Course Rubric - Faculty Self Assessment						
	Sufficiently Present	Minor Revisions	Moderate Revisions	Major Revisions	Not Applicable	Action Plan
Estimated time needed for revision		*1/2 hour or less*	*1/2-2 hours*	*2+ hours*		
1. COURSE OVERVIEW AND INFORMATION						
Course is built using the Public Health Course Shell						
Course uses the MPH standard syllabus						
2. COURSE TECHNOLOGY AND TOOLS						
Any technology tools, files, images and videos meet accessibility standards						
Frequently used technology tools are easily accessed						
Are course online learning tools the best currently available						
Course requires use of electronic data analysis tools (e.g., Excel, SPSS, etc), if applicable						
3. DESIGN AND LAYOUT						
BB course left hand navigation is consistent with other courses						
Instructions for assignments and course resources are clear						
Table format follows a logicial and consistent layout						
Hyperlink text is descriptive and makes sense when out of context (avoid using "click here")						
4. CONTENT, ACTIVITIES & ENGAGEMENT						
Course offers access to a variety of engaging and up to date resources, topics or controversies						
Course provides activities for learners to develop higher-order thinking and problem-solving skills						
Course contains activities intended to build a sense of class community						
Course content presents evidenced based material						
Course content includes expert guest speakers (where applicable)						
Course requires students to communicate knowledge in different contexts and formats						
Course requires students to cite diverse appropriate sources to support positions						
Course integrates knowledge and perspectives drawn from a variety of disciplines (when applicable)						
Course requires students to learn concepts of leadership, policy and advocacy (where applicable)						
Course requires students to work in teams (when applicable)						
Course requires students to present information and receive peer feedback (when applicable)						
Course materials present examples of Diversity, Equity and Inclusion						
Faculty mention research, service and/or public health practice expertise and experience as it relates to the course topics						
5. ASSESSMENT AND FEEDBACK						
Course includes frequent and appropriate methods to assess learners' mastery of content						
Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.) (when applicable)						
Student course evaluations are used to improve courses						