New Orleans Baptist Theological Seminary and Leavell College

ONLINE COURSE EVALUATION RUBRIC

The Office of Online Learning will complete a general review of online and flex courses based on the criteria below. Responsibility is upon each instructor to adhere to each of the standards outlined in the rubric below.

Course_____   Instructor_____

Reviewer_____   Date_____

COURSE INTRODUCTION AND INFORMATION			FEEDBACK
☐	Syllabus	☐ The syllabus has been approved and filed with the appropriate Dean (and Assoc. Dean when applicable). ☐ The syllabus matches the copy submitted with development or revision form. ☐ Syllabus indicates both in which unit/week and on which day of the week each assignment is due.	

☐	Introductory Video	☐ The developer provides a brief video introduction to the course.
		    Please be clear that you are the *developer* and may or may not be the professor of record for the semester in which the student takes the course.
		
		    Developer is featured on video	

☐	Video Lectures	Developers should provide video lectures for each unit within the course. The videos must conform to the video guidelines, which is attached to this Rubric.	

COURSE FORMATTING AND LAYOUT		FEEDBACK
☐	Learning Module *Welcome: Begin Here!*	The learning Module *Welcome: Begin Here!* should include: ☐ Welcome video from Dr. Dew	

		☐ Welcome video from the developer. The instructions for this video were previously mentioned on this rubric under the item *Introductory Videos*. ☐ Syllabus overview video. This video should cover generic (i.e., not semester specific) syllabus information such as the required assignments but not their due dates. ☐ A template syllabus is posted in this learning module. Please make sure to post the syllabus template in a word document format. ☐ Course Schedules for each semester (spring, summer, and fall) are posted under the learning module labeled as "Welcome: Begin Here!" Templates are provided by the office of Online Learning. ☐ Introductory discussion. This discussion provides students with an opportunity to introduce themselves to classmates.	
☐	Unit Modules	The course content is divided into unit modules. We recommend organizing content into 14 units. Each unit module should contain: ☐ To Do List ☐ Video Lectures ☐ Other course materials such as lecture notes PowerPoints. ☐ Unit Assignments **P.S.:** Make sure that the layout of the course content is intuitive for **STUDENTS**.	

INSTRUCTIONAL MATERIAL AND CONTENT			FEEDBACK
☐	Communal Interaction	Course assignments should build an online community through regular and substantive interaction. Examples of interaction in this course include: Discussion Boards Debates Interactive Case Studies Group Projects BlueJeans Meetings	
☐	Content Integrity	The course materials include appropriate copyright(s) and licensing status for Third Party sources and applications. This only applies to courses using this policy.	

	ASSESSMENT OF LEARNING	FEEDBACK
☐ Assignment Instructions	☐ Assignment instructions are clearly written and explained in the syllabus. ☐ Detailed assignment instructions are provided for each assignment submission portal within the learning module.	
☐ Assessment	☐ The course should use a **variety of assessments** to engage students such as: Quizzes/Exams Reading/Lecture Reflections Group Video Chats Book Review Research Paper / Projects Journal/Critical Thinking Posts Discussion boards ☐ The course should be designed to encourage weekly interaction. We ask that you include at least **one graded assignment per week**. This is meant to encourage all students to engage in the course on a weekly basis. ☐ All assessments must be submitted within its appropriate unit. **P.S.:** If the course being developed/revised requires an embedded assignment, please make sure to specify which assignment will be the embedded assignment.	
☐ Rubrics and Answer Keys	The course contains both the necessary rubrics and answer keys for grading the various assignments.	
☐ Gradebook	☐ The gradebook is fully functioning and contains all the assignments from the course. ☐ The gradebook matches the grading guidelines described in the syllabus for the course.	

Additional Comments

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GUIDELINES FOR ONLINE VIDEO LECTURES

Video lectures are a powerful tool for teaching online. Our goal is to help faculty craft video lectures that communicate the same expertise and passion for their online students as their on campus students. The guidelines below are meant to guide faculty in creating video lectures that best serve the needs of distance students.

Video Lectures Should:
1. Cover substantial material related to the course (i.e. not simply introduce the unit).

2. Have distance students as the primary audience (i.e. not a recording of classroom/flex lectures).

3. Have high quality image and audio.

4. Prominently feature the lecturer in the video. Video lectures using screen capture tools like snagit offer several ways for the professor to be on the screen alongside presentation material. This allows distance students to build a better connection with our faculty. If a student hears you speak in a church or sees you at a denominational meeting, we hope they instantly say "there is my professor!"

5. Not exceed 30 min. For example, instead of having a one-hour video lecture, you can segment the video into two videos of 30min each or four videos of 20min. Keeping video lectures as short as possible can assist with keeping students' attention.

6. Be embedded in canvas using a third party host (YouTube/Vimeo).

Before Beginning to Record Video Lectures:
- Make sure you have a good camera, microphone, and a program that allows you to record the video lectures such as SnagIt. If you have questions about your equipment, please contact the distance learning office at distancesupport@nobts.edu.

- Video Evaluation: please submit a sample of a video lecture you recorded to the online learning office at distancesupport@nobts.edu. In this way, the online learning office can offer you feedback at the beginning of the development/revision stage.