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


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

(b) NAVPERS 1610/26 (Rev. 08-10), Evaluation Report and Counseling Record (E7-E9).

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


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

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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
KQSS DOMAIN 1: INSTRUCTIONAL FOUNDATIONS

Section A: Navy Instructor Training

Reference:

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


__________________________________________________________________________
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


_____________________________
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
KQSS 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).

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Signature    Date


_____________________________
Signature    Date

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

_____________________________
Signature    Date


_____________________________
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:

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

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

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

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

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

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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.

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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.

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Signature    Date


_____________________________  
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.

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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

30 Enclosure (1)
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


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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.

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Signature    Date

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

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Signature    Date


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Signature    Date


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Signature    Date


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Signature    Date

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

_____________________________  
Signature    Date

_____________________________  
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.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.

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Signature    Date
3.D6. Explain a targeted JDTA.

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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.

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

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

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

Section F: Business Case Analysis

References:

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

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

Section G: Training Project Plan (TPP)

Reference:
- NAVEDTRA 130, Task Based Curriculum Development, Volume 1

3.G1. State the purpose of a TPP.

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

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.
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)
- 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

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

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

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?

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?
3.12. What is the primary purpose of NRTC?

_____________________________
Signature    Date

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

_____________________________
Signature    Date

3.14. Identify the location where NRTC's are maintained and available for fleet use.

_____________________________
Signature    Date

3.15. 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

3.16. 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).

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
KQSS 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:

- Website: 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:

- Website: 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
KQSS 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


   ________________________________
   Signature    Date

5. Complete Domain 3 Section D, Training Validation.

   ________________________________
   Signature    Date

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

   ________________________________
   Signature    Date

_____________________________
Signature    Date

8. Complete Domain 3 Section G, TPP.

_____________________________
Signature    Date

9. Complete Domain 3 Section I, NRTC.

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Signature    Date

10. Complete Domain 3 Section J, Acquisition.

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Signature    Date


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Signature    Date


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

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                      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 (PQSS)

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
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


_________________________________________  ____________________________
                                               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
PQSS 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

59                                                       Enclosure (1)
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

Enclosure (1)
**PQSS 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


_____________________________  
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
i. Testing Plan
j. Letter of Promulgation

_____________________________
Signature    Date
PQSS 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 teletraining, 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)
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 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.
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


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)


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:

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

Enclosure (2)
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

Enclosure (3)
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

_____________________________
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
<table>
<thead>
<tr>
<th>ACRONYMS</th>
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<td>CANTRAC</td>
<td>Corporate Enterprise and Training Activity Resource System</td>
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<td>CTTL</td>
<td>Course Training Task List</td>
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<td>Defense Automated Printing System</td>
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<td>DCPDS</td>
<td>Defense Civilian Personnel Data System</td>
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<td>Discussion, Demonstration, and Application</td>
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Enclosure (4)
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<tr>
<td>eNTRS</td>
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<td>Enabling Objective</td>
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<td>FEA</td>
<td>Front End Analysis</td>
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<td>FCR</td>
<td>Formal Course Review</td>
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<td>GMT</td>
<td>General Military Training</td>
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<td>Human Performance Requirements Review</td>
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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