

CAC-28: ADDIE – Design: Institution designs individual training and education that includes individual training strategies and design of training programs, courses, and products.					As of: Final Draft 2012			
Criteria	Criteria Guidelines	References	Required Documents	Applicability				Mandatory Comments
				CoE	School/College	TR NCOA	RC	

**Note:** Educational institutions, such as the US Army War College; Leader Development and Education Colleges and Schools; the Sergeants Major Course; graduate level courses and courses required for civilian certification, may follow a somewhat different ADDIE process. See TR 350-70, Chapter 6.

<p><b>Criterion 28a:</b> The CoE and School have defined responsibilities for design.</p>	<p><b>28a(1):</b> The CoE and School(s) defines and implements responsibilities for design.</p>	<p>TR 350-70, Chapter 4 and 6</p> <p>TP 350-70-6 TP 350-70-7</p> <p>CoE and School Training Development SOPs and Policies</p>	<p>Related TD SOPs, MOA, MOU, Policies</p>	X	X			<p>Comment on any criteria not met.</p>
<p><b>Criterion 28b:</b> Institution develops and maintains key program design products/training strategies – ITPs, CADs, POIs, and lesson outlines.</p>	<p><b>28b(1):</b> Collect and assess evidence that the institution's ITPs, CADs, POIs are developed and maintained IAW TR 350-70 and TP 350-70-6. They should include a description of method and resources required to develop and implement individual training.</p> <p><b>28b(2):</b> Collect and assess evidence that the institution:</p> <ul style="list-style-type: none"> <li>- Establishes a design team which uses individuals who conducted needs analysis and can assist in the course development where feasible.</li> <li>- Acquires analysis data – review and revise as necessary.</li> </ul> <p><b>28b(2):</b> Collect and assess evidence that the institution's course design documents identify, as appropriate:</p> <ul style="list-style-type: none"> <li>- Establish purpose and scope of training – pre-requisites, verifies tasks and supporting skills and knowledge.</li> <li>- Course prerequisites (as required).</li> <li>- Instructor/facilitator certification requirements.</li> <li>- Terminal and enabling learning objectives:</li> </ul>	<p>TR 350-70, Chapter 4 and 6</p> <p>TP 350-70-6 TP 350-70-7</p> <p>TP 252-8-2</p>	<p>ITPs</p> <p>Selected CADs, POIs, CMPs, and lesson plan design documents</p>	X	X			

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	<ul style="list-style-type: none"> <li>o Action.</li> <li>o Conditions.</li> <li>o Standards.</li> <li>o Learning level (as applicable).</li> <li>o Learning domain (as applicable).</li> <li>o Joint PME area (as applicable).</li> <li>- Proposed course numbers for AA and RC versions of a course.</li> <li>- Unless approved by HQ TRADOC, TATS courses design comply with RC duty training limitations.</li> <li>- Course length; ADT, IDT, and distributed course lengths for RC versions.</li> <li>- Course structuring (phases/modules).</li> <li>- Course maps.</li> <li>- Skills/knowledge matrix.</li> <li>- Mandatory or recommended task/topic sequence (as required).</li> <li>- Lesson plan prerequisites (as applicable).</li> <li>- Steps and/or activities associated with each task/topic and comprehensive performance exercises for each course outcome (as appropriate).</li> <li>- Method of instruction.</li> <li>- Proposed media selections.</li> <li>- Delivery techniques.</li> <li>- Time requirements.</li> <li>- Instructor/facilitator-to-student ratio.</li> <li>- Selection of existing materials (as necessary).</li> <li>- Detailed scripts/storyboard designs (as required).</li> <li>- References.</li> <li>- Global requirements (foreign disclosure, security, safety, environmental).</li> <li>- Resource requirements.</li> </ul>						
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<b>Criterion 28c:</b> Institution designs and develops or updates training and education strategies based on triggering circumstances and subsequent needs analysis identifying a training development requirement to revise or develop training and education and supporting products.	<b>28c(1):</b> Collect and assess evidence that the institution initiates individual training and education course design for new courses or revision to existing courses based short term individual training and education strategies and updated analyses.	TP 525-8-2 TR 350-70, Chapter 4 and 6 TP 350-70-6 TP 350-70-7	Requested Project Management Plans	X	X			
<b>Criterion 28d:</b> Overall, the institution's assessments of students are performance-based.	<b>28d(1):</b> Collect and assess evidence that the institution focuses on assessing students' performance. <b>28d(2):</b> Collect and assess evidence that the institution's basic knowledge tests/assessments (vice application of knowledge) are only used when/where absolutely needed. <b>28d(3):</b> Collect and assess evidence that the institution's assessments have supporting instructor guides, rubrics, answer keys, etc. <b>28d(4):</b> Collect and assess evidence that the institution's draft/design Individual Student Assessment Plan (ISAP) includes grading criteria, assessment administration guide (as appropriate), sample assessment item(s) for each measurable task/topic and sample comprehensive assessment for each outcome.	TR 350-70 TP 350-70-6 TP 350-70-7		X	X			
<b>Criterion 28e:</b> The institution designs and executes an evaluation/validation plan.	<b>28e(1):</b> Collect and assess evidence that the institution's evaluation and /or validation plan includes evaluation methodology, sample data collection tools, data collection methodologies to be used, formative and summative	TR 350-70, Para 6-16 thru 6-19.	Request and review copies of plans.	X	X			

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	evaluations, and implementation plan. 28e(2): Collect and assess evidence that courses and programs are evaluated/validated IAW plans.							
Criterion 28f: The Institution designs courses IAW ALM 2015 guidance and time lines.	<p>28f(1): Obtain evidence from the institution that it is redesigning its courses IAW its management plan and appropriate ALM 2015 concepts/guidance such as:</p> <ul style="list-style-type: none"> <li>- Instruction that is learner-focused, context based, collaborative, problem centered.</li> <li>- Instruction that may include video and game based scenarios, immediate feedback on learning, and assessment of instructional outcomes.</li> <li>- Individual learning activities such as readings, research, and research, self-paced technology-delivered training done outside the classroom.</li> <li>- Discussion, collaborative learning activities that focus on relevant problems and solving those problems in the small group classroom environment.</li> <li>- Instruction in which the instructor's role is to guide students to better solutions.</li> </ul> <p>28f(2): Collect and assess evidence that:</p> <ul style="list-style-type: none"> <li>- The institution demonstrates the alignment of TLOs / ELOs to course outcomes to General Learning Outcomes for all courses (e.g., 21st Century Soldier Competencies are being identified and incorporated into Initial Entry, Midgrade, Intermediate, to Strategic level learning</li> </ul>	TP 525-8-2 and TRADOC Army Learning Concept 2015 Integration Plan		X	X			

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	<p>outcomes for all cohorts).</p> <ul style="list-style-type: none"> <li>- After validation of outcomes' alignment, the institution addresses gaps or redundancy, where necessary.</li> <li>- Course outcomes, aligned with general learning outcomes, are reflected in Course Admin Data / Programs of Instruction / Lesson Plans (CAD/POI/LP)for each course.</li> </ul> <p><b>28f(3):</b> Determine if the institution is planning, programming, and/or implementing ALM-like learner-centric learning environments.</p> <p><b>28f(4):</b> Determine if the institution's new ITPs/CADs/POIs/LPs, etc., describe how instructional strategies will incorporate context-based, collaborative, problem-centered instruction; blended learning; adaptive learning (e.g., individual/self-structured; peer-based; small group); technology delivered instruction/tools; and ALM-like assessments, performance support, and feedback applications.</p> <p><b>28f(5):</b> Determine how the institution is planning, programming, and/or implementing ALM's career-span framework. Collect/cite specific examples/actions.</p> <p><b>28f(6):</b> Determine if new training and education designs include collaborative problem solving events led by facilitators (vice instructors) who engage learners to think and understand the relevance and context of what they learn.</p>						
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	<p><b>28f(7):</b> Determine if new training and education designs allow managers to tailored learning, to the individual learner, based on experience and competence assessments.</p> <p><b>28f(8):</b> Determine if enterprise oriented learning support capabilities (e.g., knowledge management policies, networks, data repositories) are being planned/programmed and their use designed into new courses.</p> <p><b>28f(9):</b> Review courses and interview appropriate training and educational managers for evidence of plan execution - milestones and movement towards objectives.</p>							