

Department of the Army
Headquarters, United States Army
Signal Center of Excellence
Fort Gordon, Georgia 30905-5000

*USASIGCoE&FG Regulation 350-2

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Training
STAFF AND FACULTY DEVELOPMENT TRAINING

FOR THE COMMANDER:

OFFICIAL:


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History: This publication is a revision.

Summary. This regulation establishes the policies, procedures, and responsibilities for the development of all military, civilian and contractors assigned to the United States Army Signal Center of Excellence and Fort Gordon (USASIGCoE&FG).

Applicability. This regulation applies to all USASIGCoE&FG training activities. This regulation governs all courses offered by Staff and Faculty Development Section (SFDS), Directorate of Training (DOT). A description of the purpose, scope, prerequisites, and the target audience of each course is found in the "Course Descriptions" tab located on the website: <https://lwn.army.mil/web/staffandfaculty>. If you have trouble with the link, please log into your AKO site, prior to clicking on the link.

Proponent and exception authority. The proponent of this regulation is the Directorate of Training (DOT).

*This regulation supersedes USASIGCoE&FG Regulation 350-2, 8 June 2000.

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Army management control process. This regulation does not contain management control provisions.

Supplementation. Supplementation of this regulation is prohibited unless specifically approved by Commander, USASCoE&FG, ATTN: ATZH-DTS-S.

Suggested improvements. Users are invited to send comments and suggested improvements on DA Form 2028 (Recommended Changes to Publications and Blank Forms) to Commander, USASCoE&FG, ATTN: ATZH-DTS-S, Fort Gordon, Georgia 30905-5000 and/or submit DA Form 1045 (Army Ideas for Excellence Program [AIEP] Proposal) to the installation AIEP coordinator.

Distribution. This publication is available on the USASIGCoE&FG publications website at http://www.gordon.army.mil/dhr/fg_regulations_and_forms/index.html.

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1. Purpose. This regulation establishes policies, procedures, and responsibilities for the development of all military, civilian and contractor personnel assigned to the United States Army Signal Center of Excellence and Fort Gordon (USASCoE&FG). This regulation is directed towards the training conducted by SFDS, under the supervision of the Directorate of Training (DOT).

2. References.

- a. Army Regulation 614-200, Enlisted Assignments and Utilization Management
- b. TRADOC Regulation 350-18, The Army School System
- c. TRADOC Regulation 350-70, Army Learning Policy and Systems
- d. USASC&FG Regulation 350-5, Academic Practices
- e. TRADOC Pamphlet 350-70-3, Staff and Faculty Development
- f. Field Manual 7-0, Training the Force
- g. SFDS website “Course Descriptions”

3. Policy. All USASCoE&FG personnel assigned to the installation that analyze, design, develop, implement and/or evaluate learning will receive the instructional training necessary to perform their jobs effectively and efficiently.

Note: Contractors will be required to pay for training received in accordance with the cost identified in the policy letter and the training stated in their respective contract.

4. Academic standards. The Signal Center of Excellence relies on the honor code. This code requires the students to display honor and integrity by not giving information or assistance to others or to receive help from any other source while taking examinations. The code is an integral part of the Signal Center academic environment and holding the student’s accountable for their actions. Adherence to this code marks a student as a mature individual who is willing to rely upon his/her own efforts. Failure to follow this code will result in a strong disciplinary action such as reduction of academic standing or dismissal from the course of instruction with an explanation of the circumstances forwarded to the student’s command or agency.

5. Responsibilities.

a. SFDS will analyze, design, develop, implement and/or evaluate core and local courses or workshops on subjects applicable to the required and professional development of personnel assigned to the SIGCoE. These courses or workshops will reflect the current learning concepts and methodologies mandated by TRADOC to ensure the SIGCoE community of trainers are prepared to conduct the training that is required to meet the Army’s mission. SFDS certified instructors will conduct quarterly observations of the SIGCoE instructors/facilitators to

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ensure they remain in compliance with the requirements to maintain the status of being a certified instructor.

b. Training Departments and Other Staff Directors.

(1) Conduct a training assessment to identify the training needs within the organization.

(2) Develop and maintain a spreadsheet by name of what specific training the individual's need to keep their training skill sets current and relevant to the learning concepts and methodologies mandated by TRADOC.

(3) Ensure that all instructors/facilitators assigned to the SIGCoE have completed the required instructor training course to become qualified to instruct as an assistance instructor. Once the instructor has mastered the content of the lesson he/she will teach and is ready to become a certified instructor/facilitator. The organization will submit a certification packet for the instructor/facilitator to be recommended for certification.

(4) Maintain an instructor/facilitator folder in accordance with the checklist that is used to compile the certification packet. The information is also located in TRADOC Pamphlet 350-70-3, paragraph d, page 17 & 18.

(5) All instructors/facilitators must recertify every 5 years from the date of their previous certification or recertification date to retain the current skill sets and remain in compliance with the lifelong learner concept. Additionally, TRADOC institutions may impose new requirements based upon changing technology and approaches.

(6) Ensure that military and civilian first-line supervisory personnel update their skills and knowledge of the current adult learning concepts and methodologies through formal enrollment in the SFDS common core and local training courses. Consistently updating such skills and knowledge will assist supervisors' with maintaining an educated, proficient and effective workforce that can develop and deliver a higher quality of learning products to the students attending courses at the SIGCoE and keep pace with changing technology and approaches.

(7) The process to enroll in the SFDS common core and local training courses can be completed on-line via our website:
<https://login.us.army.mil/bridge/redirect/certificate?SMPORTALURL=https://lwn.army.mil/web/staffandfaculty>. If you have trouble with the link, please log into your AKO site, prior to clicking on the link.

(a) This enrollment process will change, once the courses have been approved by TRADOC and the course schedules have been built in Army Training Requirements and Resources System (ATRRS).

(b) Then the enrollment for the courses will be completed via

ATRRS. The SIGCoE community will be notified once the ATRRS enrollment is in place.

(8) Prior to the students reporting to course. Ensure students are exempt from all course/company duties, formations, medical, administrative, and other appointments which would interfere with training. Newly assigned personnel should complete all matters pertaining to in-processing, housing, transportation (incoming household goods), and finance before reporting for staff and faculty training.

c. SIGCoE Organizations:

(1) Provide for necessary training of personnel through timely scheduling via the current registration process.

(2) Establish an internal training assessment tool to assist with identifying training requirements within your organization.

(3) Monitor all training products developed and delivered to students to ensure that the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) process is consistent with TRADOC and USASIGCoE&FG guidance as taught in the SFDS courses.

d. Chief, SFDS:

(1) Develops and/or operates all staff and faculty training courses or workshops in accordance with TRADOC Regulation 350-70, TRADOC Pamphlet 350-70-3, and other regulatory guidance.

(2) Creates course schedule for the calendar year.

(3) Ensures that upon the military student's successful completion of the current Instructor/Facilitator course he/she receives the documentation to be awarded the Skill Qualification Identifier (SQI) 8 for Enlisted/Warrant Officers and the additional skill identifier (ASI) 5K for Officers. Upon completion of the training developer course the military student will receive documentation to be awarded the SQI 2 for Enlisted/Warrant Officer and ASI 7Q for Officers.

(4) Emphasizes close adherence to command directives and policies regarding smoking as well as use of profanity and other words, phrases, or gestures which would tend to demean professionalism or the quality of instruction.

(5) Structures training for professional development to allow for career progression.

(6) Assists the Training Career Program (CP) 32 Activity Career Program Manager in training interns, fellows and CP 32 careerists.

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- (7) Review, revise and submit SFDS common core and local training Programs of Instruction via Training Requirements Analysis System to TRADOC.
- (8) Certifies student's completion of required training.
- (9) Maintains records of completed staff and faculty development staff training.
- (10) Issues training certificates to the graduates of the staff and faculty development common and local training courses.
- (11) Distributes information on training opportunities in new training technology and training techniques and methods.
- (12) Submits Staff and Faculty courses to Headquarters TRADOC for review by the American Council of Education for college credit.
- (13) Oversee the Instructor Recognition Program.
- (14) Oversee the Instructor Certification Program.

6. Staff and Faculty Development Section courses. Listed below the course description of SFDS common core courses:

a. Foundation Instructor Facilitator Course.

- (1) Redesign of Army Basic Instructor Course.
- (2) The Foundation Instructor Facilitator Course (FIFC) is a ten-day, 80-hour Course comprised of two phases that trains U.S. Army Instructors to deliver basic instruction and learn facilitation techniques and methods. Phase I is delivered via interactive multimedia instruction and prepares students for Phase II blended learning lessons which are presented in resident. Students will generalize the concepts introduced in Phase I and demonstrate the methods, techniques, and skills required to plan, prepare, deliver and facilitate Army instruction during Phase II. Phase II of the FIFC is an 8-day comprehensive training program directed towards U.S. Army instructor/facilitator certification. The FIFC uses the learn by doing philosophy where students present the majority of the instruction. During Phase II students give three presentations and function as the instructor/facilitator. The course provides the student with standardized references and lesson plans for facilitating instruction, a Training Support Package with visuals for multi-media use, practical exercises and evaluation rubrics.

Prerequisite: Blackboard Basic Course.

b. Foundation Training Developer Course.

- (1) Redesign of Systems Approach to Training Basic Course (SATBC).

(2) The Foundation Training Developer Course (FTDC) is a 5-day, 45-hour course to prepare U.S. Army Instructors how to develop individual training and training products. The target audience of the FTDC is those individuals assigned to positions coded as training developers, as well as the Total Army School System instructors and facilitators who develop training as well as personnel who supervise training developers. This two-phased, blended-learning course provides an overview of how to prepare effective individual training products using the ADDIE Model. In Phase I, students complete interactive multimedia instruction on topics including ADDIE Review, Job Analysis, and Individual Task Analysis. In Phase II students attend a resident phase. The resident phase provides knowledge related to Critical Individual Tasks, Task Performance Specifications, Lesson Plan Outlines, Training Support Packages, Performance Test Development, Job Aids, and Training Materials Validation. The Phase II lessons are delivered using student-centered, facilitated instructional methods where students work in small groups. The facilitated instructional methods allows students to apply prior experience and knowledge as well as research handouts, regulations, and other documents to create knowledge in the area of training development. At the end of Phase II students complete an independent final practical exercise where they apply the knowledge and skills acquired in the two phases to develop portions of training materials.

Prerequisite: Blackboard Basic Course.

c. Intermediate Facilitation Skills Course.

(1) Redesign of Small Group Instructor Training Course.

(2) The Intermediate Facilitation Skills Course is a five-day, 40-hour course presenting the concepts and principles of the Army Learning Model in an integrated blended learning approach. This course trains instructors to facilitate a small group to achieve a training objective, to build teams, develop decision making/problem-solving skills, model army leader values, apply communication skills, and effectively apply experiential learning concepts. The Intermediate Facilitation Skills Course teaches critical thinking skills and promotes student learning through facilitation and collaboration. Students obtain an understanding of how adults learn and develop as individuals and group members. The course presents terminology, definitions, and instructional methods used in facilitation. Students experience, first hand, how groups react and interact in a variety of situations and facilitation methodologies through traditional classroom settings, distributed learning and video teletraining.

Prerequisite: Blackboard Basic Course.

d. Blackboard Basics Course.

(1) Redesign of Blackboard Familiarization.

(2) The Blackboard Basics Course (BbBC) is a two-day, 14-hour course which is broken into seven lessons. Each lesson consists of a pre- and posttest; checks-on-learning, and hands-on practical exercises that reinforce key concepts and use of system components. The BbBC is a blended learning course that instructs the fundamentals of using

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Blackboard (Bb) as a student and instructor/facilitator. The course is conducted via Bb with an instructor/facilitator in the loop and includes a system overview and navigation tools, control panel features and functions, adding content to Bb, course management tools, communication tools and functions, and assessment features and functions.

e. Advanced Training Developer Course.

(1) New Course.

(2) This two-phased, 40-hour, blended-learning course is designed to teach experienced training developers how to design and develop individual training products for an Army Learning Model 2015 learning environment. Students will develop the knowledge, skills, and abilities to apply Adult Learning Theory principles in instruction, utilizing the ADDIE Model to design and develop student-centered lesson plan activities. Students will learn to design and develop case-based, problem-based, and inquiry-based lesson activities to strengthen learner's critical thinking skills. During Phase I, students will complete interactive multimedia instruction on topics including Adult Learning, Critical Thinking - Socratic Questioning, Electronic (E) and Mobile (M) learning, Emerging Technologies, Analysis Phase, Design Phase, Development Phase, Implementation Phase, and Evaluation Phase. During Phase II, students will attend a resident phase consisting of lesson topics such as Army Learning Model 2015 Learning Environment, Socratic Questioning and Case-Based Instruction, Problem-Based Instruction, E-Learning, M-Learning, Emerging Technologies, Developing Rubric-based Assessments, and Lesson Plan Design and Development. The Phase II lessons use student-centered, small group, facilitated instructional methods. At the end of Phase II, students will complete an independent Final Assessment where they will apply the knowledge and skills from both phases to revise a current lesson plan to include the advanced lesson activities and technologies learned in the course.

Prerequisite: Graduate of the Foundation Training Developer Course.

f. The Advanced Facilitation Skills Course.

(1) New Course.

(2) This two-phased, 40-hour, blended-learning course provides experienced facilitators with an overview of advanced topics in the areas of case and problem based learning, Socratic Questioning, electronic and mobile learning, and learner assessment. This course provides instructor/facilitators the teaching strategies they may use in a learner-centric, blended learning environment. Student facilitators will demonstrate the ability to facilitate lessons using inquiry-based, case-based, and problem-based instruction; facilitate using e-learning, m-learning, and emerging technologies; and assess student performance in the learner-centric environment using rubrics and performance-based assessments. During Phase I, students will complete interactive multimedia instruction on topics including ALM and the Facilitator, Facilitating Using Socratic Questioning and Case-Based Instruction, Facilitating Using Problem-based Instruction, Facilitating Using E-Learning, M-Learning, and Emerging Technologies, and Assessing Performance in a Learner-Centric Environment. During Phase II, students will attend

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a resident phase to expand upon and apply the topics learned in Phase I. The Phase II lessons will be delivered using student-centered, small group, facilitated instructional methods. At the end of Phase II, students will complete an independent Final Assessment where they will apply the knowledge and skills from both phases by facilitating lesson activities using Socratic Questioning, Case and Problem Based Learning strategies, and E and M learning.

Prerequisite: Graduate of the Foundation Instructor Facilitator Course.

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Glossary

Acronyms

ADDIE	Analysis, Design, Development, Implementation, and Evaluation
AKO	Army Knowledge Online
AIEP	Army Ideas of Excellence Program
ASI	Additional Skill Identifier
ATRRS	Army Training Requirements and Resources System
Bb	Blackboard
BbBC	Blackboard Basics Course
CP	Career Program
DOT	Directorate of Training
FIFC	Foundation Instructor Facilitator Course
FTDC	Foundation Training Developer Course
SATBC	Systems Approach to Training Basic Course
SFDS	Staff and Faculty Development Section
SIGCoE	Signal Center of Excellence
SQI	Special Qualifications Identifier
TRADOC	Training and Doctrine Command
USASIGCoE&FG	United States Army Signal Center of Excellence and Fort Gordon