



FEMA



National Fire Academy

R0342 – Training Program Management
Version: 2nd Edition, 11th Printing, August 2016
Quarter:

ACE Credit: In the upper division baccalaureate degree category, three semester hours in fire science, fire administration, emergency management, EMS management, public administration, or management.
IACET Continuing Education Units: 5.2

Length of Course: 10 Days (53 contact hours, Monday – Friday)
Prerequisite: Yes
Curriculum: Training Programs
Training Specialist: Woody Stratton
Instructor:
Instructor email/phone:
Classroom: J-
Meeting Time: 8 AM – 5 PM

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Course Description (Catalog)

R0342 – *Training Program Management*. This 10-day course is designed to provide training officers with the essential tools and skills to lead and manage a training function in a local fire/EMS organization. It is not designed to enhance development or presentation skills, and it is not related to the public education function. The target audience consists of those people who have management and supervisory responsibility for the organization’s training function. The training function typically includes responsibilities for obtaining and managing personnel, fiscal and facility management, program planning, and delivery. These persons also coordinate a training schedule and manage training records. They also are responsible for recruiting and evaluating instructors and evaluating training impact.

Course content focuses on the job responsibilities as listed above. In addition, training liability and new methods to reach students are featured. Students explore numerous training methodologies and programs designed for managing a training function. Course requirements include successful completion of home community exercises, successful completion of three course examinations, research, and a course project.

Student Qualifications (Primary and Secondary Audience)

Individuals currently responsible for the overall administration, management, and supervision of the organization's training function. This typically includes responsibility for obtaining and managing resource personnel, fiscal and facility management, and program planning and delivery. These individuals coordinate the training schedule and manage training records. They also are responsible for recruiting, assigning, supervising, and evaluating instructors and program impact.

Course Scope (Goal)

The course is designed to provide the student with the essential tools and skills to lead and manage an **entire** training program. It is not specifically designed to enhance development or presentations skills, nor is it related to the public education discipline.

Course Objectives (Course Learning Outcomes – TLOs)

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

- Be familiar with the course, other students, the characteristics of leaders, and the change process.
- Discuss the benefits of implementing appropriate new approaches for managing, delivering, and evaluating learning.
- Analyze the degree of compliance in their own departments with respect to legislation and Federal regulations.
- Design a training documentation management plan suitable for use in their own departments.
- Use their fire department's mission or vision statement to establish goals and objectives for the training division.
- Apply a needs assessment process to identify the gap and prioritize training needs.
- Compare program cost as one basis for evaluating solutions to training problems.
- Apply cost-benefit principles to a training problem.
- Design a plan for developing a new revenue source.
- Develop an evaluation plan for the training division.
- Design a framework for a professional and career development process for the members of the training division.

- Based on the task analysis and design data, determine whether or not a course should be developed, purchased, or modified.
- Develop possible solutions to logistical problems, scheduling, workload, and facility problems.
- Develop a marketing plan with internal (top management) and external (local government) components.

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 10-day delivery, students will reside in dormitories provided on campus with classes conducted in classrooms designed for critical student/instructor interaction. All course materials are designed for interactive classroom environments, in either paper notebook or electronic formats.

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.

WEEK ONE

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Unit 1: Leadership in Training Handouts 1-1 to 1-3: NIMS/NRF <ul style="list-style-type: none"> • About the NRF • Factsheet • FAQs 	Unit 2: Learning Alternatives	Unit 3: Legal Issues	Debrief Unit 4: Managing the Needs Assessment Process	Debrief Unit 5: Financial Management
PM	Unit 1: Leadership in Training (cont'd) <ul style="list-style-type: none"> • Handout 1-4: Research Paper APA Format Guide • Handout 1-5: Rating Your Training Program • Handout 1-6: Software Show 'n' Tell Survey • Handout 1-7: Project Management Chart • Review the Research Paper formatting 	Unit 2: Learning Alternatives (cont'd) Activity 11.1.1 Directions	Unit 3: Legal Issues (cont'd)	Unit 4: Managing the Needs Assessment Process (cont'd)	Unit 5: Financial Management (cont'd) Share first part of Activity 11.1
Evening	Homework Assignment 1 Complete Handout 1-2	Homework Assignments for Wednesday	Homework Assignment 2	Homework Assignment 3	

WEEK TWO

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Unit 6: Evaluation <ul style="list-style-type: none"> • Handout 6-1: Instructor Evaluation Form (Example) • Handout 6-2: NFA Field Evaluation Forms • Handout 6-3: NFA Resident Evaluation Forms 	Unit 7: Personnel Management	Unit 8: Managing Design and Development Unit 9: Managing Delivery	Unit 10: Marketing for Training (cont'd) Unit 11: Individual Project Presentation	Graduation
PM	Unit 6: Evaluation (cont'd)	Unit 7: Personnel Management (cont'd)	Unit 9: Managing Delivery (cont'd) Unit 10: Marketing for Training	Presentations Test Evaluation	
Evening	Ethics articles	Presentation Test Optional Meeting 7 to 9 p.m. Department overview of training	Presentation Test		

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.

None.

Suggested Reading/Resources

Suggested readings and resources are not evaluated, but may enhance the student's understanding, serve as additional sources for citation and promote discussion of course material.

None.

Required Resources (Course Textbook)

Student Manual.

Supplemental Resources (Supplemental Course Textbook)

None.

Grading Methodology (Evaluation Procedures)

Instructor's Grading Guide with Student Project Scoring Plan

Grading Structure and Rubrics by Student Activity with Individual Student Score Cards

Three Short Tests (50 questions, 1/2 point each)	25 points
Individual Student Project (75 points, cumulative)	
Selection of Project Problem	10 points
Background and Significance of the Problem	15 points
Source Review	10 points
Recommendations for Solving the Problem	20 points
References	10 points
Report Format	<u>10 points</u>
TOTAL	100 points

The course evaluation will consist of analysis and evaluation of an individual training project. Rubrics are created for each assignment in the individual project. Most of the project involves analysis and evaluation of many of the leadership functions for a training officer whose responsibility is to lead the department in fire service training matters. All exercises will be completed individually.

Instructions for Application of Student Activity Scoring Plan

1. All students must receive a fair score reflecting their efforts to complete each identified part of the individual project; the compilation of all parts equals 100 percent of the student's overall grade for this course.
2. Prior to each part, duplicate the Individual Activity Score Sheets accordingly (one per student). (Instructors will use the grading structure on each sheet to determine the student's score for that specific activity.)
3. When introducing the student activity provide one copy of each Individual Activity Score Sheet to each student. Explain that this sheet contains the range of scoring requirements for successful completion of the identified activity. Instructors should reinforce the activity scoring requirements and obtain visible acknowledgement of understanding from the students. Instructors shall refer students to the appropriate section in the individual project guidelines, and read and discuss this section with the class.
4. Upon completion of each part of the individual project, each student will print his or her name and current date in the upper right-hand box; then submit the scoring sheet to the instructor for scoring the student's performance in the specified activity.
5. Once a point selection is determined for the student score, the instructor will record that point on the student's sheet, on the Class Grade Sheet, and return the student's individual activity sheet to the student.
6. At the completion of the course, the instructor will tally each student's activity scores, record, sign, and date, then deliver the completed Class Grade Sheet to the Curriculum Manager/Training Specialist responsible for that course delivery.

(This grading guide is maintained in the instructor notes of the Instructor Guide; no other changes to the course materials as of this date.)

A minimum final grade of at least 70 percent is required to pass this course.

Numerical Score	Letter Grade
100-90	A
89-80	B
79-70	C
69 or below	F

Required Reading Assignments

Student completion of reading assignments will be done via evaluation of their class participation and will not be a separately graded activity.

Suggested Readings

Suggested readings are not evaluated, but may enhance the student's understanding and promote discussion of course material.

Course Outline

Unit 1: Leadership in Training (Day 1)

Objectives

Terminal Objective

Be familiar with the course, other students, the characteristics of leaders, and the change process.

Enabling Objectives

1. Discuss overall course content.
2. Describe the roles and responsibilities of the fire service Training Program Manager.
3. Describe and differentiate characteristics of leaders.
4. Analyze the change process.

Unit 2: Learning Alternatives (Day 2)

Objectives

Terminal Objective

Discuss the benefits of implementing appropriate new approaches for managing, delivering, and evaluating learning.

Enabling Objectives

1. Describe the critical link between learning objectives and the application of new approaches to learning events.
2. Define accelerated learning.

3. List three ways people take in new learning.
4. Contrast the traditional view of intelligence with Gardner's view of multiple intelligences.

Unit 3: Legal Issues (Day 3)

Objectives

Terminal Objectives

1. Analyze the degree of compliance in their own departments with respect to legislation and Federal regulations.
2. Design a training documentation management plan suitable for use in their own departments.

Enabling Objectives

1. List and describe major legislation affecting the personnel function within the training program.
2. List and describe Federal regulations that affect the training program.
3. From the list of Federal regulations and the students' knowledge of State regulations, prioritize the types of training that their departments might need to accomplish their missions.

Unit 4: Managing the Needs Assessment Process (Day 4)

Objectives

Terminal Objectives

1. Use their fire department's mission or vision statement to establish goals and objectives for the training division.
2. Apply a needs assessment process to identify the gap and prioritize training needs.

Enabling Objectives

1. Demonstrate the relationship between the department's mission or vision statement and training program management.
2. Describe a process to determine training needs.

3. List possible future internal and external influences that will affect fire departments.
4. Identify whether the solution to a problem/need is training.
5. Describe the Accomplishment-Based Curriculum Development (ABCD) process.
6. Use a master plan to determine training needs.

Unit 5: Financial Management (Day 5)

Objectives

Terminal Objectives

1. Compare program cost as one basis for evaluating solutions to training problems.
2. Apply cost-benefit principles to a training problem.
3. Design a plan for developing a new revenue source.

Enabling Objectives

1. Recognize the relationship between financial management issues and overall department planning.
2. Develop a plan to apply cost-benefit analysis to a proposed solution.
3. Recognize opportunities to secure funding for training activities.
4. Devise a plan to develop and share alternative revenue sources.

Unit 6: Evaluation (Day 6)

Objectives

Terminal Objective

Develop an evaluation plan for the training division.

Enabling Objectives

1. Identify at least two training program evaluation instruments.
2. Develop instruments to evaluate the training division.
3. Identify long-term impact (on-the-job studies) instruments.

Unit 7: Personnel Management (Day 7)

Objectives

Terminal Objective

Design a framework for a professional and career development process for the members of the training division.

Enabling Objectives

1. Describe the components of a comprehensive human resource development program.
2. Identify management considerations to be applied to the administration of each component of the human resource development program.
3. Develop interview questions to elicit information that will enable a manager to make judgments about the quality of a candidate for a position in the training division of a fire department.
4. List possible future internal and external influences that will affect fire departments and their training divisions.
5. Differentiate between training program service as a career and as an avenue to promotion.
6. Outline a career development plan.
7. Describe how participative management can be integrated into the training division
8. Use the knowledge for more effective communication with upper management and staff.
9. Select proactive motivational strategies for training personnel.
10. Evaluate ethical behaviors within the training division.
11. Use conflict resolution principles to solve problems common to training programs.

Unit 8: Managing Design and Development (Day 8)

Objectives

Terminal Objective

Based on the task analysis and design data, determine whether or not a course should be developed, purchased, or modified.

Unit 9: Managing Delivery (Day 8)

Objectives

Terminal Objective

Develop possible solutions to logistical problems, scheduling, workload, and facility problems.

Enabling Objectives

1. Given materials, identify and describe all components of a training schedule.
2. Given course materials, coordinate and supervise course logistics.
3. Given a scenario, correctly develop a contingency plan.
4. List at least two problems associated with time constraints.
5. Given course materials, list two strategies for negotiating workload.
6. Identify facility management issues that affect training program management.

Unit 10: Marketing for Training (Day 8)

Objectives

Terminal Objective

Develop a marketing plan with internal (top management) and external (local government) components.

Enabling Objectives

1. List and discuss the key elements of marketing.
2. Design a plan for internal marketing, with identified audiences.
3. Design a plan for external marketing, with identified audiences.
4. Develop specific strategies and marketing objectives.
5. Use cost-benefit analysis as it applies to marketing.

Unit 11: Individual Project Presentation (Day 9)

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, and your stipend may be denied.
- If you need to depart campus early and miss any portion of the course and/or graduation, you must make the request in writing to the NFA training specialist. The training specialist, in collaboration with the superintendent, may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements. If you receive approval for departing early, you must forward the approval to the Admissions Office so your stipend reimbursement is not limited.

Student Substitutions

Substitutions for NFA courses are made from waiting lists; your fire department can't send someone in your place.

Cancellations or No-Shows

NFA's mission for delivery of courses is impaired significantly by cancellations and no-shows. It is very difficult and costly to recruit students at the last minute. Currently there is a two-year ban on student attendance for students who are no-shows or cancel within 30 days of the course start date without a valid reason. If you receive such a restriction, your supervisor needs to send a letter to our Admissions Office explaining the cancellation/no-show.

Course Failure

If you fail an on-campus course, you will not be issued a stipend for that course. 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 and may result in removal from campus and denial of stipends.

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

Students are expected to submit classroom assignments by the posted due date (11:59 p.m. EDT/EST) and to complete the course according to the published class schedule. As adults, students, and working professionals, you must manage competing demands on your time. Discussion board postings submitted within 3 days after the submission deadline will receive up to a 20% deduction. Those that do not submit their discussion board postings within this timeline will receive a “0” grade for the week. Final assignment papers will not be accepted after the deadline. Any paper submitted after the deadline will receive a “0” grade for that assignment.

Netiquette

Online learning promotes the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a professional learning setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the forum of others.

- **Technology Limitations.** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The NFA Online classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

- Humor Note. Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺ .

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.

If you fail an on-campus course, you will not be issued a stipend for that course. 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.

http://www.usfa.fema.gov/training/nfa/admissions/student_policies_campus_information.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 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,
- withholding of stipend or forfeiture of stipend paid,
- 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.

INDIVIDUAL STUDENT PROJECT: SELECTION OF PROJECT PROBLEM (PART 1)
(10 POINTS)

The instructor should read and lead a discussion on the section entitled Selection of Project Problem found in the Individual Project Guidelines.

Students shall complete this part **individually** and refer to their own organization and needs/issues within training. Students should write a response using multiple paragraphs, not to be caught up by the space presented on the form. The written presentation will display articulation and analysis of the issue.

Instructors will use this rubric as a guide to assign a score to the student's submission. Student responses may not all fall in one category, so the instructor's final scores may account for some random answers.

The criteria to be judged in this part includes:

- The problem selected must relate to Training Program Management and to the TPM position as manager.
- The problem is associated with the training function in the student's organization.
- Reasonable opportunity to implement conclusions and solutions upon returning to organization.
- Sufficient sources to complete this project.
- Sufficient time to adequately complete the requirements of the paper.

Student Name: _____

Date: _____

Score: _____

Points	Adjectival Rating
10-9	Provides strong justification of the criteria for selecting problem topic.
8-7	Good justification may have a concern or two.
6-0	Justification generally lacking, may need to rework or select another problem.

(Instructor comments on back)

INDIVIDUAL STUDENT PROJECT: BACKGROUND AND SIGNIFICANCE OF THE PROBLEM (PART 2)
(15 POINTS)

The instructor should read and lead a discussion on the section entitled Background and Significance of the Problem found in the Individual Project Guidelines.

Response to this item should be a minimum of one to two pages typed.

Instructors will use this rubric as a guide to assign a score to the student's submission. Student responses may not all fall in one category, so the instructor's final scores may account for some random answers.

The criteria to be judged in this part includes:

- Nature of the training problem or issue precisely and clearly stated.
- Does the problem address the questions under "Selection of Project Problems"?
- Impact of the problem on the organization.
- How the problem relates to subject matter covered in TPM.

Student Name: _____

Date: _____

Score: _____

Points	Adjectival Rating
15-14	Meets or exceeds criteria stated above.
13-12	Meets criteria, suggestions noted.
11-0	Substantially less than criteria, may need to be rewritten or assignment not submitted.

(Instructor comments on back)

INDIVIDUAL STUDENT PROJECT: SOURCE REVIEW (PART 3)
(10 POINTS)

This section summarizes critical findings or recommendations of other knowledgeable people, materials, or surveys that may suggest solutions. It must include recommendations from published documents such as suggestions from the TPM Student Manual (SM) and/or any literature found at the LRC. The student should also obtain recommendations from persons, i.e., students, instructors, or staff. This section must include a short summary of any interviews the author conducted with people on campus and of recommendations found through research and survey.

The criteria to be judged in this part includes:

- Sufficiently comprehensive.
- Recommendations through resources or materials reviewed.
- Short summary recommendations from other people.

Student Name: _____

Date: _____

Score: _____

Points	Adjectival Rating
10-9	Meets and/or exceeds criteria for this part.
8-7	Meets criteria, suggestions shall be noted.
6-0	Substantially less than criteria, needs major rework, or not submitted at all.

INDIVIDUAL STUDENT PROJECT: RECOMMENDATIONS FOR SOLVING THE PROBLEM (PART 4)
(20 POINTS)

This section should contain each student's own recommendations as to how best to solve his/her own problem or issue. First the student should analyze the recommendations he/she has received by looking at each recommendation as having a positive or negative effect. Then the student must synthesize or integrate recommendations that are seen as positive and helpful to him/her upon returning to his/her organization.

Students may compare and contrast ideas, and look at the merits of several ideas, even in combination with one another. Recommendations should include methods for implementation as well as an explanation of how they represent positive change or potential improvement. Students do not have to accept recommendations that they obtained for this project. Upon evaluation, they may generate their own different recommendations but must comment on those recommendations that they researched and justify their own.

Instructors will use this rubric as a guide to assign a score to the student's submission. Student responses may not all fall in one category, so the instructor's final scores may account for some random answers.

The criteria to be judged in this part includes:

- The report should evaluate recommendations as being positive or negative. These positives or negatives should be written in the student's own words within this section, and it need not be extensive.
- The report should synthesize and integrate recommendations or see how they work together, particularly if students believe recommendations to be positive.
- Finally, in this section the students should address their recommendations from an implementation viewpoint.

Student Name: _____
 Date: _____
 Score: _____

Points	Adjectival Rating
20-18	Meets and/or exceeds criteria.
17-14	Meets criteria, suggestions noted.
13-0	Does not substantially meet criteria, needs to be reworked, assignment may not have been submitted.

(Instructor comments on back)

**INDIVIDUAL STUDENT PROJECT: REFERENCES (PART 5)
(10 POINTS)**

Students are to follow sample formats below and will be assigned points according to the adjectival rating.

Sample Format for Written Materials

American Psychological Association. (2010). *Publications manual*. (5th ed.) Washington, DC: American Psychological Association.

Becker, B., Barfield, D., Christensen, R., Dunn, N., Robins, S., & Shankle, R. (2004). *Executive fire officer guidelines*. (Executive Development Research Paper). Emmitsburg, MD: National Fire Academy.

Isaac, S., & Michael, W. (1997). *Handbook in research and evaluation*. San Diego, CA: Edits Publishers.

Sample Format for Sources from Interviews/Conversations

Wall, R. (2013). Interview dialogue. Emmitsburg, Maryland.

Martin, R. (2013). Interview dialogue. Emmitsburg, Maryland.

Sample Format for Sources from Internet Sites

Maryland Fire and Rescue Institute. *MFRI's IAFC Stand Down for Safety Presentation*. Retrieved July 7, 2005 from:
<http://www.mfri.org/announcements/200506standdown/200506safetystanddown.ppt>

National Fallen Firefighters Foundations. *About Everyone Goes Home*. Retrieved July 7, 2005 from: <http://www.everyonegoeshome.com/about.asp>

Student Name: _____
Date: _____
Score: _____

Points	Adjectival Rating
10-9	Meets or exceeds criteria.
8-7	Basically meets criteria, changes noted.
6-0	Needs substantial revision or assignment not submitted.

(Instructor comments on back)

INDIVIDUAL STUDENT PROJECT: REPORT FORMAT (PART 6)
(10 POINTS)

All reports submitted must be typed double-spaced and submitted according to the required elements below. The students should make every attempt to use contemporary principles and procedures. The information should be as up-to-date as possible.

The paper must be typed double-spaced with proper headings noted. Students are urged to use the computer spelling and grammar programs to assure a well-written paper. All required sections of the paper must be included as outlined below. Students are expected to select a title that reflects the nature of the study and to use correct title page format.

Required Elements of Paper (In Order)

1. Title Page (separate page)
Title of Project Reflecting the Problem
Student Name, Organization, City and State
Title of Course
Dates of Course Attended
3. Main body of paper, including the following sections:
Background and Significance of Problem
Source Review
Conclusion/Recommendations
Reference List
4. Reference List [separate page(s)]
(See attached sample in the criteria section)

Instructors will use this rubric as a guide to assign points to the student's submission. Student responses may not all fall in one category, so the instructor's final score may account for some random answers.

Student Name: _____
Date: _____
Score: _____

Points	Adjectival Rating
10-9	Student meets all format and project elements exactly.
8-7	Student basically meets requirements – minor issues.
6-0	Student does not meet the requirements and project needs to be redone. Very low scores should be given to students who do not submit.

(Instructor comments on back)

Instructor Biography