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**INTRO: INTRODUCTION** IG I-1

**UNIT 1: LEADING A YOUTH FIRESETTING PREVENTION AND**

**INTERVENTION PROGRAM** IG 1-1

Appendix: Readings

**UNIT 2: PROGRAM DEVELOPMENT** IG 2-1

Appendix A: YFPI Program Task Force Flow Chart

Appendix B: Flow Chart for Youth Firesetting Intervention Services

Appendix C: Fire Stoppers of King County Youth Intervention Program Organizational Chart

Appendix D: Fire Stoppers Intake Form, King County, Washington

Appendix E: Juvenile Firesetter Prevention Program Intake Form, State of Colorado

Appendix F: Youth Firesetter Intervention Program Intake Forms, Glendale, Arizona

Appendix G: Washington Fire Stoppers Screening Tool

Appendix H: Comprehensive Firerisk Evaluation (Long Form)

Appendix I: Child and Family Risk Surveys (Short Form)

Appendix J: Oregon Office of State Fire Marshal Juvenile with Fire Screening Tool

Appendix K: Consent, Release, Refusal and Payment Arrangement Forms

Appendix L: Scarborough Fire Department Standard Operating Procedures

Appendix M: Mesquite Fire Department Standard Operating Procedures

Appendix N: Monroe Fire District 3 Standard Operating Procedures

Appendix O: Pierce County Examples

Appendix P: YFPI Program Budget Example

Appendix Q: Public and Private Support for Youth Firesetting Programs

**UNIT 3: PROGRAM EVALUATION** IG 3-1

Glossary/Acronyms

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instructional aids

**Slides**

**Intro:** Slides I-1 to I-14 14

**Unit 1:** Slides 1-1 to 1-38 38

**Unit 2:** Slides 2-1 to 2-109 109

**Unit 3:** Slides 3-1 to 3-43 43

**Total Slides** 204

**Videos**

**Intro:** “Welcome to the National Emergency Training Center”

**Unit 2:** “Launching a Community Prevention Campaign”

**Unit 3:** Vignette imbedded in PowerPoint slide

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course goal

Empower learners with the knowledge, skills and abilities (KSAs) to perform the job performance requirements (JPRs) of a youth firesetting program manager as outlined in Level 2 of National Fire Protection Association Standard (NFPA) 1035.

target audience

The target audience for this course is anyone who has or will have responsibility for developing and implementing a Youth Firesetting Prevention and Intervention (YFPI) program in their community. The audience could include volunteer and career firefighters, fire investigators, Fire and Life Safety Educators (FLSEs), and allied professionals from criminal justice, mental health, social services and juvenile justice.

classroom environment

The best courses are both physically and psychologically suited to good learning.

The room should be physically inviting, well lit, spacious and acoustically suitable. The furniture needs to be comfortable and suited for shared learning. When small groups are used, tables accommodating groups of four or five are needed. The instructor’s podium or lectern, the projection screen, and the chalkboard or easel pad must be clearly visible to all students.

Psychologically, the instructor sets the mood to facilitate learning with a friendly, open and receptive tone. Positive results depend in large measure upon positive approaches. Encourage your students to take a positive attitude, share ideas and be involved in discussions.

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course schedule

**Intro:** Introduction 1 hr., 25 min.

**Unit 1:** Leading a Youth Firesetting Prevention and Intervention Program 1 hr., 15 min.

**Unit 2:** Program Development 8 hr., 45 min.

**Unit 3:** Program Evaluation 4 hr., 5 min.

**Total Time** 15 hr., 30 min.

Note: breaks and lunch not included

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schedule

| **TIME** | **DAY 1** | **DAY 2** |
| --- | --- | --- |
| 8:00 - 9:20 | Introduction  Activity I.1 Introductions | Unit 2: Program Development (cont’d)  Activity 2.2: Developing Draft YFPI Program Operating Procedures (cont’d) |
| 9:20 - 9:30 | *Break* | *Break* |
| 9:30 - 10:30 | Unit 1: Leading a Youth Firesetting Prevention and Intervention Program  Activity 1.1: Your Local Youth Firesetting Problem and Solutions | Unit 2: Program Development (cont’d)  Activity 2.2: Developing Draft YFPI Program Operating Procedures (cont’d) |
| 10:30 - 10:40 | *Break* | *Break* |
| 10:40 - 12:00 | Unit 2: Program Development  Activity 2.1: Identify Stakeholders | Unit 2: Program Development (cont’d)  Unit 3: Program Evaluation |
| 12:00 - 1:00 | *Lunch Break* | *Lunch Break* |
| 1:00 - 2:15 | Unit 2: Program Development (cont’d)  Activity 2.2: Developing Draft YFPI Program Operating Procedures | Unit 3: Program Evaluation (cont’d) |
| 2:15 - 2:30 | *Break* | *Break* |
| 2:30 - 5:00 | Activity 2.2: Developing Draft YFPI Program Operating Procedures (cont’d)  Unit 2: Program Development (cont’d) | Activity 3.1: Developing an Evaluation Plan  Unit 3: Program Evaluation (cont’d)  Examination  Evaluation |

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points for the instructor

**Introduction**

This course empowers students with a broad understanding of the KSAs that a program manager meeting the requirements for Level 2 NFPA Standard 1035 pertaining to youth firesetting prevention and intervention should master.

In preparation for teaching the course, you should perform the following actions:

* Have mastery understanding of the pre-course assignment.
* Review the entire Instructor Guide (IG) and Student Manual (SM). Read and ensure that you can process all activities.
* Review all appendix materials.
* Review the Level 2 youth firesetting intervention section of NFPA Standard 1035.
* Reflect on your personal experience as a youth firesetting program manager.

Prior to delivering the “Youth Firesetting Prevention and Intervention — Level 2” (YFPI-2) course, please arrange the classroom so it includes approximately four groups (four to six seats per table group). Note: If two (or more) people are from the same community (for example, YFPI program manager and mental health clinician), please ensure that they are permitted to sit at the same table so they can work together on pertinent activities.

Provide the introductory information to the class at large. If you are presenting the Level 1 and 2 courses in succession, the only material you will need to present is what is pertinent to the Level 2 program manager. What to present is your call based upon the composition of the target audience.

If presenting this course in stand-alone format, pay close attention to student introductions during Activity I.1. Please list each student’s expectations for the YFPI-2 course on an easel pad. This information can be used throughout the course and as a review to ensure that all objectives of the YFPI-2 course have been met. The instructor should introduce himself or herself prior to Activity I.1 so students see how the introductions are to be processed.

Evaluation methodology: Explain that in addition to participating in daily class activities, students must pass a final exam with a minimum grade of 70 percent.

Upon completing the review of YFPI-2 course content, reiterate why the pre-course assignment was required. If you are presenting the Level 1 and 2 courses in succession, clarify why there is a pre-course assignment for both courses. The assignment for the Level 2 program manager required a more in-depth exploration of the local community, so students are better prepared to build or enhance a youth firesetting program.

**Please** check with the local jurisdiction sponsoring the course well in advance to ensure that students have been sent (and received) the pre-course assignment. It will be very challenging to facilitate this course if students have not come prepared with baseline information about their home community and potential partner agencies.

**Unit 1**

This unit begins with two sections that will prepare students for the task of developing, leading and/or enhancing a YFPI program. While the sections are not lengthy, they must be delivered dynamically so students develop a “can-do” attitude about leading a program. This is especially true since the economic crisis left many programs without adequate staff or resources.

The unit begins with a **brief** overview of today’s national youth firesetting problem. Move briskly through this section. If you are delivering this course in conjunction with a Level I offering, you can omit the section.

Proceed next to the brief overview on the typologies of firesetters. Again, if you are delivering this in tandem with the Level 1 course, move briskly; if not, take more time here.

Follow the typologies section with a very brief lecture on the importance of understanding your local firesetting problem. This sets the stage for Activity 1.1.

Activity 1.1 is built upon information that students were assigned to research and bring to the course as part of the pre-course assignment. Note that this assignment is more extensive than the Level I course because it focuses on the information that a program manager will need to facilitate the development or enhancement of a program. Be sure students remain engaged in the activity’s directives, and do not become sidetracked with off-task discussions.

There are many instructor notes boxes in this unit that prompt you with potential delivery methodologies to use if you are delivering the course in tandem with the Level 1 offering.

**Unit 2**

This unit is dedicated to program development. In addition to reading the IG and SM carefully, you should again review Level 2 of NFPA Standard 1035 in preparation for facilitating this unit. Level 2 of Standard 1035 documents the JPRs of a program manager who will lead the development, implementation, operation and evaluation of a YFPI program.

The unit begins with a very brief section where students review their organization’s mission statement to examine if it includes prevention as a core value. As part of the discussion on this topic, explain the concept of institutionalized support for prevention.

The next section discusses the concept of forming an interdisciplinary task force once a confirmed need has been established to create a YFPI program. Take time to overview the life cycle of a YFPI program. Use the graphic in the IG/PowerPoint to show that, like other prevention programs, YFPI programs evolve/operate using the same cycle.

Activity 2.1 is a large group activity that calls for developing a list of primary stakeholders who would likely be invited to join an interagency task force. Try to get the class at large to reach consensus on the top 10 stakeholders who may be invited to join a task force in the early stages of program development. Use this activity to articulate the concept of primary stakeholders. Caution students about inviting too many groups to participate in the early stages of program design.

After completion of Activity 2.1, the unit discusses the role of the coordinating agency and task force members. Take time to ensure that students understand the importance of seeking broad-based support for the YFPI program.

Next, show the video “Launching a Community Prevention Campaign.” This video chronicles actions taken within Pennsylvania that created a statewide training process to train local communities on how to set up and operate a YFPI program. While it is an older video, its content is very applicable to what is required to set up an interagency task force.

The next section begins an extensive overview of the program tools/resources required to build/operate a successful YFPI program. Articulate that it is a JPR of a program manager to facilitate the selection (or development) of the programs tools that will be utilized in the YFPI program. It is also his or her responsibility to develop a strategy for obtaining the resources needed to operate the program and ensure that staff is trained to the appropriate level.

Please note: You **do not** have to provide an expansive lecture on the components required to build/operate a YFPI program. Activity 2.2 includes eight parts and supports the majority of this section. Your job is to introduce and provide a brief overview of the information pertinent to the topic. Inform students of the examples located in the appendix that correspond with each section of the activity. Then, allow them to work collaboratively to process the components of Activity 2.2. The rationale for this methodology is two-fold: Students taking the Level 2 course should have already completed the Level 1 offering; if this course is being presented in tandem with the Level 1 offering, students (and you) could perceive redundancy in some of the information.

A strategy that worked well in the pilot deliveries of the course was to make copies of Activity 2.2 in advance of presenting the unit. Students were then given the copies so they could make notes on them. This is an activity where students make good use of a laptop or other type of word processing device.

The ultimate aim of Activity 2.2 is for students to depart this course with suggestions for YFPI program operating procedures that they can propose to a task force once it is created. Articulate that it is not a substitute for the work of an interagency task force. It is simply a starting point for program development.

Students whose communities already have a YFPI program can benefit from Activity 2.2 by recommending enhancements to their existing efforts. All said, allow adequate time for processing this unit. This is what the students came to receive.

Upon completion of Activity 2.2, pick up the lecture on program components by delivering the material on budgeting, funding sources, data management, community outreach (marketing) and legal considerations. These are short but important sections.

Near the end of the unit, there is a section that explains the concept of and need for standard operating procedures (SOPs) that govern how a YFPI program is operated. Follow this section by discussing the importance of developing a program operations handbook for the YFPI program. Articulate that the handbook is simply a documented example of the program policies, forms and procedures used by the YFPI program. Clarify that such a handbook should be distributed to all agencies and people who may provide services as part of the program. The unit concludes with explaining the concept and contents of a YFPI program resources directory.

**Unit 3**

This unit is dedicated to program evaluation. You must have mastery understanding of the following subjects to successfully facilitate this unit:

Life cycle of a prevention program.

The purpose and steps of program evaluation.

The four stages of program evaluation.

Why and how to develop an evaluation plan.

To prepare to teach this unit, it is highly suggested that you collaborate with the National Fire Academy (NFA) Training Specialist to discuss its content. Much of it was incorporated from the NFA course “Demonstrating Your Fire Prevention Program’s Worth” (DYFPPW). If you have not yet taken that course as a student, it would be a very wise investment of your time.

This unit begins with an explanation of the life cycle of a prevention program. Explain that programs have three distinct stages of development: planning, implementation and effects. It is essential to articulate that evaluation begins in the planning stage of a program and continues throughout (and often beyond) its lifespan.

Take time to clearly define how to conduct program evaluation. Also, spend a few minutes exploring the challenges to the evaluation process.

Take adequate time to deliver the section on the stages of evaluation. Stop and check often for student understanding. Once you are confident that students understand the four stages of evaluation, proceed with the section on developing an evaluation plan. Highlight that goals and objectives are the foundation of the plan. You must do a thorough job of demonstrating how to develop Specific, Measureable, Achievable, Relevant, and Timeframed (SMART) objectives.

Upon being confident that students understand the components of a well-written objective, move forward with the explanation of why objectives are developed for each stage of evaluation. Use the unit’s text and the YFPI program from Cleveland Park as supportive material. Take your time here, and check for student understanding during each section.

Activity 3.1 is an instructor-led, large group activity. It entails you leading the class at large to develop a **miniature** evaluation plan. The case study on the youth firesetting problem in Redwood County provides enough data so students (with your guidance) should be able to develop SMART objectives for each stage of evaluation. Follow the activity’s directions carefully. Don’t forget to play the automated case study on Redwood County that is included as part of the PowerPoint presentation.

This unit is not intended to make students experts in program evaluation. Its purpose is to demonstrate why and how evaluation should be used as part of every prevention program.

instructor’s grading guide

**Grading Structure**

Course Final Examination 100 points

**Instructions for Grading Structure**

1. All examinations are to be graded by instructors.

2. Each question is worth 4 points.

3. Points equate to the following grades:

A 90-100

B 80-89

C 70-79

4. Once a grade selection is determined for the students’ scores, the instructor will record the grade on the Class Grade Sheet and sign, date and submit it to the NFA.

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class grade sheet

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Name: Date:

*EXAMINATION*

**Multiple-choice Directions:** *Read each question carefully, and choose the best answer from the choices given.*

1. Which of the following best describes the set of primary job performance requirements (JPRs) of a Level 2 program manager?

a. Organize a coalition.

b. Know your problem and develop interventions.

c. Identify funding resources.

d. Develop, implement, lead and evaluate a YFPI program.

2. Which of the following choices best represent the set of skills that a YFPI program manager should possess?

a. Be a proficient program leader, excellent organizer and good communicator.

b. Have the ability to perform educational interventions.

c. Know the typologies of firesetting.

d. Perform at least 15 youth firesetting interventions per year.

3. Which of the following types of prevention interventions can be utilized to require certain actions or behaviors to occur?

a. Education.

b. Engineering.

c. Economic incentives.

d. Enforcement.

4. Effective and efficient risk-reduction programs are those that follow

a. the directives set by local political officials.

b. a strategic process.

c. the desires of staff members.

d. directives set by the chief of operations.

5. The highest group at risk from dying in a child-set fire are

a. age 2 and under.

b. age 5 and under.

c. parents age 19 to 25.

d. adolescents.

6. Youth fire-setting peaks during the month of

a. June.

b. November.

c. August.

d. July.

7. Nationally, what typology of firesetting comprises the greatest number of referrals to a YFPI program?

a. Curiosity/Experimentation.

b. Crisis/Troubled/Cry-for-help.

c. Thrill-seeking/Risk-taking.

d. Delinquent/Criminal/Strategic.

8. Which of the following is the most recent factor to emerge that can impact all typologies of firesetting?

a. Easy access to ignition materials.

b. Lack of adequate supervision.

c. Failure to practice fire safety.

d. Easy access to information on the Internet.

9. Most fire departments have a mission statement that drives the

a. goals, objectives and services delivered by the organization.

b. amount of money allocated to the organization by the political decision-making body.

c. quality of service delivered by the organization.

d. culture of the organization.

10. The first step in organizing a community-based YFPI program is

a. organize a coalition.

b. know your problem.

c. identify funding resources.

d. obtain all legal requirements.

11. The first step in identifying the scope of the local problem is to

a. organize a task force to develop intervention strategies.

b. know your problem.

c. perform a risk assessment.

d. ask localities of similar demographics what their problems are.

12. In order to better understand the impact of firesetting on a community, you must

a. collect accurate data.

b. consult with your mental health professionals.

c. consult with the media.

d. read as much as possible.

13. Once you are ready to recruit members of the local community to serve on an interagency task force, you should consider which of the following type of stakeholders?

a. Political.

b. Secondary.

c. Tertiary.

d. Primary.

14. Which of the following selections represents the best description of the role played by the lead agency of a YFPI program?

a. Provide the greatest amount of funding for the program.

b. Provide leadership in program development, implementation and expansion.

c. Engage political leaders so they support the program.

d. Write all the SOPs for the program.

15. The main responsibility of the YFPI interagency task force is to

a. develop a marketing campaign so the program is recognized for spending monies wisely.

b. have a strong relationship with local political leaders.

c. create policy so all school fires are reported promptly.

d. build a YFPI program that serves the needs of the local community.

16. Which of the following choices best describes the set of program tools that a YFPI interagency task force should be responsible for developing or securing?

a. Marketing plan, political action strategy and funding alternatives.

b. Identification process, child abuse laws and personnel recruiting.

c. Home visitation protocols.

d. Tools to support the intake, interview, referral and follow-up process.

17. When developing an intake process for a YFPI program, which of the following represents a protocol that should be written to ensure each case receives prompt attention?

a. Response time protocol.

b. Intervention protocol.

c. Home visitation protocol.

d. Follow-up protocol.

18. The presence of a reliable intake process with contact personnel readily available often becomes extremely valuable during which of the following situations?

a. The news media is seeking information about an incident.

b. A fire officer is at the scene of a fire and thinks it may have been started by a group of juveniles that is not present at the scene.

c. A parent or careprovider walks into a fire or police station asking for help in addressing a youth firesetting situation.

d. A Level 1 practitioner has a difficult case that he or she needs to discuss with the YFPI program manager.

19. Which of the following best describes reasons why an agency may fail to provide an accurate youth firesetting screening process?

a. Lack of time, resources and training.

b. Pressure from the community to get a program started quickly.

c. Laws that prohibit the interviewing of youth.

d. HIPAA regulations.

20. Screening instruments must be approved by

a. the local school system.

b. key political stakeholders.

c. qualified professionals experienced in the field of youth firesetting intervention, the interagency task force, and the local authority having jurisdiction.

d. the local mayor and council, the fire department, and school officials.

21. YFPI program operating procedures should be written in

a. bilingual format so all community stakeholders can review them.

b. concise, step-by-step, easy-to-read format.

c. a format that is easily understood by fire suppression personnel.

d. a style that best suits the parents who will be following them.

22. YFPI program marketing and public awareness efforts are necessary in order to

a. focus on the problem of arson.

b. compete with all of the other causes seeking funding support.

c. inform the community of the existence of the intervention program.

d. get recognition for your fire department.

23. The purpose of an operations handbook is to

a. keep detailed notes on each youth firesetting case.

b. be able to recognize children who repeat firesetting behavior.

c. develop written documentation of program procedures.

d. identify resources for referral.

24. What are the four recommended stages of evaluation for the intervention program?

a. Increased risk, increase in recidivism, parent complaints, number of attendees.

b. Behavioral change, awareness, parent complaints, increase in recidivism.

c. Formative, process, impact, and outcome evaluation.

d. Increased fire starts, behavioral change, increase in recidivism, number of referrals.

25. Process evaluation allows you to assess

a. long-term reduction of incidents.

b. program delivery.

c. program development progress.

d. changes in behavior.

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*EXAMINATION ANSWER KEY*

**Multiple-choice Directions:** *Read each question carefully, and choose the best answer from the choices given.*

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**b. program delivery.**

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Name: Date:

***EXAMINATION ANSWER SHEET***

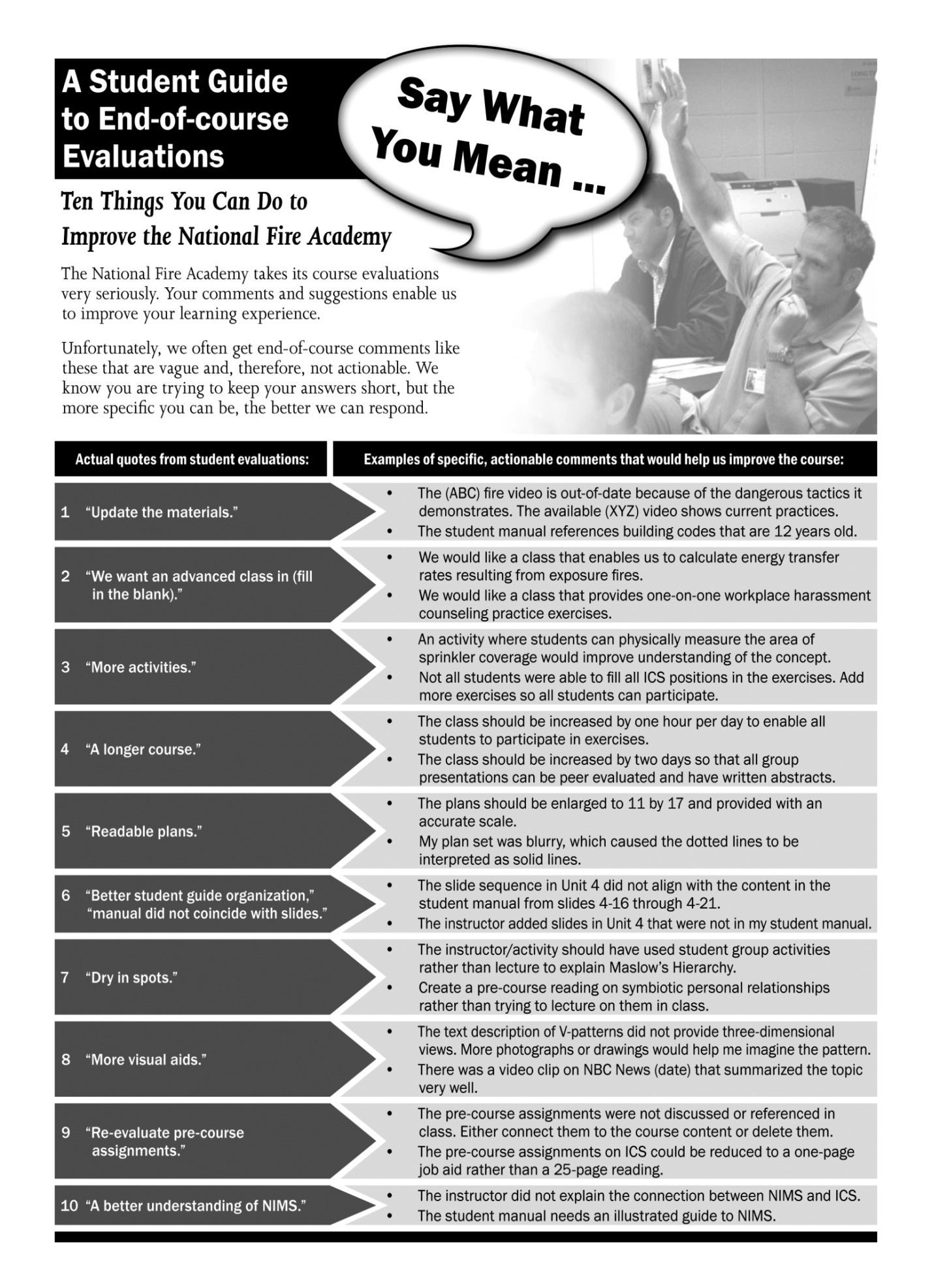
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|  |  |
| 8. | 21. |
|  |  |
| 9. | 22. |
|  |  |
| 10. | 23. |
|  |  |
| 11. | 24. |
|  |  |
| 12. | 25. |
|  |  |
| 13. |  |
|  |  |

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***EXAMINATION ANSWER SHEET KEY***

|  |  |
| --- | --- |
| 1. d | 14. b |
|  |  |
| 2. a | 15. d |
|  |  |
| 3. d | 16. d |
|  |  |
| 4. b | 17. a |
|  |  |
| 5. b | 18. c |
|  |  |
| 6. d | 19. a |
|  |  |
| 7. a | 20. c |
|  |  |
| 8. d | 21. b |
|  |  |
| 9. a | 22. c |
|  |  |
| 10. b | 23. c |
|  |  |
| 11. c | 24. c |
|  |  |
| 12. a | 25. b |
|  |  |
| 13. d |  |

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Instructions on Completing the Course Update and Versioning Documentation

**Contract Instructors**

This “Course Update and Versioning Documentation” template is provided for you to capture and recommend changes in the course content, learning objectives or delivery schedule. Please make any proposed changes to the course on this form, and submit it to the program Training Specialist.

**Training Specialist**

The Training Specialist has primary responsibility and accountability for initiation of and approval for all update and versioning for curriculum/content to maintain course currency and quality, and to identify and initiate corrective action and improvements.

1. Complete the Course Update and Versioning Documentation, sign, and date.

2. Attach an electronic and/or print copy of the changed material.

3. If changes **do not** affect instructor criteria, terminal or enabling learning objectives, evaluation methods, and/or rubric descriptions, send form and attachments to **editorial support contractor** for implementation and change tracking, or,

If changes alter instructor criteria, terminal or enabling learning objectives, evaluation methods and/or rubric descriptions, forward form and attachments to the **Instructional Systems Specialist** for review and concurrence.

**Instructional Systems Specialist**

The Instructional Systems Specialist has concurrence responsibility and accountability for update and versioning changes that modify instructor criteria, terminal and enabling objectives, evaluation methods, and rubric descriptions to ensure conformance with instructional design principles and practices.

1. The Instructional Systems Specialist (ISS) reviews and evaluates for conformance with instructional design principles and practices.

2. If the requested changes align with instructional methodology, ISS signs, dates and forwards the documentation to the **editorial support contractor** for implementing and tracking changes, or,

If the requested changes create instructional design failure, or violate sound educational principles and/or practices, the **Instructional Systems Specialist** works with Training Specialist to resolve problems.

Upon reconciliation of content and instructional design matters, **Training Specialist** completes new Course Update and Versioning Documentation, **Instructional Systems Specialist** signs for concurrence and complete package is sent to **editorial support contractor** for implementing and change tracking.

If reconciliation cannot be achieved, the entire package is submitted to the **Branch Chief** for review and decision-making.

**Course Update and Versioning Documentation**

Curriculum:

Course Title/Number:

Date of First Offering:

Date of Last Major Revision (More than 35%):

Area of impact: Module/Unit Number: \_\_\_\_\_\_\_\_ Page \_\_\_\_\_\_\_\_\_\_\_\_ Section

Area of impact: Module/Unit Number: \_\_\_\_\_\_\_\_ Page \_\_\_\_\_\_\_\_\_\_\_\_ Section

Area of impact: Module/Unit Number: \_\_\_\_\_\_\_\_ Page \_\_\_\_\_\_\_\_\_\_\_\_ Section

Area of impact: Module/Unit Number: \_\_\_\_\_\_\_\_ Page \_\_\_\_\_\_\_\_\_\_\_\_ Section

Area of impact: Module/Unit Number: \_\_\_\_\_\_\_\_ Page \_\_\_\_\_\_\_\_\_\_\_\_ Section

Area of impact: Module/Unit Number: \_\_\_\_\_\_\_\_ Page \_\_\_\_\_\_\_\_\_\_\_\_ Section

Area of impact: Module/Unit Number: \_\_\_\_\_\_\_\_ Page \_\_\_\_\_\_\_\_\_\_\_\_ Section

1. Identify the revision type. Minor Major

2. Will this change require a change in qualifications for admission to this course?

(e.g., formal education, skill level, work experience, job level, etc.) Yes No

3. Will precourse information, materials, and/or assignments be modified? Yes No

4. Will this result in a change in length of course in hours and/or minutes? Yes No

5. Will the change result in a course name and course code change? Yes No

6. Will the instructor criteria change? Yes No

7. Will a course or module TLO or ELO be modified? Yes No

If yes, which TLO or ELO?

8. Will the Rubric need to be modified? Yes No

If yes, which Rubric?

9. Current material to be modified:

|  |  |  |  |
| --- | --- | --- | --- |
| Course CD | Precourse | Handouts | Evaluation |
| IG | Slides | Student CD | Video |
| SM | Appendices | Activity | Complete PDF |

10. New material to be introduced:

|  |  |  |  |
| --- | --- | --- | --- |
| Course CD | Precourse | Handouts | Evaluation |
| IG | Slides | Student CD | Video |
| SM | Appendices | Activity | Complete PDF |
| Article | Case Study | Web site | Hardware (Technology Team Consult) |
| Book | Role Play | Lab activity/Simulation | Software (Technology Team Consult) |

11. Will copyright permission(s) be needed? Yes No

12. Purpose:

|  |  |  |
| --- | --- | --- |
| Incorporate Best Practice | Improve learning outcome |  |
| Revise a Standard |  |  |
| Increase student participation |  |  |

13. Method:

|  |  |  |  |
| --- | --- | --- | --- |
| Lecture | Simulation | Individual Activity | Large Group Activity |
| Discussion | Demonstration | Small Group Activity |  |

14. Will this change the evaluation method?

If yes, provide the new Rubric.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Approvals:

Training Specialist: Date:

Instructional Systems Specialist: Date:

**NOTE: BOTTOM PORTION TO BE COMPLETED BY GTI STAFF**

**Tracking**

Task request initiated: Date:

Project/Course Number and Title:

Date the change was first incorporated into delivered materials:

Date materials were made 508 compliant (including instructor materials):

Date materials were posted to web: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Change Sheet Documentation**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Change # | Unit: | TLO | ELO | Activity | Rubric | Errata | Page # |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

Sample

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Change # | Unit: | TLO | ELO | Activity | Rubric | Errata | Page # |
| 1. | 2 |  |  | 2.1 |  |  | IG 2-15  SM 2-18 |
| 2. |  | 3.1 |  |  |  |  | IG 3-1 / 2  SM 3-1 |
| 3. |  |  |  |  | Entire Rubric |  | IG TOC xiii and xv. |

Date of First Offering:

Date of Last Major Revision (More than 35%):

Date of this Change: