



Africa Military Education Program

Ms. Brandie Wempe

The Africa Military Education Program (AMEP), funded through the U.S. Department of State's Peacekeeping Operations (PKO) account, aims to professionalize African militaries by encouraging respect for human rights, subordination to civilian authority, and the rule of law/democratic norms. AMEP accomplishes this through faculty and curriculum development for African Professional Military Education (PME) institutions, minor equipment provision, and workshops which are implemented through collaboration with the U.S. Department of Defense (DoD), and the Africa Center for Strategic Studies (ACSS).

The AMEP Faculty Development Program aims to improve quality and efficacy of faculty

instruction at partner nation PME institutions through trainings, workshops, and visits to different U.S. PME institutions. Currently, AMEP has sixteen African countries with active partnerships, and fourteen that are eligible for regional AMEP activities.

The first multi-lateral Faculty Development Workshop took place from June 18-22, 2018 in Antananarivo, Madagascar. There were 43 participants from 16 countries, including one female. The participants represented a broad range of institutions and ranks. A vast majority of the participants had positive feedback to include suggestions for future multi-lateral workshop topics. A second multi-lateral workshop is currently being

scheduled to take place in Ghana for all active AMEP partners, in February 2019.

In September 2018, a delegation from Army University and the Command and General Staff College (CGSC) visited the Rwanda Command and Staff College (RCSC) to develop a training program for their faculty. The need for a "train the trainer" program was agreed upon to develop senior faculty members of the RCSC to train their new instructors, and to also assist in curriculum development. Future training visits are being planned for 2019.

Inside This Issue

<i>Title</i>	<i>Page</i>
Reserve Component Captains Career Course Common Core Update	2
US Army Civilian Instructor Lapel Pin	2
FDRP Sharepoint Update	3
Learning Enterprise Assistance Program (LEAP)	3
Training Development Capability (TDC) Classroom and Components Update	4
Contact Information	4

Reserve Component Captains Career Course Common Core Update

Mr. Samuel J. Lex

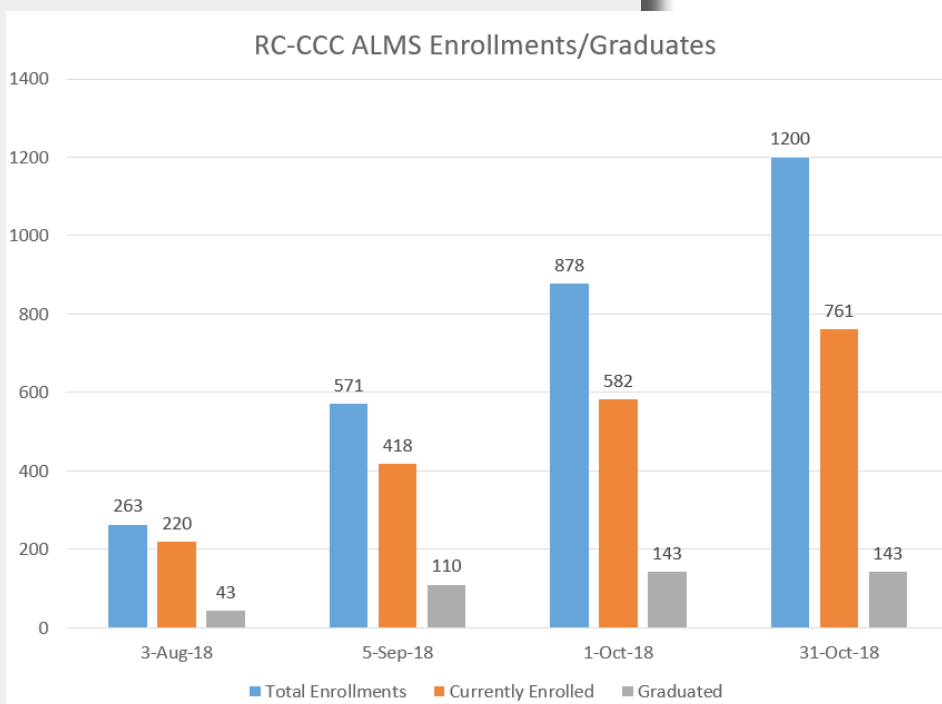
In August 2018, IDD transitioned the Reserve Component Captains Career Course (RC-CCC) Common Core (CC) Distributed Learning (DL) phase from the CGSC-hosted Blackboard (Bb) Learning system to the Army Learning Management System (ALMS). The purpose of the transition was to provide students with easier access to enhanced online learning products, that more accurately reflect recent changes to doctrine and desired course outcomes.

The new material on ALMS consists of 75 hours of curriculum presented in 28 lessons. Students are required to execute each lesson sequentially on ALMS and must pass an exam for each lesson before moving on. Students are also afforded the opportunity to test-out of a lesson by passing a pre-test.

Since its launch three months ago, over 1200 Reserve and National Guard Captains from nine schools and centers have enrolled in the online course, with over 439 graduates.

The RC-CCC Common Core DL phase is normally completed as a prerequisite for attendance to the first of two 15-day active duty training (ADT) periods (although some schools have chosen to phase it differently into their

curriculum). RC-CCC Schools currently using the Common Core DL phase include Maneuver, Field Artillery, Engineer, Military Police, CBRN, Signal/Cyber, Civil Affairs/Psyops, Military Intelligence and Financial Management. Future updates and enhancements to the course include linking the registration and documentation function between ALMS and ATRRS, as well as updating the online content for FY20 to achieve higher levels of learning and interactivity.



US Army Civilian Instructor Lapel Pin

Mr. Tirdad, Daei

Good news from ArmyU Faculty and Staff Development Division (FSDD)! The Department of the Army (DA) G1 is expected to approve the U.S. Army Civilian Instructor Lapel Pin (CILP) memo soon. Now is a great opportunity to inform non-contractor civilian instructors working with all components and cohorts about the voluntary Faculty Development and Recognition Program (FDRP) outlined in TR 600-21.

Instructors may choose to participate in the FDRP any time after they complete instructor certification requirements as required by TRADOC Regulation (TR) 350-70. When an instructor has met the requirements for recognition as a basic instructor, senior

instructor or master instructor, the supervisor and instructor will prepare a nomination packet with documentation that shows the instructor has completed the requirements to the local FDRP manager.

Upon completion of all requirements, Civilians will be awarded a completion certificate and lapel device. Public recognition of instructors and senior leader involvement are key elements of promoting the continual development of world-class instructors throughout the Army learning enterprise.

Update to FDRP Sharepoint

SFC Robert Lovell

The Army University FSDD branch is streamlining the process for the FDRP Quarterly AIB Report mandated by TR 600-21 (May 2018). Changes include implementing drop-down style selections for many of the data fields in which previously had the capability to manually input text.

Another change is the requirement to provide FDRP Manager appointment orders to Army University within the next **60 days**. This requirement serves two purposes:

- Control who is added to the FDRP managers' site
- To create your school listing within the FDRP Quarterly Report.

We ask that you block/remove any personally identifiable information (PII) from your appointment orders. The data that we wish to collect are your name, to verify involvement, and your institution's formal listing. We will ask you to review this data annually to help us

maintain an accurate list of FDRP managers and remove folks who have moved out of the position.

We intend to use these adjustments to help you perform your tasks better while improving the overall process of FDRP management throughout the Army learning enterprise. Specifically, we hope to mitigate redundant data entries, clarify data fields, and facilitate the tracking of key performance indicators for program evaluation. We will soon publish and disseminate these updates in an FDRP standing operating procedures (SOP) via MilBook. We appreciate your patience and willingness to help us maintain an accurate and efficient FDRP program. Please feel free to send appointment orders or ask questions about these changes to our organizational e-mail below.

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The Learning Enterprise Assistance Program (LEAP)

Dr. Keith Beurskens

Ms. Maycie Crozier

Mr. Jayson Dodge

The Army University (ArmyU), was established on 14 June, 2015. One of the organizations roles is to identify and promulgate innovative best practices throughout the Army's learning enterprise. The Directorate of Academic Affairs established the Learning Enterprise Assistance Program (LEAP) as a lessons learned initiative, and a true customer-driven process to support Training and Doctrine Command (TRADOC) Centers of Excellence and branch schools. LEAP provides staff assistance visits presenting workshops selected by the customer in several education-related areas.

An overview of the program's background, a description of the planning process, and the results of the first year's execution are presented. The LEAP program has proven to be a resource-intensive initiative that must demonstrate its value to the learning enterprise

to be viable in the future. Proposed methods for evaluating the program's effectiveness and customer satisfaction, and blended learning approaches are examined as potential methods for increasing effective delivery of workshops requiring fewer resources.

For more information, the full article is scheduled to be published in the next addition of the Journal of Military Learning (JML) or email any questions to usarmy.leavenworth.tradoc.mbx.armyu-accrreditation-programs@mail.mil

“LEAP provides staff assistance visits presenting workshops selected by the customer in several education-related areas.”

TDC Classroom & Components Update

Mr. William Jones

Attention: All Training Developers and Course Managers

TDC was recently updated to reflect the new Enterprise Classroom Program (ECP) naming convention for classrooms to use when creating or updating Programs of Instruction (POIs). The legacy CRXXI classroom levels (I, III, etc.) were deleted and in their place are classroom types, with names reflecting the type and method of instruction. Classrooms are now labeled as Lecture, Collaboration, and Simulation. The Lecture classroom has variations (Basic, Standard, and Enhanced) which provide greater flexibility when selecting a configuration for the course.

Additional information to determine the classroom type that best supports the POI is located on the TED-T site, Enterprise Classroom Program section, TDC References folder (see link below). The recommendation is for the training developer to

initially reference the Classroom Types and Capabilities (.docx) to identify the classroom type required. Then, for specifics, open the Classroom Types and Equipment Matrix (.xls) Classroom Types tab, then the Classroom Components tab to locate the equipment details (standard and optional), to include National Stock Number and quantities for each to assist in completing the requirements in TDC. <https://cacmdc.army.mil/armyu/TEDT/Pages/Enterprise-Classroom-Program.aspx>

POC for this action is Mr. William Jones at william.s.jones2.civ@mail.mil or (757) 878-062

Writing on the *Chalkboard*: Notes from DAA

- The next issue of The Chalkboard will be disseminated in Feb 2019
- For more DAA information visit our website at <https://armyu.army.mil/daa>

Contact Us

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