



San Diego City College
1313 Park Blvd. L124
San Diego, California 92101
(619) 388-3329
(619) 388-3300 (fax)



GENERAL SERVICES ADMINISTRATION
Federal Supply Service
Authorized Federal Supply Schedule Price List

On-line access to contract ordering information, terms and conditions, up-to-date pricing, and the option to create an electronic delivery order are available through GSA Advantage!™, a menu-driven database system. The INTERNET address for GSA Advantage!™ is <http://www.gsaadvantage.gov/>.

FSS 69 – INSTRUCTOR-LED TRAINING; COURSE DEVELOPMENT; TEST
ADMINISTRATION
Federal Supply Group 69
Federal Supply Class: 6930

Contract #: GS-02F-0149S

For more information on ordering from Federal Supply Schedules click on the FSS Schedules button at <http://www.fss.gsa.gov/>.

Contract Period: May 11, 2006 thru May 10, 2011

Contractor:
San Diego City College
1313 Park blvd. L124
San Diego, California 92101
(619) 388-3329
(619) 388-3300 (fax)

San Diego City College Federal Supply Schedule 69
FSS 69 – INSTRUCTOR-LED TRAINING; COURSE DEVELOPMENT; TEST ADMINISTRATION

CUSTOMER INFORMATION

1. SAN DIEGO CITY COLLEGE’S education programs can be ordered through GSA FSS Contract under Schedule 69 consisting of two SINS:
 - [SIN 27 – 400:](#) Our education programs are available at your location or in our facilities. The included rate schedules show awarded SIN and prices for each course.
 1. [SIN 27 400: Courses delivered on San Diego City College premises](#)
 2. [SIN 27 400: Courses delivered on Government premises](#)
 - [SIN 27 – 500:](#) Our course development services will meet or exceed your requirements. The included rate schedules show the awarded SIN and the prices for each category.
 1. [SIN 27 500 Courses delivered on San Diego City College premises](#)
 2. [SIN 27 500 Courses delivered on Government premises](#)
2. Maximum Order: \$1,000,000.00
3. Minimum Order: \$2,974.80
4. Geographic Coverage (Delivery Area): USA
5. Points of Production: USA
6. Discounts from list prices: See attached Price List
7. Quantity Discount: See attached Price List
8. Prompt Payment Discount: None
9. Micro-purchase cards:
 - (a) San Diego City College will accept the Government Commercial Purchase Card for transactions below the micro-purchase threshold.
 - (b) San Diego City College will accept the Government Commercial Purchase Card for transactions above the micro-purchase threshold.
10. Foreign Items: N/A
11.
 - (a) Time of Delivery: 30 days
 - (b) Expedited Delivery: N/A
 - (c) Overnight & 2-day delivery: Negotiable with Course Development
 - (d) Urgent Requirements: N/A
12. F.O.B. point: Destination (Prices exclude reimbursable expenses for Instructor travel and per diem.)
13. Ordering Address: Same as company address
14. Payment Address: Same as company address
15. Warranty Provisions: N/A
16. Export Packing Charges: Negotiable with Course Development
17. Terms and conditions of Government purchase card acceptance: N/A
18. Terms and conditions of rental and maintenance: N/A
19. Terms and conditions of installation: N/A
20. Terms and conditions of repair parts indicating date of parts price lists and any discounts from list prices (if applicable): N/A

21. List of service and distribution points (if applicable): N/A
22. List of participating dealers (if applicable): N/A
23. Preventive maintenance: N/A
24. Year 2000 (Y2K) compliant: Yes
25. DUNS number: 073357048
26. Notification regarding registration in Central Contractor Registration (CCR) database:
Yes

San Diego City College Federal Supply Schedule 69
FSS 69 - Instructor-Led Training; Course Development; Test Administration

GSA PRICE LIST AS OF 24 MARCH 2006

SIN 27-400 INSTRUCTOR - LED TRAINING

COURSE	MIN/ MAX #	DAYS	COMMERCIAL PRICE MIN. #	GSA PRICE MIN. #	GSA DISCOUNT	\$ PER HEAD OVER 10	GSA QUANTITY DISCOUNT
Computer Based Training	10/20	5	\$18,500.00	\$14,985.00	19.00%	\$1,096.90	26.80%
Anti-Terrorism Awareness	10/20	1	\$3,700.00	\$2,974.80	19.60%	\$234.12	21.30%
Personal Financial Management	10/24	2	\$7,400.00	\$5,949.60	19.60%	\$468.83	21.20%
Firearms Simulator (small arms)	4/8	5	\$25,000.00	\$21,375.00	14.50%	0 (see note 1)	0

NOTES:

1. Maximum number of students limited to 8 because of simulator trailer station limitations.
2. All prices are adjusted by .75% for the Industrial Funding Fee (IFF)

San Diego City College Federal Supply Schedule 69
FSS 69 - Instructor-Led Training; Course Development; Test Administration
GSA PRICE LIST AS OF 24 MARCH 2006
SIN 27-500

Labor Category	Hourly Rates		
	Commercial	Government	Difference
Project Managers	\$195.00	\$164.58	15.60%
Database Programmers	\$180.00	\$152.82	15.10%
Research Analyst	\$138.00	\$111.50	19.20%
Instructional Designers	\$116.00	\$90.25	22.20%
Media Production Specialists	\$116.00	\$90.25	22.20%
Training Specialist/Instructor (note 1)	\$108.00	\$81.97	24.10%
CBT Specialist/Instructor (note 1)	\$108.00	\$81.97	24.10%
Flash Developers	\$104.00	\$78.73	24.30%
Curriculum Developers	\$104.00	\$78.73	24.30%
Curriculum Writer	\$102.00	\$75.99	25.50%
Technical Writers	\$102.00	\$75.99	25.50%
Testing Officer	\$99.00	\$73.56	25.70%
Flash Designers	\$99.00	\$73.56	25.70%
Graphic Designers	\$99.00	\$73.56	25.70%

Notes:

1. Specialist/Instructor: Add Costs for Round Trip Travel and per diem IAW Government Travel regulations.
2. All prices are adjusted by .75% for the Industrial Funding Fee (IFF).

TECHNICAL DESCRIPTIONS

Computer-Based Training (CBT) (Catalog # SD0001)

Although CBT or e-learning is an easy, fun, and powerful tool for learning essential skills, research has shown that it can also benefit an organization through considerable savings in time spent in training, as well as in improved performance. Typically, the time a worker must spend being trained is reduced by about 40% using e-learning—as verified by studies comparing traditional classroom instruction to equivalent CBT instruction at Xerox, IBM, and Federal Express.

San Diego City College's (City College) collective experiences in deploying a good CBT product has found that it is not only faster than classroom training—and nearly always cheaper—it is also better. People simply learn and retain more with e-learning. They remember what they learn more accurately and longer, and they are better able to use what they learn to improve their performance. In fact, many different studies and reports from the military, education, and industry show 15-25% increases in learning achievement.

However, the attributes distinguishing the good from the bad CBT have more to do with 'content' rather than with 'delivery.' Almost anyone can deliver e-learning through the Web quickly and inexpensively. Developing e-Learning materials, on the other hand, remains a specialized venture that few companies around the world are qualified to undertake.

We at City College have those specialist skills required for developing the finest CBT. We don't do Web sites or screen savers. We don't do information kiosks or multimedia presentations. We focus on developing computer-based training of the highest caliber and the greatest value.

Obviously, every educational medium has its strengths and weaknesses—the art is to make the most of a medium's strengths. At City College, we harness e-learning technologies to the fullest. The CBT medium allows us to create scenarios—which permit our students to learn through realistic situations. It allows us to simulate certain environments—which permit our students to learn experientially. It allows us to leapfrog to relevant information anywhere on the PC or anywhere in the world—so we use hot links to local resources such as glossaries, as well as to information at the furthest reaches of the Web.

City College offers computer-based training using content developed by experts in the fields of computer science, educational psychology, and instructional design. In support of our content and delivery methods, we will setup your computers, install your courseware, and teach you how to use them—we will even help you evaluate your course so you, as the consumer, can choose the best options for your needs. City College will train your trainers or train your employees through instructor-led classes in how to deploy your computer assets. For instance, our experts can show you how to use instant messaging, how to access and use the Internet, or even how to enhance your lesson delivery through networking your system.

Computer networking affords your trainees the opportunity to share and collaborate on training—thus allowing them to construct their own knowledge through your organization’s portal. In effect, the trainer becomes the avatar in your instructional cyberspace, guiding and assisting trainees in the learning process.

Our CBT and hands-on instruction offer many advantages specifically tailored to the training needs of our clients. Whether these needs range from instructor-led training to CD-ROM delivery, our staff of professionals have the skills and expertise to instruct your personnel on how to run their lessons—regardless of the authoring system. Remember, if you have a need to develop computer-based training, San Diego City College stands ready to assist you in implementing that training.

Course Development & Test Administration (Catalog # SD0002)

Developing a good course involves more than merely relying on current delivery technologies—it depends on the added value of the content being delivered through that technology. By identifying your needs, crafting the best possible solutions, and providing training that ensures employee acceptance, City College can help you build the knowledge and skills needed to meet your objectives.

Our time-tested curriculum development process ensures accurate diagnoses and effective results. City Colleges’ expert course developers listen carefully to your needs and provide you the best way forward. You define what success means for your organization. Your goals become our goals. We target training to strengthen areas critical to your people and organization.

City College courses are exciting, timely, and concise. Video examples, computer-based applications, multimedia and the Internet enhance traditional techniques. Instructors are dynamic and highly skilled in management disciplines, having applied them in the private and public sectors. City College utilizes a variety of instructional strategies, such as case studies, lectures and on-the-job applications and team-based problem solving to bring relevance and reality to the classroom.

We have highly experienced instructional designers to map your course objectives into an organized cohesive presentation, graphic designers to create supporting images and animations, and media production specialists to add video and audio productions to your interactive content. In short, our team of Flash designers and Flash developers can create and assemble the text, graphics, animations, as well as script the interactive portions of your lesson. Our database programmers and Flash developers can even design your course content to conform to Sharable Content Object Reference Module (SCORM) 2004 and Learning Management System (LMS) guidelines.

City College also has a full service testing facility specializing in the evaluation of instructional effectiveness through criterion based testing. Our core testing services include design, development, administration, and analysis of your tests. In fact, our ability to design and administer your examinations gives you the flexibility to finely tune your assessments to achieve the desired learning objectives.

City College has also developed a tracking system to maintain and interpret testing data in order to identify any areas requiring additional, in-depth analysis. In addition to intensive test item analysis using classical as well as item response theories (IRT), our test validation program can evaluate each of your test questions as referenced against course objectives to ensure your curriculum is both statistically valid and consistent in achieving its learning outcomes.

Our partnership with you will be built on measurable results. We'll collaborate with you on ways of measuring progress at several levels—both in the classroom and in the organization. We'll measure incremental change but look for long-term improvement. In brief, this combination of City College's course development and testing assessment teams can accomplish any goal you set for your course and your testing needs.

Anti-Terrorism Awareness Training (Catalog # SD0003)

Immediately after the tragedies of September 11, 2001, the people of the United States became acutely aware of the terrorist menace to all of us in this country. As such, there is a growing need to be able to identify terrorist threats, be prepared to meet those threats, and be able to protect ourselves at home and in the workplace.

In response to this need, City College has developed an instructor-led course designed to teach the basics of terrorism awareness. During this classroom-based course, our instructors cover the three major areas involved with the study of counterterrorism. These areas are *Terrorism in Perspective*, *Proactive Preparedness for Terrorism*, and *Planning for Workplace Emergencies*. Additional subjects such as recognizing attack vulnerability factors, individual preparedness, and facility emergency response procedures are also presented in our instruction.

San Diego City College's course is designed so that it can be taught in three, two-hour sessions, two, three-hour sessions, or one, six hour session, at the your request. All of our instructors are former military/military police trained in military counterterrorist tactics using the requirements covered in the Disaster Site Worker Train-the-Trainers Program (OSHA 5600).

Personal Financial Management (Catalog # SD0004)

San Diego City College has been teaching the United States Navy's two-day Personal Financial Management (PFM) education program since 2001. This Quality of Life initiative is designed for entry-level naval personnel and consists of an initial two-day training course covering 10 specific topic areas. Among the topics covered are budgeting and establishing personal spending plans, banking and financial services, the essentials of credit, car buying, and investment planning.

City College originally assisted the Navy in establishing the PFM entry level training program by developing the curriculum and providing curriculum upgrades; it has since modified the presentations to fit various ages, educational levels, and "life maturity" levels. Recently, City College created a similar PFM program for the Army that now includes a complete spectrum of age and career level financial topics.

Our instructors are able to adapt these financial management presentations to any knowledge level—from high school consumer education classes to advanced investing and life-skills levels—we can even construct a presentation for any requested customer-base or economic diversity need. In addition, all of our educational services are non-soliciting in nature and fully meet the established ethics standards of the federal government.

City College's certified instructors also possess diverse personal life-skills that enhance their capabilities—something unmatched by any other company. Our instructors include lawyers, financial planners, insurance and investment experts, military pay experts, banking and credit experts, including former bank and credit union managers, loan collection supervisors, and other consumer awareness specialists familiar with all aspects of military pay, military lifestyles—including military mobilization preparation—and all facets of military family financial life-needs. With staff available from over a dozen geographical areas of the United States, we can easily tailor our instructor-led training to meet your needs, travel requirements, and timetables.

Firearms Simulator Training (Catalog # SD0005)

City College's firearms simulator training represents a state-of-the-art small arms training capability that serves the training needs of a variety of law enforcement and SWAT teams, security guards, military police, military marksmanship trainees, government agency special investigative personnel, seaport and airport law enforcement personnel, and clients who protect wildlife, game and national resources.

City College's simulators evaluate each student on a series of judgment, accuracy, and reaction time exercises. Students can be scored for judgment, target identification, and reaction, or any combination of these. Then, our instructors can replay the exercises using slow motion allowing instructor critique of student performance—thereby strengthening the educational value of the training.

As our customer, you can use “canned” firing scenarios for your training needs or we can develop a scenario just for you—to include static as well as virtual reality-type scenarios. You may choose your own weapons or use a variety of standard military-issue weapons for teaching firing principles. To ensure the realism of each training exercise, the simulator can be used with a variety of firearm options, including modified weapons that trigger eye-safe lasers and actual firearms that use laser inserts.

City College's instructors are expert marksmen trained in the weapons being used in the simulator. They are also certified range masters capable and qualified to operate the scenario of your choice. Course length will be determined by the course you choose to run.

With the classroom simulator/trainer, the instructor can create an interactive classroom atmosphere among the students. At any time during or following training, the instructor can display questions or discussion points concerning firearms safety, proper training tactics, or use of force, for instance, on the large screen monitor. In addition, the classroom simulator/trainer

allows the San Diego instructor to design, author, and change training materials to meet departmental or agency requirements, on the fly.

With a mobile simulator/training trailer, City College staff can bring the training to you. We can offer you the same quality training at your site—all you do is provide the students. Whatever your needs, requirements, or locations, San Diego City College can make your training outcomes reality.

JOB DESCRIPTIONS

GSA CONTRACT GS-02F-0149S

SAN DIEGO CITY COLLEGE

Contract Training Manager/s – The Contract Training Manager shall have experience in the management of instructional systems and occupational experience in a training environment. The Contract Training Manager shall be responsible for the performance of any work performed under contract. The Contract Training Manager or alternate shall be available during normal working hours within sixty minutes to meet with Government personnel to discuss problem areas. They will be the formal leaders who manage the work, processes, and communication within the team. Budget and resource allocation decisions and scheduling also are duties of the Contract Training Manager. In addition to managing the day-to-day operations of the group, an effective (and successful) Contract Training Manager needs to create a collaborative culture that is free from hidden agendas and promotes harmonious working relationships.

Senior Associate Dean/s – The Senior Associate Dean shall act as the Contract Training Manager in their absence. They shall have experience in the management of instructional systems, and occupational experience in a training environment. The Senior Associate Dean shall be responsible for the performance of any work performed under contract. The Senior Associate Dean shall be available during normal working hours within sixty minutes to meet with Government personnel to discuss problem areas. They will be the formal leaders in conjunction with the Contract Training Manager who manage the work, processes, and communication within the team. Budget and resource allocation decisions and scheduling also are duties of the Senior Associate Dean. In addition to managing the day-to-day operations of the group, an effective (and successful) Senior Associate Dean needs to create a collaborative culture that is free from hidden agendas and promotes harmonious working relationships.

Level II Associate Dean/s – The Level II Associate Dean shall be able to act as the Senior Associate Dean in their absence. They shall have experience in the management of instructional systems and occupational experience in a training environment. The Level II Associate Dean shall be responsible for the performance of any work performed under contract in their respective departments. The Level II Associate Dean shall be available during normal working hours to

meet with Government personnel, in their department, to discuss problem areas. They will be the formal leaders in their departments who manage the work, processes, and communication within the team. In addition to managing the day-to-day operations of their department, an effective (and successful) Level II Associate Dean needs to create a collaborative culture that is free from hidden agendas and promotes harmonious working relationships.

Level I Associate Dean/s – The Level I Associate Dean shall have experience in the management of instructional systems and occupational experience in a training environment. The Level I Associate Dean shall be responsible for the performance of any work performed under contract in their respective schools. The Level I Associate Dean shall be available during normal working hours to meet with Government personnel, in their school, to discuss problem areas. They will be the formal leaders in their schools who manage the work, processes, and communication within the team. In addition to managing the day-to-day operations of their school, an effective (and successful) Level I Associate Dean needs to create a collaborative culture that is free from hidden agendas and promotes harmonious working relationships.

Quality Assurance Supervisor/s – The Quality Assurance Supervisor (QA) shall have experience in quality review to ensure the contractor meets or exceeds all contract requirements. They will organize and maintain all quality assurance documentation. The QA Supervisor is responsible for ensuring compliance with recognized standards and practices. They will review all documentation for completeness, accuracy, and correctness. In supporting their personnel they will act as a witness to the inspection requirements and ensure all deliverables meet quality requirements. The Quality Assurance Supervisor will interpret inspection data and pass discrepancies to management. Working under the Contract Training Manager or Senior Associate Dean they will identify areas of concern and make reports to the appropriate personnel to facilitate correction of any and all identified problems. The QA Supervisor will assist in the evaluation of training programs and associated documentation. Assisting in formal and informal reviews to determine quality and prepare standard reports for management is not the least of the Quality Assurance Supervisor's duties.

Human Resource Supervisor/s – The Human Resource Supervisor (HR) must have experience in the field and be familiar with all Human Resource Local, State, and Federal directives, policies, and instructions, currently in effect, and be able to follow and enforce them. They must be familiar with MS Word, Excel, and other computer software programs. The Supervisor will be required to manage the training program for Human Resources including, planning, arranging, directing, and conduct equal employment opportunity training for all employees. They will be familiar with and conduct exit interviews of personnel leaving, track cross-training/utilization of personnel, perform hiring interviews of applicants, and maintain an applicant database. The HR Supervisor shall oversee employee hiring and dismissal procedures in accordance with the Collective Bargaining Agreement. They will receive, screen, and route applicant forms to the appropriate Dean and/or other San Diego City College site. The HR Supervisor shall be the liaison between the San Diego Community College District HR Department, Base HR, and the Contracting Officer.

Database Programmer/s – The programmer shall have experience in Computer Science or experience in a Computer Information related field and/or work experience in the following areas: programming with Visual Basic and building server side applications; use of Enterprise Databases, Access, Oracle, SQL or Microsoft Access; experience using Data Access Objects, Remote Data Objects, ODBC, and ActiveX Data Objects; experience using Excel and Word; computer operations using Windows 2000/NT or later operating systems; and data collection and evaluation or closely related work. The Database Programmer will select the most appropriate programs or packages for system use based on format constraints, user needs, and intended results. Those Database Programmers specializing in Flash applications may build intranet database or shopping cart solutions with MySQL, Postgres, Oracle, Informix, and DB2. In addition the Database Programmer will serve as a resource to students, staff, and others on selected matters relating to program activities, policies, and procedures.

Research Analyst/s – The Research Analyst shall have experience in occupational education, in data analysis, report writing, curriculum development, curriculum design, course writing or a related field, or experience in an education field with experience in curriculum development, curriculum design, course writing, and quality assurance or a related field. The Research Analyst shall develop measurement and evaluation instruments, conduct surveys to assess instructional programs, explain tests and evaluation instruments, analyze and summarize data, write reports on interpreted data, develop research techniques, and administer assessments.

Instructional Designer/s – The Instructional Designer shall have experience in instructional design, educational psychology, cognitive science or a closely related field, experience in a related field, and/or work experience in the development of Computer Assisted Instruction or Computer Based Training. The Instructional Designer works closely with Subject Matter Experts and Instructors and will coordinate the assessment of curriculum needs, and orchestrate the design, development, implementation, and evaluation of new courseware. In working with the Subject Matter Experts the Designer will gather information and collaborate with Flash designers and developers to translate learning exercises into online tools. The Instructional Designer will have a solid foundation and understanding of cognitive learning theories.

Media Production Specialist/s – The Media Production Specialist shall have experience in a media production related field, experience in a related field and, work experience in the following areas: knowledge of current trends and developments in educational media production with an emphasis on audio and video production techniques, equipment and services. The Media Production Specialist must have a basic understanding of media production techniques and display an ability to provide consultation and advice to media specialists, technology specialists, Subject Matter Experts, and other personnel on production issues. The Media Production Specialist will interpret and execute the requests of instructional designers, create effective visuals for video production, and integrate video and audio capability into the courseware. They will also maintain and operate video and audio equipment, edit select footage, and stay up-to-date with new technological advances. Additionally, they develop video productions, which include gathering information, writing scripts, and managing video production processes.

Instructor/Facilitator Lead/s – The Lead Instructor/Facilitator shall have experience in the management of instructional programs and occupational experience in a training environment. They will monitor their areas, and keep their Level I Dean abreast of all problems and accomplishments within their area. The Lead will anticipate problems and work to mitigate the anticipated problems. As the Lead they will provide direction for their complete effort. They may serve as subject matter experts for their area of instruction. The areas Lead will be able to complete tasks within estimated time frames and budget constraints. Managing schedules, assigning duties to subordinates, and keeping track of working hours are a primary function of a Lead Instructor/Facilitator. The Lead Instructor/Facilitator must interact with the Government team, their personnel, and maintain a positive relationship with the Level I Associate Dean. They must file reports for management, the Government, and the contracting officer. They must be cognizant of computer programs and be able to use basic word processing and spreadsheet programs.

Interactive Courseware Lead/s, – The Interactive Courseware Lead shall have experience in the management of instructional programs and occupational experience in a training environment. They will monitor their areas, and keep their Level I Dean abreast of all problems and accomplishments within their area. The Lead will anticipate problems and work to mitigate the anticipated problems. As the Lead they will provide direction for the complete effort of their group. The Lead will be able to complete tasks within estimated time frames and budget constraints. Managing schedules, assigning duties to subordinates, and keeping track of working hours are a primary function of a Lead of Interactive Courseware. The Lead of Interactive Courseware must interact with the Government team, their personnel, and maintain a positive relationship with their Level I Associate Dean. They must file reports for management, the Government, and the contracting officer. They must be cognizant of computer programs and be able to use basic word processing and spreadsheet programs.

Testing Officer Lead/s – The Testing Officer Lead shall be a qualified Testing Officer as outlined in Appendix M of “Handbook for Testing Officers and Test Item Writers.” They will have experience in a test center as an active Testing Officer. The Testing Officer Lead must be able to obtain a security clearance in order to handle any classified material associated with any course (as required). They will monitor their areas, and keep their Level I Dean abreast of all problems and accomplishments within their area. The Testing Officer Lead will anticipate problems and work to mitigate the anticipated problems. As the Lead they will provide direction for the complete effort of their group. The Lead will be able to complete tasks within estimated time frames and budget constraints. Managing schedules, assigning duties to subordinates, and keeping track of working hours are a primary function of a Testing Officer Lead. They must be able to analyze tests, evaluate tests, and provide recommendations and feedback to the Chain-of-Command in relation to discrepancies found during test item analysis. The Testing Officer Lead must file reports for management, the Government, and the contracting officer. They must be cognizant of computer programs and be able to use basic word and spreadsheet programs.

Training Specialist/Instructor/s – Each individual selected to perform as an instructor shall have experience as a full-time instructor teaching subject matter closely comparable to the type and level involved in the specific course to which the instructor will be assigned. In addition, each individual shall have successfully completed instructor training and performed in an equivalent or directly related specialty. The Training Specialist/Instructor will be responsible for interacting with students in a group or as individuals for instruction. The Instructor will be responsible for maintaining student records, entering grades, doing academic counseling, and holding remedial training for increasing a student’s academic understanding. The Training Specialist/Instructor must be able to orally test students as a Subject Matter Expert. The Training Specialist/Instructor will be responsible for student interactions, maintaining student control, applying theory to content areas, and being totally familiar with the subject matter.

CBT Specialist/Instructor/s – Each individual selected to perform as a CBT instructor shall have experience as a full-time instructor teaching subject matter closely comparable to the type and level involved in the specific course to which the instructor will be assigned. In addition, each individual shall have successfully completed instructor training and performed in an equivalent or directly related specialty. The CBT Specialist/Instructor shall have the ability to create internal transcripts for a student, save a located course as a “View” for quick reference, verify a student has completed all CBT modules, check student status, be able to view tracking reports and print them, be able to move students, records and files, in the computer, and orally test students as a Subject Matter Expert. The CBT Instructor will be responsible for student interactions, maintaining student control, applying theory to content areas, and being totally familiar with the subject matter.

Flash Developer/s – The Flash Developer shall have experience in Graphic Design/Multimedia Design, and in Flash Design. The Flash Developer should have mastery in Macromedia Flash MX 2004, Flash 8, Photoshop, and Illustrator. The Flash Developer shall be proficient in the use of ActionScript 1.0, ActionScript 2.0, 3D Studio Max, or Maya. The Flash Developer shall have the ability to work in a team environment, be familiar with CSS and JavaScript, and PHP 4. Flash Developer will be responsible for working with project managers and other developers on the design and specification of features, development and design of web-based software components, developing mockups and prototypes, and write clear and concise reports and documentation. Flash Developers will write the scripts that translate interactive portions of a traditional classroom course, such as discussions and quizzes, into an online format. Flash Developer will build Flash pieces for Web-based, desktop, and wireless delivery. Using the Flash authoring tool, the Flash Developer will execute the components and script that comprise Flash projects. The Flash Developer will code with re-usability in mind and implement new scripting techniques when possible. Flash Developer will also work with the Project Manager to ensure content conversion is consistent with the learning objectives and supports the instructional design.

Curriculum Developer/s – The Curriculum Developer shall have experience in English or a related field and experience in curriculum writing or curriculum maintenance and testing or instruction. The Curriculum Developer shall be responsible for the development of, including but not limited to, Instructor Guides, Student Guides, testing materials, CBT lessons, and all

course control documents. They will work closely with the Subject Matter Experts so they must be excellent team players. The Curriculum Developer will also revise any course objectives when there is a change in course length or training material that requires additional resources, incorporates previous changes, and supersedes preceding editions of the training materials. Curriculum Developers will review textbooks, software, and other educational materials and make recommendations, and develop effective ways to use technology to enhance student learning.

Curriculum Writer/s – The Curriculum Writer shall have experience in English or a related subject with work experience in the following areas; working with Instructional Designers, Graphic Artists and Subject Matter Experts in the development of course material using one of the Windows-based government approved development software packages; experience using Microsoft Excel and Word; and experience using Windows operating systems. The Curriculum Writer will write, produce, and maintain documentation, reference materials, procedure manuals, job aids and/or online HELP for software applications. The Curriculum Writer will also manage the text and structure of the content. Requirements for the Curriculum Writer include the ability to work independently and gather information directly from software developers and Subject Matter Experts.

Technical Writer/s – The Technical Writer shall have experience in English or a related field and experience in technical writing using Microsoft Word, Excel, and Visio or related software; or work experience in the following areas: working with Instructional Designers, Graphic Artists and Subject Matter Experts in the development of course material using one of the Windows-based government approved development software packages; experience using Microsoft Excel and Word; and experience using Windows operating systems. The Technical Writer will write, produce, and maintain documentation, reference materials, procedure manuals, job aids and/or online HELP for software applications. They will also manage the text and structure of the content. Requirements for the Technical Writer include the ability to work independently and gather information directly from software developers and Subject Matter Experts.

Testing Officer/s – The Testing Officer shall have experience in English or a related subject and be trained as a Testing Officer; or experience as a Testing Clerk, or in a testing environment. The Testing Officer shall maintain, develop, and update, and/or coordinate the development and updating of all testing materials to include, test and quiz items, tests, quizzes, homework and other evaluation materials for completeness and conformity to the current course curriculum. The Testing Officer will be responsible for test item analysis, question bank maintenance, test item writing, and testing reports. They shall review and update the course testing plans for each course whenever changes in the testing program or curriculum occur. The Testing Officer shall ensure that the testing program is in accordance with current guidance.

Flash Designer/s – The Flash Designer shall have experience in design or a related field including Flash development or professional experience in a related field. The Flash Designer should have an understanding of how typography, layout, color, images, and interactivity impact design. The Flash Designer shall have the ability to do layout, design, and create new assets entirely in Flash; or have a working knowledge of Macromedia Flash or experience with other multimedia development applications. The Flash Designer will be responsible for working in a

team-oriented environment, knowledge of web architecture, online design, multimedia communications, and interface design as required. Other requirements include, but are not limited to, Object Oriented Programming and a variety of computer languages.

Graphic Designer/s – Graphic Designers shall have experience in graphic or illustration design, experience in a related field and, work experience in graphic and/or illustration production in support of Computer Assisted Instruction or Computer Based Training using Adobe Photoshop, Adobe Illustrator or equivalent software. The Graphic Designer will create images, graphics, and animations required in courseware development. The Graphic Designer will work closely with the Subject Matter Experts and instructional designers to communicate an effective look and feel in the design of logos, graphics brochures, and any other type of visual material required in the courseware.