

Chapter 8

COURSE MAINTENANCE

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8.1 – Chapter Introduction

Overview

Synopsis

Once you have developed, implemented, and successfully evaluated a course, there is bound to be a time when you need to update or make revisions to it. This chapter provides instruction on the process for revising curricula.

When a SME/AP, Instructor, or Schoolhouse determines a curriculum update is needed, they should bring that information to the attention of Performance Systems Branch (PSB) Chief, or supervisor, detailing the change in order to determine 1) if the change is appropriate and necessary, and 2) the amount of Instructional Systems Design (ISD) support that will be necessary for each request.

Audience

Primary Audience: Coast Guard School Chiefs, Course Chiefs, Instructors, and other school staff that have the most current information on changes to their curriculum.

Secondary Audience: From the input received by the above primary audience, an Instructional Designer can then be consulted to oversee, manage, or assume the responsibilities for updates and course revisions.

Purpose

The purpose of outlining a standardized process for course maintenance is to ensure there is no loss of ISD integrity to the existing course by changes made without ISD oversight. This chapter provides a process from which localized procedures may be built off of to determine how you wish to handle updates and revisions to curriculum under your control. The most important factor is to insure that courses are not being changed or updated in-house, but that oversight and awareness of the need for this change is communicated to your local instructional designer, training officer or PSB.

NOTE: The curriculum change notification form is a tool to be used by PSB staff (or your local training officer/course developer) to evaluate the proposed change to see if appropriate, instructionally sound, and what resources are necessary to effect the change. Schools and instructor are NOT at liberty to make changes to their curriculum without ISD oversight; quality assurance of this happens through *Chapter 7, Classroom Observations*.

Overview, Continued

Inputs

Various factors can initiate an update or revision to a course, and that factor will determine the type of change. However, first and foremost you must have an approved and existing course (developed according to processes outlined within this SOP).

Some possible inputs to the update and revision process are:

- Changes to doctrine or policy
- Changes to RPQs
- New equipment or software
- Results of annual course review (*see Chapter 7*)
- Course Assessment Process (CAP) (*see Chapter 7*)
- Curriculum outline due for triennial review/update
- Results of classroom observations (*see Chapter 7*)
- Results of level two and three evaluations

Outputs

The outputs of this phase are going to be identical to the outputs of Chapter 5. Depending on how extensive the change, everything from Job Aids and Performance Tests to Instructor Guides could be changed, and therefore may be an output to this process.

- Updated course materials, aligned with new RPQs (major change)
 - Updated course materials due to equipment and procedures (technical change)
 - Editorial errors made to course materials by school staff (minor change)
 - Updated curriculum outline (major change)
-

Overview, Continued

Change Types Definitions

The following definitions are used to categorize the type of change request:

Major Change: A major change to any course terminal performance objective, an increase in course length, or any change that requires additional resources. This type of change will result in submission of an updated Curriculum Outline for approval. Examples of this type of change include: Updated RPQs, NPP FEA (new course), and a process/product output change to Performance Test.

Technical Change: Any change to tactical or training-unique equipment or documentation originating in the program that affects curriculum. A technical change may or may not affect individual learning objectives (Enabling Objectives, EOs), but *does not* affect terminal performance objectives, course length, or resources. Examples of this type of change include updated references/policy, new equipment, and software/equipment upgrades.

Minor Change: A change to correct editorial and typographical errors, teachability, or safety. Examples of this type of change include: Spelling error, change in page number referenced in student text, new videos or images from COTS used in course delivery.

Additional Resources

There are additional resources available to assist you in making requests for course updates/revisions:

- *Appendix Y, WS-Y.1*: Curriculum Change Notification Form (blank worksheet)
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8.2 – Implementing Changes

Introduction

Overview

Using the curriculum change notification form in *Appendix Y*, the school will identify a possible change. Additionally, the course chief/school chief will review the change, and route the form through their appropriate chain of command for review/approval and prioritization of ISD resources, if necessary.

Steps

The process described below depicts the basic steps to follow when changes to course material are identified:

Step	Action								
1	School (staff) identifies a need for course update								
2	Curriculum change form forwarded through appropriate chain for review/approval.								
3	<p>Proposed curriculum change is reviewed by Performance Systems Branch (PSB), or local training officer/instructional design supervisor. If approved, ISD resources should be assigned based on type of change.</p> <p><i>*Local procedures for prioritization of resources & review/approval routing should be determined, for example:</i></p> <table border="1"> <thead> <tr> <th>IF</th> <th>THEN</th> </tr> </thead> <tbody> <tr> <td>Major Change</td> <td>Assign ISD resource (course developer) to lead this project for course update.</td> </tr> <tr> <td>Technical Change</td> <td>Assign resource, if available, to make changes throughout course materials or give permissions to curriculum chief to enable changes to be made.</td> </tr> <tr> <td>Minor Change</td> <td>Request course chief to pen-and-ink these changes to materials, ask students to make necessary edits, or give permissions to curriculum chief – then these changes will then be incorporated into next curriculum-wide update by ISD resource.</td> </tr> </tbody> </table>	IF	THEN	Major Change	Assign ISD resource (course developer) to lead this project for course update.	Technical Change	Assign resource, if available, to make changes throughout course materials or give permissions to curriculum chief to enable changes to be made.	Minor Change	Request course chief to pen-and-ink these changes to materials, ask students to make necessary edits, or give permissions to curriculum chief – then these changes will then be incorporated into next curriculum-wide update by ISD resource.
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4	If appropriate, ISD/course developer is assigned to oversee or lead course update/revision								
5	Course revisions made (<i>according to processes outlined throughout this SOP for proper instructional design/development</i>)								
6	Technical review by AP/SMS/School conducted								
7	Approval of updated course by supervisor or PSB Chief.								

Introduction, Continued

Example An example of the Curriculum Change Notification form is shown below.

WS-Y.1 CURRICULUM CHANGE NOTIFICATION (ORIGINATOR COMPLETE BLOCKS 1 THROUGH 8 ONLY)		
1. Originator's Name: LCDR Allen	2. Course Name: IOC (MS-603)	3. Request Date: 17FEB10
4. Type of Change:		
<input type="checkbox"/> MINOR CHANGE A change to correct editorial and typographical errors, teachability or safety.	<input checked="" type="checkbox"/> TECHNICAL CHANGE Any change to tactical or training-unique equipment or documentation originating in the program that affects curriculum. A technical change may or may not affect individual lesson objectives, but DOES NOT affect terminal performance objectives, course length, or resources.	<input type="checkbox"/> MAJOR CHANGE A major change to any course terminal performance objective, an increase in course length, or any change that requires additional resources.
5. Instructional Materials Affected (Check all that are known to be affected):		
<input checked="" type="checkbox"/> CURRICULUM OUTLINE	<input type="checkbox"/> JOB AID	<input type="checkbox"/> PERFORMANCE TEST
<input type="checkbox"/> STUDENT GUIDE	<input type="checkbox"/> INSTRUCTOR GUIDE	<input type="checkbox"/> POWERPOINT
<input type="checkbox"/> OTHER (SPECIFY) _____		
6. Describe what functionality or curriculum and lesson that this CR addresses: Investigating Officer Course 340860 Curriculum Outline Exhibit (2) Texts and References.		
7. Define problem or the need for this change: (Only one per change request. Attach additional sheets if necessary) Current Curriculum Outline (C/O) fails to reflect specified texts & references ISSUED to students during each convening consequently references must be accurately exhibited in C/O as a consumable item which warrants continued funding.		
8. Suggestion, Improvement or Recommendation: (Only one per change request. Attach additional sheets if necessary) (See attached)		
Review/Approval		
9. School Chief Approval <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO		
Signature: <i>Eric C. Allen</i>	Title: LCDR	Date: 17FEB10
10. Training Officer / Local ISD or PSB Approval of above change <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO		
Signature: <i>Michael R. Smith</i>	Title: LCDR/PSB	Date: 20FEB10
Routed to Curriculum Development Branch for consideration during Prioritization Process		
10. Prioritization Process Outcome		
<input type="checkbox"/> ISD Resource Assigned	<input type="checkbox"/> Priority, but no resource currently available	
<input type="checkbox"/> No resources assigned, with PSB oversight will work with School to address		
Signature:		

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