



DEPARTMENT OF THE NAVY
BUREAU OF MEDICINE AND SURGERY
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IN REPLY REFER TO
BUMEDINST 1500.25B
BUMED-M7
16 Apr 2014

BUMED INSTRUCTION 1500.25B

From: Chief, Bureau of Medicine and Surgery
To: Ships and Stations Having Medical Department Personnel

Subj: NAVY MEDICINE MASTER TRAINING SPECIALIST PROGRAM

Ref: (a) BUPERSINST 1610.10C
(b) OPNAVINST 6110.1J
(c) SECNAV M-5214.1 of December 2005

Encl: (1) Navy Medicine Core Competency Qualification Requirements Handbook, Master Training Specialist
(2) Master Training Specialist Nomination Memorandum Template
(3) Master Training Specialist Qualification Summary
(4) Acronyms

1. Purpose. To update policy for the guidance and execution of the Navy Medicine Master Training Specialist (MTS) Program. This instruction is a complete revision and must be read in its entirety.

2. Cancellation. BUMEDINST 1500.25A.

3. Discussion. Education and training are critical factors in creating and maintaining a successful agile, responsive, and flexible organization. Those leading the development, delivery, and supervision of Navy Medicine education and training are in a unique position as specialists and change agents to impact the scope of healthcare beyond the classroom and laboratory. The MTS Program is designed to develop and qualify those individuals who possess advanced knowledge, skills, and abilities that will enhance the delivery of quality Navy Medicine education and training. Individuals who are MTS designated will be expected to take a leadership role by which they instruct, mentor, and evaluate educational delivery and curricula products.

4. Policy. To provide the greatest organizational benefit, eligible MTS individuals must complete enclosure (1). The outlined standards will be uniformly applied and the nomination criteria must be carefully controlled and monitored for MTS designation to have credibility throughout Navy Medicine education and training communities and to ensure the designation's universal recognition as a high value-added qualification. MTS is a designation of qualification, not an awards program, and shall not be used in lieu of an award or as an end-of-tour award.

MTS qualification shall not preclude an individual from receiving other appropriate awards for the same service. Failure to obtain MTS qualification should not be interpreted as an indication of unsatisfactory or adverse performance.

5. Eligibility

a. MTS is open to all military and civil service personnel meeting the eligibility requirements to be a Navy instructor. Persons eligible to participate in the MTS Program include Navy and Marine Corps officers, enlisted, and Department of Defense (DoD) civil service personnel permanently assigned to a Navy Medicine education and training command or training support billet at a Navy Medicine command whose primary mission is education and training.

b. Other service personnel may participate if they are permanently assigned to a Navy Medicine command whose primary mission is education and training.

c. Military candidates evaluated under reference (a) must receive no mark below 3.0 in any trait for the 12-month period immediately preceding nomination. All military personnel must pass the Physical Fitness Assessment (PFA) per reference (b) or applicable service (Army, Marine Corps, Air Force or Coast Guard) instruction.

d. Contractors are not eligible to participate in this program.

e. Minimum prerequisite training qualifications for eligible MTS candidate participation are detailed in enclosure (1). Commanding officers (COs) or officers in charge (OICs) may grant a waiver to DoD civilians who already possess professional credentials in education or training and to military service personnel who have completed service-specific instructor training. Case-by-case waivers may also be granted for those individuals who have previously completed formal instructor training through one of the Navy's legacy formal training paths: Group-Paced Instructor training (Navy Enlisted Classification (NEC) 9502), Basic Instructor Training School (NEC 9502), Officer Instructor Training School, Reserve Instructor Training School, or Navy Leadership Facilitator Training Course (NEC 9518).

6. Process

a. The Navy Medicine Education and Training Command (NMETC) will serve as the MTS Executive Agent. NMETC Academic Director must approve all waivers of eligibility beyond those stated above and will be consulted if training credentials are questionable.

b. Core Competency Qualification Requirements (CCQRs). The Core Competencies, as defined in Appendix A of enclosure (1), represent the minimum requirements for MTS designation. Candidates must demonstrate proficiency in each of the competencies as documented by the revised Knowledge Qualification Sign-Off Sheet (KQSS) and Performance Qualification Sign-Off Sheet (PQSS) contained in enclosure (1). Additional competencies,

unique to a command, may be added upon recommendation of the command MTS Program Coordinator and approved by the respective CO or OIC. For the MTS designation to have credibility throughout the education and training communities and to ensure the designation's universal recognition as a high value-added qualification program, the standards shall be uniformly applied. The nomination criteria must be carefully controlled and monitored.

c. Qualification and Documentation Procedures

(1) The MTS designating authority is the CO or OIC of the education and training command. Education and training commands desiring to participate in the MTS Program must request approval in writing from NMETC; they must establish a command MTS Board and have a MTS Program Coordinator designated in writing.

(2) The MTS candidate's Department Head is required to complete and forward a MTS Nomination memorandum, (a template is provided at enclosure (2)), to the MTS Program Coordinator to determine eligibility.

(3) MTS Candidate:

(a) Complete enclosure (1) requirements, upon formal acceptance to the MTS program.

(b) Submit packages to the MTS Program Coordinator via their chain of command.

(4) The MTS Program Coordinator:

(a) Enrolls eligible candidates into the MTS Program.

(b) Assigns an MTS mentor and schedules candidate and mentor meetings to provide MTS qualification process guidance and direction as outlined in enclosure (1).

(c) Provides candidates with serialized copies of enclosure (1) and access to all cited references for completing CCQR. The recommended format is command acronym, 4 digit year, and 4 digit serial number (e.g., NMTSC-2014-0001).

(d) Schedules ongoing consultations as needed with all active program candidates and mentors.

(e) Reviews CCQR completion requirements, outlined in enclosure (1), verifies that all criteria are met, schedules the written examination, and oral board.

(f) Notifies the candidate, in writing, at least 2 weeks prior to convening the MTS Board.

(g) Ensures an appropriate entry is placed in the individual's service record. For enlisted personnel, enter MTS designation in the Professional Qualification Standards (PQS) section on page 4, NAVPERS 1070/604, Enlisted Qualifications History, and enter the date qualified on page 13, NAVPERS 1070/613, Administrative Reports. For officers, include a copy of the designation certificate and enter the date qualified on page 13, NAVPERS 1070/613. For DoD civilian personnel, request all training on an SF 182, Authorization, Agreement and Certification of Training. After completion of training, ensure the MTS Coordinator signs page 2, Section F - Certification of Training Completion and Evaluation and attaches a copy of the MTS qualified member's certificate or grades, if applicable; then returns the completed form to the MTS qualified member's Training Officer/Coordinator who will forward appropriate entries to the Human Resources department for documentation in the member's official Training Files (Defense Civilian Personnel Data System (DCPDS) and Defense Medical Human Resources System-internet (DMHRSi)).

(h) Ensures unsuccessful candidates complete remediation in those areas found to be deficient by the Board. Upon remediation, convenes a new oral board.

(5) The MTS Board:

(a) Will consist, at a minimum, of the following assigned personnel:

1. The command or detachment MTS Program Coordinator or Instructional Systems Specialist, who will sign the MTS oral board line item of the CCQR final qualification page.

2. The Senior MTS qualified staff member attached to the command or detachment.

3. At least two additional MTS qualified personnel from the command or detachment.

(b) Interviews nominees on any portion of the MTS CCQR the Board deems appropriate and judges the candidate's ability to carry out the assigned education and training management and leadership duties.

(c) Bases recommendations on a simple majority. If the MTS Board finds the candidate qualified, the package will be forwarded with enclosure (3), to the CO or OIC recommending the MTS designation. If the candidate is not qualified, the package along with enclosure (3) will be returned to the candidate with MTS Board recommendations for improvement of deficient CCQR items.

7. Recognition

a. COs and OICs of Navy Medicine education and training commands and detachments with active MTS Programs are authorized to designate command qualified MTS individuals.

b. Ordering, preparing, and distributing certificates and medallions is the responsibility of the awarding authority. Certificates and medallions may be ordered by contacting the NMETC Academic Director in conjunction with the semiannual report or sending the Program Manager (PM) a copy of enclosure (3) approved by the CO or OIC.

c. Upon CO or OIC approval, the command will present each MTS selectee with a Navy Medicine certificate of designation and a MTS nametag medallion at an appropriate command ceremony. Relevant comments must be incorporated into the individual's performance evaluation or fitness report.

8. MTS Medallions

a. Earned MTS medallions are authorized for wear at any Navy Medicine command.

b. Consistent with the spirit and intent of Navy Medicine's MTS Program, all Navy Medicine commands are encouraged to have their MTS-designated personnel wear the nametag medallion as approved. This action is to identify and recognize bearers as qualified activity training assets who possess superior instructional and learning management coordination skills and act as proven resources to the command, activity, or workplace for continuous coaching and mentoring of our Sailors. For military members, the MTS medallion shall be worn on the left side of the nametag opposite the command's logo/medallion; no more than two medallions may be worn at any one time on the nametag. If there is no command logo, the medallion will be centered on the member's nametag before the last name. Civilian members earning the MTS designation will display their MTS medallion per local guidance.

c. Once the MTS designation has been achieved, transfer to another command will not necessitate re-qualification.

9. MTS Designation Removal

a. Any member's CO or OIC may remove an individual's MTS designation for failure to maintain prescribed requisite standards required in this instruction.

b. If a member's designation is removed, appropriate entries will be made in the member's official record.

10. Updating Prior MTS Qualifications. Individuals who qualified as an MTS under a prior instruction must complete the "delta" requirements outlined in Domain 5 in enclosure (1) to serve as a MTS mentor and maintain their sign-off authority under this program. The activity

MTS Program Coordinator is responsible for verifying requirement completion and documenting this in the Personnel Qualifications Standards section on a page 4 in the member's service record; and, for civilian members, submit appropriate entries to human resources or the Command Training Coordinator for updates to DMHRSi and DCPDS; DCPDS is updated by the Command Training Department/Coordinator. Once the "delta" requirements have been validated and documented, the member is fully qualified as a MTS who has mentor and sign-off authority. Sign-off authority allows the MTS member to verify and validate additional candidates pursuing MTS designation.

11. Responsibilities

a. Deputy Chief, Education and Training (BUMED-M7) shall have oversight for the MTS Program policy guidance.

b. Commander, NMETC shall:

(1) Issue guidance for the MTS Program execution, including approving education and training command requests for MTS Program participation.

(2) Appoint a MTS PM in writing.

(3) Provide MTS Program oversight and data management.

(4) Develop, issue, and maintain currency of the Navy Medicine CCQR Handbook outlining required competencies.

(5) Issue certificates and medallions to participating commands.

(6) Review requests for waivers.

c. Navy Medicine education and training commands shall:

(1) Designate a command MTS Program Coordinator in writing.

(2) Appoint MTS Board membership.

(3) Implement and execute the MTS Program per this instruction.

(4) Designate a MTS mentor for each MTS candidate. To be an authorized sign-off authority as a MTS Program mentor, anyone previously designated MTS through the legacy or CCQR MTS process is required to successfully complete the updated Mentor Qualification requirements detailed in enclosure (1), page 9, under "Grandfathering."

(5) Notify the Commander, NMETC of all individuals qualified as MTS via a semiannual memo, submitted in January and July, identifying MTS designations awarded. The memo should cover the preceding two quarters of the calendar year, and include name, rank/rate/grade, MTS qualification date, period during which accomplishments were demonstrated, and the MTS Program Coordinator's name and contact information. NMETC Academics Director will also be notified in this report whenever a MTS designation is removed, including the basis for this action.

(6) Submit procedures and requests for command participation in the MTS Program to the Executive Agent for approval.

d. Command MTS Program Coordinator shall:

(1) Serve as the command program administrator.

(2) Oversee the command and respective detachments qualification processes.

(3) Verify initial MTS candidates' eligibility for participation based upon the recommendation of the candidate's supervisor.

(4) Document candidates' satisfactory requirements completion in the Navy Medicine MTS CCQR Handbook, see enclosure (1). File the Qualification Summary for the duration of a military candidate's tour of duty, plus 1 year after transfer; file the civilian candidate's Qualification Summary for the duration of their career.

(5) Draft the semiannual reports.

(6) Gather/forward metrics and evaluation data, as requested, with any command recommendation for continuous improvement and validation.

e. MTS Candidates. In addition to eligibility criteria in paragraph 5 above, candidates pursuing MTS qualification must:

(1) Complete formal instructor training through one of the Navy's instructor training schools or other Service equivalent.

(2) Be aboard at least 6 months prior to nomination. Be nominated by their direct supervisor to pursue MTS qualification following nomination memorandum format in enclosure (2).

(3) Meet performance evaluation (fitness report, enlisted evaluation or civilian evaluation) requirements.

(4) Complete at least 135 Instructor-Learner contact hours prior to being nominated as a MTS candidate. Instructor-Learner contact hours may include any instructional time approved by the command MTS Program Coordinator to include formal topic instruction, General Military Training and Navy Military Training presentations, rate training, in-service training, facilitated events, staff briefing, indoctrinations, labs, etc.

(5) Complete the core requirements specified in enclosure (1) and any specified command program requirements.

(6) Pass a written examination proctored by the command MTS Program Coordinator.

(7) Complete an oral examination conducted by the command MTS Board and be recommended by the Board for MTS designation.

(8) Military candidates with medical waivers must have passed the last PFA taken prior to the medical waiver.

(9) Have no nonjudicial punishment, courts martial, civilian conviction, or incidence of substance abuse within the 2 years prior to pursuing MTS certification.

12. Records. Records created as a result of this instruction, regardless of media and format, shall be managed per SECNAV M-5210.1 of January 2012 .

13. Forms, Format and Report

a. Forms

(1) SF 182 (12/2006), Authorization, Agreement and Certification of Training, is available electronically from the GSA Web site at:
<http://www.gsa.gov/portal/forms/download/117002>

(2) The following Navy Personnel Command forms are available electronically at:
<http://www.public.navy.mil/bupers-npc/reference/Forms/NAVPERS/Pages/default.aspx>.

(a) NAVPERS 1070/613 (Rev. 08-12), Administrative Remarks.

(b) NAVPERS 1610/26 (Rev. 08-10), Evaluation Report and Counseling Record (E1-E6).

(c) NAVPERS 1616/27 (Rev. 08-10), Evaluation and Counseling Record (E7-E9).

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(3) NAVPERS 1070/604 (Rev. 3-05), Enlisted Qualifications History is available electronically at:

https://navalforms.documentservices.dla.mil/formsDir/NAVPERS_1070_604_1283.pdf.

b. Format. The Master Training Specialist Nomination Memorandum Template is available in Word format at: <http://www.med.navy.mil/directives/Pages/SampleFormats.aspx>.

c. Report. The reporting requirement for paragraphs 11c(5) and 11d(4) are exempt from reports control per Part IV, paragraph 7p, per reference (c).

C. FORREST FAISON III
Acting

Distribution is electronic only via the Navy Medicine Website at:

<http://www.med.navy.mil/directives/Pages/default.aspx>

Navy Medicine
Core Competency Qualification
Requirements Handbook
Master Training Specialist



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PROLOGUE

This document provides the supporting information necessary for an eligible member to pursue the Navy Medicine Master Training Specialist (MTS) designation through the auspices of an approved command MTS Program.

The Navy Medicine MTS qualification provides recognition for outstanding individual effort and fosters greater command training professionalism. The MTS designee will have demonstrated highly effective teaching skills and a comprehensive understanding of learning management, training administration and curriculum management. The objective of this program is to create a cadre of personnel with advanced knowledge and capabilities to perform adjunct training management functions including: conducting in-service training, General Military Training (GMT), instructor evaluations and formal course reviews. The program also creates a nucleus of signature authorities, training mentors and MTS Board members to help ensure a successful command MTS Program.

The MTS qualification is demanding and may only be obtained through the formal qualification program set forth by an approved command instruction. Individual command programs will dictate the need for regulating these requirements.

MTS candidates will be assigned a principal mentor. Candidates must complete both the Knowledge (KQSS) and Performance Qualification Sign-Off Sheets (PQSS) in the Navy Medicine MTS Core Competency Qualification Requirements (CCQR) Handbook and any additional command requirements. **Each signature block of the KQSS/PQSS is to be signed by a command-designated MTS Mentor or the command coordinator or, if not available, an activity-qualified expert in the appropriate performance subject matter as approved by the command program coordinator.**

The MTS Qualification is not and should not be treated as an end-of-tour award. To help ensure utilization of MTS expertise, commands are advised to encourage nominees to achieve MTS designation at least 1 year prior to their projected rotation date (PRD). For example: If candidates have less than 6 months remaining before their PRD, they must receive authorization from the commanding officer (CO) to interview initially with the MTS Board. If the MTS Board disapproves a candidate, the candidate must be approved by a MTS mentor before reconsideration and should not be re-boarded less than 3 months before the effective PRD.

For the MTS qualification to maintain its credibility within and without the Navy Medicine education and training community, the standards must be uniformly applied, with nomination criteria carefully monitored. Failure to obtain the MTS qualification is not to be interpreted as an indication of unsatisfactory or adverse performance.

BACKGROUND

Recognizing the need to revise the MTS Program, both current and future requirements of the new program were reviewed. The purpose of this new instruction is to keep the elements of the old MTS Program that were relevant and develop new elements that support the changes in Navy Medicine education and training. Factors that were considered in the development of the new MTS Program instruction included: State and nationally recognized education and training competencies, Troops-to-Teachers, The Science of Learning, and American Council on Education recommended credits for MTS.

Since MTS is a qualification program and not a professional development program, competencies are used as the foundation. To ensure a close tie to education and training professionals and to maintain credibility of the program, the following sources were used as references during competency development: Professional Competencies for Teachers in the 21st Century, published by the States of Florida and Tennessee; National Board for Professional Teaching Standards career and technical; International Board of Standards for Training, Performance, and Instruction; and the Job Task Analysis for civilian 1700 series.

Navy Medicine Education and Training Command (NMETC) Academic Directorate representatives attended a MTS Core Development Conference hosted by the Center for Naval Leadership Office of Naval Operations (OPNAV) N5/N7 in January 2006. This resulted in recommendations for the CCQR Handbook, grandfathering issues, procedural information for program execution, and the development of a community of practice Web page. The overwhelming consensus of this working group was to retain the name Master Training Specialist (MTS).

ROLES AND FUNCTIONS OF A MASTER TRAINING SPECIALIST

Roles:

- Mentor
- Coach
- Adjunct Training Manager
- MTS Program steward

Functions:

- Certify new instructors and trainers
- Conduct instructor evaluations
- Conduct in-service training
- Subject Matter Expert (SME) in content development, maintenance and review
- Evaluate and assess training processes and programs for American Council on Education
- Evaluate and assess training processes and programs for In-Process Review
- Evaluate and assess training processes and programs for Council on Occupational in Education
- Conduct course relevancy analysis
- Liaise with Training Support Center and training administration
- Apply knowledge management practices
- Act as change agent

PROCEDURAL GUIDANCE

Eligibility Requirements

All participants in the Navy Medicine MTS Program will be graduates of the Navy's Journeyman Instructor Training (JIT) or an approved, equivalent course that meets the JIT competencies. Possession of a Bachelor's degree does not guarantee individuals are able to demonstrate the competencies for being a Navy instructor. Questionable equivalencies shall be referred to the NMETC MTS Program Manager for individual review. In all cases, participants must demonstrate their competence in both stand-up and facilitated instructional methods as detailed in the JIT course. JIT is open to all personnel meeting the eligibility requirements to be a Navy instructor. A MTS candidate's eligibility for participation must be approved by the CO's designated MTS Program Coordinator.

Persons eligible to participate in the MTS Program include Navy and Marine Corps officer, enlisted, and civil service personnel permanently assigned to a Navy Medicine education, training, or training support billet at an activity whose primary mission is education and training.

Other Service personnel may participate if they are permanently assigned to a U.S. Navy training command whose primary duties are consistent with paragraph 5a through 5e of BUMEDINST 1500.25B.

Restrictions and Waivers

Contractors are not eligible to participate in this program.

CO's may grant waivers to Department of Defense (DoD) civilians in their commands who already possess professional credentials in education or training and other military service personnel who have completed service-specific instructor training equivalent to the JIT course. Case-by-case waivers may also be granted for those individuals who have previously completed formal instructor training through one of the Navy's legacy formal training paths: Group-Paced Instructor training (Navy Enlisted Classification (NEC) 9502), Basic Instructor Training School (NEC 9502), Officer Instructor Training School, Reserve Instructor Training School, or Navy Leadership Instructor Training Course (NEC 9518).

Once approved, individual command MTS Programs may exceed the minimum requirements of the guidelines in the CCQR Handbook. Additional competencies unique to an organization may be added upon recommendation of the MTS Program Coordinator with approval by the CO.

The Navy Medicine MTS executive agent, MTS Program Manager, must approve waivers beyond those stated above and should be consulted if credentials are determined to be questionable. In all cases, documentation of credentials is required.

Program Guidance

Military MTS candidates will not have received a performance trait mark below 3.0 on his or her NAVPERS 1610/26, Evaluation Report and Counseling Record (E1-E6) or NAVPERS 1616/27, Evaluation and Counseling Record (E7-E9) for the 12-month period preceding the nomination. Civilian MTS candidates under the General Schedule system must have a minimum of an acceptable summary rating or for any other performance system utilized must have either an acceptable summary rating or the midrange rating under that system, as applicable) for the rating year prior to their nomination.

Military personnel must pass the Physical Readiness Test (PRT). Personnel with medical waivers must have passed the last PRT taken prior to the medical waiver. All military personnel will be within the height/weight or approved body fat standards. Civilian personnel must maintain a professional appearance.

Instructors must complete their command specific instructor qualification process and obtain at least two additional MTS evaluations prior to completion of MTS qualification. Personnel in training billets other than instructor are exempt from the instructor qualification process but must obtain at least three instructor evaluations and complete the on-line JIT Computer-Based Training. Commands should ensure evaluators of facilitators have a thorough understanding of facilitator training techniques.

At least one evaluation is to be performed by someone outside of the candidate's department. This requirement may be waived at activities with only one training department. All evaluations will be accomplished by experienced MTS evaluators. The NAVMED Instructor Evaluation Checklist is available in Appendix G of the NMETCINST 1553.1 Curriculum Management.

Videotapes of a candidate's instructional performance may be substituted, at the CO's discretion, for the two MTS evaluations. These videotapes will be made available to the MTS Board as part of the board's assessment criteria. The purpose of the videotapes is to:

- (1) Encourage candidates to use this proven tool to improve their instructional performance;
- (2) Help candidates become comfortable using video technology; and
- (3) Enable the MTS Board to evaluate candidates on their ability to present in an interesting manner and engage students in the learning process.

The MTS candidate's classroom presentation video must be a minimum of one instructional period. Submissions can be in either VHS videotape or digital DVD format. The lesson topic should be one the candidate is qualified to teach. The candidate should be teaching actual

students in the classroom during the videotaping. A lead-in statement to the camera is not required. The tape may contain all or any portion of a lesson topic and will include either an introduction or a review and summary and must not be edited. There is no limit on the number of times candidates can be videotaped.

As previously stated, candidates must complete the KQSS and the PQSS of this Handbook and any additional items a command program may require. Each signature block on the KQSS and PQSS is to be signed by a command-designated MTS mentor or the command coordinator. In the absence of an MTS mentor or coordinator, the command program coordinator can designate an activity-qualified expert in the appropriate performance subject matter as a sign-off authority.

The candidate must be recommended by the command MTS Board prior to submission of their nomination to the CO. If a candidate has less than 6 months remaining before their PRD, they must receive authorization from the CO to interview with the MTS Board. If the MTS Board disapproves a candidate, they must be approved by an MTS mentor before re-boarding and must re-boarded no less than 3 months before the effective PRD. There are no minimum wait-time requirements for re-boards or maximum times a candidate can be re-boarded. Practice boards and/or Pre-boards are approved activities and are highly encouraged.

Implementation

It is recognized that revision of a major Navy program is challenging and there will be candidates caught between the legacy and revised programs. It is strongly recommended those candidates having partially completed the legacy MTS Program be given credit for their work, where possible, by the MTS Program Coordinator. The core competencies for demonstrated performance must be accomplished under the guidelines of this revised CCQR Handbook.

Candidates currently pursuing legacy MTS requirements must be able to complete their requirements and pass their oral board within 60 days of the date of this instruction. All other MTS candidates are required to pursue qualification under the revised program regardless of their status in the legacy program.

Grandfathering

Legacy MTS designees will retain their MTS qualification. MTSs, who received their qualification under the legacy program, are required to mentor MTS candidates under the revised program. Command MTS Program Coordinators must conduct qualification sessions within their commands to ensure their MTS staff is qualified to mentor the performance requirements of the revised CCQR Handbook. MTSs meeting the requirements as mentors and trainers will be given sign-off authority for the revised qualification program when designated by the CO/OIC after being recommended by their MTS Program Coordinator. **Legacy MTS mentor candidates will, at a minimum, complete KQSS Domain 5. Several line items will require a**

sign-off by the MTS Coordinator or other designated official appointed by the CO. This constitutes the “Delta” requirements for legacy MTS to be qualified under the revised program as a MTS mentor with sign-off authority.

SIGN-OFF AUTHORITY MAY BE GRANTED ONLY TO MTSs WHO HAVE QUALIFIED IN THE REVISED PROGRAM PERFORMANCE REQUIREMENTS. This process will require diligence with in-service collaboration and qualification of the command’s MTS community. Command Coordinators shall give credit to MTSs currently performing any of these new line items in the normal course of their duties. This will be verified by their supervisor.
[See Note 3 of the KQSS]

KNOWLEDGE QUALIFICATION SIGN-OFF SHEET

The following represents line items retained from the legacy MTS Job Qualification Requirement and several new knowledge line items supporting the Revolution in Training. They have been mapped to competencies and sub-divided by the MTS domains: Instructional Foundations, Content Implementation and Maintenance, Learning Management, Introduction to Training Support Systems and MTS Mentor. These line items are provided to assist the candidate in the research and preparation for the command MTS written test, accomplishment of the performance requirements, and standing the MTS Board. Commands may opt to add to these line items, as needed, to support their individualized programs, but they may not delete the core items listed in Domains 1.0 thru 5.0.

NOTE 1: In researching and answering these knowledge line items, it may be required for candidates to refer to command instructions and references within their specific learning environments.

NOTE 2: Domain 5 has been added and must be completed by those MTS personnel who have achieved their MTS designation under the legacy program before being granted status as a mentor with sign-off authority for candidates pursuing the MTS qualification.

NOTE 3: New knowledge and performance line-items may be accomplished in several ways. Depending on the line-item requirement, the candidate may need to demonstrate competency through an observed action, a deliverable (in the case of a required prepared document), a certification of completion (by a supervisor), or by verified past performance. Many of our MTSs (legacy designated) are performing duties that encompass several of the new knowledge and performance line-items. If an individual (MTS-qualified or otherwise) demonstrates (or provides verification) that during the normal course of their duties they have satisfactorily accomplished the requirements of a particular line-item, then the program coordinator (or approved command MTS mentor) is encouraged to give that individual credit for that particular line-item requirement.

NOTE 4: Several of the references supporting the following line-items may be in the process of being revised or replaced. It is incumbent upon the command coordinator to ensure that references supporting their command program are the latest iterations of the supporting instructions and references.

PREREQUISITE: KNOWLEDGE QUALIFICATION SIGN-OFF SHEET

Complete JIT Computer-Based Training.
(Navy Knowledge Online course code CPPO-JIT-0010-1.0) or obtain NEC 9502.

Signature Date

Complete NAVEDTRA 14300, Navy Instructional Theory.

Signature Date

KOSS DOMAIN 1: INSTRUCTIONAL FOUNDATIONS

Section A: Navy Instructor Training

Reference:

- NAVEDTRA 134, Navy Instructor Manual
- NMETCINST 1553.1, Curriculum Management

1.A1. State the purpose of the Navy Training System.

Signature Date

1.A2. What is the most essential, single link in the training chain?

Signature Date

1.A3. State and discuss the three qualities of an efficient and effective instructor.

Signature Date

1.A4. Discuss the Instructor's responsibilities in terms of:

- a. Responsibility to students
- b. Responsibility to training safety
- c. Responsibility to security
- d. Responsibility to curriculum

Signature Date

1.A5. List and discuss the four principles of John Keller's model of motivational theory.

Signature Date

1.A6. List and discuss the key principles of applying motivation theory in a training situation.

Signature Date

1.A7. State the ultimate goal of instruction.

Signature Date

1.A8. State and discuss the six laws of learning.

Signature Date

1.A9. State and discuss five different ways of learning.

Signature Date

1.A10. Discuss how motivation affects student learning.

Signature Date

1.A11. State and discuss the types of sensory learners.

Signature Date

1.A12. State and discuss the four basic learning styles.

Signature Date

1.A13. Discuss the barriers to effective communication.

Signature Date

1.A14. State and discuss the purpose of an effective communication process.

Signature Date

1.A15. Discuss the importance of listening communication skills.

Signature Date

1.A16. Describe six verbal skill factors that must be considered in planning instructional delivery.

Signature Date

1.A17. State and discuss the importance of body movement as an important part of successful communication.

Signature Date

1.A18. State and discuss the four purposes of oral questioning.

Signature Date

1.A19. State and discuss the characteristics of a good oral question.

Signature Date

1.A20. Discuss the types of oral questions and their purposes.

Signature Date

1.A21. State the steps of the five-step questioning technique.

Signature Date

1.A22. List and discuss the different instructional methods.

Signature Date

1.A23. State and discuss the three elements of a learning objective.

Signature Date

1.A24. Discuss the two methods of testing and their importance.

Signature Date

1.A25. Explain the six major categories of Bloom's "Taxonomy of Educational Objectives" cognitive domain.

Signature Date

1.A26. Discuss the different types of performance tests.

Signature Date

1.A27. List and describe the primary materials used in presenting instruction.

Signature Date

1.A28. Discuss student feedback/course critique.

Signature Date

1.A29. Discuss the following programs and include possible actions and responsibilities of an instructor.

- a. Equal Employment Opportunity
- b. Navy Core Values
- c. Sexual Harassment
- d. Diversity

Signature Date

1.A30. Discuss the instructor qualification process.

Signature Date

1.A31. Discuss instructor disqualification factors and the process.

Signature Date

KOSS DOMAIN 2: CONTENT IMPLEMENTATION AND MAINTENANCE

Section A: Integrated Learning Environment (ILE) Guidance

Reference:

- NAVEDTRA 136, Integrated Learning Environment Course Development and Life-Cycle Maintenance

2.A1. List and describe the three types of training materials provided by the ILE.

Signature Date

2.A2. Discuss the seven phases utilized to develop a course within the ILE.

Signature Date

2.A3. Discuss the outcome of the Instructional Media Design Package during the design phase.

Signature Date

2.A4. Discuss the three variations of a course example which are developed within the ILE.

Signature Date

Section B: Task Based Content Development

Reference:

- NAVEDTRA 130 Task Based Curriculum Development, Volume 1
- Department of Defense (DoD) Handbook 29612 – Vol 1-5

2.B1. Discuss the item(s) developed in the Plan Phase.

Signature Date

2.B2. Discuss the items developed in the Analyze Phase.

Signature Date

2.B3. Discuss the items developed in the Design Phase.

Signature Date

2.B4. Discuss and list the two categories of learning objectives.

Signature Date

2.B5. Discuss the items developed in the Develop Phase.

Signature Date

2.B6. Discuss the purpose of the Implementation Phase.

Signature Date

2.B7. Discuss the purpose of the Evaluate Phase.

Signature Date

2.B8. Discuss the purpose of Instructional Media Materials (IMM).

Signature Date

2.B9. State and discuss the elements of the Lesson Plan.

Signature Date

2.B10. State and discuss the elements the Trainee Guide.

Signature Date

2.B11. State the purpose of Course Training Task List (CTTL).

Signature Date

2.B12. Discuss the relationship between the following as used in the CTTL.

- a. Job
- b. Duty
- c. Task
- d. Learning Objectives

Signature Date

2.B13. State the purpose of testing.

Signature Date

2.B14. Explain the purpose of conducting a Pilot.

Signature Date

2.B15. List and discuss the triggers for developing, revising, or canceling a course.

Signature Date

2.B16. Describe the relationship between the Course Mission Statement and a Terminal Objective.

Signature Date

2.B17. Spell out the full term for the following abbreviations/acronyms:

- a. LP
- b. DDA page
- c. TO
- d. EO
- e. DP
- f. RIA
- g. IMM/VI

Signature Date

2.B18. Discuss where to find the procedures for handling and storing classified training materials.

Signature Date

2.B19. What items are contained in the final Training Course Control Document?

Signature Date

Section C: Testing

References:

NAVEDTRA 132, **Navy School Testing Program Management Manual**

2.C1. State the purpose of a testing program.

Signature Date

2.C2. Explain the roles and responsibilities of the following for an effective testing program:

- a. NMETC/Naval Education and Training Command (NETC)
- b. NMETC Academic Directorate/NETC N7
- c. Learning Center Commanding Officer
- d. Director of Training
- e. Learning Standards Officer
- f. Curriculum Control Model Manager (CCMM)
- g. Curriculum Developer
- h. Learning Site/Detachment Commanding Officer/Officer in Charge
- i. Testing Officer
- j. Course Supervisor
- k. Participating Activities

Signature Date

2.C3. State the primary course source data for creating test items.

Signature Date

2.C4. List and discuss usable course source data to be used when the primary course source data is not available or has not been created.

Signature Date

2.C5. Define the following tests:

- a. Formal
- b. Informal

Signature Date

2.C6. Define the following proficiency levels and the definition of the three levels contained within each:

- a. Skill
- b. Knowledge

Signature Date

2.C7. List and discuss the five categories for performance and knowledge tests.

Signature Date

2.C8. Discuss the process of piloting a test.

Signature Date

2.C9. Describe the use of each test instrument as they relate to knowledge and performance tests:

- a. Job sheet
- b. Problem sheet
- c. Assignment sheet
- d. Multiple-choice
- e. True or false
- f. Matching
- g. Completion
- h. Labeling
- i. Essay

- j. Case study
- k. Validation of Test Instruments

Signature Date

2.C10. What are the two types of testing method adopted by NMETC/NETC?

Signature Date

2.C11. Discuss test failure policies and associated grading criteria within your learning environment.

Signature Date

2.C12. Discuss how a skill learning objective criticality is determined during performance test design.

Signature Date

2.C13. Discuss how a knowledge learning objective criticality is determined during knowledge test design.

Signature Date

2.C14. List and discuss the ten sections of a testing plan.

Signature Date

2.C15. State the purpose of test and test item analysis.

Signature Date

2.C16. List and discuss the primary and secondary goal of the remediation program.

Signature Date

2.C17. Discuss the three methods of remediation available to instructors:

- a. Targeted
- b. Scalable
- c. Iterative

Signature Date

2.C18. Discuss the following of the remediation program:

- a. Retest
- b. Setback
- c. Drop from training and attrite
- d. Counseling
- e. Academic Review Boards (ARBs)

Signature Date

KQSS DOMAIN 3 - LEARNING MANAGEMENT

Section A: School Management

References:

- NAVEDTRA 135, Navy School Management Manual
- NMETCINST 1540.1, Academic Review Board (ARB) Process
- NMETCINST 1553.1, Curriculum Management

3.A1. List and discuss the responsibility of each of the following members of the training organization structure: Chief of Naval Operations (CNO); Naval Medicine Education and Training Command (NMETC)/NETC; Learning Centers; Curriculum Control Authority (CCA); Learning Standards Officer (LSO); CCMM; and the Participating Activity.

Signature Date

3.A2. Discuss the purpose of the Catalog of Navy Training Courses (CANTRAC).

Signature Date

3.A3. Discuss the functionality of Corporate Enterprise and Training Resource Activity System (CeTARS).

Signature Date

3.A4. Discuss the use of a Course Identification Number (CIN).

Signature Date

3.A5. Discuss the use of a Course Data Processing code.

Signature Date

3.A6. Discuss who is responsible for ensuring accuracy of data with CeTARS.

Signature Date

3.A7. Discuss the relationship between CeTARS and CANTRAC.

Signature Date

3.A8. Describe the "A," "C," and "F" type courses of instruction.

Signature Date

3.A9. Discuss what a Person Event Code is and, where it is found and entered.

Signature Date

3.A10. Discuss assessment strategies as they pertain prior to an ARB.

Signature Date

3.A11. Describe the ARB process.

Signature Date

3.A12. Discuss who is responsible for maintaining a course audit trail/a master record and what it contains?

Signature Date

3.A13. Describe the evaluation of instructors in laboratory/classroom/facilitated environments.

Signature Date

3.A14. Discuss the student critique program within your learning environment.

Signature Date

3.A15. Discuss the importance of Formal Course Reviews (FCRs).

Signature Date

3.A16. Identify the required periodicity for conducting FCRs per current NMETC guidance.

Signature Date

Section B: Training Requirement

References:

- **NETCINST 1500.9, Training Requirement Identification and Resource Sponsor Commitment**
- **NAVEDTRA 133, Human Performance Requirement Review (HPRR)**
- **NAVEDTRA 135, Navy School Management Manual**
- **NMETCINST 1553.1, Curriculum Management**

3.B1. State the purpose of a Human Performance Requirement Review (HPRR).

Signature Date

3.B2. State the periodicity of conducting a HPRR.

Signature Date

3.B3. Explain the roles and responsibilities of the following for the HPRR process implementation and execution:

- a. NMETC/NETC
- b. NMETC Academic Directorate/NETC N7
- c. Commanding Officer
- d. Director of Training
- e. Learning Standards Officer
- f. CCMM
- g. HPRR Coordinator
- h. HPRR Executive Steering Committee
- i. Stakeholders

Signature Date

3.B4. Discuss the input data that affects training requirement validation.

Signature Date

3.B5. State the four triggers to conduct a HPRR.

Signature Date

3.B6. State and describe three HPRR messages.

Signature Date

3.B7. Explain the purpose of the HPRR action chit.

Signature Date

3.B8. Explain the correlation of a FCR and the HPRR process.

Signature Date

3.B9. Explain the process for findings for submission during a FCR.

Signature Date

3.B10. Discuss the purpose of Training Requirement Identification and Resource Sponsor Commitment.

Signature Date

3.B11. List and discuss the three forms of acceptable actions from a Resource Sponsor identifying the commitment of resources to a valid training requirement.

Signature Date

Section C: Occupational Standards (OCCSTDS)

Reference:

- OPNAVINST 1500.74, Utilization of Enlisted Occupational Standards for Training and Career Development

3.C1. Discuss the purpose of OCCSTDS.

Signature Date

3.C2. List and discuss the primary basis for which OCCSTDS are used.

Signature Date

3.C3. Explain where the remaining E4 and below OCCSTDS, that are not selected to be taught in “A” school, should be taught, e.g. (in which other training environments)?

Signature Date

3.C4. Explain the role for each as it pertains to OCCSTDS:

- a. Office of the Chief of Naval Operations (OPNAV)
- b. Resource Sponsors
- c. Fleet and Type Commanders
- d. Navy Manpower Analysis Center

Signature Date

Section D: Training Validations

References:

- NAVEDTRA 137, Job Duty Task Analysis Management Manual
- OPNAVINST 1500.74, Utilization of Enlisted Occupational Standards for Training and Career Development
- NMETCINST 1553.1, Curriculum Management

3.D1. State the purpose of a Job Duty Task Analysis (JDTA).

Signature Date

3.D2. State the roles and responsibilities of the following for the JDTA process implementation and execution:

- a. Navy Medicine Education and Training Command (NMETC)/Naval Education Training Command
- b. NMETC Academic Directorate/NETC N7
- c. Commanding Officer
- d. Director of Training
- e. Learning Standards Officer
- f. JDTA Coordinator
- g. Stakeholders

Signature Date

3.D3. State the roles and responsibilities of the requirement sponsor prior to and after the completion of a JDTA.

Signature Date

3.D4. List and discuss the external triggers to perform a JDTA.

Signature Date

3.D5. List and discuss the internal triggers to perform a JDTA.

Signature Date

3.D6. Explain a targeted JDTA.

Signature Date

3.D7. Explain the triggers that may cause a targeted JDTA.

Signature Date

3.D8. Explain the hierarchical structure of work.

Signature Date

Section E: Front End Analysis

References:

- NMETCINST 1553.1, Curriculum Management
- NETCINST 1500.6, Front End Analysis User Guide

3.E1. State the purpose of a Front End Analysis (FEA).

Signature Date

3.E2. Discuss when is a FEA performed.

Signature Date

3.E3. Explain the triggers of a FEA.

Signature Date

3.E4. Explain the documentation of the FEA as detailed on the FEA template.

Signature Date

3.E5. Identify who determines what curriculum development model will be used for curriculum modifications within your learning environment.

Signature Date

3.E6. Explain the approval process of the finalized FEA.

Signature Date

Section F: Business Case Analysis

References:

- NMETCINST 1553.1, Curriculum Management
- NETCINST 1510.3, Business Case Analysis

3.F1. State the purpose of a Business Case Analysis (BCA).

Signature Date

3.F2. Explain the purpose of the executive summary of a BCA.

Signature Date

3.F3. Describe how strategic alignment is important in a BCA.

Signature Date

3.F4. Explain the purpose of the alternatives section of a BCA.

Signature Date

3.F5. Discuss risk assessment in decision making of a BCA.

Signature Date

3.F6. Explain how cost benefit impacts a BCA.

Signature Date

3.F7. Explain the final stages of a BCA:

- a. Conclusions and recommendations
- b. Implementation Strategy
- c. Review and approval

Signature Date

Section G: Training Project Plan (TPP)

Reference:

- NAVEDTRA 130, Task Based Curriculum Development, Volume 1

3.G1. State the purpose of a TPP.

Signature Date

3.G2. Discuss the six triggers a TPP is required to document.

Signature Date

3.G3. Explain the reasons to undertake the development of a new course, the revision of an existing course or the deactivation of a course.

Signature Date

3.G4. Explain who has initial approval authority of a TPP.

Signature Date

3.G5. Explain the four categories of resources.

Signature Date

3.G6. Explain who makes the decision to initiating a TPP.

Signature Date

3.G7. View a TPP and explain the contents of a TPP:

- a. CCA TPP endorsement letter
- b. Cover page
- c. Course data
- d. Justification
- e. Safety Risks and Hazardous materials
- f. Curriculum development method
- g. Resource requirements
- h. Compensation
- i. Milestones

Signature Date

Section H: Safety Procedures for Conducting Training

References:

- OPNAVINST 1500.75, Policy and Procedures For Conducting High-Risk Training
- OPNAVINST 3500.39, Operational Risk Management (ORM)
- OPNAVINST 5100.19, Navy Safety and Occupational Health (SOH) Program Manual for Forces Afloat, Vols. I, II
- NAVMEDPRODEVCTRINST 5100.1, Safety and Occupational Health (SOH) and Training Safety Instruction
- NETCINST 5100.1, Safety and Occupational Health and High-Risk Training Safety Program Manual

3.H1. Explain these parts of the five-step process as they apply to ORM:

- a. Identifying hazards
- b. Assessing hazards
- c. Making risk decisions
- d. Implementing controls
- e. Supervising

Signature Date

3.H2. Complete a risk assessment of a course (high risk instructor only).

Signature Date

3.H3. Discuss what types of courses are considered "high-risk."

Signature Date

3.H4. Discuss the difference between these types of courses.

- a. Voluntary
- b. Involuntary

Signature Date

3.H5. What is a Drop on request (DOR) "DOR" and the procedures for conducting one?

Signature Date

3.H6. What is a Training Time Out (TTO) and the procedures for conducting one?

Signature Date

3.H7. Discuss the purpose of the Emergency Action Plan (EAP) and how often must it be reviewed for accuracy of information? Identify the periodic requirements for fully exercising the EAP. How often is it to be fully exercised?

Signature Date

3.H8. Discuss periodic requirements for safety stand-downs.

Signature Date

3.H9. Discuss the following as it pertains to “high-risk” instructor.

- a. Mishap reporting
- b. Site Augment Plans
- c. Special Course Indicator Code
- d. Core Unique Instructor Training
- e. Instructor Screening Process
- f. Evaluation Process
- g. Training Safety Officer

Signature Date

3.H10. Discuss the importance heat/cold stress, monitoring, and control in a training environment.

Signature Date

Section I: Non-Resident Training Courses (NRTC)

Reference:

- OPNAVINST 1500.74, Utilization of Enlisted Occupational Standards for Training and Career Development

3.I1. In regards to Non-Resident Training Courses, what function does Naval Education and Training Professional Development and Technology Center serve to NETC?

Signature Date

3.I2. What is the primary purpose of NRTC?

Signature Date

3.I3. What role does a NRTC have in the rating exam process?

Signature Date

3.I4. Identify the location where NRTCs are maintained and available for fleet use.

Signature Date

3.I5. NRTC is designated for revision or development, state the functionality of the following:

- a. Contracting Office Representative
- b. Statement of Work
- c. Naval Logistics Library
- d. Defense Automated Printing System (DAPS)

Signature Date

3.I6. What is the purpose of assigning points to a NRTC, and whom does it benefit?

Signature Date

Section J: Acquisition

References:

- OPNAVINST 1500.76, Naval Training Systems Requirements, Acquisition, and Management

3.J1. What is the purpose of Naval Training Systems Requirements, Acquisition, and Management?

Signature Date

3.J2. What document is prepared for traceability in support of new and or modernized Naval capabilities?

Signature Date

3.J3. What is the purpose of Naval Training Systems Plan (NTSP)?

Signature Date

3.J4. How many Acquisition Categories does this process govern?

Signature Date

3.J5. List and describe the five steps to develop and approve a NTSP.

Signature Date

3.J6. Discuss the process and artifacts required for a course to transition from the acquisition community to formal as delineated in the Training Transfer Agreement (TTA).

Signature Date

3.J7. Explain the roles and responsibilities for each:

- a. CNO
- b. Director, Total Force Requirements Division (OPNAV N12)
- c. OPNAV N15
- d. Director, Fleet Readiness Division (OPNAV N43)
- e. Resource Sponsors
- f. System Commands
- g. Program Managers
- h. Training Support Activity
- i. Training Agent
- j. NMETC Academic Directorate/NETC
- k. Fleet Forces Command
- l. Enterprises

Signature Date

KOSS DOMAIN 4 - INTRODUCTION TO TRAINING SUPPORT SYSTEMS

Section A: Authoring Instructional Materials (AIM)

References:

- NAVEDTRA 130, Task Based Curriculum Development, Volume 1
- Web site: <http://aim.aimertech.com/aim>

4.A1. Describe the purpose of AIM?

Signature Date

4.A2. Identify the approach AIM utilizes to develop and maintain training materials?

Signature Date

4.A3. Discuss how AIM ensures training materials are developed and revised per prescribed specifications and guidelines.

Signature Date

4.A4. Discuss which AIM tool supports task based curriculum development.

Signature Date

Section B: Content Planning Module (CPM)

References:

- Web site: <http://aim.aimertech.com/aim>

4.B1. State the purpose of the Content Planning Module CPM.

Signature Date

4.B2. Name the four primary areas within CPM.

Signature Date

4.B3. Identify the primary input and discuss the use of CPM.

Signature Date

Section C: CeTARS/ Catalog of Navy Training Courses (CANTRAC)/enterprise Naval Training Reservation System (eNTRS)

Reference:

- Web site: https://main.prod.cetars.training.navy.mil/cetars/main.cac_message

4.C1. Explain the functionality of:

- a. CeTARS II Menu
- b. CeTARS Monitor
- c. Discoverer Plus

Signature Date

4.C2. Explain the functionality of CANTRAC.

Signature Date

4.C3. Explain what a Training Officer or Sailor can do in eNTRS.

Signature Date

4.C4. What functionally portion of CeTARS automatically updates CANTRAC?

Signature Date

4.C5. What functional area of CeTARS is where Learning Center's CIN, Student and other pertinent course data (such as Course Data Processing and Planned Active) are found?

Signature Date

4.C6. What format can you view exported data from CeTARS?

Signature Date

KOSS DOMAIN 5: MASTER TRAINING SPECIALIST (MTS) MENTOR

1. Validate Master Training Specialist (MTS) designation.

Signature Date

2. Complete Domain 2 Section C, Testing.

Signature Date

3. Complete Domain 3 Section B, Training Requirement.

Signature Date

4. Complete Domain 3 Section C, Occupational Standards (OCCSTDS).

Signature Date

5. Complete Domain 3 Section D, Training Validation.

Signature Date

6. Complete Domain 3 Section E, Front End Analysis.

Signature Date

7. Complete Domain 3 Section F, Business Case Analysis.

Signature Date

8. Complete Domain 3 Section G, TPP.

Signature Date

9. Complete Domain 3 Section I, NRTC.

Signature Date

10. Complete Domain 3 Section J, Acquisition.

Signature Date

11. Complete Domain 4 Section A, Authoring Instructional Materials (AIM).

Signature Date

12. Complete Domain 4 Section B, Content Planning Module.

Signature Date

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13. Complete Domain 4 Section C, Acquisition. CeTARS/CANTRAC/eNTRS.

Signature Date

FINAL QUALIFICATION: MASTER TRAINING SPECIALIST MENTOR

NAME _____ RATE/RANK _____

This page is to be used as a record of satisfactory completion of designated sections of the Core Competency Qualification Requirements (CCQR). Only specified supervisors or SMEs may signify completion of applicable sections either by written or oral examination, or by observation of performance. The examination or checkout need not cover every item; however, a sufficient number should be covered to demonstrate the examinee's knowledge. Should supervisors *give away* their signatures, unnecessary difficulties can be expected in future routine operations.

A copy of this completed page shall be kept in the individual's training jacket.

The trainee has completed all requirements for this Qualification. Recommend designation as a qualified MASTER TRAINING SPECIALIST (MTS) MENTOR.

RECOMMENDED _____ DATE _____
MTS Mentor

RECOMMENDED _____ DATE _____
MTS Program Coordinator

RECOMMENDED _____ DATE _____
Division Officer

RECOMMENDED _____ DATE _____
Department Head

RECOMMENDED _____ DATE _____
Commander/Commanding Officer/Officer in Charge

SERVICE RECORD ENTRY _____ DATE _____

PREREQUISITE: PERFORMANCE QUALIFICATION SIGN-OFF SHEET (POSS)

Instructor/Trainer Qualified.

Signature Date

MTS evaluation (minimum of one conducted internally).

Signature Date

MTS evaluation (minimum of one conducted externally).

Signature Date

Qualify as an Instructor Evaluator (Command, course supervisor determines).

Signature Date

Completed 135 Instructor-Learner contact hours (MINIMUM).

***NOTE:** Any instructional time approved by the Command MTS Coordinator, to include formal topic instruction, GMT and Navy Military Training presentation, rate training, in-service training, facilitated events, staff briefing, indoctrinations, Labs, etc.*

Signature Date

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Military personnel must maintain a 3.0 or above on their annual evaluation/Fitness Report.
Civilian personnel must meet or exceed all rating objectives.

Signature Date

Military personnel must pass their PRT. Civilian personnel must maintain a professional appearance.

Signature Date

PQSS DOMAIN 1: INSTRUCTIONAL FOUNDATIONS

1. Conduct training in a combination of the following formats:
 - Student Contact (stand-up, laboratory, facilitation or remedial)
 - Distance Learning (Video Teleconference Training, on-line facilitated learning)

NOTE: Depending on the availability and requirements within your learning environment, coordinators may require training to be conducted only in one of the learning formats available.

Signature Date

2. Demonstrate the use of intervention strategies in a facilitated environment.

Signature Date

3. Discuss with your MTS Mentor a training intervention that may be beneficial to a training course and recommend a course of action solution.

Signature Date

4. Demonstrate the use of mentoring strategies with a learner during an academic counseling session.

Signature Date

5. Demonstrate the use of coaching strategies to assist in a learner's progress.

Signature Date

6. Discuss with your supervisor your intended or accomplished modifications for improving delivery techniques based upon the instructor evaluations for your Instructor Improvement Plan.

Signature Date

7. Prepare a strategy to assess individual and group remedial needs.

Signature Date

8. Provide feedback to learners based on the results of an assessment (knowledge or performance test).

Signature Date

9. Discuss a report based on diversity as it applies to a military learning environment with your MTS Mentor, as an in-service training event.

Signature Date

10. Discuss with your MTS Mentor in order to:

- a. Define ethics in learning environments.
- b. Discuss the ramifications for unethical behavior by instructors.
- c. Discuss instructor responsibilities in learning environments.

Signature Date

11. Perform a self-assessment by reviewing and analyzing student critiques and instructor evaluations. Discuss results with MTS Mentor.

Signature Date

12. Discuss adaptation or adjustment to learning events according to planned or unplanned constraints (such as physical, technological, social, and logistical) with your MTS Mentor.

NOTE: The MTS Mentor should use an actual or create a hypothetical training situation for discussion with the candidate to determine how the candidate would handle the planned/unplanned situation.

Signature Date

13. Review a video recorded lesson (if available). Develop a self-improvement plan using a self-assessment, student critiques, and instructor evaluations.

Signature Date

14. Critique and debrief the effectiveness of another MTS candidate or peer instructing in a learning environment; discuss findings with MTS Mentor.

Signature Date

POSS DOMAIN 2: CONTENT IMPLEMENTATION and MAINTENANCE

15. Review a Training Project Plan TPP and answer the following questions for review by your MTS Mentor.

- a. What is the purpose of a training project plan document?
- b. What are the common elements in all planning documents?
- c. What are the 5 questions that a course mission statement must answer?
- d. Write a course mission statement in support of a planning document.

Signature Date

16. Using an existing Course Training Task List or JDTA document:

- a. Justify the decision for using the current delivery method(s).
- b. Analyze alternative delivery strategies and present results to your MTS Mentor.

Signature Date

17. Perform a Formal Course Review and provide feedback proposing any modification to an existing course or topic of instruction (to support changes or updates) and present your results to your MTS Mentor.

Signature Date

18. Explain to your MTS Mentor the Subject Matter Expert's (SMEs) role during an In-Process Review.

***NOTE:** Mentors should consider the SME responsibilities during internal evaluation efforts such as curriculum surveillance, annual reviews, Formal Curriculum Reviews, and external audits of training.*

Signature Date

19. Explain to your MTS Mentor the Training Manager's role in developing a response plan based on any student content assessment feedback.

Signature Date

20. Review incoming Fleet survey feedback and present deficiency actions to your MTS Mentor.

Signature Date

21. Discuss with your MTS Mentor all possible/applicable technology or multi-media tools available during content development of a course.

Signature Date

22. During content development of a course, list all possible/applicable technology or multi-media tools available in the local activity and provide recommendations to your MTS Mentor.

Signature Date

23. Explain the process utilized to justify recommendations for the application of technology or multi-media to a lesson to your MTS Mentor.

Signature Date

24. Discuss the importance of intellectual property and implications of copyright law when developing and delivering instruction including the process to use copyright material in content to your MTS Mentor.

Signature Date

POSS DOMAIN 3: LEARNING MANAGEMENT

25. Develop an organizational chart highlighting the training chain of command from Echelon 1 to the learner in your training organization.

Signature Date

26. Discuss the roles and responsibilities of:

- a. Functional Commander
- b. CCA
- c. LSO
- d. CCMM

Signature Date

27. Discuss with your MTS Mentor how you would route a recommended training policy change by assessing existing training policies.

Signature Date

28. Develop an Individual Development Plan, using the NAVMED 5300/1 available at: <http://www.med.navy.mil/directives/Internal%20Forms/BUMED%205300%201.pdf> in coordination with supervisor and MTS Mentor.

Signature Date

29. Research learning literature and discuss with MTS Mentor:

NOTE: There are several venues in which this line item may be accomplished: Community of Practice participation, on-line discussion forums, military or civilian course participation, facilitated discussions, seminars/webinars, individual learning research, etc.

- a. Opportunities that foster continuous learning.
- b. Ways to foster continuous learning opportunities.

Signature Date

30. Research and discuss with your MTS Mentor goals and objectives of DoD joint education and training programs.

Signature Date

31. Discuss with MTS Mentor safety in training that includes:

- a. Risk assessment procedures
- b. DOR
- c. TTO
- d. EAP

Signature Date

32. During an existing course being developed/revised or a course that had been previously approved, review the technical documents to include:

- a. Formal Course Review
- b. Human Performance Requirements Review
- c. Job Duty Task Analysis
- d. Course Training Task List
- e. Training Course Control Documents
- f. Front End Analysis
- g. Business Case Analysis
- h. TPP

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16 Apr 2014

- i. Testing Plan
- j. Letter of Promulgation

Signature Date

POSS DOMAIN 4 – (OPTIONAL DOMAIN)

NOTE: This domain is reserved for commands to develop organization-specific MTS performance line items beyond the core requirements in Domains 1 through 3. Commands have indicated a desire for their MTSs to possess demonstrated expertise as training managers in areas unique to their training programs. These may include specific instructor rate training requirements such as mobile training teams, high-risk training (basic underwater demolition/SEAL, explosive ordnance disposal, water survival), lab facilitation, video tele-training, simulator operation, naval science instruction, U.S. Navy Post-Graduate School faculty, type-commander training or others.

FINAL QUALIFICATION: MASTER TRAINING SPECIALIST

Eligibility requirements complete.

Signature Date

MTS CCQR complete.

Signature Date

Pass written examination.

Signature Date

MTS Oral Board complete.

Signature Date

Recommended for Qualification.
(Division Officer)

Signature Date

Recommended for Qualification.
(Department Head)

Signature Date

Qualified Master Training Specialist.
(Commanding Officer)

Signature Date

SERVICE RECORD/TRAINING RECORD ENTRY:

Signature Date

Appendix A

CORE COMPETENCIES QUALIFICATION REQUIREMENTS (CCQRs)

Core competencies identify those knowledge, skills, and abilities all personnel must demonstrate prior to earning the qualification as a Master Training Specialist (MTS). Demonstration of the competencies must be in compliance with the methodology provided in the CCQR Handbook. The following represent competencies addressed by the CCQR Handbook:

Assessment - Uses assessment strategies (traditional and alternate) to assist in the continuous development of the learner. This includes the use of performance-based assessment methodology to determine accomplishment of specified outcomes, as well as other strategies such as self-assessment, and the assessment of entry-level skills, or deficiencies.

Change Management - Demonstrates an understanding of the elements of change management and the criteria for effective change agents.

Communication - Uses effective communication techniques with students and other stakeholders. Uses communication skills to establish a positive, interactive learning environment; motivate, encourage, and support the individual and the group as a whole; and communicate goals and objectives to senior leadership, other instructors/professors, and community educational administrators.

Continuous Improvement - Engages in continuous professional quality improvement for self and Navy education and training. Stays current of developments in the science of learning, Integrated Learning Environment (ILE), as well as those areas directly related to the delivery and evaluation of education and training.

Critical Thinking - Demonstrates appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking capabilities of students.

Diversity - Uses teaching and learning strategies that reflect each student's culture, learning styles, and unique learning needs. Assesses a student's remedial needs and provides prescriptive learning opportunities that focus on those individual needs. Creates engaging learning environments for individuals and groups and supports learners at risk.

Ethics - Displays integrity and respect, and maintains accountability and responsibility for the learning environment.

Human Development and Learning - Demonstrates knowledge of the relationship between human development and learning by using appropriate instructional methodologies and curriculum materials that support the intellectual, personal, and social development of learners.

Learning Environment - Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.

Learning Research - Appropriately applies the principles of the major learning theories, i.e., behaviorism, cognitivism, and constructivism in instructional events. Additionally, keeps abreast of the learning literature and instructional methodologies that are based in current learning research through professional development opportunities.

Mentoring - Acts as a learning guide to junior personnel and peers.

Planning - Plans and implements effective instruction in a variety of learning environments. Revises instruction based upon continuous evaluation of plans.

Subject Matter Expertise - Demonstrates knowledge and understanding of the subject matter.

Technology - Uses appropriate technology tools that enhance learning opportunities and are aligned with the Navy's education and training vision and goals. Analyzes the effectiveness of education and training technology tools on learning.

Continuous Learning - Contributes to a learning culture that encourages continuous learning, reflective practice, and peer support.

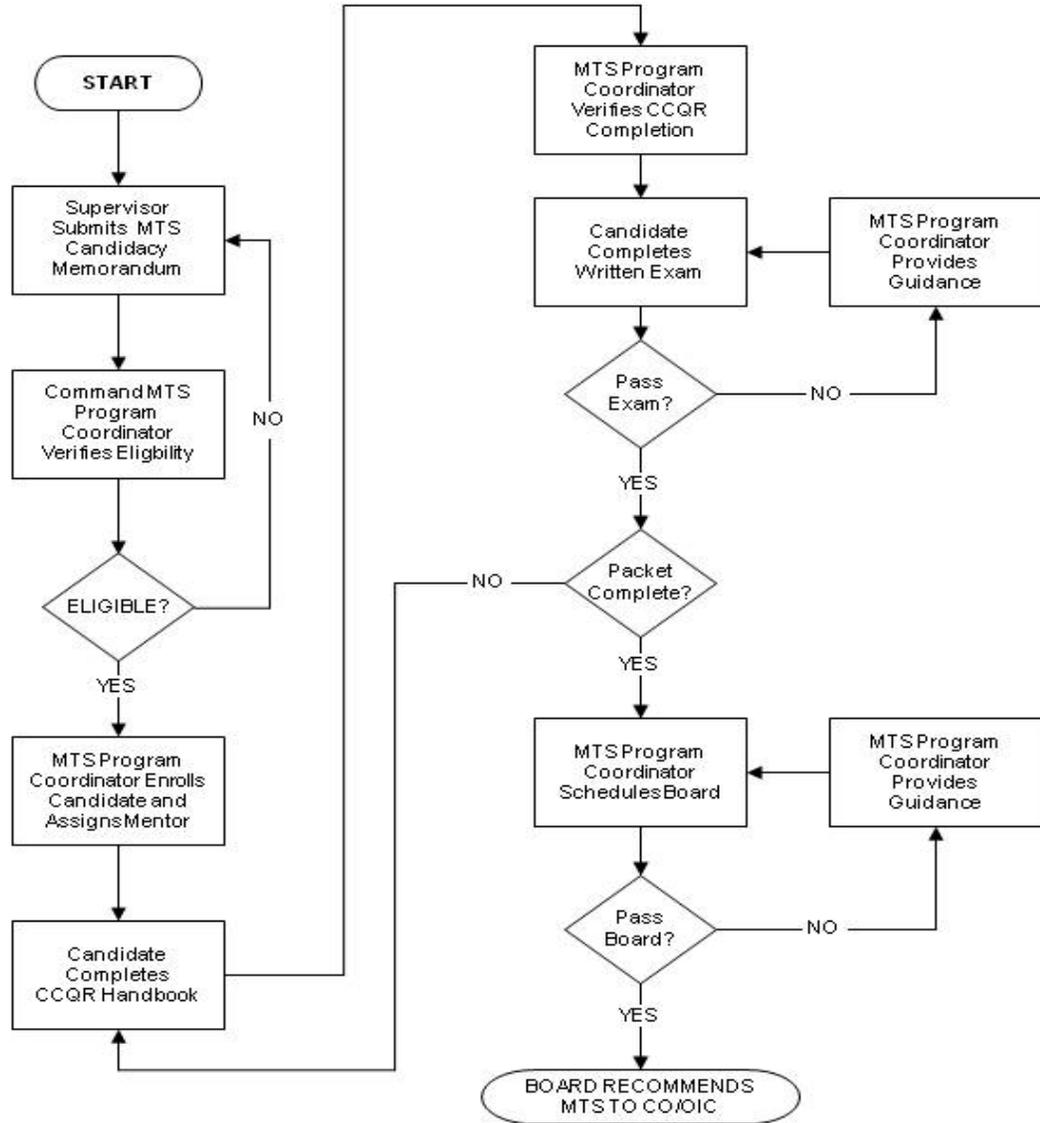
Individual Assessments - Identifies the impact of their own teaching on student learning.

Professional Development - Engages in ongoing development to remain current in one's own subject area and in the discipline of teaching.

Resource Effectiveness - Locates and uses resources that support the teaching practice.

Appendix B

SAMPLE MASTER TRAINING SPECIALIST – Process Flow Chart



Appendix C

APPLICATION FOR COMMAND MTS PROGRAM (TEMPLATE)

DEPARTMENT OF THE NAVY
NAVY ENVIRONMENTAL AND PREVENTIVE MEDICINE UNIT TWO
1285 WEST D STREET, NORFOLK, VA 23511-3394

IN REPLY REFER TO:
1500
Ser 00/xxx
Date

From: Officer in Charge, Navy Environmental and Preventive Medicine Unit TWO
To: Commander, Navy Medicine Education and Training Command, 4075 Dickman Road
Suite 308, Fort Sam Houston, TX 78234-2726

Ref: (a) BUMEDINST 1500.25B
(b) PHONCON NEPMU-2 LT J. Smith/NMETC 07 Mr. C. Davis of 15 Jan 10

Encl: (1) NEPMU-2 MTS Instruction

1. Navy Environmental and Preventive Medicine Unit TWO (NEPMU-2) is a *(description of command to include agency affiliation, organizational size, training mission, and type of training)*.
2. NEPMU-2 has 12 instructors assigned who are eligible for participation in this program and have met the requirements outlined in reference (a); they hold the 9502 NEC. NEPMU-2 currently has 24 instructors assigned. We currently have one MTS-qualified instructor on board. *(Estimated number of eligible personnel you currently have for the MTS designation as well as the number of MTS-designated staff you have currently in your command.)*
3. NEPMU-2 expects to qualify 6 graduates of the MTS process/year. *(The estimated annual participation you think you'll have for the program.)*
4. Attached you will find a copy of our Command's draft MTS program instruction. *(Provide a command's MTS instruction that states how you plan to execute the MTS program)*.
5. NEPMU-2 requests approval for our Command Master Training Specialist (MTS) Program.
6. All aspects of the NEPMU-2 training mission were discussed in reference (b). Mr. Smith endorses our request to implement an onsite MTS program at NEPMU-2.

BUMEDINST 1500.25B
16 Apr 2014

7. Questions or concerns may be directed to LT J. Smith at COMM (999) 888-8888 or DSN 444-8888.

(Signature - Command Representative)
(Typed Name - Command Representative)

Appendix D

CORE COMPETENCY QUALIFICATION REQUIREMENTS (CCQR) REFERENCES

1.0 Instructional Foundations (KQSS)

Section A: Navy Instructor Training

NAVEDTRA 134, Navy Instructor Manual

2.0 Content Implementation & Maintenance (KQSS)

Section A: Integrated Learning Environment Guidance

NAVEDTRA 136, Integrated Learning Environment Course Development and Life-Cycle Maintenance

Section B: Task Based Curriculum Development

NAVEDTRA 130A, Task Based Curriculum Development

Department of Defense (DoD) Handbook 29612 – Vol 1-5

Section C: Testing

NAVEDTRA 132 Navy School Testing Program Management Manual

3.0 Learning Management (KQSS)

Section A: School Management

NAVEDTRA 135B, Navy School Management Manual

NMETCINST 1553.1, Curriculum Management

Section B: Training Requirement

NETCINST 1500.9, Training Requirement Identification and Resource Sponsor Commitment

NAVEDTRA 133, Human Performance Requirement Review (HPRR)

NAVEDTRA 135B, Navy School Management Manual

NMETCINST 1553.1, Curriculum Management

Section C: Occupational Standards (OCCSTDS)

OPNAVINST 1500.74, Utilization of Enlisted Occupational Standards for Training and Career Development

Section D: Training Validations

NAVEDTRA 137, Job Duty Task Analysis Management Manual

OPNAVINST 1500.74, Utilization of Enlisted Occupational Standards for Training and Career Development

Section E: Front End Analysis

NMETCINST 1553.1, Curriculum Management

NETCINST 1500.6, Front End Analysis User Guide

Section F: Business Case Analysis

NMETCINST 1553.1, Curriculum Management

NETCINST 1510.3, Business Case Analysis

Section G: TPP

NAVEDTRA 130A, Task Based Curriculum Development

Section H: Safety Procedures for Conducting Training

OPNAVINST 1500.75, Policy and Procedures For Conducting High-Risk Training

OPNAVINST 3500.39, Operational Risk Management (ORM)

OPNAVINST 5100.19, Navy Safety and Occupational Health (SOH) Program Manual for Forces Afloat, Vols. I, II

NAVMEDPRODEVCTRINST 5100.1, Safety and Occupational Health (SOH) and Training Safety Instruction

NETCINST 5100.1, Safety and Occupational Health and High-Risk Training Safety Program Manual

Section I: Non Resident Training Courses (NRTC)

OPNAVINST 1500.74, Utilization of Enlisted Occupational Standards for Training and Career Development

Section J: Acquisition

OPNAVINST 1500.76, Naval Training Systems Requirements, Acquisition, and Management

4.0 Introduction to Training Support Systems

Section A: AIM

Web site: <http://aim.aimertech.com/aim>

Section B: Content Planning Module

Web site: <http://aim.aimertech.com/aim>

Section C: CeTARS/ Catalog of Navy Training Courses/eNTRS:

Web site: https://main.prod.cetars.training.navy.mil/cetars/main.cac_message.

MASTER TRAINING SPECIALIST NOMINATION MEMORANDUM TEMPLATE

Date

MEMORANDUM

From: Department Head

To: Master Training Specialist Program Coordinator

Subj: NOMINATION FOR MASTER TRAINING SPECIALIST (MTS) QUALIFICATION

Ref: (a) BUMEDINST 1500.25B

1. Per reference (a), _____ is nominated as a MTS candidate.
2. The following information is provided:
 - a. Date reported to command: _____
 - b. Date permanently assigned and performing primary training duties: _____
 - c. Date started classroom instruction: _____
3. I certify the following MTS nominee criteria have been met:
 - a. Completed at least 135 hours of Instructor-Learner contact hours
 - b. Meets minimum performance evaluation criteria
 - c. Meets disciplinary requirements
 - d. Meets minimum Physical Fitness Assessment requirements
4. I may be reached at XXX-XXXX for additional information.

//signature//
DEPARTMENT HEAD

APPROVED/DISAPPROVED

MTS Program Coordinator Date

**MASTER TRAINING SPECIALIST
QUALIFICATION SUMMARY**

Name Grade/Rate/GS

Command

REQUIREMENTS

1. Completed Instructor/Trainer Training.

Signature Date

Completed 135 Instructor-Learner contact hours (MINIMUM).

***NOTE:** Any instructional time approved by the Command Master Training Specialist (MTS) Coordinator to include formal topic instruction, General Military Training and Navy Military Training presentation, rate training, in-service training, facilitated events, staff briefing, indoctrinations, labs, etc.*

Signature Date

Documented satisfactory job performance: Navy personnel, no mark below 3.0 in any trait on annual evaluation/Fitness Report for the 12-month period preceding nomination; other Service personnel/civil service – equivalent marks.

Signature Date

2. Pass applicable Service Physical Readiness Test (Military Personnel).

Signature Date

3. Documented within applicable Service height and weight or body fat standards (Military Personnel).

Signature Date

4. No non-judicial punishment, courts martial, civilian conviction, substantiated family advocacy incident or incidence of substance abuse within the two years prior to pursuing MTS.

Signature Date

5. Nominated by direct supervisor to pursue MTS qualification.

Signature Date

6. Documented MTS evaluation (minimum of one conducted internally).

Signature Date

7. Documented MTS evaluation (minimum of one conducted externally).

Signature Date

8. Completed all Navy Medicine MTS Core Competency Requirements.

Signature Date

9. Pass written examination.

Signature Date

10. Completed oral examination and recommended for MTS designation by MTS Board.

Signature Date

APPROVAL

MTS designation approved/disapproved.

Signature Date
Commander/Commanding
Officer/Officer in Charge

ACRONYMS

AIM	Authoring Instructional Materials
ARB	Academic Review Board
BCA	Business Case Analysis
CANTRAC	Corporate Enterprise and Training Activity Resource System
CCA	Curriculum Control Authority
CCMM	Curriculum Control Model Manager
CCQR	Core Competency Qualification Requirements
CeTARS	Corporate Enterprise and Training Resource Activity System
CIN	Course Identification Number
CNO	Chief of Naval Operations
CO	Commanding Officer
CPM	Content Planning Module
CTTL	Course Training Task List
DAPS	Defense Automated Printing System
DCPDS	Defense Civilian Personnel Data System
DDA	Discussion, Demonstration, and Application
DMHRSi	Defense Medical Human Resources System – internet
DoD	Department of Defense
DOR	Drop on Request
DP	Discussion Point
EAP	Emergency Action Plan

eNTRS	Enterprise Naval Training Reservation System
EO	Enabling Objective
FEA	Front End Analysis
FCR	Formal Course Review
GMT	General Military Training
GS	General Schedule
HPRR	Human Performance Requirements Review
IMM	Instructional Media Materials
IMM/VI	Instructional Media Materials/Visual Information
JDTA	Job Duty Task Analysis
JIT	Journeyman Instructor Training
KQSS	Knowledge Qualification Sign-Off Sheets
LP	Lesson Plan
LSO	Learning Standards Officer
MTS	Master Training Specialist
NAVEDTRA	Naval Education and Training
NEC	Navy Enlisted Classification
NETC	Naval Education and Training Command
NMETC	Navy Medicine Education and Training Command
NRTC	Non-Resident Training Course
NTSP	Naval Training Systems Plan
OCCSTDS	Occupational Standards

OIC	Officer in Charge
OPNAVINST	Office of the Chief of Naval Operations Instruction
ORM	Operational Risk Management
PFA	Physical Fitness Assessment
PQSS	Performance Qualification Sign-Off Sheets
PRD	Projected Rotation Date
PRT	Physical Readiness Test
RIA	Related Instructor Activity
SME	Subject Matter Expert
SOH	Safety and Occupational Health
TO	Terminal Objective
TTO	Training Time Out