



FEMA



National Fire Academy

**R0129 – Fire Service Course Design--One Week
Version: 1st Edition, 11th Printing, December 2013**

Quarter:

ACE Credit: In the upper division baccalaureate degree category, two semester hours in public administration or public safety.

IACET Continuing Education Units: 3.2

Length of Course: 6 Days (48 contact hours, Sunday – Friday)

Prerequisite: Yes

Curriculum: Training Programs

Training Specialist: Woody Stratton

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

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Course Description (Catalog)

R0129 – *Fire Service Course Design--One Week*. This six-day course provides students with the necessary skills to apply training design principles to courses that will be used by other instructors. Students identify a training need within their organization as a pre-course assignment. During the class, students apply principles to create the design of the training program that meets their identified training need (from the pre-course assignment) for their jurisdiction or organization.

In designing their own training program, students conduct a needs assessment, develop a job task analysis, establish goals and objectives, design an evaluation plan, determine instructional methods and activities to be used, and plan for media and instructional materials.

Student Qualifications (Primary and Secondary Audience)

Fire service personnel with course design and development responsibilities.

Course Scope (Goal)

The goals of this course are for you to:

- apply and use accepted standards and processes instructional design; and
- develop a design document for your own course.

Course Objectives (Course Learning Outcomes – TLOs)

After successfully completing this course, you will be able to accomplish the following:

- Given definitions of the roles of the instructor and course designer, differentiate the roles as they apply to the Instructional System Design (ISD) process.
- Given methods for determining training needs and the precourse assignment, evaluate if they are working on the correct problem for training.
- Given the precourse assignment and a checklist, describe at least five characteristics of the target audience for their design project.
- Using their approved project topic, complete two job task analyses according to the criteria provided in this unit.
- Write a course goal for their training course.
- Write clear, concise, and measurable objectives using the ABCD method.
- Given a course goal and terminal objective for the course design project, select a course organizational strategy or strategies that will maximize learning.
- Develop an evaluation plan, including evaluation tools, for their course design project.
- Using the information in the unit, the task analysis, and sequenced course objectives, determine a minimum of two appropriate instructional methods and one learning activity to use for each enabling objective.
- Given the enabling objectives in their course project, identify media according to the criteria presented in this unit.
- Given the completion of the course design, determine Instructor Guide (IG) and Student Manual (SM) formats suitable for use in the course they are designing.
- Evaluate the process used to create their Course Design Project.

Course Delivery Method

The National Fire Academy (NFA) offers specialized training courses and advanced management programs of national impact in an academic classroom environment [on campus at the National Emergency Training Center \(NETC\) in Emmitsburg, Maryland](#). This classroom course is designed for the national level fire service officer from State and local fire service organizations. During this 6-day delivery, students will reside in dormitories provided on campus with classes conducted in classrooms designed for critical student/instructor interaction. All course materials are designed for interactive classroom environments, in either paper notebook or electronic formats.

Course Schedule

The purpose of the course schedule is to give you, at a glance, the required preparation, activities, and evaluation components of your course.

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	Unit 1: Instructional Design	Unit 3: Conducting the Job Task Analysis	Unit 4: Goals and Objectives	Unit 5: Course Organization and Content Considerations	Unit 7: Selecting Instructional Methods and Creating Learning Activities	Unit 9: Course Manuals Step 9: Course Manuals
PM	Unit 2: Needs Assessment Form--Project Groups	Unit 3 (cont'd)	Unit 4 (cont'd)	Unit 6: Determining a Course Evaluation Plan	Unit 8: Selecting Instructional Media	Unit 10: Course Conclusion
EVENING	Review Units 1 and 2 of Student Manual Read Unit 3 of Student Manual Step 1: Conducting a Training Needs Assessment Step 2: Defining a Target Audience	Read Unit 4 of Student Manual Step 3: Conducting a Job Task Analysis	Read Units 5 and 6 of Student Manual Step 4: Write Course Goal and Objectives	Read Units 7 and 8 of Student Manual Step 5: Course Organization Step 6: Determining Course Evaluation Plans	Read Unit 9 of Student Manual Step 7: Selecting Methods of Instruction and Designing Learning Activities Step 8: Selecting Media	

Course Resources (Instructional Materials)

In order to be fully prepared, obtain a copy of the required textbooks and other instructional materials prior to the first day of class.

Required Readings

The student must complete required readings during the course to be able to thoughtfully participate in discussions and activities.

None.

Suggested Reading/Resources

Suggested readings and resources are not evaluated, but may enhance the student's understanding, serve as additional sources for citation and promote discussion of course material.

None.

Required Resources (Course Textbook)

Student Manual.

Supplemental Resources (Supplemental Course Textbook)

None.

Course Outline

Unit 1: Instructional Design (Day 1)

Objectives

Terminal Objective

Given definitions of the roles of the instructor and course designer, the students will be able to differentiate the roles as they apply to the Instructional System Design (ISD) process.

Enabling Objectives

Given a lecture and the ISD model, the students will:

1. Discuss the role of the instructor as it applies to the ISD process.
2. Discuss the role of the instructional designer as it applies to the ISD process.
3. Identify the components of the ISD process with 100-percent accuracy.

Unit 2: Needs Assessment (Day 1)

Objectives

Terminal Objectives

The students will be able to:

1. Given methods for determining training needs and the precourse assignment, evaluate if they are working on the correct problem for training.
2. Given the precourse assignment and a checklist, describe at least five characteristics of the target audience for their design project.

Enabling Objectives

The students will:

1. Given a lecture/discussion, identify the process used to determine training needs, according to the material presented.
2. Given a case study, classify training problems as motivational, training, or environmental, according to the material presented.
3. Given a precourse assignment and the lecture, evaluate the precourse assignment to determine whether the four-step training needs assessment process was applied.

4. Given a precourse assignment, complete the audience analysis checklist from the information according to criteria provided.
5. Review the precourse assignment on audience identification.

Unit 3: Conducting the Job Task Analysis (Day 2)

Objectives

Terminal Objective

Using their approved project topic, the students will be able to complete two job task analyses according to the criteria provided in this unit.

Enabling Objectives

Given the information from this unit, the students will:

1. Describe the three methods for conducting a job task analysis.
2. Identify the eight components of the job task analysis.
3. Evaluate the job task analysis by completing the Assessment Checklist with 100-percent accuracy.

Unit 4: Goals and Objectives (Day 3)

Objectives

Terminal Objectives

Given a fire service topic and a task analysis for the topic, the students will be able to:

1. Write a course goal for their training course.
2. Write clear, concise, and measurable objectives using the ABCD method.

Enabling Objectives

The students will:

1. Given a lecture/discussion, accurately describe the relationship between a task analysis and the course goal to bridge the training gap.
2. Accurately describe the benefit of a course goal according to the material presented.

3. Correctly distinguish between a terminal and enabling objective in the Instructional System Design (ISD) process, according to the material presented.
4. Correctly identify the three domains of learning, given a lecture and activity.

Unit 5: Course Organization and Content Considerations (Day 4)

Objectives

Terminal Objective

Given a course goal and terminal objective for the course design project, the students will be able to select a course organizational strategy or strategies that will maximize learning.

Enabling Objectives

Given the course goal, terminal objective, and the course design strategy the students will:

1. Sequence the terminal objective according to the prescribed method.
2. Sequence units of instruction to facilitate the transfer of training, according to a prescribed method.
3. Prepare a content outline for each enabling objective with the correct outlining procedure.

Unit 6: Determining a Course Evaluation Plan (Day 4)

Objectives

Terminal Objective

The students will be able to develop an evaluation plan, including evaluation tools, for their course design project.

Enabling Objectives

Given the information from this unit, the students will:

1. Correctly evaluate the course designer's responsibility concerning test reliability, validity, and recordkeeping.
2. Define the characteristics of a formative evaluation instrument with 100-percent accuracy.
3. Define the characteristics of a summative evaluation instrument with 100-percent accuracy.

4. Given a set of instructive objectives, identify the domain and type of test accurately.
5. Identify the types of evaluation for the course, the student, and the instructor, according to before, during, and after class criteria.

Unit 7: Selecting Instructional Methods and Creating Learning Activities (Day 5)

Objectives

Terminal Objective

Using the information in this unit, the task analysis, and sequenced course objectives, the students will be able to determine a minimum of two appropriate instructional methods and one learning activity to use for each enabling objective.

Enabling Objectives

The students will:

1. Given instructional objectives, identify at least two appropriate alternative instructional methods with the Instructional System Design (ISD) process.
2. Given an instructional objective, create a learning activity for their instructional task in accordance with the methods and feedback.

Unit 8: Selecting Instructional Media (Day 5)

Objectives

Terminal Objective

Given the enabling objectives in their course project, the students will be able to identify media according to the criteria presented in this unit.

Enabling Objectives

Given a list of objectives, the students will:

1. State the correct types of learning they represent.
2. Select the appropriate types of media for each objective.

Unit 9: Course Manuals (Day 6)

Objectives

Terminal Objective

Given the completion of the course design, the students will be able to determine Instructor Guide (IG) and Student Manual (SM) formats suitable for use in the course they are designing.

Enabling Objectives

The students will:

1. Given a lecture/discussion, list the six items to consider when developing a course manual.
2. Given an example IG and SM, evaluate the completeness and accuracy of each according to the suggested components in the SM.

Unit 10: Course Conclusion (Day 6)

Objectives

Terminal Objective

The students will be able to evaluate the process used to create their Course Design Project.

Enabling Objectives

The students will:

1. Identify the steps that are needed to complete the Course Design Project.
2. Describe the purpose of a train-the-trainer program for new programs.

Policies

Class Attendance and Cancellation Policy

Attendance

- You are required to attend all sessions of the course. If you do not, you may not receive a certificate, and your stipend may be denied.

- If you need to depart campus early and miss any portion of the course and/or graduation, you must make the request in writing to the NFA training specialist. The training specialist, in collaboration with the superintendent, may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements. If you receive approval for departing early, you must forward the approval to the Admissions Office so your stipend reimbursement is not limited.

Student Substitutions

Substitutions for NFA courses are made from waiting lists; your fire department can't send someone in your place.

Cancellations or No-Shows

NFA's mission for delivery of courses is impaired significantly by cancellations and no-shows. It is very difficult and costly to recruit students at the last minute. Currently there is a two-year ban on student attendance for students who are no-shows or cancel within 30 days of the course start date without a valid reason. If you receive such a restriction, your supervisor needs to send a letter to our Admissions Office explaining the cancellation/no-show.

Course Failure

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

Student Code of Conduct Policy

Students, instructors and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated and may result in removal from campus and denial of stipends.

Writing Expectations

Student writing will conform to the generally accepted academic standards for college papers. Papers will reflect the original work of the student and give appropriate credit through citations for ideas belonging to other authors, publications or organizations. Student written work should be free of grammatical and syntax errors, free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

Citation and Reference Style

Attention Please: Students will follow the APA, Sixth Edition as the sole citation and reference style used in written work submitted as part of coursework to NFA. Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the APA, Sixth Edition.

Late Assignments

Students are expected to submit classroom assignments by the posted due date (11:59 p.m. EDT/EST) and to complete the course according to the published class schedule. As adults, students, and working professionals, you must manage competing demands on your time. Discussion board postings submitted within 3 days after the submission deadline will receive up to a 20% deduction. Those that do not submit their discussion board postings within this timeline will receive a “0” grade for the week. Final assignment papers will not be accepted after the deadline. Any paper submitted after the deadline will receive a “0” grade for that assignment.

Netiquette

Online learning promotes the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a professional learning setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the forum of others.

- Technology Limitations. While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The NFA Online classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- Humor Note. Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺ .

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Grading

Please review the following rubrics that explain how grades will be awarded.

Students who do not complete the entire course will be awarded an Incomplete (I) grade. In accordance with National Fire Academy academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a Failing (F) grade.

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

http://www.usfa.fema.gov/training/nfa/admissions/student_policies_campus_information.html

Academic Honesty

Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical behaviors will not be tolerated.

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the Training Specialist.

If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to one or a combination of the following:

- expulsion,
- withholding of stipend or forfeiture of stipend paid,
- exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years, and/or
- forfeiture of certificate for course(s) enrolled in at NETC.

Refer to NFA-specific Standard Operating Procedure 700.1 – *Academic Code of Conduct and Ethics* for more information.

Grading Rubrics

ACTIVITY 3.6: CONDUCTING THE JOB TASK ANALYSIS (25 POINTS)

Instructors will use this rubric as a guide to assign a score to the student's submission. Student responses may not all fall in one category so the instructor's final scores may account for some random answers.

Student Name: _____
 Date: _____
 Score: _____

Adjectival Rating

Categories	25-22 points	21-19 points	18-16 points	15-10 points	9-0 points
Analysis	Thoughtful, statements support performance	Generally okay, points noted	Meets, could use further work	Weak, may be incomplete or inaccurate	Missing major portions
Procedures/ Requirements	Excellent clarity purposeful	Most are clear	Explained, not with clarity	Not explained/minimal clarity	Lacks articulation, ignores procedures
Flow	Everything connects logical progression	Connects generally	Confusion of flow	Questionable flow	Total disconnect
Skills	Acceptable, accurate	Evident, small improvement needed	Needs more work	Not well articulated, unacceptable	Not acceptable
Safety	Guidelines articulated	Some met, may need refinement	Listed, have questions	Not based on good safety requirements	No evidence
Sources	Included	Included	Sources may not be best	Not included	Not used, not included

(Instructor comments on back)

**ACTIVITY 4.5: COURSE GOALS AND OBJECTIVES
(25 POINTS)**

For their assigned class project, students will be expected to write their course goal and prepare three terminal objectives and two enabling objectives for each terminal objective. Students will be expected to use the ABCD method. Objectives should indicate a relation between Terminal and Enabling Objectives. Students will be expected to apply the content in the unit to their writing of these objectives.

Instructors will use this rubric as a guide to assign a score to the student's submission. Student responses may not all fall in one category so the instructor's final scores may account for some random answers.

Student Name: _____
 Date: _____
 Score: _____

Adjectival Rating

Categories	25-22 points	21-19 points	18-16 points	15-10 points	9-0 points
Meets requirements	Yes and may write more	Meets requirements, no extras	Okay, some portion may be incomplete	Portions missing or incomplete	No work submitted or very sloppy
ABCD format	Excellent ABCD	Good ABCD, some suggestions	Some flaws noted	Weak throughout	Poor examples throughout
Course goal	Describes outcomes connected to target audience	Acceptable with small change	Rewrite with changes	Total rewrite	Not submitted or total rewrite
Understandable	Easy to read, no confusion	Reads well, may have suggestion	Some patterns evident, generally confusing	Difficult to understand	Confusion throughout
Terminal/Enabling relationship	Excellent relationship	Generally good	Not always clear	Unclear	Not evident
Connects to task and performance standards	Solid connection	Connection evident	Weak connection to tasks	Written without connection to tasks	No connection

(Instructor comments on back)

**ACTIVITY 5.2: COURSE ORGANIZATION AND CONTENT
(10 POINTS)**

Instructors will use this rubric as a guide to assign a score to the student's submission. Student responses may not all fall in one category so the instructor's final scores may account for some random answers.

Student Name: _____
 Date: _____
 Score: _____

Adjectival Rating

Categories	10-9 points	8 points	7-6 points	5-0 points
Course organizational strategy	Identifiable and well applied	Okay, with questions	Questionable	Wrong strategy
Sequencing objectives	Logical rational good course, unit flow	Good flow, may be tweaked	Confusion may exist	Illogical flow
Content outline for each enabling objective	Complete and well articulated	Okay, with comments	Problems noted - may not support objectives - incomplete	Either missing or poor work quality

(Instructor comments on back)

**ACTIVITY 6.2: EVALUATION PLAN FOR STUDENT PROJECT
(5 POINTS)**

Instructors will use this rubric as a guide to assign a score to the student's submission. Student responses may not all fall in one category so the instructor's final scores may account for some random answers.

For their course project, the students will identify the types of evaluations needed for their student projects. They will identify and justify nine total types of evaluations for their project. The evaluations are for students, instructors and the course with considerations before the class starts, during delivery of the class and after the class (on-the-job). Students are guided by course content and a series of questions to help focus their responses. The identification and rationalization for each type of evaluation must be written well and make the case for using that type of evaluation.

Student Name: _____
 Date: _____
 Score: _____

Adjectival Rating

Categories	5 points	4 points	3 points	2-0 points
Complete	Complete--all nine	Complete--with suggestions	Partial submission	Not submitted/incomplete
Strength	Excellent knowledge and intent	Good with suggestions	Unclear of evaluation knowledge	Weak proposal
Justifications/Examples	Excellent selection, array of types	Okay, few unjustified, unrealistic	Some okay, others flawed	Flaws throughout

(Instructor comments on back)

**ACTIVITY 7.2: SELECTING AND JUSTIFYING LEARNING ACTIVITIES AND INSTRUCTIONAL METHODS
(5 POINTS)**

Instructors will use this rubric as a guide to assign a score to the student's submission. Student responses may not all fall in one category so the instructor's final scores may account for some random answers.

Using the information in this unit, the task analysis, and sequenced course objectives, the students will be able to determine a minimum of two appropriate instructional methods and one learning activity to use for each enabling objective for their course project. Points for this step will be assigned on the appropriateness of the selection of the learning activity and instructional method, and the fit and rationalization of the activity and method as it relates to the student's enabling objective. The students should be guided by the unit strategies and content found in their students manual.

Student Name: _____

Date: _____

Score: _____

Adjectival Rating

Categories	5 points	4 points	3 points	2-0 points
Selection/Justification	Outstanding work, supports objectives	Good	Okay, could be strengthened	Poor selections and justification
Variety/Creativity	Very creative, wealth of variety	Some creativity, some variety	Little	None evident
Application of student skills	Relates directly, skills enhanced	Some application, skills may improve	Questionable	None evident

(Instructor comments on back)

**ACTIVITY 8.1: SELECTING AND JUSTIFYING INSTRUCTIONAL MEDIA
(5 POINTS)**

Given the enabling objectives in their course project, the students will be able to identify and justify using types of media for the student's course project as presented in the unit. Points for this step will be assigned on the appropriateness of the selection of the media, and the fit and rationalization of the activity and method as it relates to the student's enabling objective. The students should be guided by the unit strategies and content found in their student manual.

First the students should consider materials or media that they or their organization could create to support the objective and then consider prepared materials or media that must be located, evaluated, and recommended for purchase. If a media piece is available for review, they should evaluate it using the evaluation form presented in the book. The students final selection should include materials and/or media from both internal sources as well as outside sources. Selection and justification is needed for both.

Instructors will use this rubric as a guide to assign a score to the student's submission. Student responses may not all fall in one category so the instructor's final scores may account for some random answers.

Student Name: _____
 Date: _____
 Score: _____

Adjectival Rating

Categories	5 points	4 points	3 points	2-0 points
Variety/Creativity	Very creative, good variety	Some creativity/some variety	Little	None evident
Selection/Justification	Outstanding media, supports objectives	Good	Okay, needs to be strengthened	Poor selections and justification
Application of skills thru media	Relates directly, skills enhanced	Some application, skills may improve	Questionable	None evident

(Instructor comments on back)

Instructor Biography