



National Fire Academy

**R0445 – Fire and Emergency Services Training Program Management
Version: 1st Edition, 4th Printing, October 2019**

Quarter:

ACE Credit: Pending

IACET Continuing Education Units: Pending

Length of Course: 6 Days (37 hr., 45 min. contact hours, Monday – Friday)

Prerequisite: Yes

Curriculum: Training Programs

Training Specialist: Dave Donohue

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

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Course Description (Catalog)

R0445 – “Fire and Emergency Services Training Program Management.” This 6-day course is designed to develop a professional cadre of training professionals capable of performing all training functions from analyzing training needs to the design, development, delivery, evaluation, and management of training activities, with the goal of achieving excellence through training. The course provides training professionals a means to acquire knowledge and skills in various areas of the training profession and at various levels of expertise.

Student Qualifications (Primary and Secondary Audience)

The audience for this course is managers assigned to positions that supervise and coordinate training and exercise programs. This course is not appropriate for entry-level training personnel.

Course students will have either an Instructor certification appropriate to their discipline (such as Fire Instructor I or Emergency Medical Services (EMS) Instructor) or Instructional Design Certificate.

Course Scope (Goal)

The intent of the “Fire and Emergency Services Training Program Management” course is to provide training managers with competencies related to training program management, including program lifecycle requirements, financial requirements, managing training facilities, management of instructors, instructional technology, and other factors that support a quality training program.

Course Objectives (Course Learning Outcomes – TLOs)

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

- Evaluate the role of the training function in maintaining performance proficiency in organizations.
- Appraise the role of ethics, laws and standards on training policies.
- Develop an annual training plan for the authority having jurisdiction (AHJ).
- Develop a marketing plan for their training program.
- Plan resources to address training issues within their organization.
- Construct a training budget.
- Evaluate individual and training program effectiveness.
- Propose a complete training plan to a simulated executive body for plan concurrence.

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. 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.

| DAY 1 | DAY 2 |
|---|--|
| Unit 1: Introduction to Training Management Activity 1.1: Introductions and Course Expectations | Unit 3: Developing an Annual Training Plan Activity 3.1: Data Gathering Methods Activity 3.2: Selecting a Training Source |
| <i>Break</i> | <i>Break</i> |
| Unit 1: Introduction to Training Management (cont'd) Activity 1.2: Entry Learning Experience Activity 1.3: Training Program Management Activity 1.4: Identifying Competencies Activity 1.5: Self-Assessment | Unit 3: Developing an Annual Training Plan (cont'd) Activity 3.3: Reviewing a Training Plan Activity 3.4: Developing an Annual Training Plan |
| <i>Lunch</i> | <i>Lunch</i> |
| Unit 2: Establishing Training Policies, Procedures and Standards Activity 2.1: Case Study Activity 2.2: Accreditation | Unit 4: Marketing the Training Plan Activity 4.1: Developing Icons |
| <i>Break</i> | <i>Break</i> |
| Unit 2: Establishing Training Policies, Procedures and Standards (cont'd) Activity 2.3: Outlining a Training Manual Activity 2.4: Developing a Code of Ethics Activity 2.5: Solving Ethical Dilemmas | Unit 4: Marketing the Training Plan (cont'd) Activity 4.2: Developing a Marketing Plan |

Note: This schedule is subject to modification by the instructors and approved by the training specialist.

| DAY 3 | DAY 4 |
|---|--|
| Unit 5: Secure and Manage Resources Activity 5.1: Developing a Staffing Plan | Unit 6: Develop and Manage the Budget Activity 6.1: Capital or Operating Expenses |
| <i>Break</i> | <i>Break</i> |
| Unit 5: Secure and Manage Resources (cont'd) Activity 5.2: Training Team Challenges Activity 5.3: Facility Requirements | Unit 6: Develop and Manage the Budget (cont'd) Activity 6.2: Developing and Briefing a Budget |
| <i>Lunch</i> | <i>Lunch</i> |
| Unit 5: Secure and Manage Resources (cont'd) Activity 5.4: Identifying Training Technology Needs | Unit 6: Develop and Manage the Budget (cont'd) Activity 6.2: Developing and Briefing a Budget (cont'd) |
| <i>Break</i> | <i>Break</i> |
| Unit 5: Secure and Manage Resources (cont'd) Activity 5.5: Training Administration | Unit 7: Evaluating Training Programs Activity 7.1: What to Evaluate Activity 7.2: Continuing Development |

| DAY 5 | DAY 6 |
|---|---|
| Unit 8: Final Presentation, Project and Exam | Unit 8: Final Presentation, Project and Exam (cont'd) |
| <i>Break</i> | <i>Break</i> |
| Unit 8: Final Presentation, Project and Exam (cont'd) | Unit 8: Final Presentation, Project and Exam (cont'd) |
| <i>Lunch</i> | <i>Lunch</i> |
| Unit 8: Final Presentation, Project and Exam (cont'd) | Graduation Evaluation |
| <i>Break</i> | <i>Break</i> |
| Unit 8: Final Presentation, Project and Exam (cont'd) | |

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)

A minimum, total score of 70 is required for successful completion of this course. The total course score is derived from a pre-course assignment, training design assignment, executive presentation paper, and a final presentation:

| Evaluation Method | Percent of Final Grade |
|--------------------------|-------------------------------|
| Pre-Course Assignment | 25% |
| Training Plan | 25% |
| Final Exam | 25% |
| Final Presentation | 25% |

Course Grading

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

A score of zero on any assignment will automatically result in course failure.

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: Introduction to Training Management

Objectives

Terminal Objective

The students will be able to:

- 1.1 Evaluate the role of the training function in maintaining performance proficiency in organizations.

Enabling Objectives

The students will be able to:

- 1.1 Identify the course goal, objectives, and agenda.
- 1.2 Describe course expectations.
- 1.3 Estimate pre-course competency levels.
- 1.4 Describe the characteristics of successful training programs.

- 1.5 Describe the relationship between program and project management.
- 1.6 Compare functional elements needed to manage an overall training program.
- 1.7 Discriminate between leadership and management activities.
- 1.8 Describe the interrelationship between leadership and management.
- 1.9 Identify leadership and management competencies.

Unit 2: Establishing Training Policies, Procedures and Standards

Objectives

Terminal Objective

The students will be able to:

- 2.1 Appraise the role of ethics, laws and standards on training policies.

Enabling Objectives

The students will be able to:

- 2.1 Select legal considerations associated with training programs.
- 2.2 Determine potential liability associated with training programs.
- 2.3 Describe steps for minimizing training liability.
- 2.4 Choose common types of professional training standards.
- 2.5 Defend maintaining accreditation.
- 2.6 Discuss the meaning of ethical behavior and its importance in training.
- 2.7 Determine ethical situations that require advice from an ethics officer or counsel.
- 2.8 Describe the purpose of ethical standards.
- 2.9 Describe the components of ethical decision-making.

Unit 3: Develop an Annual Training Plan

Objectives

Terminal Objective

The students will be able to:

- 3.1 Develop an annual training plan for the authority having jurisdiction (AHJ).

Enabling Objectives

The students will be able to:

- 3.1 Determine the organizational goals and expectations for a training program.
- 3.2 Identify the discrepancies between current and desired performance.
- 3.3 Describe how to select and use appropriate needs assessment tools and techniques.
- 3.4 Deduce when training can address the performance gaps.
- 3.5 Create multiple solutions to address performance gaps or meet organizational training goals.
- 3.6 Identify non-instructional solutions where appropriate.
- 3.7 Develop a cost-benefit analysis for recommended performance-improvement solutions, including researching existing training programs to avoid duplication of efforts.
- 3.8 Organize curriculums by sequencing courses and ensuring adequate content coverage.
- 3.9 Analyze training needs data.
- 3.10 Create an annual training plan.

Unit 4: Marketing the Training Plan

Objectives

Terminal Objective

The students will be able to:

- 4.1 Develop a marketing plan for their training program.

Enabling Objectives

The students will be able to:

- 4.1 Appraise the benefits of collaboration in training program management.
- 4.2 Interpret strategies for creating an organization that promotes teamwork among all partners.
- 4.3 Describe how to foster commitment, team spirit, pride, and trust.
- 4.4 Point out the importance of educating training partners on training program objectives, capabilities and capacities.
- 4.5 Defend the importance of marketing training.
- 4.6 Determine the importance of publicizing training program accomplishments. Describe the difference between marketing and advertising.
- 4.7 Develop a theme or message for communicating the mission of a training program. Select methods and media for reaching potential target audiences.

Unit 5: Secure and Manage Resources

Objectives

Terminal Objective

The students will be able to:

- 5.1 Plan resources to address training issues within their organization.

Enabling Objectives

The students will be able to:

- 5.1 Identify types and number of staff needed to implement a training plan.
- 5.2 Identify potential sources for obtaining qualified training team members.
- 5.3 Identify strategies for conducting training with limited resources.
- 5.4 Describe criteria for selecting training team members.
- 5.5 Identify strategies for managing volunteers.
- 5.6 Identify standards and expectations for training team members.
- 5.7 Describe how to promote professional development through coaching, mentoring, rewarding and guiding.
- 5.8 Identify strategies for fostering teamwork.
- 5.9 Describe the process for providing feedback to instructors on their performance.
- 5.10 Describe how the training environment affects the quality of training.
- 5.11 Discuss criteria for selection of appropriate sites for conducting training.
- 5.12 Identify the ongoing activities required to manage a training facility.
- 5.13 Identify the importance of relationships and partnerships to training facility access.
- 5.14 Describe strategies for using new technology to enhance learning.
- 5.15 Identify the manager's role in the lifecycle process for technology development.
- 5.16 Describe the accessibility requirements for using technology in training.
- 5.17 Identify functional requirements for a training technology project.
- 5.18 Correlate the use of eLearning technology with its generation and capabilities.
- 5.19 Identify the administrative functions needed to support a training program.
- 5.20 Describe records management considerations.

Unit 6: Develop and Manage the Budget

Objectives

Terminal Objective

The students will be able to:

- 6.1 Construct a training budget.

Enabling Objectives

The students will be able to:

- 6.1 Identify the process of developing a budget for a training program.
- 6.2 Describe factors involved in budgeting for training development projects.
- 6.3 Describe the typical items included in an annual operating budget for a training program.
- 6.4 Describe the elements to consider when projecting costs for a capital budget including technology upgrades, facilities improvements, etc.
- 6.5 Determine cost-reduction strategies.
- 6.6 Identify considerations for managing purchasing (procurement and contracting) of training services.
- 6.7 Describe the types of financial controls used for monitoring training program expenditures.
- 6.8 Develop an operating budget for implementing an annual training plan.
- 6.9 Prepare a budget briefing that summarizes the budget and presents a rationale justifying the expenditures.
- 6.10 Present a budget briefing to organizational decision-makers.

Unit 7: Evaluating Training Programs

Objectives

Terminal Objective

The students will be able to:

- 7.1 Evaluate individual and training program effectiveness.

Enabling Objectives

The students will be able to:

- 7.1 Describe the importance of evaluating a training program.
- 7.2 Identify types of training program elements to evaluate.
- 7.3 Describe how to collect and analyze training program evaluation data.
- 7.4 Describe techniques for continuous improvement of a training program.
- 7.5 Identify resources for training management competency development.

Unit 8: Final Presentation, Project and Exam

Objectives

Terminal Objective

The students will be able to:

- 8.1 Propose a complete training plan to a simulated executive body for plan concurrence.

Enabling Objectives

The students will be able to:

- 8.1 Develop a training plan.
- 8.2 Present training plan findings.
- 8.3 Identify post-training knowledge levels.

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.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.

Grading Rubrics

PRE-COURSE WRITTEN ASSIGNMENT GRADING RUBRIC

| 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. • Training solution is clearly aligned with the performance problem within the body of the paper and supported by at least 2 forms of data. <ul style="list-style-type: none"> - Alignment illustrates why training is an appropriate solution to the performance problem rather than another course of action. - Data must demonstrate how a training solution was successful for a similar performance problem at the local or national level.) <p>Correctly used terminology and concepts from course methodology and research.</p> <ul style="list-style-type: none"> • 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. • Training solution is somewhat aligned with the performance problem and discusses why training is an appropriate solution to the performance problem rather than another course of action. • 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. <p>OR</p> <ul style="list-style-type: none"> • Performance problem is not defined. <p>OR</p> <ul style="list-style-type: none"> • 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. |

| Written Assignment Score | Grade |
|---------------------------------|--------------|
| 25 | A |
| 20 | B |
| 15 | C |
| Below 15 | F |

TRAINING PLAN GRADING RUBRIC

| 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. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Performance problem is not defined. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Failed to show connection between training plan and community outcomes. |
| | 5 points | 3 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. | <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. | <p>Limited writing/communication skills:</p> <ul style="list-style-type: none"> • Lacks clear focus. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Multiple, major punctuation, grammar, and spelling errors. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Was not appropriate for audience. |

| | 5 points | 2 points | 0 points |
|--------------------|---|--|--|
| Peer Review | <p>Evidenced understanding and critical thinking:</p> <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 be asked by the audience in a real-world presentation). | <p>Marginal comprehension/effort:</p> <ul style="list-style-type: none"> • Submit 2 questions in D2L for instructors to ask about a peer's presentation (that could plausibly be asked by the audience in a real-world presentation). | <p>Limited comprehension/effort:</p> <ul style="list-style-type: none"> • Submit 1 or less questions in D2L for instructors to ask about a peer's presentation (that could plausibly be asked by the audience in a real-world presentation). <p>OR</p> <ul style="list-style-type: none"> • Submit any questions that lack plausibility. |

| Written Assignment Score | Grade |
|---------------------------------|--------------|
| 25 | A |
| 20 | B |
| 15 | C |
| Below 15 | F |

FINAL PRESENTATION GRADING RUBRIC

| 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 |
| | All content supports the overall message/purpose. | 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 |
| Score | Total Points | 25 |

| Final Presentation Score | Grade |
|--------------------------|-------|
| 22-25 | A |
| 20-21 | B |
| 17-19 | C |
| Below 17 | F |