

## Annex 503: PROSPECT Welcome and Orientation Lesson Plan

1. **PURPOSE:** Provide guidance for standardized welcome and orientations for PROSPECT courses.
2. **APPLICABILITY:** The operational responsibilities and procedures established in this annex apply to all civilians and contractors assigned, attached, or conducting business with the ULC.
3. **SUPERSEDES:** Annex 503: PROSPECT Welcome and Orientation Lesson Plan, 27 May 2016, which is obsolete.
4. **ULC OFFICE OF PRIMARY RESPONSIBILITY:** Assessment and Accreditation Branch
5. **REFERENCES:**
  - ER 690-1-414
6. **POLICY:**
  - a. Submit all changes (with recommendations) to OPR.
  - b. OPR will review/verify annex information annually during month annex was signed.
  - c. This lesson plan is applicable to both online and face-to-face delivery methods.
  - d. For instructors, the lesson plan is available at the ULC website ([ulc.usace.army.mil](http://ulc.usace.army.mil)) under "Resources". For course managers and training technicians, the lesson plan can be found in the Training Management Information System (TMIS) under "Information", "Tools and Resources".
7. **INTRODUCTION:** This lesson plan provides guidance for the administrative portion of PROSPECT courses. It contains registration procedures, an introduction, guidance and additional information for students and staff while participating in PROSPECT courses. Two welcome briefs accompany the lesson plan: one for online and the other for residential or face-to-face (F2F) courses.
8. **RESPONSIBILITIES:** Course managers, training technicians, and instructors are responsible for following the procedures contained herein and ensure students understand the information prior to beginning the courses.

3 Encls:

1. Welcome & Orientation LP
2. Face-To-Face Welcome Brief
3. Virtual Welcome Brief

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### Welcome & Orientation Lesson Plan

#### 1. Preparation Day Before Session Starts:

- a. Ensure the classroom name and session starting time are posted for students.
- b. Verify arrival/availability of course material and support equipment (e.g., audiovisual equipment, screens, etc. Ensure all equipment is set up and functional.

**NOTE:** Security of Written Tests: If using written tests in Face-To-Face (F2F) or residential courses, they are delivered with the course materials for courses conducted outside of Huntsville, AL. If this is the case, immediately locate all test materials (test booklets, scoring key) and secure them away from the classroom and outside of student view until it's time to administer them. Never leave test material out in the open or unattended where students can gain access. Immediately notify the course manager if any test material is lost or compromised. For course sessions delivered in Huntsville, AL, the course manager will maintain test security. Instructors will maintain test security and accountability once the materials are released to them by the ULC staff. For online courses, test materials will not be posted and made available to the students until test time.

- c. Check the requirements to determine authorized equipment and services such as copying or reproduction. Do not request or rent any equipment requiring payment by the USACE Learning Center without prior approval.
- d. Ensure equipment operates properly.
- e. Locate fire exits, evacuation staging areas, restrooms, local restaurants, and any other pertinent areas for the next day's welcome and orientation.
- f. Identify points of contact/procedures to secure classroom and equipment during lunch and after class.

**NOTE:** If the course offers learning units (LUs) from the American Institute of Architects (AIA), there are four required AIA slides that must be presented at the beginning of the course. Also, AIA members (individuals with an active AIA account and membership number) must complete the "AIA Course Attendance Roster" in addition to the ULC attendance roster. Once completed, return the AIA Course Attendance Roster to the Assessment and Accreditation Branch (AAB) Office of ULC. Both the slides and AIA Attendance Roster are located at the ULC website under "Resources".

#### 2. First Day Introduction

- a. Time: 30 minutes
- b. Method of Delivery: Discussion
- c. Materials: Projector, computer, attendance roster, registration forms (if used)
- d. Arrive at least 15 minutes before class starts and ensure all is ready. Provide accommodations for students with disabilities.

#### 3. For F2F courses, refer to the "Face-To-Face Welcome Brief" PowerPoint presentation and use

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the steps below to brief the class:

### a. **Slide #1: Welcome to the ULC**

- Introduce yourself.
- Welcome students to the course.
- Inform students on course duration as indicated on the Student Reporting Instructions.
- ULC Policy us to end the course at the scheduled time to ensure course completion and retesting if required.
- ULC discourages making exceptions in this matter except in the case of a documented emergency. Flight/airline conflicts are not considered emergencies; exceptions will be made on a case-by-case basis.
- Inform students of the following: If the course offers continuing education credits (e.g., CEUs, LUs, PDUs, CM, or SH) students must meet established criteria for successful completion of the training (i.e., achieve minimum passing score). After the post-test, instructors will inform students whether they successfully met requirements of established criteria. Instructors will brief students who fail to complete/qualify for continuing education credits.

### b. **Slide #2: Handicap Accessibility**

- Explain handicap accommodations and restroom locations.
- Ask if anyone needs additional accommodations and consult with the course manager.

### c. **Slide #3: Smoking and Tobacco Products Policy**

- Inform students of the local policy
- Identify smoking areas if available.

### d. **Slide #4: In Case of a Fire or Fire Drill**

- Brief students on the fire exits and evacuation plan
- Identify an area outside of the building to gather in case of a fire or a fire drill.

### e. **Slide #5: Severe Weather**

- Brief students on severe weather threats in the area
- Brief students on evacuation plan in case of severe weather such as tornadoes.
- Brief students on class cancellations/delays based on weather. Inform them where to check for updates.

### f. **Slide #6: ULC Telephones**

- Listed are the procedures to make calls from ULC phones

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### g. **Slide #7: ULC Contact Information**

- Listed are ULC points of contact if needed.
- Announce instructor and course manager POC information.

### h. **Slide #8: Beginning Time**

- Reiterate course start time.
- If start time is other than 8:00 AM, ensure it is cleared with the ULC staff.

### i. **Slide #9: Lunch**

- Identify eateries close to the training location.
- Remind students they should allocate enough travel time to return to the training in time.

### j. **Slide #10: Special or Medical Needs**

- Ask if any student requires special or medical needs.
- Inform students that the ULC has nursing and medical rooms dedicated for these purposes.

### k. **Slide #11: Transportation Conflicts**

- Brief how transportation conflicts are not an acceptable excuse for early release from the course.
- Any transportation conflicts shall be resolved on day one.
- Course Manager will handle any special requests under extreme circumstances.

### l. **Slide #12: Equipment and Property Protection**

- Brief how it is the student's responsibility to account for personal property and equipment while attending PROSPECT courses.
- Explain how classrooms will be secured during lunch and after hours, and only ULC personnel or instructor staff will unlock the facilities.

### m. **Slide #13: To Complete this Course You Must:**

- Emphasize the course completion requirements.
- Clarify possible consequences if students do not achieve or complete the requirements.

### n. **Slide #14: If You Do Not Complete the Course**

- Self-explanatory

### o. **Slide #15: Instructions to Complete Paper Forms (NOT DISPLAYED)**

- **These instructions are only applicable if using paper forms to register students**

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**or compile their course evaluation notes.**

**p. Slide #16: Registration Form**

- **Only if required to use paper forms. The current registration procedure is through the Instructor Roster (i-Roster) online.**
- Explain how to complete the registration form.

**q. Slide #17: Additional Instructions**

- Slide lists the areas to complete on the registration form.

**r. Slide #18: PROSPECT Classroom Course Evaluation**

- **Only if required to use paper forms. Students are currently providing feedback online through the End-of-Course Questionnaire (EOCQ) in the Google Classroom.**

**s. Slide #19: Questions**

- Address any questions or concerns.

4. For synchronous online courses, refer to the “Virtual Welcome Brief” PowerPoint presentation and use the steps below to brief the class:

**a. Slide #1: Welcome**

- Introduce the instructional team.
- Welcome students to the course.

**b. Slide #2: Communication Check**

- Follow the instructions on the slide to check communications with the students.
- Describe the icons associated with this step.

**c. Slide #3: Microphone, Exit Meet, and Camera Features**

- Describe the icons associated with the microphone, exit meet, and camera features.
- Instruct students to turn their cameras on if they have not.
- Instruct students to practice muting/unmuting their microphones. Ensure all students have muted their microphones before continuing.

**d. Slide #4: Netiquette**

- Describe the netiquette standards displayed on the slide.
- Answer any questions or clarify any issues as needed.

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### e. **Slide #5: Class Schedule**

- Brief the class start time. Courses begin at 8:00 AM; adjustments in course start time should be coordinated with the ULC staff.
- Brief break times (including lunch) and duration.

### f. **Slide #6: To Complete This Course You Must**

- Identify the course completion requirements.
- Ensure all students have registered in the Instructor Roster (i-Roster).

### g. **Slide #7: Certificate of Completion**

- Self-explanatory.

### h. **Slide #8: Introductions**

- Instructional team introduce themselves.
- Students introduce themselves using the areas depicted on the slide.
- Proceed to the first lesson of the course once all administrative requirements have been met.