectivity between the student and the course proponent.

C.5.6.2.1. Feedback. This connectivity enables the proponent to gather feedback from students during training and from after action reports submitted by instructors and students when a course has been completed. Examination results and feedback from practical exercises are excellent indicators, along with performance measurements, of how well the soldier accomplishes the resident or other DL phases of the course.

C.5.6.2.2. Talk to commanders. Proponents should survey unit commanders to determine if the DL instruction is providing a trained soldier and the training is pertinent to their unit requirements. Course managers must be vigilant for situations where the soldier is disadvantaged or the training does not provide the level of competency that commanders expect.

C.5.7. Consider DL peculiarities. Distance learning brings a new dimension to every part of the training equation.

C.5.7.1. Course construction. Course development is not a simple matter of transcribing classroom lesson plans on a CD-ROM or reading from a lesson outline over VTT. It is the process of developing training for a student away from the classroom who is learning on his or her own without an instructor to answer immediate questions. For the system to work, training developers must develop training that makes the student self-sufficient.

C.5.7.2. Trainers. Trainers must deal with different media and students scattered throughout CONUS and OCONUS. The ATSC provides training courses for instructors and training developers. For additional information, call the Staff and Faculty Training Support Team at DSN: 927-3142, or COMM: (757) 878-3142.

C.5.7.3. Soldiers. Students must know how to use the media they receive to learn the

course content, and how to contact an instructor when they need help.

C.5.8. Provide consistency. Soldiers will receive DL from various proponents during a career or an enlistment. It is vital that DL courseware be as standard as possible across proponents and within the Army. The purpose is to reduce the frustration and difficulty that a soldier will experience using non-standard training materials. *The soldier should see no appreciable difference in format or presentation between DL courseware prepared by different proponents.*

C.5.8.1. Labeling. Detailed specifications for labeling CD-ROM cases are in the ATIA-TA Implementing Instructions Guidance at:
<http://www.atimp.army.mil/atxxi/tss.asp>.

C.5.8.2. Product standardization. Standard courseware presentation products should be used to minimize the need to install new program software to run a distance-learning course.

C.5.8.3. Courseware compatibility. All DL courses must be SCORM compliant and playable on DTF workstations. They should also play on DTTP and CR XXI workstations. Specific DTF workstation software and configurations affecting playability are included in Annex E.

C.5.9. Develop by the rules.

C.5.9.1. Approved techniques. Courses must be developed using programs and techniques approved by the TPIO TADLP.

C.5.9.2. Learning objects. Use of learning objects is mandatory during course revision.

C.5.9.3. Changes. Proponent schools should be capable of modifying courses without relying upon contractor support.

Resources

C.6. Funding.

Funds for courseware redesigns will be obtained and disbursed as described in Annex B, paragraph B.7.

Command and Control

C.7. Management.

The TPIO TADLP will manage the DL course redesign program for the Army. The TPIO establishes the TRADOC DL Course Priority List and submits resource requirements to HQDA. The Commander, ATSC allocates funds to proponents for training development IAW the DL Course Priority List and monitors DL courseware redesign progress.

Summary

C.8. Summary.

C.8.1. Decisive Activities.

C.8.1.1. Developing common standards. Participate with DoD and other Services in developing a set of common standards for course/content development.

C.8.1.2. Implementing the ATIA. Continue ATIA-TA development..

C.8.1.3. Using common standards. Develop DL courses IAW common standards and an open architecture.

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C.8.1.4. *Using sharable objects.* Implement the production and use of sharable courseware objects.

C.8.1.5. *Developing IAW priority.* Develop courseware IAW DL Course Priority List.

C.8.1.6. *Ensuring accessibility.* Enter DL courses in digital repositories.

C.8.1.7. *Collaborating.* Work with other Services in course and content development for the same equipment, vehicles, and weapons.

C.8.1.8. *Integrating non-Army Courses.* Use other Services' courseware when appropriate to Army training requirements.

C.8.1.9. *Using contract mechanisms.* Use DL XXI Contract support to develop DL courseware and content IAW Army and DoD common standards.

C.8.1.10. *Refining the program.* Continue to develop and refine training programs for DL trainers, training developers, and students.

C.8.1.11. *Sustaining the program.* Maintain DL instructional units and supporting materials.

C.8.2. *End State Objectives.*

C.8.2.1. *Common standards and architecture in use.* Military and civilian-contractor training developers use common standards in an open architecture.

C.8.2.2. *Requirements are met.* Courseware redesign for DL matches programmed requirements.

C.8.2.3. *DL training is available.* Readiness is enhanced through training that is available anywhere, anytime.

C.8.2.4. *Travel and per diem is reduced.* There are cost avoidances associated with travel and per diem.

C.8.2.5. *Customer is satisfied.* Feedback from soldiers and commanders indicates soldiers trained through DL media are well trained and commanders are satisfied with the program.

C.8.3. *Decisive Timelines.*

C.8.3.1. *Nominate changes.* MACOMs, CNGB and CAR nominate changes to the TRADOC Master DL Course Priority List, by 1 October annually.

C.8.3.2. *Provide POM data.* Funding requirements for course redesign are submitted to HQDA IAW POM development timelines.

C.8.3.3. *Distribute funds.* Funds are distributed expeditiously to ATSC to procure courseware redesigns under the DL XXI Contract.

C.8.3.4. *Train soldiers.* DL courses are developed, validated, and entered in ATRRS and digital repositories within time lines established by the TPIO TADLP.

ANNEX D. Army Learning Management System

SITUATION

D.1. Background

D.2. Conditions

MISSION

D.3. Mission

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D.5. Concept of Operations

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SUMMARY

D.8. Decisive Activities

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[Stand-alone Self Development and Mission](#)

[Immediate Training Courses](#)

Situation

D.1. Background.

D.1.1. Learning management. The Army Learning Management System (ALMS) will consist of a suite of software applications and procedures that combine with the Army Training Requirements and Resources System (ATRRS) to administer distance learning (DL) and resident phases of individual and collective training in both synchronous and asynchronous modes. Capabilities include:

D.1.1.2. Register and track students. The ALMS will automatically register students in a course; track their progress; and record and report relevant data to students, course managers, and personnel records.

D.1.1.3. Integrate existing systems. Several Army systems currently contribute to the management of students, resources, and learning events and activities. The most important of these is the ATRRS, which is the Army's system of record for managing individual training. The ATRRS captures and consolidates training requirements and allocates the resources required to execute training. It also schedules learners and resources

by fiscal year (FY), course and phase. While the ATRRS provides a significant portion of the functions needed for a robust ALMS, it must be modified to manage individual training delivered by DL. The ALMS will expand on the functions performed by the ATRRS.

D.1.1.4. AIMS-PC. Another training management system is the Automated Instructional Management System – Personal Computer (AIMS-PC). The AIMS-PC is an interactive training-information management system. It enables Army schools and training centers to administer and monitor individual education and training delivered in both resident and non-resident modes. The AIMS-PC is available to all Active Army installations and Reserve Component (RC) locations. The ALMS will encompass the functions currently performed by the AIMS-PC.

D.1.1.5. Track by course phases. Proponents may designate portions of existing courses and course modules to be delivered by standalone DL. Therefore, courses must be organized as a series of phases that form the larger unit to allow the management of individual modules or groups of modules of different sizes and complexity (see [Appendix D-1](#), Attachments [1](#) and [2](#)).

D.2. Conditions.

D.2.1. New dimensions. Distance learning brings new dimensions to the Army training program.

D.2.1.1 Digital facilities. Present plans call for 850 TADLP and Army National Guard Digital Training Facilities (DTF) to be installed at convenient locations where soldiers may be trained using DL means. The training that soldiers receive in DTFs will equate to and be in lieu of training received in proponent school classrooms.

D.2.1.2. Anywhere, anytime training. The migration to an anytime, anywhere training capability will greatly increase the locations where soldiers may receive training (e.g., home or office). This will place added administrative management requirements on the ALMS.

D.2.1.3. Course redesign. The Army will redesign over 500 courses for delivery by DL under TADLP. Other courses and modules, not funded by TADLP, are being developed by proponents to take advantage of the new DL capabilities. Academic and commercial courses will also be delivered by DL to meet specific Army training and education requirements. Many of these courses will be available for training outside of the normal ATRRS cycle.

D.2.1.4. ALMS functions. The ATRRS/ALMS will assign DL students to DTFs, proponent schools, units, students' homes, or other authorized locations. It must be able to collect and record course and student data from all of those locations.

D.2.1.5. Course data. The TRADOC Training Operations Management Activity (TOMA) will enter appropriate course data into the ATRRS.

D.2.1.6. DTF locations. The TRADOC Program Integration Officer (TPIO) TADLP will identify DTFs and enter their locations in the ATRRS as they become operational.

D.2.2. Interim LMS. The PM TADLP will acquire and implement the ALMS. In the meanwhile, the TRADOC Educational Data System – Redesign (TREDS-R), which has provided administrative support to the Army Correspondence Course Program (ACCP) for many years, will combine with the ATRRS to create an interim LMS. Procedures for quota-managed and self-initiated DL courses have been prepared to facilitate implementation of the interim LMS. These procedures are included at [Appendix D-1](#) and [D-2](#), respectively. They are also available at www.tadlp.monroe.army.mil.

D.2.3. Architecture. The Army Training Support Center (ATSC) is developing the Army Training Information Architecture (ATIA) to provide DL core services and a digital repository capability applicable to both resident training and DL. The ATIA and the ALMS will be compatible with each other and the ATRRS.

D.2.4. Supporting documentation. The following documentation supports students, courses, and learning management:

D.2.4.1. TADLP Operational Concept Description (OCD).

D.2.4.2. TRADOC Regulation (TR) 350-70, Systems Approach to Training Management, Processes, and Products.

D.2.4.3. TRADOC Pamphlet 350-70-2, Multimedia Courseware Development Guide (TBP).

D.2.4.4. DoD Handbook, MIL-HDBK-29612-3, *Development of Interactive Multimedia Instruction (IMI)*.

D.2.4.5. *The ADL Sharable Content Object Reference Model (SCORM), Version 1.1*, January 2001.

Mission

D.3. Mission.

Provide software applications designed to control DL courseware content and delivery while tracking student enrollment, participation, performance, and completion of courses of study.

Execution

D.4. Commander's Intent.

Develop an ALMS that will:

D.4.1. Use a common model. Incorporate a common data model to enhance collaboration capabilities and information exchange by all Services.

D.4.2. Provide management functions.

D.4.2.1. Linkage. Link with the ATRRS to provide a single site to register for all Army-related DL training.

D.4.2.2. Security. Provide secure, web-based course enrollment capabilities.

D.4.2.3. Enrollment. Allow open enrollment where unlimited training capabilities are available.

D.4.2.4. Registration. Provide an education and training registration process integrated

with an electronic messaging capability for real-time notification.

D.4.2.5. Student management. Manage student enrollment, attendance, progress, testing, feedback, grading, and course completion electronically throughout the training cycle.

D.4.2.6. Reporting. Provide a capability to distribute training-completion data to interfacing systems.

D.4.2.7. Directory service. Develop a directory of DTF locations.

D.4.2.8. Accessibility. Provide a pointer to the RDL for accessing DL courseware and training support materials.

D.4.2.9. Scheduling. Provide a class-scheduling process capable of scheduling individuals or groups of students to the seat-slot, session, and lesson level.

D.4.3. Integrate reusable objects. Free content from course-specific, learning management, or authoring tool constraints and develop reusable, accessible, interoperable, and durable courseware in accordance with the Sharable Content Object Reference Model (SCORM).

D.4.4. Provide program support. The ALMS will provide the following capabilities:

D4.4.1. Coverage. Access to DL for at least 95% of the Army population.

D.4.4.2. Accessibility. Digital data repositories that are accessible by all DTFs and that may be accessed for collaborative training purposes by other Services. Include capabilities to catalog, access, retrieve, and

distribute DL courseware to DTFs, units, and soldiers' homes.

D.4.4.3. *Wireless delivery.* Control of wireless delivery of training to soldiers and units in remote locations that do not have access to a DTF or the Internet.

D.4.4.4. *Distribution.* Automated assistance in the distribution of CD-ROMs, and paper-based courseware and supporting materials to DTFs and students in the near term.

D.5. Concept of Operations.

D.5.1. *Manage attendance.* Students will attend DL education or training courses under a variety of circumstances. They may be assigned to courses that include DL phases or modules by:

D.5.1.1. *PERSCOM.* The U.S. Total Army Personnel Command (PERSCOM).

D.5.1.2. *Commanders.* Their unit commander to resolve a unit readiness problem.

D.5.1.3. *Self-initiated.* Enrolling in self-initiated DL education and training courses.

D.5.2. *Deliver training.* DL education and training modules may be synchronous, non-synchronous, or a combination of the two. The ALMS must perform, or assist in performing, the following major functions:

D.5.2.1. *Operability.* Verify the technical operability of individual-training products.

D.5.2.2. *Programs.* Implement individual education and training programs.

D.5.2.3. *Manage.* Manage individual training.

D.5.2.4. *Evaluation.* Evaluate independent training.

D.5.2.5. *Assets.* Manage training assets.

D.5.3. *Provide services.* The ALMS must provide the following services:

D.5.3.1. *Course services.* Provide course listings and management, group enrollment and registration capabilities, and a career map by skill code, area of concentration, MOS, or career program.

D.5.3.2. *Student services.* Provide student monitoring and tracking, an administration/help desk, electronic or CD-ROM handouts (paper in the near term), courseware distribution, instructor counseling, on-line self-help, student collaboration capabilities, and a student status reporting capability.

D.5.3.3. *Testing services.* Provide an automated testing capability for both pre-course and post-course testing; a capability to randomly access validated test items and tests by objective; and test control and proctoring services.

D.5.3.4. *Record keeping services.* Provide temporary storage, transmittal, and archival capabilities.

D.5.3.5. *Interfaces.* Provide interfaces between TADLP, the ATRRS, the Automated Systems Approach to Training (ASAT), and other systems designated in the System Interface Specifications.

D.5.3.6. *Courseware.* Deliver and manage the use of courseware and supporting material. The LMS must interface with the courseware for data sharing, lesson control, and learner progress.

D.5.4. Provide a deployable capability. Field a deployable training capability. A deployable training capability is required for soldiers and units that do not have access to a DTF or the Internet.

D.5.4.1. Anywhere anytime. The Deployable Training Package (DTP) provides an anywhere anytime DL capability to support deployed soldiers or critical unit training requirements, e.g., supporting Army Transformation requirements.

D.5.4.2. Remote delivery. Distance learning courseware can be delivered to remote locations using various formats. If available, the Internet provides the most efficient format. In remote and austere locations, DL courseware can be provided on a CD-ROM or by satellite-transmitted VTT. Prototype DTPs are on the ground in Europe and the Sinai. (See Annex E).

D.5.5. Provide automated resupply. Establish an automated supply/resupply capability. CD-ROMs and other physical training materials should be distributed to DTFs and students based on student information gathered by the ALMS. Resupply for DTPs will be supported on an as required basis.

D.5.6. Provide access.

D.5.6.1. Instructor access. Instructors will have access to courseware and student files through the ALMS. The ALMS permissions will allow the proponent to update course content as required and to update student grade and performance reports.

D.5.6.2. Student access.

D.5.6.2.1. URL. Students will typically access the ALMS through a uniform

resource locator (URL). They will normally be able to access courseware from a DTF, home, office, or any other location from which they can log on to the Internet.

D.5.6.2.2. Career maps. The ALMS will provide soldiers and DA civilian employees access to career models or maps. This will allow them to become actively involved in managing their careers by highlighting past performance and accomplishments, current status (promotion points, school enrollments, etc.) and the steps or gates required to advance to the next level.

Resources

D.6. Resources.

Funds for the ALMS will be provided through the Army Program Objective Memorandum (POM) process as a component of the TADLP infrastructure. The Program Manager (PM) TADLP will acquire and implement the ALMS. The TPIO TADLP will monitor the funding process.

Command and Control

D.7. PM TADLP.

The PM TADLP is the materiel developer for the ALMS. The PM TADLP will coordinate the acquisition, integration, and interfacing of required ALMS functions.

Summary

D.8. Decisive Activities.

D.8.1. Adopt common standards. Coordinate with DoD to adopt common LMS standards, authoring tools, and

courseware specifications. Guidance for interoperability specifications is provided in the January 2001 SCORM, Version 1.1. The ALMS must stay abreast of the SCORM as it matures, and the PM TADLP must ensure that the ALMS reflects the intent and requirements of the SCORM.

D.8.2. *Examine commercial venues.* Investigate and evaluate commercial LMS applications for possible adoption.

D.8.3. *Analyze existing systems.* Investigate on-going LMS applications in other DoD and commercial agencies for possible integration.

D.8.4. *Consider supporting activities.* These activities include:

D.8.4.1. *Dot mil domain.* Migration to electronic access to training from soldiers' homes with capabilities to cross from the 'dot com' to the 'dot mil' domain.

D.8.4.2. *ALMS policy development.* Continued coordination with HQDA DCSPER, DCSOPS, CNGB, CAR, installations, and training proponents to develop the detailed policy and procedures necessary to implement and operate the ALMS.

D.9. End State Objectives.

D.9.1. *LMS is on-line.* An Army LMS will be developed IAW SCORM standards.

D.9.2. *Content sharing is routine.* The sharing of training, training content, and support materials between Army proponents and other Services will become routine.

D.9.3. *Data is integrated.* TADLP and ATRRS DL will integrate course data.

D.9.4. *Digital repositories in place.* Sufficient digital data repositories will be available to accommodate Army and collaborative training requirements.

D.9.5. *Bandwidth is available.* Sufficient connectivity and bandwidth will be available to provide DL anywhere, anytime.

D.9.6. *Soldiers are trained.* Positive feedback from commanders and soldiers will indicate that training is available as advertised and meets mission requirements.

D.10. Decisive Timelines.

D.10.1. *Funding.* Funds must be available when required.

D.10.2. *Successful acquisition.* ALMS acquisition will coincide with TADLP Block III implementation.

Appendix D-1. Distance Learning Course Implementation Procedures

1. Definitions.

a. Learning management system (LMS).

A LMS consists of software and procedures that combine to administer training activities. The LMS automatically registers students in a course, tracks their progress, and records and reports relevant data to students, course managers, and personnel record systems.

b. Reimer Digital Library (RDL). The U.S. Army Training Support Center (ATSC) operates and maintains the RDL at Ft. Eustis, VA in accordance with Army Regulation (AR) 25-30, *The Army Integrated Publishing and Printing Program* and TRADOC Regulation (TR) 25-30, *Preparation, Production, and Processing of Armywide Doctrinal and Training Literature (ADTL)*. The RDL is an electronic repository of digitized training and training support materials and doctrinal reference products such as Field Manuals, Training Circulars, and Technical Manuals. Some courseware is available through links between the RDL and proponent schools. The RDL is available via the Internet; however, access to courseware and some proponent-restricted doctrine are password protected.

c. TRADOC Educational Data System – Redesign (TREDS-R).

The TREDS-R, operated by the ATSC, provides LMS support to the Army Correspondence Course Program (ACCP). It enrolls students, administers the distribution of training materials, grades and records student examinations, and maintains student demographic and academic statistical data. The TREDS-R links with the Army Training Requirements and Resources System (ATRRS) to provide an interim LMS

capability for Department of the Army-directed and quota-managed training delivered by distance learning (DL), as well as self development training.

2. Courseware Redesign for DL.

Courseware associated with selected U.S. Army training courses must be redesigned for complete or partial delivery to students via DL delivery media. The HQ TRADOC Deputy Chief of Staff for Training (DCST), Training Development and Analysis Directorate (TDAD) selects and prioritizes courses for courseware redesign in accordance with the policies and procedures in The Army Distance Learning Program (TADLP) Campaign Plan. The TDAD records the courses on the TRADOC Master DL Course Priority List and coordinates with the applicable proponent schools to determine the approximate number of course hours that they will deliver by DL. The schools also provide an estimate of how these hours will be allocated among the various delivery media available, i.e., video teletraining (VTT), web-based training (WBT), compact disk read-only memory (CD-ROM), video tape (VT), or print. Based on the percentage of hours allocated to each medium and the current per hour cost for each medium, TDAD calculates the estimated cost of courseware redesign for each course on the list.

3. Annual Courseware Redesign Plans.

The projected rate of courseware redesign is based on an annual target goal of 31 courses per year through FY02 and 47 courses per year thereafter. Annually, the TDAD develops a proposed courseware redesign list following command guidance and Army needs in selecting courses. The estimated per-course redesign costs are applied against

funds provided in the Army Program Objective Memorandum (POM) for this purpose. The list, which is as extensive as funding allows, is submitted by TDAD to the TRADOC Assistant Deputy Chief of Staff for Training-East (ADCST-E) for approval. Once the list is approved, TDAD notifies the appropriate schools and the ATSC Individual Training Support Directorate (ITSD) of the courses.

4. Funding Courseware Redesigns

The DCST Program Management Directorate (PMD) instructs the Deputy Chief of Staff for Resource Management (DCSRM) to release funds for courseware redesign. The DCSRМ provides funds via a Fund Allowance Document (FAD) to the Commander, ATSC to procure contractor training-development support under the DL XXI contract administered by ATSC. Schools may, on a case-by-case basis, request waiver of contractor support under the DL XXI contract so that they can accomplish redesigns using in-house resources or local contractual support. The waiver must be approved by ADCST-E. Funds will then be distributed by ATSC to the approved school.

5. Course Administrative Data (CAD) Submittal.

The TDAD (ATTG-C) notifies the TRADOC Training Operations Management Activity (TOMA) (ATOM-P) when funds are released so they can direct proponent schools to submit appropriate CAD. The proponent schools prepare, coordinate, and submit to TOMA separate CAD for each DL course and course phase. In accordance with TR 350-70, *Systems Approach to Training Management, Processes, and Products*, CAD must be submitted at least 36 months prior to the fiscal year in which a new or revised course will be implemented. Therefore, schools begin CAD preparation as soon as they receive notification that their courses are on the approved DL redesign

list. The CAD provides critical planning information needed by quota managers, schools, and personnel systems to ensure that students and instructors are at their appropriate locations at the correct time to meet Army requirements. The CAD is the source of administrative information included in the preface pages of programs of instruction (POI). It identifies coordinated training start dates, optimum class sizes, course or phase lengths, instructor contact hours, and equipment and ammunition requirements. Additionally, for courses that are partially or totally delivered as distance learning, there is an interim policy memorandum directing the schools to submit supplemental information with the CAD and POI. (Reference ATOM-P memorandum, dated 28 Feb 01, subject: Interim Policy.) Proponents must consider the following areas as they determine the DL course/phase strategy and provide this information with the CAD or POI:

a. Training models. Review the synchronous and asynchronous DL models at [attachments 1 and 2](#) and the sample DL course models in TR 350-70, paragraph II-9-4. Identify the training paths, sequences, and strategies to the phase level for course CADs and module/lesson level for phase CADs.

b. Sequencing. Indicate if phases must be taken in sequence (i.e., if one phase is a prerequisite for another phase) or if sequencing is immaterial. Also indicate if students may be enrolled in two or more phases simultaneously.

c. Media. Identify the DL delivery media used in the course or phase.

d. Type of training. Indicate if the course or phase provides synchronous or asynchronous training or a combination of both.

e. Training location. Indicate if the training must be taken at a TADLP Digital Training Facility (DTF) or if course work may be completed in the student's home or office.

f. Training time. Indicate the maximum time allowable (in days) for the student to complete the course or phase.

g. Time between phases. Indicate the maximum delay time (in days) allowable between completing one phase and starting the next so as to prevent learning or skill decay.

h. Academic hours. Indicate the number of academic hours in the course or phase. Also indicate the length of training in the course or phase (i.e., the total academic and administrative hours).

i. Self development. If quota-managed, indicate if students may take the course or phase as stand-alone training, as self-development, or as self-motivational training (i.e., for sustainment, refresher, or personal improvement) using correspondence school code 553.

j. Course/phase replacement. Indicate if the course or phase replaces another course or phase. If so, identify the course or phase. Indicate if both courses and phases must remain in the ATRRS, and if so, for how long.

6. Actions Upon CAD Approval

Once the CAD is approved, TOMA provides ATSC (ITSD) course data and the training strategy/phase-level map. This enables ATSC to monitor progress of the courseware redesign process and to determine how the courseware will support quota-managed training. The information allows ATSC to identify requirements for read-ahead materials or other training support materials that must be reproduced, assembled, packaged, and mailed to students enrolled in the DL course or phase. The TOMA analyst enters course or phase data into the Army Training Requirements and Resources System (ATRRS) identifying appropriate select codes to annotate DL. The analyst also enters information that will appear as reporting instructions in the soldier's orders.

7. Requirements Solicitation.

The course solicitation process takes place in accordance with Army Regulation 350-10, *Management of Army Individual Training Requirements and Resources*. Depending on the timeframe in which it occurs, requirements are either solicited through the Total Army Centralized Individual Training Solicitation (TACITS) process, or as an out of cycle solicitation.

8. POI Submittal.

Proponent schools prepare, coordinate, and submit POI to TOMA (ATOM-P) for each DL course. In accordance with TRADOC Regulation 350-70, POIs must be submitted at least six months prior to implementation of a new or revised course. The proponent fully coordinates the training start date, the optimum class size, course length, instructor contact hours, equipment and or training device requirements, and ammunition requirements with TOMA. The POI is formatted in accordance with the POI Management Model (POIMM) users' manual.

9. Actions Upon Approval of the POI.

As an interim measure, once the POI has been approved, TOMA (ATOM-P) notifies the Headquarters, Department of the Army (HQDA) Deputy Chief of Staff for Personnel (DCSPER) proponent for ATRRS to code the course or phase number as a valid DL course. The ATRRS will then provide course/phase data directly into the TRADOC Education Data System-Redesign (TREDS-R) maintained by ATSC. At this time, communications connectivity is established between the ATRRS and the TREDS-R to identify students with reservations. The TOMA also provides a copy of the approved POI to ATSC (ITSD) to inform them of the final course configuration and requirements for training support materials and read ahead materials.

10. Help Desk Operations.

a. Help desk. The ATSC operates a primary help desk to respond to DL administrative issues and questions concerning the Reimer Digital Library. The telephone number is 1-800-275-2872 (1-800-ASK ATSC) and the hours of operations are from 0730 to 1700 Eastern Time, Monday through Friday. Callers requesting information concerning course content will be referred to the designated subject matter point of contact (POC) cited in the [welcome letter](#) that the caller received (see [paragraph 11, Step 5](#)).

b. Proponent POC. The proponent schools will designate POCs to respond to questions concerning course content from students enrolled in their respective courses or phases.

c. Technical assistance. The Program Manager (PM) TADLP at Fort Eustis, VA, provides technical assistance for hardware or software installed in TADLP DTFs. Assistance is available 24 hours a day, 7 days per week, through direct call or by paging system. The telephone numbers are 1-877-815-9861 (toll free) or locally at (757) 878-4745.

11. Student Management.

The following procedures govern the management of the DL student's experience from selection through training, testing, graduation, and recording.

Step 1: Upon a soldier's centralized selection for training, the quota source (QS) organization's QS manager verifies the soldier's qualifications, completion of prerequisites, personal information, and mailing address. The QS manager notifies the soldier of the selection for training, advises of any prerequisites that must be completed, and submits a reservation request through the ATRRS. When applicable, the soldier advises the QS manager if he/she

will accomplish course work at a DTF or at home.

Step 2: The ATRRS accepts reservations for valid quotas and automatically, via ATRRS and Internet messages, provides preliminary notification to the proponent major Army command (MACOM) and school, the DTF (if applicable), and the soldier's MACOM and installation that a valid reservation exists for the soldier in the course or phase or that the soldier has been placed in a wait status pending availability of a training vacancy. The ATRRS message also includes information that the soldier's installation or unit will need to publish orders assigning the soldier to the training course for duty.

Step 3: The installation notifies the soldier's unit of the reservation or wait status. The unit must cancel or confirm the reservation and verify the student's mailing address through the QS manager to the ATRRS within three working days of the receipt of the reservation notification. If the reservation is cancelled, the unit may submit a qualified substitute to the QS manager. The QS manager submits the substitution back to the ATRRS which reports it to the agencies listed in step two.

Step 4: The ATRRS notifies ATSC (ITSD) of the confirmed reservation and the soldier's verified mailing address.

Step 5: Within five working days of the receipt of the confirmed reservation, or notification of wait status, from the ATRRS, ATSC (ITSD) sends out training/ training support material, if applicable, a [welcome letter](#) from the proponent school, and a [letter to the soldier's unit commander](#). The welcome letter contains school information, the name and e-mail address of a designated subject matter POC, a uniform resource locator (URL) address for the course, an overview of the course content, an individual

DL study plan, and any instructions needed to register or enroll in the course. The letter to the unit commander explains the commitment that the soldier must make and solicits the Commander's support and encouragement. Guides for preparing these letters are at attachments 3 and 4.

Step 6. The soldier's installation or unit publishes orders directing the soldier to receive the training. The orders indicate the location where the training will be received and the period of time that the training course will last as indicated by the ATRRS. The orders will apply to all phases of the course. They will identify phases that will be executed only upon successful completion of preceding phases. They will include information concerning the maximum time allowed for each phase and the maximum delay time allowed between phases to prevent skill decay, as shown in the ATRRS. They will also include logistical instructions e.g., billeting arrangements and per diem and rental car authorizations, when applicable. This information will be drawn from the ATRRS SH screen and PF9 text screen. If the soldier is to receive training at a DTF, the orders include the address or building number for the DTF and telephone number for the DTF manager. (Note: DTF managers' numbers are also available at <http://www.tadlp.army.mil/DTFMangers.htm>). The orders also include the URL address for the DL course or phase and instructions on how to obtain a user ID and password that will allow the soldier to log onto the system to register for the course.

Step 7: The soldier follows instructions to access training by logging onto the system, through the TREDs-R, either at a DTF or from his/her home or office. At this point the soldier is officially a student in the course or phase.

Step 8: Each school should use whatever testing method they are capable of using to create and grade tests. For the interim, schools will continue to use their current tests and comply with the Interactive Multimedia Instruction (IMI) grading policy.

Step 9: For examinations residing in TREDs-R, test scores are recorded in TREDs-R and provided to the student by ATSC (ITSD). The TREDs-R transmits a performance file to the ATRRS indicating if the student passed or failed the examination.

Step 10: A DA Form 1059, *Service School Academic Evaluation Report*, is required for each phase, whether completed or not. The ATRRS automatically generates and sends a DA Form 1059 to the student, the unit, and the appropriate military personnel records service center. NOTE: A student's failure to meet standards required for completion of a phase will be noted on the Form 1059 when applicable.

Step 11: Upon receipt of the DA Form 1059 verifying completion of the DL phase, the unit executes the portion of the orders that sends the student to the next phase in residence at the proponent school or The Army School System (TASS) battalion, when applicable.

Step 12: The student attends the resident phase.

Step 13: The ATRRS issues a DA Form 1059 to notify all concerned, including the personnel records custodian, of the soldier's completion of the course. The soldier's personnel records are then updated in accordance with AR 600-8-104, *Military Personnel Information Management/Records*.

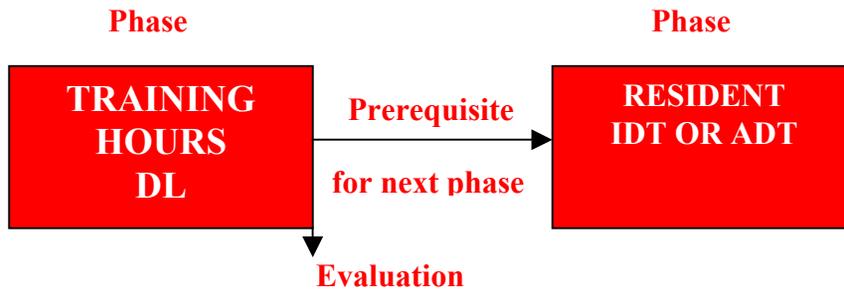
4 Atch:

Attachment 1.

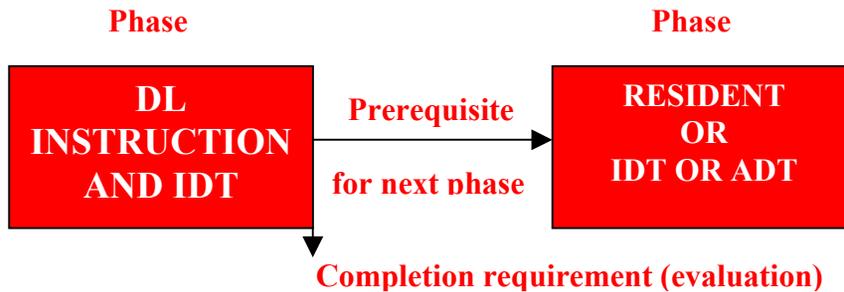
IMPLEMENTING MODELS INDIVIDUALIZED (ASYNCHRONOUS) INSTRUCTION

Model

1. Separate phase (distance learning (DL) in separate phase from inactive duty training (IDT) or active duty for training (ADT))



2. Combined phase (DL and IDT phases together)



- DL hours taken concurrently with IDT
- Could reduce number of IDTs
- DL courseware is distributed at first IDT or sent out

Asks these questions

1. Is phase a prerequisite for the next phase?
2. Will the student receive a graded evaluation at the end of the DL phase?

1. Are DL and IDT prerequisites for the next phase?
2. Is there a requirement to complete one phase before proceeding to the next phase (award of DA Form 1059)?

Attachment 1.1.

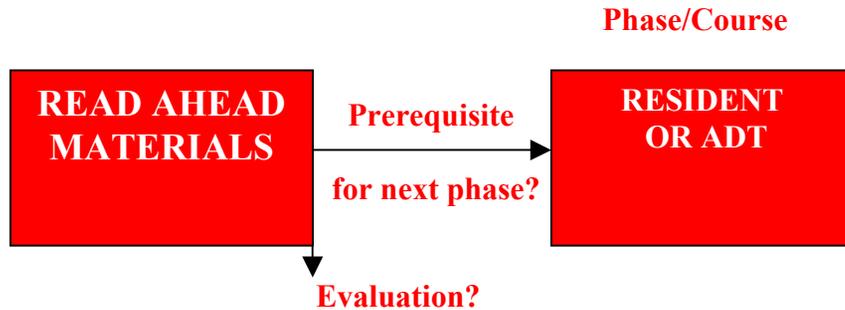
IMPLEMENTING MODELS INDIVIDUALIZED (ASYNCHRONOUS) INSTRUCTION CONTINUED

Model

3. Read ahead

Asks this question

Do these knowledge-type materials require completion or evaluation prior to next phase (i.e., are they prerequisites for starting the next phase)?

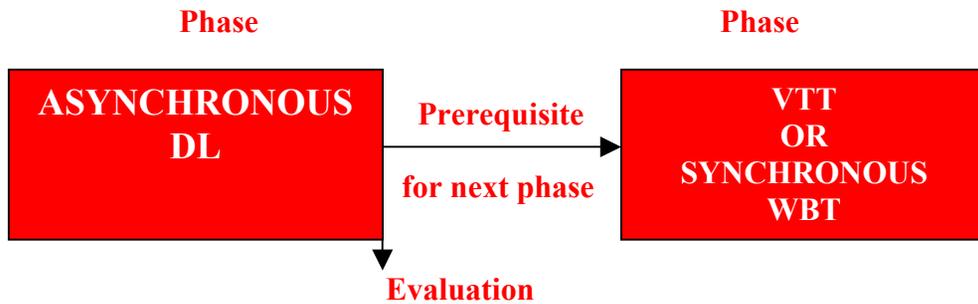


Attachment 2.

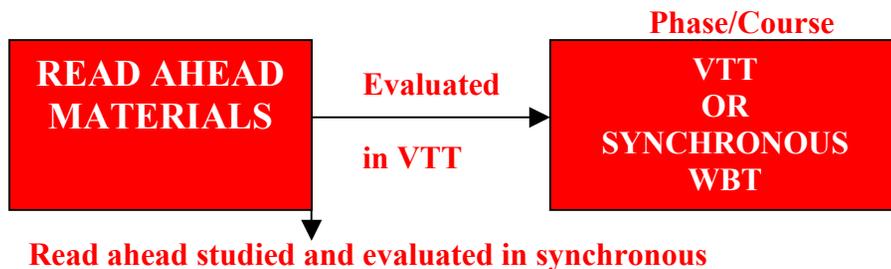
IMPLEMENTING MODELS SYNCHRONOUS/VTT DL

Model

1. Video teletraining (VTT) (synchronous)
 - Must be separate phase
2. Synchronous web-based training (WBT)
 - Must be separate phase
3. Asynchronous/synchronous combination



4. Read ahead/synchronous combination



Attachment 3.
STUDENT WELCOME LETTER GUIDE
SCHOOL LETTER HEAD

Office Symbol

21 June 2001

MEMORANDUM FOR Students, Course and Class Identification

SUBJECT: Welcome Letter and Course Information

1. Provide a welcoming statement. Examples:

a. On behalf of the Commandant and the staff and faculty of the United States Army Sergeants Major Academy (USASMA) I congratulate you on your selection to attend the Battle Staff Noncommissioned Officer Course (BSNCOC).

b. Welcome to the Field Artillery Captains Career Course – Distance Learning (FACCC-DL). The purpose of this letter is to provide you with information concerning the FACCC-DL and establish the initial dialogue between you and your Course Manager here at Fort Sill.

2. State the purpose of the course and provide other relevant information. Examples:

a. The purpose of the BSNCOC is to train battalion and brigade staff noncommissioned officers to manage the operations of battalion or brigade command posts. Noncommissioned officers will learn their specific staff duties and become familiar with the duties of other staff sections.

b. The FACCC-DL will prepare Field Artillery (FA) officers for duties as Fire Support Officers at maneuver battalion and brigade levels; to perform duties as staff officers at FA Battalion, Division Artillery, and FA Brigade levels; and for battery command.

c. The Medical Information Management Course (MIMC) prepares information management (IM) professionals to execute missions in fixed and field medical units. The MIMC is a two-phase course consisting of nonresident and resident components. The nonresident phase must be completed before attending the resident phase. Both phases must be completed in the same year.

3. Provide an overview of the course structure and identify the locations where students will receive DL instruction. Examples:

a. The BSNCOC structure of phases, modules, lessons, and tests ensures standardization in accordance with The Army Training System (TATS). It trains all soldiers, regardless of component, on course critical tasks to the same task performance standard. The course has two phases. Phase I consists of a nonresident training packet which you will complete within 60 days at your own location. Upon completing Phase I, you will attend Phase II in residence at one of the following locations: the USASMA at Fort Bliss, Texas (four weeks and one day); Fort McCoy, Wisconsin (21 consecutive days); or at a Digital Training Facility (DTF) certified to

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receive the BSNCOB through synchronous video teletraining (VTT) (four weeks and four days). If you elect to receive training through VTT, you will be directed to the BSNCOB-certified DTF at or closest to your home station, which is _____.

b. Phase 1 of the MIMC consists of 88 hours of asynchronous, nonresident, computer-based training (CBT) provided on compact disc (CD). You may complete this phase in your own location if you have a personal computer (PC) that meets the minimum requirements specified in the instructions that accompany the CD. If not, you may complete it at the Digital Training Facility (DTF) closest to your home station, which is _____. Upon completing Phase 1, you will attend Phase 2 for six weeks in residence at the Academy of Health Sciences, Fort Sam Houston, Texas.

c. The FACCC-DL consists of two phases. Phase Ia consists of asynchronous web-based instruction provided via the Internet. This sub-phase must be completed within one year. You will receive this instruction at the Digital Training Facility (DTF) closest to your home station, which is _____. Phase Ib consists of synchronous and asynchronous instruction provided during the first half of the second year of instruction. The synchronous instruction is instructor-led classroom instruction delivered to the DTF via the Internet. The asynchronous instruction is self-paced and may be completed at your own location. Phase II is scheduled during the last half of the second year. It consists of two-weeks in residence at Fort Sill, Oklahoma.

4. Identify a subject matter expert (SME) or course advisor who will be available to answer questions or provide additional information. Examples:

a. You may contact your course manager for the FACCC-DL via e-mail at facddl@sill.army.mil. Further information about the FACCC-DL is available at the following URL: http://155.219.39.98/admin_guide/adminguide.htm.

b. Points of contact for the MIMC are available at the following URL: <http://139.161.100.45/imit/mimc/POC/poc.html>. Additional information is available at <http://139.161.100.45/imit/mimc/index.html>.

c. If you have questions about the BSNCOB or class schedules, you may contact the BSNCOB Chief Instructor at Commercial (915) 568-9165, DSN 978-9165 or e-mail battlestaff@emh10.bliss.army.mil. Additional information is available at <http://usasma.bliss.army.mil/website/BSNCOB/geninfo.html>.

5. Provide instructions concerning course enrollment and access to web-based training phases. Example:

a. Enrollment in the FACCC-DL will be accomplished through the Army Training Requirements and Resources System (ATRRS). See your unit training officer or NCO for enrollment assistance. Course iterations occur each year in October and run for two consecutive years. Suspense for enrollment is 1 August.

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b. After you enroll, you will require a password and a login ID to access the Asymetrix Librarian Student Program for Phase I. You must obtain your password and login ID no later than 15 September. To obtain your password and login ID, contact your course manager at faccddl@sill.army.mil. The password and login ID will be provided via e-mail. Before you use the password and login ID, you must download certain files to access Librarian. Procedures for downloading files are in Annex B of the FACCC-DL administrative guide web site.

6. Enclose a Student Evaluation Plan for the course in accordance with TRADOC Regulation 350-70, Paragraph VI-7-5 and Appendix I. Provide a study plan to aid students in budgeting their time to assure successful completion of DL phases. Example:

a. The FACCC-DL will be a challenging but rewarding experience. A DA Form 1059, Service School Academic Evaluation Report will be issued when you finish each phase. The Form 1059 will grant access to the next phase. You will be awarded Military Education Level (MEL) Code 6 when you complete the course.

b. A Student Evaluation Plan (SEP) is enclosed. The SEP explains how students are tested and graded. It states the minimum achievements required to pass the course. Students who fail to complete any phase requirements within the prescribed timeframe, or who fail academically, will receive a DA Form 1059 stating that the student failed to achieve phase standards and the reasons for the failure. The student and the DA Form 1059 will be referred to the student's unit commander for further disposition.

c. The Field Artillery School staff and faculty stand ready to assist you in any way possible to achieve a successful outcome to the FACCC-DL. However, it is your responsibility to complete all assignments and practical exercises and to participate in training activities. Experience shows that students involved in self-paced individual study are most likely to succeed if they establish a study plan. The plan should provide for a regular time to study on a daily basis and identify a place where you can study free from noise and outside distractions. You will be provided a Student Guide for each block of instruction to assist you in developing your study plan. The following is a recommended time line for completing the asynchronous instruction in Phase Ia:

| <u>Block</u> | <u>Estimated Completion</u> |
|----------------------------------|------------------------------------|
| TRADOC Common Core | Week 1 |
| MLRS or Cannon Battery Functions | Week 2 – 7 |
| Communications/Electronics | Week 8 – 10 |
| Principles of Fire Direction | Week 11 – 20 |
| Automated Fire Direction/Safety | Week 21 – 28 |
| IFSAS or AFTADS (overview) | Week 29 – 30 |
| Battery Command | Week 31- 36 |
| Fundamentals | Week 37-43 |
| Joint Application | Week 44-48 |

7. Conclude the letter with a personal word of welcome and encouragement. Example:

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Again welcome to the _____ Course. You have several challenging and rewarding weeks ahead of you. If you have any questions or require additional information, contact your chain of command or your course manager at the address provided above. My telephone number is _____ and my e-mail address is _____. Continue to monitor our web site for the latest information concerning this class.

SIGNED

School Commandant or Course Director

Encl
Student Evaluation Plan
(See TR 350-70, App. I)

Attachment 4.
UNIT COMMANDERS LETTER GUIDE
SCHOOL LETTER HEAD

Office Symbol

21 June 2001

MEMORANDUM FOR Unit Commanders of Students, _____ Course, Class _____

SUBJECT: Distance Learning Course Requirements

1. Reference HQDA, DCSOPS Policy Message, Subject: Implementation of The Army Distance Learning Program, dated 28 March 2001.

2. State the purpose of this letter and identify the soldier(s) to whom the letter applies.

Example:

It gives me great pleasure to inform you that SSGT Harold Jones, 123-45-6789, of your Command has been selected to attend Class 115-01 of the United States Army Sergeants Major Academy (USASMA) Battle Staff Noncommissioned Officer Course (BSNCOC). The BSNCOC will train SSGT Jones to serve as an integral member of the battle staff and qualify him to help manage the day-to-day operations of a battalion or brigade command post.

3. Provide an overview of the course structure and identify the locations where student(s) will receive DL instruction. Example:

a. The BSNCOC structure of phases, modules, lessons, and tests ensures standardization in accordance with The Army Training System (TATS). It trains all soldiers, regardless of component, on course critical tasks to the same task performance standard. The course has two phases. Phase I is an asynchronous distance learning training packet which SSGT Jones must complete within 60 days at his home station.

b. Upon completing Phase I, SSGT Jones will attend Phase II in residence at one of the following locations: the USASMA at Fort Bliss, Texas (four weeks and one day); Fort McCoy, Wisconsin (21 consecutive days); or at a Digital Training Facility (DTF) certified to receive the BSNCOC through synchronous video teletraining (VTT) (four weeks and four days). If SSGT Jones elects to receive training through VTT, he will be directed to the BSNCOC-certified DTF at or closest to his home station, which is _____.

4. Identify an individual who will be available to answer questions or provide additional information. Example:

If you have questions about the BSNCOC or class schedules, you may contact the BSNCOC Chief Instructor at Commercial (915) 568-9165, DSN 978-9165 or e-mail battlestaff@emh10.bliss.army.mil. Additional information is available at <http://usasma.bliss.army.mil/website/BSNCOC/geninfo.html>.

5. Describe the nature of the course, emphasizing the commitment that the soldier must make to successfully complete DL phases. Include reference to the Student Evaluation Plan and Student Guides. Example:

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a. As the only course offered by the U.S. Army to train noncommissioned officer battle staff members, the BSNCOOC is a fast-paced, performance-oriented program of instruction. The course focuses on the major areas of Plans, Orders and Annexes, Military Intelligence, and Combat Service Support. All students present a military information briefing and take part in a Command Post Exercise (CPX) in which they apply the lessons they learn throughout the course.

b. The distance-learning phase begins on 18 July 2001 and ends on 15 September 2001. At the end of the phase, SSGT Jones will take a Phase I exam over the Internet. Successful completion of this phase requires SSGT Jones to make a firm commitment to accomplish the course work in the time allotted. This includes completing all assignments, practical exercises, and participating in training activities. He has been furnished a Student Evaluation Plan how the course is graded and the minimum requirements for completion. He will be provided a Student Guide for each lesson to help him prepare a study plan. He will be working at his own pace and must budget his time to assure successful completion of this phase. Reference 1 requires that students be exempted from other duties while attending DA-directed/quota-managed distance learning courses. For planning purposes, experience shows that students should allot a minimum of five hours per day during the workweek to accomplish required reading and written assignments.

c. Students who fail to complete any phase requirements within the prescribed timeframe, or who fail academically, will receive a DA Form 1059, Service School Academic Evaluation Report, stating that the student failed to achieve phase standards and the reasons for the failure. The student and the DA Form 1059 will be referred to the student's unit commander for further disposition.

6. Conclude the letter by soliciting the Commander's cooperation to assure a successful learning experience. Example:

The USASMA staff and faculty stand ready to provide any assistance necessary to achieve a successful outcome to the BSNCOOC. We solicit your cooperation in encouraging SSGT Jones to meet this important commitment and ensuring that he has the necessary time to accomplish all course work.

SIGNED
School Commandant

Appendix D-2

Implementing Procedures for Distance Learning Stand-alone Self Development and Mission Immediate Training Courses

1. Self-development.

Self-development is one of the pillars of Army training (along with individual training, combat training centers, and operational assignments). It is a planned, competency-based, process used by individuals to acquire new skills and enhance previously acquired skills, knowledge, and experience. The process improves readiness and increases the individual's potential for progressively more complex and higher-level assignments.

2. Types of training.

Self-development training includes both self-motivated training (i.e., training which an individual voluntarily undertakes at his or her own initiative) and directed training (i.e., training which an individual is required to take to improve individual or unit readiness, develop supporting technical skills, maintain proficiency, or ensure knowledge and understanding of a policy, program, or system.)

3. Types of courses.

Self-motivated training includes formal Army courses and instructional units (i.e., quota-managed courses) that may be taken as stand-alone courses by individuals at their own volition. These courses are normally listed in the Army Training Requirements and Resources System (ATTRS), or the annual Training Catalog maintained by the Army Civilian Training, Education, and Development System (ACTEDS). It also includes adult education and college courses

available through the Army Continuing Education System (ACES) and the Army University Access Online (AUAO) program.

4. Directed training.

Directed training includes:

a. Common Military Training (CMT).

This covers subject areas directed by law or by HQDA. CMT is required for all leaders and soldiers at specific organizational levels. Proficiency in those subject areas is necessary regardless of career field, rank, or grade. Examples of CMT subjects are Code of Conduct, Military Justice, and Equal Opportunity/Sexual Harassment/Fraternization.

b. Common Task Test (CTT) training.

This training prepares all soldiers for routine evaluation of their proficiency in the performance of fundamental combat and survival tasks at a given skill level. Example subjects are weapons qualification, NBC Defense, and first aid.

c. Soldier Training Courses. These courses may be established by unit or installation commanders to supplement unit training and sustain soldier skills. The courses follow programs of instruction (POI) developed by the proponent MACOM schools. Example subjects are Generator Operator, Fuel Handlers, Forklift Operator, Unit Armorer, and Unit Postal Clerk.

5. Mission immediate.

This training or education may be directed by Headquarters, Department of the Army (HQDA) and major Army commands

(MACOM), or requested by unit commanders, to prepare units and individuals for immediate mission requirements such as activation, mobilization, or deployment of individuals, teams, or units. Due to time constraints this training or education cannot be managed or scheduled through the normal quota-managed Structure and Manning Decision Review/Training Requirements Analysis Process (SMDR/ TRAP). However, course completion data will be captured by the ATRRS and reported to the appropriate military personnel records service center.

6. Stand alone DL training.

Preparing courseware for stand-alone DL training.

a. Instructional unit. Determine the type of instructional unit to be made available for stand-alone DL training, i.e., lesson or module from a quota-managed course, non-quota-managed course, functional course, or other type of training. If a course must be developed solely to serve a self-development or mission immediate DL training need, a detailed plan for its development and implementation must be prepared in accordance with TRADOC Regulation 350-70 to ensure it is compatible with the DL system.

b. Review implementation plan. If an instructional unit required for stand-alone training is part of an existing DA-directed or quota-managed course, its implementation plan must be reviewed and adjusted, as necessary, to support self-development or mission immediate training purposes.

c. Coordination. Coordinate the implementation plan with HQ, TRADOC to

ensure it can be supported by the DL system.

d. Required actions. In developing or modifying the implementation plan, the following actions must be accomplished:

(1) Validate or update the training need, mode of instruction, delivery media, and course pre-requisites.

(2) Ensure training product information is included in the Defense Automated Visual Information System (DAVIS) and the Defense Instructional Technology Information System (DITIS).

e. Questions. The implementation plan must answer the following questions:

(1) How will the course be delivered (e.g., web-based training (WBT), video teletraining (VTT), CD-ROM)?

(2) If WBT is used, are any video-clips included that require large bandwidth? If so, has the video been tested to determine if it can be downloaded to a DL workstation from a remote server in a reasonable amount of time?

(3) If WBT is used, where will the host server be located and who will control it?

(4) If the courseware is CD-ROM-based, is it completely stand-alone or is a learning management system (LMS) required to properly deliver or manage it?

(5) Will the stand-alone training be included in any catalogs? If so has a course description been provided? If not, how will the training be publicized?

(6) Can students enroll on-line through the ATRRS? If not, how will they enroll?

(7) If there are there prerequisites for this training, how will training administrators verify that they have been met?

(8) From what locations may students access the courseware (i.e., home, DTF, unit, Army learning center)?

(9) How will the confirmation of training approval be provided to the student, the supervisor, the Army Training Support Center (ATSC), and, when applicable, the training location?

(10) How will successful completion of the training be certified and who will be informed?

(11) Who will provide administrative and instructor support and how will it be provided?

(12) If learner-instructor or learner-learner collaboration is required what type will be used (e.g., chat, VTT, Email)?

(13) Is local support at the learner's site required (e.g., equipment, practical exercises, mentoring, test monitoring)?

7. Gain approval.

Obtain approval for new stand-alone training or implementation of existing courseware for stand-alone training. The approval/implementation process should include as a minimum the proponent school and HQ, TRADOC (TDAD, ITD, ATSC, DCSED, and TOMA). When approved, submit course information into the ATRRS and to ATSC for inclusion in the Reimer Digital Library (RDL).

8. Funding.

When required, the TRADOC DCST approves funding for courseware development. If approved by the DCST, funds will be released via a Fund Allowance Document (FAD) to the Commander, ATSC.

9. Redesign requirements.

Develop or redesign courseware and training materials as necessary to implement stand-alone training of the instructional unit.

10. Forward to ATSC.

Forward completed courseware and training materials to ATSC along with a Course Management Plan, Student Evaluation Plan, special instructions, and any other materials required by TRADOC Regulation 350-70.

11. Load in RDL.

The ATSC will load course materials into the RDL or provide a link to the Regional Training Access Center (RTAC) where the materials are stored. The ATSC (ITSD) will replicate and store any student administrative instructions and training support materials received from the proponent schools and prepare to ship them to new students.

12. Help Desk Operations.

a. Operation. The ATSC at Fort Eustis, VA operates a primary help desk to respond to DL administrative issues and questions concerning the Reimer Digital Library. The telephone number is 1-800-275-2872 (1-800 ASK ATSC) and the hours of operation are from 0730 to 1700 Eastern Time Monday through Friday. Callers requesting

information concerning course content will be instructed to call the appropriate training provider.

b. Response to students. The training providers will arrange to respond to questions concerning course content from students enrolled in their respective courses or phases. These arrangements shall be coordinated with the ATSC so that calls can be properly routed.

c. Provides technical assistance. The Program Manager (PM) TADLP at Fort Eustis, VA, provides technical assistance for hardware or software installed in TADLP DTFs. Assistance is available 24 hours a day, 7 days per week, through direct call or by paging system. The telephone numbers are 1-877-815-9861 (toll free) or locally at (757) 878-4745.

13. Student Management.

The following procedures govern management of students who elect to participate in non-resident, self-study courses through DL means for the purpose of self-development. Courses may be for individual or group study.

(NOTE: All members of the DoD community can access ATRRS and register for training using the Self-Development System. Within the DL program, courses may be designated for self-development. This means that individuals may register themselves for those courses. The Self-Development System provides a searchable catalog of all self-development courses. With a few mouse clicks, students can easily find the course they want and complete the registration form. For web-based courses, the confirmation will contain a direct link to

the courseware provider. Select the [Self-Development System](#) [www.atrrs.army.mil/channels/selfDev/] link or the [Soldier Information](#) [www.atrrs.army.mil/channels/dlnews/usersManual/section2.doc] section of the User's Manual in the index to preview this system.)

Step 1: Interested personnel access the ATRRS homepage and search the Army Formal Schools Catalog on-line for courses or units of instruction that are available for self-development training (<http://www.atrrs.army.mil/atrrscc>). The catalog also contains school information, class schedules, and courses available through the Army Correspondence Course Program (ACCP). Army members may also identify training courses available for self-development through supporting programs such as the ACTEDS and tuition assistance programs available through the ACES, the AUAO, and the University Alliance.

Step 2. Potential students locate a course and desired class date from those listed in the Schools Catalog. Classes that indicate a starting date at the beginning of the fiscal year (1 Oct) and an ending date at the end of the fiscal year (30 Sep) are open for enrollment year round. Having identified a desired course, members click on the course title to link to the application form for that course in the ATRRS Self-Development Application System.

Step 3. Authorized personnel (i.e., military and civilian members of the DoD community) must have a valid LOGONID and password to enter the ATRRS Self-Development Training Application System. Those without a LOGONID access <https://www.atrrs.army.mil/help/online.asp> for instructions on how to obtain a LOGONID and password. Once a LOGONID and password are obtained,

members can log onto the application system at <https://www.atrrs.army.mil/channels/selfdev/>. They follow the instructions to select a course and class and apply for enrollment. They enter their mailing address, unit contact information, Email address, and their supervisor's contact information. The provided course information indicates if the course may be taken at home or at a Digital Training Facility (DTF). Individuals desiring or required to receive training at a DTF must notify the DTF manager of the class starting date to ensure a seat is available at the facility at that time. (NOTE: Students desiring to enroll in self-development courses not managed by the ATRRS follow the procedures established for the program in which they are interested. Civilian employees may access the ACTEDS Training Catalog at <http://www.cpol.army.mil/train/catalog/toc.html> to identify available training opportunities. Eligible personnel may apply for a course at http://www.cpol.army.mil/george/acteds/catalog/pop_form3.cgi. Military personnel may find information about continuing education and college degree programs at ACES <http://www.armyeducation.army.mil/>, AUAO at <http://www.earmyu.com/>, and the University Alliance at <http://www.universityalliance.com/>.)

Step 4. Confirmation of the registration is immediately sent via email to the student and the student's supervisor. The ATRRS also notifies ATSC (ITSD) of the confirmed reservation and the soldier's verified mailing address.

Step 5. Within five working days of the receipt of the confirmed reservation from the ATRRS, ATSC (ITSD) sends out training/training support material,

Step 6. Students complete course work and take required examinations. Schools use whatever testing method they are capable of using to create and grade tests. For the interim, schools will continue to use their current tests and comply with the Interactive Multimedia Instruction (IMI) grading policy. For examinations residing in TREDs-R, test scores are recorded in TREDs-R and provided to the student by ATSC (ITSD). The TREDs-R transmits a performance file to the ATRRS indicating if the student passed or failed the examination.

Step 7: The ATRRS issues a DA Form 1059 to notify all concerned, including the personnel records custodian, of the soldier's successful completion of the course. The soldier's personnel records are then updated in accordance with AR 600-8-104, *Military Personnel Information Management/Records*.

ANNEX E. Infrastructure

SITUATION

- E.1. Background
- E.2. Conditions

MISSION

- E.3. Mission

EXECUTION

- E.4. Commander's Intent
- E.5. Concept of Operations

RESOURCES

- E.6. Resources

COMMAND AND CONTROL

- E.7. HQDA
- E.8. DL GOSC
- E.9. TPIO TADLP
- E.10. PM TADLP

SUMMARY

- E.11. Decisive Activities
- E.12. End State Objectives
- E.13. Decisive Timelines

| |
|------------------|
| Situation |
|------------------|

E.1. Background.

The original Army Distance Learning Program initiated an infrastructure capable of delivering training when and where it is needed. This concept was predicated on using video teletraining (VTT) supported by compact disk – read only memory (CD-ROM), videotapes, and paper-based materials. This approach was based on available and projected technology capabilities.

E.2. Conditions.

E.2.1. Program in transition. The Army Distance Learning Program (TADLP) is transitioning from the 'when and where needed' concept to an 'anytime, anywhere' concept using the Internet as the primary means for training delivery. This transition impacts the program primarily in the areas of courseware development and Internet connectivity. The most significant impact is the cost differential associated with shifting the focus of courseware redesigns from the use of VTT and CD-ROMs as training delivery media to the use of the Internet

(see [Annex C, Courseware Development](#)). Internet connectivity is being implemented as part of TADLP Block 2 infrastructure implementation. Block 1 DTFs are being retrofitted to provide Internet connectivity and new DTFs are fielded with that capability.

E.2.2. Interim measures. Providing anywhere, anytime learning delivery is a mid-term TADLP goal. Current information protection requirements under the Computer Security Act of 1987 and the resulting firewalls prevent the free transmission of training information between the .mil and the .com domains. Until these access issues are resolved, an infrastructure of networked multimedia training facilities at Army installations and Reserve Component (RC) training institutions worldwide provides the following benefits. It:

E.2.2.1. Reduces risk. Helps avoid security risks and access vulnerabilities associated with crossing the .com and .mil domains.

E.2.2.2. Provides free access. Allows soldiers free access to Army training materials from locations that have a C2 security level.

E.2.2.3. *Promotes efficiency.* Achieves efficiencies by establishing integrated high bandwidth network systems and centralized work stations rather than upgrading or installing communications wiring in every soldier's quarters and duty location.

E.2.2.4. *Contains standard equipment.* Provides standard equipment and software that ensures compatibility with reusable course content.

E.2.2.5. *Provides learning management.* Ensures the application of an effective learning-management structure to student, lesson, and course management.

E.2.2.6. *Provides access.* Helps meet the Army's goal to provide access to DL training resources within 50 miles of 95% of the Army population, including all components.

E.2.2.7. *Provides a Help desk.* Provides help desk support 24 hours per day, 7 days per week. (1-877-815-9861 (toll free) or (757) 878-4745.)

E.2.3. *System integration.* Managers of several other Army programs have indicated interest and reliance on the DL infrastructure. These include:

E.2.3.1. *OPMS XXI.* The Officer Personnel Management System XXI (OPMS XXI) mandates that officer functional area training incorporate DL content. The OPMS XXI will rely on the DL infrastructure to support high bandwidth training requirements.

E.2.3.2. *ACES.* The Army Continuing Education System (ACES) now uses DTFs in CONUS and OCONUS to deliver college courses to soldier students.

E.2.3.3. *ACTEDS.* The Army Civilian Training, Education, and Development System (ACTEDS) delivers courses for career programs, career fields, and specialized plans to Department of the Army Civilians (DAC) via DTFs.

E.2.3.4. *IBCT.* Interim Brigade Combat Teams (IBCT) of the active Army and the ARNG will leverage DTFs in the vicinity of Ft. Lewis, WA; Schofield Barracks, HI; Ft. Richardson and Ft. Wainwright, AK; Ft. Polk, LA; and Willow Grove, PA for individual, collective, and new equipment training (NET).

E.2.3.5. *TASS.* The Army School System (TASS) uses the DL infrastructure to link dispersed USAR training centers, students, instructors, and subject matter experts (SME) to deliver instruction that would otherwise not be delivered due to policies governing minimum class sizes,

E.2.3.6. *ITRO.* The Interservice Training Review Organization (ITRO) will rely on the DL infrastructure to support negotiated training agreements. The Services and other Federal agencies are coordinating with the Army for use of TADLP infrastructure to support training delivery.

E.2.4. *Fielding.* Pacing of TADLP infrastructure fielding, in conjunction with the National Guard Bureau's (NGB) Distributive Training Technology Project (DTTP) fielding, will allow delivery of DL to DTFs at unit locations in CONUS and OCONUS in the near-to-mid term, to soldiers' homes and work places in the mid term, and to tactical vehicles and formations in the long term. The ultimate goal for TADLP and the DTTP is to bring training from the schoolhouse to wherever soldiers are located.

| |
|----------------|
| Mission |
|----------------|

E.3. Mission.

Provide the capability for commanders and soldiers to train as they will fight. This mission includes the following implied tasks:

E.3.1. Provide web-based training. Provide universal availability and access to web-based training (WBT) for soldiers of all ranks and components. This includes:

E.3.1.1. Access at work/home. Internet access in work locations and barracks and sufficient quantities of individual desktop or laptop personal computers (PC) to meet anticipated training requirements.

E.3.1.2. AC/RC/DAC access. Computer and Internet access to AC and RC soldiers and Department of the Army Civilians (DAC) in their homes, whether on or off post.

E.3.2. Integrate technology. Encourage and exploit technology enhancements such as wireless Internet duplex access systems and secure mobile codes. Ensure the logical and consistent integration of new technology to support DL.

E.3.3. Include C4ISR requirements. Integrate TADLP with command, control, computers, communications, intelligence, surveillance, and reconnaissance (C4ISR) systems for planning, assessing, and executing training that supports unit readiness.

| |
|------------------|
| Execution |
|------------------|

E.4. Commander's Intent.

E.4.1. Take training to the soldier. Deliver training directly to soldiers in tactical environments as technological advances and PC costs decline.

E.4.2. Provide computer availability. Provide all soldiers with computer availability, Internet access, and access to a training digital repository

E.4.3. Develop a deployable capability. Provide a deployable DL capability for soldiers and units deployed to locations that do not have access to a DTF, a PC, or Internet capability.

E.4.4. Provide access. Ensure students have electronic access to the course proponent.

E.5. Concept of Operations.

The current DL Infrastructure is based on the projected training loads within 50 miles or 90 minutes driving time of Active and Reserve Component CONUS and OCONUS unit locations. Specific implementation issues and requirements are described below.

E.5.1. TADLP DTF fielding strategy.

E.5.1.1. Field by priority. DTFs are fielded in accordance with a DA approved priority list. Local commanders may request a fielding delay or exchange a scheduled location with another location within the MACOM. Some DTFs may be accelerated to meet special circumstances or to achieve economies in the fielding effort for the current year,

but only within the MACOMs requirements.

E.5.1.2. *Field Incrementally.* TADLP DTFs will be fielded incrementally, as described in paragraph E.5.4. Individual increments will be tied to the Program Objective Memorandum (POM) in a phased approach. Fielding schedules will provide equitable distribution of facilities among the MACOMs and the USAR.

E.5.1.3. *Create economies.* Experience shows that construction, labor, and bandwidth costs vary between locations.

E.5.1.3.1. The PM TADLP has achieved significant economies of scale from time-to-time through capacity adjustments based on projected local usage and the existing building and network conditions. Accordingly, funds available for fielding may increase or decrease. As the funding level increases, more DTFs may be fielded.

E.5.1.3.2. Conversely, as funds decrease, due to higher bandwidth costs, salaries, building requirements, budget cuts, etc., fielding activities may be scaled back. If this happens, the Army priority sequence will be followed to determine which facilities will be accelerated or delayed. Every effort will be made to continue progress where site surveys have been completed.

E.5.2. *Determine DTF requirements.*

E.5.2.1. *Provide reasonable access.* The overall DTF fielding objective is to place a facility within reasonable distance of every soldier. Specifically, 95% of all soldiers should have access to a DTF or a National Guard Bureau (NGB) Distributed Training Technology Project (DTTP) classroom that is within

approximately 50 miles, or 90 minutes driving time, of their units.

E.5.2.2. *Determine facility requirements.* Except as indicated below, the number of DTFs at each location would be determined by:

E.5.2.2.1. *Students.* The number of students from all components engaged in DL training on any day (the daily training load).

E.5.2.2.2. *Daily training load.* The number of workstations required to support the daily training load (approximately 1 workstation per 100 students).

E.5.2.2.3. *Predominant component.* Appropriate DTF configurations based on the predominant component present at each location and the surrounding communities within an approximate 50-miles radius. Standard TADLP DTF configurations are¹:

E.6.2.2.3.1. AC locations - 16 workstations per DTF.

E.5.2.2.3.2. RC locations - 12 workstations per DTF.

E.5.2.3. *Locations.* DTFs will be located at AC posts and installations in CONUS as follows:

E.5.2.3.1. Corps headquarters (HQ) locations:

E.5.2.3.1.1. I Corps, Ft. Lewis, WA – 9 DTFs.

¹ DTTP classroom configurations are: Dual Multimedia Classrooms (DMMC) – 18 workstations; Multimedia Classrooms (MMC) – 12 workstations; Medium Training Classrooms (MTC) – 3 workstations; Multimedia, Scalable (MMS) – 3, 12, & 18 workstations.

E.5.2.3.1.2. III Corps, Ft. Hood, TX – 15 DTFs.

E.5.2.3.1.3. XVIII Airborne Corps, Ft. Bragg, NC – 12 DTFs.

E.5.2.3.2. Division (non-corps HQ) locations – 6 DTFs each.

E.5.2.3.3. Other CONUS locations – 1 to 3 DTFs each, based on daily training loads calculated from local military population data shown in the Army Stationing and Installation Plan (ASIP).

E.5.2.3.4. Requirements for DTFs at U.S. Army Reserve (USAR) locations and OCONUS AC and RC locations will be based on the daily training load at those locations. Population data for OCONUS locations not included in the ASIP will be provided by the respective MACOMs.

E.5.3. Determine DTF fielding priorities. The TPIO TADLP develops and maintains requirements for TADLP DTFs and NGB DTTP classrooms on a single, integrated listing in 1-n priority sequence (1-N List). A DTF fielding work group meets periodically to coordinate requirements, reconcile conflicts, and to report progress. The work group is chaired by the TPIO and includes representatives from HQDA, the NGB, OCAR/USARC, and interested MACOMs. The following policies apply to the 1-N List selection process:

E.5.3.1. Recognize established facilities. DTFs/classrooms that are already established or for which funds have been expended were accepted and placed at the top of the list.

E.5.3.2. Focus on the execution year. The 1-N List reflects completed DTFs and those scheduled for fielding within current Army POM year funding levels. The list focuses on the succeeding 365 days of execution. Any projections beyond one year will be made for future POM development purposes and should not be construed to reflect actual fielding plans.

E.5.3.3. Coordinate. TADLP and DTTP facility requirements are coordinated. However, a separate Congressional funding stream resources the DTTP. The NGB coordinates and schedules facility fielding with State and territorial authorities based on the Congressional funding levels. Consequently, the 1-N List accurately reflects completed DTTP facilities that appear to be ahead of and out of synch with the priority sequence of the list. In this regard, a MACOM may fund DTFs for early fielding. If they do, the DTFs will be shown on the 1-N List as satisfied requirements.

E.5.3.4. Program. As of the date of this publication, the 1-N list has 850 facilities comprising 381 TADLP DTFs and 469 NGB DTTP classrooms. TADLP DTFs include 214 sponsored by MACOMs in CONUS and overseas and 167 sponsored by the USAR. The 1-N List is at www.tadlp.monroe.army.mil/.

E.5.4. Execute incremental fielding. The Army will field DTFs in increments to AC and RC locations in CONUS and OCONUS. The fielding increments are grouped into six blocks. Blocks 1-3 are complete or in progress. Blocks 4-6 are in conceptual planning.

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E.5.4.1. Block 1 (FY 98 – 99):

E.5.4.1.1. Core Services:

E.5.4.1.1.1. Learning space for 12 – 16 students.

E.5.4.1.1.2. Renovated training facilities with a cable management system and network wiring.

E.5.4.1.2. Support for asynchronous courseware, e.g., interactive multimedia instruction (IMI) distributed on CD-ROMs.

E.5.4.1.3. Support for synchronous courseware distributed via room-based VTT using H.320 video services.

E.5.4.2. Block 2 (FY 99 – 02):

E.5.4.2.1. Core Services:

E.5.4.2.1.1. Block 1 plus:

E.5.4.2.1.2. E-mail.

E.5.4.2.1.3. Groupware.

E.5.4.2.2. Enterprise management:

E.5.4.2.2.1. Automated scheduling.

E.5.4.2.2.2. System administration.

E.5.4.2.3. Support asynchronous courseware distribution:

E.5.4.2.3.1. IMI using CD-ROM and Web pages.

E.5.4.2.3.2. Internet-based courseware, i.e., WBT.

E.5.4.2.4. Supports synchronous courseware distribution via room-based H.320 VTT.

E.5.4.3. Block 3 (FY 02 – 04): Block 2 plus student management:

E.5.4.3.1. Course and DTF assignment.

E.5.4.3.2. Automated testing.

E.5.4.4. Block 4 (TBD), Block 3 plus:

E.5.4.4.1. Supports asynchronous courseware distribution with local video on-demand.

E.5.4.4.2. Supports synchronous courseware distribution with desktop video teleconferencing (VTC) using H.323 video services.

E.5.4.5. Block 5 (TBD), Block 4 plus a deployable component.

E.5.4.6. Block 6 (TBD), Block 5 plus simulations.

E.5.5. *Equip DTFs.* DTFs will contain workstations equipped with appropriate hardware and software to deliver multimedia training and education to individuals and groups. As stated, TADLP DTFs fielded to Active Army locations contain 16 workstations while USAR facilities have 12. Normally, all locations receive three TADLP DTFs at one time; however, fewer may be fielded depending on the projected training load and the amount of acceptable space available to house the facilities. The equipment list in Table E-1 is the standard for all TADLP DTFs.

E.5.6. Install the communications infrastructure.

E.5.6.1. Networks. Each DTF will include a local area network (LAN) to connect student workstations within the DTF to the building LAN (BLAN). The BLANs will link DTFs within the same building. DTFs in separate buildings within the installation will connect through existing campus area networks (CAN). The CANs will link DTFs to training access centers. The MACOMs are responsible for providing and maintaining BLANs and CANs.

E.5.6.2. Internet access. Block 2 upgrades will provide Internet access at the DTFs. The BLANs and CANs will connect with the wide area network (WAN) outside the institution/installation boundaries. A Defense Information Systems Agency (DISA) information technology (IT) network will serve as the DL backbone to provide the bandwidth and connectivity to DOD; non-DOD federal, commercial, and academic networks, and the Internet to support a worldwide, interactive, multimedia, DL capability.

| Item | Quantity |
|--|------------------|
| PC, Intel Pentium II or III, 750MHz, 128 MB RAM w/: | 17 (AC), 13 (RC) |
| 3.5" floppy drive | |
| PCMCIA drive bay (1 slot/type II/III) | |
| IDE hard drive, 4.0GB | |
| CD-ROM, internal IDE (12-24X) | |
| 15" NI SVGA monitor | |
| Internal network interface card (SMC 8416BTA) | |
| Full-function keyboard and mouse | |
| RAM upgrade 32MB to 64MB RAM | |
| Sound Blaster AWE 64, or equivalent, sound card | |
| Sony MDR-CD60 headphones | |
| Upgrade to 10/100 NIC | |
| Optional 6-year parts, labor& on-site warranty | 17 (AC), 13 (RC) |
| HP Office Jet 630 print/copy/scan/fax | 1 |
| 8MB SDRAM memory upgrade (LaserJet) | 1 |
| 16MB SDRAM memory upgrade (LaserJet) | 1 |
| Symphonic 4-head VCR | 1 |
| Cables, toner cartridges, ink cartridges | |
| Software: | |
| Windows NT, 4.0 workstations w/SP5 | |
| NT Workstation Resource Kit, Update 4.0 | |
| Microsoft Office 97 Professional, w/SR2 (TPW & Everex DTFM workstations) | |
| Microsoft Office 97, Standard, w/SR2 (Everex PCs only) | |
| Internet Explorer, 5.01 | |
| Windows Media Player, 6.4 | |
| Macromedia Shockwave, 5.0 | |
| Real Player, 7.0 | |
| CBT Player, 2.52 | |
| C2 Configuration, 4.0 | |
| Registry Confirmation, Security TFM | |
| Adobe Acrobat, 4.0 | |
| Norton Antivirus, Current Version (ECP-52) | |
| Tivoli Software Distribution, 3.61 | |
| Tivoli Inventory, 3.61 | |
| Tivoli End Point, 24 | |
| Tivoli Remote Control, 3.6.5 | |
| Tivoli Trip (not version controlled) | |

Table E-1. TADLP DTF Standard Equipment and Software

The screen shown in Figure E-1 appears when one logs on to a TADLP DTF workstation.

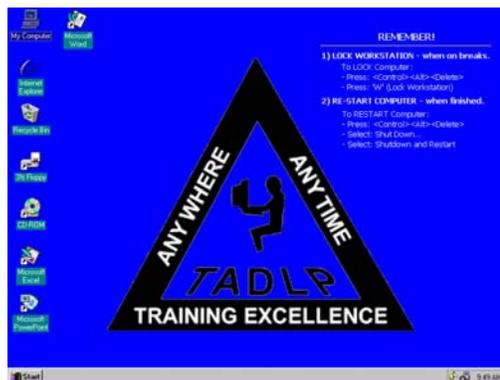


Figure E-1. TADLP Workstation Screen

E.5.7. Provide centralized access to instructional materials.

E.5.7.1. Submit course packages. The proponent schools will forward course packages to the Army Training Support Center (ATSC) for processing and inclusion in the General Reimer Digital Library (RDL). The ATSC will index and centrally organize proponent products in the RDL. The ATSC will retransmit the processed materials back to the proponent training access centers. The proponents will retain their own proponent-developed training products in digital form. Schools will access the RDL through their supporting training access center to acquire products available Army wide.

E.5.7.2. Provide connectivity. Access to the IT backbone will be outside the installation boundary. Connectivity from the training access center will be through an edge device (or point-of-presence (POP)) to the IT backbone. Connectivity to the IT backbone will be established for each DTF. Resources for TADLP fielding include funds necessary to establish POPs and to lease communication lines with the required

bandwidth between the POPs and the IT backbone.

E.5.8. Provide a Learning Management System. The LMS will include a suite of software functionalities designed to deliver, track, report on, and administer learning content, student progress, and student interactions. For additional information, see Annex D, *Army Learning Management System*.

E.5.9. Provide a deployable training package. The DTP will eliminate the time and distance constraints that separate deployed soldiers from required training courses and educational opportunities. The DTP will provide temporary classrooms that can receive and deliver on-demand and just-in-time training for deployed units. The DTP will also support temporary student surge situations, students in low population density areas, and training at combat training centers (CTC). Such temporary classrooms can provide connectivity between CTC instrumentation systems, proponent schools, and DL facilities. Essential considerations concerning the use of DTPs include:

E.5.9.1. Flexibility. The DTP must have the flexibility to meet and adapt to changing mission requirements and unique situations present in each theater of operations.

E.5.9.2. Two-man operation. The DTP should be lightweight, easily transportable by ground and air transport, capable of being assembled by two individuals within a single day, and capable of operating in austere environments using available shelter and power sources.

E.5.9.3. Defining responsibilities. The DTP provider and the receiving command must have a clear understanding and mutual agreement regarding responsibilities for deployment, security, operation, maintenance, logistics, and administrative support.

E.5.9.4. Ensuring soldiers are available. The use of DTPs should be restricted to locations where mission demands do not prevent soldiers from participating in scheduled training.

E.5.9.5. Providing services. A DTP may provide the following services listed in suggested priority order:

E.5.9.5.1. Training. Military training to include functional, professional development, and sustainment training.

E.5.9.5.2. Education. Continuing education through the ACES, to include undergraduate studies and courses leading to a General Educational Development (GED) certificate

E.5.9.5.3. Morale and welfare video teleconferencing to include off-hour soldier/family visits and holiday period family visits.

E.5.9.6. Developed prototype DTP. The TRADOC has developed a DTP prototype. It is being used by stabilization forces in Bosnia and Kosovo, by peacekeeping troops in the Sinai, and in Germany. The prototype DTP has the following capabilities:

E.5.9.6.1. It is fully deployable.

E.5.9.6.2. It may be installed by two people and maintained by one individual.

E.5.9.6.3. It supports up to 16 students simultaneously using a minimal physical footprint.

E.5.9.6.4. Telecommunications capabilities include:

E.5.9.6.4.1. 384kbps video teleconferencing.

E.5.9.6.4.2. 256kbps Internet/e-mail access.

E.5.9.6.4.3. Eight-line foreign exchange office/foreign exchange service (FXO/FXS) telephone service.

E.5.9.6.4.4. 110/220 VAC power and 50/60Hz cycle compatible.

E.5.9.6.5. The following are lessons learned from deployments.

E.5.9.6.5.1. Schedules for synchronous training must allow for a six- to nine-hour time zone difference between CONUS proponent schools and OCONUS deployed locations.

E.5.9.6.5.2. Two- to four-hour blocks of instruction best fit with deployed unit mission schedules.

E.5.9.6.5.3. Courses must be tailored for completion within six-month unit rotation windows.

E.5.9.6.5.4. Allow four to six weeks for delivery of paper-based, CD-ROM, and similar training materials.

E.5.9.6.6. The prototype DTP fits on a single C-130 aircraft cargo pallet. The package consists of 19 equipment cases as shown in Table E-2.

| Item | Number of Cases |
|--------------------------------|-----------------|
| Antennas | 7 |
| Satellite equipment | 2 |
| VTT and Internet equipment | 3 |
| Laptop computers | 1 |
| Dual 42" plasma displays | 2 |
| Uninterrupted power supply | 2 |
| Cables and miscellaneous parts | 2 |

Table E-2. Deployable Training Package Equipment

E.5.9.6.7. The network connections available to the DTP will, in effect, create a deployed training campus at each DTP location. These connections are supported by a network control center at the ATSC, Ft. Eustis, VA. Table E-3 shows the types of connections available.

| Connection | Number Available |
|---------------------------|------------------|
| MEDCOM | 250 |
| ARNG/USAR sites | 175 |
| Training XXI and DL sites | 140 |
| USAF sites | 46 |
| Universities and colleges | 40 |
| Commercial business sites | 30 |

Table E-3. Deployable Training Campus

Resources

E.6. Resources.

The HQDA Deputy Chief of Staff for Operations and Plans (DCSOPS) programs funds for the TADLP infrastructure through

the Army POM process. Acquisition, installation, and maintenance funds are allocated directly to the PM TADLP for execution.

Command and Control

E.7. HQDA.

The HQDA ODCSOPS interfaces with the AEA for TADLP and DoD and serves as the Army Staff (ARSTAF) proponent for TADLP and ADL infrastructure issues.

E.8. DL GOSC.

The DL General Officers Steering Committee (GOSC) will perform technology assessments for future application, and identify and leverage complementary between existing programs and initiatives.

E.9. TPIO TADLP.

The TPIO TADLP is responsible to the AEA for overall infrastructure implementation and central management. The TPIO is collocated with and coordinates implementation directly with the PM TADLP. The TPIO also chairs the DTF fielding prioritization work group.

E.10. PM TADLP.

The PM TADLP acquires and installs DL equipment in accordance with an Army approved incremental acquisition strategy and the material developer's Material Fielding Plan (MFP). The PM is responsible for upgrading or improving sites at Army installations and USAR training centers selected to host DTFs.

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| Summary |
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E.11. Decisive Activities.

E.11.1. Integrate components. Incorporate new technologies, training concepts, and C4ISR linkages into TADLP.

E.11.2. Gain approval. Prepare documentation for Milestone Decision Authority (MDA) approval to receive funding and continue with the TADLP Block upgrade schedule.

E.11.3. Meet the schedule. Install DL facilities and supporting infrastructure IAW the approved TADLP implementation schedule.

E.11.4. Integrate ADL. Ensure ADL implementation requirements are integrated into the TADLP infrastructure.

E.11.5. Provide data security. Protect the confidentiality of Sensitive But Unclassified (SBU), For Official Use Only (FOUO), and Controlled Unclassified Information (CUI) processed by TADLP. Additionally, protect data from tampering or corruption and from destruction or denial of availability.

E.11.6. Conform to common criteria. Ensure TADLP system conforms to the Common Criteria (evaluation assurance level 3).

E.11.7. Prepare for system certification. Ensure compliance with DoD Directive (DODD) 5200.28, *Information Security Program* and DoD Instruction (DODI) 5200.40, *Security Requirements for Automated Information Systems (AIS)*.

E.12. End State Objectives.

E.12.1. Infrastructure in place. Implement a DL infrastructure that complements and supports Army digital modernization.

E.12.2. Block upgrades completed. Receive MDA approval for Block upgrades.

E.12.3. Funding available. Receive adequate funding on time.

E.12.4. Met the schedule. Install infrastructure IAW the TADLP implementation schedule.

E.12.5. Training soldiers. Provide the capability to train soldiers and units anywhere anytime.

E.12.6. Training with other services. Provide the capability to collaborate with other Services IAW the ADL vision.

E.12.7. System is certified. Receive system certification IAW DODD 5200.28, DODI 5200.40, and CCIMB-99-31, *Common Criteria*.

E.12.8. Satisfied customer. Receive user testimonials that the system provides quality training and enhances readiness as advertised.

E.12.9. ROI achieved. Realize a return on investment in terms of enhanced readiness, cost avoidance, commander and soldier satisfaction, improved operating processes through common standards, and improved soldier and unit performance.

E.13. Decisive Timelines.

Subject to approved funding levels, incremental fielding is proceeding IAW the following schedule:

E.13.1. *Block 1* – complete.

E.13.2. *Block 2* – FY 99 - 02.

E.13.3. *Block 3* – FY 02 - 04.

E.13.4. *Blocks 4-6* – TBD.

ANNEX F. Information Operations

SITUATION

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- F.2. Conditions

MISSION

- F.3. Mission

EXECUTION

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- F.5. Concept of Operations

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- F.6. Resources

COMMAND AND CONTROL

- F.7. TPIO TADLP
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SUMMARY

- F.9. Decisive Activities
- F.10. End State Objectives
- F.11. Decisive Timelines

APP. F-1. Specific Audience/Message Matrix

Situation

F.1. Background.

F.1.1. Commitment. *“The Army has shown exceptional progress in migrating The Army Distance Learning Program (TADLP) from a classroom-centered to a net-centered approach to training.” “The Army is at the cutting edge of implementing distributed learning in several critical areas.” “Implementing a paradigm shift of this magnitude across an organization as large, complex, and geographically dispersed as the U.S. Army is a truly formidable and challenging task. However, it is clear that the Army is absolutely committed to successfully completing this task and they deserve our full support.”*

F.1.2. Achievement. These recent statements by members of the Office of the Deputy Under Secretary of Defense (Readiness), Director for Readiness and Training recognize TADLP achievements in bringing quality, standardized training to Army members anywhere, anytime. The Program is nearing the end of the third year of a planned ten-year implementation period. It is essential to get out the good news

message of TADLP's accomplishments and its role as a vital element of the Army's modernized training strategy.

F.1.3. Spreading the word. Although the contributions and capabilities of distance learning (DL) to improve Army readiness are well known in the training development and academic communities, they are less well known throughout the operational Army. Just as the Army Tactical Command and Control System has significantly improved the decision making process in the tactical environment, DL provides similar enhancements in the training of soldiers to perform their combat mission.

F.1.4. Priorities.

F.1.4.1. The first priority. Inform unit commanders, noncommissioned officers, soldiers, and Department of the Army Civilians (DAC) at all levels and of all components about their role in DL and how it will improve their individual skills, enhance their careers, and improve or sustain their units' effectiveness.

F.1.4.2. Second priority. It is important that members of Congress, National Command Authorities, and Army general officers (both active duty and

retired) understand what DL can do for the Army and provide their support for the program.

F.1.4.3. *Third priority.* Finally, the general public needs to know how the Army is using their tax dollars to deliver quality training to improve their sons' and daughters' skills and educational levels in an efficient and effective manner.

F.2. Conditions.

F.2.1. Army Transformation.

F.2.1.1. *Brigades and divisions.* The Army has begun a ten-year program to transform its war fighting divisions and brigades into a rapidly deployable, agile, versatile, lethal, sustainable, and survivable Force capable of performing successfully the full spectrum of military operations envisioned in the new century.

F.2.1.2. *Exploit technology.* To achieve its goal, the Army will exploit leading edge and emerging technologies, including a wide range of digital communications and information technologies.

F.2.1.3. *Modernize training.* This comprehensive modernization effort requires a parallel modernized training strategy to ensure that appropriate training methods and means are brought to bear to develop soldiers' capabilities to perform effectively across the full spectrum of operations.

F.2.2. *Competing programs.* Competition for resources in coming years will become more intense as major materiel modernization programs, for both weapon systems and training systems, vie for a place on the Defense budget.

F.2.3. *Challenge.* TADLP managers must ensure that the potential of DL networks to provide the foundation for the pillars of Army training (i.e., individual training, unit training, and self-development training) is clearly understood and that TADLP holds it own with other more glamorous and high-visibility programs.

Mission

F.3. Mission.

Gain support and active participation in TADLP through a dynamic, and informative program designed to educate principle stakeholders and the operational Army about TADLP successes and benefits. Also, publicize DL capabilities and achievements to Congress, senior Army leadership, and the tax paying public.

Execution

F.4. Commander's Intent.

F.4.1. *Execute an information campaign.* Develop a high energy, entertaining, and educational information operations campaign about the Army's modernized training strategy and how it provides effective and efficient training through DL means.

F.4.2. *Develop strategy.* Use an integrated communications strategy to inform the DoD, Army, and National leaders about what DL does for the soldier, the unit, and the Army. Motivate them to support the transformation of the Institutional Army to an organization

that is capable of delivering training to the force anywhere, anytime.

F.4.3. *Integrate communications.* Use all forms of internal Army communications and news organs.

F.4.4. *Promote personal involvement.* Get personal involvement from military, academic, industry, and political leaders.

F.4.5. *Gain commitment.* Get Army leadership committed and supportive of DL.

F.4.6. *Improve quality of life.* Convince soldiers and commanders that DL improves quality of life and enhances unit readiness.

F.4.7. *Proliferate media.* Use local, national, and international media coverage to publicize successes and announce new venues.

F.5. *Concept of Operations.*

F.5.1. *Identify target audiences:*

F.5.1.1. Congress:

F.5.1.1.1. United States Senate Armed Services Committee.

F.5.1.1.2. United States House of Representatives Armed Services Committee.

F.5.1.2. Office of the Secretary of Defense (OSD).

F.5.1.3. Headquarters, Department of the Army (HQDA):

F.5.1.3.1. Secretary of the Army (SA)

F.5.1.3.2. Chief of Staff, Army (CSA).

F.5.1.3.3. The Sergeant Major of the Army.

F.5.1.3.4. The Army Staff (ARSTAF).

F.5.1.4. Commanders and staffs of major Army commands (MACOM).

F.5.1.5. Division, brigade, and installation commanders and staffs.

F.5.1.6. Battalion and company commanders and training staffs.

F.5.1.7. Senior noncommissioned officers (NCO).

F.5.1.8. Junior NCOs and soldiers.

F.5.1.9. Army recruiters.

F.5.1.10. DACs.

F.5.1.11. Family members.

F.5.1.12. Military-oriented and veterans' organizations such as:

F.5.1.12.1. The Association of the US Army (AUSA).

F.5.1.12.2. The Retired Officers Association (TROA).

F.5.1.12.3. The NCO Association (NCOA).

F.5.1.12.4. The American Legion (AL).

F.5.1.12.5. Veterans of Foreign Wars (VFW).

F.5.1.12.6. National Association of Uniformed Services (NAUS).

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F.5.1.12.7. Reserve Officers Association (ROA).

F.5.1.12.8. The National Guard Association (NGA).

F.5.1.13. Senior service schools.

F.5.1.14. Major education associations.

F.5.1.15. Interagency communications systems.

F.5.1.16. The general public.

F.5.2. *Tailor the message.* Develop messages tailored for each target audience as indicated in the matrix in Appendix F-1.

F.5.2.1. *Provides timely training.* Leverages technology to provide doctrinal information and hands-on training to war fighters in a timely manner.

F.5.2.2. *Trains at home station.* Enhances force readiness by providing military occupational specialty qualification and reclassification training to soldiers at home station.

F.5.2.3. *Improves effectiveness.* Increases training efficiencies and cost effectiveness through cost avoidance and improved throughput levels.

F.5.2.4. *Leaves soldiers in unit.* Reduces unit turbulence as soldiers and leaders remain with their units while attending training.

F.5.2.5. *Enhances the family.* Improves morale resulting from reduced impact on family life as soldiers participate in training at home stations.

F.5.2.6. *Facilitates RC training.* Increases access to training by Reserve Component soldiers without interfering with family life or civilian employment.

F.5.2.7. *Supports education.* Provides continued educational opportunities to soldiers at home stations and while deployed to remote locations.

F.5.2.8. *Integrates technology.* Uses leading edge simulation technology to provide high quality training in extremely realistic virtual and constructive environments.

F.5.3. *Analyze past performance.* Review past information operations campaigns to identify what works and what does not work.

F.5.4. *Products.* Develop information products including:

F.5.4.1. Magazine articles.

F.5.4.2. News releases.

F.5.4.3. Television stories.

F.5.4.4. Interactive multimedia demonstrations on CD-ROM.

F.5.4.5. Live, on-line and wireless demonstrations.

F.5.4.6. Posters and brochures.

F.5.5. *Leverage points.* Leverage Army Public Affairs Center (APAC) media outlets:

F.5.5.1. TRADOC News Service (TNS).

F.5.5.2. Army News Service (ANS).

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F.5.5.3. Army Broadcasting Service (ABS).

F.5.5.4. Soldiers Radio and Television Service (SRTV).

F.5.5.5. *Soldiers Magazine.*

F.5.5.6. Soldiers On Line.

F.5.5.7. Army and Air Force Hometown News Service.

F.5.6. Leverage DoD media outlets:

F.5.6.1. Armed Forces Information Service (AFIS).

F.5.6.2. Armed Forces Radio and Television Service (AFRTS).

F.5.6.3. American Forces Press Service.

F.5.6.4. *Stars and Stripes*, European and Pacific editions.

F.5.7. Leverage military publications:

F.5.7.1. *Parameters*, U.S. Army War College Quarterly.

F.5.7.2. *Military Review*, U.S. Army Command and Staff College.

F.5.7.3. *NCO Journal.*

F.5.7.4. *Air Defense Artillery Magazine.*

F.5.7.5. *Armor Magazine.*

F.5.7.6. *Field Artillery Journal.*

F.5.7.7. *Engineer Professional Bulletin.*

F.5.8. Leverage military-oriented publications:

F.5.8.1. *Army Times.*

F.5.8.2. *Armed Forces Journal.*

F.5.8.3. *Army.*

F.5.9. Leverage news media:

F.5.9.1. Wire services.

F.5.9.2. Weekly news magazines:

F.5.9.2.1. *Time.*

F.5.9.2.2. *Newsweek.*

F.5.9.2.3. *US News And World Report.*

F.5.9.3. Local television news departments.

F.5.10. Provide demonstrations:

F.5.10.1. AUSA annual conventions.

F.5.10.2. Branch conferences.

F.5.10.3. Electronics trade shows.

F.5.10.4. Distributed education conventions and symposia.

F.5.11. Create publicity events:

F.5.11.1. With selected dignitaries.

F.5.11.2. Around a particular training success.

F.5.11.3. To advertise a new initiative.

F.5.12. Develop a feedback and evaluation process:

F.5.12.1. Criteria. Establish criteria to measure successful information operations.

F.5.12.2. Mechanisms. Develop feedback mechanisms to capture target audience response to various information products.

F.5.12.3. Analysis. Develop analytical procedures to determine attitude changes on the part of target audiences.

F.5.13. Follow-up. Establish procedures to follow-up on evaluations and implement program fixes and improvements.

Resources

F.6. Resources.

A DL information operation is a new initiative within TADLP. The TPIO TADLP will develop resource requirements for submission to DA and subsequent inclusion in the POM.

Command and Control

F.7. TPIO TADLP.

The TPIO TADLP will coordinate with:

F.7.1. The APAC. Purpose: To execute this information operations program.

F.7.2. DoD representatives. Purpose: To integrate TADLP and ADL public information activities.

F.7.3. RC, PAO offices, and Cadet Command. Purpose: To integrate TADLP initiatives into their public affairs programs.

F.8. MACOMs.

The MACOM PAOs will support the development of information packages focused on their functional missions or geographic areas of responsibility.

Summary

F.9. Decisive Activities.

F.9.1. Focus. Identify target audiences.

F.9.2. Orient. Develop messages tailored for each target audience.

F.9.3. Follow success. Review past information operations to identify what works and what does not work.

F.9.4. Spread the word. Develop information products.

F.9.5. Promote teamwork. Leverage media and publication outlets.

F.9.6. Show and tell. Provide demonstrations at conventions, conferences, and symposia.

F.9.7. Generate exposure. Create publicity events to increase awareness.

F.9.8. Analyze results. Develop feedback and evaluation process.

F.9.9. Go with the winners. Adjust the program to capitalize success and eliminate non-productive activities.

F.10. End State Objectives.

F.10.1. Gain support and acceptance. Distance learning capabilities and contributions are well known,

understood, and accepted across the force.

F.10.2. *Connect TADLP with Transformation.* TADLP supports the Army Transformation Program with a modernized training strategy that develops soldier and unit capabilities to perform effectively across the full spectrum of operations.

F.10.3. *Connect TADLP with the DL community.* TADLP is integrated within the DoD distance learning community.

F.11. *Decisive Timelines.*

The information operation will be launched in the current fiscal year.

**Appendix F-1
Specific Audience/Message Matrix**

| AUDIENCE | MESSAGE | MEDIUM | OUTCOME |
|----------------------------------|--|---|---|
| Training staff officers and NCOs | - DL is available any where anytime for individual and unit training. -DL is cost and training effective. | -Letters from TPIO, Army SGM, TRADOC SGM. - Orientation briefings. -TADLP Website. -Articles in post papers. - DTF visitation. | -Reduced waiting time for slots. -More soldiers trained. |
| Senior NCO leaders | -One Army, one standard. -Supports effective soldier and unit training | -Letter from Army SGM. -Changes to NCOES POI -Instructional briefings. -Newspaper and magazine articles. -DTF visitation. | -Work with commanders and NCOs. -Encourage trainers to use DL. -Participate in DL training. |
| Students | -Train at home station. -Train at home. -Learn at own pace. | -Letter from proponent school. -Instructors. -DL courseware | Students share experience with peers. |
| Officers | -One Army, one standard. -Supports soldier and unit training. | -Letter from CSA. -OBC, OAC, CAS3, CGSC POI. -TADLP Website. -Articles and TV commercials. -Visit a DTF | -Active DL support. -Use DL in the unit. -Work with senior NCOs and training staffs. |
| Enlisted soldiers | - Receive school house training at home station. -More time with family and unit -Learn at own pace. | -Guided visits to DTFs hosted by NCOs. -Articles in post and unit newspapers. -SRTV presentations | -Active participation in DL. -Reduce dependency on schools. |
| BDE/BN/CO Commanders | -One Army, one standard. -Train at home station. -Train for deployment. -Train in operational area. | -Letter from CSA. -DTF visitation. -Information from proponent schools. -Orientation briefings. -Articles in Branch journals. -Articles in | -Increased awareness of DL capabilities. -Use of DL facilities |

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| | | | |
|--|--|--------------------------|--|
| | | unit and post newspapers | |
|--|--|--------------------------|--|

| AUDIENCE | MESSAGE | MEDIUM | OUTCOME |
|------------------|---|--|---|
| | | -SRTV presentations. | |
| General officers | -One Army, one standard. -Train anywhere, anytime. -Cost and training effective | -GO conferences. -CSA correspondence. -AEA correspondence | -Program support. |
| DoD | -TADLP integrated with ADL. -Applying common standards for Interservice collaboration. | -TADLP Campaign Plan. -Participation in ADL implementation meetings -Collaboration with other Services | DoD support for TADLP. |
| Congress | -DL improves readiness. -Cost and training effective | -Congressional Liaison Office. - Visits to DL facilities. -TADLP integration with DTTP. -DoD reports to Congress -Testimony on the Hill. | TADLP support |
| Academia | -Integrate capabilities where feasible. -Joint venture potential. -Soldier education. | -Institutional contacts. -Seminars. -Collaborative programs. -AUAO | -Information exchange. -Mutually supporting programs. -Education and Professional development |
| General public | -Improving soldier readiness. -Improving soldier education. | -TV. Infomercials. -Newspaper and magazine articles. -Home town news releases. -DTF visitation | The Army is going the extra mile to improve soldier proficiency |

ANNEX G. Distance Learning in a Classified Environment

SITUATION

G.1. Background

G.2. Conditions

G.3. Purpose

MISSION

G.4. Mission

EXECUTION

G.5. Commander's Intent

G.6. Concept of Operations

RESOURCES

G.7. Resources

COMMAND AND CONTROL

G.8. USAIC

G.9. TPIO TADLP

SUMMARY

G.10. Decisive Activities

G.11. End State Objectives

G.12. Decisive Timelines

Situation

G.1. Background.

The preponderance of military training provided by proponent schools is unclassified. This is the level of training that the Army Distance Learning Program (TADLP) was designed to support. Classified training was considered during the initial design phase, but was found to be beyond the Army's budget and training needs at the time. It was also recognized that secure nets exist that can provide classified training materials when required.

G.2. Conditions.

G.2.1. Complex systems. Current information technology (IT) systems supporting intelligence operations contain high-end hardware platforms, commercial off-the-shelf (COTS) software, and Joint/Army intelligence applications that access National-level databases through secure networks. These systems are complex and sophisticated. They require a high level of operator training and competence to function properly. The problem is that the supporting program managers (PM) do not have sufficient funds to provide initial and sustainment training

for these systems. The result is the Intelligence Community is unable to:

G.2.1.1. ASAS-RWS. Train to a digitized-Army standard using the All Source Analysis System Remote Work Station (ASAS-RWS) as the conduit to the family of Army Battlefield Command Systems (ABCS).

G.2.1.2. DCIIS. Train with the DoD Counter Intelligence Information System (DCIIS) and collateral systems realistically, doctrinally correct, and cost effectively.

G.2.1.3. Joint systems. Integrate Joint intelligence system applications into current programs of instruction.

G.2.2. Partial solution. The U.S. Army Intelligence Center (USAIC) achieved a partial solution to the problem by developing a common architecture using a plug and play concept.

G.3. Purpose.

This annex demonstrates how DL is currently accomplished in a classified environment. This is a separately funded special soldier training requirement that mirrors, but is not a part of TADLP. This annex is not meant to imply that TADLP is

or will be modified to handle classified training or training products.

Mission

G.4. Mission.

Provide a DL capability to train soldiers to operate and sustain IT intelligence systems.

Execution

G.5. Commander's Intent.

Although TADLP does not include classified training, the requirement to train in a classified environment does exist. Therefore, develop a baseline DL capability that:

G.5.1. Provides commonality. Establishes a common architecture.

G.5.2. Is secure. Provides secure training facilities.

G.5.3. Uses existing capabilities. Leverages existing classified networks.

G.5.4. Is interoperable. Is integrated with the Joint community.

G.5.5. Provides Internet connection. Provides for the delivery of web-based training (WBT).

G.5.6. Uses available technology. Uses COTS hardware and software.

G.5.7. Provides a virtual setting. Establishes a virtual classroom environment.

G.5.8. Considers future requirements. Is postured to incorporate new technologies.

G.5.9. DoD and DA compliant. Is compliant with DoD and DA regulations, instructions, guidelines, directives, and policies governing the certification and accreditation of Automated Information Systems (AIS) and Information Assurance.

G.6. Concept of Operations.

G.6.1. Develop architecture. Develop a Joint Intelligence Virtual Plug and Play Architecture (JIVPPA) that can train Intelligence Community soldiers on any UNIX/Solaris/ NT/WIN2000 based, Joint Service and Army intelligence applications in a cost effective state-of-the-art virtual classroom environment.

G.6.2. Provide facilities. Establish classrooms with suites of plug and play equipment supported by a web-based learning environment on classified networks. The standard plug and play classroom configuration comprises 15 Sun ULTRA 10 student workstations tied to a custom-built integrated podium with embedded UNIX and NT-based instructor workstations. The instructor workstations include audio/video controllers, video cassette recorders (VCR), and a SMARTCLASS suite that electronically monitors and controls student progress

G.6.3. Provide for secure connectivity. Connect classrooms to the Joint World-Wide Intelligence Communications System (JWICS) and the National Security Agency Network (NSANET). Plan to evolve to the SECRET Internet Protocol (IP) Router Network (SIPRNET) when resources are available.

G.6.4. Provide a distributed simulation environment. Provide instructor-driven web-based Distributed Simulations Environment (DSE) classrooms supported

by high-speed classroom networks. Each classroom will accommodate intelligence-training products including graphics, imagery, and scenario or vignette-driven U.S. Message Text Format (USMTF) message traffic. Classrooms will have the capability to support Joint/TRADOC Center Warfighter Exercises or Military Intelligence Corps training, and to interface with Joint and Army command, control, computers, and communications (C4) systems worldwide.

G.6.5. Develop training. The JIVPPA will provide instructors the capability to develop and manage controlled “pull” intelligence training products through any network browser. These intelligence product/message sets are stored on-line in instructor/training developer/unit training directories. They will be available through high capacity, high-speed storage devices connected to the appropriate intelligence network.

G.6.6. Achieve security validation. The JIVPPA must be validated (at a minimum) IAW the provisions of DoDI 5200.40, *Defense Information Technology Security Certification and Accreditation Process (DITSCAP)*; AR 380-19, *Information System Security*; DoDD 5200.28, *Security Requirements for Automated Information Systems*; and DoD 5200.1-R, *Information Security Program*.

Resources

G.7. Resources.

Current Operations and Maintenance, Army (OMA) funding to support and maintain program momentum requires \$700K increase in FY01. An additional \$556K is required to increase contractor support. The

FY 02 –05 Program Objective Memorandum (POM) requirements are \$4.1M

Command and Control

G.8. USAIC.

The Commander, USAIC is the functional proponent and combat developer for JIVPPA. The USAIC Director of Information Management (DOIM) serves as the PM. The Deputy Chief of Staff for Intelligence (DCSINT) acts as the certifying and accrediting authority for JIVPPA IAW AR 380-19.

G.9. TPIO TADLP.

The TRADOC Program Integration Officer (TPIO) TADLP will coordinate with and support the USAIC program as appropriate.

Summary

G.10. Decisive Activities.

G.10.1. Continue coordination. The TPIO TADLP will coordinate with the USAIC PM to ensure that the two programs work in harmony and are mutually supportive.

G.11. End State Objectives.

G.11.1. Provide training. The Intelligence Community will provide DL training to support soldier skills in operating high-end IT systems. This training involves the use of classified materials and classified systems.

G.11.2. Promote JIVPPA. The USAIC will continue to promote the JIVPPA using plug

and play equipment to deliver DL training via classified networks.

G.11.3. *Collaboration.* The USAIC DL activities will mirror TADLP but are separately funded and are not a part of TADLP.

G.12. *Decisive Timelines.*

G.12.1. *Resourcing.* The USAIC program funding requires additional resources to maintain program momentum and to increase contractor support.

G.12.2. *Connectivity.* Classrooms will connect to the SIPRNET when resources are available.

ANNEX H. TADLP Documentation

SITUATION

- H.1. Background
- H.2. Conditions

MISSION

- H.3. Mission

EXECUTION

- H.4. Commander's Intent
- H.5. Concept of Operations

COMMAND AND CONTROL

- H.6. PM TADLP
- H.7. PEO STAMIS
- H.8. AAE
- H.9. MDA

SUMMARY

- H.10. Decisive Point

APP. H.1. Approved TADLP Documentation

Situation

H.1. Background.

The ADLP has been designated an Acquisition Category (ACAT) IAM major automated information system as defined in DoD Directive 5000.1. The criteria for an ACAT IAM system are:

H.1.1. Life cycle cost: \$360M, or

H.1.2. Total program cost: \$120M, or

H.1.3. Program cost in any single year: \$30M.

H.2. Conditions.

The Director of Information Systems Command, Control, Communications, and Computers (DISC4) manages program execution through a series of milestone decisions. These milestones begin with Concept Exploration and progress through Production, Deployment, and Operational Support. Specific documentation is required for each milestone decision.

Mission

H.3. Mission.

Develop and/or update documentation required to support milestone decision reviews IAW DODD 5200.1.

Execution

H.4. Commander's Intent.

H.4.1. Incorporate user input. Provide user input to the PM TADLP in the form of user documentation required to state critical operational requirements for an Army DL delivery system.

H.4.2. Maintain accuracy and currency. Ensure that requirements documentation remains accurate and reflects current technological capabilities.

H.5. Concept of Operations.

Several agencies are involved in preparing required documents. The TPIO TADLP generates requirements documents and operational concepts. The PM TADLP, with TPIO collaboration is responsible for preparing documents that address the solution to the requirements. The documentation review and approval process follows:

H.5.1. *PM submission.* The PM submits completed documents to the Program Executive Officer, Standard Army Management Information Systems (PEO STAMIS) for review.

H.5.2. *Document review.* The PEO STAMIS and the Overarching Integrated Product Team (OIPT) review the documents and submit them to the DISC4.

H.5.3. *Document approval.* The DISC4, as the Milestone Decision Authority (MDA), approves the documents or returns them for further work.

H.5.4. *DoD coordination.* The Army Acquisition Executive (AAE) coordinates with the DoD Comptroller to identify documentation required for the Acquisition Program Baseline (APB).

H.5.5. *Approved documents.* [Appendix H-1](#) lists TADLP documentation approved to date. Information about a particular document can be obtained from the point of contact (POC) indicated, or through the PM TADLP website, <http://www.tadlp.army.mil/links.htm>.

Command and Control

H.6. *PM TADLP.*

The PM collaborates with the TPIO to develop appropriate documents and submits them to PEO STAMIS.

H.7. *PEO STAMIS.*

The PEO approves the document and submits it to the AAE.

H.8. *AAE.*

The AAE approves the document, and coordinates with the DoD comptroller, as required.

H.9. *MDA.*

The DISC4, as the TADLP MDA, is the final approval authority for TADLP documentation.

Summary

H.10. *Decisive Point.*

Documentation supporting milestone events are the basis for favorable MDA decisions. The document development and approval process, while difficult and time consuming, is the key to effective and efficient program management.

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Appendix H-1.
Approved TADLP Documentation

(Underlined Documents may be found at <http://www.tadlp.army.mil/links.htm>)

| Title | V. | POC | DSN |
|--|-----------|------------------------|------------|
| Accreditation Document (Block 1) | 1.0 | Stan Davis | 680-5590 |
| Accreditation Document (Block 2) | 1.0 | Stan Davis | 680-5590 |
| Acquisition Program Baseline Agreement | 0.3 | Stan Davis | 680-5590 |
| <u>Acquisition Strategy (Block 2)</u> | 2.0 | Stan Davis | 680-5590 |
| <u>Bandwidth Study</u> | 1.0 | | |
| Concept of Operations | 1.0 | TADLP Dryden Dave | 927-5027 |
| <u>Configuration Management Plan (CMP)</u> | 2.0 | TADLP Milton Carmen | 927-0437 |
| <u>Configuration Management Control Board</u> | 1.0 | TADLP Milton Carmen | 927-0437 |
| <u>Cost Analysis and Requirement Document (CARD)</u> | 2.1 | TADLP Bryant John | 680-5578 |
| <u>Integrated Logistics Support Plan</u> | 1.0 | TACMIS Robertson Sarah | 656-3119 |
| <u>Material Fielding Plan (Block 1)</u> | 1.0 | TACMIS Robertson Sarah | 656-3119 |
| Material Fielding Plan (Block 2) | 1.0 | TACMIS Robertson Sarah | 656-3119 |
| MAISRC Milestone 0 Acquisition Decision Memorandum | 1.0 | Stan Davis | 680-5590 |
| MAISRC Milestone I Acquisition Decision Memorandum | 1.0 | Stan Davis | 680-5590 |
| MAISRC Milestone II Acquisition Decision Memorandum | 1.0 | Stan Davis | 680-5590 |
| Modified Integrated Program Summary | 2.0 | Stan Davis | 680-5590 |

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| Title | V. | POC | DSN |
|--|-----------|---------------------------|------------|
| (MIPS) | | | |
| Interservice Support Agreement | 2.1 | | |
| Mission Needs Statement (MNS) | 1.0 | TRADOC Paul McCarthy | 680-5536 |
| Operational Concept Description (OCD) | 1.0 | TRADOC Paul McCarthy | 680-5536 |
| Operational Mode Summary/Mission Profile | 1.0 | TRADOC Paul McCarthy | 680-5536 |
| Operational Requirements Document (ORD) | 1.0 | TRADOC Paul McCarthy | 680-5536 |
| Quality Assurance Plan | 1.0 | Bill Tarvin | 680-5581 |
| Risk Management Plan | 1.1 | TADLP John Kittler | 927-3863 |
| Security Plan | 1.0 | Tim Donahue | 680-5516 |
| Security Policy | 1.0 | Tim Donahue | 680-5516 |
| Standard Student SOP (Block 2) | 2.2 | | |
| Support Plan | 2.0 | TACMIS Sarah Robertson | 656-3119 |
| System Design (Block 2) | 1.2 | TADLP LTC Matarese | 927-0434 |
| System Design (Block 3) | 1.0 | TADLP LTC Matarese | 927-0434 |
| System MANPRINT Management Plan (SMMP) | 1.0 | TRADOC Paul McCarthy | 680-5536 |
| System Safety Program Plan | 1.0 | TACMIS Sarah Robertson | 656-3119 |
| System Security Agreement | 1.0 | Tim Donahue | 680-5516 |
| System/Subsystem Specification (Block 1) | 1.6 | Bill Tarvin | 680-5581 |
| System/Subsystem Specification | 1.1 | Bill Tarvin | 680-5581 |

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| Title | V. | POC | DSN |
|---|-----|------------------------|----------|
| (Block 2) | | | |
| System/Subsystem Specification (Block 3) | 1.0 | Bill Tarvin | 680-5581 |
| System Requirements Specification (Block 2) | 1.1 | Bill Tarvin | 680-5581 |
| System Support Plan | 1.1 | | |
| TADLP Digital Training Facilities (DTF) Manager Standing Operating Procedures (SOP) | 2.1 | TADLP Glenn Maravillas | 927-4162 |
| Test and Evaluation Master Plan (Block I) | 1.0 | TADLP Larry Beideman | 927-0192 |
| Test and Evaluation Master Plan (Block 2) | 2.0 | TADLP Larry Beideman | 927-0192 |
| Trusted Facility Manual | 1.0 | Tim Donahue | 680-5516 |
| Economic Analysis | 1.5 | Carter Johnson | 680-3925 |

Glossary

Acronyms and Abbreviations

A

| | |
|-----------|---|
| AAE | Army Acquisition Executive |
| AAR | After Action Review |
| ABCS | Army Battlefield Command Systems |
| ABS | Army Broadcasting Service |
| AC | Active Component |
| ACAT | Acquisition Category |
| ACCP | Army Correspondence Course Program |
| ACCC | Armor Captains Career Course |
| ACES | Army Continuing Education System |
| ACTEDS | Army Civilian Training, Education, and Development System |
| ADA | Americans with Disabilities Act |
| ADSCT-E | Assistant Deputy Chief of Staff for Training -East |
| ADL | Advanced Distributed Learning |
| ADL CoLab | Advanced Distributed Learning Collaborative Laboratory |
| ADLP | Army Distance Learning Program |
| ADT | Active Duty for Training |
| ADRS | Army National Guard Division Redesign Study |
| ADTDL | Army Doctrine and Training Digital Library (now General Reimer Digital Library) |
| ADTL | Armywide Doctrinal and Training Literature |
| AEA | Army Executive Agent |
| AEC | Army Education Center |
| AFIS | Armed Forces Information Service |
| AFRTS | Armed Forces Radio and Television Services |
| AFTADS | Advanced Field Artillery Tactical Data System |
| AHS | Academy of Health Sciences |
| AIMS-PC | Automated Instructional Management System – Personal Computer |
| AIS | Automated Information System |
| AIT | Advanced Individual Training |
| AL | American Legion |
| ALC | Army Learning Center |
| ALMS | Army Learning Management System |
| ALO | Army Learning Object |
| ALX | America’s Learning Exchange |
| AMEDD | Army Medical Department |
| AMC | Army Materiel Command |
| AMT | Army Modernization Training |
| ANCOC | Advanced NCO Course |
| ANS | Army News Service |
| APAC | Army Public Affairs Center |
| APB | Acquisition Program Baseline |

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| | |
|----------|---|
| API | Application Programming Interfaces |
| AR | Army Regulation |
| ARNG | Army National Guard |
| ARPRINT | Army Program for Individual Training |
| ARSTAF | Army Staff |
| ASAS-RWS | All Source Analysis System – Remote Work Station |
| ASAT | Automated Systems Approach to Training |
| ASDC3I | Assistant Secretary of Defense for Command, Control, Communications, and Intelligence |
| ASI | Additional Skill Identifier |
| ASIP | Army Stationing and Installation Plan |
| ASTD | American Society for Training and Development |
| AT XXI | Army Training Twenty-one |
| ATEC | U.S. Army Test and Evaluation Command |
| ATIA | Army Training Information Architecture |
| ATIA-TA | Army Training Information Architecture – Technical Architecture |
| ATIMP | Army Training Information Management Program |
| ATLDP | Army Training and Leader Development Panel |
| ATM | Asynchronous Transfer Mode |
| ATRRS | Army Training Requirements and Resources System |
| ATSC | U.S. Army Training Support Center |
| AUAO | Army University Access Online |
| AUSA | Association of the U.S. Army |
| AWC | Army War College |

B

| | |
|---------|---|
| BCT | Basic Combat Training |
| BCTP | Battle Command Training Program |
| BFV | Bradley Fighting Vehicle |
| BFV/ODS | Bradley Fighting Vehicle/Operation Desert Storm |
| BLAN | Building Local Area Network |
| BOD | Board of Directors |
| BSC | Battle Simulation Center |
| BSNCO | Battle Staff NCO Course |

C

| | |
|-------|---|
| C4I | Command, Control, Computers, Communications, and Intelligence |
| C4ISR | Command, Control, Computers, Communications, Intelligence, Surveillance, and Reconnaissance |
| CAD | Course Administrative Data |
| CAN | Campus Area Network |
| CAP | Computer/Electronics Accommodation Program |
| CAR | Chief, Army Reserve |
| CARD | Cost Analysis and Requirement Document |
| CARTE | Center for Advanced Research in Technology for Education |
| CATS | Combined Arms Training Strategy |

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|---------|--|
| CATT | Combined Arms Tactical Training |
| CAS3 | Combined Arms and Services Staff School |
| CASCOM | Combined Arms Support Command |
| CCR | Cross-Component Resourcing |
| CCTT | Close Combat Tactical Trainer |
| CD-ROM | Compact Disk – Read Only Memory |
| CEAC | U.S. Army Cost and Economic Analysis Command |
| CG | Commanding General |
| CGSC | Command and General Staff College |
| CJCS | Chairman, Joint Chiefs of Staff |
| CLC | Combat Lifesaver Course |
| CMF | Career Management Field |
| CMP | Configuration Management Plan |
| CMT | Common Military Training |
| CNGB | Chief, National Guard Bureau |
| COC | Council of Colonels |
| COE | Chief of Engineers |
| COIC | Critical Operational Issues and Criteria |
| Co-Lab | Collaborative Laboratory |
| CONUS | Continental United States |
| COTS | Commercial Off-the-Shelf |
| CNGB | Chief, National Guard Bureau |
| CPX | Command Post Exercise |
| CRXXI | Classroom XXI |
| CS | Combat Support |
| CSA | Chief of Staff, Army |
| CSS | Combat Service Support |
| CST | Civil Support Teams |
| CTC | Combat Training Center |
| CTT | Common Task Test |
| CUSEEME | See you, see me |
| CUI | Controlled Unclassified Information |

D

| | |
|--------|---|
| DA | Department of the Army |
| DAC | Department of the Army Civilian |
| DAU | Defense Acquisition University |
| DAVIS | Defense Automated Visual Information System |
| DB | Database |
| DCIIS | DoD Counter Intelligence Information System |
| DCSED | Deputy Chief of Staff for Education |
| DCSINT | Deputy Chief of Staff for Intelligence |
| DCSOPS | Deputy Chief of Staff for Operations and Planning |
| DCSPER | Deputy Chief of Staff for Personnel |
| DCSRM | Deputy Chief of Staff for Resource Management |
| DCST | Deputy Chief of Staff for Training |

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|----------|--|
| DCTS | Defense Collaboration Tool Suite |
| DEERS | Defense Eligibility and Enrollment Reporting System |
| DET | Displaced Equipment Training |
| DHTML | Dynamic Hypertext Markup Language |
| DISA | Defense Information Systems Agency |
| DISC4 | Director of Information Services for Command, Control, Communications, and Computers |
| DITIS | Defense Instructional Technology Information System |
| DITSCAP | Defense Information Technology Security Certification and Accreditation Process |
| DJTI | Distributed Joint Training Initiative |
| DL | Distance Learning |
| DLI | Defense Language Institute |
| DMMC | Dual Multimedia Classroom |
| D-MPRC | Digital Multipurpose Range Complex |
| DoD | Department of Defense |
| DODD | Department of Defense Directive |
| DODI | Department of Defense Instruction |
| DOIM | Director of Information Management |
| DOT | Director of Training |
| DOTD | Directorate of Training Development |
| DSE | Distributed Simulations Environment |
| DTAC | Digital Training Access Center |
| DTD | Directorate of Training Development |
| DTF | Digital Training Facility |
| DTP | Deployable Training Package |
| DTT | Doctrine and Tactics Training |
| DTTP | Distributed Training Technology Project |
| DUSD (R) | Deputy Under Secretary of Defense (Readiness) |

E

| | |
|------|---|
| EA | Economic Analysis |
| ENT | Education with New Technologies |
| EPSS | Electronic Performance Support System |
| ESD | Education Services Division |
| ETSC | Education and Training Steering Committee |

F

| | |
|----------|--|
| FA | Field Artillery |
| FACCC-DL | Field Artillery Captains Career Course-Distance Learning |
| FAD | Fund Allowance Document |
| FAQ | Frequently Asked Questions |
| FAX | Facsimile |
| FM | Field Manual |
| FOIA | Freedom of Information Act |
| FORSCOM | U.S. Army Forces Command |

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|------|--------------------------|
| FOUO | For Official Use Only |
| FY | Fiscal Year |
| FXO | Foreign Exchange Office |
| FXS | Foreign Exchange Service |

G

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|------|------------------------------------|
| GED | General Educational Development |
| GIF | Graphics Interchange Format |
| GOSC | General Officer Steering Committee |
| GTA | Graphic Training Aid |

H

| | |
|--------|---------------------------------------|
| HAZMAT | Hazardous Material for Transportation |
| HP | Hewlett-Packard™ |
| HQDA | Headquarters, Department of the Army |
| HTML | Hypertext Markup Language |
| Hz | Hertz |

I

| | |
|-------|---|
| IAM | A major automated information system acquisition category |
| IAV | Interim Armored Vehicles |
| IAW | In Accordance With |
| IBCT | Interim Brigade Combat Team |
| ICE | Independent Cost Estimate |
| ICH | Instructor Contact Hours |
| ID | Identification |
| IDE | Integrated Drive Electronics |
| IDT | Inactive Duty for Training |
| IEEE | Institute of Electrical and Electronics Engineers |
| IET | Initial Entry Training |
| IETF | Internet Engineering Task Force |
| IFSAS | Interim Fire Support Automation System |
| ILSP | Integrated Logistics Support Plan |
| IM | Information Management |
| IMI | Interactive Multimedia Instruction |
| IMS | Instructional Management System |
| IO | Information Operation |
| IPSec | Internet Protocol Security |
| IPT | Integration Process Team |
| ISEC | U.S. Army Information Systems Engineering Command |
| IT | Information Technology |
| ITD | Individual Training Directorate |
| ITP | Individual Training Plan |
| ITRO | Interservice Training Review Organization |
| ITS | Intelligent Tutoring System |

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J

| | |
|--------|---|
| JAG | Judge Advocate General |
| JFCOM | Joint Forces Command |
| JFKSWC | John F. Kennedy Special Warfare Center |
| JIVPPA | Joint Intelligence Virtual Plug and Play Architecture |
| JPEG | Joint Photographic Experts Group |
| JPME | Joint Professional Military Education |
| JRTC | Joint Readiness Training Center |
| JTA | Joint Technical Architecture |
| JTA-A | Joint Technical Architecture - Army |
| JWICS | Joint World-Wide Intelligence Communications System |

K

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|------|----------------------|
| Kbps | Kilobytes per Second |
|------|----------------------|

L

| | |
|------|--|
| LAN | Local Area Network |
| LMS | Learning Management System |
| LOM | Learning Object Model |
| LTSA | Learning Technology Systems Architecture |
| LTSC | Learning Technology Standards Committee |

M

| | |
|----------|--|
| MACOM | Major Army Command |
| MAISRC | Major Automated Information Systems Review Council |
| MANPRINT | Manpower and Personnel Integration |
| MANSCEN | Maneuver Support Center |
| MB | Megabyte |
| MDA | Milestone Decision Authority |
| MEDCOM | Medical Command |
| MEL | Military Education Level |
| METL | Mission Essential Task List |
| MFP | Materiel Fielding Plan |
| MHz | Megahertz |
| MI | Military Intelligence |
| MIMC | Medical Information Management Course |
| MIPS | Modified Integrated Program Summary |
| MLRS | Multiple Launch Rocket System |
| MMC | Multimedia Classroom |
| MMS | Multimedia, Scalable |
| MNS | Mission Needs Statement |
| MOA | Memorandum of Agreement |
| MOS | Military Occupational Specialty |
| MOSQ | Military Occupational Specialty Qualified or Qualification |

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| MPEG | Moving Picture Experts Group |
| MPEG-1 | Moving Picture Experts Group Layer One |
| MRD | Materiel Requirements Documents |
| MS | Microsoft™ |
| MTC | Medium Training Classroom |
| MTP | Mission Training Plan |
| MTSA | Military Training Specific Allotment |
| MTW | Major Theater War |
| MUWG | Major User Working Group |

N

| | |
|---------|---|
| NAUS | National Association of the Uniformed Services |
| NCC | Network Control Center |
| NCGIA | National Center for Geographic Information and Analysis |
| NCO | Noncommissioned Officer |
| NCOA | Noncommissioned Officers Association |
| NCOES | Noncommissioned Officer Education System |
| NET | New Equipment Training |
| NETT | New Equipment Training Team |
| NGA | National Guard Association |
| NGB | National Guard Bureau |
| NIAP | National Information Assurance Partnership |
| NIC | Network Interface Card |
| NICNAC | Navy Interactive Courseware Novice Authoring Course |
| NMS | National Military Strategy |
| NSA | National Security Agency |
| NSANET | National Security Agency Network |
| NSS | National Security Strategy |
| NSTISSP | National Security Telecommunications Information Systems Security Policy |
| NT | New Technology |

O

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|----------|---|
| OAC | Officer Advanced Course |
| OBC | Officer Basic Course |
| OCAR | Office of the Chief, Army Reserve |
| OCD | Operational Concept Description |
| OCONUS | Outside the Continental United States |
| ODBC | Open Database Connectivity |
| OES | Officer Education System |
| OIPT | Overarching Integration Process Team |
| OMA | Operations and Maintenance, Army |
| One SAF | One Semi-automated Force |
| OOTW | Operations Other Than War |
| OPMS-XXI | Officer Personnel Management System - XXI |
| OPSEC | Operations Security |

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| OPTEMPO | Operating Tempo |
| ORD | Operational Requirements Document |
| OSD | Office of the Secretary of Defense |
| OSUT | One Station Unit Training |

P

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| PAO | Public Affairs Office (Officer) |
| PC | Personal Computer |
| PCC | Pre-command Course |
| PCMCIA | Personal Computer Memory Card International Association |
| PDF | Portable Document Format |
| PEO STAMIS | Program Executive Officer, Standard Army Management Information System |
| PERSCOM | Total Army Personnel Command |
| PIMS | Partnership for Peace Information Management System |
| PKI | Public Key Infrastructure |
| PM | Program Manager |
| PME | Professional Military Education |
| POC | Point of Contact |
| POI | Program of Instruction |
| POIMM | Program of Instruction Management Module |
| POM | Program Objective Memorandum |
| POP | Point-of-Presence |

Q

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| QS | Quota Source |
|----|--------------|

R

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|------|---|
| RAM | Random Access Memory |
| RC | Reserve Components |
| RCAG | Reserve Components Advisory Group |
| RCCC | Reserve Components Coordinating Committee |
| RDF | Resource Description Framework |
| RDL | General Reimer Digital Library |
| REAL | Reserve Education and Learning |
| RFP | Request for Proposal |
| ROA | Reserve Officers Association |
| ROI | Return on Investment |
| ROTC | Reserve Officer Training Corps |
| RTAC | Regional Training Access Center |

S

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| SA | Secretary of the Army |
| SAEDA | Subversion and Espionage Directed at the U.S. Army |

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| SASO | Stability and support Operations |
| SAT | Systems Approach to Training |
| SATS | Standard Army Training System |
| SBU | Sensitive but Unclassified |
| SCORM | Sharable Content Object Reference Model |
| SDC | Soldier Development Center |
| SDRAM | Synchronous Dynamic Random Access Memory |
| SEP | Student Evaluation Plan |
| SGM | Sergeant Major |
| SIDPERS | Standard Installation/Division Personnel System |
| SIPRNET | Secret Internet Protocol Router Network |
| SMDR | Structure and Manning Decision Review |
| SME | Subject Matter Expert |
| S/MIME | Secure Multipurpose Internet Mail Extension |
| SMMP | System MANPRINT Management Plan |
| SOP | Standard Operating Procedure |
| SQI | Skill Qualification Identifier |
| SQT | Skill Qualification Test |
| SRTV | Soldiers Radio and Television Service |
| SSC | Senior Service College |
| SSL | Secure Sockets Layer |
| SSS | System/Subsystem Specifications |
| STP | Soldier Training Publications |
| STRAC | Standards in Training Commission |
| STRICOM | Simulation, Training, and Instrumentation Command |
| SVGA | Super Video Graphics Adaptor |

T

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|---------|---|
| TACITS | Total Army Centralized Individual Training Solicitation |
| TACMIS | Tactical Management Information System |
| TADLP | The Army Distance Learning Program |
| TADSS | Training Aids, Devices, Simulators, and Simulations |
| TASS | The Army School System |
| TATS | The Army Training System |
| TBP | To Be Published |
| TDAD | Training Development and Analysis Directorate |
| TEMP | Test and Evaluation Master Plan |
| TFADLAT | Total Force Advanced Distributed Learning Action Team |
| TIE | TASS Integration Elements |
| TLS | Transient Layer Security |
| TLSS | Training Leader Development Soldier Support |
| TNET | Teletraining Network |
| TOC | Tactical Operations Center |
| TOMA | Training Operations Management Activity |
| TPIO | TRADOC Program Integration Officer or Office |
| TR | TRADOC Regulation |

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|---------|---|
| TRADOC | U.S. Army Training and Doctrine Command |
| TRAP | Training Requirements Analysis Process; Training Resources Adjudication Panel |
| TREDS-R | TRADOC Education Data System - Redesign |
| TROA | The Retired Officers Association |
| TSP | Training Support Package |
| TTHS | Trainees, Transits, Holdees, and Students |
| TxDLA | Texas Distance Learning Association |

U

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|--------|--|
| UNIX | Uniplexed Information and Computer Systems |
| URL | Uniform Resource Locator |
| USACE | U.S. Army Corps of Engineers |
| USAF | U.S. Air Force |
| USAFAS | U.S. Army Field Artillery School |
| USAIC | U.S. Army Intelligence Center |
| USAR | U.S. Army Reserve |
| USARC | U.S. Army Reserve Command |
| USASMA | U.S. Army Sergeants Major Academy |
| USASOC | U.S. Army Special Operations Command |
| USMTF | U.S. Message Text Format |
| UTMC | Unit Training Management Configuration |

V

| | |
|------|------------------------------------|
| VAC | Volts Alternating Current |
| VCR | Video Cassette Recorder |
| VFW | Veterans of Foreign Wars |
| VST | Virtual Sand Table |
| VTC | Video Teleconference |
| VT | Video Tape |
| VTT | Video Teletraining |
| VUBD | Virtual University Business Digest |

W

| | |
|------------|--|
| W3C | World Wide Web Consortium |
| WAN | Wide Area Network |
| WAP | Wireless Applications Protocol |
| WarMod/AMT | Warfighter Modernization/Army Modernization Training |
| WBT | Web-based Training |
| WDM | Wavelength Division-Multiplexing |
| WIN | Windows® |
| WMD | Weapons of Mass Destruction |
| WO | Warrant Officer |
| WOES | Warrant Officer Education System |
| WWW | World Wide Web |

X

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| XHTML | Extensible Hypertext Markup Language |
| XML | Extensible Markup Language |

Terms

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| Advanced Distributed Learning (ADL) | Advanced Distributed Learning is an evolution of distributed learning (distance learning) that emphasizes collaboration on standards-based versions of reusable objects, networks, and learning management systems, yet may include some legacy methods and media. |
| Advanced Distributed Learning Collaborative Laboratory (ADL Co-Lab) | In support of the ADL initiative, the Institute for Defense Analyses (IDA) has established the ADL Co-Laboratory to provide an open, collegiate environment for (1) testing, evaluating, and demonstrating technical and functional capabilities of ADL tools and prototypes and (2) sharing data, information, and lessons learned with DoD components, government agencies, and the private sector. |
| Advanced Distributed Learning Initiative (ADLI) | The purpose of the ADL initiative is to ensure access to high-quality education and training materials that can be tailored to individual learner needs and made available whenever and wherever they are required. |
| Army National Guard Division Redesign Study (ADRS) | The ARNG commissioned the Army National Guard Division Redesign Study (ADRS) to examine ways it could address this shortfall in CS and CSS personnel. As a result of the study, the Guard will convert a number of units from Combat to Combat Support and Combat Service Support formations in the coming years. |
| Army Training Information Architecture (ATIA) | The ATIA employs state-of-the art information technologies in a fully integrated, networked, and Internet capable training support system to provide realistic, timely, user-responsive, and cost-effective training for units and individuals. |

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| Army Training Requirements and Resources System (ATRRS) | The ATRRS is the Army management information system of record for managing student input to training. The on-line system integrates manpower requirements for individual training with the process by which the training base is resourced and training programs are executed. |
| Asynchronous Learning | Instruction that is accessed by the student without the presence of an instructor or other students. Communication and interaction between parties does not take place simultaneously. Typically, Internet-based materials, including text, audio, video, and e-mail response systems would be considered in the asynchronous instruction. |
| Automated Systems Approach to Training (ASAT) | The ASAT is a software application which supports Army doctrine and training development, support, and management functions. It operates as both a doctrine and training information system, a tool for decision making, and a doctrine and training product production system. ASAT outputs are delivered in printed or electronic media. |
| Building Local Area Network (BLAN) | A LAN confined to a single building. |
| Career Management Field Maps | Career information that is dynamically generated from a proponent-maintained database supporting all MOSs and skill levels. It will be expanded to provide a rendering of personalized soldier information drawn from multiple databases, which will allow the soldier to become more actively involved in management of his/her career by providing visibility of past performance/ accomplishments, current status (promotion points, school enrollments, etc.) and steps/gates to enhance advancement to the next level. |
| Classroom XXI (CRXXI) | The Classroom XXI program will modernize over 270 institutional training classrooms with information age technology. |
| Deployable Training Package (DTP) | A deployable DL capability for soldiers and units that do not have access to a DTF or the Internet. The DTP provides an anywhere, anytime DL capability for deployed soldiers or for critical unit |

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| | training requirements, e.g., supporting Army Transformation requirements. The DTP includes computers, video monitors, and satellite equipment. |
| Digital Training Facility (DTF) | DTFs contain student workstations with Internet and video teletraining (VTT) connectivity. Each DTF allows access to a digital library for courseware retrieval. DTFs will be installed to provide coverage for more than 95% of the Army. |
| Distance Learning (DL) | The delivery of standardized individual, collective, and self-development training to soldiers, civilians, units, and organizations anywhere, anytime through the use of multiple means and technology. It may include synchronous instruction involving student-instructor interaction using audio/video teletraining, or asynchronous instruction using one or more of the following media: audio/videotapes, CD-ROMs, correspondence courses, and interactive television. |
| Distributed Learning | Distributed Learning (encompassing programs also referred to as distance learning) is defined as structured learning that takes place without requiring the physical presence of an instructor. |
| Distributed Training Technology Project (DTTP) | A separately-funded DL initiative mandated by Congress to help bring information technology across the Nation by making National Guard DTF resources available to local communities on a shared, fee-for-use basis. The combined DTTP and TADLP provide access to DTFs within 50 miles of their home stations for at least 95% of active and reserve soldiers. |
| Extensible Markup Language (XML) | XML is a modified version of Standard Generalized Markup Language (SGML). It is designed especially for use with Web documents. It allows designers to create individual customized tags, enabling the definition, transmission, validation, and interpretation of data between applications and between organizations. |
| Firewall | A system designed to prevent unauthorized access to or from a private network . Firewalls can be implemented in both hardware and software , or a combination of both. Firewalls are frequently used |

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| | to prevent unauthorized Internet users from accessing private networks connected to the Internet, especially intranets . |
| Functional Area | A branch of service governed by a TRADOC proponent school, e.g., Armor, Infantry, Field Artillery, Signal, Intelligence, etc. |
| Homework | Assigned course work that students must complete on their own time outside the normal lesson time. The work may be assigned either prior to, or following a specific lesson. |
| Internet | A global network connecting millions of computers . The Internet has more than 200 million users worldwide, and that number is growing rapidly. More than 100 countries are linked into exchanges of data , news and opinions. |
| Interservice Training Review Organization (ITRO) | Chartered in 1972, ITRO is the vehicle through which the Services voluntarily coordinate and agree to implement interservice training that is consistent with individual Service requirements. |
| Instructor Contact Hour (ICH) | The manpower workload factor, which represents one instructor work hour devoted to conducting training. The instructor contact hour for each lesson is related to optimum class size and computed by multiplying the number of academic hours times the number of student groups times the number of instructors required per group. |
| Just-in-time Training | Training is delivered to soldiers and units in discrete segments designed to train a particular, but infrequently used need. |
| Learning | Learning is the acquisition of knowledge, skills, behaviors, and attitudes (through the integration of education, training, and performance support in a comprehensive, mutually supportive system). |
| Learning Management System (LMS) | Learning Management System refers to a suite of applications designed to deliver, track, report on, and administer learning content, student progress, and student interactions. The term LMS can apply to very simple course management systems, or |

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| | highly complex enterprise-wide distributed environments. |
| Learning Object | A learning object is any entity, digital or non-digital, that can be used, re-used or referenced during technology-supported learning. |
| Learning Object Model | A LOM provides the minimum set of properties needed to allow learning objects to be managed, located, and evaluated. |
| Local Area Network (LAN) | A computer network that spans a relatively small area. Most LANs are confined to a single building or group of buildings. |
| Military Training Specific Allotment (MTSA) | The MTSA funds TDY travel and per diem for AC soldiers who attend mandatory and selected duty position-required training in conjunction with a PCS (TDY enroute) or in a TDY-and-return status for the following courses: BNCOC at proponent schools, ANCOG, FSC, BSNCOC, and CSMC; WOCS, WOBC, WOAC, WOSC, and WOSSC; OBC, CAS3, PCC (Leavenworth and Branches), and JPME Phase II; Advanced aircraft qualification courses; and Drill Sergeants' School. |
| Program Objective Memorandum | The POM is a DoD process used to analyze the Future Year Defense Plan (FYDP) and make any adjustments before the next budget is prepared. All program managers reassess their requirements, estimate needed funding, and determine if existing FYDP targets are adequate. |
| Program of Instruction (POI) | The training management document that specifies the purpose, prerequisites, content, duration, and sequence of instruction for formal resident and nonresident courses. |
| Reach back | Reach back describes the ability of a soldier to access training and sharable content objects when not enrolled in a course. This provides a digital job aid, allowing the soldier to answer question about task performance as the need to know arises. |
| Read-ahead Materials | Materials provided or identified to students that they must complete prior to reporting for |

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| | training/education. The materials include, but are not limited to, reading assignments, worksheets, and information collected for the course. |
| General Reimer Digital Library (RDL) | The objective of the RDL is to provide a user-friendly interface of approved Army training and doctrine information on the Internet. The RDL provides seamless access to distributed libraries throughout the Army. Field Manuals (FM) and Training Circulars (TC), made available in concert with the US Army Training and Doctrine Command, Deputy Chief of Staff for Doctrine (TRADOC/DCSDOC). Mission Training Plans (MTP) and Soldier Training Publications (STP) are produced as virtual documents (HTML "on-the-fly") from proponent provided information housed in the Library Data Repository . |
| Reserve Education and Learning (REAL) | Reserve Education and Learning is an unfunded program designed to compliment TADLP and DTP by providing digital training facilities in all 956 USAR centers. |
| Sharable Content Object Reference Model (SCORM) | A software model that defines the interrelationship of course components, data models, and protocols such that courseware "objects" are sharable across systems that conform to the same model. |
| Sharable Content Objects | An interoperable, durable computer-based course or component of a course packaged with sufficient information to be reusable and accessible. |
| Synchronous Learning | Learning conducted with an instructor and a student in which interaction between participants is simultaneous. |
| Teletraining Network (TNET) | The TNET is a fully interactive two-way audio, two-way video telecommunications system using a digitized signal over digital telephone lines and satellite links. TNET can transmit in point-to-point or multipoint modes as training requirements dictate. It can connect with other teletraining and teleconferencing networks and systems. TNET is totally compatible with International Telecommunications Union (ITU) standards. |

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| The Army Distance Learning Program (TADLP) | TADLP is modernized training system which delivers training courses from Army service schools to soldiers, units, and Department of the Army Civilian (DAC) employees of the Active Army, Army National Guard (ARNG), and U.S. Army Reserve (USAR) where and when needed. The system will deliver training courses and supporting materials using multiple means and technologies. The modernized training system will be used to deliver individual and collective training, Army Modernization Training (AMT), and self-development courses. |
| The Army School System (TASS) | The Army School System is a composite school system comprised of the AC, ARNG, and USAR educational training systems. The Army School System, through the Army's educational/training proponents, provides standard training courses to America's Army, focusing on three main points of effort: standards, efficiencies, and resources. |
| The Army Training System (TATS) | A TATS course is a single course designed to train the same MOS/AOC skill level or additional skill identifier (ASI), language identifier code (LIC), and skill identifier (SI) within the Army. It also includes MOS Qualification (MOSQ), (i.e., reclassification), Army leadership, functional, and professional development. The course's Army 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. Method of presentation may vary, but not academic hours. |
| Total Force Advanced Distributed Learning Action Team (TFADLAT) | The TFADLAT focuses on the training requirements of the Total Force and defines ways in which advanced distributed learning technology can be used more effectively. |
| Trainees, Transits, Holdees, and Students (TTHS) Account | The TTHS account includes those personnel unavailable to fill spaces in units (trainees, officer accession students, transients, holdees, students, and USMA cadets). |
| Wide Area network (WAN) | A computer network that spans a relatively large geographical area. Typically, a WAN consists of |

two or more [local-area networks \(LANs\)](#).