



Course Syllabus

Course Description	This course will provide an overview of global health issues and allow students to experience being a student who crosses borders to study public health in action in a destination country. Students will gain insights into the challenges and strategies involved in promoting and improving global health, with the destination country serving as a specific case study. This includes learning about the destination country from a health perspective, politics, economics, etc., while learning how to collaborate across borders. Students will engage with real-world examples and experiences in our destination country throughout the course through virtual and in-person interactions and field visits. This course includes international travel with additional fees associated beyond the course tuition.
Prerequisites	Required: CPH 500/HPRO 830 Foundations of Public Health; Instructor Permission will be required to register for this course.
Instructors	Abbie Raikes, PhD, MPH Professor Department of Health Promotion College of Public Health Office: MCPH 2044 Email: abbie.raikes@unmc.edu Danielle Thies, MPH, MA Program Manager & Instructor Center for Global Health and Development College of Public Health Email: danielle.thies@unmc.edu
Guest Speakers	Guest speakers may include faculty members from across the University of Nebraska and experienced public health practitioners from public health agencies, other community organizations, and from our partners in our destination country.
Class Days, Times, Location	This fully online course is completed asynchronously using the UNMC Canvas Learning Management System (LMS). You are expected to log into Canvas at least four times a week to participate in discussions, complete tasks, and assignments for that week.
Office Hours	There are no set office hours for this course. Students may request an appointment by email. Virtual office hours may be conducted via phone, Zoom, or in-person.
Course Texts	There is no textbook required for this course. Reading materials will be posted on Canvas at least a week before the class.

Required Readings	Reading for a particular class should be completed before completing the required activities.
Course Format	This course includes two learning components. The first component is the online learning content, which includes video lectures, readings, journal articles, and guest lectures. The second component consists of international travel, where you and your classmates will experience global health firsthand in a destination country. During this time, the class will attend in-person meetings, participate in tours, and experience public health in our destination country.
Course Website	https://unmc.instructure.com (use your NetID and password)
ADA Policy	<p>The University of Nebraska Medical Center takes pride in its diverse population and is committed to providing all students the opportunity to take full advantage of its programs and facilities. In keeping with this philosophy, UNMC strives to eliminate architectural and programmatic barriers that may prevent qualified students with disabilities from obtaining an academic or professional degree. Reasonable accommodations (e.g., auxiliary aids and services or academic adjustments) are offered to provide students with disabilities an equal opportunity to participate in academic programs and to promote and facilitate the integration of students with disabilities into the mainstream of university academic life. Students should initiate requests for accommodation; however, the accountability and responsibility of accommodations is shared among faculty, students, administrators, and staff. Reasonable accommodations for students with disabilities are designed to provide equal access in a manner that does not compromise essential elements of academic programs.</p> <p>Full Policy https://catalog.unmc.edu/general-information/student-policies-procedures/student-accommodation-policy/</p>
ADA Registration and Contact Information	Reasonable accommodations are provided for students who are registered with UNMC Accessibility Services Center (UNMC ASC) and make their requests sufficiently in advance. For more information, contact UNMC ASC (Location: Student Life Center, Suite 2031; Phone: 402.554.2872, email: unmcasc@unmc.edu)

Course Learning Objectives:

At the end of this course, students should be able to do the following:

1. Appraise complex global health issues.
2. Analyze global health trends.
3. Break down the role of public health practitioners.
4. Describe the global health community's unique characteristics.
5. Assess health care delivery structures.
6. Analyze health care accessibility.
7. Give examples of global issues in impoverished settings.
8. Summarize global health ethics.
9. Examine intercultural power and privilege.

Foundational Competencies in Public Health

Competencies		Learning Objectives	Assignments	Graduate Studies Learning Outcomes
F4	Interpret results of data analysis for public health research, policy, or practice	2; 6	Discussion Board Reflection Journals In-country visits Research Paper Presentation	Knowledge of Discipline, Critical Thinking, and Research Skills
F5	Compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings	1; 3; 4; 5; 6	Discussion Board Reflection Journals In-country visits Research Paper Presentation	Knowledge of Discipline, Critical Thinking, and Research Skills
F6	Discuss the means by which structural bias, social inequities, and racism undermine health and create challenges to achieving health equity at organization, community, and societal levels	1; 2; 4; 5; 6; 7; 9	Discussion Board Reflection Journals In-country visits Research Paper Presentation	Knowledge of Discipline, Critical Thinking, Research Skills, Professional Behavior, and Communication Skills
F7	Assess population needs, assets, and capacities that affect communities' health	1; 2; 4; 5; 6; 7	Discussion Board Reflection Journals In-country visits Research Paper Presentation	Knowledge of Discipline, Critical Thinking, and Research Skills
F8	Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	1; 4; 9	Discussion Board Reflection Journals In-country visits Research Paper Presentation	Knowledge of Discipline, Critical Thinking, Research Skills, Professional Behavior, and Communication Skills
F14	Advocate for political, social, or economic policies and program that will improve health in diverse populations	1; 3; 4; 6; 7; 9	Discussion Board Reflection Journals In-country visits Research Paper Presentation	Knowledge of Discipline, Critical Thinking, Research Skills, Professional Behavior, and Communication Skills
F19	Communicate audience-appropriate public health content, both in writing and through oral presentation	1-9	Discussion Board Reflection Journals In-country visits Research Paper Presentation	Knowledge of Discipline, Critical Thinking, Research Skills, Professional Behavior, and Communication Skills
F20	Describe the importance of cultural competence in communicating public health content	1-9	Discussion Board Reflection Journals In-country visits Research Paper Presentation	Knowledge of Discipline, Critical Thinking, Research Skills, Professional Behavior, and Communication Skills

Course Assignments

Written Assignments: All written assignments should be submitted in final format; drafts will not be accepted or reviewed. Unless noted, all assignments should follow APA style guidelines. They should be typed using 12 pt. Times New Roman or Arial Font, double-spaced, with 1-inch margins on all sides. All assignments should include references, and the reference page is not included in the page limit required for the assignment.

1. Pre-Travel Orientation Modules (20pts - 5%)

Students must complete the Pre-Travel Orientation course in Canvas before international travel. Students will be enrolled in this separate course in Canvas. It is expected to take approximately 3-6 hours to complete the Pre-Travel Orientation course based on their prior level of international travel. This course does not need to be completed in one session. Each module can be completed individually. There is a simple quiz at the end of each module. You must get 100% on each quiz to pass but you get unlimited attempts. Once you complete all eight modules, you will receive 20pts towards your final grade in this course.

2. Reflection Journals (40pts x 2 - 22%)

Students must submit two Reflection Journal entries during the semester that ask to reflect on learning experiences in relation to the course materials, speakers, and upcoming travel. One will be submitted before the trip, and one will be submitted after return from the destination country. Students will be expected to journal during the international travel experience. These entries will be submitted directly to the instructors through Canvas and will not be shared with the class on the discussion boards.

3. Discussion Board Participation (10pts x 10 - 26%)

Throughout the semester, students will be expected to participate in the discussion board on Canvas. Discussion boards will consist of questions with a prompt for you to address. All discussion board submissions will be due by the end of the week, Sunday, at 11:59 pm unless otherwise stated in Canvas. Responses to the discussion boards will be due the following week, Thursday, at 11:59 pm unless otherwise stated in Canvas.

4. Research Paper (100 points – 26%)

Students will develop an 8-10 page research paper based on their topic, research, and international travel experience. The paper should include the following sections: Introduction, Literature Review, Discussion, and Conclusions.

Students should select one of the following prompts for their paper:

- Drawing from your research interests and experiences gained in Rwanda, explore a specific health issue or trend prevalent in the country. Analyze its trajectory, current status, and potential future implications while proposing potential evidence-based solutions or interventions. Provide real-world examples to support your discussion whenever possible.
- Drawing from your research interests and experiences gained in Rwanda, investigate a notable public health intervention implemented in Rwanda. Delve into its historical context, efficacy, challenges, and adaptability to other global contexts. Offer insights into the intervention's broader implications for global health practices and policies whenever possible.

5. Ignite Presentation– Experience and Research Paper (50pts - 13%)

Students will create an “Ignite” video presentation highlighting their experience in the class, during the international trip, and share a simple overview of their research project. **The Ignite presentation format is specific: a total of 5 minutes, 20 slides, and 15 seconds per slide only.** <https://www.ignitetalks.io/>

Students will submit their recorded video presentations to the final discussion board. Students will then be assigned to reply to 2 other students' presentations during the last week.

6. Peer-Review of Ignite Presentation (15pts x 2 - 8%)

Students will be automatically assigned two fellow classmates' Ignite Presentation to peer-review in Canvas. There will be guidelines to follow to receive full points for the assignment. These peer reviews will be submitted on the discussion board for everyone to see.

Grading: For assignments requiring rubrics, refer to the attached rubrics for grading details. Additional information about the grading criteria for each component will be distributed with the assignment. The relative weight of each course component is as follows.

26%	Discussion Boards
22%	Reflection Journals
26%	Research Paper
13%	Ignite Presentation
5%	Pre-Travel Orientation Modules
8%	<u>Peer Reviews</u>
100%	Total: 380 pts

Grading Scale: The grading scale for the course is shown below and is consistent with UNMC policies.

Grade Point:	4.0	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0
Final Percentage:	100-98	97-93	92-90	89-88	87-83	82-80	79-78	77-73	72-70	69-68	67-63	62-60	<60
Letter Grade:	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F

Class Policies

Instructor Expectations

Email	The instructors typically respond to emails within 24 hours or less if sent Monday – Friday. The instructors may respond to weekend emails, but they are not required. If you receive an out-of-office reply when emailing, it may take longer to return emails. If possible, the instructors will give students advance notice when they are out of the office.
Discussion Board	The instructors will be active readers and occasionally post throughout the semester. The group discussion boards will be moderated by the group members unless a fellow group member brings an issue to the instructors' attention.
Feedback	All graded assignments will receive written feedback that coincides with the assessment rubric. Feedback will be delivered via the Canvas Grade Center. If warranted, additional feedback may be sent via Canvas email or viewed in the comments section of the graded assignment. Feedback is meant to be constructive and help the student continue to build upon their skills. The types of feedback you may receive are descriptive feedback, evaluative feedback, and motivational feedback. Feedback is a tool that you as a learner can use to understand the areas that they are succeeding in and what you can do to improve in areas you are not.
Grading	Assignments, projects, and discussion board postings will be graded no more than two weeks after the due date. Assignments that are built on the next assignment will be graded within one week of the final due date. Early submissions will not be graded before the final due date.

Student Expectations

Assignments	All assignments will be submitted through Canvas via the discussion board, assignments links in the weekly modules, syllabus link, or assignments link (if available by your instructors). Emailing assignments is not acceptable unless prior arrangements have been made. If you are having issues submitting assignments, try a different web browser first. If switching browsers does not work email the instructors for guidance.
Participation	Your active participation is an integral part of your learning experience in this course.
Communication	Class members are expected to follow common courtesy in all communication, including email, discussion boards, and Canvas. All electronic communications should follow proper English grammar rules to include complete sentences. This is a professional course, and you are expected to communicate as a professional.
Contributions	Students are expected to offer individual contributions in class and on individual assignments and collaborate with fellow students on assignments for which students may work together.
Discussion Board	<p>Students are expected to participate in the course Group Discussion Board on Canvas. Throughout the semester, students will be assigned discussion board questions that will be addressed in the student's original post. Students are also expected to reply to at least two peers' postings per discussion board. Peer replies should be thoughtful, reflective, and respectful while prompting further discussion using content knowledge, critical thinking skills, questioning, and relevant information on the topic.</p> <ul style="list-style-type: none">• View the 15 Rules of Netiquette for the online discussion board at http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/
Email	<p>All email correspondence between student/instructors and peer/peer will be conducted professionally following email etiquette.</p> <ul style="list-style-type: none">• View the following link for more information on email etiquette: http://metropolitanorganizing.com/etiquette-professional-organizing-services/essential-email-etiquette-tips/
Late Work	Missed, rescheduled, or late work: Assignment due dates will not be changed because of exams or assignments in other courses or because of conflicting vacation travel plans. Late submissions will receive a point reduction for every day that they are late. After seven days, late submissions will receive no points. Corrected submissions will not be accepted unless stated otherwise. Students must inform the instructors in the first week of class if they cannot attend an exam or presentation due to extenuating circumstances, such as medical procedures or professional travel.

Academic Integrity and Professional Conduct

The University of Nebraska Medical Center has established a policy on academic integrity and professional conduct. This policy may be found in the UNMC Student Handbook. All graduate students are expected to adhere scrupulously to this policy. Cheating, academic misconduct, fabrication, and plagiarism are viewed as serious matters and will lead to disciplinary action as described in the UNMC

Student Handbook under Procedural Rules Relating to Student Discipline. Additional materials related to Responsible Conduct in Research can be found in the UNMC Student Handbook.

Selected sections from the [Student Polices and Procedures](#) include:

Cheating: A general definition of cheating is the use or attempted use of unauthorized materials or information for an academic exercise. Examples of cheating include but are not limited to:

1. Using unauthorized materials such as books, notes, calculators or other aids during an examination or other academic exercises;
2. receiving unauthorized assistance from another person during an exam or exercise such as copying answers, receiving answer signals, conversation or having another person take an examination for you;
3. providing assistance to another person during an exam or exercise, such as allowing your answers to be copied, signaling answers, or taking an exam for someone else;
4. obtaining answers and/or other information without authorization from someone who has previously taken an examination;
5. including all or a portion of previous work for another assignment without authorization.

Academic misconduct: Academic misconduct is defined as the falsification of official documents and/or obtaining records, examinations, or documents without authorization. Several examples of academic misconduct are:

1. The unauthorized acquisition of all or part of an unadministered test;
2. selling or otherwise distributing all of part of an unadministered test;
3. changing an answer or grade on an examination without authorization;
4. falsification of information on an official university document such as a grade report, transcript, an instructors' grade book or evaluation file or being an accessory to an act of such falsification;
5. forging the signature of an authorizing official on documents such as letters of permission, petitions, drop/add, transcripts, and/or other official documents;
6. unauthorized entry into a building, office, file, or computer database to view, alter or acquire documents.

Plagiarism: Plagiarism is the appropriation of another person's ideas, processes, results, or words without giving appropriate credit, i.e., an appropriate attribution or citation. Some examples are:

1. In the methods section of a thesis, a graduate student describes a procedure used in research for the thesis. The procedure was developed by a fellow graduate student in the laboratory of their major professor; however, neither the student who developed this procedure nor the major professor was given credit in the thesis. This implies that the author of these had himself developed the procedure.
2. In the background section of a thesis, a graduate student quotes verbatim the results of a previous investigator's work but fails to credit the individual through citation. The work is recent and thus cannot be considered common knowledge.

Instructor's Policy: A violation of the standards of academic integrity is viewed as a serious matter at UNMC. Any violation of the academic integrity and professional conduct policy will result in a zero grade for the assignment or exam in question. A second offense will result in an F for the course. Violations will be reported to the student's Department Chair and the CPH Associate Dean for Academic and Student Affairs and may be entered into the student's academic record. This record may affect future job opportunities.

Course Outline

This schedule may change as the semester progresses, according to student enrollment and needs. All assignments are due in Canvas by 11:59 pm on the due date.

Week	Date	Topic	Reading Assignments	Class Assessment/ Due Date
1	5/13/24 to 5/19/24	Introduction to Global Health	<ul style="list-style-type: none"> Video lectures and readings included in the Canvas module 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion Board 1- Self Introductions, due no later than 11:59 pm on 5/19 <input type="checkbox"/> Discussion Board 2, due no later than 11:59 pm on 5/19
2	5/20/24 to 5/26/24	Decolonizing Global Health; Pre-Travel Orientation; Cultural Awareness and Cultural Humility	<ul style="list-style-type: none"> Video lectures and readings included in the Canvas module 	<ul style="list-style-type: none"> • Discussion Board 1 Replies-Self Introductions, due no later than 11:59 pm on 5/23 • Discussion Board 2 Replies, due no later than 11:59 pm on 5/23 <input type="checkbox"/> Submit Research Paper Topic, due no later than 11:59 pm on 5/26 <input type="checkbox"/> Discussion Board 3, due no later than 11:59 pm on 5/26
3	5/27/24 to 6/2/24	Introduction to Rwanda and the 1994 Genocide	<ul style="list-style-type: none"> Video lectures and readings included in the Canvas module 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion Board 3 Replies, due no later than 11:59 pm on 5/30 <input type="checkbox"/> Completion of Pre-Travel Orientation Modules in Canvas, due no later than 11:59 on 6/2 <input type="checkbox"/> Reflection Journal Entry 1, due no later than 11:59 pm on 6/2 <input type="checkbox"/> Discussion Board 4, due no later than 11:59 pm on 6/2
4	6/3/24 to 6/9/24	Major Public Health Themes & Interventions in Rwanda	<ul style="list-style-type: none"> Video lectures and readings included in the Canvas module 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion Board 5, due no later than 11:59 pm on 6/7 <input type="checkbox"/> Discussion Board 4 Replies, due no later than 11:59 pm on 6/8
5	6/10/24 to 6/16/24	Travel to Destination Country	<ul style="list-style-type: none"> None 	<input type="checkbox"/> In-Country Visit
6	6/17/24 to 6/23/24	Travel to Destination Country	<ul style="list-style-type: none"> None 	<input type="checkbox"/> In-Country Visit
7	6/24/24 to 6/30/24	Infectious Diseases in Global Health; Non-	<ul style="list-style-type: none"> Video lectures and readings included in 	<input type="checkbox"/> Discussion Board 5 Replies, due no later than 11:59 pm on 6/23

		Communicable Diseases (NCDs); Disability-Adjusted Life Years (DALYs)	the Canvas module	<input type="checkbox"/> Discussion Board 6, due no later than 11:59 pm on 6/30 <input type="checkbox"/> Reflection Journal Entry 2, due no later than 11:59 pm on 6/30
8	7/1/24 to 7/7/24	Environmental Health; WASH; OneHealth	<ul style="list-style-type: none"> • Video lectures and readings included in the Canvas module 	<input type="checkbox"/> Discussion Board 6 Replies, due no later than 11:59 pm on 7/5 <input type="checkbox"/> Discussion Board 7, due no later than 11:59 pm on 7/7
9	7/8/24 to 7/14/24	Maternal and Child Health (MCH)	<ul style="list-style-type: none"> • Video lectures and readings included in the Canvas module 	<input type="checkbox"/> Discussion Board 7 Replies, due no later than 11:59 pm on 7/11 <input type="checkbox"/> Discussion Board 8, due no later than 11:59 pm on 7/14
10	7/15/24 to 7/21/24	Global Health Ethics and Human Rights	<ul style="list-style-type: none"> • Video lectures and readings included in the Canvas module 	<input type="checkbox"/> Discussion Board 8 Replies, due no later than 11:59 pm on 7/18 <input type="checkbox"/> Discussion Board 9, due no later than 11:59 pm on 7/21
11	7/22/24 to 7/28/24	Emerging Issues and Future Trends: Mental Health; Climate Change; AI	<ul style="list-style-type: none"> • Video lectures and readings included in the Canvas module 	<input type="checkbox"/> Discussion Board 9 Replies, due no later than 11:59 pm on 7/25 <input type="checkbox"/> Discussion Board 10, due no later than 11:59 pm on 7/28 <input type="checkbox"/> Submit Research Paper, due no later than 11:59 pm on 7/28
12	7/29/24 to 8/4/24	Course Wrap Up	<ul style="list-style-type: none"> • None 	<input type="checkbox"/> Discussion Board 10 Replies, due no later than 11:59 pm on 8/1 <input type="checkbox"/> Submit Ignite Presentation, due no later than 11:59 pm on 8/4
13	8/5/24 to 8/9/24	Course Wrap Up	<ul style="list-style-type: none"> • None 	<input type="checkbox"/> Peer Feedback on 2 Assigned Ignite Presentations, due no later than 11:59 pm on 8/9 <input type="checkbox"/> Course Evaluations

Grading Rubrics

Online Canvas Discussion Board Rubric (10 points each) - 10 total

Online Discussion Rubric (10 points per discussion board)			
Criteria	Fully Met	Partially Met	Not Met
Quantity of Discussion Posts (2 point)	Posted the required number of original posts and peer replies. (2 point)	Posted the required number of original posts but still need peer replies or posted peer replies but not an original post. (1 point)	Did not post the required original post or the number of peer replies. (0 points)
Synthesis of Learning Content/Discussion Topic (4 points)	All posts reflected scholarly deliberation and synthesis of material from the unit. (4 points)	At least half of the posts reflected scholarly deliberation and synthesis of material from the unit. (2 point)	Less than half of the posts reflected scholarly deliberation and synthesis of material from the unit. (0 points)
Relation of Learning Content/Discussion Topic (4 points)	Post content relates to the discussion topic and prompts further discussion amongst peers. (4 points)	Post content is somewhat related to the discussion topic and/or partially prompts further discussion amongst peers. (2 point)	Post content is not related to the discussion topic and/or partially prompts further discussion amongst peers. (0 points)

Reflection Journals Rubric (40 points each) - 2 total

Reflection Journals Rubric 40 points			
Criteria	Fully Met	Partially Met	Not met
Completeness (14 points)	The student has provided an appropriate response to the questions asked. (14 points)	The student has provided an appropriate response to the questions asked. Some questions are answered, or answers are incomplete. (6-10 points)	Did not answer the question; response is not appropriate to the questions/prompt; all/most answers are incomplete or missing. (0 points)
Connection to course content (10 points)	The journal entry is responsive to the question and demonstrates understanding of course content (10 points)	The journal entry is partially responsive to the question and/or partially demonstrates understanding of course content. (6 points)	The journal entry is not responsive to the question and/or does not demonstrate understanding of course content (0 points)
Depth of reflection (10 points)	The journal entry clearly shows how course content affected the student's thinking	The journal entry somewhat shows how course content affected the student's thinking	The journal entry does not clearly show how

	and shares examples to support reaction. (10 Points)	and occasionally shares examples to support reaction. (6 points)	course content affected the student's thinking and does not share examples to support reaction. (0 points)
Length (6 points)	The journal entry falls within the word limits at least 500 words but not longer than 1000 words. (6 points)	The journal entry falls close to the word limits at least 400 words but not longer than 1100 words. (3 points)	The journal entry is too short or too long. (0 points)

Research Paper Rubric (100 points) - 1 total

Research Paper Rubric (100 points)			
Criteria	Proficient	Competent	Poor Performance
Introduction and Justification (20 points)	The student is able to introduce the topic in depth and provides a background, setting, objectives, and rationale for the paper. (20 points)	The student is not able to fully introduce the topic. Some key points are missing. (10-16 points)	The student is not able to introduce the topic (writes irrelevant details). (0-8 points)
Literature Review, Discussion, and Conclusions (40 points)	The contents demonstrate that the student fully understands their chosen topic and has conducted exceptional research. All three sections are included and described accurately and in detail. (30-40 points)	The contents demonstrate that the student, for the most part, understands their chosen topic and has conducted adequate research. One or more of the required sections is incomplete. (15-25 points)	The paper does not demonstrate that the student has fully understood their chosen topic and has conducted limited research. One or more of the required sections is incomplete. (0-10 points)
Course Reflection and Connection (20 points)	The contents demonstrate that the student has applied concepts learned in the course. Aspects from the in-country visits were also reflected in the research topic. (20 points)	The contents demonstrate that the student has applied some of the concepts learned in the course. Aspects from the in-country visits were somewhat reflected in the research topic. (10-16 points)	The contents demonstrate that the student has not applied concepts learned in the course. Aspects from the in-country visits were not reflected in the research topic. (0-8 points)
Grammar, References, and Paper Mechanics (10 points)	The written text contains few or no errors in spelling, grammar, punctuation, or sentence structure.	The written text contains some errors in spelling, grammar, punctuation, or sentence structure, but these errors do not interfere with the	The written text contains numerous errors in spelling, grammar, punctuation, or sentence structure that interfere with the readability.

	All sources were referenced. The paper is 8-10 pages in length. (8-10 points)	readability. Not all sources were referenced. The paper is at least 6 pages and no more than 12 pages in length. (4-7 points)	None of the sources were referenced. The paper is too short or too long. (0-2 points)
Timeliness (10 points)	The presentation was uploaded on Canvas on time (by the due date/time). (10 points)	The presentation was uploaded on Canvas within 24 hours after the due date/time. (6 points)	The presentation was uploaded on Canvas is more than 48 hours after the due date/time. (0 points)

Ignite Presentation Rubric (50 points) - 1 total

Ignite Presentation Rubric (50 points)			
Criteria	Proficient	Competent	Poor Performance
Organization and use of visual effects (10 points)	Slides have the required components (person, place time, magnitude, and recommendation), and the information is consistently organized. Oral presentation aligns with the visuals and transition is smooth from one section to another. Visual aids are well prepared, informative, and are effectively used to enhance the audience's understanding of the materials. The presentation followed the required format of 20 slides, 15 seconds per slide. (10 points)	Slides have some of the required components (person, place time, magnitude and recommendation), or the information is somewhat organized, or the oral presentation does not match or follow the slides well. Visual aids are somewhat prepared and informative but do not always support the text. The presentation somewhat followed the required format. There were between 18-25 slides, 10-25 seconds per slide. (5-8 points)	There is no sequence of information and/or some of the required main components (person, place time, magnitude and recommendation) are missing. Slides have the required components (person, place time), but information is inconsistently organized; therefore, it is very difficult to follow the presentation. Does not include any visual aids (table, graph, pictures) to enhance the audience's understanding of the materials. The presentation did not follow the required format. The font size is too small and cannot be read. (0-4 points)
Slide Content (20 points)	Clearly described purpose which is appropriate for the target audience. Key messages are clear and consistent. Content is logically sequence, relevant to the	Purpose is described but not appropriate/relevant for the target audience. Key messages are developed but not clear or inconsistent. Some elements of the	Purpose is not described (missing). Key message is not developed and/or is inconsistent. Content is not logically sequenced, nor relevant to

Ignite Presentation Rubric (50 points)			
Criteria	Proficient	Competent	Poor Performance
	purpose of the presentation and there is a clear linkage between the different components. (20 points)	content are missing or the linkage between the various components is not clear. (8-14 points)	the purpose of the presentation and there is not a clear linkage between the different components. (0-6 points)
Delivery (10 points)	The presenter was easy to hear and understand throughout the presentation. The presentation reflects thorough preparation. (10 points)	The presenter was easy to hear and understand the majority of the time. The presentation reflects moderate preparation. (5-8 points)	The presenter was hard to hear and understand the majority of the time. The presentation reflects lack of practice and/or coordination. (0-4 points)
Time limit (5 points)	The presentation was within the assigned time limit (5 minutes). (5 points)	The presentation was at least 4 minutes and no more than 7 minutes. (3 points)	The presentation was too short or too long. (0 points)
Timeliness (5 points)	The presentation was uploaded on Canvas on time (by the due date/time). (5 points)	The presentation was uploaded on Canvas within 24 hours after the due date/time. (3 points)	The presentation was uploaded on Canvas more than 48 hours after the due date/time. (0 points)

Ignite Presentation Peer Review Rubric (15 points each) - 2 total

Ignite Presentation Peer Review Rubric 15 points			
Criteria	Fully Met	Partially Met	Not met
Peer Review (5 points)	Posted responses to all required sections of the peer review before due date/time. (5 points)	Posted responses to some of the required sections of the peer review before due date/time. (3 points)	Did not post responses to some of the required sections of the peer review. Or posted the responses to the peer review after due date/time. (0 points)
Quality of Peer Review (10 points)	All comments reflected critical thinking and review. Comments provide thoughtful critiques and prompt improvement amongst peers. (10 points)	At least half of the comments reflected critical thinking and review. Comments provide some thoughtful critiques and prompt some improvement amongst peers. (5-8 points)	Less than half of the posts reflected critical thinking and review. Comments did not provide thoughtful critiques and did not prompt improvement amongst peers. (0-4 points)