Creating a Course Using Training Templates

Participant Guide

Instructor
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Version A

Colorado Department of Transportation

Creating A Course Using Training Templates

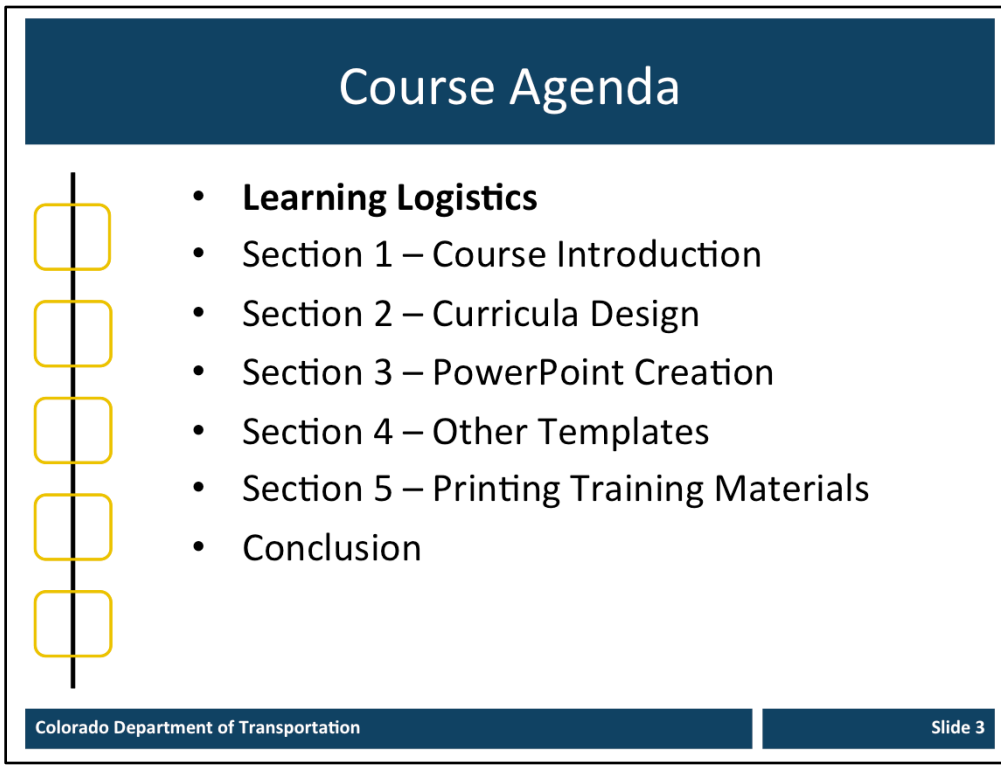
Notes:

This course is designed to teach you how to develop training materials using templates that have been designed to guide you through the process. Upon completing this course you will be able to

- Develop a curricula used as the framework for the development of a training course
- Develop a training course used to train participants
- Print and link all of the documentation you need into one guide used to deliver your training

All you need to bring is a topic and the knowledge of a process where training is required.

Training Notes:



Notes:

This course is designed to teach participants how to *take the need for training and use templates to create a course.* It takes four hours to complete and is composed of the following sections:

- **Learning Logistics** – This section takes about 10 minutes to complete and introduces the content of the course, provides introductions, and what the learning expectations are of both the participants and the instructor.
- **Section 1: Introduction** – The introduction takes about 20 minutes to complete and introduces the high-level concepts which are used to support learning in each of the sections.
- **Section 2: Curricula Design** - This section takes about 60 minutes to complete and describes how to create and use the curricula template to create a curricula. It provides an opportunity to use the template to create a curricula.
- **Section 3: PowerPoint Creation -** This section takes about 60 minutes to complete and describes how to use the curricula you created in the previous section and the PowerPoint template to create a course section.
- **Section 4: Other Templates** – This section takes about 30 minutes to complete and introduces how to use the Terms and Concepts Template and the Resource Material Table of Contents Template.
- **Section 5: Printing Training Materials** – This section takes about 30 minutes to complete and describes the process of preparing your training materials for printing and how to print the materials.
- **Conclusion** – This section takes about 10 minutes to complete and summarizes the course. It also provides details about where you can get additional help if you need it.

Training Notes:

Course Learning Objectives

At the end of this course, you should be able to:

- *Identify training terms and concepts*
- *Describe the training development processes at a high-level*
- *Describe the connection points between the curricula and PowerPoint Template*
- *Understand how to use the Curricula, PowerPoint, and other templates and its components*
- *Describe how to create a Participant Manual from the PowerPoint*
- *Describe how to prepare and send the completed course for printing*

Notes:

Upon completing this course you should be able to perform each of the learning objectives. We will confirm this at the end of the course.

Training Notes:

Participant Introductions

Please take a moment to share:

- Your name and role at CDOT
  - What would you like to get from the course?
  - What is your comfort level with training?

Notes:

Your Name_____

Your Role at CDOT _____

What would you like to get from the course?

1. _____
2. _____
3. _____

What is your comfort level with training?

_____

_____

_____

Training Notes:

Learning Logistics

- Regular breaks built into the class schedule
- Classroom participation encouraged; ask, answer, and participate in the discussion
- Exercise to practice development of training materials
- Parking lot used to capture questions for in-class follow-up

Notes:

- This course is 4 hours long with a break scheduled between Section Two and Three.
- Please feel free to ask any questions you may have during the course.
- The section to the right of your manual contains an area for your notes and the answers for your questions.
- During the course please keep side conversations to a minimum and share your experience with the whole class. These are what make for a great course!
- During the course you can practice the development of a training course. This will be done by develop a training on how to complete the PDQ form. A copy of the form is provided for you.
- The "Parking Lot" is used to capture questions that may require a longer answer than we have time for in this course. All of the questions will be answered within 2 days of the course.

Training Notes:

Your Contributions to Learning

- Please respect the other participants by silencing your cell phones
- Focus on the course, please use the Internet and email over lunch and break times
- Please delay your side conversations until break times

Notes:

- Please turn off or silence any electronic devices.
- Please refrain from browsing the Internet, sending/reading text messages, or sending/reading e-mails during class.
- If you have a question, or comment, please ask it of the whole group instead of the person next to you. Many times if there is something you do not understand everyone can benefit from an explanation.

Training Notes:

Did you know…

- The word “curriculum” is a Latin word that means “the course of the race” or the places you would see as you race.
- PowerPoint was originally called “Presenter” and was designed to be used on Macintosh computers until is was bought by Microsoft for $14 million and renamed PowerPoint.

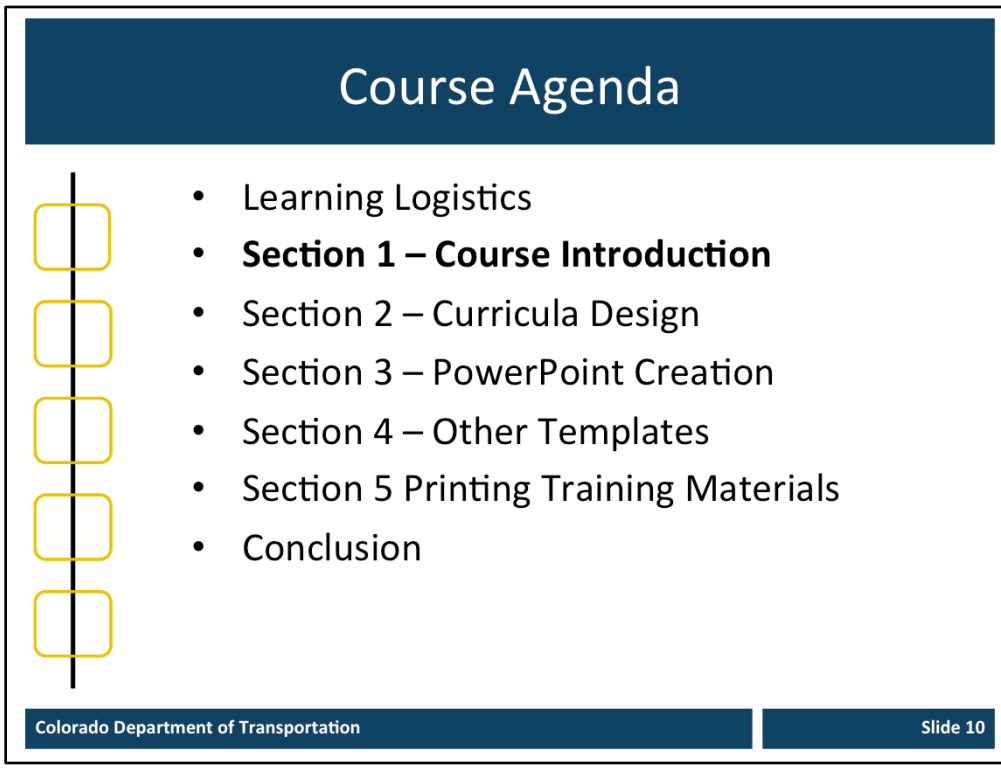
Notes:

- This slide is optional and is used to help you connect with the audience and to help them remember some of the key concepts.
- When you complete this slide try to tie it into the main topics of the course. For example, Curricula design and PowerPoint creation are two of the major topics of the course. Do not exceed three bullets on this slide.

Training Notes:

Section 1 – Course Introduction

Creating a Course Using Training Templates



Notes:

This course is designed to teach participants how to *take the need for training and use templates to create a course.* It takes four hours to complete and is composed of the following sections:

- **Section 1: Introduction** – The introduction takes about 20 minutes to complete and introduces the high-level concepts which are used to support learning in each of the sections.
- **Section 2: Curricula Design** - This section takes about 60 minutes to complete and describes how to create and use the curricula template to create a curricula. It provides an opportunity to use the template to create a curricula.
- **Section 3: PowerPoint Creation -** This section takes about 60 minutes to complete and describes how to use the curricula you created in the previous section and the PowerPoint template to create a course section.
- **Section 4: Other Templates** – This section takes about 30 minutes to complete and introduces how to use the Terms and Concepts Template and the Resource Material Table of Contents Template.
- **Section 5: Printing Training Materials** – This section takes about 30 minutes to complete and describes the process of preparing your training materials for printing and how to print the materials.
- **Conclusion** – This section takes about 10 minutes to complete and summarizes the course. It also provides details about where you can get additional help if you need it.

Training Notes:

Section 1 Learning Objectives

At the end of this section, you should be able to:

- *Identify terms and concepts*
- *Describe the training development process at a high-level*
- *Access the training templates*
- *Describe how templates are used to develop training*
- *Apply styles and default font settings for templates*
- *Identify the connection points between templates*
- *Perform copy and paste into templates using paste special*
- *Apply Naming and versioning of training documents*

Notes:

- Each of the learning objectives corresponds to a slide, or series of slides, in this section of the course.
- By the end of this section you should be able to perform each of the listed objectives with the support of the training materials.
- The section learning objectives are tied directly to the course objectives reviewed at the end of the course.

Training Notes:

Terms and Concepts

Term	Definition
Curricula	*The sections that comprise the course and are used to develop the PowerPoint.*
Training Development Process	The process by which training is developed. It consists of five stages: needs assessment, design, development, implement and evaluate.

Notes:

✧ **Tab 01** - Terms and Concepts

- The following terms are critical to your understanding of this section of the course.
- Additional terms are located in the Terms and Concepts document located in the reference materials.
- If you do not understand the term, please ask for additional clarification.
- The Terms and Concepts document contains more terms than are listed in the course and should be reviewed to help with your learning.

Training Notes:

Terms and Concepts

Term	Definition
Template	*A preset format for a document or presentation used so that the format does not have to be recreated.*
Format	*The way in which the template or document is arranged.*
Course	*A series of sections (lessons) used to teach skills and knowledge for a task or process.*
Section	The smallest unit of a course used to describe a specific task or process.
Style	*A predefined format of text in PowerPoint or Word used to maintain a consistent format to the presentation or document.*

Notes:

✧ **Tab 01** - Terms and Concepts

- The following terms are critical to your understanding of this section of the course.
- Additional terms are located in the Terms and Concepts document located in the reference materials.
- If you do not understand the term, please ask for additional clarification.
- The Terms and Concepts document contains more terms than are listed in the course and should be reviewed to help with your learning.

Training Notes:

Training Development Process

The training development process:

- Consists of five stages (as shown in the graphic below)
- Is not a linear process and you may have to go back one or even two steps to move forward

Notes:

✧ **TAB 02 –** Completed Curricula for this Course

The five stages of the training development process are described below.

Needs Assessment: During this stage you determine who is your audience what is the content of the training and how it will be delivered. The training curricula is used to capture the information from the needs assessment. During this stage you should answer the following questions:

- Who is your audience for the training you are developing?
- What is the gap between what the audience currently knows and what they need to know?
- How will the training fill the gap?
- What is the best way to delver the training

Design: During this stage the training curricula is used to develop the outline or goal of the course. The course description describes the audience and the the knowledge gap for example, "This course is designed to help CDOT Employees in HR to develop training materials using predefined templates." The sections of the course are then created to break down the training into smaller sections. During this stage you should answer the following questions:

- What do you need to include in the content of the course?
- How will you delver the training to your audience?
- How long will the course be?
- What are the sections of the course that will address the knowledge gap?
- What are the objectives of each of the sections of the course?

Continued on the next page

Training Notes:

Continued from previous page

Development: The development of the course begins with the curricula and carries on into the development of the PowerPoint presentation and any additional materials (forms, policy documents, demonstrations and exercises) you need to create or bring into the training. If you make a change to the design of the course, you will need to change to curricula to reflect the change. During this stage you need to answer the following questions:

- Are the sections of the course in the correct order?
- Are there changes to the design based on the development of the course?
- Have I included all of the supporting content?
- What is the best way to present the material (pictures and graphics)?

Implement: During the implementation stage you are delivering the content of the course. This stage includes you practicing the course. During this stage you may discover that a change needs to be made to the content or timing of the course. Questions you need to ask during this stage include:

- Is there too much or too little time allocated to a section or topic?
- Are the examples, exercises or demo relevant to the audience?
- Is there a better way to describe the topic?
- Is there a change to the course structure that will make it easier for the participants to understand the content?

Evaluate: Evaluation occurs at each stage of the training design process. For example asking for a review of the curricula or deciding to make a change to the course as you design the presentation to make it flow better for your audience. Additionally you should ask either formally or informally at the end of the course if it meets the needs of your audience. If there are changes to be made, you should make them as soon after the delivery of the course as possible. Questions you should ask during this stage include:

- Is there a change to the course if made that would help the participant better understand the content?
- Are there any changes (typos, grammar, error) suggested during the course I need to make?
- What do I need to change based on comments from the participants?

Training Notes:

Accessing the Training Templates

All of the training templates can be found in the following locations:

- \\public\rwdinfopaktraining
- \\public\CHRM_PERCOM

Notes:

- When pulling information from the drive it is best to copy and paste the materials into a folder rather than open the file from the drive.
- Both the curricula and the PowerPoint have been saved as a template. This requires that you save the file under another name.
- In the event you do accidently delete a file please email Jason Prince at jason.prince@state.co.us so the file may be replaced.

Training Notes:

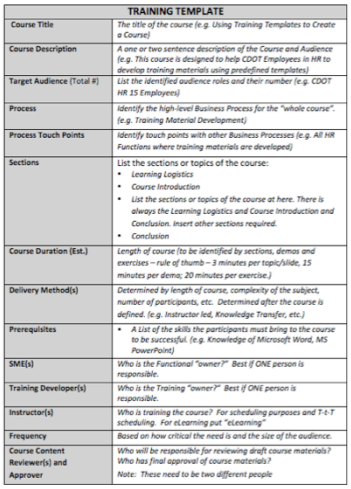
Training Templates

A template is a document which is:

- Pre-formatted
- Include over-writable descriptions

The following templates exist:

- Curricula
- PowerPoint
- Terms and Concepts
- Resource Materials Table of Contents



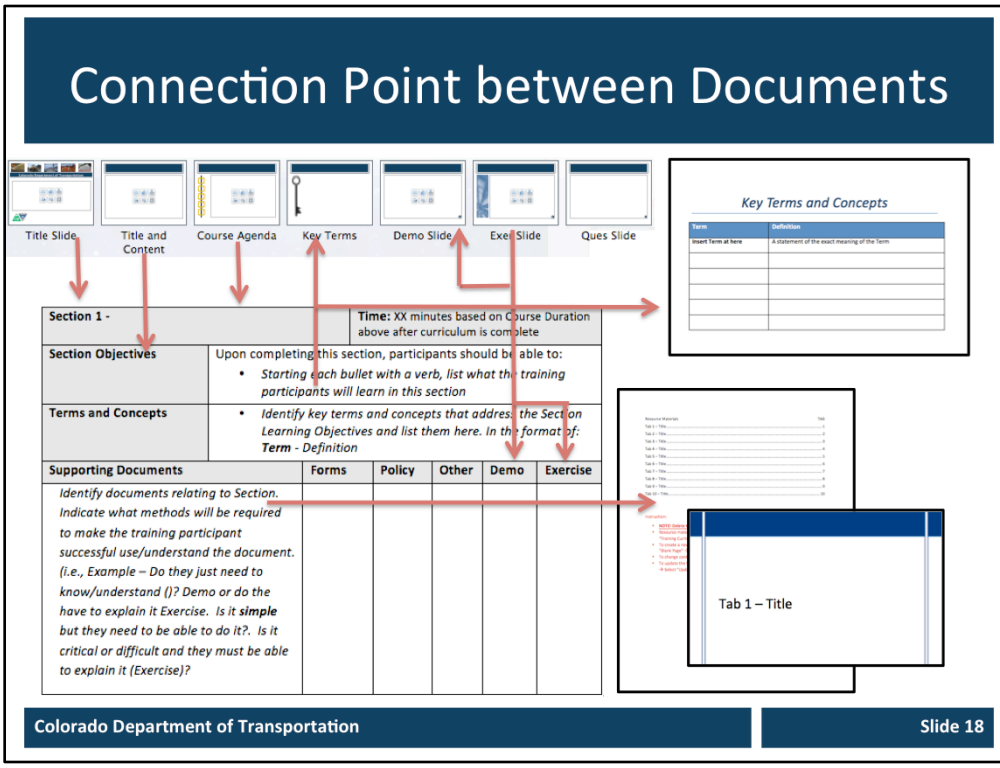
TRAINING TEMPLATE	
Course Title	*The title of the course (e.g. Using Training Templates to Create a Course)*
Course Description	*A one or two sentence description of the Course and Audience (e.g. This course is designed to help CDOT Employees in HR to develop training materials using predefined templates)*
Target Audience (Total #)	*List the identified audience roles and their number (e.g. CDOT HR 15 Employees)*
Process	*Identify the high-level Business Process for the "whole course". (e.g. Training Material Development)*
Process Touch Points	*Identify touch points with other Business Processes (e.g. All HR Functions where training materials are developed)*
Sections	List the sections or topics of the course: • *Learning Logistics* • *Course Introduction* • *List the sections or topics of the course at here. There is always the Learning Logistics and Course Introduction and Conclusion. Insert other sections required.* • *Conclusion*
Course Duration (Est.)	*Length of course (to be identified by sections, demos and exercises – rule of thumb – 3 minutes per topic/slide, 15 minutes per demo; 20 minutes per exercise.)*
Delivery Method(s)	*Determined by length of course, complexity of the subject, number of participants, etc. Determined after the course is defined. (e.g. Instructor led, Knowledge Transfer, etc.)*
Prerequisites	• *A List of the skills the participants must bring to the course to be successful. (e.g. Knowledge of Microsoft Word, MS PowerPoint)*
SME(s)	*Who is the Functional "owner?" Best if ONE person is responsible.*
Training Developer(s)	*Who is the Training "owner?" Best if ONE person is responsible.*
Instructor(s)	*Who is training the course? For scheduling purposes and T-t-T scheduling. For eLearning put "eLearning"*
Frequency	*Based on how critical the need is and the size of the audience.*
Course Content Reviewer(s) and Approver	*Who will be responsible for reviewing draft course materials? Who has final approval of course materials?* *Note: These need to be two different people*

Notes:

A template is a document that has been pre-formatted and automatically creates a new version of itself. The following is a list of the templates with a description that has been created for you to use:

- **Curricula** – The curricula template is used as an outline for the course. It also contains a description of what you need to enter in each of the fields of the template. When you click on the description text, it turns blue and you can replace the description text with your content.
- **PowerPoint** - The PowerPoint template has all of the slides you need to create a course from the curricula. It contains all of the slides for the learning logistics, course introduction, three sections and a conclusion. If you need to have more than three sections you can copy all of the section slide until you have the number of sections you need. The Notes section has also been modified to allow you to create the training manual.
- **Terms and Concepts** – This document is a table that houses a list of the terms and their definitions in a preformatted table.
- **Resource Materials Table of Contents**– This template is used to create the table of contents and the cover page for all of the materials you want to include in your manual. There should be one tab created for each reference document. This document will be combined with the printed (Notes view) of the PowerPoint to make the manual.

Training Notes:



Notes:

Title Slide – This slide is edited from the Notes view of the Notes Page view and is hidden so it does not appear in the presentation. It is populated with the tile of the course of the name of the section.

Title and Contents – This is one of the four slides you can use for the content of the presentation. The other content slides are Text Left_Graphic Right, Text Right_Graphic Left and Text Top_Graphic Bottom. You are able to change any of these slides as you see fit. The only requirement is the use of Calibri font and slide background.

Terms and Concepts – The curricula houses all of the terms and the concept for the course. It is used to populate the Terms and Concepts slide in the presentation and the Terms and Concepts Template.

Demo and Exercise - The Demo and Exercise are identified in the Curricula as a document which will need development. They are then detailed in the course. You should provide enough detail about the exercise or demo to be able to describe it to the person conducting the review of the curricula.

Supporting Documents – All of the supporting documents should be listed in the curricula. When they are placed in the course they are assigned a tab number and are listed in the Resource Materials Table of Contents and Cover Pages Template.

The Forms, Policy and Other columns of the curricula may appear in any of the slides. When they do, they appear at the top of the notes page. Use the Star bullet, Bold the tab and the Number you use to replace the "XX" use the hyphen with a single space on both sides and then the title of the document. A sample is provided below.

✧ **TAB XX** - Sample Document

Training Notes:

Copy and Pasting into Templates

When coping and pasting:

- Confirm you have not changed the font
- If the font changes try paste special Edit → Paste Special → Unformatted Text
- The Format button may also be used
- Remember only Calibri font is used in all templates

Notes:

A lot of the information you may place into the slides and the notes section of the Presentation may be copied for other sources.

- In most, but not all situations the text should be changed to the text style
- If the text does not change and looks different do the following:
    1. Undo the copy
    2. Select Edit → Paste Special → Unformatted Text

If the text still does not change try the Format button

Training Notes:

Naming and Versioning Documents

When naming the PowerPoint and Curricula and other templates:

- Start with the Date MMDDYYYY_Title of Course_Ver_0#

For Tab Documents use:

- TAB_##_Name of Document

Notes:

Document naming conventions are important because they allow you to keep track of the version of the document through the review process.

- The date (MMDDYYYY) should be changed when you work on the document.
- The version number (01) should be changed by both you and the reviewer so you can keep track of who has edited the document.
  - 01 – Original
  - 02 – SME Review
  - 03 – SME Review Edit Changes
  - 04 – Training Evaluator Review
  - 05 - Training Evaluator Review Edit Changes
  - 06 – Final
- For Documents you are going to use for reference (TAB) use the following Naming convention.
  - TAB_##_ Name of Document
  - This naming convention allows you to place all of the document in the order in which they will be printed.

Training Notes:

Check Your Knowledge

How many templates are available for you to use and what are they?

- There are four templates. They are:
  - Curricula
  - PowerPoint
  - Terms and Concepts
  - Resource Materials – Table of Contents and Cover Pages

Notes:

Question One
How many templates are available for you to use and what are they?

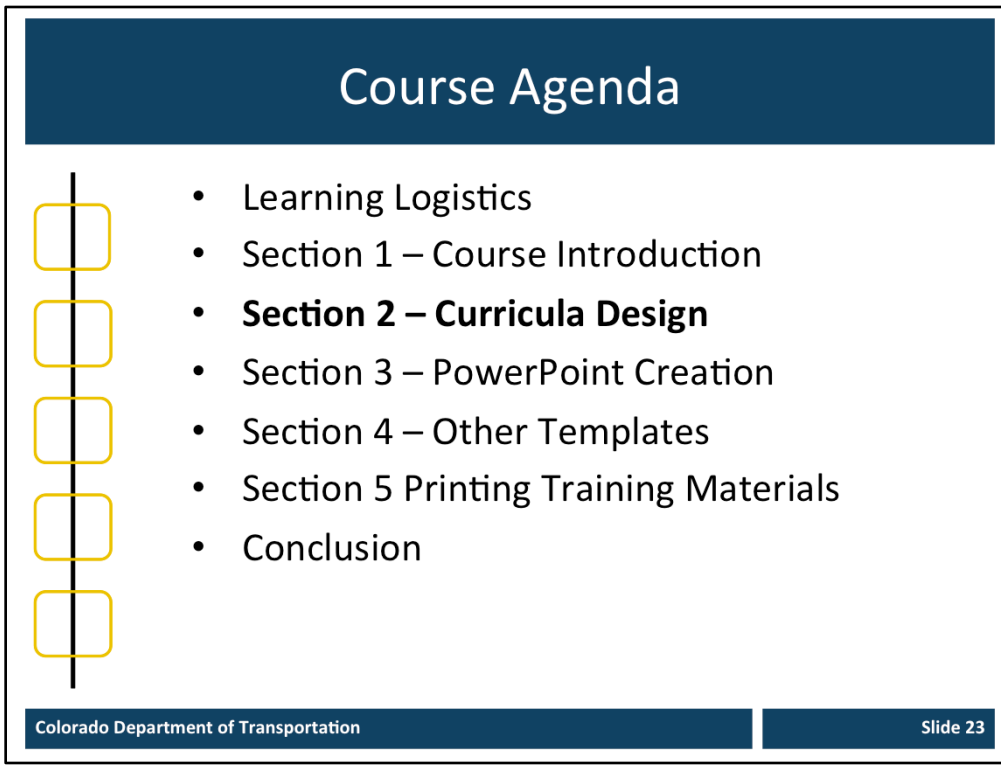
Answer One
There are four templates. They are:

- Curricula
- PowerPoint
- Terms and Concepts
- Resource Materials

Training Notes:

Section 2 – Curricula Design

Creating a Course Using Training Templates



Notes:

This course is designed to teach participants how to *take the need for training and use templates to create a course.* It takes four hours to complete and is composed of the following sections:

- **Section 2: Curricula Design** - This section takes about 60 minutes to complete and describes how to create and use the curricula template to create a curricula. It provides an opportunity to use the template to create a curricula.
- **Section 3: PowerPoint Creation -** This section takes about 60 minutes to complete and describes how to use the curricula you created in the previous section and the PowerPoint template to create a course section.
- **Section 4: Other Templates** – This section takes about 30 minutes to complete and introduces how to use the Terms and Concepts Template and the Resource Material Table of Contents Template.
- **Section 5: Printing Training Materials** – This section takes about 30 minutes to complete and describes the process of preparing your training materials for printing and how to print the materials.
- **Conclusion** – This section takes about 10 minutes to complete and summarizes the course. It also provides details about where you can get additional help if you need it.

Training Notes:

Section 2 Learning Objectives

At the end of this section, you should be able to:

- Identify terms and concepts
- Describe the what the Curricula is and why it is used
- Describe the review process to approve the Curricula
- Identify the sections and terms of the Curricula Template
- Describe how to use copy and paste to create a new section within the course
- Identify when the Curricula is complete

Notes:

- Each of the learning objectives corresponds to a slide, or series of slides, in this section of the course.
- By the end of this section you should be able to perform each of the listed objectives with the support of the training materials.
- The section learning objectives are tied directly to the course objectives reviewed at the end of the course.

Training Notes:

Terms and Concepts

Term	Definition
Curricula	A document that describes the content of the course and the individual sections of which it is comprised.
Section	The smallest unit of a course used to describe a specific task or process.

Notes:

✧ **Tab 01** - Terms and Concepts

- The following terms are critical to your understanding of this section of the course.
- Additional terms are located in the Terms and Concepts document located in the reference materials.
- If you do not understand the term, please ask for additional clarification.
- The Terms and Concepts document contains more terms than are listed in the course and should be reviewed to help with your learning.

Training Notes:

What is the Curricula?

So what is the Curricula? It is…

- An outline for the development of your course
- A guide that provides you a method to structure your course
- A resource that allows you to review the design of your course prior to you spending time developing it
- Designed to work with the PowerPoint template so you can quickly develop a course with sound training design

Notes:

- A curricula is used to capture all of the documentation you will need in order to create your course.
- It serves as an outline for all of the topics and allows you to talk about the course with others before you begin the development of the course.
- Is critical to create as it is the backbone of development to the process of developing training based upon this course.

Training Notes:

Why use it?

So why develop the curricula?

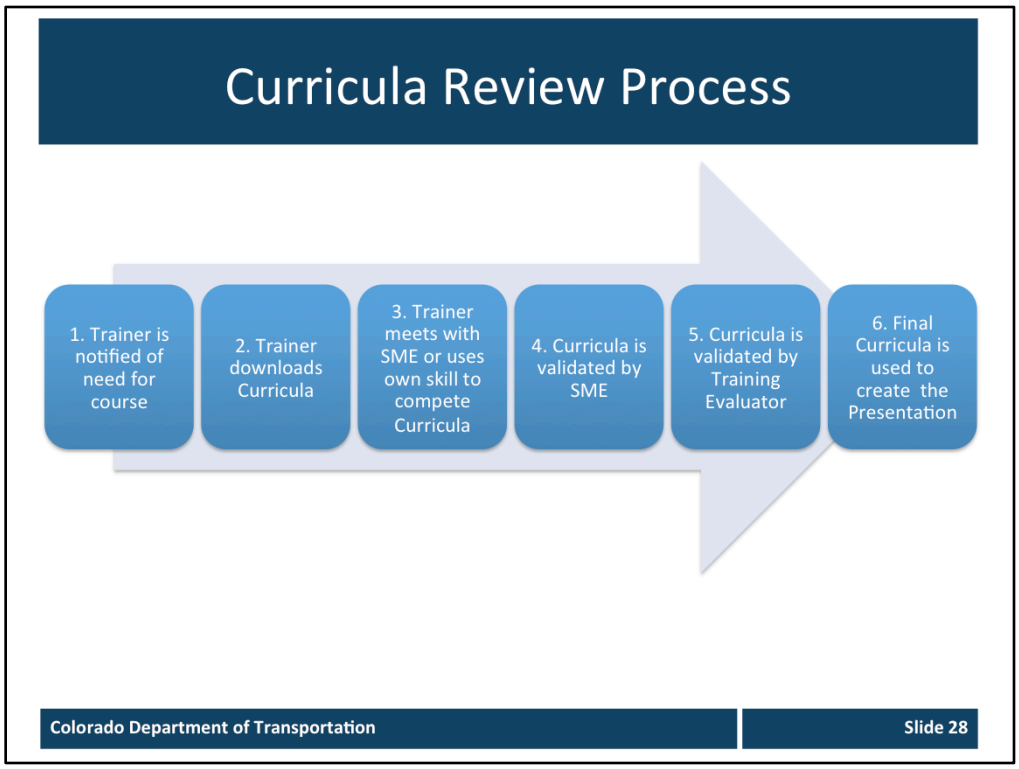
- The curricula allows you to plan the development of your course saving you time
- It allows you to answer the follow questions
  - Who is the audience for the training?
  - What do they need to know?
  - How do I confirm they understand?
  - What training materials do they need?
  - How long is it going to take?

Notes:

The curricula is also important to complete because:

- It organizes your thoughts and what you want the course to do prior to actually working the development
- Gives you one central location to track all of your thoughts
- Serves as a checklist for the development
- Is very tightly integrated with the process of development of all of the templates and processes for designing a course based on this class
- Saves time in the development of the course

Training Notes:



Notes:

1. Trainer is notified of need for course – The need for a training course may come from a variety of sources. This could be your manager who is directing you or you may be aware of the need for training and suggest that a course be developed.

2. Trainer downloads Curricula – During this step the trainer downloads the training template from the "P" drive. The curricula should always be downloaded from the "P" drive to ensure you have the latest version of the document. This also eliminates the need to remove content from an existing curricula and reduces the change for an error in leaving something in from a previous course on accident.

3. Trainer meets with SME or uses own skill to compete Curricula – During this step you may be required to meet with a Subject Matter Expert (SME) to understand the content of the course or if you are the SME then you will need to use your knowledge of the process to complete the training curricula.

4. Curricula is validated by SME - If you are both the training developer and the SME then is important to have the curricula validated by another person who works with the same material.

5. Curricula is validated by Training Evaluator – As part of the validation process you will have a training evaluator review the curricula you developed. This review will look at the training to ensure that it is sound from an instructional design perspective. The goal of this review and all of the other reviews in this process is to help you develop your training as efficiently as possible.

6. Final Curricula is used to create the Presentation – Once the curricula is finalized is is then used to create the PowerPoint presentation.

Training Notes:

Curricula Sections

The Curricula is broken out into the follow sections

- Course Overview
- Course Purpose and Objective
- Learning Logistics
- Course Introduction
- Sections
- Conclusion

Notes:

The following is a list of the sections of the course curricula. The details of each of the Curricula section is covered next.

- **Course Overview** – Contains the overall details of the course you are creating. This sections answers the questions of:
  - Who you are training and who will review it
  - What your training is about
  - When you are giving your training
  - How often the training will be delivered and the duration
- **Course Purpose and Objective** – Contains the reason you are delivering the course and what the participants will get from taking the course.
- **Learning logistics** – Introduces the sections of the course, the objectives, introductions and expectation of how the learning should occur
- **Course Introduction** – Contains the high-level details of your course needed by the participants to understand the more detailed sections of the course. This sections introduces high-level terminology, processes, and descriptions.
- **Sections** – Contains a single topic of the overall course with focused learning objectives, terms required to understand the sections and all supporting materials required to learn the content of the section. There may be one or many sections in the course you are developing.
- **Conclusion** - Contains a summary of the course objectives and where additional help may be found.

Training Notes:

Curricula Template - Course Overview

The Course Overview:

- Describes the logistics of the course
- Who you will have help you

Target Audience (Total #)	*List the identified audience roles and their number (e.g. CDOT HR 15 Employees)*
College	*Administration*
Business Unit	*T*
Process Touch Points	*Identify touch points with other Business Processes (e.g. All HR Functions where training materials are developed)*
Sections	List the sections or topics of the course: • *Learning Logistics* • *Course Introduction* • *List the sections or topics of the course at here. There is always the Learning Logistics and Course Introduction and Conclusion. Insert other sections required.* • *Conclusion*
Course Duration (Est.)	*Length of course (to be identified by sections, demos and exercises – rule of thumb – 3 minutes per topic/slide, 15 minutes per demo; 20 minutes per exercise.)*
Delivery Method(s)	*Determined by length of course, complexity of the subject, number of participants, etc. Determined after the course is defined. (e.g. Instructor led, Knowledge Transfer, etc.)*
Prerequisites	• *A List of the skills the participants must bring to the course to be successful. (e.g. Knowledge of Microsoft Word, MS PowerPoint)*
SME(s)	*Who is the Functional "owner?" Best if ONE person is responsible.*
Training Developer(s)	*Who is the Training "owner?" Best if ONE person is responsible.*
Instructor(s)	*Who is training the course? For scheduling purposes and T-t-T*

Notes:

✧ **TAB 03** – Curricula Template
✧ **TAB 02** – Sample Curricula for this Course

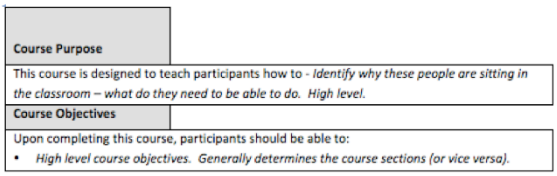
As previously mentioned, this section provides the who, what, when and how of your course. The template contains a description of how to complete each of the fields. Clicking on the text in that describes what to place in the field allows you to replace the text.

Training Notes:

Course Purpose and Objective

This section of the curricula is used to:

- Help participants understand what the course is about and what they will learn.



Notes:

✧ **TAB 03 –** Curricula Template
✧ **TAB 02 –** Sample Curricula for this Course

This section is a summary of what your course is about and why the participants should be taking the course. Refer to the Curricula Template for description of the fields and the the Sample Curricula for an example of a completed course.

- **Course Purpose**: This should answer the question "why am I here" for the participant. When writing the course purpose start with the following phrase. "This course is designed to…" The summarize your course. The course purpose for this course is: "*This course is designed to teach participants how to take an idea and create a course using training templates".*
- **Course Objectives:** This is a high level summary of what the participants can expect to learn from your course. It should answer the question "What am I going to learn" for the participant. The objectives of this course are:
  - *Identify training terms and concepts*
  - *Describe the training development processes at a high-level*
  - *Describe the connection points between the curricula and PowerPoint Template*
  - *Understand how to use the Curricula, PowerPoint, and other templates and its components*
  - *Describe how to create an Instructor Guide from the Completed Participant Guide*
  - *Describe how to prepare and send the completed course for printing*

Training Notes:

Learning Logistics

The Learning Logistics section:

- Is always the first section of your course.
- Outlines the expectations of the course and learning

Section: Learning Logistics		Time: 12 minutes				
Section Objectives:	Upon completing this section, participants should be able to: • *Introduce the course agenda* • *Introduce the learning objectives of the course* • Introduce yourself and the participants to each other • Describe the learning logistics and participant contributions					
Terms and Concepts	• *None*					
Supporting Documents		**Forms**	**Policy**	**Other**	**Demo**	**Exercise**
Course Participant Guide				X		

Notes:

✧ **TAB 03 –** Curricula Template
✧ **TAB 02 –** Sample Curricula for this Course

The learning logistics section has been filled in for you. This is because many of the slides for this section have already been created for you in the presentation. The Learning logistics section contains the following fields.

- **Section**: This is the title of the section. This has been filled in for you and should not be changed.
- **Time**: This is how long this section should take to complete. This has been filled in for you based on the section objective and should not be changed.
- **Section Objective**s: This section has also been filed in for you with the default objectives.
- **Terms and Concepts**: There are no Terms and Concepts covered in this section. The overall terms and concepts for the course are covered in the course introduction.
- Supporting Documentation: This section has been filled in for you with a overview of the Participant Guide. When you walk through this section you should show the participants their guide and walk through the contents at a high-level.

Training Notes:

Section(s)

Sections are used to:

- Cover a complete idea of the course
- Are timed based on the number of objectives, demos and exercises

Section 1 - Section Title		**Time:** XX minutes based on Course Duration above after curriculum is complete				
Section Objectives	Upon completing this section, participants should be able to: • *Starting each bullet with a verb, list what the training participants will learn in this section*					
Terms and Concepts	• *Identify key terms and concepts that address the Section Learning Objectives and list them here. In the format of:* ***Term*** *- Definition*					
Supporting Documents		**Forms**	**Policy**	**Other**	**Demo**	**Exercise**
Identify documents relating to Section. Indicate what methods will be required to make the training participant successful use/understand the document. (i.e., Example – Do they just need to know/understand ()? Demo or do the have to explain it Exercise. Is it ***simple*** *but they need to be able to do it?. Is it critical or difficult and they must be able to explain it (Exercise)?*						

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Notes:

✧ **TAB 03 –** Curricula Template
✧ **TAB 02 –** Sample Curricula for this Course

A new section is created for each of the topics of the course. For all courses you need to have a minimum of four sections (Learning Logistics, Introduction, Section and Conclusion. On the curricula template the following fields need to be completed:

- **Section Title**: This is title the for this section of the course
- **Time**: This field will need to be completed after you have completed the rest of the section so the timing can be calculated. The total time of the course is based on three minutes for each of the section objectives (slides) and 15 minutes for a demo and 20 for an exercise. This timing is only a guide and may change the time to have more or less time.
- **Section Objective**: These are the sub-topics for the course you are creating. Each of the objectives should be tied to the topic and placed in the order they will be presented. A minimum of one slide should be created for each objective that the participants will be able to do after taking the course. When creating the start each of the objectives with a verb. Refer to the table below for a sample list of verbs you can use for your course.

Continued on next page

Training Notes:

Continued from previous page

✧ **TAB 05** - Table of Training Verbs

Fact	Analysis	Understanding	Application
Define	Solve	Discuss	Compute
List	Categorize	Identify	Operate
Recall	Distinguish	Express	Apply
Name	Apprise	Describe	Demonstrate
Repeat	Differentiate	Translate	Perform
Recognize	Classify	Convert	Use
Record	Compare	Explain	Illustrate
State	Critique	Restate	Interpret
Label	Contrast	Estimate	Practice

- **Section Objective**: These are the sub-topics for the course you are creating. Each of the objectives should be tied to the topic and placed in the order they will be presented. A minimum of one slide should be created for each objective that the participants will be able to do after taking the course. When creating the start each of the objectives with a verb. Refer to the table below for a sample list of verbs you can use for your course.
- **Terms and Concepts**: Part of learning something new is developing the vocabulary you need to talk about the topic. List the items and provide definitions in this field. If you have already defined the term or concept in a previous section you do not have to list it again. This list of terms and concepts will be added to your presentation.
- **Supporting Documentation**: Identify documents relating to section that need to be covered or provided to the participants. This can be any kind of document and may be created by you such as the list of terms and concepts or may be a policy document or form you need to cover. This section is where you would indicate if you are conducting a demo or exercise.

Training Notes:

A Word about the Introduction Section

The Course Introduction:

- Always follows the learning logistics section
- Is comprised of high-level topics based on all of the other sections of the course

Section 1 - Introduction		**Time:** XX minutes based on Course Duration above after curriculum is complete				
Section Objectives	Upon completing this section, participants should be able to: • *Starting each bullet with a verb, list what the training participants will learn in this section*					
Terms and Concepts	• *Identify key terms and concepts that address the Section Learning Objectives and list them here. In the format of:* ***Term*** *- Definition*					
Supporting Documents		**Forms**	**Policy**	**Other**	**Demo**	**Exercise**
Identify documents relating to Section. Indicate what methods will be required to make the training participant successful use/understand the document. (i.e., Example – Do they just need to know/understand ()? Demo or do the have to explain it Exercise. Is it ***simple*** *but they need to be able to do it?. Is it critical or difficult and they must be able to explain it (Exercise)?*						

Notes:

The Introduction section is used to provide a high-level overview of the course. This section should only contain topics that are a theme throughout the course. When creating this section the same fields are used as any other section, but with the goal of introducing the course. The following is a list of how the fields are different.

- **Section**: This is always title "Introduction"
- **Time**: This field is the same as the section
- **Section Objectives**: This is the High-level objectives that are a theme throughout the course. This is where you would introduce general terms, provide an overview of the sections and any other topic that does not fit easily in a section.
- **Terms and Concepts**: These are terms that are used in each section of the course and are fundamental to understanding the new topic.
- **Supporting Documents**: Examples of supporting documents for the Introduction section are Terms, Summary Process Flows or graphs showing connections between the sections.

Training Notes:

Conclusion

The Conclusion:

- Restates your learning objectives to confirm the objectives of the course
- Provides help resources
- Provides a chance to ask final questions

Section: Conclusion		Time: 9 minutes				
Section Objectives	Upon completing this course, participants should be able to: • *Conclusion - use the list of the learning objectives found in the Overview section* • *Describe where participants can I get help from people and resources* • *Solicit questions*					
Terms and Concepts	*Identify key terms and concepts that address the Section Learning Objectives.*					
Supporting Documents		**Forms**	**Policy**	**Other**	**Demo**	**Exercise**
None						

Notes:

✧ **TAB 03 –** Curricula Template
✧ **TAB 02 –** Sample Curricula for this Course

The conclusion of section of the course is designed to allow you to summarize the course to the learning participants. It should not be longer than 10 minutes and should contain the following three topics.

- A summary of the course using the learning objectives from the introduction.
- A list of people and places where the participants can get help. You should have a least one person and may have optional online help resources such as webpages, videos or online documents.
- A question slide at the end of the course to allow you to answer any questions you may have added to a parking lot or any questions about the course.

Training Notes:

Creating and New Curricula Section

When creating a new section:

- Copy the Title to Terms and Concepts
- Then the Supporting Documents Section

Section X – Title		**Time:** XX minutes based on Course Duration above after curriculum is complete
Section Objectives	Upon completing this section, participants should be able to: • *Starting each bullet with a verb, list what the training participants will learn in this section*	
Business Process	*Identify Business Process(es) to be discussed*	
Terms and Concepts	• *Identify key terms and concepts that address the Section Learning Objectives and list them here. In the form of:* ***Term*** *- Definition*	

Supporting Documents	**Forms**	**Policy**	**Other**	**Demo**	**Exercise**
Identify documents relating to Section. Indicate what methods will be required to make the training participant successful use/understand the document. (i.e., Example – Do they just need to know/understand ()? Demo or do the have to explain it Exercise. Is it ***simple*** *but they need to be able to do it?. Is it critical or difficult and they must be able to explain it (Exercise)?*					

Notes:

✧ **TAB 03 –** Curricula Template
✧ **TAB 02 –** Sample Curricula for this Course

If you try and copy the table in its entirety then the table will be placed in a cell. To prevent this from happening, the table needs to be copied in two different sections. The first section you need to copy is from the *Section X – Title* to the Terms and Concepts section. When then select the two rows of the supporting documents. And paste them directly after the table. Repeat this process as many times as you need for each of the sections.

Training Notes:

Demonstration 1

Roles:

Training Developer

Scenario:

In this example you are creating a new section in the Curricula Template.

E

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Notes:

✧ **TAB 03** – Curricula Template

Now let's practice creating a new table using the electronic copy of the curricula. To do perform the following:

1. Open the Curricula document.
2. Scroll to Section X – Title. This is located after the statement in red that states: "Note: Copy the section below as many times as you need to create a unique section for each section of your course. Delete this note prior to sending your course out for review."
3. Left click once on the table to select it.
4. Left click and hold and select all of the cells of the table from Section X – Title to cell to the right of Terms and Concepts. This is the first four rows. The selection should be highlighted as shown below.

Section X – Title	**Time:** XX minutes based on Course Duration above after curriculum is complete
Section Objectives	Upon completing this section, participants should be able to: • *Starting each bullet with a verb, list what the training participants will learn in this section*
Business Process	*Identify Business Process(es) to be discussed*
Terms and Concepts	• *Identify key terms and concepts that address the Section Learning Objectives and list them here. In the form of:* ***Term*** *- Definition*

5. Right click in any of the areas highlighted in blue and right click.
6. From the menu select copy

Continued on next page

Training Notes:

Continued from previous page:

7. Create a space for the cells you copied at the end of section two. By pressing Enter twice.
8. Right click and paste the cells
9. Left click and hold to select the last two rows of the table. Your selection should look like this.

Supporting Documents	Forms	Policy	Other	Demo	Exercise
*Identify documents relating to Section. Indicate what methods will be required to make the training participant successful use/understand the document. (i.e., Example – Do they just need to know/understand ()? Demo or do the have to explain it Exercise. Is it **simple** but they need to*					

10. Place you cursor directly below the the row for the Terms and Concepts section.
11. Right click to display the paste menu.
12. Select Paste from the menu.
13. The screen updates and the table is complete. Your completed table should look like all the other tables.
14. Replace the "X – Title" in the upper left corner of your table with the section number and the title of your section.
15. Repeat this process and create a new section for each of the sections of the curricula.

Training Notes:

Exercise 1

Roles:

Training Developer

Scenario:

In this exercise you are developing a section of a curricula. The goals of the section is to inform Managers on how to complete the PDQ form. Using the PDQ and the section of the curricula to populate the details of the section.

E

Notes:

- **TAB 04** - PDQ Form
- **TAB 03** – Curricula Template

Break into groups of three to four. Discuss the details of what a Manager needs to know when the fill in the PDQ form. The title of the section is PDQ form. Populate the remaining cells with the details of the your groups conversation.

Training Notes:

When is the Training Curricula Done

The Training Curricula is done when:

- All of the sections have been completed by the training developer
- The SME has reviewed the curricula content
- The Training Evaluator has reviewed the curricula content

Notes:

The Curricula goes through the stage of the review process before you can take it to printing. Be sure to get approval in writing.

Training Notes:

Check Your Knowledge

What is purpose of the curricula?

- It allows you to plan the development of your course.

What are the sections of the Curriculum?

- Course Overview
- Purpose and Objective
- Learning Logistics
- Course Introduction
- Sections
- Conclusion

Notes:

Question One
What is purpose of the curricula?

Answer One
It allows you to plan the development of your course.

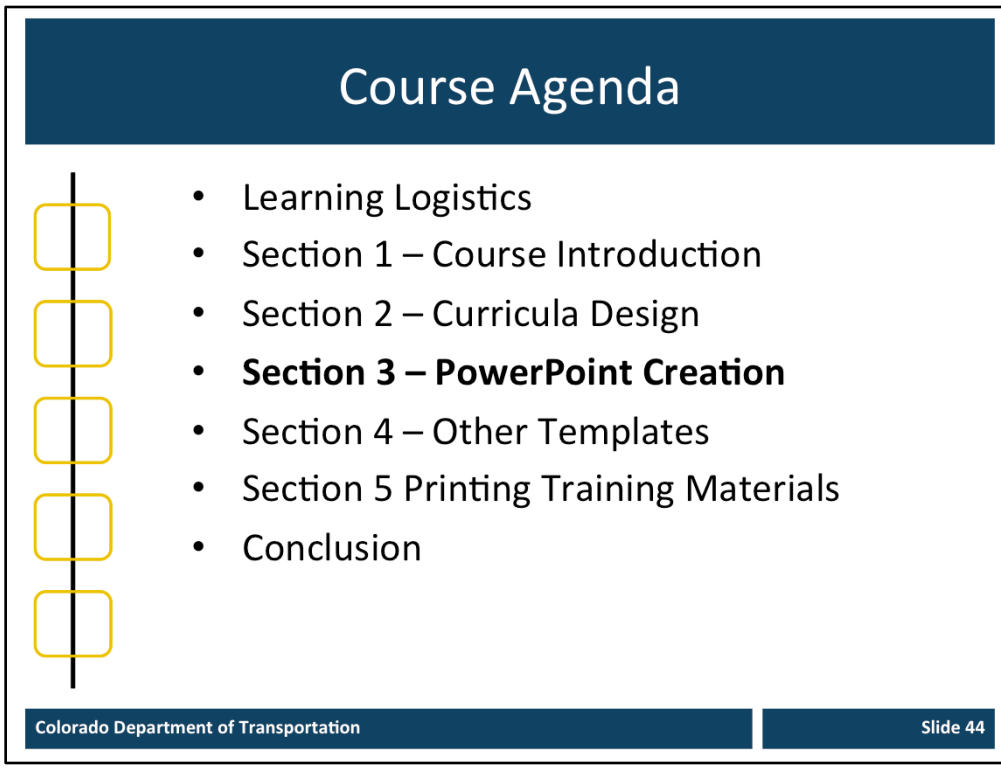
Question Two
What are the sections of the Curriculum?

Answer Two
1. Course Overview
2. Purpose and Objective
3. Learning Logistics
4. Course Introduction
5. Sections
6. Conclusion

Training Notes:

Section 3 – PowerPoint Creation

Creating a Course Using Training Templates



Notes:

This course is designed to teach participants how to *take the need for training and use templates to create a course.* It takes four hours to complete and is composed of the following sections:

- **Section 3: PowerPoint Creation -** This section takes about 60 minutes to complete and describes how to use the curricula you created in the previous section and the PowerPoint template to create a course section.
- **Section 4: Other Templates** – This section takes about 30 minutes to complete and introduces how to use the Terms and Concepts Template and the Resource Material Table of Contents Template.
- **Section 5: Printing Training Materials** – This section takes about 30 minutes to complete and describes the process of preparing your training materials for printing and how to print the materials.
- **Conclusion** – This section takes about 10 minutes to complete and summarizes the course. It also provides details about where you can get additional help if you need it.

Training Notes:

Section 3 Learning Objectives

At the end of this section, you should be able to:

- Understand term and concepts
- Describe what the PowerPoint is and its components
- Identify pre-formatted slides
- Describe the mapping points between the PowerPoint and Curricula
- Describe the different display views and hidden slides
- Select and find images for a course
- Create a process flow
- Create a course section from the Curricula

Notes:

- Each of the learning objectives corresponds to a slide, or series of slides, in this section of the course.
- By the end of this section you should be able to perform each of the listed objectives with the support of the training materials.
- The section learning objectives are tied directly to the course objectives reviewed at the end of the course.

Training Notes:

Terms and Concepts

Term	Definition
Slide Master	A predefined format used in PowerPoint to help in the development of a presentation.
Notes	Notes used to help the training developer or SME to deliver the course.
Flow Chart Shapes	Predefined shapes in Microsoft office used to define a process. Refer to the Chart of flowchart shapes for a full description of each available shape.

Notes:

✧ **Tab 01** - Terms and Concepts

- The following terms are critical to your understanding of this section of the course.
- Additional terms are located in the Terms and Concepts document located in the reference materials.
- If you do not understand the term, please ask for additional clarification.
- The Terms and Concepts document contains more terms than are listed in the course and should be reviewed to help with your learning.

Training Notes:

What is the PowerPoint Template

The PowerPoint template is a pre-formatted course designed to work with the training curricula to help you develop a consistent course

- It contains the following:
  - Pre-created sections
  - Pre-formatted slides
  - Pre-formatted views
  - A consistent style and structure

Notes

The PowerPoint template is designed to help you develop your course from the Curricula. The presentation is a heavily formatted and structured with pre-created sections and slides.

The sections, slides, preformatted view, style and structure are discussed in the following slides.

Training Notes:

Pre-created Sections

Section 2 or 3 of the PowerPoint Template can be copied to create a new section:

- Title slides (Participant Guide and Presentation)
- Learning Logistics
- Course Introduction
- Section (as many as needed to cover the topic)
- Conclusion

Notes:

✧ **TAB 06** – PowerPoint Template

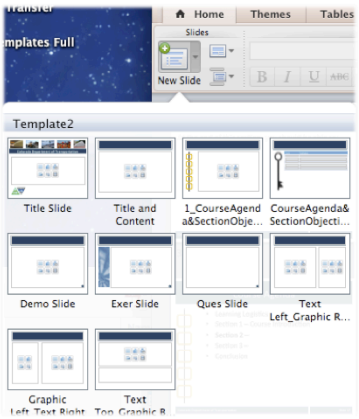
- The PowerPoint template is designed to match the Curricula template in its structure. Each course must contain each of the following sections:
  - Title slides (Participant guide and Presentation)
  - Learning Logistics
  - Course Introduction
  - Section XX (as many as needed to cover the topic)
  - Conclusion
- Refer to the curricula section if you need a description of the sections.
- Prior to creating any content in the course you should copy the Section One of the course for each of the sections of your course other than the Title (slides 12 – 16) of the PowerPoint Template.
- Each of the new sections you copy and paste should contain the following slides:
  - Title Slide
  - Title and Content
  - Course Agenda
  - Section XX Learning Objectives
  - Content slides based on the topic of the course
  - Terms and Concepts
  - Exercise XX
  - Check Your Knowledge
- Slides that cover the topic of the section are entered between the Terms and Concepts and Exercise slide.

Training Notes:

Pre-formatted Slides

Pre-formatted slides have been created Select Home → Layout to access the slides:

- Title slide
- Title and content (Left, Right and Bottom
- Course agenda
- Text and Content
- Demo / Exercise
- Process Flow
- Question



Notes:

✧ **TAB 06** – PowerPoint Template

To help with the development of the course pre-formatted slides have been created. The pre-formatted slides have a consistent look and all of the text on the slide has been formatted to be the same style as the rest of the presentation.

- To insert a new slide of the same type go to the Home tab → New Slide
- If the slide is not the layout you want select Home tab → Layout drop-down and left click on the style
- Note: When you select the new layout this will become the default for the next slide you create

Training Notes:

Demonstration 2

Roles: Training Developer

Scenario: In this example, you are reviewing the slides available to you on the training template and copy and pasting a new section into your presentation.

E

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Notes:

✧ **TAB 06** – PowerPoint Template

In this example, you are reviewing the slides available to you to create a new section of the course. The following list of slides is used to create a section and are in the order they would appear.

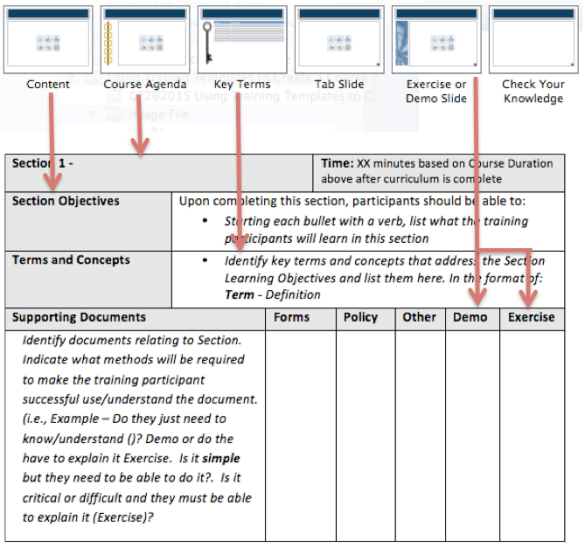
- Section Cover Page (hidden)
- Course Agenda
- Learning Objectives
- Terms and Concepts
- Content Slide (Text Graphic Left, Right or Bottom)
- Exercise and/or Demo
- Check Your Knowledge

One of the fastest way to create a section for the course is to copy and paste the slides you need from the blank template when you develop your course. This is done by:

1. Going to the Slide Sorter view (View → Slide Sorter)
2. Holding down the shift key while selecting the slides you want to copy
3. Right click on any of the selected slides
4. Select copy from the menu
5. Left click between the slides you want to insert the copied slides (an orange cursor appears)
6. Right click on the orange cursor
7. Select paste
8. Confirm you have pasted the slides correctly

Training Notes:

Mapping the Slides to the Curricula



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Notes:

The slide above maps the content in the PowerPoint slides to the Curricula.

- The Forms, Policy and Other columns of the curricula may appear in any of the slides.
- All of the Supporting Documents need to be referenced at the top of the document. When doing this
  - Use the Star bullet,
  - Bold the word “tab” and use uppercase
  - Use the tab number you use to replace the “XX” use the hyphen with a single space on both sides and then the title of the document.
  - A sample is provided below.

✧ **TAB XX** - Sample Document

Note: When you are creating your course use “XX” instead of the numbers to save yourself having to change the numbers as additional materials are added. Once your course has been reviewed you can add the numbers.

Training Notes:

Views In PowerPoint

There are three different views you will need to display:

1. **Normal** – Used to edit slide and add notes to the presentation
2. **Notes Page** – A view that allows you to see what your training guide will look like
   - This also allows you to edit hidden slides
3. **Presenter View** – This is the view you will use to present your course

- Change views by going to View → selected view option

Notes:

Each of the views in PowerPoint have a different purpose. All of the view are accessed by selecting View → and then the view you want to display.

- **Normal** – This is the main view you will use because it allows you to make changes to the slides and also to add notes. This is the view that displays when you open power point
- **Notes Page** - This is an important view for looking at the manual and making changes to the slides you see that are grey. Grey slides are hidden and may only be changed from the Notes page view. The most common hidden slides are the cover, table of contents, and the sections.
- Presenter view

In addition to the views mentioned in the slide above, there are two other views. They are:

- **Slide Sorter** - This is view is used to move multiple slides and also allows you to see the structure of your presentation.
- **Master** – This view is used to make changes to the way in which slides are presented. Great care should be taken when using this view as any changes may impact your course and cannot be undone.

Training Notes:

Hidden Slides

Hidden slides:

- Do not display in the presentation
- Are maintained in Notes Page view
- Created by right clicking on the slide → Hide slide
- Used when you need more room for notes or cover pages
- Must never have notes added

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Notes:

- Hidden slides do not display in the presentation or in printing unless you choose to have them print.
- Hidden slides are used in this presentation for:
  - Cover pages
  - Table of contents
  - Additional notes when they do not fit on a single notes page.

Using hidden slides prevents allows the participant guide to be created directly from the presentation.

Hidden slides should only be changed from the Notes Page view.

Do not add notes to the Cover Pages as these notes display during printing

Training Notes:

Demonstration 3

Roles: Training Developer

Scenario: In this scenario, you are displaying the Notes page view to:

- Update the Cover page
- View the Table to Content
- Update the Section slide
- Add a second note slide

Notes:

✧ **Sample PowerPoint Template**

Using your sample presentation follow along to perform the following tasks:

1. Update the Cover page to read “How to complete the PDQ Form”
2. Update the Section One slide with “Complete the PDQ Form”
3. Add a second Title and Note slide

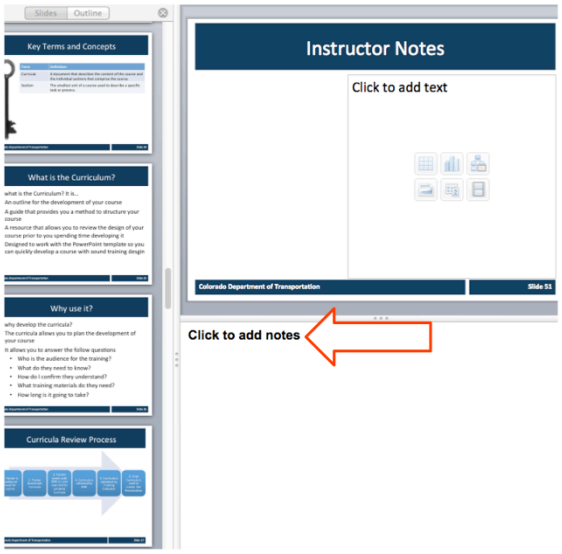
Training Notes:

Notes

The notes section is used to:

- Provide detail
- Use the slide as a outline and the notes as the "story"
- To reference a document use:

✧ **TAB XX** – Document



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Notes:

Notes are used in the presentation to provide more detail than the talking points in the presentation. When creating notes:

- Do not just restate what you put into the presentation. Add the level of detail needed to describe the bulleted list on the slide
- Add any additional details needed as long as they are related to the topic of the slide
- If there is too much information you may have to add a page to the slide, create another slide or create or a reference document
- When you copy and paste make sure you use the same font (Calibri (body) and font size (11) as the presentation
- When you reference a document:
  - Bold the tab
  - Replace the placeholder "XX" with the tab number.
  - Use "XX" when creating your presentation as a placeholder

Training Notes:

Using Images

When using images:

- Make sure they aid in understanding of the topic
- Are professional and appropriate
- In the public domain
- Do not animate

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Notes:

✧ **TAB 07** – Image Review Checklist

When adding images to the presentation use the following checklist:

- ❑ Does the photo depict the topic?
- ❑ Does the photo add to the understanding of the topic?
- ❑ Is the photo appropriate for the workplace?
- ❑ Do your photos reflect the diversity of the community?
- ❑ Is the photo labeled for non-commercial use?
- ❑ Is animation turned off?
- ❑ Is the size of the image balanced with the slide?
- ❑ Is the imaging covering text?

Training Notes:

Where to Find Images

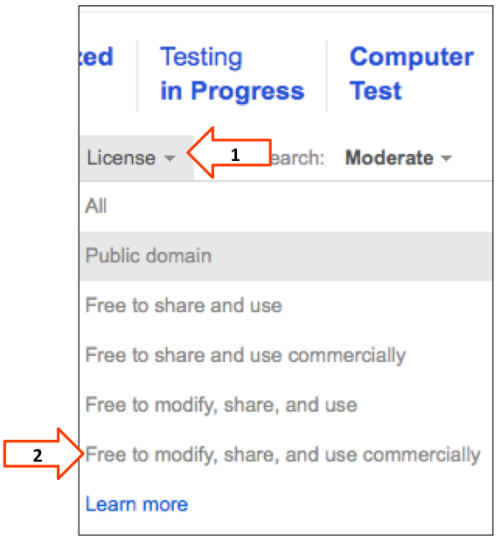
Bing Images

- http://www.bing.com/images

Google Images

- https://Images.google.com

After you performed your select License → Free to share and use commercially



Notes:

When searching for images **always** make sure that they are free to use. Many of the images you see online are not licensed for use.

For Bing searches:

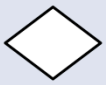
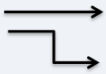
1. Conduct your search
2. Select the "License" drop-down as shown above
3. Select "Free to modify, share and use commercially"
4. The screen updates with your selection (You need to reapply the filter once you leave the page)

For Google searches

1. Conduct your search
2. Select the "Search tools"
3. Select the "Usage rights" drop-down
4. Select "Labeled for reuse with modification"
5. The screen updates with your selection (You need to reapply the filter once you leave the page)

Training Notes:

Process Flow Shapes

Shape	Name
	Process
	Document
	Decision (Yes or No)
	Connector

To create the process flow:

1. Start with drawing all the objects you need
2. Move the shapes in the order of your process
3. Click on the objects and type to add the narration
4. Review the process with another employee
5. Add the connectors

Colorado Department of Transportation | Slide 58

Notes:

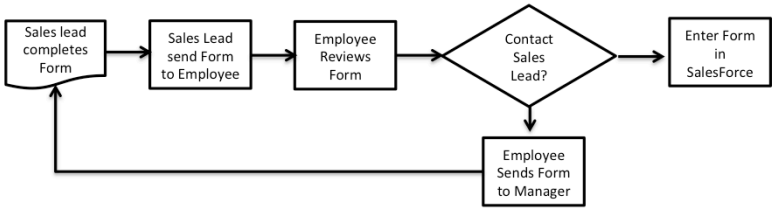
Process flows are used to show the steps of a process. Because they show the entire process they are an effective way of communicating an idea during training. To create a simple process flow there are four shapes you need.

- **Process** – This shape is used to describe a step in the process, for example " Manager downloads PDQ form" or "Send PDQ to HR Specialist. There can be as many steps as you need to describe the process. **When adding the text always describe the role and the action**.
- **Document** – The document shape is used to show a that a form, policy or other document needs to be completed or reviewed.
- **Decision** – This is used to create a split in the process flow based on a decision or reaction to an input. Examples include, "is the form correct" or "is the position full-time". The result is a split that requires action. The output for the decision should be labeled on the connector and there should always be two connectors leading out of the decision shape.
- **Connector** – The connector is used to show the direction of the process with the arrow pointing towards the next action. The first shape only has one output connector going to the second step to show it is beginning. The last step has one input connector leading to it to indicate it is the end. The Decision shape has two outputs to show there is a decision being made.

When you create a process flow provide an explanation of the each of the shapes that you use in the notes section.

Training Notes:

Creating a Process Flow



To create the process flow:

1. Bullet the story (one bullet for each action)
2. Create the process flow shapes (one for each bullet)
3. Connect the dots (add the connectors)
4. Insert notes in the notes page (one for each bullet)

Notes:

1. **Write the story -** The best way to create a process flow is to think of it as a story. At each step you need to state who has done what. Start by listing all of the actions for the process you are going to describe. For example:
   - Manager completes PDQ Form
   - Manager send form to HR Specialist
   - HR Specialist reviews form
   - Is the form complete?
     - Yes enter the form into SAP
     - No send form to manager
2. **Create the process flow –** You can now begin to make the shapes.
   a. Create a new slide Home → New slide → Process flow
   b. Copy and paste the existing so there is one shape for each on the list. Home → Shape → Flow Chart
      a. For questions use the decision
      b. If a document is used use the document shape
      c. For all others use process
   c. Insert the text in the shape
   d. Move the shapes to into the order the occur
3. **Connect the dots -** Now add the connectors for each of the shapes to complete the process flow.
   a. Insert the connectors. Home → Shape → connectors
4. **Add notes –** In the notes field describe the process. There should be a description for each of the shapes.

Training Notes:

Exercise 2

Role: Training Developer

Scenario: In this example you are creating a process flow from the list below:

- Manager completes PDQ form
- Manager sends PDQ to HR
- Specialist reviews form
- Is the form signed?
  - Yes enter the form into SAP
  - No send form to Manager

E

Notes:

Using the list on the slide above create a process flow by:

- Copy the Process Flow Slide and paste into your section
- Copying the shapes to create the process process flow
- Add connectors to complete the process

Training Notes:

Creating Questions

When writing questions for your course:

- Ask questions related to the section of the course
- Make sure the participants know the answer
- Be specific as possible
- Focus your questions on what you want emphasize
- Use your Checklist!

Notes:

✧ **TAB 08** – Question Review Checklist

The following is a list of review questions you can ask for each of the questions you have developed. If you select any of the checkboxes then you need to remove or rewrite the question.

Check the box below if the answer to the Question is "No". If the answer to any of these questions is "No" remove of rewrite the question.

- ❑ Is the question directly related to the course?
- ❑ Do participants have the knowledge to answer the question?
- ❑ Have you avoided double-barreled questions, as participants might want to respond differently to each part e.g. 'How did you feel about using packages A and B?'
- ❑ Is the language simple and easy to understand so participants do not miss a question they don't understand?
- ❑ Is the question short and direct?
- ❑ Have you avoided yes/no questions (unless you want a yes/no answer)?
- ❑ Is the question formats varied in order to encourage participants to think about each of their responses?

Check the box below if the answer to the Question is "Yes". If the answer to any of these questions is "Yes" remove of rewrite the question.

- ❑ Is the question ambiguous or open to different personal interpretations for example a question like 'Do you prefer tutorials or simulations?'
- ❑ Does the question have an obvious answer?
- ❑ Are there any 'Why? questions or strongly evocative questions which might make a student defensive.

Training Notes:

Question Review

Are the following "good" or "bad" questions

1. How do you feel about having to write questions about this course?
2. Where is the question creation checklist located?
3. Lusaka is the capital of what country?

Notes:

Question 1: How do you feel about writing questions about this course?

Answer: Bad - This is not a good question because of the discussion of how the participants feel about the creation of questions and may cause a emotional response.

Question 2: Where is the question checklist located?

Answer: Good - This good question because there is both a direct answer and it is useful to know.

Question 3: Lusaka is the capital of what country?

Answer: Bad – Not only is this a very hard question, it has nothing to do with the course. By the way, it is Zambia.

Training Notes:

Exercise 3

Role: Training Developer

Scenario: In this example, you are creating the PowerPoint for the PDQ Form section from the Curricula. Please

- Create at least one slide for each objective
- Populate the Terms and Concepts slide
- Insert at least one image
- Add questions and one exercise

E

Colorado Department of Transportation | Slide 63

Notes:

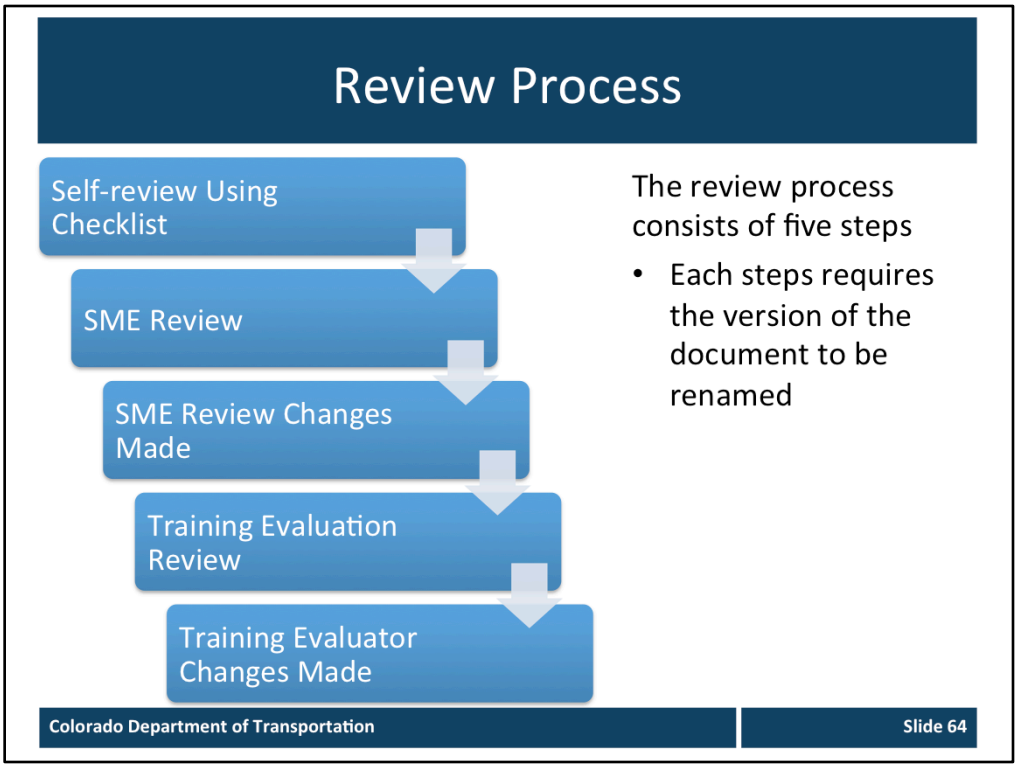
✧ **TAB 4 – PDQ Form**
✧ **Power Point Template**
✧ **Curricula Temple**

Use the PowerPoint Template starting on slide 10 (Section 1) and use your completed Curricula to fill in in the slides and populate the course. Be sure to include the following:

- Create at least one slide per objective
- Populate the Terms and Concepts slide
- Insert one image, or more if you like
- Add at least one question and exercise

If you have any questions during this process please let me know and I will help you with whatever you need.

Training Notes:



Notes:

✧ **TAB 09 –** PowerPoint Self-review Checklist

The review process is important to to ensure the presentation is a perfect as possible in both content and form. In addition to the review you should plan some time after the delivery to make any changes. There are five stages to the review process.

- **Self-review using the the Checklist** – A checklist has been created to help you with reviewing your course prior to sending it for review. The most common errors can be found using the check list.
- **SME Review** – During this stage the SME reviews the course for the the content related to the topic to make sure it makes sense and it technically correct.
- **SME Review Changes** – Upon receiving the course back from the SME you will need to make the recommended changes. If you disagree with a change you do not have to make it but please document the reason you are not doing so.
- **Training Evaluation Review** - This review is to ensure your course is sound from an instructional design perspective. During this stage the training will use the PowerPoint Self-review Checklist and their own experience to review the course for their recommendations.
- **Training Evaluator Changes Made** - Upon receiving the course back from the Trainer you need to make the recommended changes. If you disagree with a change you do not have to make it but please document the reason you are not doing so.

Training Notes:

Check Your Knowledge

What are the three PowerPoint views?

- Normal
- Notes Page
- Presentation

Notes:

Question One
What are three views in PowerPoint we will be using?

Answer One

They are, Normal, Note Page and Presentation.

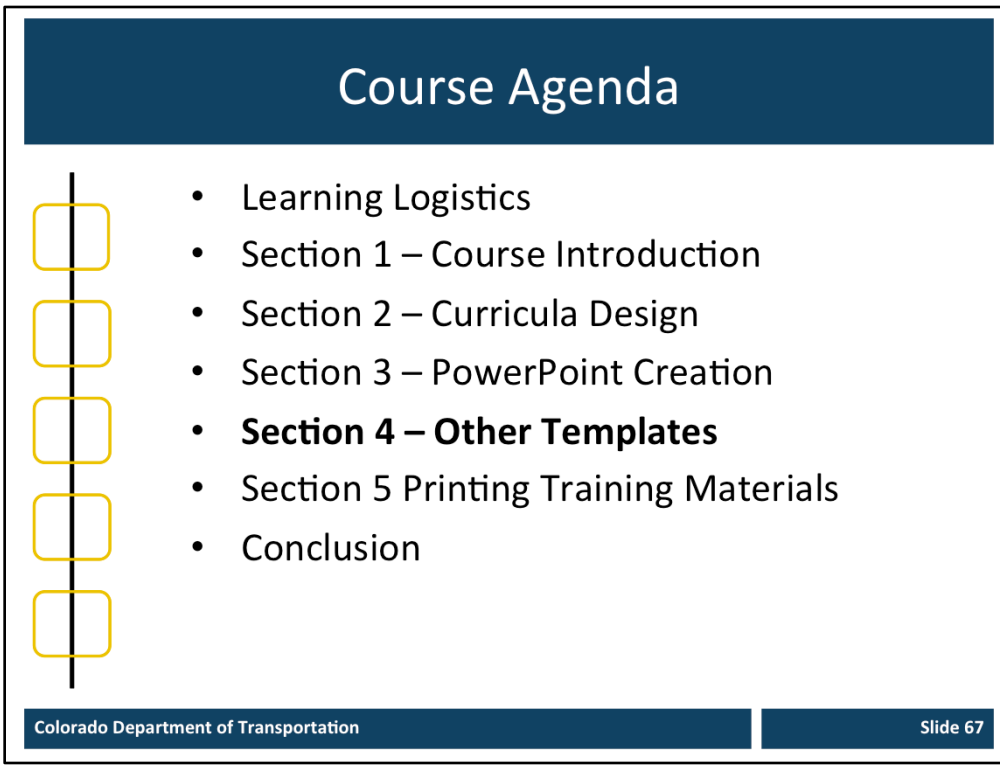
Question Two
Which view is used to create the manual?

Answer Two
The Notes Page view.

Training Notes:

Section 4 – Other Templates

Creating a Course Using Training Templates



Notes:

This course is designed to teach participants how to *take the need for training and use templates to create a course.* It takes four hours to complete and is composed of the following sections:

- **Section 4: Other Templates** – This section takes about 30 minutes to complete and introduces how to use the Terms and Concepts Template and the Resource Material Table of Contents Template.
- **Section 5: Printing Training Materials** – This section takes about 30 minutes to complete and describes the process of preparing your training materials for printing and how to print the materials.
- **Conclusion** – This section takes about 10 minutes to complete and summarizes the course. It also provides details about where you can get additional help if you need it.

Training Notes:

Section 4 Learning Objectives

At the end of this section, you should be able to:

- Create the Terms and Concepts Template
- Create the Resources Materials Table of Contents Document

Notes:

- Each of the learning objectives corresponds to a slide, or series of slides, in this section of the course.
- By the end of this section you should be able to perform each of the listed objectives with the support of the training materials.
- The section learning objectives are tied directly to the course objectives which will be reviewed at the end of the course.

Training Notes:

Terms and Concepts

Term	Definition
dotx	An extension at the end of a word document to indicate it is a template. The normal extension for a word document is .doc.

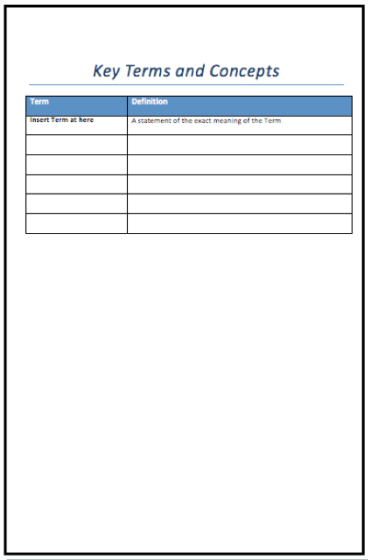
Notes:

✧ **Tab 01** - Terms and Concepts

- The following term(s) are critical to your understanding of this section of the course.
- Additional terms are located in the Terms and Concepts document located in the reference materials.
- If you do not understand the term, please ask for additional clarification.
- The Terms and Concepts document contains more terms than are listed in the course and should be reviewed to help with your learning.

Training Notes:

Terms and Concepts Template



The Terms and Concepts Template is:

- Populated from the curricula
- May require updates as you develop your presentation
- Must match the terms in your presentation
- Use Edit → Paste Special when copying from the presentation to template

Notes:

✧ **TAB 10 –**Terms and Concepts Template

The Terms and Concepts Template is created after your Curricula. All of the terms are listed in alphabetical order, or if necessary, grouped in the order they appear in the course. Additional rows can be added to the document by:

1. Left clicking just to the right of the table
2. Pressings the enter key

This document is saved as a Word Template this means:

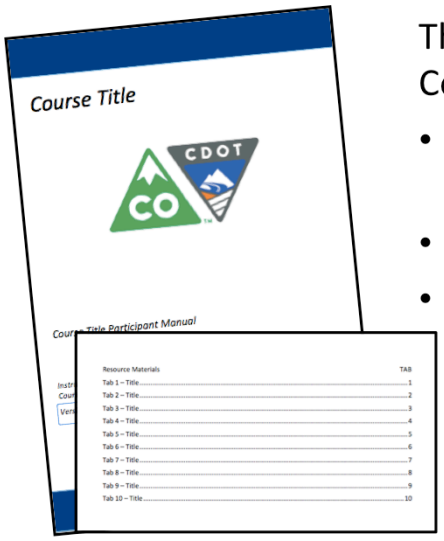
- When you save the document you will be prompted to save the document. The original document is not be changed.
- The instructional text in the first row can be selected and automatically replaced.

When using the Terms and Concept template

- All words in the Term column should be capitalized and in Bold unless the term requires it to be in lower case.
- All Definitions of the term should be made in sentence case.

Training Notes:

Resource Material Table of Contents



The Resource Material Table of Contents Template is:

- Used to identify the tabs and tab sections
- Created from the Curricula
- Referenced in the PowerPoint as a tab

Notes:

✧ **TAB 11** - Resource Materials Table of Contents Template

The Resource Materials Table of Contents Template is used to create the cover page for the tabs in your Manual. For each document that you want to include in your course, you need to index it in this document.

You do not need to insert the actual document you are indexing into the Resource Materials Table of Contents Document.

Training Notes:

Resource Material Table of Contents

When creating this document:

- Scroll to the second page and insert the title of the document
- Once you have created the pages, update the table of contents by
- Right click the table of contents → Select "Update Field" → Select "Update Entire Table" → Click on "OK" bottom
- **Note**: Before printing the document delete all of the instructions on the cover page

Notes:

When you create the Resource Materials Table of Contents document:

- Start on the second page with the titles of the sections.
- Do not manually update the Table of Contents this should only be done by
  - Right clicking on the table of contents → Select "Update Field" → Select "Update Entire Table" → Click on "OK" bottom

When printing the Resource Materials Table of Contents you have two options for printing:

1. Include it at the end of the PowerPoint printed in notes page view.
   - This is best when you do not have too many additional documents
2. Print it as a stand alone document.
   - This best when you have a large course with a lot of large reference documents.

If you print it as a stand alone document the Reproductive Work Orders for both the PowerPoint and the Resource Materials Table of Contents documents will need to be changed to reflect you do not want to print it as one document.

Training Notes:

Exercise 4

Roles:

Training Developer

Scenario:

In this scenario, you adding the PDQ form as a referenced document and updating the table of contents in the Resource Materials Document.

E

Notes:

- ✧ **TAB 11** – Resource Materials Table of Contents Template
- ✧ Resource Materials Table of Contents Template

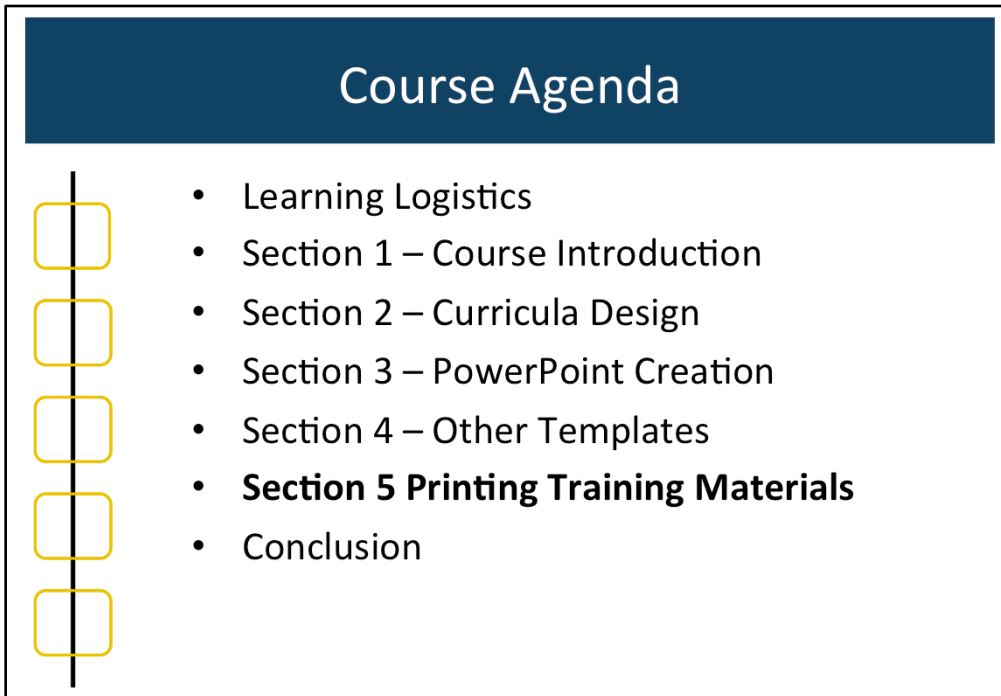
To complete this exercise you need to open the Resource Materials Table of Contents Template.

1. Scroll to the third page of the document and change the Tab 1 – Title to Tab 1 – PDQ Form
2. Scroll up to second page (table to contents) and update the table by
3. Right click on the table of contents
4. Select “Update Field”
5. Select “Update Entire Table”
6. Click on “OK” bottom
7. Prior to printing the template delete the notes highlighted in red located just under the table of contents

Training Notes:

Section 5 – Printing Training Material

Creating a Course Using Training Templates



Notes:

This course is designed to teach participants how to *take the need for training and use templates to create a course.* It takes four hours to complete and is composed of the following sections:

- **Section 5: Printing Training Materials** – This section takes about 30 minutes to complete and describes the process of preparing your training materials for printing and how to print the materials.
- **Conclusion** – This section takes about 10 minutes to complete and summarizes the course. It also provides details about where you can get additional help if you need it.

Training Notes:

Section 5 Learning Objectives

At the end of this section, you should be able to:

- Convert your materials to a PDF
- Prepare you materials for printing
- Understand how to print your training material

Notes:

- Each of the learning objectives corresponds to a slide, or series of slides, in this section of the course.
- By the end of this section you should be able to perform each of the listed objectives with the support of the training materials.
- The section learning objectives are tied directly to the course objectives reviewed at the end of the course.

Training Notes:

Terms and Concepts

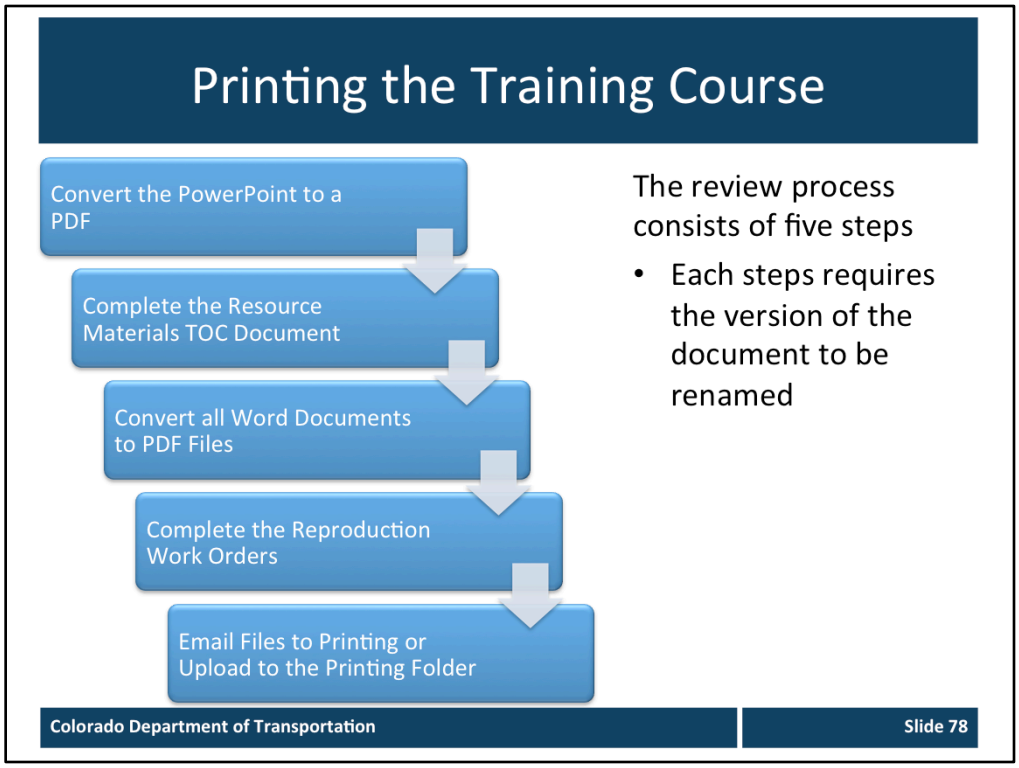
Term	Definition
PDF	A file format used because it looks exactly like the printed document.

Notes:

✧ **Tab 01** - Terms and Concepts

- The following term(s) are critical to your understanding of this section of the course.
- Additional terms are located in the Terms and Concepts document located in the reference materials.
- If you do not understand the term, please ask for additional clarification.
- The Terms and Concepts document contains more terms than are listed in the course and should be reviewed to help with your learning.

Training Notes:



Notes:

The graphic above shows the process you will need to go through to print the training course.

- **Convert the PowerPoint** – The PowerPoint should be converted into a PDF in the Notes Page view. Prior to printing the PowerPoint as a PDF confirm you have made all of the changes to the file and have applied the naming convention from slide 20.
- **Complete the Resource Materials Table of Contents** – This document should completed at the end and serves as a checklist that you have everything in the correct order. Verify that all of the names of each document listed corresponds to the correct tab of the course.
- **Convert all Word documents** – The Word Documents should be converted into a PDF in the Notes Page view. Prior to printing the Word Document as a PDF confirm you have made all of the changes to the file and have applied the naming convention from slide 20. Be sure to double check you have all of the files in the correct order as you listed them in the Resource Materials Table of Contents Document.
- **Complete the Reproduction Work Orders** - You will need to complete two, one of the PowerPoint and one for your Resource Materials.
- **Email or Upload your Training Materials** – The print forms have been filled in with the directions on how to create the training materials. All you need to do is fill in the first section with your contact and billing information.

Training Notes:

Converting Your Documents to PDF

To aid in printing, all of your documents need to be converted to PDF This applies to the:

- Presentation (Note Page view)
- Resource Materials – Table of Contents and Cover Pages
- All reference documents associated with a tab

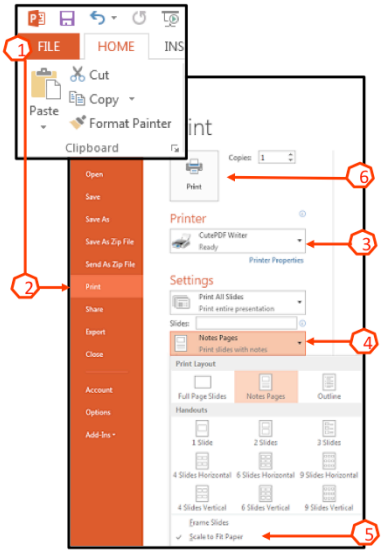
Notes:

✧ **TAB 12** – Reproduction Work Order (PowerPoint)
✧ **TAB 13** – Reproduction Work Order (Resource Materials Table of Contents)

- When you create the PDF File always open the file and confirm it displays as you intended.
- For help with creating PDF documents contact Jason Prince jason.prince@state.co.us
- The directions on how to convert your file to the PDF are in the next two slides.

Training Notes:

Convert PowerPoint to PDF



To convert the PowerPoint to PDF:

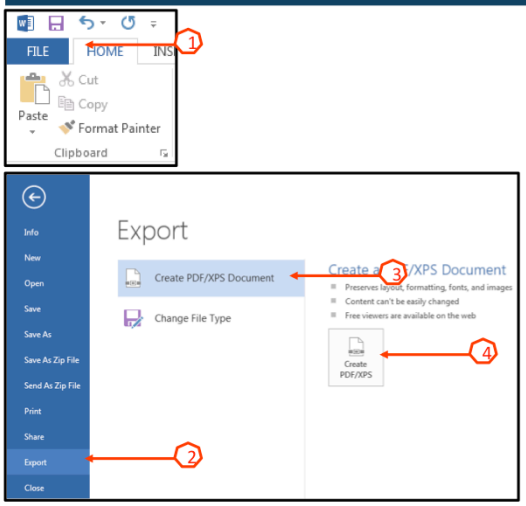
1. Select File
2. Select Print
3. Select CutePDF Writer
4. Select Notes Pages
5. Confirm the Scale to Fit Paper has a check
   - Left click to select if there is no checkbox
6. Click Print

Notes:

- Prior to creating the PDF create a folder to place the PDF documents on either on your desktop or within your training folder.
- Refer to the slide above for details of how to create the PDF document.
- The PDF file inherits the name of the PDF Document but will not overwrite the original file.
- Prior to creating the PDF be sure you have used the naming convention from the Naming and Versioning Documents slide.

Training Notes:

Convert Word Document to PDF



To convert a word document to PDF:

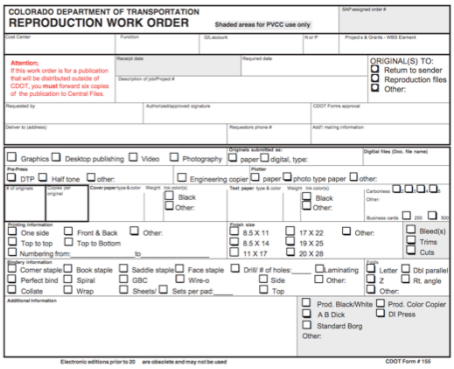
1. Select File
2. Select Export
3. Select Create PDF/XPS Document
4. Click Create PDF/XPS
5. Save to the file location

Notes:

- Prior to creating the PDF create a folder to place the PDF documents on either on your desktop or within your training folder.
- Refer to the slide above for details of how to create the PDF document.
- The PDF file inherits the name of the Word Document but will not overwrite the original file.
- Prior to creating the PDF be sure you have used the naming convention from slide 20 Naming and Versioning Documents.

Training Notes:

Completing the Reproduction Work Orders


COLORADO DEPARTMENT OF TRANSPORTATION
REPRODUCTION WORK ORDER
Shaded areas for PVCC use only

There are two Reproduction Work Orders to complete:

1. Notes view of the PowerPoint
2. One for Reference Documents and Tabs

Prior to beginning you need

- Your Cost Center
- G/L Account

Notes:

✧ **TAB 12** – Reproduction Work Order (PowerPoint)
✧ **TAB 13** – Reproduction Work Order (Resource Materials Table of Contents)

There are two Reproductive Work Orders you need to complete and send to the print shop. The notes on how to print the materials have already been completed. All you need to do is fill in the first section of the form with your contact details and payment details.

Prior to filling out the form, you need to contact your manager or supervisor to get the cost center and G/L account.

Training Notes:

Email or Upload Files

Once the training material is complete

- Email the files to cdphe_printshop@state.co.us
- Or if the files are too big to send through email
  - Go to \\public\REPROJOBS
  - You will need to create a folder for your course and upload your materials

Notes:

- Most of the trainings you develop are able to be sent through email.
- If you get a message when you send the file that it exceeds the allowed file size then you will need to save it to the public drive in the REROJOBS folder. The following are the actions you need to take to do so:
  1. From the public drive and find the folder REPROJOBS
  2. Double-click to open the folder
  3. Right click in the blank space within the drive to display the quick options menu
  4. Select New → Folder
  5. Title the folder with the name of your course
  6. Insert your training materials into the folder It is best to copy and paste the material
  7. Confirm you have added all of the documents to the folder.
  8. When you are done you will need to send the Print shop an email with the two completed Reproductive Work Orders (PowerPoint and Resource Materials Table of Contents with the name of the folder listed the location of the files in the notes section.
- For assistance with performing this action, or if you need help with the form, contact the print shop at 7-9313.

Training Notes:

Conclusion

Creating a Course Using Training Templates

Course Agenda

- Learning Logistics
- Section 1 – Course Introduction
- Section 2 – Curricula Design
- Section 3 – PowerPoint Creation
- Section 4 – Other Templates
- Section 5 – Printing Training Materials
- **Conclusion**

Notes:

This course is designed to teach participants how to *take the need for training and use templates to create a course.* It takes four hours to complete and is composed of the following sections:

- **Conclusion** – This section takes about 10 minutes to complete and summarizes the course. It also provides details about where you can get additional help if you need it.

Training Notes:

Conclusion

You should now be able to:

- *Identify training terms and concepts*
- *Describe the training development processes at a high-level*
- *Describe the connection points between the curricula and PowerPoint Template*
- *Understand how to use the Curricula, PowerPoint, and other templates and its components*
- *Describe how to create a Participant Manual from the PowerPoint*
- *Describe how to prepare and send the completed course for printing*

Notes:

- The slide above contains what you should now be able to do. If you have questions about the content after the course, refer to the next slides for the names and contact information of the people who can help.
- If you have question now, please ask. You will have another chance at the end of the course, after we discuss where you are able to get help and the the resources available to you.

Training Notes:

Where Can I Get Help – People?

For additional assistance contact:

- Jason Prince
  - Email: jason.prince@state.co.us
  - Phone: 503-522-8448
- Beverly Wyatt
  - Email: Beverly.wyatt@state.co.us
  - Phone: 7-9677

Notes:

- Contact the resources above if you need help with:
  - Location of the training templates
  - Help with the curricula or PowerPoint template
  - Use of the image, question or PowerPoint checklist
  - General questions about the development of the training using the materials provided

Training Notes:

Additional CDOT Help Resources

The additional help resources are available:

- The OED Team

For questions about printing you can contact the CDOT print shop at:

- Phone: 7-9313
- Email: cdphe_printshop@state.co.us

Notes:

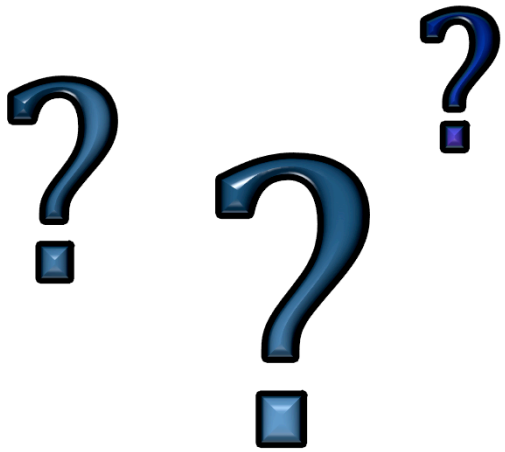
The following are the members of the OED Team who are able to answer any questions you may have about the development of training content.

The name and numbers of the team are:

- Morgan Murphy 7-9684
- Bryon Hays 7-9726
- Jim Leuenberger 7-9621
- Michael Muszynski 7-9667
- Gayle Rafferty 7-9246

Training Notes:

Questions?



Notes:

- Now let's review the parking lot questions. If there are any questions that have not been answered I will have an answer to you within the next week. If you have any questions about training after the course please contact me at jason.prince@state.co.us or just drop by and ask.

Training Notes:

Resource Materials

Creating a Course Using Training Templates

Jason Prince
08/15/2015

Version

Resource Materials TAB

Tab 1 – Terms and Concepts 1
Tab 2 – Sample Curricula for this Course 2
Tab 3 - Curricula Template 3
Tab 4 – PDQ Form 4
Tab 5 - Table of Training Verbs 5
Tab 6 – Power Point Template 6
Tab 7 – Image Review Checklist 7
Tab 8 – Question Creation Checklist 8
Tab 9 – PowerPoint Self-Review Checklist 9
Tab 10 – Terms and Concepts Template 10
Tab 11 – Resource Materials Table of Contents Template 11
Tab 12 – Reproduction Work Order (PowerPoint) 12
Tab 13 – Reproduction Work Order (Resource Materials Table of Contents) 13

Tab 1 – Terms and Concepts

Key Terms and Concepts

Term	Definition
Business Unit	The name of the unit where the audience for your training resides.
Concept(s)	An idea that is related to a process provided at the beginning of each section of the course to help the participant to understand what is being trained.
Course	A series of sections (lessons) used to teach skills and knowledge for a task or process.
Course Objectives	The specific tasks the participants will be able to accomplish upon completing the course.
Course Purpose	The reason the participants are taking the course.
Curricula	A document that describes the content of the course and the individual sections that comprise the course.
Demo	The process of showing how to accomplish a task to the course participants.
dotx	An extension at the end of a word document to indicate it is a template. The normal extension for a word document is .doc.
Exercise	A task the participants work on to help them understand a topic within the course.
Format	The way in which the template or document is arranged.
Flow Chart Shapes	Predefined shapes in Microsoft office used to define a process. Refer to the Chart of flowchart shapes for a full description of each available Shape
Instructor Guide	The instructor guide is similar to the participant guide, in addition to the participant note it also contains instructor notes from the presentation.
Instructor Notes	Notes used to help the training developer or SME to deliver the course.
PDF	A file format used because it looks exactly like the printed document.
Participant	*An Employee who is a member of the target audience that is*

	attending the course.
Participant Guide	A guide used by participants to view the details of the course and to take notes.
Process	A series of steps taken in order to achieve a complete a process. This is demonstrated through a process flow.
Reviewer	An SME who reviews the training materials for content and quality (spelling, grammar and style).
Section	The smallest unit of a course used to describe a specific task or process.
Section Objective	The specific tasks the participants will be able to accomplish upon completing the section.
Slide Master	A predefined format used in PowerPoint to help in the development of a presentation.
SME	A Subject Matter Expert (SME) is a person who is an authority on a particular area of topic.
Style	A predefined format of text in PowerPoint or Word used to maintain a consistent format to the presentation or document.
Supporting Document	Documents that are included in the training materials because they are part of or support the materials of the course.
Template	A preset format for a document or presentation used so that the format does not have to be recreated.
Terms and Concepts	The definition of a word or concept provided at the beginning of each section of the course to help the participant understand what is being trained.
Training Developer	A person who is developing the training materials.
Training Evaluator	The name of the member of the OED team responsible for reviewing your training.

Tab 2 – Sample Curricula for this Course

CREATING A COURSE USING TRAINING TEMPLATES	
Course Title	Creating a Course Using Training Templates
Course Description	This course is designed to teach participants how to *take the need for training and create a course and training materials using templates.*
Target Audience (Total #)	*CDOT HR (15)*
Process	*Training Material Development*
Sections	• *Learning Logistics* • *Section 1 - Course Introduction* • *Section 2 - Curricula Design* • *Section 3 - PowerPoint Creation* • *Section 4 – Other Templates* • *Section 5 - Printing Training Materials* • *Conclusion*
Course Duration (Est.)	*4 Hours*
Delivery Method(s)	*Instructor led and on-demand as required*
Prerequisites	• *None*
SME(s)	*Beverly Wyatt*
Training Developer(s)	*Jason Prince*
Training Evaluator	
Instructor(s)	*Jason Prince*
Frequency	*Once and then as required based upon demand*
Course Content Reviewer(s) and Approver	*Beverly Wyatt and Jason Prince*
Location	*TBD*
List of Training Materials Required to Support Course Delivery	1. Terms and Concepts 2. Sample Curricula for this Course 3. Curricula Template 4. PDQ Form 5. Table of Training Verbs 6. PowerPoint Template 7. Image Review Checklist 8. Question Creation Checklist 9. PowerPoint Self-Review Checklist 10. Terms and Concepts Template 11. Resource Materials Table of Contents Template

	12. Reproduction Work Order (PowerPoint) 13. Reproduction Work Order (Resource Materials Table of Contents

Course Purpose

This course is designed to teach participants how to *take the need for training and create a course and training materials using templates.*

Course Objectives

Upon completing this course, participants should be able to:

- *Identify training terms and concepts*
- *Describe the training development processes at a high-level*
- *Describe the connection points between the curricula and PowerPoint Template*
- *Understand how to use the Curricula, PowerPoint, and other templates and its components*
- *Describe how to create a Participant Manual from the PowerPoint*
- *Describe how to prepare and send the completed course for printing*

Section: Learning Logistics			**Time:** 10 minutes		
Section Objectives:	Upon completing this section, participants should be able to: • *Introduce the course agenda* • *Describe the learning objectives of the course* • *Describe the learning logistics and participant contributions*				
Business Process	*Identify Business Process(es) to be discussed:* • None				
Terms and Concepts	• *None*				
Supporting Documents	**Forms**	**Policy**	**Other**	**Demo**	**Exercise**
Course Participant Guide			X		

Section 1: Course Introduction	**Time:** 20 minutes
Section Objectives	Upon completing this section, participants should be able to: • *Identify key terms and concepts* • *Describe the training development process at a high-level* • *Access the training templates* • *Describe how templates are used to develop training* • *Apply styles and default font settings for templates* • *Identify the connection points between templates* • *Perform copy and paste into templates using paste special* • *Apply Naming and versioning of training documents*
Business Process	• *Training Development*
Terms and Concepts	• ***Training Development Process*** *- The process by which training is developed. It consists of five stages: needs assessment, design, development, implement and evaluate.* • ***Template*** *– A preset format for a document or presentation used so that the format does not have to be recreated.* • ***Format*** *– The way in which the template or document is arranged.* • ***Course*** *– A series of lessons used to teach skills and knowledge for a task or process.* • ***Style*** *– A Predefined format of text in PowerPoint or Word used to maintain a consistent format to the presentation or document.*

Supporting Documents	**Forms**	**Policy**	**Other**	**Demo**	**Exercise**
Key Terms and Concepts			X		
Completed Curricula for this Course			X		

Section 02: Curricula Template	**Time:** 1 hour
Section Objectives	Upon completing this section, participants should be able to: • *Identify key terms and concepts* • *Describe the what the Curricula is and why it is used* • *Describe the review process to approve the Curricula* • *Identify the sections and terms of the Curricula Template* • *Describe how to use copy and paste to create a new section within the course* • *Identify when the Curricula is complete*
Terms and Concepts	• **Curricula** – A document that describes the content of the course and the individual sections of which it is comprised • **Section** – The smallest unit of a course used to describe a specific task or process within a course

Supporting Documents	**Forms**	**Policy**	**Other**	**Demo**	**Exercise**
Curriculum Template			X		
Sample Curricula for this Course			X		
Copy and Paste to Create a New Section in the Training Curricula				X	
Completing a Section within the Curricula Template					X

Section 03: PowerPoint Creation	**Time:** 1 hour
Section Objectives	Upon completing this section, participants should be able to: • Understand key term and concepts • Describe what the PowerPoint is and its components • Identify pre-formatted slides • Describe the mapping points between the PowerPoint and Curricula • Describe the different display views and hidden slides • Select and find images for a course • Create a process flow • Create a course section from the Curricula
Business Process	• *Sample Business Process*
Terms and Concepts	• **Slide Master** – A predefined format used in PowerPoint to help in the development of a presentation. • **Instructor Notes** – Notes used to help the training developer or SME to deliver the course. • **Flow Chart Shapes** – Predefined shapes in Microsoft office used to define a process. Refer to the Chart of flowchart shapes for a full description of each available Shape

Supporting Documents	**Forms**	**Policy**	**Other**	**Demo**	**Exercise**
Terms and Concepts			X		
PowerPoint Template			X		
Displaying Slides and Creating a New Section				X	
Updating Hidden Slide in Notes View				X	
Image Review Checklist					
Create a Process Flow					X
Question Creation Checklist			X		
Filling in the PowerPoint Template Using the Curricula				X	X
PowerPoint Self-review Checklist			X		

Section 04: Other Templates	**Time:** 30 Minutes
Section Objectives	Upon completing this section, participants should be able to: • Create the Key Terms and Concepts Template • Create the Resource Materials Table of Contents Document
Business Process	• Converting the participant guide into the instructor manual
Terms and Concepts	**.dotx** - An extension at the end of a word document to indicate it is a template. The normal extension for a word document is ".doc".

Supporting Documents	**Forms**	**Policy**	**Other**	**Demo**	**Exercise**
Terms and Concepts			X		
Terms and Concepts Template			X		
Resource Material Table of Contents Template			X		
Adding a Section and Updating the Table in the Resource Material Table of Contents Template					X

Section 05: Printing Training Materials	**Time:** 30 Minutes
Section Objectives	Upon completing this section, participants should be able to: • Convert your materials to a PDF • Prepare you materials for printing • Understand how to print your training material
Business Process	*None*
Terms and Concepts	• **PDF** – A file format used because it looks exactly like the printed document

Supporting Documents	**Forms**	**Policy**	**Other**	**Demo**	**Exercise**
Convert the Creating a Course Using the Training Template Course into a PDF				X	
Reproduction Work Order (Resource Materials Table of Contents)	X				
Reproduction Work Order (Resource Materials Table of Contents)	X				

Section 06: Conclusion		**Time:** 10 Minutes				

Section Objectives	*You should now be able to:*
	• *Conclusion - use the list of the learning objectives found in the Overview section*
	  ○ *Identify key training terms*
	  ○ *Describe the connection points between the templates*
	  ○ *Describe the training development processes at a high-level*
	  ○ *Understand how to use the Curricula, PowerPoint and Participant guide templates and its components*
	  ○ *Describe how to create an Instructor Guide from the Completed Participant Guide*
	  ○ *Prepare and send the completed course for printing*
	• Describe where participants can I get help from people and resources
	• Solicit questions *Identify key training terms*					

Business Process	*None*					
Terms and Concepts	*None*					
Supporting Documents		**Forms**	**Policy**	**Other**	**Demo**	**Exercise**
None						

Tab 3 Curricula Template

COURSE TITLE	
Course Title	*The title of the course (e.g. Using Training Templates to Create a Course)*
Course Description	*A one or two sentence description of the Course and Audience (e.g. This course is designed to help CDOT Employees in HR to develop training materials using predefined templates)*
Target Audience (Total #)	*List the identified audience roles and their number (e.g. CDOT HR 15 Employees)*
Process	*Identify the high-level Business Process for the "whole course". (e.g. Training Material Development)*
Process Touch Points	*Identify touch points with other Business Processes (e.g. All HR Functions where training materials are developed)*
Sections	List the sections or topics of the course: • *Learning Logistics* • *Course Introduction* • *List the sections or topics of the course at here. There is always the Learning Logistics and Course Introduction and Conclusion. Insert other sections required.* • *Conclusion*
Course Duration (Est.)	*Length of course (to be identified by sections, demos and exercises – rule of thumb – 3 minutes per topic/slide, 15 minutes per demo; 20 minutes per exercise.)*
Delivery Method(s)	*Determined by length of course, complexity of the subject, number of participants, etc. Determined after the course is defined. (e.g. Instructor led, Knowledge Transfer, etc.)*
Prerequisites	• *A List of the skills the participants must bring to the course to be successful. (e.g. Knowledge of Microsoft Word, MS PowerPoint)*
SME(s)	*Who is the Functional "owner?" Best if ONE person is responsible.*
Training Developer(s)	*Who is the Training "owner?" Best if ONE person is responsible.*
Training Evaluator	*The OED Manager*
Instructor(s)	*Who is training the course? For scheduling purposes and T-t-T scheduling. For eLearning put "eLearning"*
Frequency	*Based on how critical the need is and the size of the audience.*
Course Content Reviewer(s) and Approver	*Who will be responsible for reviewing draft course materials? Who has final approval of course materials?* *Note: These need to be two different people*

Location	• *To Be Determined (Enter the location as soon as it is confirmed if it is not known Enter TBD (To Be Determined)*
List of Training Materials Required to Support Course Delivery	• *Quick Reference Guides, Polices, Process flows and Forms*

Course Purpose
This course is designed to teach participants how to - *Identify why these people are sitting in the classroom – what do they need to be able to do. High level.*
Course Objectives
Upon completing this course, participants should be able to: • *High level course objectives. Generally determines the course sections (or vice versa).*

Section: Learning Logistics		**Time:** 12 minutes				
Section Objectives:	Upon completing this section, participants should be able to: • *Introduce the course agenda* • *Introduce the learning objectives of the course* • *Introduce yourself and the participants to each other* • *Describe the learning logistics and participant contributions*					
Business Process	*Identify Business Process(es) to be discussed:* • *None*					
Terms and Concepts	• *None*					
Supporting Documents		**Forms**	**Policy**	**Other**	**Demo**	**Exercise**
Course Participant Guide				X		

Section 1 – Course Introduction		**Time:** XX minutes based on Course Duration above after curriculum is complete				
Section Objectives	Upon completing this section, participants should be able to: • *Starting each bullet with a verb, list what the training participants will learn in this section*					
Business Process	*Identify Business Process(es) to be discussed*					
Terms and Concepts	• *Identify key terms and concepts that address the Section Learning Objectives and list them here. In the format of:* ***Term*** *- Definition*					
Supporting Documents		**Forms**	**Policy**	**Other**	**Demo**	**Exercise**
Identify documents relating to Section. Indicate what methods will be required to make the training participant successful use/understand the document. (i.e., Example – Do they just need to know/understand ()? - Demo or do they have to explain it - Exercise. Is it ***simple*** *but they need to be able to do it? Is it critical or difficult and they must be able to explain it (Exercise)?*						
Terms and Concepts				X		

Section 2 – Section Title		**Time:** XX minutes based on Course Duration above after curriculum is complete				
Section Objectives	Upon completing this section, participants should be able to: • *Starting each bullet with a verb, list what the training participants will learn in this section*					
Business Process	*Identify Business Process(es) to be discussed*					
Terms and Concepts	• *Identify key terms and concepts that address the Section Learning Objectives and list them here. In the format of:* ***Term*** *- Definition*					
Supporting Documents		**Forms**	**Policy**	**Other**	**Demo**	**Exercise**
Identify documents relating to Section. Indicate what methods will be required to make the training participant successful use/understand the document. (i.e., Example – Do they just need to						

*know/understand ()? Demo or do the have to explain it Exercise. Is it **simple** but they need to be able to do it?. Is it critical or difficult and they must be able to explain it (Exercise)?*					

Note: Copy the section below as many times as you need to create a unique section for each section of your course. Delete this note prior to sending your course out for review.

Section X – Title		**Time:** XX minutes based on Course Duration above after curriculum is complete				
Section Objectives	Upon completing this section, participants should be able to: • *Starting each bullet with a verb, list what the training participants will learn in this section*					
Business Process	*Identify Business Process(es) to be discussed*					
Terms and Concepts	• *Identify key terms and concepts that address the Section Learning Objectives and list them here. In the form of: **Term** - Definition*					
Supporting Documents		**Forms**	**Policy**	**Other**	**Demo**	**Exercise**
*Identify documents relating to Section. Indicate what methods will be required to make the training participant successful use/understand the document. (i.e., Example – Do they just need to know/understand ()? Demo or do the have to explain it Exercise. Is it **simple** but they need to be able to do it?. Is it critical or difficult and they must be able to explain it (Exercise)?*						

Section: Conclusion		**Time:** 9 minutes				
Section Objectives	Upon completing this course, participants should be able to: • *Conclusion - use the list of the learning objectives found in the Overview section* • *Describe where participants can I get help from people and resources* • *Solicit questions*					
Business Process	*Identify Business Process(es) to be discussed*					
Terms and Concepts	• *Identify key terms and concepts that address the Section Learning Objectives and list them at here. In the form of:* ***Term*** *- Definition*					
Supporting Documents		**Forms**	**Policy**	**Other**	**Demo**	**Exercise**
None						

Tab 4 – PDQ Form

State of Colorado Position Description

Employee participation in the completion of this document is encouraged; however, the appointing authority and supervisor are accountable for establishing the assignment and ensuring the accuracy of this information.

I. POSITION IDENTIFICATION

Agency Code HAA Position Number _____

Principal Department/Higher Education Institution Colorado Department of Transportation

Division or Equivalent _____

Work Unit _____

Work Unit Address _____

Current Class Title _____ Class Code _____

Working Title (optional) _____

Requested Class Title _____ Class Code _____

HR Approved Class Title _____ Class Code _____

_____ New Position _____ Vacant Position _____ Occupied Position _____ Update File

Attach a current organizational chart that includes class titles, position numbers, and FTE. Exclude temporary positions, personal services contractors, and students or others that are not part of the regular permanent staffing pattern.

II. GENERAL INFORMATION

A. Briefly describe the purpose of the work unit.

B. Describe any staffing or organizational changes related to this position.

C. Briefly summarize the purpose of this position.

D. Summarize specific duties added to this position and where they came from. Include position numbers if duties came from other positions.

E. Summarize specific duties deleted from this position and where they went. Include position numbers if duties went to other positions.

III. PRIMARY JOB DUTIES

Document current, permanent, primary job duties. The total of all duties must equal 100%. Document the attributes of current essential functions using the detachable listing on the last page.

A. Duty: **%**

Brief Duty Description:

Provide specific examples of regular, ongoing decisions made by this position related to this duty.

In performing this duty, provide examples of typical problems or challenges encountered by this position, and the guidance used to resolve the problem.

ADAAA Essential Function? _____ Yes _____ No
Functional Attributes: Physical _____
Mental _____ Environmental _____ Hazards _____

B. Duty: **%**

Brief Duty Description:

Provide specific examples of regular, ongoing decisions made by this position related to this duty.

In performing this duty, provide examples of typical problems or challenges encountered by this position, and the guidance used to resolve the problem.

ADAAA Essential Function? _____ Yes _____ No
Functional Attributes: Physical _____
Mental _____ Environmental _____ Hazards _____

C. Duty: **%**

Brief Duty Description:

Provide specific examples of regular, ongoing decisions made by this position related to this duty.

In performing this duty, provide examples of typical problems or challenges encountered by this position, and the guidance used to resolve the problem.

ADAAA Essential Function? _____ Yes _____ No
Functional Attributes: Physical _____
Mental _____ Environmental _____ Hazards _____

D. Duty: **%**

Brief Duty Description:

Provide specific examples of regular, ongoing decisions made by this position related to this duty.

In performing this duty, provide examples of typical problems or challenges encountered by this position, and the guidance used to resolve the problem.

ADAAA Essential Function? _____ Yes _____ No
Functional Attributes: Physical _____
Mental _____ Environmental _____ Hazards _____

E. Duty: **%**

Brief Duty Description:

Provide specific examples of regular, ongoing decisions made by this position related to this duty.

In performing this duty, provide examples of typical problems or challenges encountered by this position, and the guidance used to resolve the problem.

ADAAA Essential Function? _____ Yes _____ No
Functional Attributes: Physical _____
Mental _____ Environmental _____ Hazards _____

IV. LINE AUTHORITY

Check the category that best describes the position's formal, direct supervisory responsibility. Note: the calculation of 1 Full Time Equivalent (FTE) = 2080 hours/year or 40 hours/week for 52 weeks.

_____ **No formal supervisory authority.**

_____ **Work leader over others.** # FTE _____ Position #s _____
Work Leader is partially accountable for work product of a minimum of 2 FTE with 1 FTE in the same class series or at the same conceptual level.

_____ **Supervise others**. # FTE _____ Position #s _____
Supervisor is accountable, including signature authority, for actions and decisions impacting the pay, status, and tenure, including performance evaluations and 1st step grievance resolution, of at minimum of 3 FTE with 1 FTE in the same class series or at the same conceptual level.

_____ **Supervise multiple units as a 2nd level supervisor**. Total FTE in units _____
FTE of subordinate supervisors _____
Position #s _____

_____ **Supervise multiple units as a 3rd level supervisor**. Total FTE in units _____
FTE of subordinate 2nd level supervisors _____
Position #s _____

THIS SECTION FOR APPOINTING AUTHORITY ONLY

Appointing authority, your input will be verified and approved by the human resources office before any items in these sections are accepted as official.

V. STAFF AUTHORITY

Some positions are delegated non-supervisory authority where agency management routinely relies on essential consultation when deciding broad, critical program or policy direction. These relatively rare and unique positions have a level of influence such that management decisions are **not** made without the position's essential advice and counsel, as demonstrated by direct impact and consequences of failure on agency mission, finances, productivity, and constituents. This authority **is not** a function of longevity, outstanding performance, or service as a resource by virtue of being the only position or most knowledgeable person in the unit who performs this work. Additional information or supplemental forms may be required, along with this section.

Check the applicable category of staff authority. A written endorsement or delegation from agency management (division director or equivalent, or higher) is required.

___ **Staff Authority** directly influences department or campus-wide management decisions in programmatic areas of expertise. Staff authorities have a specialized level of expertise for the program that does not exist in any other unit, program, or assignment. Management and peers agency-wide regularly rely on the staff authority when considering program direction.

What major program area of expertise is the basis for staff authority designation?

Provide at least one example of where this position's guidance or recommendations resulted in the subsequent adoption of a new or revised program or policy direction that had programmatic impact on the entire agency.

___ **Senior Authority** directly influences management decisions statewide. Senior authorities have a unique level of expertise that does not exist in any other agency.

What major program area of expertise is the basis for senior authority designation?

Provide at least one example of a strategy, guideline, rule, etc., where this position's findings resulted in the subsequent adoption of a new or revised program or policy that had programmatic impact in a different department(s).

___ **Leading Authority** directly influences management decisions beyond State boundaries. Leading authorities have a rare level of expertise that does not exist in Colorado, and possibly other state governments. This position is recognized as a regional, national, or international expert.

What major program area of expertise is the basis for leading authority designation?

How is this position recognized as an expert regionally, nationally, or internationally?

Why does the agency and State of Colorado need this position to function as a leading authority?

VI. CONDITIONS OF EMPLOYMENT

____ Pre-employment Physical – *Describe any special physical requirements:*

____ Pre-employment Drug Testing – *Describe any specific test:*

____ Ongoing Functional Capacity Testing

____ Colorado Driver's License _____ Regular _____ Commercial
List any endorsements required.

____ Essential Services Designation – *Required to report without delay or interruption to provide essential emergency services to ensure health, safety, and welfare*.

____ Background Check – *Specify the type(s):*

____ Shift Work – *Explain:*

____ On-call Status – *Explain:*

____ Use, Handling, or Exposure to hazardous materials – *Explain:*

____ Use of Firearms or Other Weapons – *Explain:*

____ Travel – *Explain:*

____ Special Qualifications – *Explain:*

____ Other – *Explain:*

VII. CERTIFICATION

This document is an accurate and complete reflection of the position's official assignment.

Supervisor Name (Print) | Work Phone

Work Address | City | Zip

Email Address

Supervisor Signature | Date

Approving/Reviewing Official Name (Print) | Work Phone

Work Address | City | Zip

Email Address

Approving/Reviewing Official Signature | Date

Employee Name (Print) | Work Phone

Work Address | City | Zip

Email Address

Employee Signature | Date

This page is used for completing the Functional Attributes of Section III.

FUNCTIONAL ATTRIBUTES OF JOB DUTIES

I. PHYSICAL DEMANDS

A. SEDENTARY - Exert up to 10 lbs. of force occasionally and/or a negligible amount of force frequently or constantly to lift, carry, push, pull, or otherwise move objects, including the human body. Involves sitting most of the time, but may involve walking or standing for brief periods of time.

B. LIGHT - Exert up to 20 lbs. of force occasionally, and/or up to 10 lbs. of force frequently, and/or a negligible amount of force constantly to move objects. Physical demands are in excess of those of Sedentary work. Light work usually requires walking or standing to a significant degree.

C. MEDIUM - Exert up to 50 lbs. of force occasionally, and/or up to 20 lbs. of force frequently, and/or up to 10 lbs. of force constantly to move objects.

D. HEAVY - Exert up to 100 lbs. of force occasionally, and/or up to 50 lbs. of force frequently, and/or up to 20 lbs. of force constantly to move objects.

E. VERY HEAVY - Exert in excess of 100 lbs. of force occasionally, and/or in excess of 50 lbs. of force frequently, and/or in excess of 20 lbs. of force constantly to move objects.

1. CLIMBING - Ascending or descending using feet and legs and/or hands and arms. Body agility is emphasized.
2. BALANCING - Maintaining body equilibrium to prevent falling on narrow, slippery, or erratically moving surfaces; or maintaining body equilibrium when performing feats of agility.
3. STOOPING - Bending body downward and forward. This factor is important if it occurs to a considerable degree and requires full use of the lower extremities and back muscles.
4. KNEELING - Bending legs at knees to come to rest on knee or knees.
5. CROUCHING - Bending body downward and forward by bending legs and spine.
6. CRAWLING - Moving about on hands and knees or hands and feet.
7. REACHING - Extending hand(s) and arm(s) in any direction.
8. HANDLING - Seizing, holding, grasping, turning, or otherwise working with hand or hands. Fingers are involved only to the extent that they are an extension of the hand.
9. FINGERING - Picking, pinching, or otherwise working primarily with fingers rather than with the whole hand or arm as in handling.
10. FEELING - Perceiving attributes of objects, such as size, shape, temperature, or texture, by touching with skin, particularly that of fingertips.
11. TALKING - Expressing or exchanging ideas by means of the spoken word. Talking is important for those activities in which workers must impart oral information to clients or to the public, and in those activities in which they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.
12. HEARING - perceiving the nature of sounds. Used for those activities that require ability to receive detailed information through oral communication, and to make fine discriminations in sounds, such as when making fine adjustments on running engines.
13. TASTING/SMELLING - Distinguishing, with a degree of accuracy, differences, or similarities in intensity or quality of flavors and/or odors, or recognizing particular flavors and/or odors, using tongue and/or nose.
14. NEAR ACUITY - Clarity of vision at 20 inches or less. Use this factor when special and minute accuracy is demanded.
15. FAR ACUITY - Clarity of vision at 20 feet or more. Use this factor when visual efficiency in terms of far acuity is required in day and night/dark conditions.
16. DEPTH PERCEPTION - Three-dimensional vision. Ability to judge distances and spatial relationships so as to see objects where and as they actually are.
17. ACCOMMODATION - Adjustment of lens of eye to bring an object into sharp focus. Use this factor when requiring near point work at varying distances.
18. COLOR VISION - Ability to identify and distinguish colors.
19. FIELD OF VISION - Observing an area that can be seen up and down or to right or left while eyes are fixed on a given point. Use this factor when job performance requires seeing a large area while keeping the eyes fixed.
20. CONTROL OF OTHERS - seizing, holding, controlling, and/or otherwise subduing violent, assaultive, or physically threatening persons to defend oneself or prevent injury. Body strength and agility of all four limbs is necessary.

II. MENTAL FUNCTIONS

1. COMPARING - Judging the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.
2. COPYING - Transcribing, entering, or posting data.
3. COMPUTING - Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them.
4. COMPILING - Gathering, collating, or classifying information about data, people, or things. Reporting and/or carrying out a prescribed action in relation to the evaluation is frequently involved.
5. ANALYZING - Examining and evaluating data. Presenting alternative actions in relation to the evaluation is frequently involved.
6. COORDINATING - Determining time, place, and sequence of operations or action to be taken on the basis of analysis of data. May include prioritizing multiple responsibilities and/or accomplishing them simultaneously.
7. SYNTHESIZING - To combine or integrate data to discover facts and/or develop knowledge or creative concepts and/or interpretations.
8. NEGOTIATING - Exchanging ideas, information, and opinions with others to formulate policies and programs and/or jointly arrive at decisions, conclusions, solutions, or solve disputes.
9. COMMUNICATING - Talking with and/or listening to and/or signaling people to convey or exchange information, includes giving/receiving assignments and/or directions.
10. INSTRUCTING - Teaching subject matter to others, or training others through explanation, demonstration, and supervised practice; or making recommendations on the basis of technical disciplines.
11. INTERPERSONAL SKILLS/BEHAVIORS - Dealing with individuals with a range of moods and behaviors in a tactful, congenial, personal manner so as not to alienate or antagonize them.

III. **ENVIRONMENTAL CONDITIONS & PHYSICAL SURROUNDINGS** - exposure results in marked bodily discomfort.

1. EXPOSURE TO WEATHER - Exposure to hot, cold, wet, humid, or windy conditions caused by the weather.
2. EXTREME COLD - Exposure to nonweather-related cold temperatures.
3. EXTREME HEAT - Exposure to nonweather-related hot temperatures.
4. WET AND/OR HUMID - Contact with water or other liquids; or exposure to nonweather-related humid conditions.
5. NOISE - Exposure to constant or intermittent sounds or a pitch or level sufficient to cause mark ed distraction or possible hearing loss.
6. VIBRATION - Exposure to a shaking object or surface. This factor is rated important when vibration causes a strain on the body or extremities.
7. ATMOSPHERIC CONDITIONS - Exposure to conditions such as fumes, noxious odors, dusts, mists, gases, and poor ventilation, that affects the respiratory system, eyes or, the skin.
8. CONFINED/RESTRICTED WORKING ENVIRONMENT - Work is performed in a closed or locked facility providing safety and security for clients, inmates, or fellow workers.

IV. HAZARDS

1. Proximity to moving, mechanical parts.
2. Exposure to electrical shock.
3. Working in high, exposed places.
4. Exposure to radiant energy.
5. Working with explosives.
6. Exposure to toxic or caustic chemicals.

Tab 5 - Table of Training Verbs

Table of Training Verbs

Fact	Analysis	Understanding	Application
Define	Solve	Discuss	Compute
List	Categorize	Identify	Operate
Recall	Distinguish	Express	Apply
Name	Apprise	Describe	Demonstrate
Repeat	Differentiate	Translate	Perform
Recognize	Classify	Convert	Use
Record	Compare	Explain	Illustrate
State	Critique	Restate	Interpret
Label	Contrast	Estimate	Practice

Tab 6 – Power Point Template

Course Cover Page (Hidden)

Notes:

- This is a hidden slide, and only available in Notes Page View.
- It functions as the Course Cover Page. This slide remains here and is not removable.
- To customize notes content in the Notes Page View: Click on "VIEW" tab → Select "Notes Page" → Double click the page, an Microsoft Word document would pop up → Click on "Course Title" and type in your course title, Click on "Course Title Participant Manual" and type in your course title Participant Manual; Click on "Instructor Name (s)" and type in names of all the instructors of this course; Click on "July 28, 15" and type in the actual training date with the above format; Click on "Version", select "complete" after the whole PowerPoint is finalized → Click on the margins or close word. The changes you made will be automatically saved into PowerPoint.

Colorado Department of Transportation

Table of Contents (Hidden)

Notes:

- This is a hidden slide, and only available in Notes Page View.
- It functions as the Table of Contents of the training course. This slide remains here and is not removable.
- To customize notes content in the Notes Page View: Click on "VIEW" tab → Select "Notes Page" → Manually type in the Section Number, Title Name, and according Notes Page Number → To add more lines: Click the "LAYOUT" tab, select "Insert Below" or "Insert Above" up to your choice.

Course Agenda

- **Learning Logistics**
- Section 1 – Course Introduction
- Section 2 –
- Section 3 –
- Conclusion

Course Learning Objectives

At the end of this course, you should be able to:

Participant Introductions

Please take a moment to share:

- Your name
- Your role within CDOT
- Your expectations of this course

Learning Logistics

- Regular breaks built into the class schedule
- Classroom participation encouraged; ask, answer, and participate in the discussion
- Exercise to practice development of training materials
- Parking lot used to capture questions for in-class follow-up

Your Contributions to Learning

- Please respect the other participants by silencing your cell phones
- Focus on the course, please use the Internet and email over lunch and break times
- Please delay your side conversations until break times
- Attend the entire course to obtain credit for successful course completion

Did you know…

Notes:

- This is a hidden slide, and only available in Notes Page View.
- It functions as the Cover Page of each section.
- When creating a new section, you need to copy and paste this slide, as well as the "Section XX Learning Objectives", "Terms and Concepts", "Exercise XX", "Check Your Knowledge", and any content and demo slides as required.
- To customize notes content in the Notes Page View: Click on "VIEW" tab → Select "Notes Page" → Double click the page, an Microsoft Word document would pop up → Click on "XX" and type in the section number, Click on "Course Title" and type in the training course title → Click on the margins or close word. The changes you made will be automatically saved into PowerPoint.

Course Agenda

- Learning Logistics
- **Section 1 – Course Introduction**
- Section 2 –
- Section 3 –
- Conclusion

Section 1 Learning Objectives

At the end of this section, you should be able to:

Terms and Concepts

Exercise XX

Roles:

Scenario:

E

Check Your Knowledge

?

Notes:

- This is a hidden slide, and only available in Notes Page View.
- It functions as the Cover Page of each section.
- When creating a new section, you need to copy and paste this slide, as well as the "Section XX Learning Objectives", "Terms and Concepts", "Exercise XX", "Check Your Knowledge", and any content and demo slides as required.
- To customize notes content in the Notes Page View: Click on "VIEW" tab → Select "Notes Page" → Double click the page, an Microsoft Word document would pop up → Click on "XX" and type in the section number, Click on "Course Title" and type in the training course title → Click on the margins or close word. The changes you made will be automatically saved into PowerPoint.

Course Agenda

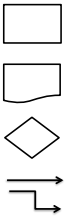
- Learning Logistics
- Section 1 – Course Introduction
- **Section 2 –**
- Section 3 –
- Conclusion

Section 2 Learning Objectives

At the end of this section, you should be able to:

Terms and Concepts

Process Flow Copy and Paste



Exercise XX

Roles:

Scenario:

E

Check Your Knowledge

Notes:

- This is a hidden slide, and only available in Notes Page View.
- It functions as the Cover Page of each section.
- When creating a new section, you need to copy and paste this slide, as well as the "Section XX Learning Objectives", "Terms and Concepts", "Exercise XX", "Check Your Knowledge", and any content and demo slides as required.
- To customize notes content in the Notes Page View: Click on "VIEW" tab → Select "Notes Page" → Double click the page, an Microsoft Word document would pop up → Click on "XX" and type in the section number, Click on "Course Title" and type in the training course title → Click on the margins or close word. The changes you made will be automatically saved into PowerPoint.

Course Agenda

- Learning Logistics
- Section 1 – Course Introduction
- Section 2 –
- **Section 3 –**
- Conclusion

Section 3 Learning Objectives

At the end of this section, you should be able to:

Terms and Concepts

Exercise XX

Roles:

Scenario:

E

Check Your Knowledge

?

Conclusion Cover Page (Hidden)

Notes:

- This is a hidden slide, and only available in Notes Page View.
- It functions as the Cover Page of the Conclusion Section. This slide remains here and is not removable.
- To customize the notes content in Notes Page View: Click on "VIEW" tab → Select "Notes Page" → Double click the page, an Microsoft Word document would pop up → Click on "Course Title" and type in the training course title → Click on the margins or close word. The changes you made will be automatically saved into PowerPoint.

Course Agenda

- Learning Logistics
- Section 1 – Course Introduction
- Section 2 –
- Section 3 –
- **Conclusion**

Conclusion

You should now be able to:

Where Can I Get Help – People?

For additional assistance contact:

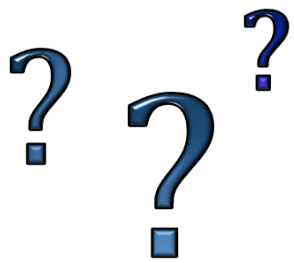
- Name One:
  - Email:
  - Phone:
- Name Two:
  - Email:
  - Phone:

Other CDOT Help Resources

The following resources are available:

- Resource One
- Resource Two

Questions?



Tab 7 – Image Review Checklist

Image Review Checklist

Instructions

1. **Once you have completed the PowerPoint review each of the images in the course using the list below. If you have a "No" response to any of the questions below replace the image.**

Image Review Checklist

☐ *Does the photo depict the topic?*

☐ *Does the photo add to the understanding of the topic?*

☐ *Is the photo appropriate for the workplace?*

☐ *Do your photos reflect the diversity of the community?*

☐ *Is the photo labeled for non-commercial use?*

☐ *Is animation turned off?*

☐ *Is the size of the image balanced with the slide?*

☐ *Is the imaging covering text?*

Tab 8 – Question Creation Checklist

Question Review Checklist

Instructions

1. **Once you have completed the PowerPoint questions review each of the question in the course using the list below.**
2. **Review your questions against each of the sections below.**

Section 1

Check the box below if the answer to the Question is "No". If the answer to any of these questions is "No" remove of rewrite the question.

☐ Is the question directly related to the course?

☐ Do participants have the knowledge to answer the questions?

☐ Have you avoided double-barreled questions, as participants might want to respond differently to each part e.g. 'How did you feel about using packages A and B?'

☐ Is the language simple and easy to understand so participants do not miss out a question they don't understand?

☐ Is the question short and direct?

☐ Have you avoided yes/no questions (unless you want a yes/no answer)?

☐ Is the question formats varied in order to encourage participants to think about each of their responses?

Section 2

Check the box below if the answer to the Question is "Yes". If the answer to any of these questions is "Yes" remove of rewrite the question.

☒ Is the question ambiguous or open to different personal interpretations for example a question like 'Do you prefer tutorials or simulations?'

☐ Does the question have an obvious answer?

□ Are there any 'Why? questions or strongly evocative questions which might make a student defensive.

Tab 9 – PowerPoint Self-Review Checklist

PowerPoint Self-review Checklist

Instructions

Prior to sending your completed PowerPoint for review use this checklist to remove common errors. The list is designed for you to have scroll through the entire presentation to review and should not be used as a review of a single slide. As you complete the review tick off each of the items as you complete the review.

PowerPoint Self-Review Checklist

In the Normal View (View → Normal)

- ☐ Spellcheck entire PowerPoint
- ☐ Review all slide for grammar and content
- ☐ Does each slide have a note in the notes section
- ☐ Are duplicate slides hidden
- ☐ Are both Notes and font in Calibri
- ☐ Are all pictures related to the topic
- ☐ • Are the picture professional
- ☐ • Add any acronyms to the spell checker
- ☐ **Title slide** – Is there high-level overview of the course in the notes section
- ☐ **Course Agenda slide** – is there a brief description of each section of the course
- ☐ • Do all of the course objective slides match for each section
- ☐ **Course Learning Objectives slide** – Do the bullets match the **Conclusion** slide at the end of the presentation
- ☐ • Do all of the Learning Objective start with a verb
- ☐ **Section Learning Objectives**
- ☐ • Do all learning objectives start with a verb
- ☐ • Are all of **the** section learning objectives covered by one or more slides
- ☐ • Do all of the section numbers match the course agenda
- ☐ Do all Terms and Concepts have the same table
- ☐ Are all slide in title case (first letter of each word capitalized

In the Notes Page View (View → Notes Page)

- ☐ Is the title page filled in with the title of the course
- ☐ Is the version the draft
- ☐ Are you listed as the instructor
- ☐ Review the notes section and confirm the notes fit on the page
- ☐ • If there is a slide that continues onto the next page is there the term "**Continued on the next page**" at the bottom of the page in bold. Does the next page start with "**Continued from previous page**"
- ☐ Review all notes section with tabs is it in the following format
  - ✧ **TAB 01 –** Title of Handout
- ☐ Are the tabs numbered correctly
- ☐ Do each of the **section cover pages** match the titles in the **course agenda**

Tab 10 – Terms and Concepts Template

Terms and Concepts

Term	Definition
Insert Term at here	A statement of the exact meaning of the Term

Tab 11 – Resource Materials Table of Contents Template

Resource Materials

Course Title

Instructor Name
Course Date

Version

Resource Materials TAB

Tab 1 – Title 1
Tab 2 – Title 2
Tab 3 – Title 3
Tab 4 – Title 4
Tab 5 – Title 5
Tab 6 – Title 6
Tab 7 – Title 7
Tab 8 – Title 8
Tab 9 – Title 9
Tab 10 – Title 10

Instruction:

- **NOTE! Delete this instruction before printing.**
- Resource materials here should include all the supporting documents listed in the "Training Curricula". Each document should have and be placed after its own cover page.
- To create a new Cover Page: Copy a whole page → Click on "INSERT" tab → Select "Blank Page" → Paste on the blank page
- To change content on the Cover Page: Click on "Tab X – Title" → type in the tab title
- To update the table of contents: Right Click the table of contents → Select "Update Field" → Select "Update Entire Table" → Click on "OK" bottom.

Tab 1 – Title

Tab 2 – Title

Tab 3 – Title

Tab 12 – Reproduction Work Order (PowerPoint)

REPRODUCTION WORK ORDER

Shaded areas for PVCC use only

Cost Center	Function	G/L account	N or P	Project s & Grants - WBS Element

Attention;
If this work order is for a publication that will be distributed outside of CDOT, you **must** forward six copies of the publication to Central Files.

Receipt date | Required date

Description of job/Project #

ORIGINAL(S) TO:
- ☐ Return to sender
- ☐ Reproduction files
- ☐ Other:

Requested by	Authorized/approved signature	CDOT Forms approval

Deliver to (address)	Requestors phone #	Add'l mailing information

☐ Graphics ☑ Desktop publishing ☐ Video ☐ Photography

Originals submitted as: ☐ paper ☐ digital, type:

Digitial files (Doc. file name)

Pre-Press ☐ DTP ☐ Half tone ☐ other:

☐ Engineering copier

Plotter ☐ paper ☐ photo type paper ☐ other:

# of originals	Copies per original	**Cover paper** type & color	Weight	Ink color(s)	**Text paper** type & color	Weight	Ink color(s)
				☐ Black ☑ Other: Color			☑ Black ☐ Other:

Carbonless ☐2 ☐3 ☐4 ☐5
Other:
Business cards ☐ 250 ☐ 500

Printing information
- ☐ One side ☐ Front & Back ☐ Other:
- ☑ Top to top ☐ Top to Bottom
- ☐ Numbering from:_____to_____

Finish size
- ☑ 8.5 X 11 ☐ 17 X 22 ☐ Other:
- ☐ 8.5 X 14 ☐ 19 X 25
- ☐ 11 X 17 ☐ 20 X 28

- ☐ Bleed(s)
- ☐ Trims
- ☐ Cuts

Bindery information
- ☐ Corner staple ☐ Book staple ☐ Saddle staple ☐ Face staple ☐ Drill/ # of holes:_____ ☐ Laminating
- ☐ Perfect bind ☑ Spiral ☐ GBC ☐ Wire-o ☐ Side ☐ Other:
- ☐ Collate ☐ Wrap ☐ Sheets/ ☐ Sets per pad:_____ ☐ Top

Folds
- ☐ Letter ☐ Dbl parallel
- ☐ Z ☐ Rt. angle
- ☐ Other:

Additional Information

Use first page as cover print cover and back on white cardstock; print all other two sided; attach next print order for the tabs to create a single book; please provide sample prior to printing entire order

- ☐ Prod. Black/White ☐ Prod. Color Copier
- ☐ A B Dick ☐ DI Press
- ☐ Standard Borg

Other:

Electronic editions prior to 20 are obsolete and may not be used

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Tab 13 – Reproduction Work Order (Resource Materials Table of Contents)

REPRODUCTION WORK ORDER

Shaded areas for PVCC use only

Cost Center	Function	G/L account	N or P	Project s & Grants - WBS Element

Attention;
If this work order is for a publication that will be distributed outside of CDOT, you **must** forward six copies of the publication to Central Files.

Receipt date

Required date

Description of job/Project #

ORIGINAL(S) TO:
- ☐ Return to sender
- ☐ Reproduction files
- ☐ Other:

Requested by	Authorized/approved signature	CDOT Forms approval

Deliver to (address)	Requestors phone #	Add'l mailing information

☐ Graphics ☑ Desktop publishing ☐ Video ☐ Photography

Originals submitted as: ☐ paper ☐ digital, type:

Digitial files (Doc. file name)

Pre-Press
☐ DTP ☐ Half tone ☐ other:

☐ Engineering copier

Plotter
☐ paper ☐ photo type paper ☐ other:

# of originals	Copies per original	**Cover paper** type & color	Weight	Ink color(s)	**Text paper** type & color	Weight	Ink color(s)
				☐ Black ☑ Other: Color			☑ Black ☐ Other:

Carbonless ☐2 ☐3 ☐4 ☐5
Other:

Business cards ☐ 250 ☐ 500

Printing information
☐ One side ☐ Front & Back ☐ Other:
☑ Top to top ☐ Top to Bottom
☐ Numbering from:_____to_____

Finish size
☑ 8.5 X 11 ☐ 17 X 22 ☐ Other:
☐ 8.5 X 14 ☐ 19 X 25
☐ 11 X 17 ☐ 20 X 28

☐ Bleed(s)
☐ Trims
☐ Cuts

Bindery information
☐ Corner staple ☐ Book staple ☐ Saddle staple ☐ Face staple ☐ Drill/ # of holes:_____ ☐ Laminating
☐ Perfect bind ☑ Spiral ☐ GBC ☐ Wire-o ☐ Side ☐ Other:
☐ Collate ☐ Wrap ☐ Sheets/ ☐ Sets per pad:_____ ☐ Top

Folds
☐ Letter ☐ Dbl parallel
☐ Z ☐ Rt. angle
☐ Other:

Additional Information

Add this file after the PowerPoint file file is printed. Use the Table of Contents to create the tabs. Use each page as a cover for the tabs. Insert all electronic documents into the tabbed doc

☐ Prod. Black/White ☐ Prod. Color Copier
☐ A B Dick ☐ DI Press
☐ Standard Borg
Other:

Electronic editions prior to 20 are obsolete and may not be used

CDOT Form # 155