

AB Course

Instructor / Program Coordinator Manual



Instructor/Program Coordinator Manual

Contents	Page
Overview	2
Program Coordinator / Instructor Responsibilities	3
Learning theory	6
References	7
New Instructor Request Guide	7
End of Course Student Survey	9
End of Course Instructor Survey	10
Online Attendance Sheet	11
Lesson Plan	12
Marlinspike Seamanship Assessment	13
Lesson Plan	15



Overview

Role as Program Coordinator:

The Program Coordinator serves as the administrator of the AB course. As described by the National Maritime Center (NMC), “administration consists of student registration, maintaining student records, program evaluation, and managing student feedback. Security and confidentiality of student identity and files is critical in each of these elements” (Enclosure (5) to NVIC 03-14).

Role as Instructor:

The Program Coordinator is also the instructor for the online component of the course. The NMC describes this role:

Instructors for conventional on-line courses do not deliver instruction as is typical in a classroom course. Rather, distance and e-learning instructors answer questions from students who contact them by phone, e-mail, instant message, or other methods provided for in the course. Therefore, instructors should be subject matter experts, but may also need to be able to answer any questions that students ask about navigating the course delivery software, logging on, changing the password, registering for final live proctored examinations, etc. (Enclosure (5) to NVIC 03-14)



Program Coordinator Responsibilities

Student Enrollment:

The Program Coordinator will correspond with prospective AB Course Students via phone and/or email to answer any questions the student may have about the course prior to enrollment. The Program Coordinator must give the student a clear understanding about how the course is set up and what the student's responsibilities will be. The NMC explains, "The student should know before committing to the course what resources will be provided by the school and how they will be provided" (Enclosure (5) to NVIC 03-14). The student will be provided with a link to view a sample of the AB Course online, prior to enrolling.

Computer Requirements: Before the student begins the course, be sure that they have a computer that can support the Learning Management System (Eliademy). The NMC states that "student computer requirements should be clearly communicated to ensure that the student is technically able to participate in the course" (Enclosure (5) to NVIC 03-14).

Pre-Program Mailing: Before the student begins the online component, coordinate with the Sea School Northwest office to mail practice rope and a printed syllabus to the student.

Learning Management System: The student must be provided with a way to securely log into Eliademy. Explain to the student that the online component is self-paced with weekly topics. Quizzes will be provided throughout the course for self-assessment.

Maintain NMC Access to LMS: "The school should provide the NMC with a non-expiring User ID and Password to allow access to the course and final proctored examinations at any time by course evaluators and auditors. Unless otherwise notified, the User ID and Password should be the same as those used to review and evaluate the course" (NMC, Enclosure (5) to NVIC 03-14).

Listed below is a non-expiring User ID/Password to allow NMC access to the course.

Course Homepage: <https://eliademy.com/en/login>

User ID: NMCseaschoolnorthwest@gmail.com

Password: \$E@schoolNW2018

Listed below is a non-expiring User ID/Password to allow NMC access to the Quizlet Class.

Quizlet Class Homepage: <https://quizlet.com/class/7475050/>

User Name: NMCseaschoolnorthwest@gmail.com

Password: \$E@schoolNW

*click on "log in" in the upper right corner, then use the user name and password



SEA SCHOOL NORTHWEST

Listed below is a non-expiring User ID/Password to allow NMC access to final proctored exams.

AB Course Documentation: drive.google.com

User ID: NMCseaschoolnorthwest@gmail.com

Password: \$E@schoolNW

*click on “shared with me” documents to see final proctored examinations

Approved Instructors: It is the responsibility of the Program Coordinator to maintain approved instructors and exam proctors for the AS-D course. The Program Coordinator must be an approved instructor. Use the NMC form, located in the appendix to this manual, to submit resumes and experience for instructor approval.

Program Completion Documentation: The Program Coordinator is responsible for maintaining program completion documentation. Filing of program completion documentation must be completed immediately following program completion by a trainee. Program documentation shall be retained for 5 years after the end of the student’s completion or disenrollment from the course. The following documentation must be filed for each student:

- enrollment and waiver forms
- Photocopy of student’s driver’s license or other ID
- Completed exams and assessments with grade and instructor initial
- Copy of issued certificates

In addition, all attendance sheets (examples are in the appendix) must be filed. A “program summary form” that includes the following information shall be filed immediately after each course:

- A summary of changes or modification to the last program submittal
- A list of locations at which the training program was presented
- The name(s) of the instructor(s) who taught the course
- The number of students who began the training
- The number of students who successfully completed the training
- The number of students who were required to retest
- The number of students who were required to re-take the entire course
- The number of students who were required to re-take a portion of the course

Finally, the Program Coordinator is responsible for completing an internal audit midway through the term of the course’s approval and will maintain the results on file for 5 years. The audit will include evaluation of whether:

- Records are being maintained according to 46 C.F.R. §10.403
- The program is being presented in accordance with the approval letter
- Surveys from the program indicate that it is meeting trainees’ needs



End-of-Program Survey: The Program Coordinator is responsible for having students complete an end-of-program survey. The NMC recommends “unbiased student survey responses are more likely to be obtained after all of the course instructional material has been completed, but prior to administration of the final examination. Electronic student survey forms or paper forms may be used” (Enclosure (5) to NVIC 03-14). Send the end-of-course survey to the student by email. An example survey is provided in the appendix to this guide.

Issue Course Certificates: An approved course certificate template is on file for use. It must be signed by the instructor and the program director.

Program Evaluation: The Program Coordinator is responsible for evaluating the program after each trainee completion and making changes or improvements as applicable. Example program surveys are included in the appendix of this guide. The surveys can be modified as needed to be sure that comprehensive feedback is received. The Program Coordinator should attempt to schedule a follow-up debrief with the student and the captain who served as instructor for additional program evaluation.

The NMC states:

Any changes to the course or program approval or the content of the training will be handled as a request for renewal of an approval, or as a request for an original approval, depending on the nature and scope of the change (46 CFR 10.402(e) and 46 CFR 10.407(f)) (NVIC 03-14).



SEA SCHOOL NORTHWEST

Learning Theory

Student Learning Styles: Before enrolling a student, determine whether the program will be suitable for their preferred learning styles. If the student is unsure, consider setting them up to trial the program by participating in the first online task. The NMC states:

Distance and e-learning may not be the most optimal learning modality for every student. Research has shown that different people learn in different ways. Offering a sample distance-learning lesson to prospective students could improve student attrition rates and minimize frustration. This would allow the student to get a preview of what is expected prior to making the full commitment” (Enclosure (5) to NVIC 03-14).

Adult Learning: Adult learners are motivated to participate in learning because of responsibilities, curiosities, challenges and interests they have. Adults participate in formal, nonformal and informal learning settings whether they recognize it or not.

Informal learning can occur anywhere (Coombs 1985). Informal learning happens through interaction with other people in the workplace and the social environment. It also takes place through inquiry online and in print media. It happens when one problem-solves during daily experience.

Self-directed learning is often composed of informal learning experiences. The process of self-directed learning can be influenced and even driven by the characteristics of the learner (Guglielmino, 1977).

Motivation is fundamental for self-directed learning. Pink identifies intrinsic motivation as the “desire to do things because they matter” (2009) and elaborates that people want to be part of something bigger. Pink describes three features of intrinsic motivation: autonomy, mastery and purpose (2009).

“Internal motivation” (Knowles & Associates, 1984) and “the need to know” (Knowles, 1984) are part of a set of assumptions made in andragogy. These assumptions characterize adult learners and emphasize that learning environments should be tailored to involve and respect learners (Knowles, 1894).



References

- Coombs, P. H. (1985). *The world crisis in education: A view from the eighties*. New York: Oxford University Press.
- Guglielmino, L. M. (1977). *Development of the self-directed learning readiness scale*. Unpublished doctoral dissertation. University of Georgia.
- Knowles, M. S. (1984). *The adult learner: A neglected species* (3rd ed.). Houston: Gulf.
- Knowles, M. S. & Associates (1984). *Andragogy in action: Applying modern principles of adult learning*. San Francisco: Jossey-Bass.
- National Maritime Center (2018). Instructor/proctor request guide. Retrieved from http://www.dco.uscg.mil/Portals/9/NMC/pdfs/training/instructor_proctor_request_guide.pdf
- Pink, D. (2009, August 25). The puzzle of motivation [Video file]. Retrieved from http://www.ted.com/talks/dan_pink_on_motivation
- United States Coast Guard (2014, January 22). Enclosure (5): guidelines for distance and e-learning courses. *Navigation and Inspection Circular N. 03-14: Guidelines for Approval of Training Courses and Programs*. Washington, DC: Commandant, United States Coast Guard.



End of Program Survey
Sea School Northwest AB Course

Date:

Student Name:

Program Coordinator/Instructor Name:

Please fill out this program survey to help SSNW evaluate the AB course. Your opinion will help us to make improvements.

Please read each statement below and indicate your opinion by checking the appropriate box.

Statement	Excellent	Good	Fair	Poor
A syllabus was provided				
The syllabus accurately represented the learning objectives and requirements of the course				
Program materials relevant to the learning objectives				
Quizzes / Tests reflect the learning objectives				
The Program Coordinator provided prompt replies				
The Program Coordinator provided administrative support				
The instructor/program coordinator is an expert in the subject area				
Eliademy was an effective learning tool				
The work-load was manageable				
I learned skills and knowledge that will further my career				

Share what you considered to be strengths of the course:

Share what improvements you think could be made to the course:

What advice would you give to another student taking this course?



SEA SCHOOL NORTHWEST

Program Coordinator / Instructor Survey**Sea School Northwest AB Course****Date:****Program Coordinator/Instructor name:**

Please fill out this program survey to help SSNW evaluate the AB course. Your opinion will help us to make improvements.

Please read each statement below and indicate your opinion by checking the appropriate box.

Statement	Excellent	Good	Fair	Poor
Expectations for how to help students were clear				
Students were self-motivated				
Program materials relevant to the learning objectives				
Eliademy was an effective tool				
The work-load to assist the students was manageable for me as an instructor and program coordinator				
Students are prepared for the next step in their career				

Share what you considered to be strengths of the course:

Share what improvements you think could be made to the course:

What advice would you give to a future student taking this course?



SEA SCHOOL NORTHWEST

Online Attendance Sheet**Date of Course start:****Trainee Name:****Program Coordinator/Instructor Name:**

	Provide Date of Completion for each student							
Student Name	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Discussion Board 1	Discussion Board 2	Discussion Board 3	Discussion Board 4
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								



Endorsement - Tonnage Group- Route- Action-	ABLE SEAMAN UNLIMITED, LIMITED, SPECIAL, SPECIAL OSV ANY WATERS MARLINSPIKE SEAMANSHIP ASSESSMENT	
REQUIRED KNOT	NOTE	TIME LIMIT
One eye splice OR short splice, strands must be whipped	Required	15 Minutes
Bowline	Required	15 minutes for all 10
Square Knot	Required	15 minutes for all 10
Clove Hitch	Required	15 minutes for all 10
Sheet Bend	Required	15 minutes for all 10
Carrick Bend	May be one of six additional demonstrated	15 minutes for all 10
Rolling Hitch	May be one of six additional demonstrated	15 minutes for all 10
Stopper Hitch	May be one of six additional demonstrated	15 minutes for all 10
French Bowline	May be one of six additional demonstrated	15 minutes for all 10
Stage Hitch	May be one of six additional demonstrated	15 minutes for all 10
Running Bowline	May be one of six additional demonstrated	15 minutes for all 10
Bowline on a Bight	May be one of six additional demonstrated	15 minutes for all 10
Fisherman's Bend	May be one of six additional demonstrated	15 minutes for all 10
Timber hitch	May be one of six additional demonstrated	15 minutes for all 10
Catspaw	May be one of six additional demonstrated	15 minutes for all 10
Figure Eight	May be one of six additional demonstrated	15 minutes for all 10
Barrel Hitch	May be one of six additional demonstrated	15 minutes for all 10
Round Turn and Two Half Hitches	May be one of six additional demonstrated	15 minutes for all 10
Double Becket Bend	May be one of six additional demonstrated	15 minutes for all 10

*** REQUIREMENT****46CFR 12.059(c)**

All applicants for an Able Seaman Endorsement must demonstrate knowledge and ability to make principal knots, bends, splices and hitches.

A total of ten knots must be successfully demonstrated within a 15 minute time limit. Four are required, six additional knots must be chosen from the list.

Applicants must successfully demonstrate seven of the ten knots and successfully demonstrate the whipping to successfully demonstrate proficiency.



*** ASSESSMENT NOTES**

1. Spliced line may not be reused.
2. The demonstration must be completed at a USCG approved facility/school.
3. A standard format Letter of Proficiency may be accepted in lieu of the marlinspike seamanship demonstration:

**ABLE SEAMAN LETTER OF PROFICIENCY
IN MARLINESPIKE SEAMANSHIP ASSESSMENT**

Person Observing the Demonstration

1. Your assistance in administering the practical portion of the Able Seaman examination required under 46 CFR 12.05-9(c) is appreciated. Certification of the mariner's ability to demonstrate proficiency in performing the marlinspike skills listed in ESS 5-9 will enable the issuance of their Able Seaman's certification.
2. The demonstration of ability shall be witnessed by a designated examiner as part of an approved or accepted training course, a vessel Master or other officer licensed for service on vessels of over 200 gross registered tons, an appropriately trained Coast Guard Officer, or a responsible person authorized in writing by the Officer in Charge Marine Inspection.

To: Officer in Charge Marine Inspection (Regional Examination Center)

Subj: Certification of Performance of Practical Ability

This is to certify that I observed a successful demonstration of the applicant's proficiency, as indicated on the reverse, in the principal knots, bends, splices, and hitches in common use by:

Applicant's Name:

Mariner Reference Number:

CERTIFIED BY:

Name:

Mariner Number:

Title, Rank or Rate:

Vessel, Office or Course:

Signature:

Date:



Lesson Plan

Able Seaman: Week ONE (10 hours)	
Day	TOPIC
Sunday 1900 EST	<p>Introduction (1 hour – live webinar and discussion board)</p> <ul style="list-style-type: none"> • Introduce yourself (instructor), describe instructor and program coordinator role • Have each student introduce themselves • Discuss the course objectives, timeline, and expectations • Review the course syllabus • Discuss challenges of online learning
Monday Self-paced	<p>1.1 Nautical Terms (2 hours – online coursework)</p> <p>The objective for this online coursework is for the student to have</p> <ul style="list-style-type: none"> • Knowledge of ship construction terms • Knowledge of areas of a vessel • Knowledge of mooring line terms • Knowledge of other nautical terms
Tuesday Self-paced	<p>1.2 Navigational Compasses (1 hour - online coursework)</p> <p>The objective for this online coursework is for the student to have</p> <ul style="list-style-type: none"> • Understand how to use a compass for navigation and steering • Explain factors that could cause error in a magnetic compass
Wednesday Self-paced	<p>1.3 Marlinespike Seamanship (4 hours – online coursework)</p> <p>The objective for this online coursework is for the student to be able to</p> <ul style="list-style-type: none"> • Describe construction and features of fiber rope, wire rope, cable and chains • Demonstrate making and use of knots, bends, and hitches



	<ul style="list-style-type: none"> • Demonstrate eye splice and common whipping in fiber rope
Thursday Self-paced	<p>1.4 Deck Machinery, Anchoring, and Mooring Procedures (2 hours- online coursework)</p> <p>The objective for this online coursework is for the student to have</p> <ul style="list-style-type: none"> • Knowledge of parts of an anchor windlass • Describe purpose of the anchor equipment on board and its use • Knowledge of hoists, cranes and booms • Recognize crane signals • Identify Safe Working Load of equipment • Recognize safe line handling practices and involved risks • Understand safe working practices including manual lifting and carrying
Fri-Sun Self-paced	<p>Review material and complete online quizzes (3 tries on each quiz, 70% required to pass)</p> <ul style="list-style-type: none"> • The students will complete the quiz on Eliademy. Follow their progress and take note on whether individuals are struggling to pass the quiz on the first try. Record the quiz score in the Online attendance sheet. • Reach out by phone or email to students who are having challenges with the material.
<p>Able Seaman: Week TWO (10 hours)</p>	
Day	TOPIC
Monday Self-paced	<p>2.1 Aids to Navigation (4 hours – online coursework and discussion board)</p> <p>The objective for this online coursework is for the student to be able to</p> <ul style="list-style-type: none"> • Describe the color and number characteristics of aids to navigation • Describe the characteristics of lights associated with aids to navigation • Describe fixed aids to navigation including cardinal marks • Explain how a preferred channel is marked • Describe the use of special marks



	<p>Students will be asked to respond to a discussion board prompt this week on the subject of Aids to Navigation. The prompt to be used is:</p> <p><i>Explain what you would do if you saw an Aid to Navigation that you could not identify while on lookout.</i></p>
Tuesday Self-paced	<p>2.2 Pollution (1 hour - online coursework)</p> <p>The objective for this online coursework is for the student to</p> <ul style="list-style-type: none"> • Understand that the marine environment has to be protected • Knowledge that marine pollutants must be properly disposed of ashore • Understands that there are strict laws covering disposal of oily water, sewage, and other harmful substances • Basic knowledge of MARPOL 73/78 • Understand the purpose of a shipboard waste management plan and recordkeeping
Wednesday Self-paced	<p>2.2 Lights and Sounds (international and inland)</p> <p>The objective for this online coursework is for the student to be able to</p> <ul style="list-style-type: none"> • Explain the purpose of COLREGS • Describe the characteristics of lights on different types of vessel • Describe the sound signals proscribed to different types of vessels, and for vessel maneuvering <p>(4 hours – online coursework)</p>
Thursday Self-paced	<p>2.4 Emergency Towing (1 hour - online coursework)</p> <p>The objective for this online coursework is for the student to be able to</p> <ul style="list-style-type: none"> • List proper personal protective equipment required for a crew member assisting in emergency towing operations • Describe the components needed for rigging an emergency tow • Understand emergency towing terminology
Fri-Sun Self-paced	<p>Review material and complete online quizzes (3 tries on each quiz, 70% required to pass)</p> <ul style="list-style-type: none"> • The students will complete the quiz on Eliademy. Follow their progress and take note on whether individuals are struggling to pass the quiz on the first try. Record the quiz score in the Online attendance sheet.



	<ul style="list-style-type: none"> Reach out by phone or email to students who are having challenges with the material.
Able Seaman: Week THREE (10 hours)	
Day	TOPIC
Monday Self-paced	3.1 Fire Prevention and Firefighting (3 hours - online coursework) The objective for this online coursework is for the student to be able to <ul style="list-style-type: none"> Explain how to minimize the risk of shipboard fires Describe the different classes of fires Explain how the chemical reaction which causes fire occurs Describe methods for fighting and extinguishing fires Understand the different equipment for shipboard firefighting
Tuesday Self-paced	3.2 Man Overboard (2 hours - online coursework and discussion board) The objective for this online coursework is for the student to be able to <ul style="list-style-type: none"> Understand how to prevent a MOB Describe initial response and signals Describe crew response Understand use of equipment
Wednesday Self-paced	3.3 Signaling (1 hour - online coursework) The objective for this online coursework is for the student to be able to <ul style="list-style-type: none"> Recognize the meaning of the main signal flag signals Recognize emergency signals Understand how to use flares in an emergency
Thursday Self-paced	3.4 Lifesaving Appliances (2 hours - online coursework) The objective for this online coursework is for the student to be able to



	<ul style="list-style-type: none"> • Understand the use and purpose of and EPIRB, SART, and VHF radio • Discuss emergency food and water • Discuss the purpose of a sea anchor
Fri-Sun Self-paced	<p>Review material and complete online quizzes (3 tries on each quiz, 70% required to pass)</p> <ul style="list-style-type: none"> • The students will complete the quiz on Eliademy. Follow their progress and take note on whether individuals are struggling to pass the quiz on the first try. Record the quiz score in the Online attendance sheet. • Reach out by phone or email to students who are having challenges with the material.
Sunday 1900 EST	<p>HOW-TO: apply for your AB (2 hours – live webinar)</p> <ul style="list-style-type: none"> • Start by spending time reviewing material for the previous week for any students who have questions • Share your (instructor) screen with the students in the webinar, showing them how to navigate the NMC website • Fill out a mock application form while in screen share. • Ask students to work on their own form as you fill out the mock form. • Ask for any questions.
<p>Able Seaman: Week FOUR (10 hours)</p>	
Day	TOPIC
Monday Self-Paced	<p>4.1 Liferafts and Rescue Boats (2 hours – online coursework)</p> <p>The objective for this online coursework is for the student to be able to</p> <ul style="list-style-type: none"> • Describe liferaft launching procedures • Understand liferaft entry procedures • Describe survival in a life raft • Describe rescue boat launching and maneuvering procedures.



	<p>HOW-TO: shipboard Lifeboatman-Limited Assessments (1 hour – instructor video)</p> <ul style="list-style-type: none"> This session will either be a pre-recorded video produced by Sea School Northwest, or a webinar session similar to the How-To apply for AB session – led by the instructor
Tuesday Self-Paced	<p>4.2 Personal Survival Equipment / Survival at Sea (2 hours - online coursework)</p> <p>The objective for this online coursework is for the student to be able to</p> <ul style="list-style-type: none"> Describe principals of safety at sea Understand how survival equipment, including immersion suits, PFDs, and special equipment works Understand dangers that exist to survivors Explain how to use equipment to overcome dangers
Wednesday Self-Paced	<p>4.3 First Aid (3 hours - online coursework)</p> <p>The objective for this online coursework is for the student to be able to</p> <ul style="list-style-type: none"> Explain universal precautions Describe how to control bleeding Describe how to manage shock Describe how to manage burns Describe how to splint and improvise bandages Explain how to move / evacuate an injured crew member
Thurs-Fri. Self-paced	<p>Review material and complete online quizzes (3 tries on each quiz, 70% required to pass)</p> <ul style="list-style-type: none"> The students will complete the quiz on Eliademy. Follow their progress and take note on whether individuals are struggling to pass the quiz on the first try. Record the quiz score in the Online attendance sheet. Reach out by phone or email to students who are having challenges with the material.



<p>Thurs and/or Fri 1900 EST</p>	<p>Review (students can attend either session) (2 hours – live webinar and online survey)</p> <ul style="list-style-type: none"> • This review session is intended to be open for student questions and discussion. As an instructor, if you see that there are areas that the students are struggling with, plan to discuss and demonstrate these concepts. • Students can choose to attend either the Thursday session or the Friday session, or both. <p>Course Survey</p> <ul style="list-style-type: none"> • The course survey should be sent out via email to students at the end of the review session. Students should be told to complete it before coming to the exam room the next day.
<p>Saturday 0800 - 1300</p>	<p>Final Exams and Practical Knot Tying Assessment</p> <ul style="list-style-type: none"> • The instructor is responsible for making sure that all exam room resources are ready to go, setting up the exam room according to the testing room layout diagram, and preparing copies of the exams for each student. • Students can be given up to 2 hours to compete each of the two exams. The time allotted for the practical knot tying assessment is listed on the knot tying assessment form, which is included in this manual. • After the exams are complete, review answers with students and award course certificates and Knot assessment forms. • Make copies of any necessary documentation for student records

