Course Design Matrix Version 1.0

PURPOSE: The purpose of this course is to train new Directors of Religious Education (DRE) for the primary duties of their position decription. This course is focused on the key tasks required for their role as advisors to Chaplains and (per AR 165-1) civilian members of the US Army Chaplain Corps. This course is structured as an institutional basic training with the intent for supplementary training at Unit/organization or through self-study. The Tasks are from the GS-1701-11 Position Description and related CP-32 Competencies.

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GLO	ALA	Learning Level	Lesson Title	Hrs	Lesson Overview	TLO	Resources	Task Taught / Supported
1	Army Leadership & the Army Profession	LL 1 Remember	Conduct Administrative Requirements	0.25	This lesson prescribes administrative requirements for the New DRE Course.	**ACTION:** Conduct course administrative requirements.	Blackboard Introduction; DRE PD	Integrates technological developments into religious education programs.
						CONDITIONS: In a Distance Learning (DL) environment, given administrative forms and publications, handouts, and information briefings.		
						STANDARDS: Correctly complete 100% of all administrative requirements for New DRE Course IAW prescribed regulations and course/USACHCS SOPs.		Employ automated scheduling, learning management systems, and instructional technology (e.g., ALMS, Blackboard).
2	Army Leadership & the Army Profession	LL 1 Remember	The Profession of Army Religious Education	1	This lesson reviews the intersection of professional Religious Education and the Army's professional expectations.	**ACTION:** Recognize RE professional standards as they relate to an Army GS position.	USAJobs DRE Announcement, AR 165-1, ADRP 1, https://religiouseducation.net/	Incumbent is relied upon to have a comprehensive knowledge of the nature of various faith groups and RE curriculums and their interrelationships; and how quality management principles can increase effectiveness.
						CONDITIONS: In a DL environment, given access to AR 165-1, ADRP 1, and civilian Religious Education professional organizations/standards		
						STANDARDS: Retrive the qualifications listed in the DRE position announcement. Find RE professional organizations. Label relevant regulations. Show Religious Support Personnel roles. Name Essential Elements of Religion.		Study developments in the fields of education, training, and learning technology to stay abreast of best practices
11	Human Dimension	LL 2 Understand	DRE Performance Excellence	1	This lesson provides the basic skills necessary to execute	**ACTION:** Describe Army GS performance processes and measures.	Standardized PDs for GS-1701-9/11/12/13; https://ataaps.csd.disa.mil, https://www.cpms.osd.mil/	Performance is evaluated in terms of achievement of overall objectives and effectiveness in enhancing the process of planning.

#	Dimension	LL	Lesson	#	Description	Action/Conditions/Standards	Resources	Duties
					human resources requirements for the DRE's pay and performance.	**CONDITIONS:** In a DL environment, given practical excercises with access to professional performance tools including performance and development plans.	https://www.cpms.osd.mil/ Subpage/NewBeginnings/ DPMAP, http://www.cpol.army.mil/C HRA/index.html	enhancing the process of planning, coordinating and executing religious education programs/services
						STANDARDS: Contrast the duties of various GS-1701 DRE position descriptions. Relate the roles of DHR and CPAC. Explain ATAAPS. Demonstrate DPMAP process. Summarize CP-32 and Excepted Service. Develop a CEU plan.		Manage and supervise analysis processes to support training and education programs (e.g., needs, mission, collective task, job, individual task analysis)
8	Human Dimension	LL 2 Understand	DRE Advisors to the Chaplain	2	This lesson prepares students to function in the role of the chaplain's advisor.	**ACTION:** Demonstrate the scope and tasks of advisement to Chaplains.	https://armypubs.army.mil/ , AR 25-50, AR 165-1, RER, CAR, Army Religious Preference Report, http://www.pewforum.org/r eligious-landscape-study/, USACHCS Lessons (56A Role of the Installation Chaplain, 56M Army Writing, 56A Identify Impact of Pluralism, 56M Introduction to Culture, 56A Advise the Command on Religious	Advises Garrison Chaplain on multiple faith groups for medium size installation. Provides guidance in matters of RE, youth ministry, administers, and coordination of the program.
						CONDITIONS: In a DL environment, given access to AR 25-50, AR 165-1, and religious assessment tools.		
						STANDARDS: Illustrate Army writing and briefing as tools for advisement. Explain the importance of Religious Accommodation and First Amendment. Relate Running Estimate to MOP & MOEL. Classify issues of culture.		Develop and use analysis instruments to support the assessment of learning performance capabilities
5	Mission Command	LL 1 Remember	Fiscal Management in the Army Chaplaincy	1	This lesson is based on Chaplain Resource Management Training and provides a synopsis of the process of funding in the Army Chaplaincy.	**ACTION:** Recall regulations and processes in fiscal management within Army Chapel Resource Management.	usachcstraining.army.mil/r m, USACHCS Lessons (56A RSRP CMRP, 56M CPBAC Meeting, 56A Uniqueness of CTOF, 56M Manage Garrison Chaplain Property)	Assesses resource needs and deficits in order to meet the needs of religious education programming across the Installation. Develops appropriated and non-appropriated portion of the Garrison CMRP budgeting and planning document.
						CONDITIONS: In a DL environment, given access to usachcstraining.army.mil/rm		
						STANDARDS: Define CMRP. Name CPBAC processes. Show significant CTOF (NAF) and AF regulations.		Estimate costs and benefits of instructional programs
9	Human Dimension	LL 1 Remember	Planning and Directing Religious Education	1	This lesson enables students to practice program planning while engaging the issues of	**ACTION:** Name the facets of program planning for all Soldiers, and authorized Civilians and Families.	USACHCS Training Portal; IMCOM-Europe Program Planning Training; USACHCS Lessons (56M Prepare a Religious	Serves as Installation focal point for policies and practices in RE and youth ministry. Establishes requirement and distributes information on deployment

#	Dimension	LL	Lesson	Hrs	Description	Action/Conditions/Standards	Resources	Competencies
			Programs		the Army's pluralistic setting.	**CONDITIONS:** In a DL environment, using exercises and reflective thinking on RE methods and the Army's pluralistic setting.	Support Plan, 56M Synchronize Religious Support Activities, 56M Manage Garrison Chaplain Office, C4 Child Protection and Volunteer Management)	resources for all faith groups.
						STANDARDS: Locate guidance on child protection and volunteer management. Recognize child protection requirements. Define steps in program planning. Match EERs for synchronizing with RE programming.		Synchronize development of training and education products with capability and other supporting organizations, such as doctrine development, contractors, and other divisions and organizations.
9	Human Dimension	LL 2 Understand	Religious Education in Army Chapel Operations	0.75	This lesson focuses on the operational role of the DRE in installation and deployment support situations.	**ACTION:** Distinguish relevant regulatory requirements for Army RE operations.	Garrison Chaplain Handbook; USACHCS Lessons (56M Manage Force Protection for UMT, 56A Evaluate Sacred Communications, 56A Provide UMT Deployment Cycle Support)	Serves as focal point for implementation of RE and youth ministry. Acts as a liaison with other congregations in planning community wide programs. Serves as member of chapel council(s).
						CONDITIONS: In a DL environment, given SME resources from USACHCS, including face to face activity with local CH and RAS.		
						STANDARDS: Translate AT/FP into RE operations. Outline DRE role in chapel communications. Infer DRE role in deployment support.		Requires ability to coordinate training and education implementation, information, policies, procedures, and requirements.
4	Mission Command	LL 2 Understand	Chapel Personnel Management	2	This lesson trains on the roles, responsibilities and competencies necessary to provide supervision and expertise in personnel issues, particularly with volunteers.	**ACTION:** Express the importance of personnel management in chapel settings.	TDC Lesson Recruiting and Thanking Volunteers (400-L911/3.0)) USACHCS Lessons (C4 Child Protection and Volunteer Management, 56A Priviledged Communication, 56M Prepare Subordinate UMTs for SAV), IMCOM-E Background Tracker Training.	Recruits volunteer workers for all phases of the program. Serves as primary administrator for RE and youth ministry volunteers. Assures RE and Youth Ministry volunteer job descriptions are current and accurate. Promotes Chaplain's RE and youth ministry volunteer recognition program.
						CONDITIONS: In a DL environment, given access to usachcstraining.army.mil/religious-education, and using training scenarios.		
						STANDARDS: Show volunteer management cycle and process. Extend privilege communication and privacy requirements into child protection background check and personnel files. Interpret staff assistance visit requirements.		Supervise personnel supporting training and education implementation
5	Mission Command	LL 1 Remember	DRE Role in Chapel	1	This lesson facilitates student learning on the	**ACTION:** Recognize the primary duties of DREs as trainers.	USACHCS Lessons (56M Determining UMT Training Requirements, 56M	Develops religious education and youth ministry portion of the installation-training plan for

					CONDITIONS / STANDARDS		
			Training		role of DRE as trainer within the chaplaincy.	**CONDITIONS:** In a DL environment, given CCH annual training guidance and usachcstraining.army.mil/religious-education	Requirements, com Facilitate Spiritual Fitness Training), Volunteer Training Samples, AR 608-1, Child Protection Training on usachcstraining.army.mil/religious-education	Installation training plan for chaplains, chaplain assistants, civilian, and volunteers.
						STANDARDS: Tell significance of monthly UMT training. State differences between training roles of DRE and NCOIC. Select Volunteer Training for use in local program. List Child Protection Training options.		Knowledge of science of adult learning as it applies to the design of curriculum, strategy, and instructional methods
			Module 10 Hours (50 min hour)	10			

Academic hrs (50 min. hr)	10
Admin hours	????
Total POI hrs (50 min. hr)	10