

The

DL STAR



Distributed Learning Supporting Training Awareness and Readiness

Spring 2015 | Edition 20

SECTION 1: LEADERSHIP

Introductory Remarks from the TRADOC Capability Manager, Ms. Helen Remily

SECTION 2: TRAINING DEVELOPMENT

The Army Learning Management System Upgraded To Do More

Things You Didn't Know About The Army Distributed Learning Program (TADLP)

Public Domain and the World Wide Web: When should you seek copyright permission?

SECTION 3: TRAINING COLLABORATION

Training Development Proponents Regain ACCP Responsibility

Regionally Aligned Forces Training: Leveraging Existing Combatant Commander Training on Joint Knowledge Online

Promotion Points Cut for Making Sergeant

SECTION 1: Leadership

Welcome to Edition Twenty of the DL STAR!



Teammates,

This is our first edition for the New Year — 2015. I know 2014 was an exciting year that brought many accomplishments and opportunities to provide top notch training and educational products to our Soldiers and Civilians. This year will also provide opportunities and challenges as we face new horizons and new training demands for our operational forces, institutional, and self-development domains. Our senior leaders are advocating new training strategies such as “Human Dimension” which encompasses Cognitive Dominance, Realistic Training, and Institutional Agility and developing new workable solutions to Army Warfighting Challenges which requires linkages to distributed training content and products.



The

DL STAR



Distributed Learning Supporting Training Awareness and Readiness

DL products and content are also nested in other key Army initiatives, e.g., PME (OES {Captains Career Course}, NCOES {SSD1}, CES {SDC}); ALM (Career Continuum of Learning), Army University, ATRRS University, Mobile Learning; and mandatory AR 350-1 and command directed training/education. These initiatives ensure that we will continue to be viable and relevant to many of the Army programs and strategies. It is through your untiring efforts that we all continue to keep DL on the leading edge of training and education of our Soldiers and Civilians.

As we publish this newsletter, we are preparing for the Winter/Spring Program Management Review (PMR) and we look forward to seeing you and hearing from you during these sessions. We have an interesting agenda which will provide updates on all aspects of the TADLP effort. The PMR will be conducted 17-18 March 2015. We will provide Instructions and the agenda for this effort under separate cover.

As always, if you have any questions, opinions, or articles you would like to share with the community, please feel free to contact us at:

usarmy.jble.tradoc.mbx.at-sc-tcm-tadlp@mail.mil.

We are proud to serve and support!

Helen A. Remily
TRADOC Capability Manager
The Army Distributed Learning Program



SECTION 2: Training Development

The Army Learning Management System Upgraded To Do More

By Roger Kolkena
Office of the TCM TADLP, Fort Eustis, VA

For more than 12 years, the Army Learning Management System (ALMS) has delivered distributed learning (DL) where and when needed. The ALMS's primary target audience is Army Soldiers and DA civilians but it also serves selected members of other DOD services, federal agencies, and foreign nationals. The ALMS is the largest and busiest learning management system (LMS) in the world, with close to two million learner accounts. The ALMS primarily delivers learning products and automatically scores and tracks the results of learning for those who interact directly with the ALMS through their computer's browser. It is one of three principal delivery components of the Army Learning Content and Management Capability (ALCMC). The other principal ALCMC LMSs are the Enterprise Lifelong Learning Center (ELLC) and Joint Knowledge Online (JKO). The ELLC places an instructor or facilitator between the learner

and the content, with the instructor recording grades in a gradebook rather than the course auto-scoring as is done on the ALMS. JKO hosts the Army's Joint DL content; it is similar to the ALMS but is used for courses used by more than one service.

Most Soldiers first interact with the ALMS for two main reasons —Structured Self-Development (SSD) and mandatory training required by AR 350-1, *Army Training and Leader Development*, Appendix G. However, the Army uses many other DL courses to support force readiness. The ALMS hosts over 1,200 Army, National Guard, Army Reserve, and DOD auto-scoring courses. Courses most in demand are mandatory training courses such as Sexual Harassment/ Assault Response and Prevention (SHARP), Threat Awareness and Reporting Program (TARP), Combating Trafficking in Persons (CTIP), and Security Training. The Army Accident Avoidance Course also gets heavy use. Due to their importance to NCO professional development, SSD courses are also in strong demand. Army Correspondence Course Program (ACCP) courses see constant use because ACCP completions lead to award of valuable promotion and retirement points for some Soldiers. The ALMS also delivers significant portions of Civilian Education System, Professional Military Education, and MOS-related technical courses. DL technical

The

DL STAR



Distributed Learning Supporting Training Awareness and Readiness

training can be a prerequisite for attendance at a resident school or can be taken within the resident course as part of its' blended learning curriculum. As stated earlier, not every learner is in the Army or even the military. One example includes state and local flood protection agency employees who take specific U.S. Army Corps of Engineers certification courses that are authorized to use the ALMS on a case-by-case basis.

Functionally, the ALMS originally was, and still is, composed of a number of commercial off-the-shelf business software packages that have been heavily modified by the Army to work together better than they did coming out of the box and to scale to the very large number of anticipated and actual users. Because the ALMS is essentially a heavy duty business system built upon close to 1500 DOD and Army requirements, its initial implementation over a decade ago entailed certain functional compromises that the Army long ago chose to accept. The system's many advantages, especially its unsurpassed training management capabilities, decisively outweighed the drawback of its somewhat awkward original graphical user interface (GUI) – until SSD.

Soldier utilization of the ALMS increased significantly in 2012 when the Army mandated SSD. In response to Soldier complaints that SSD functioned poorly on the ALMS, TRADOC

conducted a deep dive effort to define issues and develop solutions. Usability assessments revealed that Soldiers were dissatisfied with the GUI used to navigate and launch courseware. Based on deep dive findings and business factors, Ms. Helen Remily, TRADOC Capability Manager for The Army Distributed Learning Program (TCM TADLP), recommended upgrading the ALMS in 2014, three years ahead of schedule.

The upgrade of the ALMS was completed in November 2014. The upgrade utilizes a new operating system and additional servers to make the system more robust. The homepage of the upgraded ALMS has a new look and improved navigation. Functions are organized in six portlets that provide quick access to DL products and requirements. The upgrade offers new capabilities for Soldier learning. The ALMS 4.0 gained a "test out" capability; Soldiers can test out of topics they already know if the proponent elects to enable that capability for their courses. Likewise, the ALMS 4.0 remembers previously completed topics so Soldiers will not need retake a topic if that topic is part of a subsequent course and the course proponent agrees to use that functionality.

The ALMS 4.0 also provides an unconventional delivery capability called the Army Distributed Online Collaborative Courses

The

DL STAR



Distributed Learning Supporting Training Awareness and Readiness

(ARDOCC). Championed by Dr. Peggy Kenyon, this innovation uses small content chunks, video, social learning, facilitation, and mentoring in a manner similar to massive open online courses (MOOCs). ARDOCC courses are designed for open access and maximum flexibility, with easy reach-back to training content. In addition to traditional course materials such as multimedia, readings, and problem sets, real-time user forums support community interactions between learners, instructors, and subject matter experts.

The ALMS 4.0 gives training managers new tools to manage training for their organization. The system can provide Soldiers notice of expiring courses and certifications such as mandatory training and gives supervisors visibility of subordinates' recurring training and certifications. The system also permits learners to enroll, launch, and score DL for their own self-development. ALMS exports training completion data to the Digital Training Management System (DTMS) and Army Career Tracker (ACT).

The ALMS 4.0 can also accommodate instructor-led training events. It supports scheduling of facilities, ranges, equipment, and vehicles. One-time data entry for facilities, equipment, supplies, and vehicles is necessary to take advantage of the system's scheduling and reporting capabilities. This capability has the potential to supplement or replace

spreadsheet-based schedules used at individual schools.

The ALMS 4.0 is also projected to add an auxiliary tool called the Army Evaluation and Survey Application (AESA). When implemented, the AESA will give the Army a central examination management and response analysis system for resident, blended, and DL audiences. Army schools will gain access to wide-ranging analyses of performance of their instructional strategies, individual instructors, students, courses, exams, and even individual test questions. Data and analysis produced by the AESA will help Army decision makers know whether a DL course actually teaches what it's supposed to teach. Soldiers and Army civilians may expect to see better DL roll out as courses that take advantage of the improved ALMS 4.0 capabilities are developed. The TCM TADLP has already begun developing requirements for the next generation LMSs.

The ALMS, like all LMSs, can only deliver the DL content that it has and can only provide certain capabilities for DL (e.g., bookmarking the learner's place or permitting use of a very new browser) if the content supported it when developed. Because much of the auto-scoring DL already on the ALMS is too old to support some capabilities (the problem is the course – not the LMS), those courses need to be



upgraded before they can benefit from new capabilities. As new content is redesigned to take full advantage of advanced DL management capabilities, learners and supervisors will waste less time by focusing training on precise requirements. In addition, for auto-scoring DL that is not on the ALMS, such as certain Soldier and DA civilian mandatory DL training, to take advantage of the new "test out" capability, we plan to move it to the ALMS.

As the Army's fully-funded, centrally-managed system for training management, the ALMS 4.0 streamlines, consolidates, and provides overall direction to the Army's training processes. It utilizes DOD-managed common user networks to implement a comprehensive system for administering Army training throughout the Force. The ALMS 4.0 provides course and training resource management, scheduling and registration functions, courseware distribution, delivery, and storage, learning collaboration, and permanent record keeping of training activities and results. When utilized as designed, the ALMS 4.0 can manage a Soldier's training career.

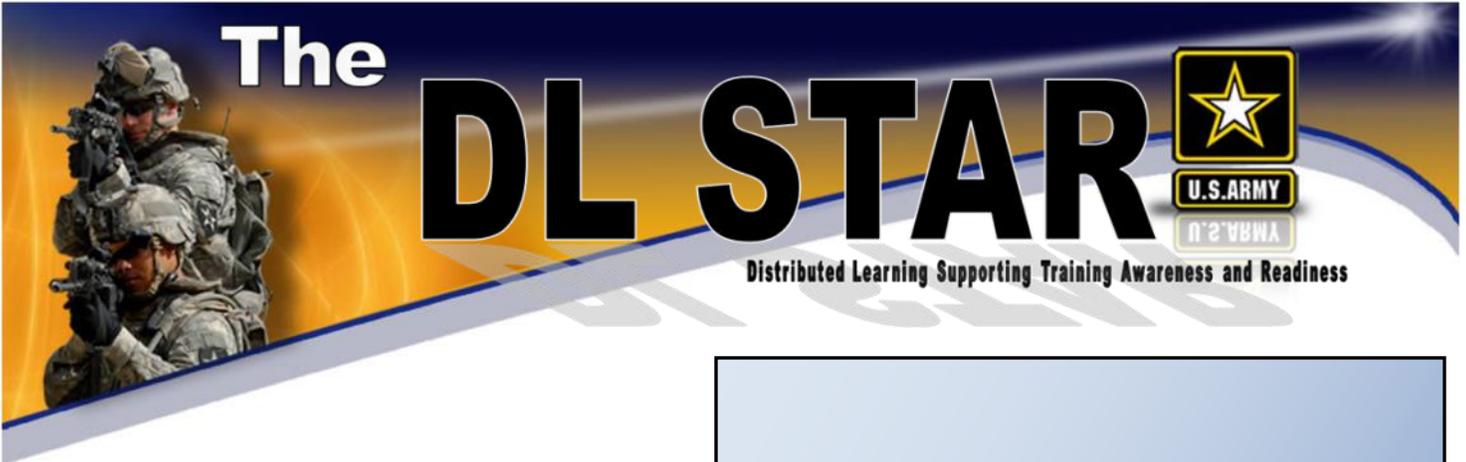
Things You Didn't Know About The Army Distributed Learning Program (TADLP)

By Dr. Peggy Kenyon
Office of the TCM TADLP, Fort Eustis, VA

The Army Distributed Learning Program (TADLP) is approaching its 17th birthday. As all young programs eventually do, this one is starting to show its age but has also started to evolve. In the past year, the program has grown to embrace new technology as well as new instructional strategies. The last years have presented some obstacles and many people still misunderstand our mission. There are those that believe we produce all distributed learning and many who don't know we exist. So on this great occasion and this passage of time I thought I would write a little about our program and the things you may not know about it.

When did it change from *Distance Learning* to *Distributed Learning* and why?

In 1997, the Department of Defense (DOD) established the Advanced Distributed Learning (ADL) initiative. The intent was to standardize and modernize the delivery of military



training and education and the program was managed by the Office of the Under Secretary of Defense (OUSD). The vision of the program was for quality, tailored learning, delivered at the right time and the right place. The vision prompted all the services to embrace the program and relook their development processes. According to ADL, the change from *distance* to *distributed* reflects the advances in technology to deliver any time and any place.

Where did SCORM come from and why?

The ADL developed the standard known as the Shareable Content Object Reference Model (SCORM) and many of us learned a new cuss word. “*Blame it on SCORM*” became a catch phrase for products that didn’t work. However, the SCORM actually facilitates communication between a learning management system and the content itself. Without SCORM, things such as tracking your progress though a course, bookmarking the last page you visited, or providing a score would not be possible. TADLP implemented SCORM for all courseware.

Does TADLP Develop All Mandatory Training?

While some mandatory training is designed and developed by the TADLP centralized

contract, most is developed under other contracts and TADLP is not involved at all. Mandatory training is developed by others but only some is delivered on the Army Learning Management System (ALMS).

Does All DL Development Have to Use the Centralized Contract?

The TCM TADLP manages the centralized contract (CAPDL) for DL development. The responsibility for the contract and the management of the points of delivery requires a set of standards and specifications that ensure the products work. This isn’t an easy process as the training audience for DL is spread all across the world. Building products that work in a large metropolitan area such as Washington DC and a remote area such as Fishtail, WY, and all the areas in between is quite a challenge. This means that a proponent may use other funds or other contract vehicles but must comply with those standards.

Do we have to use the CAPDL Contract Template?

The centralized contract known as the Combined Arms Products for Distributed Learning (CAPDL) is an ID/IQ contract with 8 primes. The template we offer for proponents to use in developing their requirements



conforms to the base performance work statement. The template should make development of the requirements a little easier; however, some requirements don't exactly fit and that's okay. Proponents can work with their TADLP team to answer questions and help write their unique requirements.

What will replace CAPDL?

The CAPDL contract is a five-year contract and expires in CY16. We are looking for proponents to help in writing requirements for the next contract. Please let us know if you would like to participate in that effort.

Can Mobile Apps be developed under the Centralized Contract?

The answer is a qualified yes. Vendors serving as prime contractors under the CAPDL are just the hubs in a large network of qualified sub-contractors, many of whom specialize in development of apps. Under CAPDL, both mobile web and native apps have been developed in the past.

In addition to work that can be contracted, the mobile capability of the TCM increased this past year when the TPIO Mobile (soon to be TCM Mobile) was stood up. This team has the capability for some development of apps and will follow the same nomination process used for CAPDL.

I hope this answers some of the questions

we have received about the program. Please let us know if there is anything we missed.

Reference:

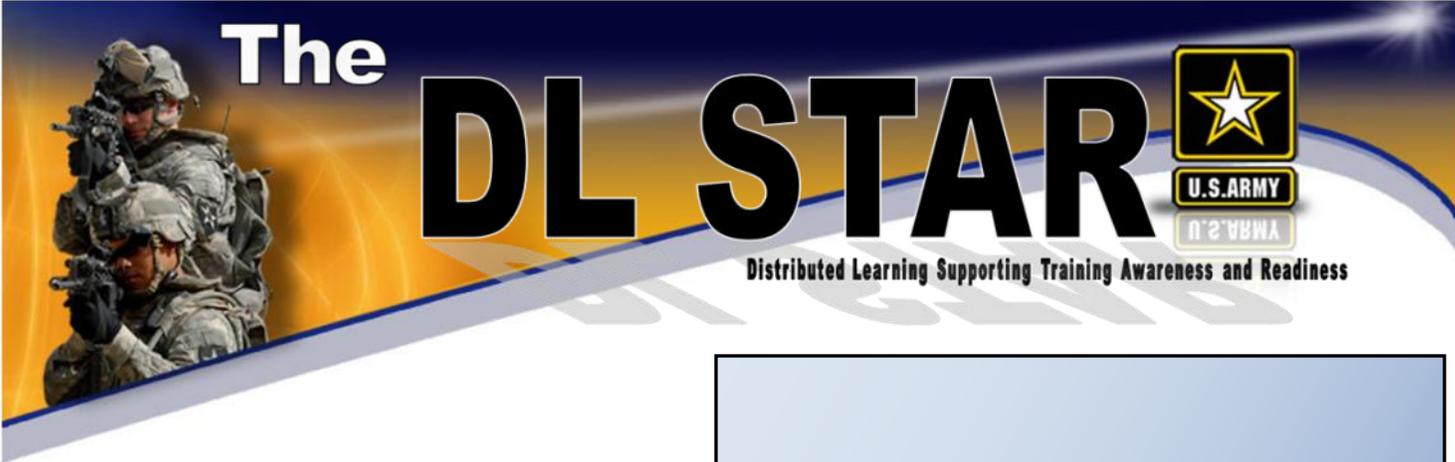
Shanley, M., Crowley, J., Lewis, M., Straus, S., Leuschner, K., & Coombs, J., (2012). Making Improvements to the Army Distributed Learning Program.

the time has come to return to Army Distributed Learning (DL) Producing Activities (ADLPAs), AKA training development proponents) the management and oversight of their ACCP courses.

Public Domain and the World Wide Web: When should you seek copyright permission?

**By Dr. Peggy Kenyon
Office of the TCM TADLP, Fort Eustis, VA**

I admit it is tempting. There is so much content on the World Wide Web and it has become so easy to take a snip here or there regardless of who really owns the intellectual property. However, rules and laws still do apply. This article will provide some background on the topic and some approved tips on how to handle copyrighted information you want to use in your distributed learning content.



The

DL STAR



U.S. ARMY

U.S. ARMY

Distributed Learning Supporting Training Awareness and Readiness

For many Army training developers there are few resources in house to assist with development of distributed learning content. Army instructors face a similar problem for training taught in residence. Some find an easy solution by searching the web for some items to incorporate into a course. It may begin with articles to be used to support training and education that an instructor would like to distribute to the class or it could be music, audio, or video files to be used in a distributed learning course. Training and education developers may assume, and many do, that the web is public and anything hosted there is fair game.

The Public Domain and Primary Sources

Items that do not have a copyright are sometimes referred to as being in the Public Domain. These are items that may be ineligible for copyright or items for which the copyright has expired. Training and education developers should beware, as it is foolhardy and even dangerous to assume all items available on the web are public domain. Special caution should be used when searching out primary sources.

A primary source is defined as original and can be written, spoken, or is otherwise recorded. A secondary source is an interpretation of the original such as one author paraphrasing the original work of another. Only original or primary sources are subject to ownership and

copyright law.

The best way to ensure you are using primary sources responsibly is to learn who created them, when they were created, and whether they are protected by a copyright. The owner of the material has the right under the copyright law (Title 17, U. S. Code) to reproduce and distribute as they see fit. They also have the right to authorize others to do the same. This right is subject to some limitations such as the doctrine of fair use.

Materials for the Classroom

Section 110 of the copyright statute offers teachers some latitude in providing classroom materials. The copyright law refers to the reproduction of protected materials such as printing out copies, using them in a slideshow, or posting them to a web site. Teachers and instructors may download items from the web for use in the classroom but must control distribution. This usually means the teacher or instructor must account for the copies and even collect them back from students.

If you have to reproduce a copyrighted primary source, then determine if it is fair to use for educational purposes by answering three questions:

1. Will you just link to the primary source?
2. Was the primary source published before 1923?
3. Was the primary source created by the federal government and its employees?

The

DL STAR



Distributed Learning Supporting Training Awareness and Readiness



Example: You want to use some music (a primary source) to provide background for a slide presentation. You need to know if it is in the public domain. You select an obscure jazz selection from the 1930s.

You could link to the audio file from the web but you don't want to, it was produced in the 30s, and it was not created by the federal government or its employees. If you answered yes to one of these questions, the primary source can be reproduced and distributed. If you answered "no" to all, then evaluate against the fair use doctrine.

Fair Use

The fair use doctrine, Codified as Section 107 of the copyright law, acknowledges various purposes for which the reproduction of a particular work may be considered fair, such as criticism, comment, news reporting, teaching, scholarship, and research. It is under the categories of teaching that gets many into trouble, in particular the reproduction and distribution of copyrighted items.

Section 107 sets out four factors to be considered in determining whether or not a particular use is fair. Considerations include:

- The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes

- The nature of the copyrighted work
- The amount and substantiality of the portion used in relation to the copyrighted work as a whole
- The effect of the use upon the potential market for, or value of, the copyrighted work

Example: You want to use some music to provide background for a slide presentation. You have determined it to be a primary source that is not in the public domain. You are going to use the audio file for educational purposes, it does have copyright restrictions on reuse, and you plan to use the entire audio file as background music to set the period of your education topic. Finally, you decide that since this is a piece of music that could be sold and thereby earn royalties for the owner or the estate, you would be depriving money from that effort. Fair use does not apply in this case.

Summary

The use of copyrighted material can offer teachers and instructors content to enrich their lessons. There is plenty of support in copyright law to reinforce this but it does require some planning and analysis. This article provides some tips on how to identify items that are in the public domain and, if not, how to determine if fair use applies. There is more helpful information at the Copyright Office of the Library of Congress at <http://www.copyright.gov/> .

The

DL STAR



Distributed Learning Supporting Training Awareness and Readiness

References:

Library of Congress, Copyright, updated 05 Sep 2013, retrieved from <http://www.copyright.gov/>.

Copyright

NOTE Army Training and Education developers: It is important to remember that even following these guidelines, there is no universal "Fair Use" exception to a copyright holders rights for the Federal Government or for training or not-for-profit use. Because copyright law is complex, the servicing legal office should be contacted to review the material and make a final determination. This means you must plan sufficient time for this review. Acquiring a license may be time consuming and involve significant fee requests.

POC for these issues in the HQs, TRADOC Office of the Staff Judge Advocate, Mr. Larry Rouse tel: (757) 501-5768.

SECTION 3: TRAINING COLLABORATION

Training Development Proponents Regain ACCP Responsibility

By Tamara Krepps

Office of the TCM TADLP, Fort Eustis, VA

INTRODUCTION

The Army Correspondence Course Program (ACCP) is the formal nonresident extension of the United States Army Training and Doctrine Command (TRADOC) service schools, Department of Defense (DOD), and Department of the Army (DA) schools' and agencies' curricula. The Army Institute for Professional Development (AIPD) is TRADOC's virtual institution for administering and managing the ACCP. Due to staffing changes and reorganization, manpower at the AIPD has decreased significantly. As a result, the time has come to return to Army Distributed Learning (DL) Producing Activities (ADLPAs), AKA training development proponents) the management and oversight of their ACCP courses.

BACKGROUND of the ACCP

The Army's first correspondence course was developed in 1917 as a way to provide training to Soldiers in the Army National Guard prior to World War I. Army schools were responsible for developing course content and administering their own programs for correspondence courses. Army correspondence course materials were developed as paper-based "yellow books" that were mailed to Soldiers. Each school developed and packaged its course



materials in the manner that the school chose. In 1976, almost 60 years after the first correspondence course was developed, the Army Correspondence Course Program Directorate was established as part of the Army Training Support Center at Fort Eustis, VA. The purpose of this directorate was to centralize administration of correspondence programs that existed at the schools, to include implementing TRADOC policies, ensuring standardized formatting of correspondence course materials, and distributing materials to Soldiers and DA Civilians. As technology progressed, course materials were digitized for delivery as web-based training or on CD-ROM. In 1996, the first online ACCP subcourse was distributed to Soldiers using the Reimer Digital Library, and in 1998, the first online test for an ACCP subcourse was made available.

The Army's correspondence courses support the three training domains:

- Institutional: courses used in DL and resident phases of courses, including courses for the Reserve Component.
- Operational: courses such as the Combat Lifesaver Course.
- Self-development: courses that enable Soldiers to sustain proficiency in technical and tactical areas and enhance knowledge and skills.

The courses are offered free of charge to Soldiers in the Active and Reserve components. ACCPs can grant promotion points for Soldiers in grades E4 and E5. ACCPs can also award Reserve component Soldiers with retirement points. Soldiers can even receive academic credit for some ACCPs. The American Council on Education (ACE) determined that specific ACCP courses are eligible for up to six semester hours of academic credit. In 2010, the Army began migrating DL ACCP courses from the Interim Learning Management System (ILMS) to the Army Learning Management System (ALMS). This migration allowed ACCP courses to be modernized, secured associated tests, and improved customer support. Soldiers must register for ACCP courses through the Army Training Requirements and Resources System (ATRRS).

ACCP and AIPD

As the responsibility and the number of school courses managed by the ACCP Directorate at ATSC increased, the Directorate became the AIPD in 1978 and received its initial accreditation by the Distance Education and Training Council (now known as the Distance Education Accrediting Commission). The AIPD was responsible for managing ACCP courses for TRADOC schools in addition to DOD and DA agencies that created correspondence courses for Army learners. At its peak, AIPD managed ACCP DL courses for 26 TRADOC schools,



DOD, and DA schools and agencies. Today, there are 49 courses from 11 ADLPAs managed by two DA Civilians operating as the AIPD. As part of the management of the ACCP, the courses are cataloged in ATRRS under the school code 553. While this arrangement gives AIPD visibility of courses that fall under the ACCP umbrella, it limits the visibility available to the training development proponent. This became an issue recently whereby courses that are for self-development, but not correspondence courses, have been cataloged under the 553 school code. It is this issue that has resulted in a plan to transition the management of ACCP courses back to their respective ADLPAs.

WAY AHEAD

The volume of ACCP courses has decreased as ADLPAs determine that content is outdated and decide to not offer correspondence courses as part of their curriculum. As a result, the need for the AIPD to manage correspondence courses for ADLPAs has decreased accordingly. In order to ensure Soldiers have access to their training development proponent's self-development training and education content, and to ensure the best support for those Soldiers, management of those courses will be returned to ADLPAs.

With the aim of ensuring that correspondence

course DL is treated like other DL, part of transferring course management back to ADLPAs will require all correspondence courses to be cataloged in ATRRS using the training development proponent's school code. The training development proponent will be responsible for ensuring that the course listing in ATRRS is correct and that courses are available for enrollments.

Transferring management of correspondence courses to ADLPAs will give them full responsibility for all materials for which they are the designated as the training developer. This will ensure that the proponent is able to verify their subcourses are accurate according to procedure, doctrine, and policy governing the subject matter.

SUMMARY

The AIPD has served the Army as the manager of ACCP for more than half a century and ensured Soldiers and DA Civilians were able to maintain and improve the knowledge, skills, and abilities to do their jobs in support of the Army's mission. The AIPD must now return management of ACCP DL products to their responsible owners: ADLPAs at TRADOC, DOD, and DA schools and agencies. This will help ensure that the Army will continue to offer high quality, accurate, effective self-development training for the three training domains and provide the necessary



support to its Soldiers and DA Civilians.

Regionally Aligned Forces Training: Leveraging Existing Combatant Commander Training on Joint Knowledge Online

By R. Kenneth Crim

Office of the TCM TADLP, Fort Eustis, VA

This year the Army has embarked on a Regionally Aligned Forces (RAF) construct which would more directly prepare Soldiers for deployments and training for specific geographical areas. The concept is that units would focus on a specific geographical area's culture, language, people, geography, economy, military, economic capabilities, infrastructure, ethnicity, and cultural specificities. This would provide Soldiers with a more in-depth understanding of a country and its people, thus resulting in a more clearly defined means of assisting and operating in that geographical space. It has long been recognized that more in-depth knowledge of a culture and its people results in better operational decision making. The key is

deciding what type of training is available that best meets the needs of the Soldier and the area focus.

Immediately available means of distributed learning available to the Army are the culture and language courses available on Joint Knowledge Online (JKO). These courses consist of Virtual Cultural Awareness Trainers (VCAT), Mobile VCATs, Headstart 2, and Rapport language courses. VCATs use a variety of advanced learning techniques such as game-based simulations, storytelling, intelligent tutoring, and remediation in order that learners quickly and efficiently develop operational culture knowledge and interpersonal skills. VCATs cover key mission areas such as: Theater Security Cooperation, Civil Affairs, Humanitarian Assistance - Disaster Relief, Defense Language Institute tactical language, person-to-person interactions, essential negotiation strategies across cultures, and Force Protection Planning. For Soldiers seeking a broad-based cultural understanding, there is the Cross-Cultural Competence Trainer (3CT) that is a web-based, immersive, and interactive training course designed to boost cultural competence and prepare joint military and civilians to engage effectively within different cultures. 3CT features an entire module that teaches universal cultural concepts that allow the



The

DL STAR



Distributed Learning Supporting Training Awareness and Readiness

learner to choose paths of instruction tailored to the mission for which they are about to deploy. VCATs allow learners to tackle multiple missions to practice responding to an even wider variety of cultural interactions. Defense Language Institute's Headstart 2 language courses offer a 40-60 hour language instruction while the Rapport courses are 4-6 hour overview language courses.

JKO provides the VCATs, Headstart 2, and Rapport courses as part of the training available for personnel entering a geographic Combatant Commanders (CCDR) Area of Responsibility (AOR). In addition to these courses, JKO also hosts the CCDR's Community of Interest with more in-depth information about the specific AOR. The benefit to the Soldier in the RAF construct is that specific training for a specific AOR directed by the CCDR is available now on JKO at no cost to the Army. Additionally, all course completions are reported by JKO through the Army Training and Requirements System (ATRRS). JKO also has six VCAT mobile versions that allow access anytime, anywhere, on demand. This additionally allows reach-back for the user. Another benefit for Soldiers in taking the VCATs is the ability to apply what they have learned. Most distributed learning products follow the normal didactic model: here are your learning objectives; here is the learning; here is an assessment of what you

have learned (think test/quiz). What is usually missing is the ability to then apply what you have learned in a scenario applicable to what you need to "do" with the learning. VCATs are fully immersible products that take the learners into actual scenarios (with the use of avatars) to apply what they have learned. Throughout the scenario, the learner is getting feedback from the instructional "guide" avatar. Also, throughout the courses, the modules are infused with video comments by subject matter experts who are familiar with the AOR being studied.

The products available on JKO allow a training officer immediate access to materials directed by the CCDR for the specific AOR. JKO also allows for easy access from both a laptop and, in a limited number of courses, a personal mobile device. These training courses can be used as stand-alone modules or in combination with resident programs for a blended learning approach. Most importantly, the learner can access the material anytime, providing a reach-back or 'refresher" capability. JKO may be accessed at: <http://jko.jten.mil>.

Soldiers receive a tailored course of instruction based on their country area of responsibility and mission set. Individual Service personnel can use VCAT courses to

The

DL STAR



Distributed Learning Supporting Training Awareness and Readiness

acquire basic operational intercultural competence: knowledge, skills, and attitudes (KSAs) relevant to intercultural communication in operational settings with all course completions reported through ATRRS.

The following are lists of the current courses available for cultural and language training on JKO:

Virtual Cultural Awareness Trainers (VCAT):

VCAT Horn of Africa
VCAT Northern Africa
VCAT Operational Swahili
VCAT Afghanistan
VCAT South America
VCAT Central America
VCAT Hispaniola
VCAT Taiwan
VCAT Southeast Asia
VCAT Caribbean -- Antigua & Barbuda, Aruba, Bahamas, Barbados, Curacao, Guyana, Jamaica, Suriname, St Lucia, Trinidad & Tobago

Culture and Negotiation training courses:

Cross-Cultural Negotiations (CCN) Force Protection Planning
Cross-Cultural Negotiations (CCN) Humanitarian Assistance
Cross-Cultural Negotiations (CCN) Civil Affairs
Cross-Cultural Competence Training (3CT)

New Courses:

VCAT Western Africa
VCAT The Arabian Peninsula
VCAT Central Asian States

MOBILE

VCAT Central America MOBILE
VCAT South America MOBILE
VCAT Afghanistan (Dari and Pashto) MOBILE
VCAT Caribbean Mobile
VCAT West Africa Mobile

Headstart 2 Courses:

Brazilian Portuguese Headstart 2
Cebuano Headstart 2
Chinese Headstart2

Dari Headstart 2
European Portuguese Headstart 2
French Headstart 2
German Headstart 2

Hausa Headstart 2
Iraqi Headstart 2
Korean Headstart 2

Kurmanji Headstart 2

Levantine Headstart 2
Modern Standard Arabic (MSA) Headstart 2
Persian-Farsi Headstart 2



Pashto Headstart 2

Russian Headstart 2

Spanish Headstart 2

Swahili Headstart 2

Urdu Headstart 2

Uzbek Headstart 2

Rapport Courses:

Dari Rapport Course

European-Portuguese Angola Rapport Course

French Rapport Course

Hausa Rapport Course

Iraqi Rapport Course

Korean Rapport Course

Modern Standard Arabic (MSA) Rapport Course

Pashto Rapport Course

Swahili Rapport Course

Promotion Points Cut for Making Sergeant

Provided by INCOPD as published in *The Army Times* By *Jim Tice, Staff writer,* Jun. 30, 2014

A policy change took effect in June 2014 that terminated 16 promotion points for specialists and corporals hoping to advance to sergeant. The points were previously awarded for completion of Structured Self Development 1, which is now a requirement for promotion to E-5 in the Regular Army, Guard and Reserve. Initially the points-elimination policy was to take effect Jan. 1, 2014, but was delayed six months to give promotable specialists and corporals extra time to make up for the pending loss of points. To regain a competitive edge, soldiers were urged to enroll in other computer-based courses, such as those in the Army Correspondence Course Program and the Army eLearning Program. As a consequence of the rule change, soldiers must be SSD-1 graduates to reside on the sergeant selection list, and compete for promotion to sergeant under the cutoff scores system. Under the policy change that took effect last year, specialists and corporals who have completed the Warrior Leader Course are considered to have met the minimum eligibility requirement for promotion to sergeant, and will not be removed from the E-5 list.

To ensure that July promotion points were correctly calculated, the Human Resources Command removed SSD-1 from the correspondence course computation table in early June last year. Both the order-of-merit lists and the announced cutoff scores that took effect last year will be created and compiled without SSD-1 points.

The

DL STAR



U.S. ARMY

U.S. ARMY

Distributed Learning Supporting Training Awareness and Readiness

No points for SSD-2

No promotion points will be awarded for any level of SSD, including the new SSD-2 course. SSD -2, over the next several months, will replace the common core phase of the Advanced Leader Course in the Army's lineup of professional military education courses for NCOs. SSD-2 will be required before a sergeant can be eligible for recommendation for promotion to staff sergeant and integration onto the Army-wide E-6 list. Promotable sergeants, meaning soldiers who already have been integrated onto the E-6 list, had to complete SSD-2 or the common core phase of the Advanced Leader Course by Jan. 8, to retain their promotable status. Soldiers who fail to complete SSD-2 automatically will be removed from the staff sergeant list.



**Tell us what's happening...
submit your article today!**

Article Submissions Six Easy Steps:

1. Use "active" voice (p. 6) AR 25-50
2. Be brief; limit to 800 words
3. Proofread submissions
4. Include **copyright permissions**
5. Submit articles anytime to:
usarmy.jble.tradoc.mbx.atsc-tem-tadlp@mail.mil
6. Encourage everyone to submit!