

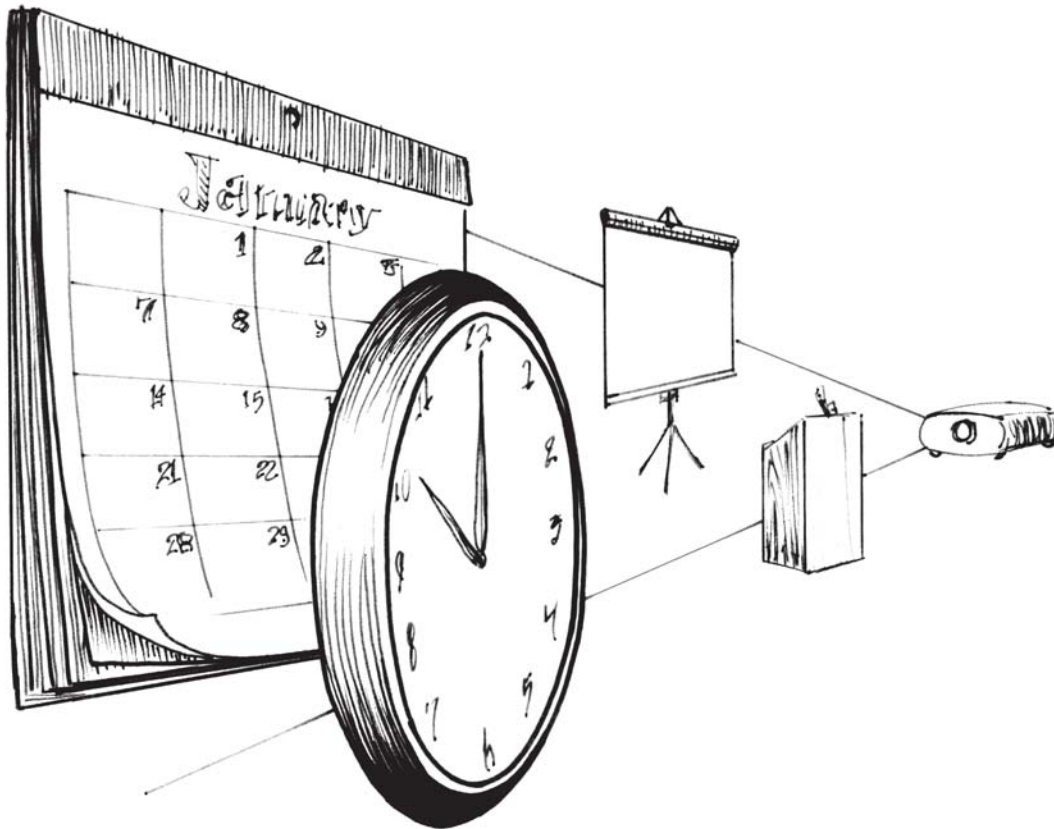
A Publication of the
National Wildfire
Coordinating Group

Course Coordinator's Guide



PMS 907

October 2006



Course Coordinator's Guide

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Sponsored for NWCG publication by the NWCG Training Working Team

Comments regarding the content of this publication should be directed to:
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This publication is available only on the web and can be downloaded at
<http://www.nwcg.gov/pms/training/training.htm>

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INTRODUCTION

The purpose of the Course Coordinator's Guide is to provide administrative information to training specialists, course coordinators, lead instructors and other managers presenting a training course. The content covers both National Wildfire Coordinating Group (NWCG) certified courses and other courses requiring development.

The content provides general instructions for course planning, management, presentations, and follow-up. Some courses are prepackaged to a national standard, while others must be developed by a cadre for an identified agency need. If an NWCG course requires specific considerations for presentation, the considerations will be listed within that course's instructor guide.

NWCG TRAINING WORKING TEAM POSITION ON COURSE PRESENTATION AND MATERIALS

The suggested hours listed in the Field Manager's Course Guide are developed by Subject Matter Experts based on their estimation of the time required to present all material needed to adequately teach the unit and course objectives. The hours listed can vary slightly due to factors such as the addition of local materials. NWCG is aware that there have been courses presented in an abbreviated form, varying greatly from the suggested course hours. Instructors and students are cautioned that in order to be recognized as an NWCG certified course, certain guidelines must be followed:

- Lead instructors are encouraged to enhance course materials to reflect the conditions, resources and policies of the local unit and area as long as the objectives of the course and each unit are not compromised.
- Exercises can be modified to reflect local fuel types, resources and conditions where the student will be likely to fill incident assignments. The objectives and intent of the exercises must remain intact.
- Test questions may be added that reflect any local information that may have been added to the course. However, test questions in the certified course materials should not be deleted to ensure the accurate testing of course and unit objectives.
- Test grades, to determine successful completion of the course, shall be based only on the questions in the certified course materials.

If lead instructors feel that any course materials are inaccurate, that information should be submitted by e-mail to NWCG Fire Training at nwcg_standards@nifc.blm.gov. Materials submitted will be evaluated and, where and when appropriate, incorporated into the appropriate courses.

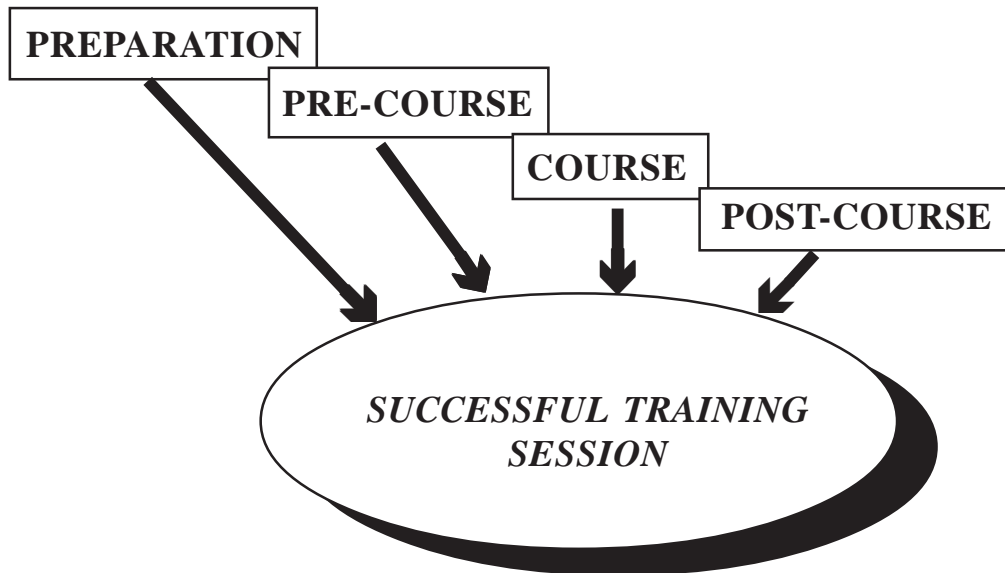
COURSE LENGTH FOR NWCG COURSES

If a course is available through PMS, the recommended course hours and the “NWCG Position on Course Presentation and Materials” will be adhered to by the course instructors.

If the course is not available through PMS, e.g., L-380, and has been developed using NWCG course criteria, minimum course hour requirements have been established and must be adhered to by the course developer and the course instructors.

Course hours for all NWCG courses can be found in the Field Manager’s Course Guide <http://www.nwcg.gov/pms/training/fmcg.pdf>. If the hours are a minimum versus recommended they will be stated as such.

DEVELOPING A COURSE TIMELINE CHECKLIST



Developing a Course Timeline Checklist involves organizing tasks and identifying a time sequence. This will help keep tasks from being missed.

Some things to consider when developing your timeline include:

- When will the course be held? Are you going to be allowed unlimited time to plan and/or coordinate, or will it be in conjunction with your regular job? The tendency is to not allow enough time for everything that must be done. This is especially true for a course that has to be developed or adapted for a specific geographical setting.
- Contracts, travel arrangements, purchases---many of these arrangements take months to accomplish.
- Steering committee, instructor cadre, support staff---cadre meetings are essential for successful training sessions. Check Field Manager's Course Guide for lead and unit instructor qualifications.
- Funding, instructor selection, student selection, pre-course work---there are a number of tasks that must be completed along the course timeline. Allow sufficient time for each.

- Production or procurement of course materials---visual aids, workbooks, lesson plans need to be coordinated with instructor deadlines and production schedules.
- Use of computers---obtain desktop/laptop computers, set up for Internet, load appropriate programs (some places require checkout procedures and administrative privileges to load programs).

SAMPLE COURSE TIMELINE CHECKLIST

The Course Timeline Checklist is a guide to preparing for a course presentation. Not all the items listed will fit the administration of each course. The checklist can be adapted to fit each specific course (see Appendix A for a blank Course Timeline Checklist).

COURSE: _____ **DATES:** _____

<i>Suggested Time Sequence</i>	<i>Items to Complete</i>	<i>Date Completed</i>
------------------------------------	--------------------------	---------------------------

PREPARATION ACTIVITIES

12 mos.



7 mos.



- | | | |
|-------------------------------------|---|---|
| <input checked="" type="checkbox"/> | √ | <ul style="list-style-type: none"> • Identify Course <ul style="list-style-type: none"> - Purpose - Objectives - Prerequisites |
| <input checked="" type="checkbox"/> | √ | <ul style="list-style-type: none"> • Identify Necessary Organization (see p. 15) |
| <input checked="" type="checkbox"/> | √ | <ul style="list-style-type: none"> • Select and Confirm <ul style="list-style-type: none"> - Lead instructor - Other instructors (with assistance from lead instructor) - Logistics coordinator |
| <input checked="" type="checkbox"/> | √ | <ul style="list-style-type: none"> • Issue Course Announcement <ul style="list-style-type: none"> - 100- to 200-level courses can be listed on host unit's specific geographic area training web pages (not all geographic areas post 100- to 200-level courses). 300- to 600-level courses will be listed on the National Wildland Fire Training Schedule (www.nationalfiretraining.net/schedule/) by the host unit's geographic area webmaster for that specific page. Contact information is listed on each geographic area's page. |

PREPARATION ACTIVITIES, CONT.

6 mos.



- Review Course Package
 - Develop rough agenda

5 mos.



- Reserve Facilities and Equipment
 - Classroom space, comfortable environment
 - Items needed for staff rides/sand tables, etc.
 - Instructional equipment
 - Desktops/laptops/printers



4 mos.



- Set Cadre Meeting Date



- Order Materials
 - Instructor guides
 - Student workbooks
 - Supply lists
 - Additional publications
 - Computer classroom

PRE-COURSE ACTIVITIES

3 mos.



- Receive Nominations and Select Students
 - Send acceptance/nonacceptance/wait list notification.
 - Send pre-course work or other materials, including CD or web site, if applicable, and due dates if there is a test that must be returned.
 - Request student background sketches.

2 mos.



- Correct Pre-Course Work



- Request Opening/Closing Speaker
 - Confirm



PRE-COURSE ACTIVITIES, CONT.

2 mos. cont.

- ☑ • Hold Cadre Meeting
 - Coordinate course materials and presentations
 - Finalize course, objectives, exercises and testing
 - Finalize logistical support requirements
 - Finalize time schedules and course agenda
 - Review student profiles
 - Obtain instructor biographical sketches
 - Review experiential learning sessions:
 - * Sand tables
 - * Staff rides
 - * Identify role players
 - * Schedule sites

1 mo.



- ☑ • Review Logistical Details
 - Coffee, transportation, etc.
- ☑ • Confirm Lodging and Transportation
 - Instructors
 - Students

3 wks.

- ☑ • Prepare Class Material
 - Workbooks
 - Electronic presentations
 - Agenda
 - Handouts
 - Roster
 - Name tags
 - Certificates (preprint)

2 wks.

- ☑ • Submit Miscellaneous Requests
 - Functional area kits
 - Supplies
 - Comp time/overtime

1 day

- ☑ • Set Up Classroom

COURSE ACTIVITIES

00



- ☑ • Open Course
 - Start on time
 - Cover ground rules
 - Introduce opening speaker
 - Cadre/student icebreaker

- ☑ • Conduct Course
 - Maintain Availability - monitor course to fill needs, facilitate smoothness.
 - Evaluate - conduct daily evaluations (written and oral student feedback); participate in post session cadre meetings; identify and respond to potential student failures; distribute Student Final Course Evaluation (see Appendix G for blank form).

- ☑ • Close Course
 - If appropriate, pass out certificates of completion.
 - Closing comments

POST-COURSE ACTIVITIES

+2 days

+2 wks.



- ☑ • Gather Instructor Materials

- ☑ • Prepare and Send Student Letters
 - Pass or fail notification
 - Certificates of completion

- ☑ • Prepare and Send Thank You Letters
 - Instructors
 - Speakers
 - Role players

POST-COURSE ACTIVITIES, CONT.

+2 wks. cont.



- Complete and Submit Recommendations/Evaluations Training Course Evaluation (see Appendix G for form)
 - Document problems and recommendations with the course to include:
 - * Course content
 - * Visual aids
 - * Methods of delivery
 - * Prerequisites
 - * Testing procedures

- Complete Course Package and File

PREPARATION ACTIVITIES

This section provides information for identifying the course and organization needed to provide support. Course complexity will determine the number of people necessary to coordinate and instruct the course. The Training Course Organization, p. 15, identifies various positions; use only those positions needed to support the training.

A. Identify Course

Once management has identified a need for skills development that can be provided by a training course, the next step is to describe what the course will be and who will be attending. What are the objectives of the course? (See Appendix B). What criteria or prerequisites will be used to select students? The students' level in their organization will affect the level of the training, the location and the "formality" of the training. The education and experience level of potential students is very important to developers and instructors. A pretest or pre-training survey may be necessary to identify entry level. This establishes the base knowledge level and experience from which to begin the training.

B. Identify Necessary Organization: Needs and Roles

A number of factors influence the organization necessary to produce a successful training course. Page 15 outlines an organization that might be used for a training course, showing appropriate roles and activities of each participant. Notice that a steering committee may be involved in defining goals, direction, target audience and objectives. This is especially valuable with a course that is multi-agency or national in scope. Dividing the work makes it easier on everyone involved and helps to ensure that all activities are accomplished on time.

- **Steering Committee** - Members should include subject matter experts with technical competency in the subject matter and who have considerable interest in the success of a training effort. The steering committee provides technical and policy guidance. They coordinate with their respective organizations for instructors, students and funding.

- **Lead Instructors, Logistics and Fiscal Coordinators** - Lead instructors must have sufficient experience in presenting all units of the course to be capable of last-minute substitution for unit instructors. It is recognized that exceptions may occur where courses are of such a technical nature that no one person may be technically competent to instruct all units. Logistics and Fiscal Coordinators should be skilled in managing training courses and conferences. (See the Field Manager's Course Guide <http://www.nwcg.gov/pms/training/fmcg.pdf> for NWCG instructor levels and requirements.)
- **Unit Instructors** - Unit instructors must be experienced in the lesson content they are presenting and have sufficient presentation skills to deliver the subject matter for student comprehension.
- **Adjunct Instructors** - Adjunct instructors may be utilized to provide limited instruction in specialized knowledge and skills at the discretion of the lead instructor. They must be experienced, proficient and knowledgeable of current issues in their field of expertise.
- **Miscellaneous Support Staff** (clerical, technical) - The larger the program the more support staff necessary. Clerical support is helpful for any course. If a large quantity of audio/visual equipment or computer equipment is involved a technical person should be available.

C. **Select and Confirm Instructors and Coordinators**

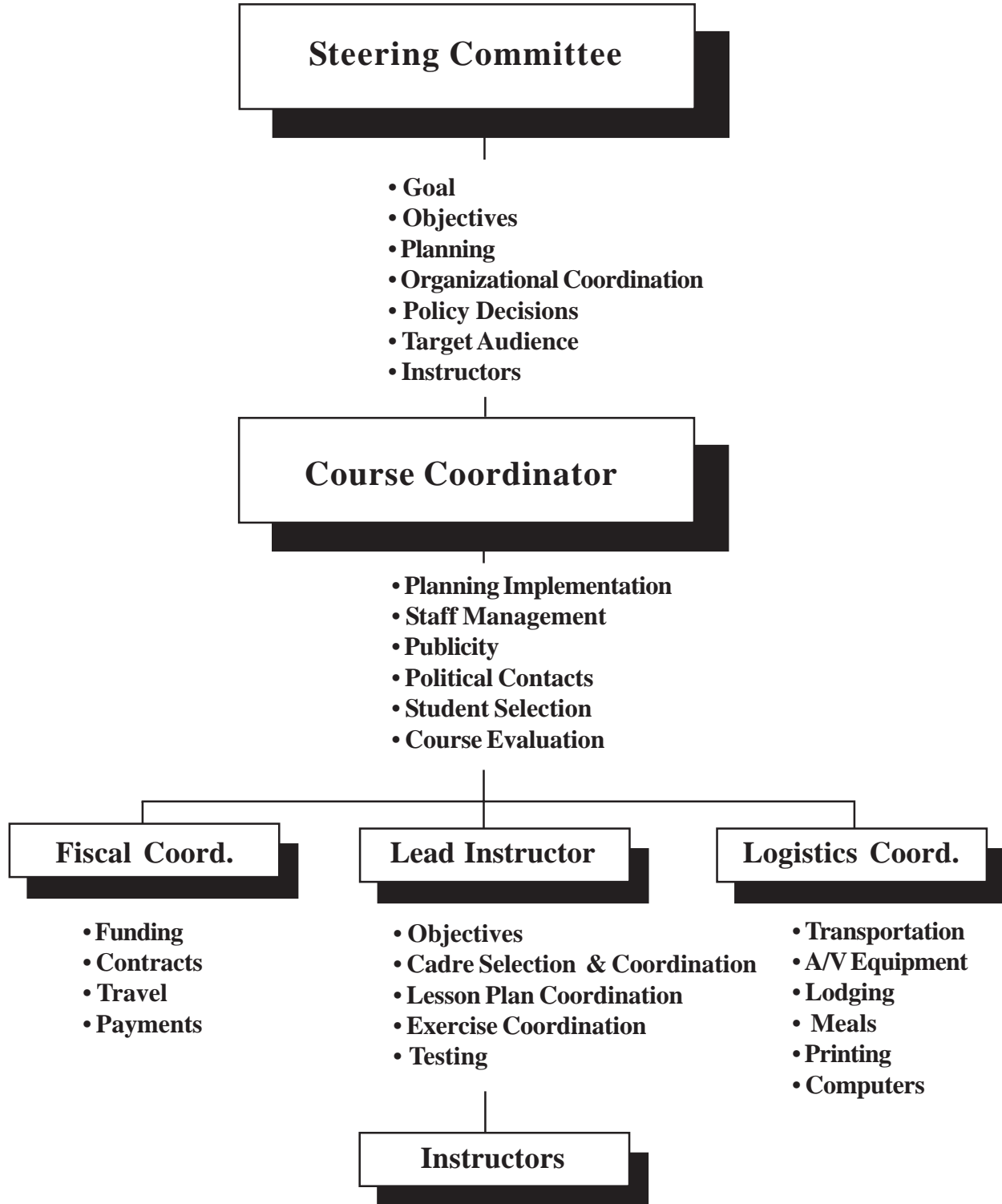
Identify and request instructors and additional people necessary to meet the needs of the identified organization. The number of instructors will depend on the course content, number of students and length of the course; most prepackaged courses will indicate the desired number of instructors. Determine if contracts, funding, travel authority, and necessary approvals need to be completed.

All instructors must meet the minimum instructor qualifications set forth in the Field Manager's Course Guide.

Evaluation and certification of unit instructors is the responsibility of the lead instructor. Tracking and maintenance of instructor qualifications is the responsibility of the employing agency.

TRAINING COURSE ORGANIZATION

The number of people required to fill the positions will vary, depending on the complexity of the course.



D. Issue Course Announcement

Now that the course has been organized and the necessary approvals have been obtained, the course must be announced or advertised. Training announcements come out in various forms, e.g., pamphlets, brochures, training catalogs, training schedules, websites. Whatever the format, the course announcement should contain certain information:

- Purpose of the course
- Objectives
- Prerequisites
- Procedure for nomination
- Course coordinator/contact number/email
- Unique materials needed, i.e., laptops
- Nomination deadline
- Training dates
- Costs
- Location

A student nomination/background sheet may be included for the nominee to fill out and return. This serves as a screening device to ensure that nominees meet course prerequisites.

A nomination deadline date must be in the training announcement. This will enable you to plan adequately, and if pre-course work is required, will give the nominee adequate time to complete and return it by the established deadline.

E. Review Course Package

The course coordinator and lead instructor will need to become familiar with existing materials well in advance of the course presentation. A rough agenda should be developed based on timeframes suggested in the course package. If a course outline is being developed for this training, allow extra time depending on complexity (see Appendix B).

F. Reserve Facilities and Equipment

Select a site that will help support the training goal. The site must be compatible with the methods used during the training course; the characteristics of the classroom and support facilities influence the quality of the course. Consideration should be given to class size, group interaction, and instructional equipment needs.

Logistics should be a principal factor when considering where to hold a training session. Consider the availability of support, e.g., copiers, phones, computers, cost-effectiveness, source of emergency purchases, transportation, lodging and food, and quality of facilities, when selecting a location. Check regularly with the hotel or facility for any issues that may arise. A logistics coordinator may be necessary to help with this process.

Items that need to be considered when making arrangements for a facility include, but are not limited to:

- Number of students, instructors, and observers.
- Number of classrooms, breakout rooms, and support rooms.
- Arrangement of room, size and number of tables and chairs (desks or tables should be arranged to allow students to work in small groups or as individuals, depending on the course needs).
- Instructional media equipment in room, electrical cords and outlets.
- Computer support: LAN, Internet access, Help Desk, etc.
- Comfortable training environment: heating, cooling, lighting, ventilation and ability to darken room.
- Use of walls for hanging posters or number of available white boards.
- Acoustics and need for a sound system (room should be quiet and not susceptible to outside interruptions).
- Time requirements each day (you will usually want to have the rooms round the clock for the duration of the course).
- Security requirements.
- Other meetings and conventions in the facility.
- Rest room and smoking area proximity.
- Proximity of restaurants and hotels.
- Staff ride sites.
- Sand table availability and portability.

Instructional equipment to be obtained or reserved may include:

- Easel and flip charts
- Projection screen
- Projector
- Lectern
- Extension cords
- Whiteboard
- Computers
- VCR/DVD player and monitor
- Sand tables

Keep in mind that field exercises are incorporated into some courses. These require an outdoor area/facility and potentially will require extra planning regarding transportation, permission to use the site, tools, experts required, job hazard analysis, and medical evacuation plan.

G. Select Cadre Meeting Date

Cadre meetings are essential for successful training sessions. All instructors, coordinators and support personnel should be invited to the meeting. Cadre meetings can be done by web conferencing, conference call or in person at the training site.

H. Order Materials

Most course materials can be ordered through the Publications Management System (see Appendix C for publication ordering information). When course materials are not available, they must be developed or reproduced. For those courses incorporating simulations, special items will be required on a course by course basis.

Materials may include:

Instructor Guide - Contains directions and information essential to the coordination and presentation of the course.

Student Workbook - The workbook is used as a note taking guide during the training session and includes course and unit objectives and information relevant to each unit.

Supply Lists - Some supplies needed to put on the course are not included in the course package and must be obtained by the course coordinator or lead instructor.

Additional Publications - necessary to present course.

Computer Classroom - for delivery of technology or software driven instruction.

A list of all materials necessary to present NWCG courses (excluding 500 & 600 level) is available in Appendix A of each instructor guide. Additional information is located in the course instructions at the beginning of each course.

PRE-COURSE ACTIVITIES

This section describes the key items to consider and complete prior to the start of the training session.

A. Receive Nominations and Select Students

The process for selection of students can vary considerably. For some training sessions student selection will be set by the local agency. In other cases the geographic area training committee, course coordinator, cadre, or steering committee may be the selecting group. A well written course announcement will assist in getting the right target audience for the course. As a rule, about ten percent of the nominees will drop out before the course; therefore, it is a good practice to select a few more students than desired for the course. Once the students have been identified, letters should be sent to all nominees indicating selection, non-selection, or wait list.

The NWCG Interagency Training Nomination Form is used by most wildland fire agencies to apply for NWCG courses (see Appendix D for blank form). For local courses, the completed form should be reviewed and validated by the agency, and when necessary, by a local training coordinator, and then forwarded to the course coordinator for review by the cadre.

For geographic area courses, forward the approved nomination form to the local training officer, who will forward it to the zone or geographic area training officer.

Prerequisites - Minimum student prerequisites for NWCG courses are identified in the Field Manager's Course Guide.

Selection letters - should include the following information:

- *Dates and times of session* - Provide starting and ending dates and times; attendance may require the students to travel a day early and depart the day after the course. Credit for course completion should not be given to a student who leaves early.
- *Location, transportation, directions to site*
- *Costs/fiscal arrangements*
- *Course coordinator contact phone number and email*

- *Local information* - including lodging information, map of training facility, weather, etc.
- *Course roster* - to facilitate combined travel arrangements of participants.
- *Pre-course work* - prepares the nominees for entry into the course, eliminates nominees who are not prepared and sets a base for the development of lesson plans.
- *Student profile* - can verify the completion of course prerequisites and allows the cadre to become better acquainted with the qualifications and experience of the students.
- *Cancellation deadline* - date by which there will be no charge for canceling from the course.

B. Correct Pre-Course Work

If pre-course work was sent to the students that will be graded, it must be corrected by the instructors or course coordinator prior to the beginning of the course. If a test must be passed to be accepted into the course, post a return date early enough for the lead instructor/course coordinator to be able to correct them. Provide a return addressed envelope in pre-course work package for easy return to lead instructor/course coordinator. If course participation depends on successful completion of the pre-course work, the results will need to be sent to the students prior to any cancellation deadlines.

C. Request Opening/Closing Speaker

If an opening or closing speaker will be used, contact must be made to coordinate timing, expectations, topic, and payment.

D. Hold Cadre Meeting

The course coordinator and lead instructor will discuss unit assignments with each instructor. Each instructor should receive a copy of the entire course before the cadre meeting. Cadre meetings provide an opportunity for instructors to meet/talk, review material, discuss concerns and plan strategy with the course coordinator or lead instructor. This is critical for instructors with little or no previous experience with the course. Due to cost restraints, cadre meetings should be held in the most affordable manner possible, options include web conferencing, conference call or in person (see Appendix E for Cadre Meeting Checklist).

Objectives of the meeting include:

Coordinate course material and presentations - Each instructor is assigned a unit(s) to instruct; all information needed for instruction within the unit is given in a lesson plan outline. The handouts, electronic presentations and other instructional materials referenced in the outline are found in the appendices of the instructor guide. Any special items must be identified and obtained or developed by the instructor or coordinator. Use of adjunct instructors may be appropriate for part of a unit; this should be discussed and agreed upon by the lead instructor and cadre. General ground rules should be addressed including instructor participation/duty hours, attire and other relevant information. Timeframes and responsibilities need to be set for lesson material production including such items as handouts, visuals and reference materials.

Finalize course, objectives, exercises and testing - These are critical to student progress and success. See page 2 for “NWCG Training Working Team Position on Course Presentation and Materials”.

Finalize logistical support requirements - If meeting is held on site, give the cadre a tour of the facilities and demonstration of the equipment to be used to give the cadre an idea of what is needed and how best to prepare for presentations. If web conferencing or a conference call is used, make time to review this information prior to the beginning of the course.

Finalize time schedules and course agenda - things to consider:

Course Length - Times are listed in the instructor guides; see page 3 for “Course Length for NWCG Courses”.

Opening/closing - Formal or informal? The nature of the opening/closing will determine time spent developing objectives or an outline for the speaker. If you have a formal opening, allow time for the transition to training. Such things as rearranging the room, escorting the VIPs out and the breaks between presentations will require time.

Breaks - Pre-planned or spontaneous? Breaks at the end of presentations work best. Allow approximately ten minutes each hour if possible.

Special events or social activities - Field trips, tours and social events need to be carefully planned so that they do not disrupt the primary training mission.

Review student profiles - The course coordinator should summarize the student profiles and share the summary with the instructors.

Obtain instructor biographical sketches - A brief biographical sketch of each instructor is needed for distribution during the course presentation. This should include an instructor's academic background and work experience in chronological order, written in narrative form, and should highlight courses taught, projects developed and items of relevance to the course being taught (see Appendix F for sample biographical sketch).

Review experiential learning sessions - Any sessions that will need extra time and effort to coordinate or additional materials or people to complete should be reviewed prior to the course. These may include running through a sand table exercise, preparing for a staff ride, identifying role players, or scheduling site for field training.

E. Review Logistical Details

All logistics will need to be coordinated well in advance of the course. Do vehicles need to be reserved? Do you need to supply coffee, food, water? Who is paying? If the training will be conducted at an off site facility or requires a field exercise additional coordination to accomplish required logistics will be necessary.

F. Confirm Lodging and Transportation

If lodging and/or transportation are being arranged by the coordinator, they will need to be confirmed.

G. Prepare Class Material

It is the responsibility of the course coordinator or lead instructor to review lesson plans for subject content and adherence to standards. All visual aids (e.g., PowerPoint slides, DVDs, flipcharts, handouts, display items) and student materials such as workbooks and name tags need to be assembled and reviewed for accuracy and professional quality.

Workbooks - Student workbooks for NWCG courses may be ordered pre-assembled. If a workbook is being used that needs to be assembled or reproduced extra time will be necessary.

Electronic Presentations - PowerPoint presentations are available on the Course Materials CD ROMs and must be ordered separately from the instructor Guide. All slides are numbered by unit, sequence, and course number. The identifying number is referenced at the appropriate time in the unit lesson outline, aids and cues column.

Agenda - A final agenda should be prepared and copied for each instructor and student. Most instructor guides contain a draft agenda. Times may need to be adjusted and instructor names will need to be added.

Handouts - Handouts are not included in the student workbook and must be reproduced. The number designation will be similar to that for electronic presentations. All handouts should be three-hole punched. Handouts are located in an Appendix in either the instructor guide or on the CD ROM.

Rosters - Student rosters should be prepared for use before, during and after the course presentation. They may include student names, agency, email address, physical address and phone number. Rosters are used for statistical records, student status (i.e., enrolled, substituted, cancelled), preparation of certificates of completion, financial obligations and post-course mailing.

Name Tags - Name tags can be preprinted after the course roster has been set.

Certificates - To save time during the course, certificates can be preprinted prior to the course and then adjusted accordingly based on final exam scores and final student enrollment.

H. Submit Miscellaneous Requests

Requests for miscellaneous functional area kits, miscellaneous supplies, and comp or overtime will need to be submitted prior to the beginning of the course.

I. Set Up Classroom

It is the responsibility of the course coordinator to see that the classroom will meet the needs of the training course. The room arrangement has a direct bearing on the classroom atmosphere and thus the potential for learning. Keep in mind that there is more than one way to arrange the room.

Key points to check when setting up:

Audio - Plug in everything and test it. Is sound working? Locate controls and volume. Are there enough microphones? Are cords long enough? Is feedback a problem?

Projection station - Is it high enough? Wide enough? Correct distance from screen? Extension cords needed or remote control operated?

Lectern - Check height, light. Is a pointer needed?

Room lights - Where are the switches? Is the room dark enough for projecting? Does light from doorway hit screen?

Ventilation - Will temperature remain comfortable? How is air conditioning/heat controlled?

Screen - Is it large enough? Keystoning eliminated? Electrical control tested? Are there stage curtains?

Seating - Front row no closer than two screen widths? Last row no further than six screen widths?

Equipment and supplies - Guard against breakdown. Obtain extra bulbs, sufficient extension cords, backup computer(s), extra flip chart paper, markers, assorted office supplies, clock, trash can, etc.

COURSE ACTIVITIES

This section covers the sequence of events and processes used during the course. The course coordinator is responsible for all activities during the training session. The authority for managing the session can be delegated to the lead instructor but the responsibility still belongs to the course coordinator.

A. Open Course

The training session should start on time. This sets a positive tone for the entire session. Cover the ground rules, then introduce the opening speaker. Conduct the cadre/student icebreaker then turn the session over to the lead instructor.

B. Conduct Course

Duties for the course coordinator to perform during the course presentation in support of the lead instructor, instructors, and students include:

Maintain Availability - Situations will occur; many will be logistics related. Monitor the course to curb these situations and facilitate smoothness.

Evaluate - Conduct daily cadre meetings to surface any issues related to course material or delivery and to develop solutions. These can be conducted as informal sessions.

- Respond to any needs or changes as soon as possible and tell students how you plan to resolve them.
- The daily cadre meeting can and should be attended by selected students. They can provide input and feedback for the day's presentations and for the next day. The use of students at the cadre meeting will provide a cross evaluation process for the course and instructors.
- Potential student failures should be identified. All avenues for tutoring and counseling by the instructor should be completed during course presentation. A daily review of student activities at the cadre meeting and/or test results will provide a chance to

give assistance or remedial training as needed. Students must be informed that they are not passing the course. A plan to assist the student in meeting course objectives must be made that is agreeable to both the student and instructor. Do not allow a problem to go uncommunicated and then after the course tell the student they have failed. If a student is having difficulty with the course, provide them with alternatives to achieve the course objectives. They may accomplish this through additional study, alternative presentation modes, or assisted testing.

- The standard for passing an NWCG course is 70%. This change was initiated to attain consistency with the academic community. The standard will be incorporated into the curriculum as courses are revised and new developments are undertaken. Courses that currently have a standard other than 70% will remain at that percentage until they are revised.
- The instructor guides will identify the evaluation criteria for each course. Some courses may use course components, e.g., pre-course tests, unit tests, class participation, final exams, to aggregate the passing score. The passing score will be based on the final exam unless otherwise stated.
- Ensure all students are given a Student Final Course Evaluation to complete prior to leaving the training session (see Appendix G for blank form). This form is included on the CD-ROM for each NWCG course (100-400 level).

C. Close Course - Answer any questions the students may have. Distribute certificates, if final exam has been graded. If the certificates will be mailed let the students know when to anticipate receiving them. Thank the students for their time and participation.

POST-COURSE ACTIVITIES

This section covers the course follow-up. It is the responsibility of the coordinator to complete all letters, certificates (signed by the lead instructor), and the course package. These tasks should be completed within a two week period.

A. **Gather Instructor Materials**

Any material to be returned or retained for future training sessions should be gathered, organized, returned, and stored.

B. **Prepare and Send Student Letters**

Letters may include pass/fail notifications and certificates.

Pass or fail notifications - Notifications of completion along with the evaluation form or criteria used need to be sent through proper organizational channels which vary by agency and geographic area. Reasons for a student failing a course include: not participating, not completing assignments, failing quizzes, not attending the entire session, or failure to meet the minimum passing score required for the course.

Certificates of completion - The office sponsoring the course presentation will be responsible for completing the course completion certificates which may be given out at the completion of the training or may be mailed with a completion letter. The coordinator should ensure the course certificates are typed, with the lead instructor signing each one. For NWCG courses, the certificates can be ordered from the Publication Management System.

C. **Prepare and Send Thank You Letters**

Thank you letters should be sent through appropriate organizational channels to all the individuals who participated in presenting the course.

D. Complete and Submit Recommendations/Evaluations

The course coordinator should provide an evaluation to the lead instructor and the lead instructor may do a written evaluation on each instructor for the course.

Instructors should review the following items after course completion: course content, visual aids, methods of delivery, prerequisites, and testing procedures. The lead instructor and/or course coordinator should document problems or recommendations regarding the content of NWCG courses on the Training Course Evaluation Form (see Appendix G). A file for course recommendations is maintained by the Training Standards Unit at NIFC for future revisions to each course. Submit recommendations to:

National Interagency Fire Center
Fire Training
Training Standards Unit
3833 South Development Avenue
Boise, ID 83705
email: nwcg_standards@nifc.blm.gov

E. Complete Course Package and File

The course coordinator should complete a course package for filing. It should contain the instructor list, student roster, testing results, evaluations and operational considerations pertinent to the course. This package can be used for future course presentations. It will provide the course coordinator with information on past courses, make the task of coordinating future training much easier, and prevent previous errors from reoccurring.

APPENDIX A

Blank Course Timeline Checklist

SAMPLE COURSE TIMELINE CHECKLIST

COURSE: _____ DATES: _____

*Suggested
Time Sequence*

Items to Complete

*Date
Completed*

PREPARATION ACTIVITIES

12 mos.



- Identify Course
 - Purpose
 - Objectives
 - Prerequisites

- Identify Necessary Organization

7 mos.



- Select and Confirm
 - Lead instructor
 - Other instructors (with assistance from lead instructor)
 - Logistics coordinator

- Issue Course Announcement
 - 100- to 200-level courses can be listed on host unit's specific geographic area training web pages (not all geographic areas post 100- to 200-level courses). 300- to 600-level courses will be listed on the National Wildland Fire Training Schedule (www.nationalfiretraining.net/schedule/) by the host unit's geographic area webmaster for that specific page. Contact information is listed on each geographic area's page.

PREPARATION ACTIVITIES, CONT.

6 mos.

- Review Course Package
 - Develop rough agenda

5 mos.

- Reserve Facilities and Equipment
 - Classroom space, comfortable environment
 - Items needed for staff rides/sand tables, etc.
 - Instructional equipment
 - Desktops/laptops/printers



4 mos.

- Set Cadre Meeting Date
- Order Materials
 - Instructor guides
 - Student workbooks
 - Supply lists
 - Additional publications
 - Computer classroom

PRE-COURSE ACTIVITIES

3 mos.

- Receive Nominations and Select Students
 - Send acceptance/non-acceptance/wait list notification.
 - Send pre-course work or other materials, including CD or web site, if applicable, and due dates if there is a test that must be returned.
 - Request student background sketches.

2 mos.



- Correct Pre-Course Work
- Request Opening/Closing Speaker
 - Confirm

PRE-COURSE ACTIVITIES, CONT.

2 mos. cont.

- Hold Cadre Meeting
 - Coordinate course materials and presentations
 - Finalize course, objectives, exercises and testing
 - Finalize logistical support requirements
 - Finalize time schedules and course agenda
 - Review student profiles
 - Obtain instructor biographical sketches
 - Review experiential learning sessions:
 - * Sand tables
 - * Staff rides
 - * Identify role players
 - * Schedule sites

1 mo.



- Review Logistical Details
 - Coffee, transportation, etc.
- Confirm Lodging and Transportation
 - Instructors
 - Students

3 wks.

- Prepare Class Material
 - Workbooks
 - Electronic presentations
 - Agenda
 - Handouts
 - Roster
 - Name tags
 - Certificates (preprint)

2 wks.

- Submit Miscellaneous Requests
 - Functional area kits
 - Supplies
 - Comp time/overtime

1 day

- Set Up Classroom

COURSE ACTIVITIES

00



- Open Course
 - Start on time
 - Cover ground rules
 - Introduce opening speaker
 - Cadre/student icebreaker

- Conduct Course
 - Maintain Availability - monitor course to fill needs, facilitate smoothness.
 - Evaluate - conduct daily evaluations (written and oral student feedback); participate in post session cadre meetings; identify and respond to potential student failures; distribute Student Final Course Evaluation (see Appendix G for blank form).

- Close Course
 - If appropriate, pass out certificates of completion.
 - Closing comments

POST-COURSE ACTIVITIES

+2 days

+2 wks.



- Gather Instructor Materials

- Prepare and Send Student Letters
 - Pass or fail notification
 - Certificates of completion

- Prepare and Send Thank You Letters
 - Instructors
 - Speakers
 - Role players

POST-COURSE ACTIVITIES, CONT.

+2 wks. cont.



- Complete and Submit Recommendations/Evaluations
Training Course Evaluation (see Appendix G for form)
 - Document problems and recommendations with the course to include:
 - * Course content
 - * Visual aids
 - * Methods of delivery
 - * Prerequisites
 - * Testing procedures

- Complete Course Package and File

APPENDIX B
Developing Objectives
and
Lesson Outlines

DEVELOPING OBJECTIVES

I. Objectives:

An instructional objective is a collection of words and/or pictures and diagrams intended to let others know what you intend for the student to achieve. Objectives are:

- Related to intended outcomes, rather than the process for achieving those outcomes.
- Specific and measurable, rather than broad and intangible.
- Concerned with students, not instructors.
- Formed by an action verb and a noun.

There are three characteristics that help an objective to communicate an intent. These characteristics answer the following three questions:

- What should the student be able to do? (Performance)

Examples may include:

- List
- Describe
- Write
- Create
- Design
- Demonstrate
- Operate

- Under what conditions do you want the student to be able to do it? (Condition)

Examples may include:

- While using a pulaski...
- Using a topographical map...
- Given a brown paper bag...

- How well must it be done? (Criterion)

Examples may include:

- ...within five minutes
- ...70% of the questions
- ...three out of five

II. For more information on developing objectives, refer to:

Mager, Robert F., 1997, Preparing Instructional Objectives, Third Edition, The Center for Effective Performance, Inc., Atlanta, Georgia.

DETAILED LESSON OUTLINE

COURSE:

UNIT:

TIME:

TRAINING AIDS:

OBJECTIVE(S):

OUTLINE	AIDS & CUES
<p>DIRECTIONS TO THE INSTRUCTOR ARE TO BE PRINTED IN EITHER ALL CAPITAL, OR LARGE AND SMALL CAPITAL, LETTERS AND BLOCKED FROM THE LEFT MARGIN TO THE DIVISION LINE BETWEEN THE “OUTLINE” SECTION OF THE LESSON PLAN AND THE “AIDS & CUES” SECTION, AS ILLUSTRATED HERE.</p> <p>The format of the outline will make use of Roman and Arabic numerals for identifying various sections and subdivisions. Most materials will require no more than four subdivisions. The hierarchy for identifying subdivisions is as shown below:</p> <p>I. (Primary division) A. (First subdivision) 1. (Second subdivision) a. (Third subdivision)</p> <p>Items that are to be considered, but the sequence of which is not important, may use bullets “•” as beginning characters. If there is a subdivision of unsequenced items listed under a bullet, then use a dash “-” as the beginning character.</p> <p>Example: • Unsequenced item - Subdivision under unsequenced bullet</p>	

OUTLINE	AIDS & CUES

APPENDIX C
Publication Ordering
Information

PUBLICATION ORDERING INFORMATION

NWCG materials may be ordered from:

National Interagency Fire Center
Great Basin Supply Cache
3833 S. Development Avenue
Boise, ID 83705

Phone: 208-387-5104
Fax: 208-387-5573

A NWCG NFES Catalog, Part 2: Publications (NFES 3362) will explain current ordering procedures. There is a charge for most items. The publication can be accessed electronically at <http://www.nwcg/pms/pubs/pub.htm>

APPENDIX D

NWCG Nomination Form

NWCG INTERAGENCY TRAINING NOMINATION

AND

AGREEMENT TO COLLECT FUNDS

INSTRUCTIONS: Complete Part I. Complete PART II only if there are charges for the training.

Part I TRAINING NOMINATION

Course Number	Course Name	PRIORITY ____ of ____
IQCS Session Number	Course Location	Course Date(s)
Course Tuition (if required)	Course Coordinator Name (First Last)	Course Coordinator Phone Number
Course Coordinator E-Mail	Course Coordinator FAX Number	Date Submitted
Employee's IQCS ID Number:		
Nominee's Name (First MI Last)		
Working Job Title		E-Mail
Agency Name		Fax
Home Unit	Nominee's Mailing Address (if different)	
Street	Street	
City	City	State
Zip	Telephone	Zip Telephone
List training completed and dates pertinent to this course:		
List your past qualifications pertinent to this course:		
Nominee's Signature: (I will notify the Unit Training Representative if I am unable to attend.)		
Supervisor's Signature (I certify the nominee meets the prerequisites, or if not met I will put the reasons for attending the course in Remarks.)		
Remarks:		

Course Name: _____ Nominee Name: _____

PART II AGREEMENT TO COLLECT FUNDS (Complete only if there is a tuition charge)

Please check the section appropriate to the legal authority to collect monies and complete the address/signature block. This form must be signed by an individual with authority to sign agreements and obligate the funds listed. Note: Tribal governments are not covered by the Intergovernmental Cooperation Act of 1968.

_____ **NON-FEDERAL AGENCIES:** Contractor, states, local governments engaged in fire suppression and protection of public lands. This training, payment, and collection is duly authorized under the Intergovernmental Cooperation Act of 1968 as amended by the act of September 13, 1982 (P.L. 97-258), Section 6505. The NWCG Interagency Training Nomination constitutes written request and it is understood the bill for the training will consist of tuition plus all other identifiable costs as provided by law. Authorizing signature is also certifying services requested cannot be procured reasonably and expeditiously through ordinary business channels and funds are available. Provider's signature certifies the agency is offering similar services for its own use.

COMPLETE CHARGE CODE: (Include required fiscal references) _____

Agreement Number: _____

_____ **OTHER FEDERAL AGENCIES:** This training, payment, and collection is duly authorized under Section 601 of the Economy Act of June 30, 1932 (31 USC 1535) as amended. The NWCG Interagency Training Nomination constitutes the required written request and it is understood the bill for the training will consist of tuition plus all other identifiable costs as provided by law. Authorizing signatures is also certifying services requested are in the best interest of the United States; cannot be procured by contract as conveniently or cheaply from a commercial source and appropriate funds are available for this purpose. Provider's signature certifies the agency is offering similar services for its own use.

COMPLETE CHARGE CODE: (Include agency location) _____

Agreement Number: _____

_____ **SAME AGENCY AS PROVIDER:** The NWCG Interagency Training Nomination constitutes agreement to pay charges as outlined in nomination materials. Authorizing signature certifies funds are available for this purpose.

COMPLETE CHARGE CODE: (Including Override) _____

Agreement Number: _____

ADDRESS/SIGNATURE:

Billing address if different than Sponsor or Agency Address:

AUTHORIZED TO EXPEND FUNDS LISTED ABOVE:

AGREES TO PROVIDE TRAINING REQUESTED:

Signature

Date

Signature

Date

Title

Title

APPENDIX E

Cadre Meeting Checklist

CADRE MEETING CHECKLIST

PRE-COURSE ACTIVITIES TO COVER:

- Make instructor assignments.
- Finalize agenda.
- Develop list of instructor expectations for the course.
- Obtain biographical sketches.
- Review checklists for course coordinator, lead instructor, and unit instructors.
- Review course and unit objectives.
- Review target group.
- Review student profiles.
- Review pre-course scores, if any.
- Finalize logistical support requirements.
- Discuss EEO provisions and language.
- Discuss attire requirements.
- Review experiential learning sessions.
- Make changes or adjustments to course as needed.

DAILY ACTIVITIES TO COVER:

- Determine how to pick up topics, objectives, or content missed by instructors or which need reinforcement.
- Overall assessment of class and class expectations.
- Identify problems - instructors, facilities, students, or course content.
- Assess group dynamics.
- Adjust course content.
- Adjust course timeframes.

POST-COURSE ACTIVITIES TO COVER:

- Complete final instructor evaluation.
- Close-out with host management.
- Turn in equipment and supplies.
- Grade final exams
- Send test scores and certificates of completion, if not already distributed.
- Final review of items on checklist.
- Complete administrative requirements.

APPENDIX F

Sample Biographical Sketch

SAMPLE BIOGRAPHICAL SKETCH

David Jones, Ecologist (Research Forester), USDA Forest Service,
Intermountain Forest and Range Experiment Station, Logan, Utah.

1234 W. Right Street, Logan, UT 84323
(435) 211-1122
djones@fs.fed.us

Dave's work experience consists of one year of wildlife management and research experience in Wisconsin and five years of course work, teaching, and research for advanced degrees before starting his Forest Service career. From 1991 to 1994, he was stationed at Reno, Nevada, while leading a wet mantle flood research project. From 1995 through 2000, he led the water yield improvement project at Logan, Utah. From 2000 to the present, Dave has been assigned to aspen ecosystems research and has been involved in several special assignments. Effects of forest management, especially clear cutting and/or fire, on soil and water has occupied most of this personal research time.

Dave has B.S. and M.S. degrees from the University of Wisconsin and a Ph.D. from the University of Michigan.

APPENDIX G

Evaluations

STUDENT FINAL COURSE EVALUATION

Course Name and Number: _____

Date: _____ Location: _____

Check the response that best reflects your opinion. If you have specific input on the course's strengths or improvement opportunities, provide comments in the remarks section.

This Course

Remarks:

- Exceeded my expectations
- Fulfilled my expectations
- Failed to meet my needs

Course Time Allocated

Remarks:

- Appropriate
- Took too much time (should be shorter)
- Insufficient (needed to be longer)

Level of Instruction

Remarks:

- Appropriate
- Too basic
- Too advanced

Instructor Presentations

Remarks:

(Consider objectives met, clarity of instruction, enthusiasm, training aids, exercises, methods used)

- Excellent
- Good
- Satisfactory
- Unsatisfactory

Course Materials

(Consider usefulness of texts, exercises, handouts, reference materials)

Remarks:

- Excellent
- Good
- Satisfactory
- Unsatisfactory

Classroom and Breakout Room

(Consider lighting, temperature, cleanliness, furnishings, equipment, distractions)

Remarks:

- Excellent
- Good
- Satisfactory
- Unsatisfactory

Correspondence and Guidance

(Consider timing of pre-course materials and information provided concerning, travel, lodging, logistics)

Remarks:

- Excellent
- Good
- Satisfactory
- Unsatisfactory

What did you like MOST about this course?

What did you like LEAST about this course?

Recommendations for improving this course (Be specific):

Name (Optional):

TRAINING COURSE EVALUATION

(To be completed by the course coordinator and/or lead instructor)

The National Interagency Fire Center (NIFC) Fire Training is interested in obtaining your candid evaluation of the various factors of this NWCG course. Your evaluation of the factors listed below and any other constructive suggestions will be valuable guides for improving the course. Comments associated with specific cadres, locations and facilities should be forwarded to the course coordinator, not to NIFC Fire Training.

Course: _____ **Location presented:** _____

Dates presented: _____ **Your name:** _____

Course Related Material (understandability, completeness, technical errors); consider any or all of the following items:

- | | |
|-----------------------------|---------------------------|
| 1. Pre-course work/pre-test | 7. Quizzes/tests |
| 2. Objectives | 8. Exercises/scenarios |
| 3. Instructor materials | 9. Simulations/field work |
| 4. Student workbook | 10. Group interaction |
| 5. Handouts | 11. Time allotted |
| 6. Audio/video aids | |

Comments:

Please give us your feedback on any or all of the following:

1. Did the lecture follow the student workbook?
2. What percent of the materials was new to you?
3. Were the course materials relevant to the associated position?
4. What aspects of the course did you find most valuable?
5. What aspects of the course did you feel needed to be strengthened?
6. Did the course meet or exceed your expectations?
7. Were unit and course objectives met?
8. When the course is re-written, would you be interested in participating?

Comments:

Please return this form to:

nwcg_standards@nifc.blm.gov

or

National Interagency Fire Center
Fire Training
Training Standards Unit
3833 S. Development Avenue
Boise, ID 83705

APPENDIX H
Course Handoff Process/
Train-the-Trainer

COURSE HANDOFF PROCESS

The NWCG has recognized that due to the inherent complexity and/or technical content of some training courses, these courses should have a formal handoff to the various geographic area instructor cadres for presentation of that course. This process involves explanation of the instructional design and supplemental content material required for presenting the course. It is particularly applicable to courses requiring adaptation for various geographic areas.

The purpose of this section is to provide a process to assist the field in delivering successful training.

I. Goal:

Attendees will be guided step by step through the course content and instructional design, and given necessary information to successfully coordinate and/or instruct the course.

II. Objectives:

At the completion of the handoff, attendees will:

- A. Acquire knowledge of all content areas and idiosyncrasies of the course through presentations and discussions.
- B. Apply appropriate agency policies using accepted operational procedures, based on geographic location of course presentation.
- C. Describe the preparation process utilized to customize lessons for course presentation.
- D. Explain the evaluation process used to measure performance.

- III. Determining the need for a formal course handoff:
 - A. It is the responsibility of the course project leader to identify whether a course's content is complex enough in detail or technical content to require a formal handoff.
 - B. Decision criteria for course project leaders include any of the following:
 - 1. More than 50% of the content is conceptually complex (theoretical vs practical).
 - 2. The instructional design is complex due to variations in selected presentation methods (exercises, simulations).
 - 3. Emerging technology is being transferred to the field.
 - 4. Greater than 50% of the content is subject to geographic area adaptations.
- IV. Two screening levels are identified to ensure a course meets identified criteria for a formal handoff. These levels are:
 - A. Initial approval by the NWCG Development Unit.
 - B. Final decision by the NWCG Training Working Team.
- V. Handoff Training Announcement:
 - A. The desired target audience for a course handoff is lead instructors and course coordinators.
 - B. The course handoff will be announced and nominations solicited for attendance.

C. Sample Announcement

Workshop: FI-210, Wildland Fire Origin and Cause Determination, Instructor Handoff

Date(s): February 2-5, 2006

Location: National Interagency Fire Center, Boise, Idaho

Nominations: Due December 13, 2005; submit nominations to the handoff coordinator on an NWCG Interagency Training Nomination Form.

Notification of Selection Date: January 5, 2006

Target Group: Potential lead instructors and course coordinators who will be expected to deliver the FI-210, Wildland Fire Origin and Cause Determination course.

Description: This workshop will be limited to 20 - 25 targeted lead instructors and course coordinators. Attendees will be guided through the course content and instructional design, and given necessary information to successfully coordinate and/or instruct the course.

Course Coordinator: Don Jones
3833 S. Development Avenue
Boise, Idaho 83705
don_jones@nifc.blm.gov
(208) 387-1234

VI. Agenda for the Attendee:

The timeframe for the handoff may vary, but two days seems to be satisfactory. To make the instructional process effective, adequate time must be allowed to cover content and process. If appropriate, course materials should be sent to attendees to preview prior to the workshop.

