



# Faculty Resources Handbook

PROPONENT-SPONSORED

ENGINEER CORPS TRAINING (PROSPECT)

CORPS OF ENGINEERS USACE LEARNING CENTER  
100 Secured Gateway, Suite 150 HUNTSVILLE, AL 35808  
<http://ulc.usace.army.mil>

## PROSPECT COURSE INTRODUCTION

The PROSPECT Program is unique because of the relevancy of the skills, knowledge, and abilities that instructors bring to the classroom. Instructors have a working knowledge of their programs because they are active in the programs they teach, daily. As an adjunct instructor, you can share concrete experiences that are current and relevant, supporting the experiential learning process. This brings a level of expertise to the training and education activities that are unmatched in other DOD training institutions.

For instruction to be effective, a team effort is required by the Proponent, Subject Matter Experts (SME), Instructional Systems Specialists (ISS/Course Managers), and Instructor/Facilitators to conduct analysis of tasks, design and develop course material, implement instruction, and evaluate results. The SME and Instructor/Facilitator must be able to implement the course material and train others in their profession to diminish training gaps in the organization and to provide the means to professionally develop others in their career field. This huge responsibility cannot be taken lightly. Following the guidance in this handbook, you will be able to effectively support the PROSPECT Program, meeting the Community of Practice (CoP) and the Proponent's training requirements.

The materials used in this handbook were developed by the ULC for use in the Proponent-Sponsored Engineer Corps Training (PROSPECT) Program. The materials are the property of the United States Government and may not be used for any other purposes without prior approval by the Director, USACE Learning Center, Huntsville, ATTN: CEHR-ULC, 100 Secured Gateway, Suite 150, Huntsville, AL 35808.



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## Welcome

On behalf of USACE Learning Center, Welcome and Thank you for becoming part of the Proponent Sponsored Engineer Corps Training (PROSPECT) team. You are a vital element of USACE learning and an essential player to the training team. To assist you better we have created this handbook with resources to help along the way.

Your primary goal, as an instructor/facilitator, is to deliver planned training, using approved lesson plans, in a professional course environment that promotes learning and improvement in job performance. Your preparation and openness to delivering instruction in efficient ways, using existing technologies, provide the key to the success of your course(s).

To aid you, please become familiar with this Handbook. It will provide key PROSPECT Program policies and procedures that PROSPECT instructors/facilitators should follow to support requirements of International Association of Continuing Education and Training (IACET), American Institute of Architects (AIA), National Society of Professional Engineers (NSPE), American Institute of Certified Planners (AICP), Project Management Institute (PMI), American Council on Education (ACE), and USACE PROSPECT.

Once a year you will be evaluated on instructor delivery and courses for content, methodology, curriculum applicability, and compliance with ULC Pamphlet 350-70, ULC Training Development Guide requirements. The ULC Training Branch will notify the lead instructor prior to a scheduled visit.

Again, thank you and your organization for participating in and supporting the PROSPECT Program.

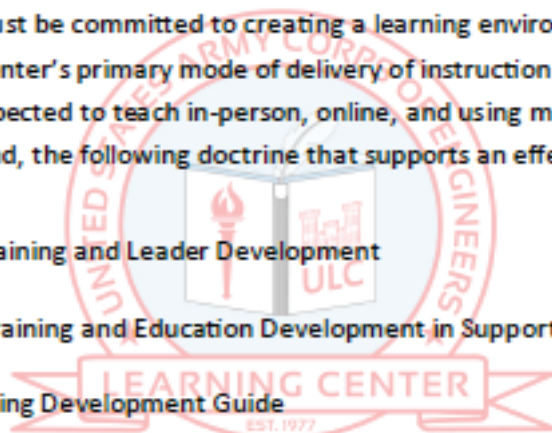
*Roy M. Elam Jr.*  
ROY M. ELAM Jr., Ed.D.

Director, USACE Learning Center

## Instructor Commitment

Instructors must make a commitment to participate in the PROSPECT Program for a minimum of three (3) years. When an instructor signs the CEHR-ULC Form 728, USACE Learning Center PROSPECT Instructor/Facilitator Application, they have agreed to follow and support all ULC Policies supporting the PROSPECT Program. Instructors must be committed to fully participate in meetings that support course development. In your role, as an instructor, you will assist Course Managers during the preparation and update of course materials, including lesson plans, visuals aids, and so on. In addition, instructors must be committed to creating a learning environment that is conducive to effective learning. The USACE Learning Center's primary mode of delivery of instruction is synchronous training in a paperless environment. Instructors are expected to teach in-person, online, and using mix delivery methods. Instructors must be familiar with, and understand, the following doctrine that supports an effective learning environment:

- ◆ Army Regulation 350-1, Army Training and Leader Development
- ◆ TRADOC Pamphlet 350-70-14, Training and Education Development in Support of the Institutional Domain
- ◆ ULC Pamphlet 350-70, ULC Training Development Guide
- ◆ Student Handbook of Standards



## Instructor Qualifications

Before instructors teach a PROSPECT Program course, they should be both qualified and certified to teach the program of instruction. The instructor should have self-nominated as an instructor and have approval to teach a course from their supervisor, as well as the course proponent. The signature of the instructor and the instructor's supervisor acknowledges that the instructor can make a three-year commitment and will fully support all ULC policies associated with the PROSPECT Program.

The following is the instructor qualification/certification process:

Complete, submit, and sign the CEHR-ULC Form 728, USACE Learning Center PROSPECT Instructor/Facilitator Application, requires approval from your supervisor.

Must be a graduate of the course you are requesting to teach within the last 3 years

Teach portions of the course as an Assistant Instructor, monitored by the Lead Instructor

Participate in a program of instruction that provides instructor qualifications

**The following is a list of competencies that an effective instructor should have:**

Mastery of subject content and tasks

Knowledge of the target audience to be trained

Availability

Credibility with the organization, management and, specifically, with the students to be trained

Understanding of the organizational big picture and its business processes

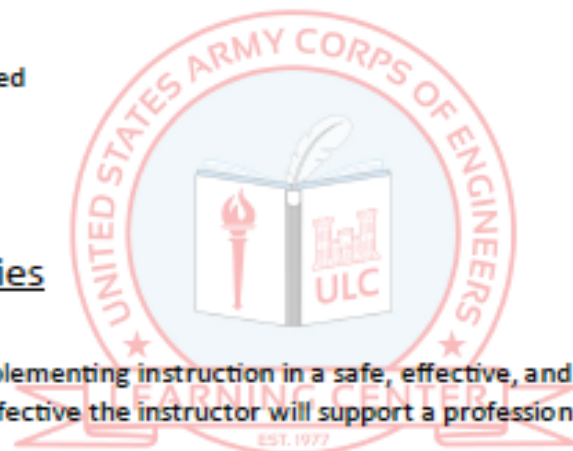
Effective communication skills

Desire to see adult learners succeed

Enthusiasm

## Instructor Responsibilities

Instructors are responsible for implementing instruction in a safe, effective, and efficient learning environment. For the learning environment to be effective the instructor will support a professional learning culture in the classroom by implementing the following:



Sound adult learning principles that provide student engagement and collaboration.

Implement the Schedule of Instruction, making sure that class sessions begin and end on time. Breaks should be provided at 50-minute intervals of instruction and last 10 minutes in duration.

Control student distractions from the course. For example, cell phone, e-mail and work-related computer use during class sessions.

Controlling and reporting student absences to the Course Manager.

Students that miss more than 5% of the course are not eligible for completion certificates.

Notify Course Managers of student emergencies and excess absences.

Flight/airline conflicts are not emergencies (students should make sure they have booked their flights in accordance with the Student Reporting Instructions (SRI) and are able to stay through course completion).

Support the student dress code, which is business casual while conducting training in a classroom setting. The dress code may be modified for field trips or instruction that requires strenuous physical activity.

Ensure students maintain academic integrity by completing their own work on individual assessments.

Administer and grade all formative and summative assessments including pretests, practical exercises, and posttests. Students should receive feedback on practical exercises and posttests.

Instructors must provide remedial training for students that do not pass summative assessments (posttest). The remedial training should focus on those learning objectives or outcomes that were not mastered in accordance with the assessment. Instructors will ensure that students are provided remedial training in a timely manner. Instructors will ensure that students receive a different version of the summative assessment upon completion of the remedial training.

Instructors must maintain accountability of all students during course field trips. Instructors must implement safety awareness as well as safety risk management during the field trips.

All students and instructors will ride to and from the field trip site on the transportation that is provided for the course. The lead instructor will enforce the following:

No one will use their Personal Owned Vehicle as transportation to and from the field trip site.

No one will use their Government Owned Vehicle as transportation to and from the field trip site.

The lead instructor will maintain a by-name accountability roster of all personnel during movement to and from the field trip site.

Instructors will conduct the following administrative functions to support the training event:

Instruct students to complete PROSPECT Registration using the iRoster.

Update the student roster and provide it the Course Manager

Sign Standard Forms 182, Authorization, Agreement and Certification of Training, and other training forms as required.

## Notice of Financial Interest

The ULC is committed to delivering unbiased and objective training to all Army personnel. To ensure transparency, all instructors are required to disclose any proprietary financial interest (e.g., ownership, royalty, consulting fee) they may have in products, instruments, devices, or materials used or referenced during training to the ULC Instructional Systems Specialist assigned to the course and verbally to the students at the beginning of each learning event should such items be used to facilitate any portion of the training. Any disclosed conflicts will not disqualify an instructor but will be made known to participants to allow for informed consideration of the presented information.

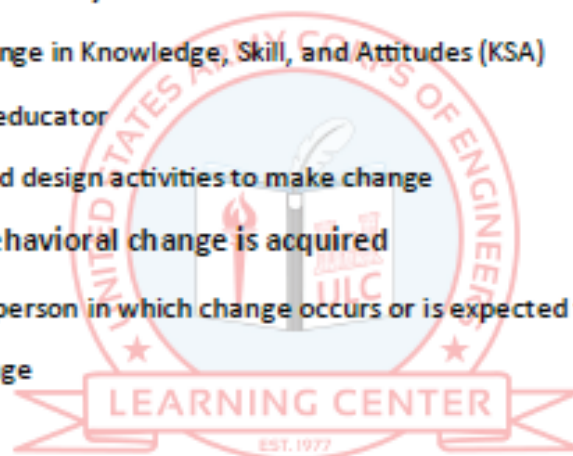
## Core Adult Learning Principles

1. **Learner's Need to Know**
  - ✓ Why
  - ✓ What
  - ✓ How
2. **Self-Concept of the Learner**
  - ✓ Autonomous
  - ✓ Self-Directing
3. **Prior Experience of the Learner**
  - ✓ Resource
  - ✓ Mental Model
4. **Readiness to Learn**
  - ✓ Life Related
  - ✓ Developmental Task
5. **Orientation to Learning**
  - ✓ Problem Centered
  - ✓ Contextual
6. **Motivation to Learn**
  - ✓ Intrinsic Value
  - ✓ Personal Payoff

## Education vs Learning

Education is a process where knowledge, skills, and values are passed down from generation to generation. Alternatively, learning is a lifelong process of transforming experience and information into knowledge, skills, and behaviors.

- ◆ **Education is an activity initiated by someone**
  - ◆ Intended to effect change in Knowledge, Skill, and Attitudes (KSA)
  - ◆ Puts emphasis on the educator
  - ◆ Reinforces learning and design activities to make change
- ◆ **Learning is the act which behavioral change is acquired**
  - ◆ Puts emphasis on the person in which change occurs or is expected to occur
  - ◆ Learning involves change
  - ◆ Change in KSAs
  - ◆ Change in the individual



EDUCATION	TRAINING
Method of gaining knowledge	Method of skill development
Develops a sense of reasoning	Improves performance & productivity
Long-term process	Short-term process
Pursuit of knowledge	Pursuit of ability
General learning	Work-related learning
Theoretical orientation	Practical application
Wide scope	Narrow Scope

## Motivating Students

- ◆ **Internal pressures are the biggest motivators for Adults**
  - ◆ Desire for increased job satisfaction
  - ◆ Self-esteem
  - ◆ Quality of Life
  - ◆ Cognitive interest
- ◆ **External motivators (not as big as internal)**
  - ◆ Better job
  - ◆ Promotion
  - ◆ Higher wages



## Barriers to Motivation

- ⇒ Negative self-concept
- ⇒ Unreachable opportunities
- ⇒ Time constraints
- ⇒ Programs which disregard Adult Learning principles



## TIPS for Learning

### Motivation

- \* Establish rapport with students
- \* Establish a friendly and supportive tone
- \* Establish the importance of the subject
- \* Establish a level of difficulty to challenge the students

### Reinforcement

- \* Provide specific feedback
- \* Encourage correct approaches to performance
- \* Establish early to assist in learner retention

### Retention

- \* Essential for class value
- \* Information must have meaning or purpose
- \* Application of class knowledge
- \* Practical exercises

### Transference

- \* Associate new information with old
- \* Relate to logical information
- \* Beneficial to the job
- \* Interest and benefit



## Bloom's Taxonomy



## Questioning

**Noun** - the action of asking someone questions, especially in an official context

**Adjective** - showing an interest in learning new things

*Questioning should be used to attain a clear purpose*

### Lower-level questioning

Typically, at the remember, understand, and apply levels of the taxonomy and are most appropriate for:

- Evaluating students' preparation and comprehension
- Diagnosing students' strengths and weaknesses
- Reviewing and/or summarizing content



### Higher-level questioning

Involve the ability to analyze, evaluate, or create, and are most appropriate for:

- Encouraging students to think deeply and critically
- Problem solving
- Encouraging discussions
- Stimulating students to seek information on their own

### Open or closed questions

A closed question has a limited number of acceptable answers. Answers are usually anticipated by the instructor.

Answered with a simple "yes" or "no"

Example: Maya COR sign a RFP?

An open question has many acceptable answers

- Answers will NOT be anticipated by the instructor
- Require more thought and not a simple one-word answer

Example: What strategies do you use to make big decisions?

## Leading questions

Subtly prompts the respondent to answer in a particular way

Generally undesirable as they result in false or skewed information

Example: How fast was the red car going when it smashed into the blue car?

This implies the red car was at fault

The word "smashed" implies at a high speed

Correct question: How fast was each car going when the accident happened?

This question does not assign fault or pre-judge

## Steps for questioning

Decide on your purpose for asking questions

Determine what level of question is appropriate

Select appropriate content

Choose material you consider important

By emphasizing less important material will mislead students

Students will study and learn based on the questions you ask

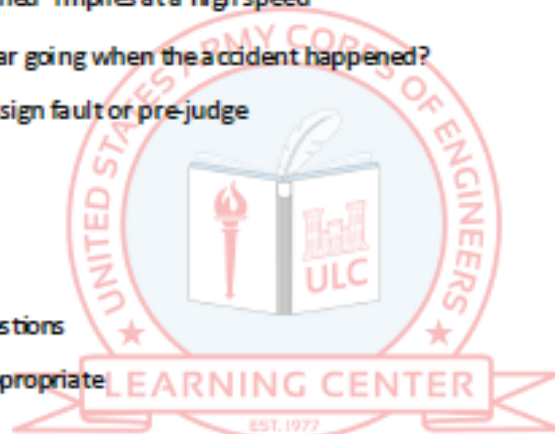
Ask questions requiring a response or a content answer

Avoid "yes" or "no" answers (unless you follow up with more questions to explore reasoning)

Phrase your questions so the task is clear

Questions should not contain answers

Anticipate student response



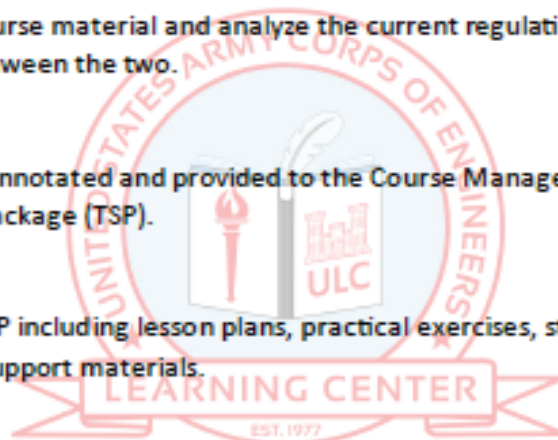
## Course Development Responsibilities

Prior to course implementation, instructors will be required to work with Proponents and Course Managers to review, revise and update course material as applicable. The review, revise and update process should be a routine process that maintains course material and keeps it up to date with current regulations and doctrine. Instructors are required to participate in the review, revise, and update process by doing the following:

Conduct a review of the current course material and analyze the current regulations and doctrine to determine if there is a substantial difference between the two.

Findings from the review must be annotated and provided to the Course Manager who will determine the best method to revise the Training Support Package (TSP).

Support the development of the TSP including lesson plans, practical exercises, student handouts, instructor material, instructor handouts and other support materials.



## Conclusion

Instructors are an integral part of the teaching and learning process for the PROSPECT Program. Course Managers and ULC leadership/management will support instructors to provide a learning environment that promotes professionalism, and academic rigor. Effective training is a team effort that requires the cumulative skills of subject matter experts, as well as educational professionals. In addition, the effective learning environment requires the appropriate level of resourcing.

## Appendix A

### Instructor Checklist

#### Before You Arrive

Ensure you have and/or know the following:

Course Manager-provided information to include Instructor Information Sheet, pre-course student roster, packing list, Student Reporting Instructions (SRI) and accommodations for learners with disabilities that may require assistance/support.

This Instructor Handbook.

Approved "Welcome and Orientation" presentation and lesson plan (available on ULC website under Resources page): <http://ulc.usace.army.mil/resources.aspx>.

Approved Lesson Plan(s) and Training Materials.

**NOTE:** All training materials used in the classroom should be standardized and based on the advocated doctrine.

Student Handbook of Standards (Arrival/departure, attendance, behavior, attire, academic integrity)

Standards of Conduct

When you instruct/facilitate in the PROSPECT Program, you are representing the Chief of Engineers; therefore, your actions and dress should reflect accordingly.

#### Day Before the Course Starts

Ensure the classroom name and session starting time are posted for students.

Verify arrival/availability of course material and support equipment, e.g., audiovisual equipment, screens, easels, and set up/be prepared to set up the classroom.

Check the requirements to determine authorized equipment and services such as typing and reproduction. **DO NOT ASK FOR OR RENT ANY EQUIPMENT REQUIRING PAYMENT BY THE USACE LEARNING CENTER WITHOUT PRIOR APPROVAL.**

Ensure all equipment operates properly.

Locate fire exits, evacuation staging locations, restrooms, facilities, and local restaurants, for the next day's welcome and orientation.

Identify points of contact/procedures to secure classroom and equipment during lunch and after class.



## First Morning of the Course

Arrive at least 15 minutes before class starts and ensure all is ready. Provide accommodations for learners with disabilities.

Remember, all materials should be secured away from the classroom and outside of student view. Never leave test material out in the open or unattended where students can gain access.

Introduce the course using the "Welcome and Orientation" lesson plan.

Inform students when the session starts and ends as indicated in the Student Reporting Instructions. The policy of the PROSPECT Program is to end the course at the scheduled time to ensure course completion and retesting if required. We discourage making exceptions in this matter except in case of an emergency. Flight/airline conflicts are not emergencies.

Inform students they must be present and on time for the entire course session as stated in the Schedule of Instruction. Students that miss more than 5 percent of a course are not eligible for a completion certificate - see PROSPECT Student Handbook, Standards of Conduct on ULC's Resources page. If any attendance problems, illnesses, or emergencies occur, notify the Course Manager before taking any action; make a record of the incident; and forward the report to the Course Manager. If a student leaves the course before it officially ends, withhold the completion certificate and forward it to the Course Manager with a note explaining, in as much detail as possible, student departure time, reason, and any extenuating circumstances.

Ensure all students have completed iRoster registration.

Student iRoster registration site: <https://ulc.usace.army.mil/launch.aspx> using the access code listed in the Student Reporting Instructions.

Instructor iRoster site: <https://ulc.usace.army.mil/iRoster.aspx> using the access code provided by the course manager. Instructors need to check students in on the iRoster to register their attendance. Use the save button at the bottom of the screen to save the changes made when checking students into the course. Instructors should enter "No show" for any student listed on the iRoster but is not present in the course.

Prior to the start of the course ensure all students are listed in the People tab and have accepted their classroom invitation.

Instructors should notify the Registrars Office of any student listed in the People Tab who are not present in the course.

Give the Pretest and record the grades on the iRoster. Once the pretest is complete the instructors are required to record the grades in the iRoster. After recording the grade, save the changes by clicking on the save button on the bottom of the screen.

## During the Course

Secure USACE equipment during lunch breaks and after class. Some equipment, such as laptops and projectors may need to be stored in a locked room.

**Reminder:** Never leave test material out in the open or unattended where students can gain access. Immediately notify your Course Manager if any test material is lost/compromised.

## Last Day of the Course

Schedule the posttest with sufficient time to allow students time to complete the posttest and conduct a review and if necessary, retraining and retesting for students who do not achieve a minimum passing score on the posttest. Students to require a retest must complete retraining and retesting prior to departing the course and cannot be kept past the course ending time. Students that refuse retraining and retesting will be released from the course without a certificate of completion and the instructor will record "refused retest" on the iRoster.

When all students have completed all training, review the test with the class by reading the most missed questions and the correct answer. Ask students if there are any other test questions they want to review and repeat the above procedure for those questions. When applicable, be prepared to work individually with students that score below minimum passing. Allow students to retest only after providing specialized individual instruction.

Have students complete the End-of-Course Questionnaire (EOCQ). Stress the importance of their feedback which is used to evaluate their reaction to course delivery factors. The EOCQ is submitted anonymously, however, it is posted as an assignment on the Google Classroom page to allow tracking to ensure every student submits an evaluation. Once submitted, there is no student identification information in the questionnaire.

Record the posttest grades on the iRoster. Students who were required to take a re-test and achieve a passing score will have the score of "70" recorded in the "Retest" column of the iRoster. Use the save the button to record the changes.

Check "Course Complete" for all students who've completed the posttest and submitted the End of Course Questionnaire. Use the save button on the bottom of the iRoster page to record the changes.

## Appendix B

### Useful Websites

1. General Information: <http://www.usace.army.mil>
2. Headquarters, U.S. Army Corps of Engineers Publications (Regulations, specifications, etc.):  
<http://www.publications.usace.army.mil/>
3. Federal Acquisition Regulation (FAR): <https://www.acquisition.gov/browse/index/far>
4. Defense Federal Acquisition Regulation Supplement (DFARS):  
<http://www.acq.osd.mil/dpap/dars/dfarsbei/current/index.html>
5. Army Federal Acquisition Regulation Supplement (AFARS): <http://farsite.hill.af.mil/>
6. USACE Acquisition Instruction and Desk Guide (UAI/UDG):  
<https://coos.usace.army.mil/sites/CTP/default.aspx>
7. Engineering Pamphlet (EP) 1110-1-8, Vols. 1-12:  
<https://www.publications.usace.army.mil/USACE-Publications/Engineer-Pamphlets/443545a/31313130/>
8. Unified Facilities Criteria (UFC): <https://www.wbdg.org/ffc/dod/unified-facilities-criteria-ufc>
9. Unified Facilities Guide Specifications (UFGS):  
<https://www.wbdg.org/ffc/dod/unified-facilities-guide-specifications-ufgs>
10. Resident Management System: <http://rms.usace.army.mil>
11. USACE Centers of Expertise: <http://www.usace.army.mil/About/Centers-of-Expertise/>
12. USACE LEARNING CENTER (Huntsville): <http://ulc.usace.army.mil>
13. WHOLE BUILDING DESIGN GUIDE): <http://www.wbdg.org/ffc/federal-facility-criteria>
14. EquipmentWatch (Equipment Rental Rates): <http://equipmentwatch.com/blue-hook-cost-recovery/>
15. The Engineering Toolbox (conversion factors and other useful construction information):  
<http://www.engineeringtoolbox.com/>

## Appendix C

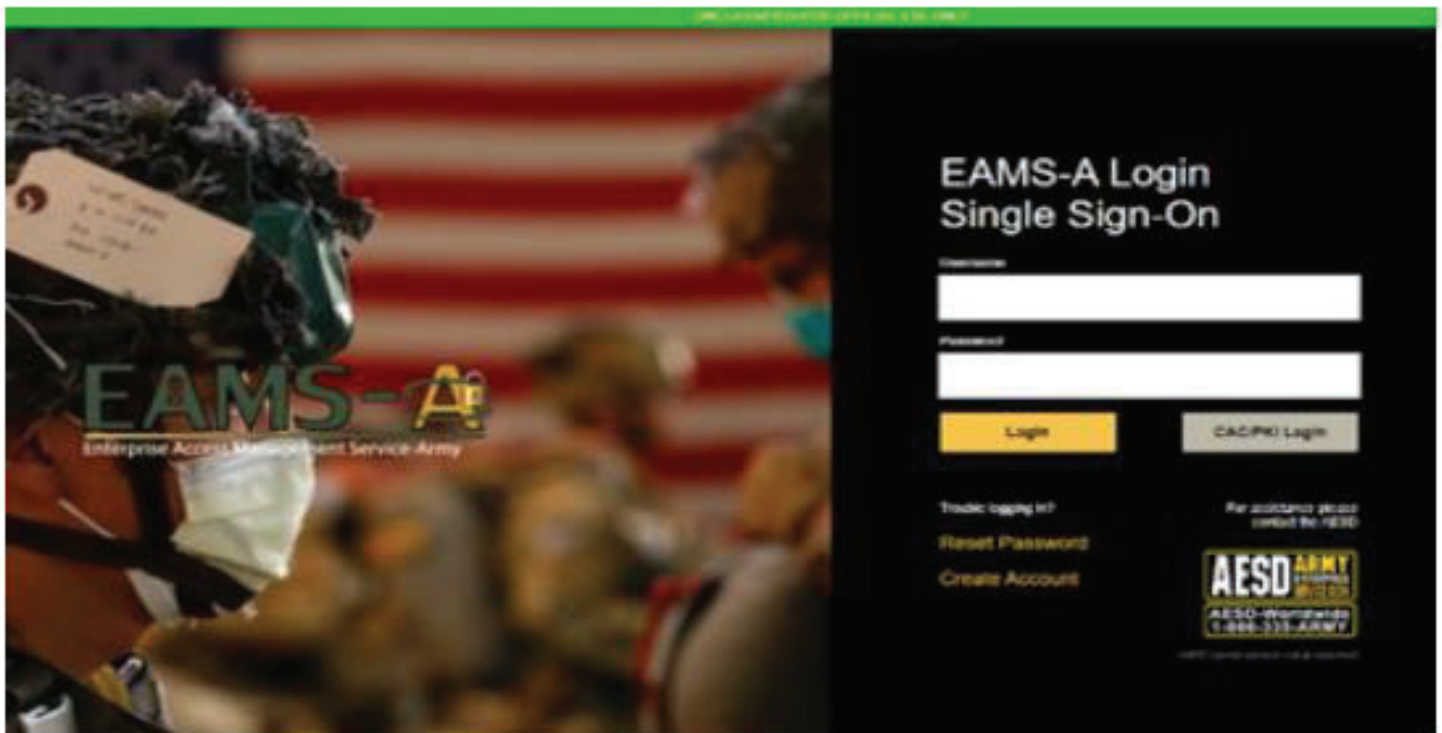
### Blackboard Login Procedures

To access Blackboard you must enter through Enterprise Access Management Service-Army ([EAMS-A Single Sign-On](#)).

Click on , select the correct user (if required), and enter your PIN.

You will be automatically redirected to Army Learning ([elc.learn.army.mil](#)). On the page there will be a box labeled "My Courses" where you will select the course you are attending. You will automatically be directed to START HERE page.

Instructors are entered into Blackboard as students, therefore instructors cannot change, load, or active material in Blackboard. Only the course manager and technician assigned to the course will be able to activate tests and change material.



## Appendix D

### Blackboard Guide

#### START HERE PAGE

**START HERE**

**Director's Welcome**

**Navigating the Blackboard Classroom**  
This video provides a brief description on how to navigate the classroom.

**Course Syllabus**  
IACET: 3.3 CEUs  
NSPE: 33 PDHs  
AIA: 33 LUs

**Schedule of Instruction (SOI)**  
Class Hours: Monday through Thursday - 0800-1700, Friday - 0800-1200  
All times are in Central Time.

This is what the initial page you are directed to will resemble.

**Director's Welcome**

**Navigating the Blackboard Classroom**  
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IACET: 3.3 CEUs  
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AIA: 33 LUs

**Schedule of Instruction (SOI)**  
Class Hours: Monday through Thursday - 0800-1700, Friday - 0800-1200  
All times are in Central Time.

Welcome letter.

Video tutorial of Bb.

Course syllabus and educational credits.

Schedule of instruction and class hours.





## COURSE MENU ITEMS.

- START HERE** - You are automatically directed to this page to begin.
- Announcements** - New Announcements will appear directly below the bar.
- Instructor Contact Info** - Instructors, course manager, and technician contact information and working hours.
- Course Materials** - This is where all the materials for the course is located. This is addressed later in section 4.
- Discussion Board** - Instructors and students may open discussions about the curriculum.
- Groups** - Course Groups is an interactive online environment.
- My Grades** - Students may view their grades.
- EOC Questionnaire** - End of Course Survey, feedback from students is used to make future course sessions more effective.
- Course Messages** - Course messages are private and secure text-based communication that occurs within your course among course members. Everyone can use messages for reminders, quick questions, and social interactions.
- Policies** - Attendance and Special Accommodations Policies.
- Libraries** - Links to USACE and DoD libraries.
- Glossary** - Defined Terms used in the course.
- Technical Support** - Names and numbers for support.
- Student Services** - Maps and information.

## COURSE MATERIALS.

### Course Materials

This is the directory manuals, slides, and practical exercise materials are located.

Course Materials	
	<b>Our Meeting Place</b> Click the link for the online classroom
	<b>ULC Student Guide &amp; Manual</b> Student Guide contains materials needed during the course session. Student Manual contains references for after the course session.
	<b>Job Aids</b> This is where the references reside.
	<b>Student Lessons</b> All student lesson slides are located in this folder.

This is where the link to the online classroom will be located if the class is offered virtually.

All in one Guide and Manual to download.

All references used in the course.

Slides and Practical Exercises are in this directory.

## Job Aids.

### Job Aids

 **Code of Federal Regulations**

The United States Code is a consolidation and codification by subject matter of the general and permanent laws of the United States. It is prepared by the Office of the Law Revision Counsel of the United States House of Representatives.

- [50 USC 2004](#)
- [50 USC Chapter 111](#)
- [31 USC 605](#)
- [31 USC 1061 & 1062](#)
- [41 USC 204](#)
- [41 USC 101-103](#)
- [41 USC 101-104](#)
- [41 USC 110-119](#)
- [41 CFR 101-11.107](#)

All references used in the course are available for download or just to view.

 **Federal Acquisition Regulation (FAR)**

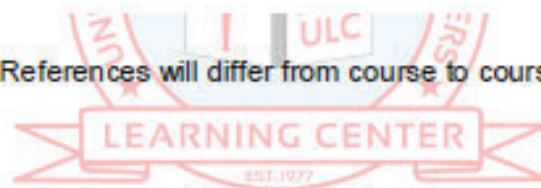
The Federal Acquisition Regulation (FAR) is the primary regulation to which all executive agencies in their acquisition of supplies and services will apply. FAR contains standard acquisition procedures and contract clauses and the various agency FAR supplements. The Department of Defense (DoD), GSA, and the Federal Reserve and Space Administration jointly publish the FAR.

- [FAR 1. Acquisition Process](#)
- [FAR 15. Acquisition Process](#)
- [FAR 16. Types of Contracts](#)
- [FAR 19. Small Business Programs](#)
- [FAR 33](#)

Click on the reference and the document will open in a new window. You can then download the document.






References will differ from course to course.

## Student Lessons.



Each lesson has its own directory, and the actual material resides inside.

### Student Lessons

-  **Lesson 1 - Contracting Policy**
- It is the policy of the Corps of Engineers to maximize use of sealed bid procedures for execution of its construction contracts. The vast majority of Corps construction contracts executed under these procedures follows the sequence of completion of design before initiation of construction. It follows with the execution of the construction contract under these procedures and would, with few exceptions, be executed by sealed bid procedures and award of a firm-fixed-price (FFP) contract.
-  **Lesson 2 - CRC Controls**
- It is important in any contract to review the contract clauses. These clauses tell us how to administer the contract and the rights for each party to the contract. Most of you are familiar with the fixed price contract clauses. For cost reimbursement many of those clauses change or disappear completely. We must be sure we understand the clauses and how we must function differently in the cost reimbursement arena to assure that the money is being spent wisely.
-  **Lesson 3 - Acquisition Planning**
- Now that we have a basic understanding of what cost reimbursement contracts (statutory and regulatory parameters, and types of fee arrangements) we are going to discuss some of the basics in the acquisition planning phase. We will not go into much detail here since FAR dictates much of the acquisition requirements, acquisition plan contents, and other publication and justification requirements.
-  **Lesson 4 - Source Selection**
- In federal acquisition there are two major selection processes for award of contracts other than A-E contracts: sealed bidding (award goes to the low-priced, responsible, responsive bidder, no discussions) or negotiations (competitive or noncompetitive). The sealed bidding process cannot be used for selecting a contractor for award of a cost-reimbursement contract. Source selection is simply the name for a process used to select a contractor for award of a contract.
-  **Lesson 5 - Fee Establishment**
- Understanding the different types of fee arrangements allows us to establish how fee pool amounts function, how to control payment to the contractor to maximize his incentive, how the evaluation process works, and how the fee is paid.

All files within the directories are downloadable.

## Tests & Quizzes.

Tests and quizzes will be accessible via a link issued by the course manager. Once you have accessed the exam, please do not use the browser back and forward buttons to navigate within the exam. When entering the test click the "OK" button only once. Occasionally it may take a while for the exam to load (*give it at least a full minute*). After a reasonable amount of time if nothing has happened, please contact your instructor or the course manager.

Begin: 001 Exam A

### INSTRUCTIONS

Description:

**THIS IS A GRADED EXAMINATION. ALL WORK ON THIS EXAMINATION MUST BE YOUR OWN.** You may not communicate with other students. You may not provide or receive assistance, make record of your answers anywhere, or pass on information about this examination to other students.

Instructions:

There are 30 Multiple Choice questions, take your time and choose the correct answer. Students should not use the browser back and forward buttons to navigate within a test. When entering the test click the "OK" button only once.

Force Completion:

Once started, this test must be completed in one sitting. Do not leave the test before clicking **Save and Submit**.

Click **Begin** to start 001 Exam A. Click **Cancel** to go back.

You will be reviewing this assessment and your results will not be recorded.

Click **Begin** to start. Click **Cancel** to quit.

Cancel

Begin

Exams and quizzes are to be completed in one sitting and may be on a timer.

**NOTE:** If you need more time than allowed or any special accommodations, please contact the appropriate course manager.

## Appendix E

### Troubleshooting and Solutions

The following are some common problems and possible solutions:

“Could not login”

If a student is denied access to the Bb site and receives this error message, check the student's AKO ID and ensure it is correct in Bb under enrollments. Have the student go to <http://www.us.army.mil> and try to login using the AKO ID and password. If student is unable to login, they will need to request a password reset in AKO. After having their password reset, have them return to <http://www.us.army.mil> and login using their new password. If this does not work, contact the Course Manager.

If students are not able to open links, ensure they are using the SSI Bb and have cleared the browsing cache.

If the student gets kicked out of Bb when submitting answers to a test, the instructor should have the student log back in and adjust their time for the test.

Java session terminated due to inactivity will boot a student out of the test.

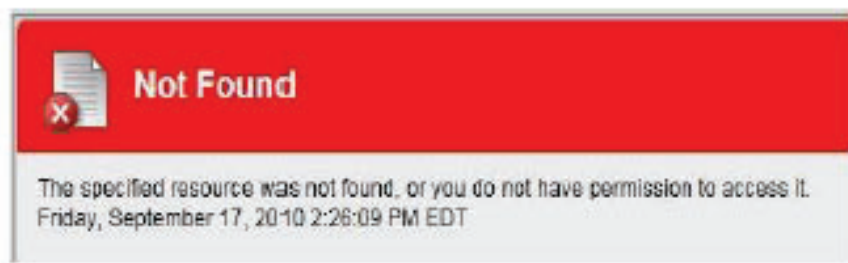
Here are two ways to prevent the Java session from terminating:

- ◆ Give the assessment one question at the time. This will ensure the student's java session is continuously updated and the likelihood of getting kicked out is reduced.
- ◆ Do not use the “Force Complete” test option. Without this option selected, students can re-enter the exam from the last point they saved an answer.

If a student obtains an “*Access Denied*” error and is kicked out of the test, recommend trying the following solutions:

- ◆ Caution students against double-clicking while taking tests.
- ◆ Caution students against clicking anywhere in the test while the page visually indicates that it is saving an answer.
- ◆ *Access Denied* error is a result of the student double-clicking and single-clicking while the answer is still being saved.
- ◆ When deploying a test, ensure the test is setup to allow multiple attempts, so that even if a student gets the “Access Denied” error, the student can still return to the test and resume (*this should only be done in the event all else fails*).

“Not Found” Error: Does this error message look familiar?



There are several reasons why this message may be displayed:

**Accessing Blackboard Out-of-Country:** Users should have no problem accessing the Blackboard system from home, work, or other off-base location when inside the continental United States, Alaska, Hawaii, and Puerto Rico. However, when out-of-country, access is restricted to government computers at an on-base location. This is a security issue and the only exception is using a government computer at an off-base location, or remotely connecting to a government computer with a supported connection.

**Blackboard Security Certificate:** Blackboard uses secure communications when accessing, uploading, or downloading content between the Bb server and the user's computer. Some users may comment on being prompted to allow the downloading of a non-secure information. The problem is based on the how the security settings are set -- some web browsers are not properly identifying the SSL certificate as being valid. Part of the issue is that most Army DoD websites use SSL certificates that were created by the DoD itself, and not a 3rd-party commercial company, such as VeriSign. This type of connection is secure. One suggestion is to have the user download the DoD root certificate packet, which contains about 30 SSL certificates for the various Army secure websites. The packet is located at the [AKO Website](#).

**Test Browser:** If you cannot access Blackboard from home or other locations, you should first test the browser using the Skillport Test Browser at <http://browser.skillport.com/bh/default.asp> to ensure it meets all the requirements to connect to Bb.

**Blackboard Access Errors:** One of the most common errors users receive is "This Page Cannot be Displayed" message. This can occur when they are first accessing Blackboard and usually, this is a connectivity issue between the user's computer and the Blackboard system.

"HTTP 403" (forbidden) error: If users get this error, they should clear the computer's cookies and temporary internet files so their computer has an opportunity to download a fresh copy of the course content. In IE, go to Tools --> Internet Options. If the user has IE v6, there should be two options: "Delete Cookies" and "Delete Files." When the user clicks on the latter, they may see an option that says, "Delete all offline content." Users should check it before clicking "OK." Afterward, they should close/open the browser so there is a fresh copy in the system's memory. Users should log into Blackboard and try to access the course material again.

"HTTP 404" (file not found) error: If users get this error, they may have simply mistyped the Blackboard URL in their web browser. The correct SSI Blackboard URL is <https://ssi.elic.learn.army.mil>. HTTP 404 errors also coincide with the "This Page Cannot be Found" message. Users should check the URL they typed in. If a user gets an "HTTP 404" error with a message like "Servlet DefaultServlet is not available." This may be caused by a broken link between Blackboard and the content in the underlying database. Users should ensure that the link and/or file name follows Blackboard's approved naming convention. If it does, the item may just need to be removed/readded to the course. If the problem is more system-wide, contact the ATSC LLC Help Desk so the system administrator can check into the issue.

"HTTP 500" (Type Exception Report; the server encountered an internal error that prevented it from fulfilling this request.) error: Follow the instructions provided for the HTTP 403 error: HTTP 500 errors can occur for a variety of reasons and are often thrown by Blackboard as a default explanation. If they continue to occur, make sure to note what you were specifically attempting to access (e.g., Blackboard home page, course module, etc.) and file a Help Desk ticket so the issue can be troubleshooted further.

"HTTP 504" (proxy) error: This occurs because most installations use some type of proxy server to cache and filter Internet content.

If users are still unable to access Blackboard, there may be a network issue beyond our control. Users should try accessing the Blackboard site from another office in their building, another building at the installation, or somewhere off-base. Contact the Help Desk to investigate the issue further.



# WELCOME TO ULC

**U.S. ARMY CORPS OF ENGINEERS LEARNING CENTER**

CUI

Welcome to the U.S. Army Corps of Engineers Learning Center (ULC)



## Appendix F

### Contact Information

Registrar	256 895-7425
Engineering and Construction Training Branch	256-895-7426
Installation Support Training Branch	256-895-7477

USACE Learning Center

Attn: CEHR-ULC

100 Secured Gateway Suite 150

Huntsville, AL 35808

Telephone: (256) 895-7401

Fax: (256) 895-7465

Web Site: <http://ulc.usace.army.mil>

Facebook: <http://www.facebook.com/USACELearningCenter>