



## DEFENSE ACQUISITION UNIVERSITY EMPLOYEE SELF-ASSESSMENT

### ACQ 350 - Advanced Technology Security/Control Workshop

Note:

- Provide a justification(s) package referencing the numbered outcomes as appropriate on separate paper.
- Only the numbered outcomes (bold font) need to be addressed.
- The enablers (indented if specified) are provided to ensure the outcome is sufficiently addressed.
- The **Achieved** column is for use by the initial (functional) evaluator.
- Attach this guide with the justification to the DD form 2518 for a complete package.

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<b>Outcomes and Enablers</b>		<b>Achieved?</b>	
		<b>Yes</b>	<b>No</b>
<b>1</b>	<b>The student will be able to assess statutory, regulatory, and policy requirements; and justify key Presidential, Congressional, Departmental, and MILDEP policies on international technology transfer and control.</b>		
	Contrast OUSD(Policy) perspectives, trends and challenges on international technology transfer and control; and provide a future vision		
	Distinguish Department of State perspectives, issues and concerns on technology transfer		
	Appraise the defense industry experience with technology transfer and debate changes in statutes and policy		
	Differentiate MILDEP policies on international technology transfer and control		
	Assess current OSD perspectives on the viability of export control reform		
	Hypothesize USG and DoD perspectives on the success of the Obama Administrations' initiatives on export control		
<b>2</b>	<b>The student will be able to plan and modify technology development and acquisition strategies to incorporate international considerations.</b>		
	Differentiate between the reasons for, the types of, and the legal authorizations of export control		
	Formulate the need for ITAR exemptions		
	Compare and contrast U.S. Government and industry views of export control planning and their subsequent challenges		
<b>3</b>	<b>The student will be able to recommend, justify and defend international program security and technology transfer procedures.</b>		
	Contrast the foreign disclosure and security documentation required for the life of the program		
	Distinguish between export authorization and exemptions at the PM's disposal		
	Analyze and relate possible solutions with respect to security related documents		
	Formulate an effective technology transfer protocol by considering international imperatives and ITAR realities		
<b>4</b>	<b>The student will be able to employ and validate proper international technology security.</b>		
	Distinguish the role of anti-lamper in protecting critical program information, illustrate its importance and discuss recent initiatives		
	Contrast the roles of the A-T EA, LO/CLO EXCOM, and other committees with given disclosure processes		
	Analyze Technology Security & Foreign Disclosure Review Group updates, create a possible implementation timeline		
<b>5</b>	<b>The student will be able to identify and coordinate common positions with stakeholders; and organize and blend stakeholders' needs and requirements.</b>		
	Assess the technical capabilities of a customer/partner, and compare & contrast various international acquisition and procurement frameworks		
	Relate the NATO, EU, and other international fora defense procurement policies to U.S. acquisition laws, regulations, and policies		
	Formulate potential implementation schemes to harmonize international programs by comparing the recent Australian and UK Treaties		
<b>6</b>	<b>The student will be able to assess and evaluate the technical capabilities of your customer/partner.</b>		
	Contrast the differences between patents, trademarks and trade secrets in relation to DoD international programs		
	Analyze the intricacies of foreign patent laws, as well as copyright and trademark treaties		
	Infer the correct application of technical data rights		
<b>7</b>	<b>The student will be able to integrate Pol-Mil principles into customer/partner relationships; and select and evaluate international acquisition management and technology transfer processes.</b>		
	Contrast prior U.S. Government and non-government export control activity and results		
	Relate any prior activities to personal/workplace experiences, including results and actions		
	Hypothesize between DoD, DoS, industry, and "think tank" perspectives		



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8	<b>The student will be able to evaluate the technology security intricacies of an international cooperative development program and an FMS program.</b>		
	Calculate challenges as a result of having international partners		
	Assess the issues involved with a redesign mandate		
	Analyze available alternatives for successful program management and technology security strategies		