



Standard Operating Procedures (SOP) for Training for the ALMS 2.0

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Document Changes:

Training SOP v. 2.0, July 2007: Reorganizes document to remove training processes and field descriptions and organizes document around training "topics", which provide guidance and procedures for ALMS users. This version coincides with the release of ALMS 2.0 training and training management system.

Document History

Version	Document Owner	Project/Organization	Date
1.0		PM DLS	July 2005
2.0		PM DLS	July 2007

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INTRODUCTION

The Standard Operating Procedures (SOP) for Army Training Using the Army Learning Management System (ALMS) 2.0 is a collection of general guidance and information documents intended to assist Army trainers and educators using the system. It reflects agreed-upon business processes established for making effective use of the system across the Army Training Enterprise. It does not provide detailed procedures for accomplishing tasks using the software application. Step-by-step procedural instructions for performing training support tasks, using the ALMS 2.0 system, are contained in the ALMS Users' Handbook.

This document supersedes Standard Operating Procedures (SOP) for Army Training Using the Army Learning Management System (ALMS) 1.0, July 2005. It also reflects a change in user documentation organization. The previous SOP version was organized according to a sequenced set of training processes, in flow-chart form, depicting major, enabling training tasks necessary for using the ALMS to support training. Much of it contained detailed, field-by-field descriptions of the training data required for effective use. This material, where pertinent, has now been incorporated into the Users' Handbook, where much of it had been previously published anyway.

What remains of the SOP is documentation centered on policies, procedures, and rules needed maximize the potential of the application as an Enterprise-wide training support system. They are organized into "topics" and represent guidance for the proper use of the system. The developers intend the release of this document to be incremental, with updates in the form of new and/or revised topics being published as the governing business processes, guidance, and rule sets are developed and approved for implementation.

The authoritative sources for these documents are the TRADOC Program Integration Officer (TPIO), within TRADOC's Office of the Deputy Chief of Staff for Operations and Training (DCSOPS&T) and the Product Manager, Distributed Learning System. The use of the term "ALMS policy" has applicability only within the confines of the ALMS 2.0 system and does not constitute, at this time, official Army or TRADOC, policy documentation. Appropriate DoD, Army, and/or TRADOC Regulations and Policies are not repeated here, but, when applicable, they may be referenced.

Notes:

1. Other documentation that addresses and describes the functioning of the ALMS, procedural steps for its use, and duties and responsibilities of ALMS Role-Based Users includes:
 - ALMS 2.0 User Handbook
 - Context sensitive Online Help Files (based on Handbook excerpts)
 - Process-oriented training tutorials (TBP)
 - Web-based training products, located in the ALMS 2.0 Training Catalog (TBP)
2. This Army Training SOP (and the User Handbook) can be found online, under the "References" tab, within Help in the ALMS application.

ABOUT DLS

General. The Army's Distributed Learning System (DLS) will be, in its final state, a single, distributed system, supporting the Army's training of the Warfighter and the Department of the Army's civilians. It is the core delivery system of the Army training process and will ensure that the Army realizes the full readiness potential of the Force XXI Army through battle-focused training. The system uses state-of-the-art, instructional-material delivery and presentation techniques.

DLS is an Acquisition Category (ACAT) 1AC program that satisfies Capability Increments of The Army Distributed Learning Program's (TADLP) Operational Requirements Document (ORD). DLS acquires and sustains hardware, software, and services enabling student access to distributed training products at anytime, anywhere. Under DLS Increments 1 and 2, the Army has fielded 231 Digital Training Facilities (DTFs), which provide training access for the Army's Soldiers and civilians at Active Army installations and Reserve Component (RC) training sites. DLS uses an integrated learning management support system, which automates student enrollment, scheduling, and training records. DLS delivers digital courseware to include real-time video teletraining (VTT), video and audio recordings, Web- and computer-based training materials, and simulations.

The DLS Increment 3, Army Learning Management System (ALMS), capability manages both resident and non-resident training and education and primarily supports individual training execution. Increment 4 of the DLS system will also provide Deployed Digital Training Campuses (DDTC) to support individual and collective training and simulations at multiple locations inside the Continental United States (CONUS) and outside CONUS (OCONUS). Deployable DTFs will be used worldwide to support contingency operations training.

DLS supports the Army's goals for assignment-oriented training (AOT), life-long learning (LLL), and leader development concepts of the Army transformation program's Objective Force (OF) by supporting Soldier and civilian directed and self-development training and education, (i.e., professional military education and continuing education). The delivery of training and education *anytime, anywhere* will allow Soldiers and leaders to update the skills and knowledge necessary to operate in a full spectrum operational environment. Fielding and sustainment operations for DLS Increments 1 and 2 have been ongoing since 1998 and 2000, respectively. The program office obtained full-rate production authorization for the Increment 3 ALMS in September, 2004.

The Army Learning Management System (ALMS). The ALMS is the heart of the Army's Distributed Learning System. The ALMS streamlines, consolidates, and provides overall direction to the Army's training processes. It builds upon the architecture developed and fielded during Increments 1 and 2 to implement a comprehensive, automated system for administering Army training throughout the Force. When deployed and fully operational, the ALMS will manage a student's training activities from initial entry and continue throughout his/her service. The ALMS will also provide course and training resource management, scheduling and registration functions, courseware distribution and storage, and learning collaboration.

ALMS Functions:

- Provide the hardware and software to integrate the ALMS seamlessly with the existing Increment 2 architecture and capabilities.

- Integrate ALMS fault, configuration, accounting, performance, and security (FCAPS) management functions with those being performed for the Increment 2 system.
- Provide interfaces with Army Knowledge Online (AKO) and the Army Training Requirements & Resource System (ATRRS).
- Provide and/or process registration and enrollment requests for directed and self-motivated education/training.
- *Schedule the appropriate resources (facilities, equipment, instructors, etc.) required to conduct directed and self-motivated education/training.*
- Schedule resources for both resident and non-resident education/training to include products that have a mixture of both resident and non-resident instructional units that must be taken in a specific sequence (“blended” training).
- *Identify potential scheduling conflicts to the scheduler.*
- Provide access to Web-based sources of approved Army *doctrine* [?] and education/training products.
- *Distribute, deliver, store, and present, upon request, both SCORM-conformant and other standards-compliant education and training products.*
- Monitor automated testing and Learners’ progress.
- Enforce prerequisites and other constraints when scheduling students for Course instructional units.
- Provide access to ALMS functionality with a Web browser-based interface for all users, without the need of additional client-side applications.
- Provide Learners with the capability to collaborate synchronously and asynchronously with other Learners, Instructors, Subject Matter Experts (SMEs), and education and training administrators.
- *Maintain training and education records.*

- Collect, store, and report evaluation feedback from education/training personnel and students for evaluation of the quality, value, efficiency, and effectiveness of education/training resources (instructional units, tests, instructors. etc.).
- Search available, government-provided catalog of education/training products.
- Maintain an inventory database of education/training products, resources, and materials.

Summary. DLS plays a pivotal role in modernized Army training by enabling the functional goal of modernizing Army training through the application of Information Technology (IT). It shifts the training paradigm from centralized and instructor-centric to decentralized and student-focused. Under DLS, training is accomplished not by bringing soldiers to resident, proponent training centers, but by bringing the training to those locations worldwide where soldiers live and work. Understanding and using the ALMS will be crucial in achieving that goal.

ALMS 2.0 Topic No. 1 - ALMS Authorized Users

Authorized Users. The ALMS was developed as a material solution to Army requirements as presented to the Product Manager by TRADOC as The Army Distance Learning Program (TADLP) Combat Developer. As such its capabilities and constraints are governed by those requirement sets.

With respect to users authorized to use the system, the authorized user populations are:

- Active Duty Army Soldiers,
- US Army Reserve Soldiers,
- Army National Guard Members,
- Department of the Army Civilians (DACs),
- Anyone else who has been designated, though AKO sponsorship, as requiring access to the ALMS in order to receive training or perform training related duties.

Army Knowledge Online (AKO). AKO is the Army's worldwide authentication portal and functions as the central access point to all Army Web-based resources. It is accessible from any on-line connection, which is also a requirement for the ALMS. Because the ALMS uses AKO's global portal, the authorized user base parallels that of AKO.

The ALMS has a direct interface with AKO and makes use of the user Identification and Authorization (I&A) features employed Army-wide by AKO. AKO provides Lightweight Directory Access Protocol (LDAP) Directory service for user authentication. AKO also provides email services, file storage, and limited collaboration support to DLS users. Continued interaction and data exchange with AKO ensures that DLS' authorized user population is current and accurate. This includes the creation and maintenance of user accounts within the ALMS and Win2K Active Directory.

When an individual applies for and receives an AKO user account, their access is granted through assignment to one or more AKO account types. For Army accounts, the types are:

- Active Army
- Army Retired
- Army Reserves
- Individual Ready Reserve
- National Guard
- DA Civilian
- DA Civilian, Retired

- NAF Civilian
- U.S. Military Academy Cadets
- ROTC Cadets (MS III and IV)

This list shows that most, but not all, AKO account types are authorized to use the ALMS. Individuals belonging to an excluded account type, for example NAF Civilian, can still gain ALMS access through AKO sponsorship.

ALMS Support for Users Outside Army. In addition to Army accounts, some Joint account types are beginning to be established within AKO as the Services transition to the Defense Knowledge Online (DKO) portal. This Joint and inter-Service capability is expected to grow significantly in coming months and years as DKO expands. Although, developed and funded as an Army system, PM DLS will support users and user organizations from outside the Army as available resources permit.

All ALMS users access the system through the AKO portal located at Uniform Resource Locator (URL): **https://www.us.army.mil/portal/portal_home.jhtml**.

ALMS 2.0 Topic No. 2 - ALMS Function in Army Training

Scope of ALMS Functions. In accordance with the requirements sets provided to PM DLS by the TRADOC Combat Developer, the ALMS principal training support responsibility lies in the area of Individual Training Execution. The diagram below depicts a portion of the overall training mission, in which training is divided into quadrants: Individual and Collective training domains and training development and execution.

Individual training targets the skills and knowledge of a single Soldier; its goal is to increase each Soldier's (or civilian's) personal knowledge base and capabilities. It is the primary function of institutional training and education, although much individual training occurs in units.

Collective training focuses on groups of Soldiers working as a team to accomplish a common goal or task. These teams can range in size from a two-man gun crew to a Combined Task Force. Collective training is primarily conducted and evaluated in units.

From a process perspective, training is first developed, which involves detailed analysis and design processes. Its structure and content are finalized and it is approved by the Proponent for that functional training subject area.

Upon approval, training is ready to be presented to its target audience, according to the training delivery mode determined by the Proponent. This is the execution of training, sometimes also called training implementation.

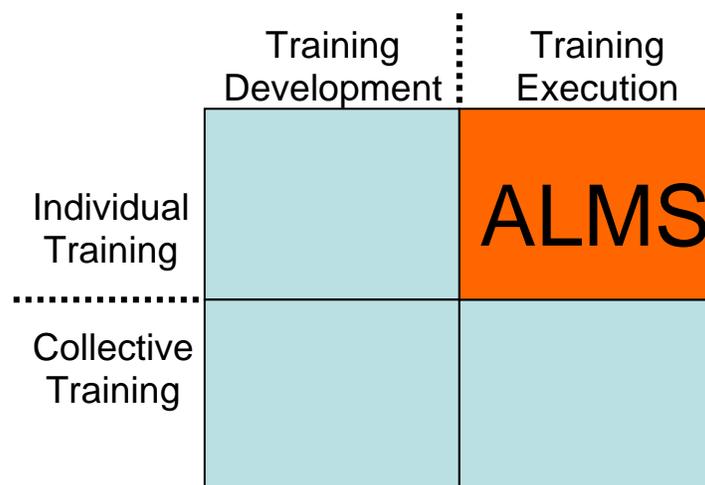


Figure 1: ALMS Function in Army Training

The primary effect of this constraint on the ALMS is that individual training, its structure, requirements, and materials, are assumed to have already been through the development and approval processes prior to being placed into the system for execution. That said, it is fully understood that Proponent course managers and institutional class managers will have to construct or assemble lessons and courses in the ALMS for execution, sometimes manually, if an electronic feed from a training development data storage location is not in place.

ALMS 2.0 Topic No. 3 - Establishing and Maintaining ALMS User Roles

The Role of the “Role”. Any complex business process, such as Army training, invariably involves multiple individuals working toward a common goal, each contributing some small part to the whole. This is true whether the process is manual, automated, or a combination of the two. Army training has long been organized along these lines, with various members of the training community performing different, but linked and synchronized, tasks supporting the end result of Training the Force. Each task or task grouping can be thought of as a *Role* that is performed which contributes to the outcome, and the individual performing the role as a *Role-Based User*.

As the system’s Combat Developer, TRADOC has formalized this process by identifying key roles and creating specified job/duty positions for the Role-based Users (RBUs) all with the common objective of accomplishing the training mission. Some of these roles/training jobs are familiar to soldiers and Army civilians, e.g. Instructor or Scheduler. Of course, the student, or *Learner*, himself plays a vital role in the training process. With the fielding of the ALMS, the Army has adopted certain training duty positions already in existence in the Army training community and designated them, with other new ones, as Roles in the Army Learning Management System. The Roles and their appointment authorities are discussed below. In addition, for handy reference, a complete listing of the ALMS Roles, with short definitions is at Figure 3.

ALMS Role Identification. The Army identified the original ALMS User Roles during the DLS Increment 3 System Preliminary Design Review, completed in April 2002. During a series of functional reviews in 2006, the ALMS roles were revalidated, with some modifications.

Since the ALMS replicates, in automated form, the training business processes previously being performed manually or with legacy automated systems, aligning ALMS roles with existing training community roles make a good fit in many cases. Thus, an individual who has performed course manager duties in the training community can easily fit into a Course Manager (CoM) Role for the ALMS. Other Roles, such as Learning Approver (LA) or System Administrator (SA), have been added. In general, the variety of ALMS Roles is smaller than can be found on a training unit or institution’s organizational chart. That is because not every position has a clearly distinguishable function that can be, or needs to be, performed in the system.

While a given ALMS user’s Role may or may not exist as an actual duty position in the training community, the function he performs interacts with the ALMS to affect the operation of the system, or the information processed by it, to some degree. With thousands of data items, accessed and managed from hundreds of interface screens, the channeling of tasks into groups of like functionality, based around the user’s Role and presented on relevant screens, simplifies his job. The ALMS filters and hides from the user the extraneous information and out-of-scope tasks, which may be pertinent only to other Roles.

The user’s Role designation in the system directly determines what functions that user can perform on the ALMS. Just as importantly, the user’s Role determines what functions *cannot* be performed by that individual within the ALMS. It should be noted that to achieve the flexibility

required to fit existing business models in the Army training community, individuals are allowed to hold more than one Role in the ALMS, once properly appointed or designated.

The ALMS Role as a Security Measure. Because of the sensitivity of some training information (personal information, tests, etc.), it was a fundamental requirement for system design to restrict access to the system to authorized personnel only. System designers used the natural division of labor long established in implementing Army training as a starting point for the development of user Roles, then restricted Role functionality within the system to those tasks which were critical to the performance of that sub-mission. Thus, an Instructor is only enabled to perform those tasks directly contributing to the delivery of lesson-level training in the system and no more.

Each ALMS Role was granted specified “permissions” to perform limited operations in the system. Since Roles are appointed or assigned to individuals through a formal, written process, this satisfies the requirement for authorized user restrictions. This concept is displayed graphically in Figure 2, below.

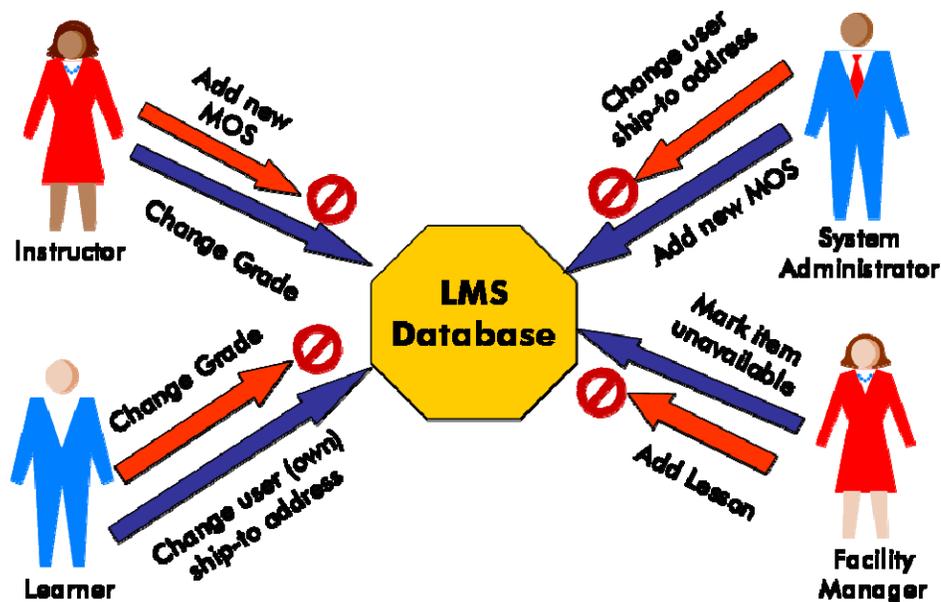


Figure 2: Permissions

The “permissions” to perform certain actions in the ALMS is based upon the user’s Role. The red arrows, representing unauthorized tasks for the Role-Based User, are blocked, i.e. cannot be performed in the system.

Primary Role Appointment Authority. The TRADOC Program Integration Officer (TPIO) for The Army Distributed Learning Program (TADLP) publishes policy authorizing selected positions within the Army to appoint individuals to fill the ALMS Roles required to manage, operate, or interact with the ALMS. These positions and their levels for appointment are:

- Army Commands (ACOMs). Including:
 - Deputy Chief of Staff for Operations and Training, G3, or equivalent.
 - Army National Guard (ARNG), G3 or equivalent. This individual can, in turn, delegate to the State Adjutants General or designees.
 - US Army Reserves (USAR), G3 or equivalent. This individual can, in turn, delegate to the:
 - ▶ Regional Readiness Command G-3.
 - ▶ The Army School System (TASS), Battalion S-3.
- Installations and Communities. Director of Plans, Training, and Mobilization (DPTM) or G3
- Commandant, Army Schools and Training Institutions. Note: The term, “Proponent School,” sometimes used in this context, connotes a Proponent Agency (such as Infantry), co-located with a resident training institution for that proponent (Infantry Center and School). “Army Schools and Training Institutions” refers only to *places where training is conducted*. The school or institution commandant can, in turn, delegate to the:
 - Assistant Commandant (A/C).
 - Director of Training (DOT).
- Commandant, Army Proponent Agencies. Note: “Proponent School” connotes a Proponent Agency (such as Infantry), co-located with a resident training institution for that proponent (Infantry Center and School) The commandant can, in turn, delegate to the:
 - Deputy Commander/Assistant Commandant.
 - Director of Training Development (DOTD).
- Units. Battalion commander or equivalent.
- Commander, Army Training Support Center (ATSC).
- The Program Manager, Distributed Learning System (PM DLS).

Secondary Role Appointment Authority. Having been vested with the authority to make ALMS Role appointments, the individuals identified above appoint personnel to fill the following ALMS Roles:

- At the Army Command and USAR/ARNG Component level, the organizations' G3-Training, or equivalent, appoint:
 - **Course Manager (CoM).** This is the individual assigned by the Course's Proponent Agency to ensure the efficient presentation of the assigned course over time. A CoM for a specific course ensures it is current, establishes class start and end dates, submits Course administrative data (CAD) and programs of instruction (POI), ensures iterations are presented as designed and scheduled (start and end dates), assists Class Managers (CM) as needed, acquires Resources required to present the Course, identifies Course problems and implements viable implementation solutions.
 - **Facility Manager (FM).** This individual is responsible for the operation and maintenance of Army facilities used for education or training. This individual may or may not be assigned to a training institution or organization. Some of these facilities contain or provide special capabilities required to conduct education/training activities. These facilities include, but are not limited to, ranges, training areas, parade grounds, simulation buildings, and training laboratories/workshops. This manager is responsible for ensuring the facility is available for Learner use when scheduled and that the facility provides the required capabilities. The training Facility Manager creates and edits information about the Facility.
- TASS Battalions are units specifically designed to administer training for the USAR and ARNG. They have no real proponentcy in themselves, but are aligned with and accredited by Active Component Proponent Agencies. For example, the 6th Battalion (MI), 98th Division (Institutional Training), Fort Devens, MA, is aligned with the Military Intelligence Center and School, Fort Huachuca, AZ. TASS Battalions are both schools, which administer training, and locations where training occurs. The battalion commander appoints:
 - **Class Manager (CM).** This individual is responsible for managing the iterations of a course. The CM's responsibilities include, but are not limited to, such activities as establishing/verifying daily (Lesson level) scheduling, authenticating learners, ensuring Resources are available when needed, and ensuring Learners are at their assigned locations as scheduled.
 - **FM.** This individual is responsible for ensuring that assigned classrooms, labs, and training areas at resident education or training sites are ready for use. FMs also ensure that training products delineated in the POI or Training Support Package (TSP) have been requisitioned, assembled, and are available for the presentation of the specified lessons.
 - **Learning Approver (LA).** This individual is a supervisor in the chain-of-command who has overall responsibility for the welfare, morale, training, education and discipline of those under his/her command/direction. This individual approves the scheduling of subordinates for training/education.
 - **Unit Training Manager (UTM).** This individual is responsible for planning and implementing training in Army units. A UTM's managerial duties include developing training budgets, organizing training programs, acquiring training products,

- scheduling training activities, and providing feedback to the training/task proponent concerning the quality and usability of training materials provided by the proponent.
- Army Installations and OCONUS Communities are locations where training is conducted. The installation or community DPTM or G3 appoints:
 - **FM.** This individual is responsible for ensuring that assigned classrooms, labs, and training areas at resident education or training sites are ready for use, as described above. FMs also ensure that training products delineated in the POI or Training Support Package (TSP) have been requisitioned, assembled, and are available for the presentation of the specified lessons.
 - **LA.** This individual approves the scheduling of subordinates for training/education.
 - **Product Distributor (PD).** (1) This is the individual responsible for shipping paper-based, compact disk read-only memory (CD-ROM)-based, and other hard copy Products to recipients in response to requests for these Products. The request can be triggered by the registration of a Learner in a course or by a request for a Product in the Product Catalog. The PD is also responsible for ensuring that there are always sufficient quantities of these products in stock to meet user requests. (2) This is the ALMS Role given to the individual who is responsible for the order, reorder, inventory control, and overall management of Expendable Training Resources.
 - **UTM.** This individual is responsible for planning and implementing training in Army units.
 - Army Schools and Training Institutions are locations where training is conducted. The Commandant, A/C, or DOT appoint:
 - **CM.** This individual is responsible for managing the iterations of a Course.
 - **FM.** This individual is responsible for the operation and maintenance of Army education/training facilities on Army installations. The Facility Manager creates and edits information about the Facility.
 - **LA.** This individual approves the scheduling of subordinates for training/education.
 - **PD.** (1) This is the individual responsible for shipping training Products to recipients in response to requests for these Products. (2) PDs are responsible for the order, reorder, inventory control, and overall management of Expendable Training Resources.
 - **UTM.** This individual is responsible for planning and implementing training in Army units.
 - Proponent Agencies are organizations that develop, produce, and manage training and doctrinal content within a functional mission area. They are the authors and sources of functionally oriented training courses, products, and materials. They have doctrinal responsibility for weapons, equipment, and systems that fall within their functional

purview. The Commandant, Assistant Commandant, or Director of Training Development (DOTD) make the following ALMS Role appointments:

- **CoM.** This is the individual assigned by the Course Proponent to ensure the efficient presentation of the assigned Course over time.
- **LA.** This individual approves the scheduling of subordinates for training/education.
- **UTM.** This individual is responsible for planning and implementing training in Army units.
- Units. Battalion commanders or equivalent appoint:
 - **LA.** This individual approves the scheduling of subordinates for training/education.
 - **UTM.** This individual is responsible for planning and implementing training in Army units.
- The Commander, Army Training Support Center (ATSC), appoints:
 - **PD.** (1) This is the individual responsible for shipping training Products to recipients in response to requests for these Products. (2) This is the individual who is responsible for the order, reorder, inventory control, and overall management of Expendable Training Resources.
 - **LA.** This individual approves the scheduling of subordinates for training/education.
 - **UTM.** This individual is responsible for planning and implementing training in Army units.
- PMO DLS. The PM DLS appoints:
 - **ALMS System Administrator (SA).** The SA is responsible for the operation and maintenance of the ALMS.

Role-Based User Role Designation Authority. Certain Role-based Users in the ALMS can, in turn, designate other RBUs. Designation is less formal than appointment, but still requires an email message sent through the Help Support Activity to the SA.

- Course Managers may designate:
 - **Instructors (I).** These individuals are military or civilian personnel whose primary duties are to present education or training lessons to Learners. The instruction may be provided to groups of Learners in a resident classroom setting; in a remote setting in which the Instructor and Learners are physically separated in space, but not in time, and instruction is provided electronically via video teletraining; or it may be provided in a self-paced education/training program in which the Instructor and Learners are separated in both space and time and the instruction is provided via the Web, CD-ROM, or by paper-based textual materials. In the latter case, the

Instructor's role may be limited to responding to requests for help, grading examinations, and providing other information and assistance as required.

- **Assistant Instructors (AI).** These individuals provide support and assistance to primary Instructors engaged in preparing for or presenting instructional materials to Learners.
 - **Class Managers (CM).** These individuals are responsible for managing the iterations of a course.
 - **Other CoMs.** These are individuals assigned by the course proponent to ensure the efficient presentation of their assigned Courses over time.
 - **Subject Matter Experts (SME).** The SMEs are task-content experts who have knowledge of and can perform the tasks and supporting skills of a specific job or duty position. The SMEs provide the technical expertise for the job/duty position. Army SMEs may be soldiers or civilians in units, Instructors, task performers, or supervisors. They may be qualified at the apprentice, journeyman, or master levels. SMEs are responsible for their respective Communities of Practice (CoP) on the ALMS.
- **Class Managers** are authorized to designate all the same Roles as the Course Manager, with the exception of the Course Manager Role. This includes other Class Managers.
 - **Learning Approvers** in units may designate Unit Training Managers in their own or in subordinate units. For example a battalion commander, once appointed an LA for the battalion, may designate a training NCO in the S-3 or in Company B as UTMs for the battalion.
 - **Unit Training Managers** may designate other UTMs in their own or in subordinate units. For example, company a first sergeant once designated a UTM and may further designate the platoon sergeant for 2nd Platoon a UTM.

Address https://ask-atsc.atsc.army.mil/Scripts/rightnow.cfg/php.exe/enduser/ask.php?p_sid=pt1Fblbh&p_lva=&p_sp=&p

Support Home Find Answers Ask a Question My Profile

Identification

* **Login Name:** john.j.osix

Your Question is...

Subject: Role Appointment Request

Request the following individual from my unit/organization be appointed the Role of Facility Manager for training facilities at Fort Olympia...

AKO User Name: Jan.Itor
 Location: Fort Olympia, WA
 Domain: Fort Olympia Common

John J. Osix, COL, Dir., Plans, Trng and Mob., Fort Olympia

Additional Information

* **Category:** Learning Management System (DLS) (needed to assign to the correct SME***, if uncertain select other) Click on "i":

* Denotes a required field. ** Subject Matter Expert

Figure 3: Sample Appointment Request Message

The Role Appointment Process. The ALMS provides an administrative means to designate individuals as ALMS RBUs and to have them assigned by name to a specific Role in the system. An appointing or designating authority wishing to have a user entered into the system as a particular RBU makes a written (email) request to the ALMS SA via the Army Training Help Desk (ATHD) email account. The DLS SA is responsible for checking to ensure the appointing/designating authority matches the Role type, domain(s), and location for the appointee/designee and for responding to the sender if there is a problem. Otherwise, the SA has 24 hours in which to add the individual to the appropriate list of RBUs in the system. A sample appointment request message is provided in Figure 3:

Step-by-step instructions for accessing, filling out, and completing the ATHD “trouble ticket” used for making an RBU appointment or designation request are contained in the ALMS New Users briefing available on the ALMS Homepage.

Updating User Profile Data. Users can, and often need to, perform multiple roles in the ALMS. The ALMS System Administrator will update all Role appointments and designations sent to the Army Training Help Desk by entering the proper information into the Role field(s) of the user’s personal information/data kept in the system. This action activates the Role. On subsequent visits to the ALMS, the user will find the screens appropriate to his new Role available for use.

Role	Description
Assistant Instructor (AI)	An individual, military or civilian who provides support and assistance to a primary Instructor when they are preparing for or presenting material to a Learner.
Class Manager (CM)	This is the individual responsible for managing the conduct of an iteration of a course. The Class Manager’s responsibilities include, but are not limited to such activities as establishing/verifying daily (lesson level) scheduling, authenticating Learners, ensuring resources are available when needed, and ensuring Learners are where they are scheduled to be.
Course Manager (CoM)	This is the individual assigned by the course proponent to ensure the efficient presentation of the assigned course over time. A Course Manager for a specific course ensures it is current, establishes class start and end dates, submits CAD and POI, ensures iterations are presented as designed and scheduled (start and end dates), assists Class Managers as needed, acquires resources required to present the course, identifies course problems and implements viable implementation solutions
Facility Manager (FM)	This individual is responsible for the operation and maintenance of Army facilities used for education or training. This individual may or may not be assigned to a training institution or organization. Some of these facilities contain or provide special capabilities required to conduct education/training activities. These facilities include, but are not limited to, such entities as ranges, training areas, simulation buildings, and training laboratories/workshops. This manager is responsible for ensuring the facility is available for Learner use when scheduled and that the facility provides the required capabilities.

Role	Description
Instructor (I)	Any individual, military or civilian, who conducts instruction. This instruction may be on-site in the actual presence of Learners, via electronic means such as Video Tele-training (VTT) or web-based education/training, or providing assistance to a Learner engaged in a self-paced education/training program.
Learner (L)	This is an individual engaged in acquiring knowledge and skill by actively participating in a directed or self-motivated education/training course/courseware.
Learner Approver (LA)	The chain-of-command supervisor who has overall responsibility for the welfare, morale, training, education, and discipline of those under his/her command/direction.
Product Distributor (PD)	The Product Distributor will be the individual responsible for shipping paper-based, CD-ROM based and other hard copy products to recipients in response to requests for these products. The request can be triggered by the registration of a learner in a course or by a request for a product in the product catalog. The PD will also be responsible for ensuring that there are always sufficient quantities of these products in stock to meet user requests.
Subject Matter Expert (SME)	This is an individual who has knowledge of and can perform, the tasks and supporting skills and can apply that knowledge of a specific job/duty position. They are task content experts. This individual provides the technical expertise for the job/duty position. Army SMEs may be soldiers/civilians in units, Instructors, task performers, and their supervisors. There are three levels of SMEs—apprentice, journeyman, and master.
System Administrator (SA)	<p>The System Administrator (SA) is an individual who will be responsible for the operation and maintenance of the Block 3 System. This individual will perform the following tasks:</p> <ul style="list-style-type: none"> • Creation of system accounts and assigning LMS roles and privileges to users • Activation and deactivation of user accounts • Responding to approved requests from users to make changes to database (e.g. add a new resource type). • Monitoring of the system and the system interfaces to ensure required availability • Responding to alerts from the system based on severity • Notifying users of scheduled and unscheduled down times for maintenance and emergency operations • Coordinating maintenance tasks with the systems administrators / operations and maintenance groups of external systems.
Unit Training Managers (UTM)	This individual is responsible for implementing training in an Army unit. It includes such management activities as: planning, budgeting, organizing, acquiring training products, scheduling, and providing evaluation feedback to the training/task proponent concerning the quality and usability of the provided training materials.

Figure 4: LMS Role-Based User Listing

ALMS 2.0 Topic No. 4 - ALMS Courseware Process for Non-TRADOC Organizations.

Introduction. This document provides general guidance and procedures for non-US Army Training and Doctrine Command (TRADOC) organizations that wish to load courseware into the ALMS. It provides an overview of the processes and responsibilities for testing and loading courseware from proponent organizations into the ALMS.

This guidance applies to non-TRADOC organizations only. TRADOC Proponent organizations must follow courseware testing and validation guidance provided by the Army Training Support Center (ATSC), Fort Eustis, VA. However, non-TRADOC agencies should be aware of this guidance and the TRADOC courseware development standards, and adopt them, where feasible as “best practices” to minimize problems.

Further, this guidance applies only to “smart” or *executable* courseware developed to industry- and government-accepted standards, such as SCORM or AICC. Proponent organizations, whose training content is rendered using common desktop applications, such as PowerPoint or Adobe Acrobat, need not follow these courseware testing and loading procedures, since those content files may be loaded directly into the ALMS from the Course Manager’s workstation.

Content Validation Server (CVS). A critical first step in the process of placing content into the ALMS as registerable courseware involves testing the content files to ensure that they:

- Execute properly from a technical perspective and
- Perform functionally in the manner intended by the courseware’s Proponent.

To assist in this activity, PM DLS operates a system called the Content Validation Server (CVS). The CVS is designed to be used by Proponent organizations and government or contractor training developers to test courseware. ATSC also uses the CVS to test TRADOC Proponent courseware.

The CVS is used for content testing in order to determine if courseware operates correctly, both technically and functionally, in a low-risk environment. Potential consequences associated deploying untested courseware include frustration to the Learner, the inability of the trainer to obtain required data from the learning management system hosting the courseware, and the overall degradation of host functions by over-committing system resources. The CVS provides an environment for reducing these risks prior to loading the final versions of courseware onto the “production” ALMS. It is designed to mirror the production system as closely as possible so that courseware behaviors detected in the CVS may be safely assumed to be replicated once the content is deployed in the production ALMS.

Courseware Delivery. As stated above, the courseware developer or functional Proponent wishing to place courseware in the ALMS must first submit the courseware to DLS for loading and testing in the CVS. **Note:** It is the responsibility of the courseware developer and/or functional Proponent to perform quality assurance (QA) testing (to include SCORM conformance tests) prior to submitting courseware (**final version**) to DLS for loading into the CVS and subsequent testing. This applies to all TRADOC Course Managers submitting

courseware through ATSC for final approval, and non-TRADOC Course Managers submitting proponent approved courseware directly to DLS.

As part of the courseware submission process, the Proponent completes the Validation of Courseware Form (Figure 5 below). Note that in completing this form, the Proponent identifies to DLS the individual(s) who will actively manage the courseware once in the ALMS and who will respond to Army Training Help Desk (ATHD) trouble tickets related to content and/or courseware functionality. **Note:** ATHD trouble tickets that are environmental in nature, e.g. network issues, will be addressed by ALMS system administrators.

Courseware Title:				
Course Manager(s)				
Name	Organization/Company	Date of Training	Email Address	Phone Number
Help Desk Agent(s)				
Name	Organization/Company	Date of Training	Email Address	Phone Number
This course has been validated and is ready for loading onto the Army Learning Management System.				
Date	Signature	Title & Position	Organization	

Figure 5: Validation of Courseware Form

The information below must also accompany all courseware submitted to be loaded into the CVS:

- Courseware/software must be received in a PIF/WINZIP file
- Course/Product Name
- Is this an ATRRS quota managed course? Y/N

- ATRRS Switch Over Date
- Course Start Date
- Course End Date
- Format
- Storage location/URL
- Do you have the source code? Y/N
- Proponent POC.
- If courseware is HTML, specify the starting file
- The version/date of courseware/software
- Title of the proponent (e.g., Army Materiel Command)
- The book marking requirements
- The answer key
- Number of modules/lessons
- Authoring Tool

Proponent organizations can upload courseware submitted for the CVS from an FTP site of their choosing or from AKO. Once notified, DLS can download it from there. The Proponent organization's point of contact and DLS testers should maintain telephonic and/or written (email) communications and coordination throughout the process. Instructions for uploading courseware on AKO can be found at <http://help.us.army.mil/faqs/KCC>. For instructions on using AKO KCC, see the information below.

1. Go to www.us.army.mil
2. Select Help
3. Select Help Files
4. Select Files
5. Select Folders and Files
6. Select Uploading Files

The courseware Proponent notifies the DLS Courseware Testing Section by email when the courseware and accompanying information are ready for submission.

DLS Playability Testing. DLS will load submitted courseware into the CVS and conduct functional and technical testing. **Note:** These tests are designed to detect obvious problems, from failure to load to navigation or "buttonology" errors. However, these test are often conducted without a detailed knowledge of the Proponent's intent for the behavior of the courseware. Therefore "passing" testing in the CVS is not a guarantee that the product will perform in just the way the Proponent intends. It is the Proponent's responsibility to assess and determine the disposition of any anomalies of this type, if detected after the courseware is deployed in the Production system. It is not unusual that a Proponent determines a need for some kind of post-deployment adjustment to courseware.

Once completed with testing, PM DLS personnel will complete and send to the Proponent a report of the test results (see Figures 6 & 7, Courseware Playability Test Report).

DATE: COURSEWARE MOS/TITLE: COURSEWARE DATE/ VERSION: COURSEWARE FUNDING YEAR: TEST ITERATION: DELIVERY METHOD:
PART I – SCORM (ATSC Only) COURSEWARE TESTER: SCORM VERSION: ADL TEST SUITE VERSION: VERIFICATION METHOD: FINDINGS:
CONTENT PACKAGE (ATSC Only) RESOURCE VALIDATION: Number of files (Continuous Testing Only): Courseware Package: Manifest File Validation: Package (Disk) File Validation:

Figure 6: Courseware Playability Test Report

ADL Content Package Conformance Test:
RUN-TIME(ATSC Only) ADL RUN-TIME ENVIRONMENT CONFORMANCE TEST:
ARMY MANDATORY (ATSC Only) ARMY MANDATORY RUN-TIME VALIDATION: ARMY MANDATORY META-DATA:
PLAYABILITY COURSEWARE TESTER: RECOMMENDATION: TESTING LOCATION: OPERATING SYSTEM: BROWSER VERSION: LMS: FINDINGS:
GENERAL OBSERVATIONS:

Figure 7: Courseware Playability Test Report (cont.)

Loading Courseware from the CVS to the ALMS. As stated previously, courseware Proponents will inform DLS by email when their courseware is ready to be imported into the CVS. Proponents will provide the type and size of the courseware to reside on the CVS. The ALMS testers will load the submitted courseware into the functional proponent's security domain within that system.

Courseware on the CVS will be removed once the final version is approved and loaded into the ALMS. Courseware will be archived on a CD-R/RW by DLS after a period of 30 days. CD-ROM-based courseware will be archived until a new version replaces the previous version.

Troubleshooting. If there are problems importing courseware either into the CVS or the ALMS, the courseware will be tested for SCORM using the ADL Conformance Test Suite. If courseware passes all the SCORM Tests but is unable to be imported onto the CVS or ALMS, an Army Training Help Desk ticket will be opened and the problem will be investigated. If it is determined there is a problem with the courseware, it will be returned to the developer/proponent. If the problem is determined to be within the ALMS, the problem will be corrected and the courseware then be loaded. SCORM tools can be downloaded from <http://www.adlnet.gov/downloads/index.cfm>.

Rejections

Below are typical reasons for courseware rejections:

- Courseware not validated by the proponent that it works as intended on the CVS/ALMS
- Courseware not packaged correctly
- Courseware that will not load and found to be a courseware issue
- Courseware Administrative Data
- No system requirements provided
- Courseware is SCORM, but there is no manifest file
- No SCORM log files
- System requirements
- Answer keys for pre- and post-test
- Reference/help and glossary files not embedded within the courseware
- Streaming media not embedded within the courseware
- Audio quality poor or missing
- Graphics not displayed correctly

Failures

The following are some reasons for failures:

- The wrong completion status sent to the ALMS
- Requires a mastery score, but no mastery score is provided
- System hang ups that do not allow course completion
- Course does not navigate properly.
- Courseware references file names that are not case sensitive; ALMS implementation is case sensitive.

Rejection Processing. If a Courseware Playability Test Report received by the Proponent indicates defects or anomalies, the Proponent or contracted developer must decide if and how to correct the problem(s). Clearly defects that prevent the courseware from executing or cause

significant execution problems need to be addressed. However, there may be minor defects noted by the test team that, in the judgment of the Proponent, do not negatively impact the training sufficiently enough to expend the resources to correct. It is the Proponent's call whether to overlook defects of this type in the interests of making the training available to its audience at the earliest point in time.

The courseware testing process can be iterative. That is, it can undergo as many cycles of submit-test-fix as needed to work off problems inherent with courseware functionality.

Production LMS. Once courseware has passed the DLS testing in the CVS, the test team will load it onto the Production LMS. These personnel will place the courseware in a folder designated for the Proponent in the ALMS Production Repository. It will reside there until accessed by the Proponent's appointed ALMS Course Manager, whose job it is to link the content with the Course administrative data as part of the process of making the offering available for registration in the Catalog. Help files in the ALMS Help application are available to guide the Course Manager (CoM) through this process.

The Course Manager. The key individual in this process is the Course Manager. The CoM is responsible to ensure that the information required for administering training is entered into the ALMS and that it accurately reflects the intent of the Proponent. This includes creating the course structure, naming and versioning, ATRRS management coordination (if applicable), prerequisites, report generation, and other related functions.

The ALMS Training Team is available to ensure the Course Manager receives requisite training and has been given the permissions in the ALMS necessary to perform his/her functions in the system.

ALMS 2.0 Topic No. 5 - URL Redirection Policy

The ALMS provides the capability for a Course Manager to easily import content by supplying a Uniform Resource Locator (URL) to the external location where the content resides. (URLs, sometimes called links or pointers, are Web-based text or images, embedded in the user's interface or screen presentation. When invoked (clicked on), they automatically transport the user to a pre-determined Web-based location. In ALMS context, they would direct the user to Courseware residing in another system, where it can be executed).

However, there are enough significant management problems inherent with such an approach as to make it generally unadvisable, except in certain, pre-approved circumstances. Therefore, by policy, ALMS Catalog entries (offerings) will only be associated with content objects that are resident within the ALMS host. This means that Proponent organizations wishing to place offerings in the ALMS Catalog, which are linked to content objects residing in external systems, will require the granting of an Exception to Policy before being permitted to do so.

It should be noted that this policy applies to Courseware that is not under initial development or redesign, but which has been approved by the applicable Proponent as available for Learner registration and delivery. It is expected that content will need to be stored in systems outside the ALMS while under development and testing prior to Proponent acceptance and approval.

In order to have such an Exception to Policy approved, the Proponent must provide a strong justification for having specific pieces of approved Courseware reside in hosts outside the ALMS. Exception approval will center on characteristics of the Courseware item:

- It is incompatible with (will not "run" in) the ALMS and
- It is not financially practical to redesign or convert or
- It is determined to be close to the end of its lifecycle.

The Exception to Policy process begins with a request by the Proponent responsible for the piece or pieces of Courseware in question. This request, either in memo form or entered through the Army Training Help Desk trouble ticket system, is received at the Program Management Office for Distributed Learning System (PMO DLS) where it is entered into the PMO's Change Management (CM) process. Through the CM process, the Exception request is vetted by technical and functional representatives from DLS and the TRADOC Program Integration Office (TPIO) respectively. Advised and assisted by the TPIO, the PMO DLS approves or denies the Exception request and provides that response back to the submitter.

If approved, PMO DLS ensures that appropriate individuals (management and ALMS Role-Based Users) in the responsible Proponent organization understand all the additional administrative and managerial actions that must be performed when maintaining ALMS Catalog entries with associated content residing outside the ALMS. Some of these are:

- **Version Control:** The ALMS' strong automated versioning features will not be enabled and Course Managers must manually update Catalog entry Course Administrative Data (CAD) when associated content is changed.
- **URL Maintenance:** When any part of the named path to the server location specified in the URL code changes, the link will become inoperable. External content locations and paths are beyond ALMS System Administrators' knowledge and control. Therefore, the responsible CoM must periodically verify the accuracy of the link and ensure the code underlying URL is updated when the environment (location, path) in which the content resides is changed. Failure to do so will result in a Learner clicking on a link expecting access to Courseware and instead being stranded as the location is "Not Found."
- **Learner Navigation:** ALMS Learners who click on URLs to access Courseware and are thus transport to Web-based locations outside the system, must be able to return to the ALMS environment, if needed, to self-mark their training "delivered" (if enabled and required) or continue with other ALMS-hosted training activities. Familiar back-tracking navigation techniques, such as the browser's "Back" button, may not necessarily work, depending on situation. Proponent representatives must ensure the Learner has a way to return to the ALMS environment.
- **Completion Reporting:** When a Learner completes a Course or Product which is hosted by the ALMS, the result is stored in the system as transcript data associated with the Learner's training record. If the training is "ATRRS-managed," the ALMS initiates a message (B-1, Student Course Progress Data) reporting the results to the ATRRS "System of Record." When the content resides elsewhere, these automated mechanisms do not function and there is no way that the Learner knows that the results have not been recorded in his ALMS transcript or reported to ATRRS. It is then the responsibility of the Proponent's Course Manager to know when the Learner has completed the externally-hosted training and to manually "close out" the open registrations in the ALMS and ATRRS to ensure the Learner gets the appropriate "credit."
- **Help Desk Management:** Proponent level, "Tier II and III" agents operating as part of the Army Training Help Desk (ATHD) will need to know if and when the subjects of content-related trouble tickets reside in the ALMS or in other repositories. ALMS-registered Learners, who generate such tickets reporting technical problems with electronic training content, whether it be internal to the object or network related, will not likely know or note the storage location of the object giving them trouble. If the Proponent's ATHD agent is not aware of the location, much time in troubleshooting and resolving the problem can be wasted.

In addition to increased management overhead, Proponents of ALMS-cataloged offerings linked to externally-hosted content objects should be aware of potential system functionality losses in two areas:

- **Loss of SCORM-related Functionality:** When hosting appropriately designed Courseware, the ALMS provides a variety of training management functions and useful data. For example, the system can track and enforce SCORM-related features such as test attempts and time limits to support the Proponent's intent. The ALMS can also provide the granularity of data necessary for test item analysis and critique response aggregation. These features and the enabling, associated data are not captured (and therefore not available for retrieval or enforcement) when the content objects are executed outside the system.
- **Loss of Content Delivery Functionality:** One of the critical sets of requirements which drove the ALMS design revolves around the desire to automatically move electronic training content to locations close to the point of execution (where the Learner runs the Courseware). This capability, which reduces costly, long-haul bandwidth requirements and increases Courseware execution performance, is provided through the system's Learning Content Management System (LCMS). The ALMS LCMS does this through the implementation of a Content Delivery Network (CDN), integrated with the system's LMS Engine. When content is not hosted by the ALMS, a copy of it cannot be transmitted to a storage location near the registered Learner and the cost-saving, performance-enhancing properties of the CDN are not utilized.

Leadership in Proponent organizations that employ URL Redirection to external content associated with ALMS Catalog entries should anticipate participation in ATHD Tier II/III Trouble Ticket resolution efforts in all of the areas detailed above

