



**FEMA**



# **National Fire Academy**

**M0576 – Training Program Design**

**Version: 1st edition, October 2017**

**Quarter:**

**ACE Credit: Pending**

**IACET Continuing Education Units:**

**Length of Course: Six Weeks**

**Prerequisites: Incident Command System (ICS)-100-level,**

**ICS-200-level training, and**

**Fire Instructor 1 or equivalent**

**Curriculum: Training Programs**  
**Training Specialist: Dave Donohue**

**Instructor:**

**Instructor email/phone:**

**Classroom: Online**

**Meeting Time: Online**

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## **Course Description (Catalog)**

M0576 – “Training Programs Design” is a 6-week course offered by NFA to provide students with the knowledge and skills needed to design and develop effective training programs. Based on what they learn in the course, the students will identify a training need in their organization and create a Course Design Document (CDD) based on that need as their end-of-course graded assignment.

You will progress through each week’s materials at your own speed. You will be assessed based on weekly discussion board topics, weekly assignments, a post-test, and the CDD. The weekly assignments you will complete build on each other to create the CDD. The CDD will contain

course objectives, instructional/learning methods, media, content, etc. You will not be expected to develop comprehensive lesson plans or complete course materials for an Instructor Guide (IG) or Student Manual (SM) as part of this assignment. After completing the course successfully, you should be able to use the design document to prepare the lesson plans and course materials for your own purpose.

### **Student Qualifications (Primary and Secondary Audience)**

The target audience for this course includes:

- Experienced Emergency service personnel with course design and development responsibilities.
- Volunteer and career trainers/instructors at a local level, whose educational backgrounds may cover a range from high school graduates to masters.

### **Prerequisites**

Before taking Training Program Design, you will have completed:

- Incident Command System (ICS)-100-level and ICS-200-level training.
- Fire Instructor 1 or equivalent.

The related course Training Program Management (R0342) is not a prerequisite and may be taken before or after Training Program Design.

### **Course Scope (Goal)**

Apply and use an accepted instructional design process (ADDIE), and develop a design document for their own course.

### **Course Objectives (Course Learning Outcomes – TLOs)**

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

- Assess the training needs within the department, agency, station, or other organizational unit using the ADDIE instructional design model.
- Determine the target audience given a course topic and complete a needs assessment.
- Conduct a job task analysis using a relevant topic identified from the training need.
- Develop a course goal and several objectives for a training course based on the results of a task analysis.
- Select a course organizational strategy or strategies based on a course goal and terminal objective.

- Develop appropriate instructional methods and learning activities for an instructional task.
- Determine Instructor Guide and Student Manual formats suitable for use in the course design.
- Evaluate a course and its learners.
- Develop a Course Design Document.

## **Course Delivery Method**

This distance learning (mediated) course enables you to complete academic work in a flexible manner, completely online.

During each of the first five weeks of the course, you will be expected to submit one discussion board thread and two posts responding to other students' threads each week. The weekly discussion board will open at the beginning of each week (Sunday 11:59 p.m. EDT/EST). You will be expected to post your weekly discussion board thread no later than Wednesday (11:59 p.m. EDT/EST). The boards will close for responses on Friday (11:59 p.m. EDT/EST).

During each of the first five weeks you will also be assigned one assignment related to the course content for that week. Assignments will be submitted no later than the first day of the following week (Monday, 11:59 p.m. EDT/EST).

During the last week of the course, you will complete a post-test and submit your Course Design Document. Both must be completed by the Monday (11:59 p.m. EDT/EST) following the end of the course.

## Course Schedule

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

Week	Activity	Weekly Assignment
Pre-course	<ul style="list-style-type: none"> <li>• Complete pre-course tasks in the Welcome and Course Tools module.</li> <li>• Become familiar with the key terms in the Course Glossary.</li> </ul>	N/A
1	<ul style="list-style-type: none"> <li>• Read the required reading.</li> <li>• Post your discussion board thread by Wednesday.</li> <li>• Respond to at least two other students' postings by Friday.</li> </ul>	Week 1 Assignment: Needs Assessment and Audience Analysis
2	<ul style="list-style-type: none"> <li>• Submit Week 1 Assignment: Needs Assessment and Audience Analysis by Monday.</li> <li>• Read the required reading.</li> <li>• Post your discussion board thread by Wednesday.</li> <li>• Respond to at least two other students' postings by Friday.</li> </ul>	Week 2 Assignment: Job Task Analysis
3	<ul style="list-style-type: none"> <li>• Submit Week 2 Assignment: Job Task Analysis by Monday.</li> <li>• Read the required reading.</li> <li>• Post your discussion board thread by Wednesday.</li> <li>• Respond to at least two other students' postings by Friday.</li> </ul>	Week 3 Assignment: Goals, Objectives, and Course Organization
4	<ul style="list-style-type: none"> <li>• Submit Week 3 Assignment: Goals, Objectives, and Course Organization by Monday.</li> <li>• Read the required reading.</li> <li>• Post your discussion board thread by Wednesday.</li> <li>• Respond to at least two other students' postings by Friday.</li> </ul>	Week 4 Assignment: Instructional Methods, Media, and Tools

Week	Activity	Weekly Assignment
5	<ul style="list-style-type: none"> <li>• Submit Week 4 Assignment: Instructional Methods, Media, and Tools by Monday.</li> <li>• Read the required reading.</li> <li>• Post your discussion board thread by Wednesday.</li> <li>• Respond to at least two other students' postings by Friday.</li> </ul>	Week 5 Assignment: Course Evaluation Plan
6	<ul style="list-style-type: none"> <li>• Submit Week 5 Assignment: Course Evaluation Plan by Monday.</li> <li>• Take the post-test by the following Monday.</li> </ul>	Submit your final Course Design Document to the instructor by the following Monday.

### Course Resources (Instructional Materials)

All materials needed for this course are available online through the course classroom and on the web. No additional materials are required.

Throughout the course, you will be asked to take notes, store job aids, and record your ideas in a course notebook. This could take the form of a paper notebook, the Binder app, a Microsoft Word document, a blog, or whatever you're most comfortable using. In addition to helping you plan for and create the assignments for this course, keeping a course notebook produces a valuable job aid you can continue to use after the course has ended.

### Required Readings

You must complete required readings during the course to be able to thoughtfully participate in discussion boards and written assignments.

The weekly required readings and resources have been selected to challenge the student and serve as primary sources for citation for the discussion board.

### Suggested Reading/Resources

Suggested readings are not evaluated, but they may enhance the student's understanding and promote discussion.

Chuck Hodell's *ISD From the Ground Up: A No-nonsense Approach to Instructional Design* (2000) is an excellent resource for instructional designers. You may want to purchase it as a reference both during and after the course.

## **Grading Methodology (Evaluation Procedures)**

This section provides instructions on how to initiate and respond to discussions. A “New Thread” is started each time you submit an original discussion topic. Generally, the initial post will be 150 to 300 words, and the follow-up responses will be 75 to 200 words. Refer to discussion post assignment grading rubric for specifics.

### **Weekly Discussion Board Assignments**

Discussion board assignments give you an opportunity to reflect on the course, analyze the material, and share opinions with your peers. Responses should follow these guidelines.

Demonstrate an analysis of the questions and material while showing an application of your own thinking on the discussion question. Also, comment on two other students’ post and any follow-up questions to further demonstrate discussion board question insight, synthesis, analysis, and position or argument. Questions must be answered concisely and accurately.

**Responding to the main topic:** A good title tells something of the nature of your personal response. “Response to Discussion 1,” for example, is not a very useful title, particularly if everyone in your course uses it. Try to use topic words that will identify your topic: “Response to discussion about culture change at the company level.”

**Responding to someone else’s response:** Make sure that you respond on the document intended so that your contribution will line up in the threaded discussion in the right place.

**Quality discussion responses:** Responses such as "I agree," "good question" or "good answer" are not acceptable. Any response that is just an opinion or is unsubstantiated; any response that is carelessly typed, poorly thought out, grammatically incorrect, or confusing; or any response that is disrespectful of another student or any other person, etc., is not acceptable. A high-quality response applies a concept from the text or course in a meaningful way or facilitates analysis of the course material or topic.

Responses should indicate that you have critically thought about the discussion topic and demonstrate that you can apply and articulate the knowledge you are learning. Your responses should be well-organized and grammatically correct. Substantive responses do not simply deliver opinions; they offer justification for those opinions and should cite sources when appropriate.

**Expected quantity of responses:** Full participation in each discussion requires that you not only respond to the initial discussion item but that you return later to read the responses of others and respond to at least two other people’s comments per discussion item. Treat it as a conversation. Think about how you would feel if you made an observation in a traditional classroom setting and no one responded.

**Discussion open and close dates:** Be sure to note the start and end dates of the discussions and responses in the unit’s forum.

**Grading:** Completion of weekly discussion board questions and responses accounts for 10% of the total course grade. The discussion forum's grading rubric can be found on Page 17.

### **End-of-week Assignments**

There are written assignments in this course that serve to assist you in gaining a better analysis of the course materials and in creating your final Course Design Document.

For your written assignments, you will be required to use the "Publication Manual of the American Psychological Association," sixth edition. The American Psychological Association (APA) style website provides a guideline, examples from books to online articles, FAQs, and even a detailed tutorial for beginning users. Please bookmark this site so you can refer to it for assistance throughout the course (<http://owl.english.purdue.edu/owl/resource/560/01/> or <http://www.apastyle.org>).

**Guidelines:** The weekly assignments are evaluated on content (demonstrates both analyzing and application of course material and displays critical thinking) and quality (grammar, syntax, structure, and compliance with APA sixth edition formatting). The file name for your assignment paper needs to reflect your name and the assignment (e.g., Week1-Assignment\_John Doe.pdf).

**Grading:** Completion of the five weekly assignments accounts for 50% of the total grade. These assignments are due on Monday (11:59 p.m. EDT/EST) of the next week.

### **Final Assignment**

- The final assignment, the Course Design Document (CDD), requires students to compile and refine their end-of-week assignments.
- The Course Design Document accounts for 30% of the total grade and is due the Monday following course completion. The grading rubric for all assignments can be found starting on Page 17.

### **Post-test**

The post-test will be worth 10 points and account for 10 percent of the total course grade. Individual question feedback will not be provided during the completion of the final examination. Student with concerns about correct answers or corresponding topics from which the question was derived should talk to their instructor.

## Course Outline

### Pre-course Modules (Course Overview and Welcome and Course Tools)

Activity	Directions
<b>Discussion Post: Introduce Yourself</b>	Introduce yourself to the class: 1. Tell us a little bit about yourself and where you live/work. 2. Tell us about your department/agency, your position and responsibilities, and what you hope to gain from this course. 3. Respond to another student's discussion post.
<b>Dropbox Course Tool</b>	Upload /Submit a test document using the Dropbox tool.
<b>Academic Code of Conduct and Ethics Quiz</b>	Read through the <i>National Fire Academy's Academic Code of Conduct</i> and then complete and submit the "Academic Code of Conduct and Ethics" quiz.
<b>Pre-course Required Reading</b>	Become familiar with the Key Terms in the Course Glossary.

### Needs Based Instructional Design (Week 1)

#### Objectives

#### Terminal Learning Objectives

- 1.1 Assess the training needs within the department, station, or other organization unit using the ADDIE instructional design model.
- 1.2 Determine the target audience given a course topic and needs assessment.

#### Enabling Learning Objectives

- 1.1 Analyze the phases of the Instructional Systems Design (ISD) process using ADDIE.
- 1.2 Describe the roles of the instructor and the instructional designer.
- 1.3 Classify performance gaps as motivational, environmental, selection, or training problems.
- 1.4 Assess training needs using the four-step needs assessment process.
- 1.5 Evaluate the audience using the audience analysis.



Activity	Directions
<b>Required Readings</b>	<ul style="list-style-type: none"> <li>• Adult Learning: Challenges for Instructors of Adult Learners</li> <li>• Designing Adult Training (Part 1 of 3): Training Needs Assessment</li> <li>• Designing Adult Training (Part 2 of 3): Conducting a Training Needs Assessment</li> <li>• Designing Adult Training (Part 3 of 3): Course Design, Goals, Objectives and Learning Outcomes</li> </ul>
<b>Discussion Board: Instructional Designers and Characteristics of a Good Course</b>	<p>Answer <b>both</b> the following questions. Then, respond to two other students' ideas.</p> <ol style="list-style-type: none"> <li>1. An ongoing discussion in instructional design is whether an individual can design a course without being a subject matter expert in the content of the course. What is your opinion on this matter? Defend your answer.</li> <li>2. Describe two characteristics of a “good” course you have personally attended as a student. Please do not cite instructor characteristics. Focus this discussion solely upon the <i>design elements of the course</i>. Explain how these elements contributed to a quality product for you as the learner.</li> </ol>
<b>Week 1 Assignment: Needs Assessment and Audience Analysis</b>	<p>Perform a Needs Assessment and Audience Analysis. This assignment is due on the first day of Week 2.</p>

<b>Job Task Analysis (Week 2)</b>
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**Objectives**

**Terminal Learning Objective**

- 2.0 At the completion of this unit, the students will be able to conduct a job task analysis using a relevant topic from the training need.

**Enabling Learning Objectives**

- 2.1 Describe components and methods for conducting a job task analysis.
- 2.2 Perform a job task analysis using the Assessment Checklist.

<b>Activity</b>	<b>Directions</b>
<b>Required Readings</b>	Task Analysis Tools: Various Approaches for Analyzing Tasks and Needs
<b>Discussion Board: Draft Task Analysis</b>	<ol style="list-style-type: none"> <li>1. Use the Job Aid: Job Task Analysis Checklist to conduct one job task analysis for the training need that you identified for your course.</li> <li>2. Create a table similar to the Sample Job Task Analysis that you reviewed during Week 2 and enter your analysis.</li> <li>3. Post the table on the Discussion Board by Wednesday so that other students can review and comment on it.</li> <li>4. Provide feedback to two other students no later than Friday. Consider what they did well and what could be improved. Are any steps missing?</li> </ol>
<b>Week 2 Assignment: Job Task Analysis</b>	Perform a Job Task Analysis for three different tasks. This assignment is due on the first day of Week 3.

<b>Goals, Objectives, and Course Organization (Week 3)</b>
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## Objectives

### Terminal Learning Objectives

- 3.1 Develop the course goal and several objectives for a training course based on the results of a task analysis.
- 3.2 Select a course organizational strategy or strategies based on a course goal and terminal objective.

### Enabling Learning Objectives

- 3.1 Describe the relationship between a task analysis and a course goal.
- 3.2 Describe the benefits of course courses and objectives.
- 3.3 Compose clear, concise, and measurable terminal and enabling objectives using the Instructional System Design (ISD) process.
- 3.4 Classify objectives by domain of learning.
- 3.5 Select a sequence for a list of terminal and enabling learning objectives.
- 3.6 Organize units of instruction to facilitate the transfer of learning.

<b>Activity</b>	<b>Directions</b>
<b>Required Readings</b>	<ul style="list-style-type: none"> <li>• DOT NHTSA Guidelines for Educating EMS Educators: Module 8: Domains of Learning</li> <li>• DOT NHTSA Guidelines for Educating EMS Educators: Module 9: Goals and Objectives</li> </ul>
<b>Discussion Board: Writing Terminal and Enabling Objectives</b>	<ol style="list-style-type: none"> <li>1. Write your course goal and one terminal and one enabling objective for that goal. Write the learning domain (cognitive, psychomotor, affective) for your objective. Post by Wednesday.</li> <li>2. By Friday, post feedback on the discussion board to two of your classmates on their proposed terminal and enabling objectives as well as the learning domains identified.</li> </ol>
<b>Week 3 Assignment: Goals, Objectives, and Course Organization</b>	Write objectives for your course, choose a course organizational scheme, and create a content outline. This assignment is due on the first day of Week 4.

<b>Instructional Methods, Media, and Tools (Week 4)</b>
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### Objectives

#### Terminal Learning Objectives

- 4.1 Develop appropriate instructional methods and learning activities for an instructional task.
- 4.2 Determine Instructor Guide and Student Manual formats suitable for use in the course design.

#### Enabling Learning Objectives

- 4.1 Create a design document that includes objectives, topics, activities, methods, and sources.
- 4.2 Create a learning activity for an instructional task in accordance with the methods and feedback.
- 4.3 Select appropriate media to enhance understanding and engage students.
- 4.4 List considerations the instructional designer should take into account when developing a course manual.
- 4.5 Select suitable components for an Instructor Guide and a Student Manual.

<b>Activity</b>	<b>Directions</b>
<b>Required Readings</b>	No additional reading is required this week.
<b>Discussion Board: Selecting Instructional Methods</b>	<ol style="list-style-type: none"> <li>1. Select one instructional objective and two instructional variables from the examples. List which objective and variables you chose.</li> <li>2. Identify at least two appropriate instructional methods you would use to support transfer of learning, and explain why you selected each instructional method. Experiment with less traditional methods, and write short descriptions of any activities you decide to use.</li> <li>3. Post your response by Wednesday. Provide feedback to two other students no later than Friday. The feedback should include at least one aspect that you thought was done well and at least one question or suggestion you have about their answer.</li> </ol>
<b>Week 4 Assignment: Instructional Methods, Media, and Tools</b>	Select instructional methods, develop activities, and make decisions about media and formatting. This assignment is due on the first day of Week 5.

<b>Program and Course Evaluation (Week 5)</b>
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## Objectives

### Terminal Learning Objective

5.0 Evaluate a course and its learners.

### Enabling Learning Objectives

5.1 Describe the instructional designer's responsibility concerning test reliability, validity, and recordkeeping.

5.2 Compare the characteristics of a formative and summative evaluation instrument.

5.3 Match the type of test to its Bloom's Revised Taxonomy level.

5.4 Select appropriate types of evaluation for the course, student, and instructor.

<b>Activity</b>	<b>Directions</b>
<b>Required Readings</b>	DOT NHTSA Module 12: Evaluation Techniques
<b>Discussion Board: Evaluation Responsibilities</b>	<ol style="list-style-type: none"> <li>1. Read the scenario and describe how you could use test item analysis to help reassure the Chief that the tests are reasonable and appropriate for the course. Post your response by Wednesday.</li> <li>2. Response to two other students no later than Friday.</li> </ol>
<b>Week 5 Assignment: Create an Evaluation Plan</b>	Complete a Course Evaluation Plan. This assignment is due on the first day of Week 6.

### Course Wrap-up (Week 6)

#### Objectives

#### Terminal Learning Objective

6.0 Develop a Course Design Document.

#### Enabling Learning Objective

6.1 Finalize a Course Design Document.

<b>Activity</b>	<b>Directions</b>
<b>Required Readings</b>	No additional reading is required this week.
<b>Optional Discussion Board: Post-test and Course Design Document Questions</b>	<p>Please post any general questions about the post-test or the final assignment here so that your classmates can see the answers too. Specific questions should be emailed directly to the instructor.</p> <p>You may also use this discussion board to request additional feedback from your classmates, post thoughts about what you've learned, and share your future plans for your own training program. How do you plan to translate your Course Design Document into a full course offering?</p>
<b>Training Program Design Post-test</b>	Complete the post-test by next Monday.
<b>Final Assignment: Course Design Document</b>	Complete your final Course Design Document, and submit it to the instructor by next Monday.

## **Policies**

### **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. Students' written work should be free of grammatical and syntax errors, be free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

### **Citation and Reference Style**

Students **will** follow the "Publication Manual of the American Psychological Association," sixth edition as the sole citation and reference style used in written work submitted as part of course work to the National Fire Academy (NFA). Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the American Psychological Association (APA) style manual, sixth edition. Please bookmark this site so you can refer to it for assistance throughout the course (<https://owl.english.purdue.edu/owl/resource/560/01/> or <http://www.apastyle.org>).

### **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 three days after the submission deadline will receive up to a 20 percent 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.

1. Technology limitations: While you should feel free to explore the full range of creative composition in your formal papers, keep email layouts simple. The NFA Online classroom may not fully support Multi-purpose Internet Mail Extensions (MIME) or HTML encoded messages, which means that boldface, italics, underlining, and a variety of color-coding or other visual effects will not translate in your email messages.

2. 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.

The required performance to successfully complete the course is attained by completing the class with a letter grade of “C” or higher.

<b>Letter Grade</b>	<b>Point Range</b>
A	90-100
B	80-89
C	70-79
F	69 or lower

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.

Students who do not obtain an end-of-course passing score face possible sanctions for up to 12 months regarding acceptance or placement in future National Fire Academy course offerings.

### **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 include cheating, plagiarism, deliberate falsification, and other unethical behaviors.

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:

1. Expulsion.

2. Withholding of stipend or forfeiture of stipend paid.
3. Exclusion from future classes for a specified period; depending on the severity, it could range from one to 10 years.
4. Forfeiture of certificate for course(s) enrolled in at National Emergency Training Center (NETC).

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



## Grading Rubrics

### Discussion Forum Grading Rubric

<b>INSIGHT, SYNTHESIS, ANALYSIS, AND ARGUMENT</b>	<b>Marginally Acceptable 1 point to 0 point</b>	<b>Acceptable 2 points</b>	<b>Strong 3 points</b>	<b>Exceptional 4 points</b>
150 to 250 word discussion forum submittal.	No discussion forum abstract submitted.	Less than a 150 word submittal.	150 to 250 word submittal.	150 to 250 word submittal.
Insight Synthesis, Analysis, and Argument	No discussion forum abstract submitted.	Minimal synthesis, analysis, and insight. Provides generalities or simple restatement of information to support claim(s). Commentary is minimally relevant or repetitive. Some detailed conclusions are reached from the questions posed.	Very good synthesis, analysis and insight. Provides relevant and specific evidence to support claim(s). Commentary is thorough and effective. Several detailed conclusions are reached.	Exceptional synthesis, analysis and insight. Provides more than relevant and specific evidence to support claim(s). Commentary is thorough, concise and effective. Many detailed and insightful conclusions are reached.

<b>ORGANIZATION, GRAMMAR, AND MECHANICS</b>	<b>Marginally Acceptable 1 point to 0 point</b>	May have errors in grammar, usage, or the conventions of written English; these errors may lead to some confusion.  The document is mostly organized, but instructions were not entirely followed.  There are 7 to 8 errors.	<b>Acceptable 2 points</b>	Generally free from errors in grammar usage and the conventions of written English.  The document is mostly organized and most instructions were followed.  There are 1 to 3 errors.	<b>Exceptional 4 points</b>
	<b>MARGINALLY ACCEPTABLE 0.5 point to 0 point</b>	Did not answer two other students' discussion forum submittals.	<b>Acceptable 1 points</b>	<b>Strong 1.5 points</b>	<b>Exceptional 2 points</b>
<b>RESPONSE TO TWO OTHER STUDENTS' DISCUSSION POSTS</b>	75 to 200 word responses to two other students' discussion forum submittals.	Responses are very superficial and provide limited to no feedback.	Responses are somewhat useful but provide limited feedback.	Responses are well thought out, useful, and provide excellent feedback.	

## Week 1 Assignment Rubric: Needs Assessment and Audience Analysis

<p style="text-align: center;"><b>PART 1: NEEDS ASSESSMENT</b></p>	<p style="text-align: center;"><b>Exceptional 9-10 points</b></p>	<p style="text-align: center;"><b>Strong 7-8 points</b></p>	<p style="text-align: center;"><b>Acceptable 5-6 points</b></p>	<p style="text-align: center;"><b>Marginally Acceptable 0-4 point</b></p>
<p style="text-align: center;"><b>Did the student perform the four-step process correctly?</b></p>	<p>All steps were completed carefully and properly.</p> <p>All questions were answered fully and in detail.</p>	<p>Each step was mostly completed.</p> <p>Most questions were answered fully. Some questions may be answered partially or vaguely.</p>	<p>One step was incomplete.</p> <p>Some questions were not answered fully.</p> <p>Some questions have partial, vague, or missing answers.</p>	<p>More than one step was incomplete.</p> <p>Questions were not answered fully.</p> <p>Questions have partial, vague, or missing answers.</p>
<p style="text-align: center;"><b>Were the student's conclusions valid, thoughtful, and comprehensive?</b></p>	<p>Problem identified is a valid training problem.</p> <p>Method was appropriate.</p> <p>Recommended solution is thoughtful and complete.</p>	<p>Problem identified is a valid training problem.</p> <p>Method was mostly appropriate.</p> <p>Recommended solution is mostly complete.</p> <p>May require further elaboration. Conclusion may be rushed.</p>	<p>Problem identified is a valid training problem.</p> <p>Method was mostly appropriate.</p> <p>Recommended solution is not complete. Further elaboration is required.</p> <p>Further information may be needed.</p>	<p>Problem identified may not be a valid training problem.</p> <p>Method was not appropriate.</p> <p>Recommended solution is not complete. Further elaboration is required.</p> <p>Further information may be needed.</p>
<p style="text-align: center;"><b>Was the student's needs assessment clear and concise?</b></p>	<p>Free from errors in grammar, usage, and the conventions of written English.</p> <p>All instructions were followed.</p>	<p>Generally free from errors in grammar usage and the conventions of written English.</p> <p>Most instructions were followed.</p>	<p>May have a few errors in grammar, usage, and the conventions of written English; these errors do not cause confusion.</p> <p>Instructions were not entirely followed.</p>	<p>May have errors in grammar, usage, or the conventions of written English; these errors lead to some confusion.</p> <p>Instructions were not entirely followed.</p>

<b>PART 2: AUDIENCE ANALYSIS</b>	<b>Marginally Acceptable 0-4 point</b>	<b>Acceptable 5-6 points</b>	<b>Strong 7-8 points</b>	<b>Exceptional 9-10 points</b>
<p><b>Was the audience analysis completed correctly?</b></p>	<p>The audience described was not logical based on the problem identified by the needs assessment or major adjustments need to be made.</p> <p>Questions were not addressed. Many were answered partially or vaguely.</p>	<p>The audience described was mostly logical based on the problem identified by the needs assessment. Minor adjustments need to be made.</p> <p>Some questions were not addressed fully. Some were answered partially or vaguely.</p>	<p>The audience described was logical based on the problem identified by the needs assessment. Very minor adjustments may need to be made.</p> <p>Most questions were addressed fully. Some answers may have been answered partially or vaguely.</p>	<p>The audience described was logical based on the problem identified by the needs assessment. No adjustments may need to be made.</p> <p>All questions were addressed fully.</p>
<p><b>Was the student's analysis objective, thorough, and comprehensive?</b></p>	<p>The audience analysis may include bias and stereotypes. Flawed assumptions were made.</p> <p>Many characteristics that are likely to affect the training program were not listed.</p>	<p>The audience analysis may include some bias and stereotypes. Some flawed assumptions were made.</p> <p>Some characteristics that are likely to affect the training program were not listed.</p>	<p>The audience analysis mostly avoided bias and stereotypes. Few flawed assumptions were made.</p> <p>Most characteristics that are likely to affect the training program were described.</p>	<p>The audience analysis avoided bias and stereotypes. No flawed assumptions were made.</p> <p>All characteristics that are likely to affect the training program were described.</p>
<p><b>Was the student's audience analysis clear and concise?</b></p>	<p>May have errors in grammar, usage, or the conventions of written English; these errors lead to some confusion.</p> <p>Instructions were not entirely followed.</p>	<p>May have a few errors in grammar, usage, and the conventions of written English; these errors do not cause confusion.</p> <p>Instructions were not entirely followed.</p>	<p>Generally free from errors in grammar usage and the conventions of written English.</p> <p>Most instructions were followed.</p>	<p>Free from errors in grammar, usage, and the conventions of written English.</p> <p>All instructions were followed.</p>

## Week 2 Assignment Rubric: Job Task Analysis

<b>JOB TASK ANALYSIS</b>	<b>Marginally Acceptable 0-4 point</b>	<b>Acceptable 5-6 points</b>	<b>Strong 7-8 points</b>	<b>Exceptional 9-10 points</b>
<p><b>Did the student perform the 8 steps correctly for all three job task analyses?</b></p>	<p>Many steps were not completed or were partially complete. Most of the Job Task Analysis Checklist cannot be completed successfully for one or more analysis.</p>	<p>Some steps were not completed or were partially complete. Some of the Job Task Analysis Checklist can be completed successfully for each analysis.</p>	<p>The steps were mostly completed carefully and properly. Most of the Job Task Analysis Checklist can be completed successfully for each analysis.</p>	<p>All steps were completed carefully and properly. The Job Task Analysis Checklist can be completed successfully for each analysis.</p>
<p><b>Were the job task analyses valid, thoughtful, and comprehensive?</b></p>	<p>The list of job steps was not complete. There was missing information. The information gathered was irrelevant or incorrect.  Source of analysis was not appropriate. More information is needed.</p>	<p>The list of job steps may not have been complete. There may have been other missing information. The information gathered may not be relevant or correct.  Source of analysis was mostly appropriate, but more information may be needed.</p>	<p>The list of job steps was mostly complete. There was little obviously missing information. The information gathered was mostly relevant and correct.  Source of analysis was appropriate. A better source could be available.</p>	<p>The list of job steps was complete. There was no obviously missing information. The information gathered was relevant and correct.  Source of analysis was appropriate.</p>
<p><b>Were the job tasks analyses clear and concise?</b></p>	<p>May have errors in grammar, usage, or the conventions of written English; these errors lead to some confusion.  Instructions were not entirely followed.</p>	<p>May have a few errors in grammar, usage, and the conventions of written English; these errors do not cause confusion.  Instructions were not entirely followed.</p>	<p>Generally free from errors in grammar usage and the conventions of written English.  Most instructions were followed.</p>	<p>Free from errors in grammar, usage, and the conventions of written English.  All instructions were followed.</p>

## Week 3 Assignment Rubric: Goal, Objectives, and Course

<b>PART 1: GOALS AND OBJECTIVES</b>	<b>Marginally Acceptable 0-4 point</b>	<b>Acceptable 5-6 points</b>	<b>Strong 7-8 points</b>	<b>Exceptional 9-10 points</b>
<p style="text-align: center;"><b>Were the TLOs written to match the course goal?</b></p>	<p>Two or more of the TLOs described the end results of training unclearly or improperly. They may not have been written in terms of student performance.</p> <p>At least two of the TLOs are not necessary to reach the course goal. They require major work.</p>	<p>No more than one of the TLOs described the end results of training unclearly or improperly. They may not have been written in terms of student performance.</p> <p>Accomplishing at least two of the TLOs is necessary to reach the course goal. One may require major work.</p>	<p>All three TLOs described the end results of training in terms of student performance. They require only minor refinement.</p> <p>Accomplishing the TLOs is necessary to reach the course goal.</p>	<p>All three TLOs described the end results of training in terms of student performance.</p> <p>Accomplishing the TLOs is necessary to reach the course goal.</p>
<p style="text-align: center;"><b>Were the ELOs written to accomplish the TLOs?</b></p>	<p>Many ELOs did not describe actions the students will complete during the training.</p> <p>Accomplishing many of the ELOs is not necessary to accomplish the applicable TLOs.</p>	<p>Some ELOs did not describe actions the students will complete during the training.</p> <p>Accomplishing several of the ELOs is not necessary to accomplish the applicable TLOs.</p>	<p>Most ELOs described actions the students will complete during the training.</p> <p>Accomplishing most of the ELOs is necessary to accomplish the applicable TLOs.</p>	<p>All ELOs described actions the students will complete during the training.</p> <p>Accomplishing each ELO is necessary to accomplish the applicable TLO.</p>
<p style="text-align: center;"><b>Were the student's course goal, TLOs, and ELOs written correctly?</b></p>	<p>The course goal may not have described the expected competency after completing the course. It may have been incomplete, confusing, or out of scope.</p> <p>Many TLOs and ELOs were not SMART and/or were not written in the ABCD format (major errors).</p>	<p>The course goal may not have described the expected competency after completing the course. It may require major revision.</p> <p>Some TLOs and ELOs were not SMART and/or were not written in the ABCD format (6 or more minor errors).</p>	<p>The course goal described the expected competency after completing the course. It may require fine-tuning (e.g., less detail).</p> <p>Most TLOs and ELOs were SMART and written in the ABCD format (fewer than 4-5 minor errors).</p>	<p>The course goal broadly described the expected competency after completing the course.</p> <p>All TLOs and ELOs were SMART and written in the ABCD format.</p>

<p><b>PART 2: COURSE ORGANIZATION</b></p>	<p><b>Marginally Acceptable 0-4 point</b></p>	<p><b>Acceptable 5-6 points</b></p>	<p><b>Strong 7-8 points</b></p>	<p><b>Exceptional 9-10 points</b></p>
<p><b>Were the chosen organizational schemes practical for the training?</b></p>	<p>The organizational schemes chosen for course and units were poorly suited to the training program. Their use would cause confusion and hinder transfer of learning.</p>	<p>Some of the organizational schemes chosen for course and units were not well-suited to the training program. Their use could cause confusion and hinder transfer of learning.</p>	<p>Organizational schemes chosen for course and units were mostly well-suited to the training program.</p>	<p>Organizational schemes chosen for course and units were well-suited to the training program.</p>
<p><b>Were the chosen organizational schemes correctly applied to sequence the course?</b></p>	<p>TLOs and ELOs were not consistently sequenced using the listed organizational schemes. There may be many mistakes or inconsistencies.</p>	<p>TLOs and ELOs were not consistently sequenced using the listed organizational schemes. There may be several mistakes or inconsistencies.</p>	<p>TLOs and ELOs were primarily sequenced using the listed organizational schemes. There may be a few mistakes or inconsistencies.</p>	<p>TLOs and ELOs were correctly and consistently sequenced using the listed organizational schemes.</p>
<p><b>Were the student's content outlines clear and concise?</b></p>	<p>May have errors in grammar, usage, or the conventions of written English; these errors lead to some confusion. Instructions were not entirely followed.</p>	<p>May have a few errors in grammar, usage, and the conventions of written English; these errors do not cause confusion. Instructions were not entirely followed.</p>	<p>Generally free from errors in grammar usage and the conventions of written English. Most instructions were followed.</p>	<p>Free from errors in grammar, usage, and the conventions of written English. All instructions were followed.</p>

## Week 4 Assignment Rubric: Instructional Methods, Media, and Tools

<p style="text-align: center;"><b>PART 1: INSTRUCTIONAL METHODS AND ACTIVITIES</b></p>	<p style="text-align: center;"><b>Marginally Acceptable 0-4 point</b></p>	<p style="text-align: center;"><b>Acceptable 5-6 points</b></p>	<p style="text-align: center;"><b>Strong 7-8 points</b></p>	<p style="text-align: center;"><b>Exceptional 9-10 points</b></p>
<p style="text-align: center;"><b>Were the student's instructional methods valid, thoughtful, and creative?</b></p>	<p>The described methods would not support the training program or improve learning transfer. Students might be confused or bored by the methods.  Many questions were answered incompletely or vaguely.</p>	<p>The described methods might not support the training program or improve learning transfer. Students might be confused or bored by the methods.  Some questions were answered incompletely or vaguely.</p>	<p>The described methods would mostly support the training program and improve learning transfer.  Most questions were answered fully. Student shows some creativity and insight.</p>	<p>The described methods would support the training program and improve learning transfer.  All questions were answered fully. Student shows creativity and insight.</p>
<p style="text-align: center;"><b>Were the student's activities valid, thoughtful, and creative?</b></p>	<p>The described activities would not support the training program or improve learning transfer. Students might be confused or bored by the activities.  Many questions were answered incompletely or vaguely.</p>	<p>The described activities might not support the training program or improve learning transfer. Students might be confused or bored by the activities.  Some questions were answered incompletely or vaguely.</p>	<p>The described activities would mostly support the training program and improve learning transfer.  Most questions were answered fully. Student shows some creativity and insight.</p>	<p>The described activities would support the training program and improve learning transfer.  All questions were answered fully. Student shows creativity and insight.</p>
<p style="text-align: center;"><b>Were the student's responses clear and concise?</b></p>	<p>May have errors in grammar, usage, or the conventions of written English; these errors lead to some confusion.  Instructions were not entirely followed.</p>	<p>May have a few errors in grammar, usage, and the conventions of written English; these errors do not cause confusion.  Instructions were not entirely followed.</p>	<p>Generally free from errors in grammar usage and the conventions of written English.  Most instructions were followed.</p>	<p>Free from errors in grammar, usage, and the conventions of written English.  All instructions were followed.</p>



<p><b>PART 2: MEDIA</b></p>	<p><b>Marginally Acceptable 0-4 point</b></p> <p>The described media would not support the training program or improve learning transfer. Students might be confused or distracted by the media.</p> <p>Many questions were answered incompletely or vaguely.</p> <p>Justification was incomplete or illogical. Further thought is required.</p>	<p><b>Acceptable 5-6 points</b></p> <p>The described media might not support the training program or improve learning transfer. Students might be confused or distracted by the media.</p> <p>Some questions were answered incompletely or vaguely.</p> <p>Justification was incomplete or illogical. Further thought is required.</p>	<p><b>Strong 7-8 points</b></p> <p>The described media would mostly support the training program and improve learning transfer.</p> <p>Most questions were answered fully. Student shows some creativity and insight.</p> <p>Justification was rational and valid, but more thought may be required.</p>	<p><b>Exceptional 9-10 points</b></p> <p>The described media would support the training program and improve learning transfer.</p> <p>All questions were answered fully. Student shows creativity and insight.</p> <p>Justification was rational and valid.</p>
<p><b>Were the student's description and justification valid, thoughtful, and creative?</b></p>	<p>May have errors in grammar, usage, or the conventions of written English; these errors lead to some confusion. Instructions were not entirely followed.</p>	<p>May have a few errors in grammar, usage, and the conventions of written English; these errors do not cause confusion. Instructions were not entirely followed.</p>	<p>Generally free from errors in grammar usage and the conventions of written English.</p> <p>Most instructions were followed.</p>	<p>Free from errors in grammar, usage, and the conventions of written English.</p> <p>All instructions were followed.</p>
<p><b>PART 3: COURSE MANUALS</b></p>	<p><b>Marginally Acceptable 0-4 point</b></p> <p>Checklists were not all complete. Choices were inappropriate for the training program. Instructions were not entirely followed.</p>	<p><b>Acceptable 5-6 points</b></p> <p>Checklists were not all complete. Choices were sometimes inappropriate for the training program. Instructions were not entirely followed.</p>	<p><b>Strong 7-8 points</b></p> <p>Checklists were complete. Choices were mostly appropriate for the training program. Most instructions were followed.</p>	<p><b>Exceptional 9-10 points</b></p> <p>Checklists were complete. Choices were appropriate for the training program. All instructions were followed.</p>
<p><b>Were the checklists completed correctly?</b></p>				

## Week 5 Assignment Rubric: Evaluation Plan

EVALUATION PLAN	Marginally Acceptable 0-4 point	Acceptable 5-6 points	Strong 7-8 points	Exceptional 9-10 points
<b>Was the evaluation matrix completed correctly and thoughtfully?</b>	<p>Many evaluation strategies were not applicable to the training program.</p> <p>Many strategies were not placed in the correct blocks of the matrix.</p>	<p>Some evaluation strategies were not applicable to the training program.</p> <p>Some strategies were not placed in the correct blocks of the matrix.</p>	<p>Evaluation strategies were mostly applicable to the training program.</p> <p>Strategies were typically placed in the correct blocks of the matrix.</p>	<p>Evaluation strategies were applicable to the training program.</p> <p>Strategies were placed in the correct blocks of the matrix.</p>
<b>Were the Formative and Summative Program Evaluation questions completed correctly and thoughtfully?</b>	<p>Student did not respond to several of the questions. Several responses were vague or lacked insight.</p> <p>Several responses were not suitable for the training course.</p>	<p>Student did not respond to some of the questions. Some responses were vague or lacked insight.</p> <p>Some responses were not suitable for the training course.</p>	<p>Student responded to most of the questions fully and thoughtfully.</p> <p>The responses were mostly suitable for the training course.</p>	<p>Student responded to all questions fully and thoughtfully.</p> <p>The responses were suitable for the training course.</p>
<b>Were the Student Evaluation Plans completed correctly and thoughtfully for each unit?</b>	<p>Performance agreement was not shown. Several ELOs were not assessed. Several ELOs were not assessed at the correct level.</p> <p>Several of the methods chosen were unsuitable.</p>	<p>Performance agreement was not shown consistently. Some ELOs were not assessed. Some ELOs were not assessed at the correct level.</p> <p>Some of the methods chosen were unsuitable.</p>	<p>Performance agreement was mostly present. Most ELOs were assessed at the correct level.</p> <p>The methods chosen were mostly suitable.</p>	<p>Performance agreement was present. Every ELO was assessed at the correct level.</p> <p>The methods chosen were suitable.</p>
<b>Were the student's responses clear and concise?</b>	<p>May have errors in grammar, usage, or the conventions of written English; these errors lead to some confusion.</p> <p>Instructions were not entirely followed.</p>	<p>May have a few errors in grammar, usage, and the conventions of written English; these errors do not cause confusion.</p> <p>Instructions were not entirely followed.</p>	<p>Generally free from errors in grammar usage and the conventions of written English.</p> <p>Most instructions were followed.</p>	<p>Free from errors in grammar, usage, and the conventions of written English.</p> <p>All instructions were followed.</p>

## Final Assignment Rubric: Course Design Document

COURSE DESIGN DOCUMENT	Marginally Acceptable 0-4 point	Acceptable 5-6 points	Strong 7-8 points	Exceptional 9-10 points
<p><b>Was the training course described in the CDD cohesive and well-thought out?</b></p>	<p>The content of the CDD would need to be completely reworked to be translated into a complete course.</p> <p>The evaluations do not adequately assess the objectives.</p> <p>The training program as described does not meet the course goal.</p>	<p>With major improvements, the content of the CDD could be translated into a complete course.</p> <p>The evaluations may not adequately assess the objectives.</p> <p>The training program as described may not be able to meet the course goal.</p>	<p>With minor improvements, the content of the CDD could be translated into a complete course.</p> <p>Most of the objectives and evaluations have performance agreement.</p> <p>The training program as described should be able to meet the course goal.</p>	<p>The content of the CDD could smoothly be translated into a complete course.</p> <p>The objectives and evaluations have performance agreement.</p> <p>The training program as described should be able to meet the course goal.</p>
<p><b>Did the student revise their weekly assignments to create the CDD?</b></p>	<p>Student incorporated little feedback from instructor and peers. Revisions were rushed and/or inadequate.</p> <p>Few previous mistakes and omissions were corrected.</p>	<p>Student may have incorporated some feedback from instructor and peers, but revisions were rushed and/or inadequate.</p> <p>Some previous mistakes and omissions were corrected.</p>	<p>Student incorporated some feedback from instructor and peers.</p> <p>Most previous mistakes and omissions were corrected.</p>	<p>Student consistently incorporated feedback from instructor and peers.</p> <p>All previous mistakes and omissions were corrected.</p>
<p><b>Was the CDD complete, clear, and concise?</b></p>	<p>May have errors in grammar, usage, or the conventions of written English; these errors lead to some confusion.</p> <p>Instructions were not entirely followed. Several sections were incomplete.</p>	<p>May have a few errors in grammar, usage, and the conventions of written English; these errors do not cause confusion.</p> <p>Instructions were not entirely followed. Some sections were incomplete.</p>	<p>Generally free from errors in grammar usage and the conventions of written English.</p> <p>Most instructions were followed. No sections were incomplete.</p>	<p>Free from errors in grammar, usage, and the conventions of written English.</p> <p>All instructions were followed. No sections were incomplete.</p>