COURSE MANAGEMENT PLAN

FOR

COMMON FACULTY DEVELOPMENT – INSTRUCTOR COURSE

03 August 2017

Provost

The Army University

201 Augur Avenue

Fort Leavenworth, KS 66027

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Introduction

Purpose

The Common Faculty Development - Instructor Course (CFD-IC) is designed to train new instructors to deliver basic instructional and facilitation techniques and methods.

Course Number and Proponent

The course number is 701T-CFD-IC-5K-SI5K-SQI8. The course proponent is:

Provost

The Army University

201 Augur Avenue

Fort Leavenworth, KS 66027

Course Manager

The course manager is:

Provost

The Army University

ATTN: FSDD

Fort Leavenworth, KS 66027

DSN: 552-2442, or Commercial: (913) 684-2442

Course Management Information

This course management plan (CMP) provides information critical to successful implementation of CFD-IC. Read this information thoroughly before conducting this course.

Overview

The Instructor Course, one of two courses that comprise the Common Faculty Development Program, is a ten-day/80 hour course designed for new faculty (e.g. instructors, trainers, and facilitators).

CFD-IC is a competency-based course: the learning objectives are based on internationally recognized instructor competencies published by the International Board of Standards for Training, Performance, and Instruction (ibstpi). The course prepares new faculty to teach, train, and facilitate learning in an adult learning environment. It introduces new faculty to Army instructor roles and responsibilities, teaching and learning models, and professional and ethical requirements. The course also introduces classroom management techniques, the process for building learning objectives and lesson plans, and characteristics of effective communication.

Throughout the course, new faculty will have an opportunity to practice teaching, working from short, simple practicum exercises to increasingly longer and more complex ones, culminating in an end of course lesson presentation. The first half of the course focuses on characteristics of effective instructors, self-awareness—of differences in teaching and learning style preferences—and fundamentals of teaching and learning as they apply to adults. The second week focuses more on application of those fundamentals

in various teaching and learning practicums, with both instructor, peer, and self-assessment in a collaborative learning environment. The summative assessment will occur at the end of the course and consist of an individual 30- to 50-minute practicum.

The course instructor/facilitator will model proper facilitation behavior throughout the course. However, the bulk of the instruction effort will be coaching as students learn and apply new behaviors.

The Blackboard Learning Management System (LMS) houses the content for the CFD-IC lessons. The distribution of the content via Blackboard or paper-based is at the discretion of the course instructor/facilitator.

Course Contents

This course contains:

- The course management plan.
- The instructor/facilitator guide with lesson plans.
- The student guide with instructions.

Course Restrictions (Foreign Disclosure [FD] Statement)

The FD restriction level is FD1. This training product has been reviewed by the training developers in coordination with the CAC foreign disclosure officer. This training product can be used to instruct international military students from all approved countries without restrictions.

Administrative Data

This section contains administrative data common to all lessons. Lesson specific administrative data are provided at the beginning of each lesson.

Instructor/facilitator/Supplement Personnel Requirements – there must be one instructor/facilitator at the instruction site for every eight students. The maximum class size is 16, but requires two instructors.

Instructor/facilitator Qualifications – Instructor/facilitators must have Instructor/facilitator Certification. They must also have successfully completed the Blackboard Basic Course.

Assistant/Site Instructor/facilitator Qualifications – Assistant instructor/facilitators and site instructor/facilitators must be familiar with the CFD-IC. It is preferred that they be course graduates.

Site Instructor/facilitator Responsibilities

Site instructor/facilitators will be trained to:

- Administer required tests
- Question group members
- Administer practical exercises
- Manage and distribute course materials
- Manage classroom configuration
- Counsel students
- Conduct AARs when appropriate
- Evaluate student performance

When learner performance is acceptable, the certified instructor/facilitator certifies the new instructor/facilitator to HQ TRADOC, ATTG-CD, by submitting name, rank, serial number, and certification of satisfactory performance as instructor/facilitator over their signature

Conventional Site Student Limitations – there should be a minimum of 8 students per site; a maximum of 16.

Group Size – Groups of four interact best, while fewer than four significantly reduces group dynamics. More than four usually finds some group members withdrawing from the group. Try to balance the group and subgroup breakouts to maximize group interaction.

Space Requirements – delivery requires a classroom for 16 personnel.

Equipment Required for Instruction

Minimum equipment required for instruction includes:

- Computer
- Slide projection capability
- White board with markers

Course Material – Lesson plans are included in the instructor/facilitator guide. Student handouts and interactive and audio/video materials are located on Blackboard and listed by lesson in the instructor/facilitator and student guides.

Safety Requirement – Remind students of the Army Safety Program and its relationship to their conduct and performance at all times. There are no specific safety requirements for this course; follow local safety guidelines.

Risk Assessment Level – this course is assigned a risk level of LOW.

Classification – this course is unclassified.

Student Prerequisites

- Assignment or pending assignment as a instructor/facilitator
- Military must meet height and weight standards IAW AR 600-9
- Military must pass most recent APFT

Course Critique – A student survey that provides the opportunity to critique the course is located in the Student Guide. Local reproduction of the critique is permitted. Staff and faculty POC should retain course critiques for those courses delivered by the Staff and Faculty Directorate.

Course Structure

This course is structured in lessons; there are no phases or modules.

Lesson 1 Course Introduction (4 hours)	Lesson 2 Fundamentals of Adult Teaching and Learning (10 hours)	Lesson 3 Foundations of Adult Learning (6 hours)	Lesson 4 Foundations of Instruction (*Experiential Learning*) (9 hours)
Lesson 5 Formative Practicums (*ELM*) (5 hours)	Lesson 6 ACT tools & GTM techniques (6 hours)	Lesson 7 Foundations of Instruction (*Direct Instruction*) (12 hours)	Lesson 8 Formative Practicums (*Direct Instruction*) (6 hours)
Lesson 9 The Army Instructor as a Professional (6 hours)	Lesson 10 Foundations of Instruction (*Collaborative/Interactive Instruction*) (6 hours)		Lesson 11 Final Practicum: Summative (10 hours)

Course Map

The course map provides an overview of the course sequence. It also provides guidance on how to assign student lessons. This course concentrates on the application of foundational instructor/facilitator skills.
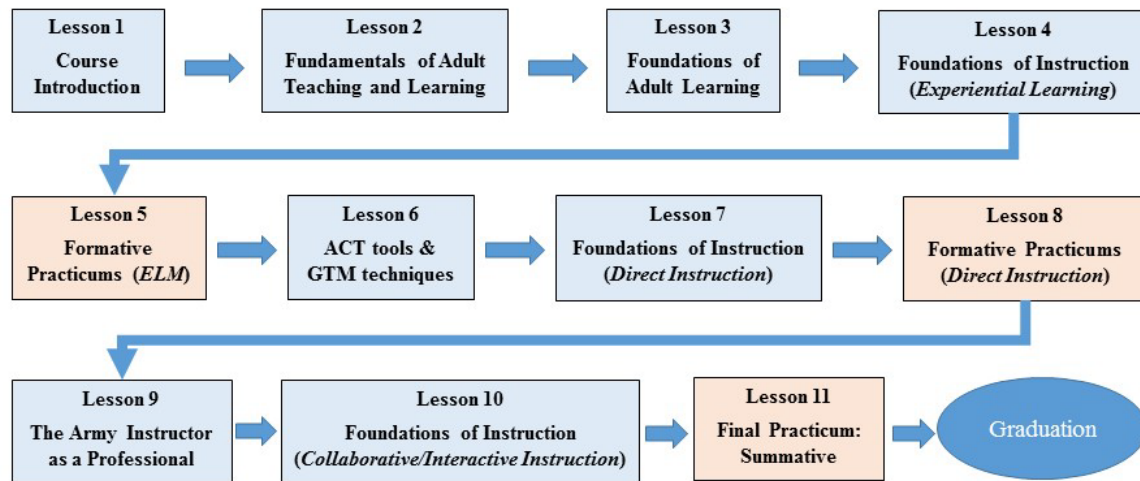
Learning Objectives

Each lesson plan and course advance sheet identify the terminal and enabling learning objectives for the lesson. These objectives encompass the training objectives and associated tasks needed to become an instructor/facilitator.

Course Sequence

The Common Faculty Development – Instructor Course (CFD-IC) consists of 10 academic days for a total of 80 academic hours. Under ideal circumstances, schools can implement the schedule over a two-week period, Monday-Friday, 0800-1700 each day. However, instructors/course schedulers should give consideration to a variety of scheduling factors that may preclude the availability of consecutive training days, for example: scheduled Holidays; Reserve Component Inactive Duty Training (IDT) days, or Command directed.

Instructors should present the course as shown in the table below.

Lesson Number and Title	Content
1. Course Introduction	Course description, map, and requirements; Army Learning Concept; ArmyU goals and Objectives; Instructor Competencies; General Learning Outcomes
2. Fundamentals of Adult Teaching and Learning	Team building activity; Self-assessment; Competency-based learning
3. Foundations of Adult Learning	Learning models; Knowles's assumptions and principles; techniques for motivating adult learners
4. Foundations of Instruction (Experiential Learning)	Experiential Learning Model (ELM)

Lesson Number and Title	Content
5. Formative Practicums (ELM)	Instruct a lesson using ELM
6. ACT Tools & GTM Techniques	Applied Critical Thinking Tools; Groupthink Mitigation techniques; Cognitive Theory
7. Foundations of Instruction (Direct Instruction)	Positive learning environment; effective communication techniques; effective questioning techniques; methods of instruction; preparing a lesson plan
8. Formative Practicums (Direct Instruction)	Instruct a lesson using direct instruction
9. The Army Instructor as a Professional	Concept of profession; professional and character development; legal and ethical issues; diversity; trust
10. Foundations of Instruction (Collaborative/Interactive Instruction)	Collaborative/interactive instruction; group development; group learning
11. Final Summative Practicum (Collaborative/Interactive Instruction)	Instruct a lesson using collaborative/interactive instruction
Student Presentations	*Students validate instructor and facilitator skills in graded PEs during Deliver Instruction and Facilitation Skills lessons.
Summary	Course wrap-up

Planning

Pre-class Preparation – Requires traditional instructor/facilitator preparation for student accountability, classroom availability, and on-hand materials.

Rehearsals – You should rehearse each of your lessons using all of the lesson's visuals and handouts. You may want to rehearse your site instructor/facilitators and site coordinators.

Student Preparation – The scheduled student preparation time found in the course schedule provides time for students to prepare their work while the group is still in session so that they can benefit from the experiences/expertise of their peers and a time buffer so that if one or more students exceed presentation times, you have the flexibility to adjust your schedule.

Adjusting the Schedule

Although the course sequence should not change, one must consider that some classes move through lessons faster than others do. Student experience, size of class, or a number of other circumstances may dictate an adjustment in the schedule. Maintain flexibility in adjusting the schedule.

Planning Checklists

The checklists below contain items that you must consider when tasked to present the CFD-IC. This lists the items chronologically. You may add additional items based on your own requirements.

One Month Prior to Class

Complete these tasks no less than one month prior to class start date:

Action
Distribute advance materials to students in sufficient time to allow them to complete advanced readings.
Transmit student instruction letters in sufficient time for students to prepare or acquire a lesson for the final examination.
Prepare overhead slides or computerized graphics. Limit to 'talking point' bullets and uncomplicated graphics.

One Week Prior to Class

Complete these tasks no less than one week prior to class start date:

Action
Check with site coordinators or staff and faculty POC to verify that all students scheduled to attend the course have received student advance materials.
Ensure that you have a complete list of students who will attend the course.
Check that all locations receiving training have received and reviewed the necessary materials, student handbooks, and training aids.
Review all training aids and materials, and rehearse your lessons at least once.

First Day of Class

Complete these tasks on the morning of the first day of the course.

Action
Ensure that you have an updated list of students attending the course, and a current seating plan for each site.
Verify with the site instructor/facilitator that each student received a student handbook and has brought a lesson to use for the final examination.
Verify that each student meets the course prerequisites.

During Class

Continually perform these tasks throughout the class:

Action
Verify that all students, site instructor/facilitators, and site coordinators are present.
Begin each day with a review of the previous day's lessons and a preview of the current day's lessons.
Ensure that each student is participating in group activities.

Ensure that you address all student questions adequately and in a nonthreatening method.

Post Class

Complete these tasks no later than two weeks after completing the class:

Action
Forward a list of students successfully completing the course to the appropriate headquarters.
Prepare and deliver any course AAR that your headquarters requires.

Instructional Guidance

Background

This course has been prepared to provide the most flexible learning environment possible. The course combines instruction with practical exercise, a large amount of hands-on experience, and peer observation and critique. Each lesson plan contains lesson specific instructional guidance. This portion of the CMP provides generic instructional guidance.

Methodology

CFD-IC prepares new faculty to teach, train, and facilitate learning in an adult learning environment. Throughout the course, new faculty will have an opportunity to practice teaching, working from short, simple practicum exercises to increasingly longer and more complex ones, culminating in an end of course lesson presentation.

CFD-IC requires new faculty to deliver lessons under the observation of the course instructor/facilitator or a certified adjunct instructor/facilitator. The Course Manager will implement a standardized Formative Practicum Rubric for their Center/School. The Practicum lesson plans contain examples of Formative Practicum Rubrics and Appendix A contains the Summative Practicum Rubric. The course instructor/facilitator explains the performance measures required by the Rubric to students at the time of assignment. The course instructor/facilitator or certified adjunct instructor/facilitator then provides students feedback on each practicum.

The course instructor/facilitator will guide student and group understanding of the relationship of facilitation fundamentals, group interaction, and learning theory. These actions create a synergistic method of learning called learner-centered learning.

Students have two student-centered roles. One as a student instructor and the other as a group or class member. The course instructor/facilitator or certified adjunct instructor/facilitator will provide individual and group feedback for both events. It is imperative that the course instructor/facilitator inform the students that their participation, performance, and conduct in both roles are important to the success of other students as well as their own.

Student Handouts

If you plan to use the student handouts provided with the lesson plans, be sure to post the handouts to the appropriate LMS, otherwise ensure there are sufficient hard copies available to provide a complete set for each student. Some of the handouts may be included with the student guide. However, some handouts are sensitive and the instructor must hand them out at specific times during the exercise.

Classroom Environment

Keep the instructional environment nonthreatening.

Remember students:

- Are trying out different ways of doing things.
- Must be permitted to make mistakes without feeling that they are failures.
- Should not feel that the techniques do not work for them.

When to Distribute Student Lesson Plans

Instructors should post Lesson Plans to the appropriate LMS or Blackboard Academic Suite for students 24 hours prior to expected delivery. Be sure to distribute the correct lesson plans. Verify with the students that they have the complete lesson plan for the class they will deliver. Ensure they understand the requirement.

Individual Student Assessment Plan (ISAP) and Assessment Administrative Guidance

Purpose

The purpose of the Individual Student Assessment Plan (ISAP) as outlined in TRADOC Regulation (TR) 350-70 establishes student's responsibilities, training graduation criteria, and details how the course proponent will determine if the student has demonstrated a sufficient level of competency to pass the Common Faculty Development - Instructor Course. This plan establishes procedures for the administration of evaluations and examinations, examination weights and requirements for course completion/graduation, remediation, retesting, and relief procedures for the subject course.

Course Overview

a. This course is a ten (10) day, 80 hour, resident instructed course that prepares selected individuals to serve as instructors who teach, train, counsel, assess, evaluate, and facilitate learning for Army personnel. The course exists to train Soldiers, Department of the Army Civilians (DAC), and authorized contractors as Army instructor/facilitators. Course lessons include the tasks normally performed by Army instructor/facilitators.

b. CFD-IC graduates are adaptive instructors who are competent, confident, and capable of instructing, teaching, training, assessing, evaluating, and facilitating learning for Army personnel.

c. Course Assessment. The formal assessment for this course is the Final Practicum exercise. Instructors will assess the students' mastery of the learning objectives during their conduct of the Final Practicum in accordance with the below rubric. A pass should include an average of a three or higher in most categories.

Students' Responsibilities

Students are responsible for their own actions. It is each individual's responsibility to conduct him- or herself accordingly.

a. ***Student Standards of Conduct***. Students will conduct themselves in the manner expected of any member of the Department of Defense. Students may be relieved for any conduct or behavior that violates any local, state, or federal law (including Uniform Code of Military Justice (UCMJ) or for any conduct or behavior that violates any DOD, Army, or local regulation or policy. Students will direct questions concerning the standards of conduct to the instructor.

b. ***Cheating/plagiarism***. Cheating is "using information from any source other than your own recollection or providing assistance to any student to prepare any assigned oral or written work product *unless use of such information was expressly authorized by the instructor/facilitator*." A student will not lie or cheat nor tolerate anyone who does. All work that the student submits must be his/her own, unless

it is a designated group project or activity. Instructors will consider any Final Practicum information/material gathered from a student enrolled in the current or a previous course as cheating/plagiarism.

Students must:

a. Attend all class sessions and complete all assignments. Instructors will handle emergency absences on a case-by-case basis. Students must coordinate missed time with the instructor and are responsible for arranging makeup training with the instructor.

b. Take ownership of their learning. This includes completing the reading and study assignments, practical exercises, and other training activities; seeking resources to ensure your knowledge and skills are up to or exceeding the standards; and being actively engaged in the learning process by participating in the learning activities.

c. Review and adhere to all guidance materials.

d. Provide constructive feedback concerning the efficiency and effectiveness of the training and training materials throughout the course.

Course Completion/Graduation Requirements

To graduate from the CFD-IC, students must demonstrate mastery of course objectives by means of student participation, practical exercises, product development, and the Final Practicum score. Students accomplish this by:

a. Earning a "Go" on all major sections of the Final Practicum. A "Go" should include an average of a three or higher in most categories.

b. Instructor will assess adequate preparation for class, contribution to group learning, class participation, and active involvement throughout the course as "Go" or "No-Go" by a combination of peer and instructor feedback.

Completion/Graduation Certificate – All students who meet course completion criteria will receive a CFD-IC completion certificate recognized by The Army University, Department of the Army.

Dismissals

a. Students may be relieved from the course for academic reasons if they are unable to achieve standards required to graduate.

b. Non-academic relief/dismissal may occur for either officially reported administrative reasons or personal misconduct.

Counseling

a. The course instructor/facilitator may counsel students at any time and for any reason. For example, Instructors will counsel students as a response to any questionable behavior or performance. They may also counsel to reinforce positive behaviors that impact the learning environment.

b. Instructors/Facilitators will document formal counseling sessions, if needed, on DA Form 4856, Developmental Counseling Form, and maintain it in the student record folder. Developmental counseling provides students with information on their strengths and weaknesses, and courses of action to improve performance. Informal counseling sessions generally do not require a written record, and Instructor/Facilitators will conduct them as needed.

Academic Reassessment and Remedial Training

a.   In the event a student fails to meet the minimum Final Practicum requirements during his or her initial presentation, he or she will receive feedback, retraining, and the instructor will assess the student to determine if he/she understands the requirement sufficiently to meet the minimum standards during his or her initial presentation. Should the student require additional counseling, remedial training, and assessment beyond the Final Practicum presentation in order to meet the minimum requirements, he or she may be counseled and receive retraining on identified problem subject areas and other subject areas as requested by the student within one (1) academic day from the date of failure and prior to the administration of a second assessment.

b.   Remedial training is additional training, scheduled after the program of instruction (POI) hours, mandated and monitored by the instructor, to assist the student in further understanding courseware being taught or to retrain the soldier when he or she fails the Final Practicum. After remedial training, and one additional reassessment, students who fail to achieve established minimum performance standards on an objective will be academically relieved from the course.

Final Practicum Assessment Flowchart
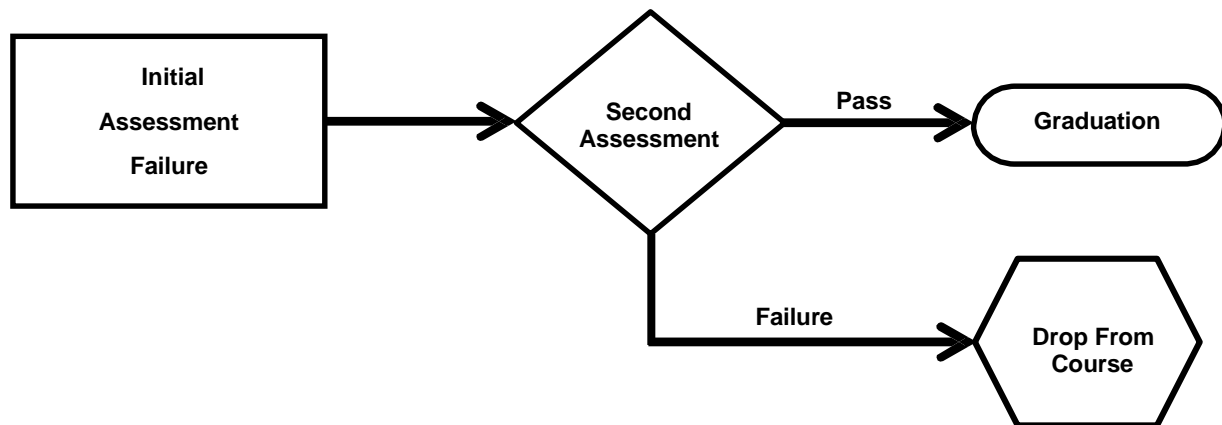
Academic Relief – Academic Relief will be based upon the Center and School local policy.

Student Grievances – Student grievances will be addressed IAW local Center and School policy.

TRADOC Credit and Army ASI/SQI Identifier

This course is equivalent to the current foundational CAC-T, ATSC Foundational Instructor Facilitation Course (FIFC). CFD-IC graduation serves as part of the documentation within the application packet for the Officer Additional Skill Identifier (ASI) of "5K," Warrant Officer Skill Qualification Identifier (SQI) of "8," and Enlisted Skill Qualification Identifier (SQI) of "8."

Appendix A – ISAP Summative Evaluation Form

Introduction

This section contains the course management form required by the course proponent.
Common Faculty Development – Instructor Course Evaluation Checklist

Purpose

The Common Faculty Development – Instructor Course Evaluation Checklist is an ISAP job aid used to assess student instructor/facilitators during the summative practicum.

Who Uses This Checklist

The following personnel use this checklist:

- Students as a learning and job aid.
- Course instructor/facilitator when assessing student instruction and facilitation presentation performances.

How to Use This Checklist

a. Fill out one checklist for each student. Ensure your observation does not disturb the student instructor/facilitator's presentation.
b. Grading instructions are provided with each checklist.

When to Use This Checklist

This checklist is used for the summative practicum.

Common Faculty Development—Instructor Course (CFD-IC) Evaluation Checklist

FINAL PRACTICUM

Student Name: _____   Course #_____   Date: _____

Evaluator: _____   Rating: _____

TOPIC							COMMENTS
Introduction—Did instructor:	**Rating**						
Motivate/interest students	5[ ]	4[ ]	3[ ]	2[ ]	1[ ]	0[ ]	
Clearly state objective	5[ ]	4[ ]	3[ ]	2[ ]	1[ ]	0[ ]	
Instructional Led-In	5[ ]	4[ ]	3[ ]	2[ ]	1[ ]	0[ ]	
Content—Did student display:	**Rating**						
Subject Matter Expert (Content)	5[ ]	4[ ]	3[ ]	2[ ]	1[ ]	0[ ]	
Facilitator (Process)	5[ ]	4[ ]	3[ ]	2[ ]	1[ ]	0[ ]	
Observer	5[ ]	4[ ]	3[ ]	2[ ]	1[ ]	0[ ]	
Student Involvement	5[ ]	4[ ]	3[ ]	2[ ]	1[ ]	0[ ]	
Facilitation Skills	5[ ]	4[ ]	3[ ]	2[ ]	1[ ]	0[ ]	
Facilitation Activity Preparation	5[ ]	4[ ]	3[ ]	2[ ]	1[ ]	0[ ]	
Facilitation Activity	5[ ]	4[ ]	3[ ]	2[ ]	1[ ]	0[ ]	
Focused on Task	5[ ]	4[ ]	3[ ]	2[ ]	1[ ]	0[ ]	
Training Material was used	5[ ]	4[ ]	3[ ]	2[ ]	1[ ]	0[ ]	
Experiential Learning Model—Did SDF:	**Rating**						
Lead group in publishing stage	5[ ]	4[ ]	3[ ]	2[ ]	1[ ]	0[ ]	
Lead group in processing stage	5[ ]	4[ ]	3[ ]	2[ ]	1[ ]	0[ ]	
Lead group in generalizing stage	5[ ]	4[ ]	3[ ]	2[ ]	1[ ]	0[ ]	
Lead group in applying stage	5[ ]	4[ ]	3[ ]	2[ ]	1[ ]	0[ ]	
Use follow-up Questions	5[ ]	4[ ]	3[ ]	2[ ]	1[ ]	0[ ]	
Conclusion—Did SDF:	**Rating**						
Check-on Learning	5[ ]	4[ ]	3[ ]	2[ ]	1[ ]	0[ ]	
21st Century Soldier Competencies	5[ ]	4[ ]	3[ ]	2[ ]	1[ ]	0[ ]	
Summarize lesson results	5[ ]	4[ ]	3[ ]	2[ ]	1[ ]	0[ ]	

Score items using rubric. Score a 0 if performance does not reach level 1. Score 2 if performance falls between levels 1 and 3.

Score 4 if performance falls between levels 3 and 5. Score N/A if item in not applicable to this evaluation.

INTRODUCTION

Rating	5	4	3	2	1
Motivator	Captured students' attention by presenting a realistic situation they may encounter.		Captured students' attention by informing students of the benefits of the instruction.		Gave students' a reason to reach the learning objective. Did not tie task to job performance.
Objective	Described exactly the task that the student must perform according to lesson plan.		Described the task that the student must perform, but in their own words		Partially Described the task that the student must perform
Instructional Lead-In	Informed students how this lesson ties into existing knowledge. Asked students to recall prior learning or knowledge.		Informed students how this lesson ties into existing knowledge.		Did not tie lesson into existing knowledge.

LESSON BODY

Rating	5	4	3	2	1
Subject Matter Expert	Explained and elaborated on all topics discussed, task completed, what was learned, and what is actually being learned. Influenced the content within group(s) when needed. Used anecdotes or examples that were relevant, significant, and timely to subject		Explained all topics and teaching points in the lesson plan. Occasionally influenced the content within groups when needed. Used some anecdotes or examples that were relevant, significant, and timely to subject.		Explained some of the teaching points in the lesson plan. Did not influence the content within group(s) when needed. Anecdotes or examples were not relevant, significant, nor timely to subject.
Facilitator	Facilitated the group(s) process by observation of group dynamics, student interaction in group(s), how tasks are being completed, and how emotions affected the results. Moved the group(s) forward when needed.		Partially facilitated the group(s) process by observation of group dynamics, student interaction in group(s), how tasks are being completed, and how emotions affected the results. Somewhat moved the group(s) forward when needed.		Needs improvement on facilitation techniques in observation of group dynamics, student interaction in group(s), how tasks are being completed, how emotions affected the results and how to move groups forward.
Observer	Observed the group(s) through the entire learning activity to determine how well the group is functioning, learning, and achieving the goal		Observed the group(s) through most of the learning activity to determine how well the group is functioning, learning, and achieving the goal.		Attempted to observe the group(s) through the learning activity. Did not determine all functioning, learning, and goal achievement
Student Involvement	Engaged students early and often. Interaction may include asking questions, answering questions or practical exercises.		Engaged students. Interaction may include asking questions, answering questions or practical exercises.		Few engagements of student interactions, asking or answering questions, or practical exercises.
Facilitation Skills	Followed facilitation method sequence. Facilitation was clearly enhanced due to the high level of professionalism, and clear evidence of rehearsal. Displayed no distracting mannerisms		Facilitation was generally effective. Partially followed method sequence. Used appropriate mannerisms.		Facilitation was not effective, did not follow method sequence. Showed lack of rehearsal. Displayed distracting mannerisms.
Facilitation Preparation	Provided a relevant transition of the teaching point into an exercise.		Provided a clear transition of the teaching point into an exercise.		Did not provided a clear transition of the teach point into an exercise.

Appendix B – Student Advance Sheet

Introduction

This section provides information that is sent to the student prior to class. When class starts, ensure that students have received and reviewed all course materials.

Letter of Instruction

The letter of instruction is sent to the student when he/she is selected to attend the course. The letter may be sent independently or it may accompany other student materials.

Student Guide

Student materials are sent in the Student Guide or given on the day of class. The guide contains the syllabus, advance sheet, lesson overviews, lesson resource checklists, and course critique.

Advance Sheet

The advance sheet (see in the Student Guide) accompanies the student materials. Student materials are usually provided to the student two weeks prior to the start date of the course. The advance sheet provides important information to assist the student in preparation for the course.

Common Faculty Development – Instructor Course
Student Letter of Instruction (Sample)

(Office and File Symbol)

MEMORANDUM FOR: Students in Common Faculty Development – Instructor Course

SUBJECT: Common Faculty Development – Instructor Course Instructions

1. The following administrative instructions pertain to you class:

    a. Place:
    b. Date/Time:
    c. Uniform:
    d. Point of Contact (POC):
    e. Blackboard Login URL:
    f. Blackboard Username and Password:

2. You are required to attend the entire course (no absences) and pass the final practicum to receive credit for this course.

3. You should receive the Student Guide prior to your arrival at the training location or on the first day of class. Please read the guide before the start of class. The material in the reference will be discussed on the first day of the course.

4. Choose a lesson from the course you are required to teach at your organization, and bring its lesson plan with you. Make sure you also bring any visuals, training aids, or student materials that normally accompany this lesson. You final examination will be to conduct the class in an appropriate facilitation method (lesson plan provided). You will be expected to present the lesson's introduction, 20 minutes of its body, and its final review or closure.

If you have any questions, contact the POC(s) listed above.

(Signature Block)

Encl
Student Handbook