

A Publication of the  
**National Wildfire  
Coordinating Group**

# Course Coordinator's Guide

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Department of Agriculture**

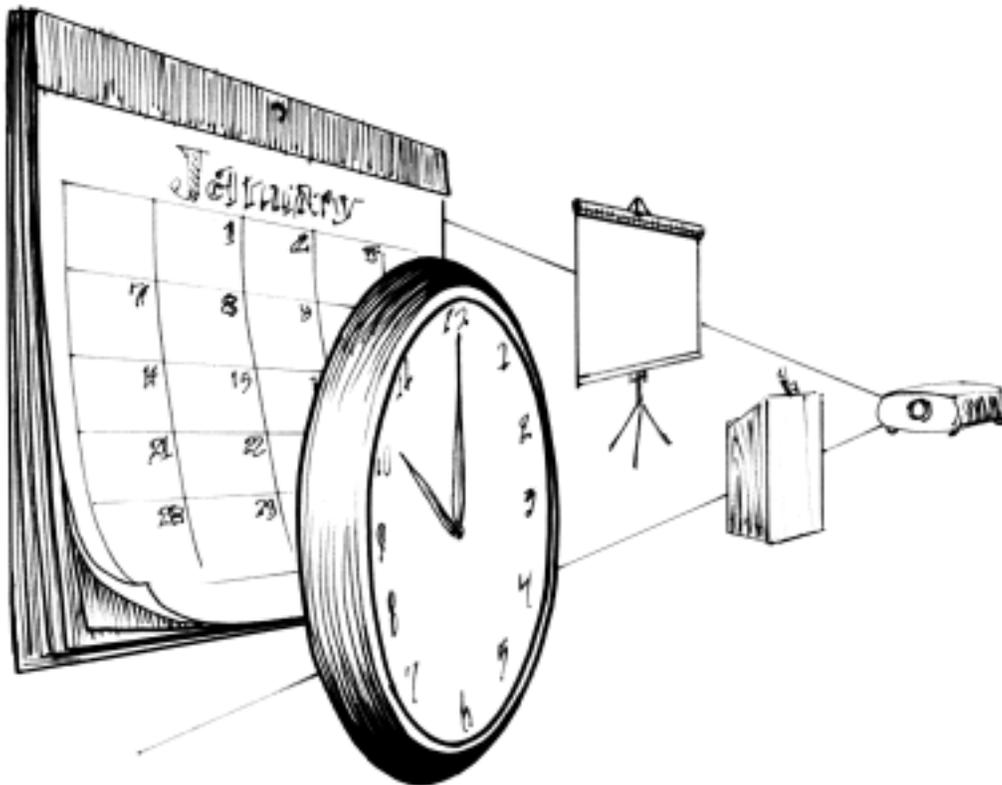
**United States  
Department of the Interior**

**National Association of  
State Foresters**



**PMS 907  
NFES 2226**

**May 2002**



# **Course Coordinator's Guide**

## **PMS 907**

**MAY, 2002**  
**NFES 2226**

Sponsored for NWCG publication by the NWCG Training Working Team

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Cache Supply Office, 3833 South Development Avenue, Boise, Idaho 83705. Order NFES 2226.

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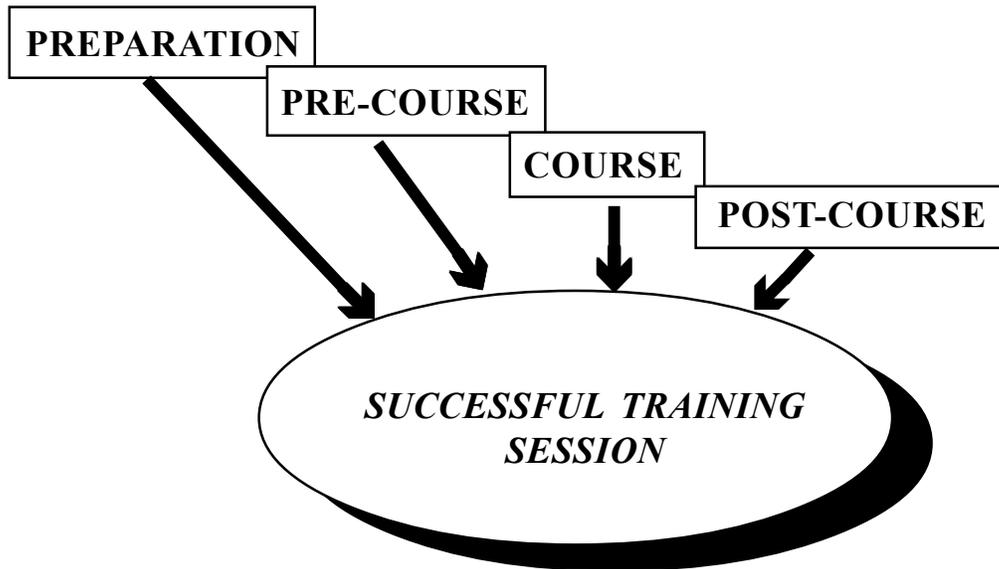
## **INTRODUCTION**

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.



## 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.

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.



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

**PREPARATION ACTIVITIES**

12 mos.



- Identify Course.
  - Purpose
  - Objectives
  - Prerequisites



- Identify Necessary Organization (see p. 13).

7 mos.



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



- Issue Course Announcement.
  - Offer course on Training Information Communication System (TICS) and/or Multi-Agency Training Schedule.

6 mos.



- Review Course Package.
  - Develop rough agenda.

## **PREPARATION ACTIVITIES, CONT.**

5 mos.



- Reserve Facilities and Equipment.
  - Classroom space, comfortable environment
  - Instructional equipment
  - Supportive training aids

- Set Cadre Meeting Date.

4 mos.

- Order Materials.
  - Instructor Guides
  - Student Workbooks
  - Other related materials

## **PRE-COURSE ACTIVITIES**

3 mos.

- Receive Nominations and Select Students.
  - Send pre-course materials.
  - Send acceptance/non-acceptance notification.

2 mos.

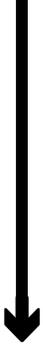


- Correct Pre-Course Work.
  - If test must be passed to be accepted into course return it early enough for students to make travel arrangements.

- Hold Cadre Meeting.
  - Review course materials.
  - Finalize instructor assignments.
  - Finalize agenda.
  - Review student profiles.
  - Obtain instructor biographical sketches.

## PRE-COURSE ACTIVITIES, CONT.

1 mo.



- Review Logistical Details.
  - Coffee, transportation, etc.
- Request Opening/Closing Speaker.
  - Confirm
- Confirm Lodging and Transportation.
  - Instructors
  - Students

3 wks.

- Prepare Class Material.
  - Workbooks
  - Electronic presentations
  - Slides
  - Overhead transparencies
  - Handouts
  - Rosters
  - Name tags

2 wks.

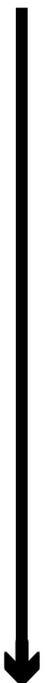
- Submit Miscellaneous Requests.
  - Overtime
  - Functional area kits
  - Supplies

1 day

- Set Up Classroom.

## COURSE ACTIVITIES

00



- Conduct Course.
  - On time
  - Cover ground rules.
  - Introduce opening speaker.
  - Cadre/student icebreaker
  
- Maintain Availability.
  - Monitor course to fill needs, facilitate smoothness.
  
- Evaluate
  - Conduct daily evaluation.
  - Participate in post session cadre meetings.
  
- Close Course.
  - Testing and Student Final Course Evaluation (see Appendix G for blank form)

## 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)
  - Course content
  - Facilities
  - Possible improvements
  
- 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. 13, 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**

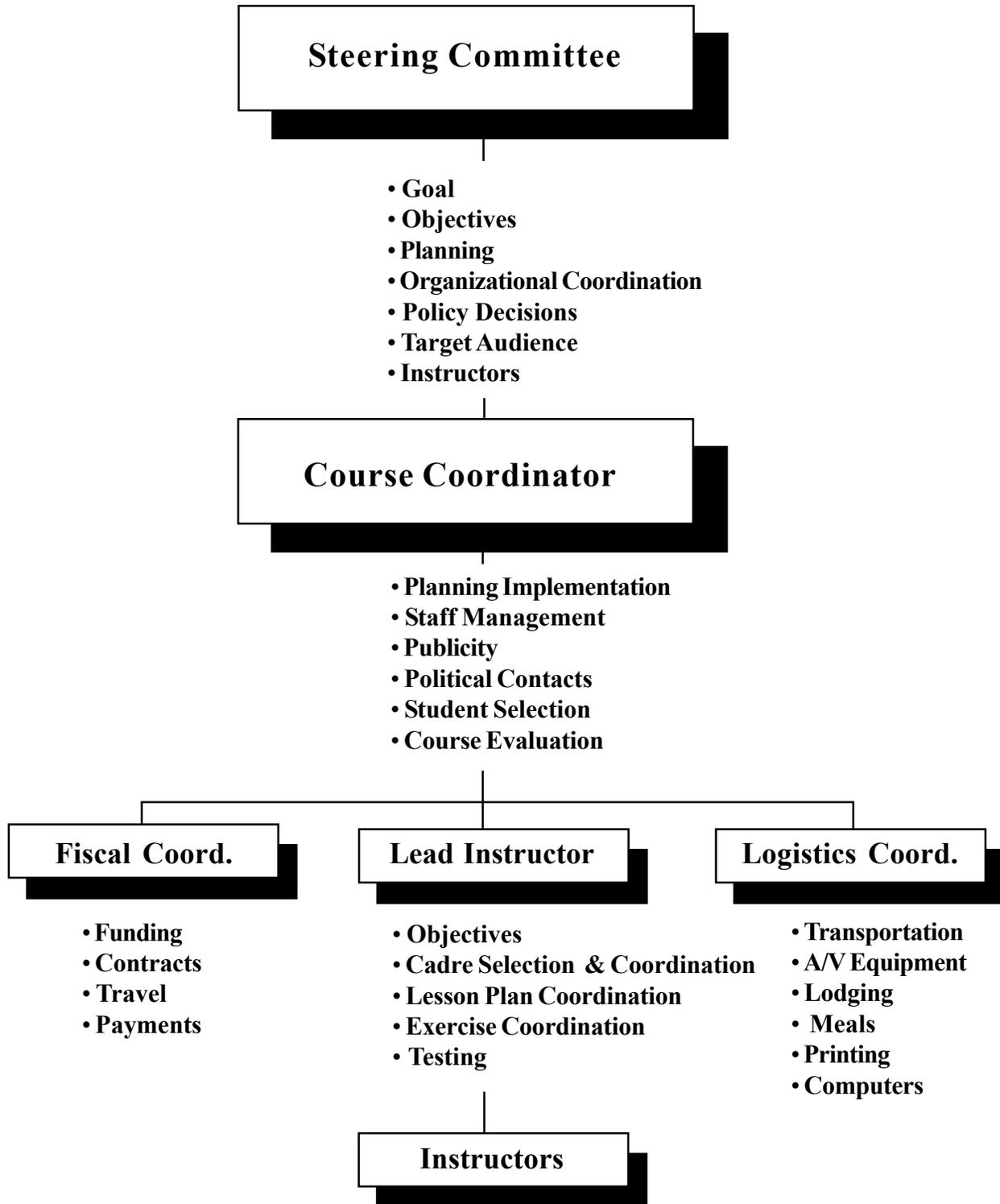
A number of factors influence the organization necessary to produce a successful training course. Page 13 outlines an organization that might be used for a training course, showing appropriate roles and activities of each participant. Notice that a steering committee may be involved in defining goals, direction, target audience and objectives. This is especially valuable with a course that is multi-agency or multi-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 be familiar with the entire course, although not necessarily an expert in every unit. Logistics and Fiscal Coordinators should be skilled in managing training courses and conferences. (See p. 14 and 15 for NWCG instructor levels and requirements.)
- **Instructors** - Selection of instructors is a critical part of any training program. They must have experience relating to the subject, and the presentation skills to deliver the subject matter for student comprehension.
- **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, then a technical person should be available.

## TRAINING COURSE ORGANIZATION

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



## 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 contract, funding, travel authority, and necessary approvals need to be completed.

### **NWCG Instructor Levels and Requirements**

NWCG has established the following instructor levels and requirements:

#### ***Instructor Levels***

- *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. They must be position qualified at the next higher job level (e.g., a Lead Instructor for S-230 Single Resource Boss–Crew, must be qualified as a Strike Team Leader–Crew).
- *Unit instructors* must be experienced in the lesson content they are presenting. They must be position qualified at the job level to which the training course is targeted (e.g., a Unit Instructor for S-230 Single Resource Boss-Crew, must be qualified as a Crew Boss).

#### ***Training Requirements for Instructors***

- *100 level courses*  
No instructor training required, may be taught by anyone with local approval.
- *200 level courses*  
Unit instructors *should* have 32 hours of instructor training, (Facilitative Instructor, M-410 or equivalent course). Lead instructors are *required* to have 32 hours of instructor training.

- *300 and above level courses*  
All instructors are *required* to have 32 hours of instructor training (Facilitative Instructor, M-410 or equivalent course).

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.

#### **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. Whatever the format, the course announcement should contain certain information:

- |                            |                                     |
|----------------------------|-------------------------------------|
| • Purpose of the course    | • Nomination deadline               |
| • Objectives               | • Training dates                    |
| • Prerequisites            | • Costs                             |
| • Procedure for nomination | • Course coordinator/contact number |

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 need.)
- Instructional media equipment in room, electrical cord and outlets.
- Internet access, computer support, and comfortable training environment - heating, cooling, lighting, ventilation, and ability to darken room.
- Use of walls for hanging posters or number of white boards available.
- 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.

**Instructional equipment** to be obtained or reserved may include:

- Overhead and slide projector
- Projection screen
- Lectern
- Extension cords
- Easel and flip charts
- Computer and projector
- Whiteboard
- VCR and monitor

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 to 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 in person at the training site or by conference call.

## **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 lesson.

**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.

**Position Task Books** - contain tasks that can be performed in a classroom or training situation for a specific position. Position task books must be initiated by the home unit.

**Job Aids** - contain detailed “how to” information for each task, and include step-by-step explanations, checklists, diagrams and other information important to task accomplishments. Job aids are for use as an on-the-job training tool for students and as a field operational tool for a fully qualified person.

**Additional Publications** - necessary to present course.

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

## 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 or non-selection.

The NWCG Interagency Training Nomination Form is used by most wildland fire agencies to apply for NWCG courses (see Appendix D for blank form.) 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.

**Prerequisites** - The Incident Command System (ICS) is designed for management of all-risk situations. Acceptable performance in ICS positions requires that candidates be fully qualified. Qualifications for each position are based on experience and training set by the NWCG. Nominees must meet identified position and training course prerequisites.

**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*
- *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.

## **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 course participation depends on successful completion of the pre-course work, results will need to be sent to students prior to any cancellation deadlines.

## **C. 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 may be held over a conference call (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, slides, and other instructional devices 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 subject matter specialists may be appropriate for parts 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 measure student progress or deficiencies. If a certified NWCG package is used, *all stated objectives must be met*. The cadre has the latitude to add objectives and content, but cannot reduce them.

***Finalize the logistical support requirements*** - Give 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.

***Finalize time schedules, course agenda*** - Things to consider include:

*Course Length* - Times are given in the instructor guides; these may be adjusted for local considerations.

*Opening/closing* - Formal or informal? The nature of the opening/closing will require time spent developing objectives or an outline for the speaker; they must be determined. 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 lead instructor.

***Obtain instructor biographical sketch*** - 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.)

**D. 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.

**E. Request Opening/Closing Speaker**

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

**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 content on the subject and for the following standards. All visual aids (e.g., PowerPoint slides, 35mm slides, overhead transparencies, videos, flipcharts, handouts, display items) and student materials such as workbooks and nametags 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** - Thumbnails of the PowerPoint slides are included in NWCG instructor guides (as they are revised). The CD Rom containing the electronic presentation must be ordered separately. All slides are numbered by unit, sequence, and course number. The identifying number is referenced at the appropriate time in the unit lesson outline.

**35mm Slides** - Slides supporting NWCG courses are numbered by unit, sequence, and course number. The identifying number is referenced at the appropriate time in the unit lesson outline.

**Overhead Transparencies** - Overhead transparencies are not typically included in NWCG packages; they can be made from the electronic presentations on the CD Rom.

**Handouts** - The number designation will be similar to that for electronic presentations. Handouts with multiple pages should be so designated. All handouts should be three-hole punched. Handouts are not included in the student workbook and must be reproduced.

**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.

## **H. Submit Miscellaneous Requests**

Requests for overtime, miscellaneous supplies, and functional area kits 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 lamps, sufficient extension cords, empty slide trays, extra flip chart paper, markers, assorted office supplies, a clock, and backup computers.

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

1. **Maintain availability** - Situations will occur; many will be logistics related. Monitor the course to curb these situations and facilitate smoothness.
2. **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 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.

- 3. Close course** - Answer any questions the students may have, e.g., “When will I get my grade?” “When will I get my certificate?”, and conduct the final written evaluation of the course, which is used to provide feedback for future courses.

## 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. This evaluation should consider the factors covered in Appendix H, Train-the-Trainer Process.

Instructors should review the following items after course completion: units and lesson 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](mailto: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





## 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
  - Unit instructors (with assistance from Lead instructor)
  - Logistics coordinator

- Issue Course Announcement.
  - Offer course on Training Information Communication System (TICS) and/or Multi-Agency Training Schedule.

6 mos.

- Review Course Package.
  - Develop rough agenda.

## **PREPARATION ACTIVITIES, CONT.**

5 mos.



- Reserve Facilities and Equipment.
  - Classroom space, comfortable environment
  - Instructional equipment
  - Supportive training aids

- Set Cadre Meeting Date.

4 mos.

- Order Materials.
  - Instructor Guides
  - Student Workbooks
  - Other related materials

## **PRE-COURSE ACTIVITIES**

3 mos.

- Receive Nominations and Select Students.
  - Send pre-course materials.
  - Send acceptance/non-acceptance notification.

2 mos.

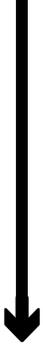


- Correct Pre-Course Work.
  - If test must be passed to be accepted into course return it early enough for students to make travel arrangements.

- Hold Cadre Meeting.
  - Review course materials.
  - Finalize instructor assignments.
  - Finalize agenda.
  - Review student profiles.
  - Obtain instructor biographical sketches.

## PRE-COURSE ACTIVITIES, CONT.

1 mo.



- Review Logistical Details.
  - Coffee, transportation, etc.
- Request Opening/Closing Speaker.
  - Confirm
- Confirm Lodging and Transportation.
  - Instructors
  - Students

3 wks.

- Prepare Class Material.
  - Workbooks
  - Electronic presentations
  - Slides
  - Overhead transparencies
  - Handouts
  - Rosters
  - Name tags

2 wks.

- Submit Miscellaneous Requests.
  - Overtime
  - Functional area kits
  - Supplies

1 day

- Set Up Classroom.

## COURSE ACTIVITIES

00



- Conduct Course.
  - On time
  - Cover ground rules.
  - Introduce opening speaker.
  - Cadre/student icebreaker
  
- Maintain Availability.
  - Monitor course to fill needs, facilitate smoothness
  
- Evaluate
  - Conduct daily evaluation.
  - Participate in post session cadre meetings.
  
- Close Course.
  - Testing and Student Final Course Evaluation

## 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
  - Course content
  - Facilities
  - Possible improvements
  
- 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:

SUGGESTED 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 &amp; 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> <ul style="list-style-type: none"><li>I. (Primary division)<ul style="list-style-type: none"><li>A. (First subdivision)<ul style="list-style-type: none"><li>1. (Second subdivision)<ul style="list-style-type: none"><li>a. (Third subdivision)</li></ul></li></ul></li></ul></li></ul> <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 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, including this catalog. 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 Name:		PRIORITY _____ of _____
Course Date(s)	Course Location	Course Tuition (if required)
Course Coordinator:	Coordinator Phone: (Voice/Fax)	Coord. E-Mail:
Nominee's Name		Date Submitted
Working Job Title	E-mail Address	
	Fax Number:	
Agency (Name, Address)	Nominee's Mailing Address (if different)	
Telephone No.	Telephone No.	
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) \_\_\_\_\_

\*\*\*\*\*

\_\_\_\_\_ **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: (Include unit identifiers) \_\_\_\_\_

**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:

- 9 Make instructor assignments.
- 9 Develop list of instructor expectations for the course.
- 9 Review checklists for course coordinator, lead instructor, and unit instructors.
- 9 Review course and unit objectives.
- 9 Review target group.
- 9 Review pre-course scores, if any.
- 9 Discuss EEO provisions and language.
- 9 Discuss attire requirements.
- 9 Make changes or adjustments to course as needed.

### DAILY ACTIVITIES TO COVER:

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

## POST-COURSE ACTIVITIES TO COVER:

- 9 Complete final instructor evaluation.
- 9 Close-out with host management.
- 9 Turn in equipment and supplies.
- 9 Final review of items on checklist.
- 9 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 1981 to 1984, he was stationed at Reno, Nevada, while leading a wet mantle flood research project. From 1984 through 1995, he led the water yield improvement project at Logan, Utah. From 1996 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](mailto: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



## **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: S-336, Fire Suppression Tactics, Instructor Handoff

Date(s): February 2-5, 2002

Location: National Interagency Fire Center, Boise, Idaho

Nominations: Due December 13, 2001; submit nominations to the handoff coordinator on an NWCG Interagency Training Nomination Form.

Notification of Selection Date: January 5, 2002

Target Group: Potential lead instructors and course coordinators who will be expected to deliver the S-336, Fire Suppression Tactics 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  
(208) 387-1234

VI. Agenda for the Attendee:

The time frame 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.



# APPENDIX I

## Internet Information



## **INTERNET INFORMATION**

### **A. NWCG Curriculum Information**

Information regarding the NWCG curriculum can be accessed at:

<http://www.fire.blm.gov/training/main.html>

NWCG Training Development Unit

### **B. Training Information Communication System (TICS)**

Geographic Area listings of training being presented can be obtained from:

<http://www.nationalfiretraining.net>

### **C. Multi-Agency Training Schedule**

Geographic area listings of training being presented can be obtained from:

<http://fire.nifc.nps.gov/mats/matsframe.asp>

