



National Fire Academy

N0389 – Training and Professional Development Challenges for Fire and Emergency Services Leaders

Version: 3rd edition, 4th printing, April 2020

Quarter:

**ACE Credit: In the lower-division baccalaureate/associate degree category, three
semester hours in fire science, fire administration, or public safety.**

IACET Continuing Education Units: 4.7

Length of Course: 6 Days (39 hr., 55 min. contact hours, Sunday – Friday)

Prerequisite: Yes

Curriculum: Managing Officer, Training Programs

Training Specialist: Dave Donohue

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

Table of Contents

Course Description	Course Resources
Primary and Secondary Audience	Evaluation Procedures
Course Scope	Course Outline
Course Objectives	Policies
Course Delivery Method	Grading Rubrics

Course Description (Catalog)

N0389 – “Training and professional Development Challenges for Fire and Emergency Services Leaders.” This six-day course introduces the managing officer to contemporary training issues and methods as well as the analysis and training development, delivery, and assessment process.

Students will formulate a training and executive level presentation supporting the need for training based on analysis and outcomes. Students will conduct an analysis of a performance based issue from their organization and formulate a plan to address the gap through training and developing a plan of instruction.

This program requires student centered learning, where the onus for learning is on the participant. As a result, there is significant course work conducted prior to attendance and there are evening assignments that should be completed prior to each class session.

Student Qualifications (Primary and Secondary Audience)

Candidates are leaders at the company level in either an EMS or fire service organization.

Course Scope (Goal)

The goal of this course is to empower managing officers to lead in the analysis, development, implementation, and evaluation of training components so they are positioned to influence stakeholders.

Course Objectives (Course Learning Outcomes – TLOs)

After successfully completing this course, you will be able to accomplish the following:

- Evaluate and reframe officer roles and responsibilities in terms of training and professional development.
- Manage external and internal challenges that impact training so that community needs are met.
- Anticipate the needs of adults to construct effective learning components.
- Formulate thorough analysis and needs assessment in preparation for training design.
- Design training materials using sound instructional design.
- Create a successful training implementation and evaluation plan that aligns with performance, organization, and community outcomes.

Course Delivery Method

The National Fire Academy (NFA) offers specialized training courses and advanced management programs of national impact in an academic classroom environment [on campus at the National Emergency Training Center \(NETC\) in Emmitsburg, Maryland](#). This classroom course is designed for the national level fire service officer from State and local fire service organizations. During this 6-day delivery, students will reside in dormitories provided on campus with classes conducted in classrooms designed for critical student/instructor interaction.

This course is a blended course environment; therefore, participation will include interactive classroom activities as well as participation utilizing the NFA online learning system D2L. Laptop or tablet, capable of Wi-Fi access, with an internet browser is required. Students will complete pre-course and homework assignments, participate in discussion forums and receive communications via the D2L learning system. **NFA will not provide a printed Student Manual for this course.** Students are encouraged to download course materials from D2L prior to attendance, and may bring printed copies if they choose to do so. Students will not be allowed to participate in class without a laptop or tablet. Students will be expected to complete all required readings in D2L prior to each unit.

Course Schedule

The purpose of the course schedule is to give you, at a glance, the required preparation, activities, and evaluation components of your course.

TIME	DAY 1	TIME	DAY 2
AM	Introduction, Welcome and Administrative	AM	Unit 2: Training and Community (cont'd) Activity 2.3: Training Partners Activity 2.4: Training Partnerships and Community Outcomes
AM	Break	AM	Break
AM	Unit 1: Officer Role in Training and Professional Development Activity 1.1: National Model Activity 1.2: NEMSMA Competencies	AM	Unit 3: Adult Learning Activity 3.1: Professional Development KSA's Activity 3.2: Delivery Methods Debate
Mid-Day	Lunch	Mid-Day	Lunch
PM	Unit 2: Training and Community Activity 2.1: Changing Expectations	PM	Unit 3: Adult Learning (cont'd) Activity 3.3: Learning Strategy Activity 3.4: Bloom's Taxonomy Classification and Description
PM	Break	PM	Break
PM	Unit 2: Training and Community (cont'd) Activity 2.2: Training Priorities NETC Library Research Visit	PM	Unit 4: Analysis Activity 4.1: Instructional Design Theory Activity 4.2: Review of the ADDIE Model Activity 4.3: Initiators of Training
Evening	NETC Library Activity Pre-course paper review and feedback Required readings for Units 3 and 4	Evening	Pre-course paper edits View assigned video

TIME	DAY 3	TIME	DAY 4
AM	Unit 4: Analysis (cont'd) Activity 4.4: Performance Analysis	AM	Unit 5: Design and Development
AM	Break	AM	Break
AM	Training specialist roundtable Unit 4: Analysis (cont'd)	AM	Unit 5: Design and Development (cont'd) Activity 5.1: Job Aids
Mid-Day	Lunch	Mid-Day	Lunch
PM	Unit 4: Analysis (cont'd) Activity 4.5: Regulation Review Activity 4.6: Ethical Considerations Activity 4.7: Ethical Behavior	PM	Unit 5: Design and Development (cont'd) Activity 5.2: Instructional Technology
PM	Break	PM	Break
PM	Unit 4: Analysis (cont'd) Activity 4.8: Copyright and Fair Use Activity 4.9: Cost and Benefits	PM	Unit 5: Design and Development (cont'd) Activity 5.3: Novel Technology Unit 6: Implementation and Evaluation Activity 6.1: Presenter Qualifications
Evening	Required readings for Units 5 and 6 Draft Training Template Assignment Discussion board activity related to training specialist roundtable	Evening	

TIME	DAY 5	TIME	DAY 6
AM	Unit 6: Implementation and Evaluation (cont'd) Activity 6.2: Marketing Training Activity 6.3: Return on Investment	AM	Unit 7: Final Project (cont'd)
AM	Break	AM	Break
AM	Unit 7: Final Project	AM	Unit 7: Final Project (cont'd)
Mid-Day	Lunch	Mid-Day	Lunch
PM	Unit 7: Final Project (cont'd)	PM	Unit 7: Final Project (cont'd)
PM	Break	PM	Break
PM	Unit 7: Final Project (cont'd)	PM	Unit 7: Final Project (cont'd)
Evening	Revisions based on peer review Training Template Assignment due by Friday morning		

Course Resources (Instructional Materials)

In order to be fully prepared, obtain a copy of the required textbooks and other instructional materials prior to the first day of class.

Required Readings

The student must complete required readings during the course to be able to thoughtfully participate in discussions and activities.

- 2015 National Fire Service Research Agenda Recommendations Report.
- IAFC's Career Development Handbook (2nd ed.).

Required Resources (Course Textbook)

None.

Supplemental Resources (Supplemental Course Textbook)

None.

Grading Methodology (Evaluation Procedures)

Evaluation Method	Percent of Final Grade
Pre-course Assignment	20%
Training Design Plan	30%
Executive Presentation Paper	20%
Peer Review	10%
Final Presentation	20%

Assignments will be weighted in D2L; therefore, the system will calculate the total points for each assignment to the weighted equivalent for a cumulative grade. A minimum, cumulative grade of 70% is required for successful completion of this course. **A score of zero on any assignment will automatically result in course failure.**

Course Outline

Unit 1: Officer Role in Training and Professional Development

Objectives

Terminal Objective

The students will be able to:

- 1.1 Evaluate and reframe officer roles and responsibilities in terms of training and professional development.

Enabling Objectives

The students will be able to:

- 1.1 Compare and contrast officer roles and responsibilities among the officer categories.
- 1.2 Discuss roles and responsibilities of officer categories within the student's organization.
- 1.3 Align officer roles and responsibilities with training and professional development.
- 1.4 Identify how the National Fire Service Research Agenda impacts the responsibilities of all officer roles.

Unit 2: Training and Community

Objectives

Terminal Objective

The students will be able to:

- 2.1 Manage external and internal challenges that impact training so that community needs are met.

Enabling Objectives

The students will be able to:

- 2.1 Identify community core values, demographics, and public expectations.
- 2.2 Determine paths to educate the public and manage community expectations.

- 2.3 Relate community outcomes to pre-recruitment training.
- 2.4 Connect community outcomes with organization resources in regard to constraints such as funding sources, demographics, policy, and data collection.

Unit 3: Adult Learning

Objectives

Terminal Objective

The students will be able to:

- 3.1 Anticipate the needs of adults to construct effective learning components.

Enabling Objectives

The students will be able to:

- 3.1 Identify how adults learn; accept and retain information.
- 3.2 Connect adult learning principles with specific Fire and EMS training issues.
- 3.3 Evaluate adult learning delivery methods to use effectively in training.

Unit 4: Analysis

Objectives

Terminal Objective

The students will be able to:

- 4.1 Formulate thorough analysis and needs assessment in preparation for training design.

Enabling Objectives

The students will be able to:

- 4.1 Summarize the ADDIE process of instructional design.
- 4.2 Determine if training is the appropriate path to achieve the desired outcome.
- 4.3 Identify performance failure points.

- 4.4 Identify appropriate analysis tools and methods.
- 4.5 Factor applicable compliance and ethical considerations into training analysis.
- 4.6 Formulate costs, benefits, and risks associated with training.

Unit 5: Design and Development

Objectives

Terminal Objective

The students will be able to:

- 5.1 Design training materials using sound instructional design.

Enabling Objectives

The students will be able to:

- 5.1 Create enabling and terminal objectives.
- 5.2 Align training content with objectives.
- 5.3 Design effective learning activities.
- 5.4 Evaluate and select technology to support the training design.

Unit 6: Implementation and Evaluation

Objectives

Terminal Objective

The students will be able to:

- 6.1 Create a successful training implementation and evaluation plan that aligns with performance, organization, and community outcomes.

Enabling Objectives

The students will be able to:

- 6.1 Select effective instructional styles and methods.

- 6.2 Effectively market training.
- 6.3 Develop an evaluation plan.
- 6.4 Collect and analyze evaluation feedback and data for training improvement.
- 6.5 Effectively summarize and report findings to stakeholders.

Unit 7: Developing Training Materials (Day 4)

Objectives

Terminal Objective

None.

Enabling Objectives

None.

Policies

Class Attendance and Cancellation Policy

Attendance

- You are required to attend all sessions of the course. If you do not, you may not receive a certificate.
- If you need to depart the training facility early and miss any portion of the course, you must make the request in writing to the sponsoring agency (e.g., State training director, etc.). The State training director may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements.

Course Failure

You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

Student Code of Conduct Policy

Students, instructors and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated.

Writing Expectations

Student writing will conform to the generally accepted academic standards for college papers. Papers will reflect the original work of the student and give appropriate credit through citations for ideas belonging to other authors, publications or organizations. Student written work should be free of grammatical and syntax errors, free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

Citation and Reference Style

Attention Please: Students will follow the APA, Sixth Edition as the sole citation and reference style used in written work submitted as part of coursework to NFA. Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the APA, Sixth Edition.

Late Assignments

All assignments must be turned in by the established deadline. Late submissions could result in a 10 percent decrease in grade.

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Grading

Please review the following rubrics that explain how grades will be awarded.

Students who do not complete the entire course will be awarded an Incomplete (I) grade. In accordance with National Fire Academy academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a Failing (F) grade.

https://www.usfa.fema.gov/training/nfa/admissions/student_policies.html

Academic Honesty

Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical behaviors will not be tolerated.

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the State training director or host agency and to the NFA Training Specialist.

If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to one or a combination of the following:

- expulsion,
- exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years, and/or
- forfeiture of certificate for course(s) enrolled in at NETC.

Refer to NFA-specific Standard Operating Procedure 700.1 – *Academic Code of Conduct and Ethics* for more information.

Grading Rubrics

PRE-COURSE TRAINING NEED ASSIGNMENT INSTRUCTIONS AND RUBRIC

The pre-course needs assessment paper will identify, describe, and justify a training need in each student's organization. This assignment is the foundation for future assignments. Students will write the paper for the target audience of course instructors, who will review and identify any strengths or weakness prior to the start of other assignments. **The paper should be approximately five (5) pages in length and is due the Friday prior to the first day of class.** Students will submit the paper through D2L. If a student's department has a specific template for training needs assessment, a student may request permission of the Training Specialist to utilize that template for this paper. Additional activities may be found in the Learning Management System (LMS) when you are given access, approximately two weeks before the start of class.

Criteria	Ratings		
	15 points	10 points	5 points
Training Gap Defined	<p>Evidenced understanding and critical thinking by describing a training gap that currently exists within the department:</p> <ul style="list-style-type: none"> Gap is succinctly stated by presenting the performance problem and proposed solution in the introductory paragraph. Performance problem is defined within the body of the paper and supported by at least 2 forms of data. At least 3 potential barriers to training success are identified and discussed in the paper summary. 	<p>Marginal comprehension/effort:</p> <ul style="list-style-type: none"> Gap is explained by presenting the performance problem and proposed solution in the introductory paragraph. Performance problem is defined within the body of the paper and not supported with at least 2 forms of data. 1-3 potential barriers to training success are identified and discussed. 	<p>Limited comprehension/effort:</p> <ul style="list-style-type: none"> Missing a connection of performance problem to training. OR Performance problem is not defined. OR Failed to identify potential barrier.
	10 points	5 points	0 points
Quality of Writing	<p>Effective writing/communication skills:</p> <ul style="list-style-type: none"> Focus is clear and well established throughout the assignment. A logical progression of ideas was presented. No errors (or a single minor error) in punctuation, grammar, and spelling. Demonstrated professional communication and writing skills that could be applied in an official report. 	<p>Marginal writing/communication skills:</p> <ul style="list-style-type: none"> Focus is somewhat clear and connects problem and solution. Lacks clear analysis or support. Major or multiple errors in punctuation, grammar, and spelling. 	<p>Limited writing/communication skills:</p> <ul style="list-style-type: none"> Lacks clear focus. Multiple, major punctuation, grammar, and spelling errors. Writing lacked professional tone.
Score/Grade	25 = A 20 = B 15 = C below 15 = F		

Credit applied to final course grade	
+5 points	-1 point per deficiency
<p>Follows verbal and written instructions regarding format of pre-course paper:</p> <ul style="list-style-type: none"> • Paper written in formal, third person. • Paper addresses a performance gap directly linked to a training deficiency. • Source citation follows APA format. • Paper is not an APA formatted research paper. • Paper does not follow APA heading and seriation formatting. 	<p>Does not follow verbal and written instructions regarding format or pre-course paper:</p> <ul style="list-style-type: none"> • Paper follows APA heading and seriation formatting. • Paper is written as an APA formatted research paper. • Paper contains a running head. • Paper contains an abstract section. • Paper contains a literature review section. • Paper contains a materials and methods section. • Paper contains a table of contents. • Paper contains a background and significance section. • Paper contains a procedures section. • Paper contains a results section.

TRAINING DESIGN PLAN TEMPLATE INSTRUCTIONS AND RUBRIC

Over the course of the week, students will create a training design plan within the provided template. Complete the template based on the pre-course needs assessment, required readings, independent research, and course content. The design template outlines the contents of an actual training component and should be referenced in the executive briefing paper and presentation.

The Training Design Plan Template is posted in D2L under Unit 5 assignments.

- **A partial draft of the template is due by Day 4** so that Unit 5 instruction can identify missing content and areas of strength and weakness.
- **The template is due at the start of the 6th day of class and shall be submitted through D2L.**

Criteria	Ratings		
	25 points	20 points	10 points
Quality of Content	<ul style="list-style-type: none"> • All responses reflect a thorough understanding of course material. • All descriptions are complete and logical. • All references support the material they are aligned with, and all are from reliable sources. • The contents as a whole form a compelling argument for the training plan. • Needs Assessment: <ul style="list-style-type: none"> - Gap analysis is clearly stated and supports the proposed training. - Performance standards are accurate for the target audience. • Design: <ul style="list-style-type: none"> - Application of adult learning theory is sound. - Delivery method selection is conducive to target audience learning. - Objects are clear, support the training outcome, and are correctly aligned with Bloom’s Taxonomy. - Objectives are aligned with competencies. - Activities are meaningful, engaging, and support objectives. - Student evaluation is well described and will provide meaningful feedback. • Evaluation and Remediation are complete and referenced. • Cost – Benefit Analysis: <ul style="list-style-type: none"> - Monetary cost is thorough and realistic. - Non-monetary cost is thorough and realistic. - Funding sources are thorough and realistic. - Analysis is thorough, realistic, properly referenced, and convincing. 	<ul style="list-style-type: none"> • Up to 2 content areas do not reflect a thorough understanding of course material (<i>as described in the desired effort column</i>). OR • Up to 2 content areas are vague, not adequately described, or do not logically connect with related contents (<i>as described in the desired effort column</i>). OR • The contents as a whole form a logical, but not compelling argument (content makes sense, but not convincing due to the absence of proof of concept). 	<ul style="list-style-type: none"> • More than 2 content areas do not reflect a thorough understanding of course material (<i>as described in the desired effort column</i>). OR • More than 2 content areas are vague, not adequately described, or do not logically connect with related contents (<i>as described in the desired effort column</i>). OR • The contents as a whole do not make sense in relation to each other or the proposed training.

	15 points	10 points	0 points
<i>Content Completion</i>	Desired effort: <ul style="list-style-type: none"> • Needs Assessment: <ul style="list-style-type: none"> - Performance and training gaps are complete. - At least 4 references are provided. • Design: <ul style="list-style-type: none"> - Instructional Impact is complete and at least 1 reference is provided. - Delivery Method is complete. - Competency Alignment is complete with at least 1 reference. - Activities and alignment are complete. - Student evaluation is complete with both formative and summative tools described. • Logistics: <ul style="list-style-type: none"> - Instructor requirements and references are complete. - Facility and Technology needs are complete. • Cost – Benefit Analysis is complete and referenced. 	Marginal effort: <ul style="list-style-type: none"> • Up to 2 required components are missing. 	Unsatisfactory effort: <ul style="list-style-type: none"> • More than 2 components are missing.
	10 points	5 points	0 points
<i>Quality of Writing</i>	Effective writing/communication skills: <ul style="list-style-type: none"> • Focus is clear and well established throughout the assignment. • A logical progression of ideas was presented. • No errors (or a single minor error) in punctuation, grammar, and spelling. • Appropriate for audience. 	Marginal writing/communication skills: <ul style="list-style-type: none"> • Focus is somewhat clear and connects problem and solution. • Lacks clear analysis or support. • Major or multiple errors in punctuation, grammar, and spelling. • Appropriate for audience. 	Limited writing/communication skills: <ul style="list-style-type: none"> • Lacks clear focus. OR • Multiple, major punctuation, grammar, and spelling errors. OR • Was not appropriate for audience.
<i>Score/Grade</i>	<i>45-50 = A 40 = B 35 = C below 35 = F</i>		

EXECUTIVE PAPER ASSIGNMENT INSTRUCTIONS AND RUBRIC

The executive paper will summarize and support the need and impact of the proposed training to include its relationship to community outcomes. The target audience for the paper is a policy making authority, such as a commission, council, or similar authority for the student’s jurisdiction. This is a formal proposal seeking funding and logistical support and should succinctly address the gap identified in the pre-course assignment and solution described in the Training Design Plan. The paper should be two (2) pages long and is due by the start of Day 6. Papers shall be submitted through D2L.

Criteria	Ratings		
	15 points	10 points	5 points
Training Plan Defined	<p>Evidenced understanding and critical thinking by presenting a training plan that:</p> <ul style="list-style-type: none"> • Need (gap) is succinctly stated by presenting the performance problem and proposed solution. • Performance problem and training solution are clearly aligned. • A training plan is presented to include cultural considerations, resources, and outcomes that are clearly aligned to desirable community outcomes. • Content and summary result in a compelling argument for the training plan. • At least 4 references are cited. 	<p>Marginal comprehension/effort:</p> <ul style="list-style-type: none"> • Need (gap) is explained by presenting the performance problem and proposed solution. • Performance problem and training solution are aligned, but may be questionable. • A training plan is presented to include at least 2 of the following: cultural considerations, resources, and outcomes that are clearly aligned to desirable community outcomes. • Content and summary are logical, but not compelling. • At least 3 references are cited. 	<p>Limited comprehension/effort:</p> <ul style="list-style-type: none"> • Missing a connection of performance problem to training. OR • Performance problem is not defined. OR • Failed to show connection between training plan and community outcomes.
	10 points	5 points	0 points
Quality of Writing	<p>Effective writing/communication skills:</p> <ul style="list-style-type: none"> • Focus is clear and well established throughout the assignment. • A logical progression of ideas was presented. • No errors (or a single minor error) in punctuation, grammar, and spelling. • Appropriate for audience. • At least 3 references cited. 	<p>Marginal writing/communication skills:</p> <ul style="list-style-type: none"> • Focus is somewhat clear and connects problem and solution. • Lacks clear analysis or support. • Major or multiple errors in punctuation, grammar, and spelling. • Appropriate for audience. • At least 2 references cited. 	<p>Limited writing/communication skills:</p> <ul style="list-style-type: none"> • Lacks clear focus. OR • Multiple, major punctuation, grammar, and spelling errors. OR • Was not appropriate for audience. OR • Less than 2 references cited.
Score/Grade	25 = A 20 = B 15 = C below 15 = F		

PEER REVIEW ASSIGNMENT INSTRUCTIONS AND RUBRIC

The class will break into two (2) groups. Each student shall present the draft of their final presentation, as all other students complete a peer review. This is an opportunity for students to practice the knowledge and skills acquired through the course content by both presenting and reviewing. It is also an opportunity for each student to receive constructive feedback on their presentation. See Instructions for Final Presentation.

- Each student shall provide constructive feedback by completing a review form for each presentation.
- During peer review, students must anticipate questions that the audience may ask in a real-world presentation. Students are required to submit 2 potential questions at the end of Day 5 to instructors in D2L so that the instructor may pose questions during the final presentations.

<i>Peer Review</i>	10 points	5 points	0 points
	Evidenced understanding and critical thinking: <ul style="list-style-type: none"> • Provide constructive feedback in peer review. • Submit 2 questions in D2L for instructors to ask about a peer's presentation (that could plausibly asked by the audience in a real-world presentation). 	Marginal comprehension/effort: <ul style="list-style-type: none"> • Submit feedback that is not useful. OR • Submit unrealistic questions in D2L for instructors to ask about a peer's presentation. 	Limited comprehension/effort: <ul style="list-style-type: none"> • Submit feedback that is not useful. OR • Submit unrealistic questions in D2L for instructors to ask about a peer's presentation.
Score/Grade	5-10 = Pass 0 = Fail		

FINAL PRESENTATION INSTRUCTIONS AND RUBRIC

The presentation is a formal proposal, seeking funding and logistical support for the training solution proposed in the Executive Paper. Presentation audience is the student’s organizational policy-making body and should address the gap identified in the pre-course assignment, the solution described in the assigned Training Design Plan, highlighting the points made in the Executive Paper.

- The presentation should last no more than five (5) minutes and shall be stopped at the five (5) minute mark if presentation is not complete.
- Following the completion of the presentation, each table shall ask one (1) question regarding the proposal, reflecting what would be asked by a member of their policy-making body. The instructors may also ask questions and will provide constructive feedback.
- The presentation shall include a final slide indicating what changes were made based on peer review comments.
- **Participants shall be ready to present draft presentation to peers on Day 5 and make the Final Presentation on Day 6.**

Category	Scoring Criteria	Total Points
Organization 2 Points	Information is presented in a logical sequence.	1
	Presentation appropriately cites references.	1
Content 12 Points	Introduction is attention-getting, lays out the problem well, and provides a framework for the rest of the presentation.	2
	Terms are well-defined and described for the target audience.	2
	Presentation contains accurate information.	2
	Contains a clearly identified gap, viable training solution, and evidence-based request for funding and support.	2
	Demonstrates adequate preparation.	2
	Clear conclusion summarizing the presentation.	2
Presentation 8 Points	Speaker maintains eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	1
	Speaker uses a clear, audible voice.	1
	Delivery is poised and controlled.	1
	Good language skills and pronunciation are used.	1
	Visual aids contain no typos, misspellings, or distracting text or images.	1
	Visual aids are well prepared, informative, and effective.	1
	Length of presentation is within the assigned time limit.	1
	Information was well communicated.	1
Peer Review 3 Points	Constructive peer review feedback was incorporated.	3
	Total Points Possible	25
<i>Score/Grade 22-25 = A 20-21 = B 17-19 = C below 17 = F</i>		