

The

Fall 2015 | Edition 22

DL STAR



Distributed Learning Supporting Training Awareness and Readiness



THE NEW FISCAL YEAR

A good time to reflect and posture for continued productivity, excellence



By Helen A. Remily, TCM TADLP

As we pursue the work regimen for FY16, the TADLP family would like to thank all for the hard work, dedication, and tremendous accomplishments during the past FY. We have accomplished much despite resourcing challenges and tremendous workload concerns.

We should be extremely proud in as much, as we have awarded over 40 task orders under the Combined Arms Products for Distributed Learning (CAPDL) Contract in FY 15. We will continue to work with proponents and contractors to manage the development of these training and educational products during the year. In addition, we chartered the first TRADOC Capability Manager for Mobile and are quickly moving to accomplish Full Operational Capability. We also published several enhanced electronic books and assisted the MCOE with the first doctrinal publication for mobile devices. Other accomplishments include conducting two successful Program Management Reviews; quarterly Institutional Training/Distributed Training Councils of Colonels and Training General Officer Steering Committee meetings.

It has truly been a busy year and we look forward to a productive year ahead. In this issue of the DL Star, we highlight and address an important consideration involving accommodations and 508 Compliance in our DL course materials. We also offer relevant stories and information on

“...It has truly been a busy year and we look forward to a productive year ahead.”

professional development opportunities, pursuing studies through DL, and important TADLP working groups and meetings of which the TADLP community of practice participants should be aware.

Several new and exciting ideas are on the horizon for this year as we continue to support the Soldiers worldwide with their immediate and long-term training and education requirements. For example, many of you have established local partnerships with academia; we are further emphasizing and exploring this same partnership approach with academia in our local Hampton Roads (VA) region. We have approached several local colleges and universities regarding their distributed learning capabilities and future technologies with the intent of closely aligning ourselves with students and faculty to achieve an exchange of ideas and engagement in special-ized projects.

We trust you will join with us in promoting DL in an innovative and evolutionary way, as we continue to train and educate our Soldiers and civilians. Enjoy the newsletter and keep up the great work! **HR**

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Distributed Learning Supporting Training Awareness and Readiness

It's Still the Law

All DL courseware content materials must be 508 compliant

By Robert F. Hess
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An important reminder for the TADLP community of practice: 508 compliance of distributed learning (DL) materials is an important and required aspect of developing and producing high quality and legally accommodating DL courseware.

Congress in 1998 amended the Rehabilitation Act of 1973 to require Federal agencies to make their electronic and information technology (E&IT) accessible to people with disabilities. The law applies to the development of web-based DL content as well.

TADLP's responsibility is to ensure all Army employees have equivalent and meaningful DL training and education experiences. TADLP will meet that responsibility by requiring Army DL Producing Activities (ADLPAs) verify, via a certification from the first O-6 level Commander or Director to the TCM TADLP Director, that their DL complies with Section 508 before the ADLPA begins their individual trials. Certification is required for all Army DL, whether it is government centralized contract deliverables or not.

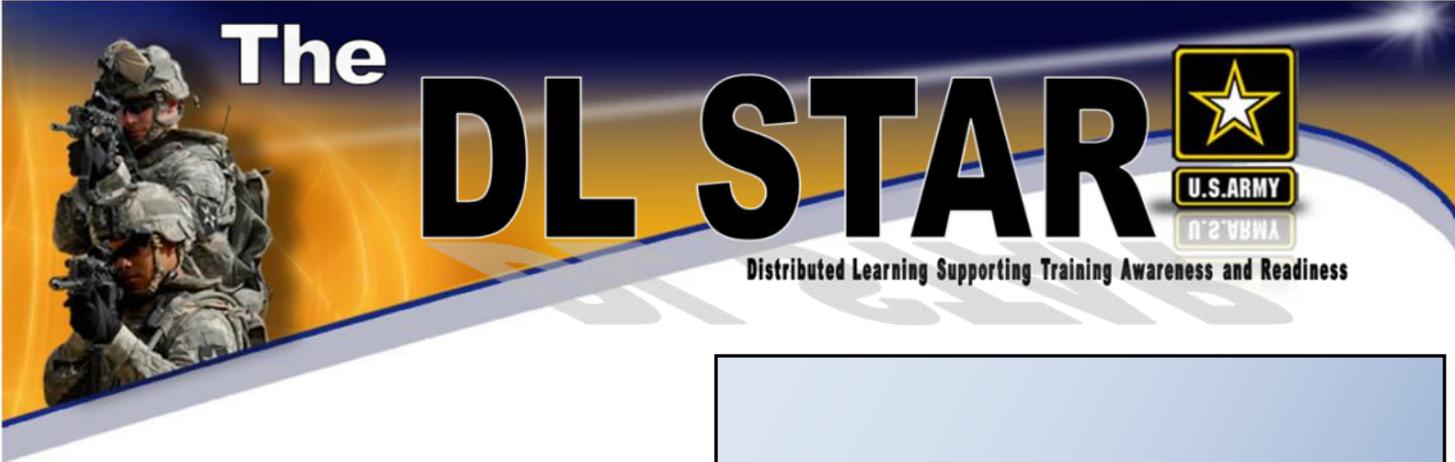
Learners with disabilities who need technical assistance finding, accessing, or executing Army training courseware should use this link: [ARMY TRAINING HELP DESK](#), or call the Army Training Help Desk at 1-877-251-0730 or 1-757-878-4745 (DSN 826-4745). If you continue to have 508 accessibility issues, you can report them at: osd.mc-alex.dod-cio.mbx.section-508@mail.mil.

Please include the nature of your accessibility problem, the website address with a 508 accessibility issue, and your contact information – including an email or land address where you will receive a response.

The ATSC TRADOC Capability Manager – Distributed Learning Program website can be found at: <https://www.atsc.army.mil/tadlp/implementation/compliance/accessability.asp>.

Robert Hess is a computer engineer in the TCM TADLP Capabilities & Implementation Office, ATSC, Joint Base Langley-Eustis, VA.

**Check Out the DL Star's
Special Supplement
"Section 508 Compliance"
trifold-brochure compiled by
Chad Cardwell
of the
Army Management
Staff College
Ft. Leavenworth, KS
Pages 12-13**



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Distributed Learning Supporting Training Awareness and Readiness

DL action officers working it out in a weekly group effort

Did you ever wonder “Where is my course at TADLP?” The DL Prioritization Action Officer Working Group (AOWG) is where you can get that information!

By Tamara Krepps

tamara.a.krepps.civ@mail.mil

The DL Prioritization AOWG is a weekly meeting of multiple organizations held via DCS and conference line where the status of courses are reviewed as they progress through the Analysis, Design, Development, and Implementation stages of the ADDIE process. The primary participants are representatives of the following organizations: TCM TADLP’s Plans and Policy Office; Content Acquisition and Management Office; Capabilities and Implementation Office and Diagnostic, Advisement and Technical Research (DL DART) Team; Product Director – Distributed Learning Systems (PD-DLS) Army Learning Management System (ALMS) Customer Service Center (CSC); and Operations and Sustainment Division, Army Training Help Desk (ATHD). Army DL-producing activities (ADLPAs) and proponents are also invited to attend the meetings. Currently, a single spreadsheet with multiple tabs is used to track the data through the ADDIE process.

WHAT HAPPENS DURING THE AOWG?

During the AOWG, the group begins by reviewing the forecast data which projects, based on number of IMI hours and number of content packages, the anticipated time to complete all government review and function testing work

in the testing queues for TADLP Implementation and PD-DLS ALMS CSC. After the overview of the current workload for those organizations, the group discusses courses that, in the previous week, had the most Help Desk tickets submitted to ATHD. This portion of the meeting is dedicated to highlighting potential trends with the types of issues being reported. The ATHD representative also notifies the AOWG of changes and updates to the RightNow software used by the ATHD, as well as sharing information that is useful to the Tier 2 Help Desk agents at the proponents and ADLPAs.

Once the discussion of the ATHD items has concluded, the group reviews the list of courses received by the Plans and Policy Office via the nomination process. These courses are projected to be funded using monies available through the use of the Combined Arms Products for Distributed Learning (CAPDL) contract. The Plans and Policy Office will highlight whether courses on the list have changed priority or have been removed from the list for the next fiscal year. As it relates to the ADDIE process, the nomination information corresponds to the Analysis phase.

The next two phases of ADDIE, Design and Development, are discussed by the Content Acquisition and Management Office. A representative from this office reviews the status of DL products currently being developed by a CAPDL contracted developer or that have been developed in-house by an ADLPA or proponent. The AOWG also discusses the status of courses that have been returned to developers, ADLPAs, or proponents for corrections due to completing government review or function testing unsuccessfully.

The Capabilities and Implementation Office representative provides status updates for DL products undergoing government review prior to Group Trial Validation or function testing on the production ALMS. The PD-DLS ALMS CSC representative provides status updates for DL products that have been received, loaded, set up, and begun validation or function testing, completed testing and are awaiting fielding based on guidance from the ADLPA or proponent. Both of these organizations track activities that



AOWG continued from page 3.

are part of the Implementation stage of ADDIE. During the discussion regarding courses in the Implementation stage of ADDIE, priority numbers are assigned that determine the order in which products will be reviewed and tested. Based on factors which include the contract status, immediate need for use by Soldiers and/or Civilians, and proponent input, the review and testing priority assigned to a course can change. A representative of the DL DART provides status updates for DL products that have been forwarded to that team to have issues analyzed, diagnosed, and corrective measures identified.

The final presentation during the AOWG is provided by the PD-DLS Operations and Sustainment Division, who shares information regarding the ALMS including expected changes to the system and anticipated periods of downtime.

HOW CAN ADLPAs & PROPONENTS PARTICIPATE?

Each month, a meeting notification is provided with a link to the DCS session and a conference line number. If an ADLPA or proponent would like to receive the meeting notification, send an email to the POC for the meeting, Ms. Tamara Krepps (tamara.a.krepps.civ@mail.mil). Meetings are scheduled for each Wednesday, 1300-1600 EDT (or EST depending on the time of year). Comments, updates, and questions from ADLPAs and proponents about the status of their DL products are always welcome! **TK**

The Writer: Tamara Krepps is Chief of the Implementation Branch of the Capabilities & Implementation Office, TCM TADLP, Army Training Support Center, Joint Base Langley-Eustis, VA.

Think DL Innovation.

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ARMY TRAINING HELP DESK

Providing 24/7 customer service and support

By Timothy Rodgers

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When students enrolled in DL courses through the Army Learning Management System need technical assistance to help them navigate through courseware, the Army Training Help Desk (ATHD) is there to help. The ATHD provides a 24/7 single point of entry knowledge-based customer support center for Soldiers, civilians, and other Service



members. This system enables responsive resolution of distributed learning courses and training content at the point of need. It performs multiple functions centered on the support of

“Anytime, Anywhere” training, promulgated by the Army Learning Model 2015. Some of these functions consist of:

- Establishing policies and procedures regulating the ATHD Federation.
- Serving as the training hub for Tier 1, 2, and 3 Agents throughout DA.
- Operating and maintaining an 800# and web presence.
- Maintaining a database of frequently asked questions (FAQs) enabling resolution of common distributed learning and training information problems.
- Managing the Combat Lifesavers Course for MED-COM.
- Providing feedback to training proponents for course evaluations, updates, and revisions.
- Using advanced technology to provide quality service, conduct analysis, and review trends for effectiveness and efficiency.
- Answering up to 10,000 trouble inquiries weekly.

Advanced Technology: The ATHD Web-based e-Service system facilitates positive tracking and a smooth hand-off of incidents between its Tiers of Support. These Tiers of

Support consist of Tier 0 through Tier 3 subject matter experts (SMEs) trained in the use of the Help Desk application. In addition, they are taught how the ATHD system operates and the steps required to respond, manage, and transfer a variety of requests for assistance. As a strategic training enabler, this helps bridge the distinction between institutional and operational training support. ATHD links Soldiers to a myriad of information sources within TRADOC.

Learning Management Systems (LMS): The Learning Management System (LMS) is supported by the Help Desk operation to serve the Army training community and all users of Army training. The ATHD Federation is composed of three functional organizations, cooperating to provide a holistic, seamless user help support center to address problems and issues concerning all aspects of Army training. The Army Training Support Center (ATSC), Fort Eustis, Virginia, as designated by the Combined Arms Center-Training (CAC-T), Fort Leavenworth, Kansas, provides the oversight and ensures the execution of all ATHD Federation initiatives.

Distributed Learning Managers/Agents: Because of the wide array of possible queries, from research topics to immediate technical assistance, TRADOC and non-TRADOC training proponents, centers, and schools course managers and agents (SMEs) collaborate to provide a multi-functional support entity that is easily accessed by the user and taps into an array of knowledge bases to provide a timely, accurate, and relevant response. The ATHD is available 24/7 and maintains automated records of user requests for assistance. These records are added to the FAQ) database and are used to assist Help Desk personnel in answering user requests. ATHD is represented by support personnel (agents) from the organization best suited to receive, process, and provide responses to distributed learning courses and training information content queries within their area of responsibility. These support personnel should be assigned by each organization who has courses hosted on the ALMSs IAW TRADOC Regulation TR 350-40.

Please see ATHD continuation, page 11.



East Carolina University graduate cohort program is a great professional development opportunity

The Career Program 32 Office’s partnership with East Carolina University (ECU) offers graduate level courses in Instructional Technology and Adult Education. The intent of this CP32 initiative is to provide graduate level courses to enhance, improve, or offer new skill courses relevant to CP 32 competencies. All courses are offered online with no requirement for students to travel. Books and tuition are funded by CP 32.

The courses are open to permanent CP 32 careerists (3 years) and CP 32 interns *only*. There is a minimum requirement of a bachelor’s degree. The courses are offered on a rotational cycle during Fall, Spring, and Summer sessions.

This program is not an academic degree completion program. The program is competitive and admission into any/all courses is not guaranteed. Nominations are required for courses each semester. To find out about course offerings, please contact your Activity Career Program Manager (ACPM) or the HQ TRADOC CP 32 office.

Specific requirements to be met include:

- The course(s) must be listed on your supervisor approved individual development plan (IDP) within Army Career Tracker (ACT).

<https://www.milsuite.mil/book/docs/DOC-227509>.

- Submission to your ACPM by the designated local deadline. The current listings of ACPMs can be found at <https://www.milsuite.mil/book/docs/DOC-189501>. Please *do not* submit your course option(s) directly to the CP 32 Office unless you do not have an ACPM.

Internal suspense dates for above information will be set by your ACPM to meet CP 32 suspense dates. ACPMs should be providing a separate email with internal suspense. Please call your designated ACPM for any questions.

CP32 COHORT GRADUATE LEVEL PROGRAM COURSE OFFERINGS

- ADED 6453** The Adult Learner
- ADED 6462** Seminar in Training & Development
- ADED 6487** Instructional Strategies in Adult Education
- EDTC 6020** Principles of Instructional Design
- EDTC 6025** Analysis & Evaluation in Instructional Technology
- EDTC 6125** Performance Technology
- EDTC 7030** Web Teaching: Design & Development
- EDTC 6030** Authoring Systems
- ADED 6495** Program Evaluation
- EDTC 7125** Training Systems Engineering

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Distributed Learning Supporting Training Awareness and Readiness

Distributed Learning *A matter of personal choice for higher education pursuits, goals*

By LTC Heather Smigowski

Everywhere we look there are advertisements for distance education/learning—100% online, take classes from home, home study courses, web-based instruction, etc. In 2012, there were over 25% of undergraduate students and almost 30% of graduate students enrolled in distance education courses within universities and colleges. With the continual increase in education options, these numbers are estimated to grow annually.

In the pursuit of higher education, a lot of factors are brought into the decision-making process. While time and money are typically the first two deciding factors, they are not the only ones. For the person who has already decided on pursuing higher education through distributed learning, there are factors to consider before making a final choice. Reflecting on the following five questions can assist in choosing a higher education program with confidence.

What do I really want to learn?

The first criterion in completing anything is having the motivation to finish what you start, and one of the best ways to ensure completion is being interested in the subject. You may find that the specific type of degree is not as important as having the degree in the first place. If this is the case, figure out what would keep you motivated to do the work required.

In addition, many subject areas offer either a general degree or degrees within an area of concentration. You may find that the specific concentration you are most interested in is not offered at the institution on the top of your list. Reflecting on what will really keep you motivated may help narrow your program search. Also, reviewing the program requirements provides another factor in deciding whether you will want to complete the program. Programs with specific concentrations do not always allow for a choice of electives versus general degree programs that allow you to

identify your own path. Ensure you understand all the courses you will be expected to complete before committing to a program.

What purpose am I trying to fulfill?

Is this for a certification or a specific type of job? Is it just to add a degree to your resume? Is this a career change? If you have a specific end-state in mind, ensure you place that at the top of your list of important factors. For example, if you have your eye on a particular position within an organization, you may need to choose a specific type of degree that will get you hired. On the other hand, if you are interested in managerial positions, there are many different types of programs that could fit your need – business, leadership studies, international relations, and social or behavioral sciences, just to name a few.

In some instances you may not need a degree, but can instead take continuing education courses or complete a certificate program to still get the job you have in mind. Perhaps you know you need to get a degree to help with a promotion, but don't necessarily need a specific topic. Again, there are plenty of programs that offer a more general education that will still give you a leg up by adding the completed degree to your resume. Reflecting on the purpose can help shape the importance of other criteria when comparing programs.

What is my learning style?

Deciding on a distributed learning program does not automatically equate to one type of learner. Programs today offer a variety of methods to foster multiple learning styles. The most typical online programs focus on individual performance, requiring extensive reading and synthesis of the material into a paper or project. Sometimes, however, courses may have group projects, virtual meetings, or include in-person requirements. Your comfort level with working on your own versus in groups could be an important criterion when deciding on a program. Similarly, do you learn through synthesis of the material into a paper or project, or do you prefer a final exam to check your learning?



Distributed Learning continued from page 7.

Besides understanding the best delivery methods for meeting your learning goals, use this reflection opportunity to identify new methods that will challenge and develop you beyond the topic of learning. Taking your learning preference into account, review the course requirements and speak to an advisor to identify whether the classroom requirements fit your style of learning.

How much rigidity or flexibility do I need?

Reflection on this question refers to both the individual preference of learning (expanding on question 3) and assessment criteria for the school. Degree-producing online programs typically have the look and feel of brick-and-mortar institutions—weekly readings, a final paper or project, and the school year is

“Because life happens sometimes without warning, having that flexibility built in could trump other criteria when deciding on a program.”

divided into terms. When considering individual preference, there are multiple ways to look at a program. For

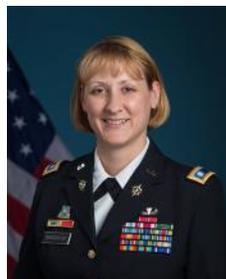
example, do you need regular deadlines to keep on task, or do you prefer to set your own timeline? Additionally, can you work on your own, or would you rather have the synergy of discussions with others, which may require meeting online or in a classroom at set days and times? Understanding your preference to work in a flexible program or one that guides you throughout is another way to identify programs that work best for you. And don’t forget the flexibility of the program itself. Are you required to complete the program in a specified time, or can you take a quarter off when needed? Because life happens sometimes without warning, having that flexibility built in could trump other criteria when deciding on a program.

How do I know the program will give me a quality education?

This final question coincides with question 2. But more importantly, using this question to assess programs will save time and money in the long-run. An important aspect of any degree-producing program is whether the institution is regionally accredited. Regional accreditation verifies that rigorous procedures were applied to ensure you receive a quality program. Another consideration is whether you know someone that has completed a program that interests you.

How do you view their knowledge and performance? If you don’t know anyone personally, ask people you trust whether they have ever heard of the school or program. If you continue to see a lack of people that have ever heard of the school, this may be an indicator that you should look for programs that have a better reputation. These questions offer a lot of room for individual preference and interpretation of which factors are most important when considering higher education programs. Ideally, taking the time to reflect on these questions will assist in choosing the right program. Although determining the right program for you does not guarantee success, it will increase your chances of completing the program of choice and the likelihood of future achievement.

U.S. Department of Education. (2014, June). Enrollment in distance education courses, by state: Fall 2012 (NCES 2014-023). Retrieved from <http://nces.ed.gov/pubs2014/2014023.pdf>



About the Writer: LTC Heather Smigowski is an Army Research Fellow who most recently served with the Joint Exercises Division, Joint Staff Deputy Directorate J-7 in Suffolk, VA. LTC Smigowski’s previous assignments include Strategic Planner, Commander’s Planning Group, U.S. Army Training and Doctrine Command; Deputy, Human Dimension Task Force, Army Capabilities Integration Center; and Executive Assistant, Joint Training/J-7, U.S. Joint Forces Command. During her 17 years of service she completed an M.A. in-residence, an M.S. through distance education, and a PhD in a blended learning environment, simultaneous with deployments and professional military education.



Distributed Learning Supporting Training Awareness and Readiness

ECDC

A self-development tool worth the time and money

By Lisa Brock

Hilda.e.brock.civ@mail.mil

There exists an immediate need for TRADOC training development proponents to create courseware content ranging from simple interactive multimedia instruction (IMI) Level 1 (passive interaction) through IMI Level 3 (complex participation), including 3D simulation.

How are proponents doing it? They are using the Enterprise Content Development Capability (ECDC) tool. It is quickly becoming a well-known and useful authoring tool throughout the TADLP community of practice for rapid training content development, modification, sustainment, and distribution. ECDC has a Certificate of Networthiness (CoN), housed at TCM ATIS, and is accessible through a CAC authenticated .mil secured network.

Powered by the Distributed Instruction Framework (DIF) and managed and distributed by TCM TADLP, ECDC currently has 362 licenses distributed nationwide to more than 35 different Army training schoolhouses and Centers of Excellence (COEs). To date, there are 386 training developers and other support personnel trained in 34 "Train the Trainer" sessions, including eight that were presented as in-person training (IPT) at the proponents' locations. Those eight IPT locations are:

- Fires COE
- TCM ITE/CALL/CAC-T (combined)
- AMSC
- Maneuver COE
- TCM TADLP

- Space and Missile Command
- INCOPD
- TBOC

In addition to the Train-the-Trainer sessions, another 21 Template Designer and 20 Event System classes were conducted to provide the advanced training portion of the courseware.

Developed courseware has been distributed on a variety of devices and platforms, as well as on several learning management systems (LMSs), including the Army LMS (ALMS – Saba) and Enterprise Lifelong Learning Center (ELLC – Blackboard). ECDC provides a cloud-based, collaborative development environment that produces, modifies, and maintains training content at significant cost savings to the Government through asset reuse and rapid in-house development capabilities. Its user-friendly "what you see is what you get" (WYSIWYG), drag-and-drop interface makes it easy for proponents to develop interactive training quickly.

New features and capabilities are being added to future releases to include:

- A full SCORM communications engine to assess scores to LMSs
- A customizable template and player functionality that will give more flexibility to the look and feel of the player that contains the training content
- HTML5 and APK support. **LB**

Acquiring an ECDC License

Contact **Hilda E. Brock** for additional information, Hilda.e.brock.civ@mail.mil, (757) 878-5940. Mrs. Brock is a COR/Program Manager working in the TADLP Strategic Plans & Policies Office, ATSC, Joint Base Langley-Eustis, VA.



Reid on Assignment

CP 32 developmental opportunity was a rewarding, enriching, and refreshing professional experience

Amanda Reid, a TCM TADLP Instructional Systems Specialist, accepted and recently completed a



two-month developmental assignment with the U.S. Army Space and Missile Defense Command (SMDC), Colorado Springs, CO, this past summer.

Reid was assigned to the Directorate of Training and Doctrine (DOTD), where she focused on in-house

distributed learning (DL) development.

“This was a great opportunity to strengthen my skills in an area that was closely related to my everyday duties,” she said. “I was excited to see a DL related CP 32 developmental assignment appear in my inbox last spring! After reviewing the description, I knew it was the perfect fit to help strengthen the skills I’ve gained while working with TADLP.”

While her typical day at TADLP revolves around DL acquisition, she said it is a rare occasion to get in the weeds of in-house courseware development—something in which she has always been interested.

“The two-month assignment also gave me a greater appreciation of the resources and skills needed to create engaging interactive courseware,” Reid remarked. While with SMDC, she was also able to work with a broad range of tools, which included

gaining experience in SMDC’s video recording studio—learning the ins and outs of proper background setup, lighting, and recording techniques.

“It was enriching to spend time working with subject matter experts to nail down the content prior to using the Adobe Creative Suite in developing a small piece of a module for a course in development. I was amazed at the small parts and pieces a developer must consider when planning for DL development — colors, themes, interactions, media, narration, and the list goes on and on,” Reid explained.

Reid highly recommends that CP 32 employees consider taking advantage of future CP 32 developmental assignments. She said her time at SMDC helped instill a deeper understanding and value of the efforts the TADLP contractors take on when accepting the challenge to design and develop DL content for Army proponents.

“This experience will definitely be a highlight of my career as an Army civilian,” she said. “Special thanks to Pat, Dan, and team for sharing your wealth of creative knowledge and making my time with SMDC DOTD an unforgettable experience! Additional information can be found at:

<https://www.milsuite.mil/book/groups/cp32-training-capability-and-doctrine-warfighting-developers> and <https://actnow.army.mil/communities/community/civilian-cp32>.

Amanda Reid works as a Technical Contractor Officer’s Representative (TCOR) in the Content and Acquisition Management Office, TCM TADLP, ATSC, Joint Base Langley-Eustis, VA.

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ATHD, continued from page 5.

How to contact us: To remain an adaptive and agile Multi-Functional Center of Excellence (COE) enabler, ATHD continues to integrate functions and improve upon its capabilities in order to push out training information and support quickly. Customers can submit their DLS questions via the web (<https://athd-crm.csd.disa.mil>), email (athd@mailds01.csd.disa.mil), or contact an ATHD Training Agent at a toll free number 1-800-ASK-ATSC (275-2872). **TR**



Timothy R. Rodgers is assigned as Deputy Chief, ATHD, and as Customer Service Specialist overseeing the day-to-day operations of the 24/7 Call Center. He has been a DA Civilian for 12 years. He is a graduate of Elizabeth City State University (BS-Business Administration) and Central Michigan University (MSA-Public Administration).

ECU, continued from page 6.

New Undergraduate Program

Beginning in Fall 2016, CP 32 and East Carolina University will be expanding their partnership to the undergraduate level. This program is targeted to reach those within the CP 32 population that does not have a Bachelor's degree, a requirement for participation in the Graduate level program.

Courses to be offered will cover the topics of Adult Education, Instructional Technology, and Instructional Design. Participants will need to have an Associate's Degree to be enrolled with East Carolina University. These courses will also be offered online, like the graduate level program. Tuition and books will be paid for by CP 32.

Check the CP 32 milBook site for updates on the ECU programs and other professional development opportunities:

<https://www.milsuite.mil/book/groups/cp32-training-capability-and-doctrine-warfighting-developers>

For more information, contact Brian Lijana, CP-32 Career Program Manager, brian.j.lijana.civ@mail.mil or via 757-501-6009.

DL Star's Article Submission Steps

The DL Star is always looking for timely and relevant articles to share with the TRADOC and TADLP communities of practice. The deadline for the next DL Star is 31 January 2016. Please consider sharing your experiences and expertise with your colleagues throughout the Army. Here are some simple steps to help guide you in the submission process:

- Use "active" voice (p.6) AR 25-50
- Be brief; limit to 800 words
- Proofread submissions
- Include copyright permissions, when appropriate
- Submit articles to: usarmy.jble.tradoc.mbx.atstcm-tadlp@mail.mil; or call 757-878-1725 for more information.

SPECIAL SUPPLEMENT: SECTION 508 COMPLIANCE

What can I do?

As you develop new material, consider how accessible it is to individuals with vision and/or hearing impairments. Learn how to use the built-in accessibility features of commonly used software such as Microsoft Word and PowerPoint. If you are showing a video in class, ensure it includes descriptive audio and closed captions.

For technical solutions that require the skills of a web or DL developer (or contractor), be prepared to provide detailed text-equivalent information to make the conversion process easier and less time consuming.



Where can I learn more?

The Section 508 standards are managed by the United States Access Board.

United States Access Board
www.access-board.gov

Section508.gov
www.section508.gov

Similar disability laws

Below are additional disability laws relevant to the Workforce Rehabilitation Act of 1973.

Architectural Barriers Act of 1968

Requires facilities designed, built, altered, or leased with federal funds to be accessible.

Americans with Disabilities Act of 1990

Prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications.

Telecommunications Act of 1996

Requires telecommunications equipment services to be accessible to individuals with disabilities.

Assistive Technology Act 1998

Establishes a grant program, administered by the U.S. Department of Education, to provide Federal funds to support State programs that address the assistive technology needs of individuals with disabilities.

21st Century Communications and Video Accessibility Act of 2010

Focuses on ensuring that communications and media services, content, equipment, and emerging technologies are accessible to individuals with disabilities.



*And its importance within the
Army Management Staff College*

*For more information on this brochure, please
contact the Army Management Staff College.*

SPECIAL SUPPLEMENT: SECTION 508 COMPLIANCE

What is Section 508?

Section 508 (29 U.S.C. § 794d) is a 1998 amendment to the United States Workforce Rehabilitation Act of 1973.

It mandates that all electronic and information technology (EIT) developed, procured, maintained, or used by the federal government be accessible to people with disabilities.

Technology is considered "accessible" if it can be used as effectively by people with disabilities as by those without. This means it can be operated in a variety of ways and does not rely on a single sense or ability of the user.



Common Accessibility Symbols

Why is it important?

As members of AMSC, we should all understand the importance of developing accessible training and educational material. If our material is not accessible, we are not only excluding individuals with disabilities from our intended learning experiences, but we are also violating the law.

Summary of the standards

Section 508 includes a set of technical standards that govern the accessibility of electronic and information technology systems.

Within AMSC, these standards apply to products we frequently use (e.g. computing hardware/software, telephones, etc) as well as products we design and develop (e.g. our website and distributed learning courses).

Below are a few "do's and don'ts" for developing web-based and DL products that adhere to these technical standards.

- 1194.21 Software applications and operating systems
- 1194.22 Web-based intranet and internet information and applications
- 1194.23 Telecommunications products
- 1194.24 Video and multimedia products
- 1194.25 Self contained, closed products
- 1194.26 Desktop and portable computers

Section 508 Technical Standards

1194.21 Software applications and operating systems

- ✓ Do provide keyboard controls
- ✓ Do keep user interface elements consistent
- ✓ Do develop products compatible with assistive technology
- ✗ Don't interfere with user's control of display settings
- ✗ Don't use color coding as the only visual indicator for something
- ✗ Don't use fast blinking objects

1194.22 Web-based intranet and internet information and applications

- ✓ Do provide text equivalent for non-text elements (alt text)
- ✓ Do allow users to skip repetitive navigation links
- ✓ Do create electronic forms that assistive technologies can access, navigate, and submit
- ✗ Don't require use of applets or plug-ins without providing user with a link to them
- ✗ Don't require timed responses without allowing user to indicate he/she needs more time

1194.24 Video and multimedia products

- ✓ Do include closed captions and audio with informational and training multimedia productions
- ✗ Don't prevent user from controlling the display or playback of closed captions or audio