Montclair State University
Online/Hybrid Course Review Checklist

Overview

The Online/Hybrid Course Review Checklist, developed by the [Instructional Technology and Design Services (ITDS)](#) group at Montclair State University, provides a starting point for reviewing the effectiveness of online/hybrid course design, and can also be used to self-assess online/hybrid courses. The criteria in this review are based on the research-based Quality Matters' rubric, Montclair State University's [OCIA course design model](#) (Orientation, Content, Interaction, Assessment) as well as other quality assurance frameworks.

The checklist includes the following categories:

    A. Course Overview

    B. Instructional Materials

    C. Learning Activities and Interaction

    D. Learning Assessments

    E. Technology and Accessibility

Course Identification:		(Include relevant course details below.)		
Course Title (Course URL Embedded)				
Course Number			**Semester & Year**	
Format	☐	Online	☐	Hybrid
Faculty				
Reviewer			**Date of Review**	

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A. Course Overview				
Criteria for Review	Meets Criterion	Revision Needed	Not Applicable	Comments
A.1 The course goals are clearly stated and measurable via activities and assessments.	☐	☐	☐	
A.2 The course includes a home page that welcomes students, provides an introduction to the course content, and presents accessible navigation to other course areas.	☐	☐	☐	
A.3 The course provides clear instructions for getting started and accessing key course components (i.e., syllabus and modules) through a getting started module, homepage or other means.	☐	☐	☐	
A.4 The syllabus contains information about all major course components (required materials, assessments, activities, etc.), instructional modality (online, hybrid, synchronous online, etc.), and university/program policies & resources.	☐	☐	☐	
A.5 The course is organized in a modular fashion (e.g., modules, lessons, class dates, etc.), and is easy to navigate.	☐	☐	☐	
A.6 Learning objectives are included in each module.	☐	☐	☐	
A.7 The professor's name, contact information and office hours are posted in the course. Professor establishes presence via video or text introduction.	☐	☐	☐	

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A. Course Overview

Criteria for Review	Meets Criterion	Revision Needed	Not Applicable	Comments
A.8 The course expectations for students are clearly defined (e.g., participation requirements, online assignments, collaboration).	☐	☐	☐	
A.9 The course components use a consistent and uncluttered layout which communicates course information clearly.	☐	☐	☐	
Comments on the Course Overview:				

B. Instructional Materials

Criteria for Review	Meets Criterion	Revision Needed	Not Applicable	Comments
B.1 The instructional materials are organized and presented in a consistent and easily navigable manner.	☐	☐	☐	
B.2 Instructional materials are presented in a variety of formats to accommodate diverse learning preferences via multiple means of representation (e.g. multimedia, literature , images, charts, applications, etc.).	☐	☐	☐	

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B. Instructional Materials

Criteria for Review	Meets Criterion	Revision Needed	Not Applicable	Comments
B.3 The course provides opportunities for students to critically engage with materials and content.	☐	☐	☐	
B.4 Instructional materials are cited properly and used in accordance with appropriate usage rights.	☐	☐	☐	
B.5 Instructor created videos are easy to access, well-produced and appropriately segmented.	☐	☐	☐	

Comments on Instructional Materials:

C. Learning Activities and Interaction

Criteria for Review	Meets Criterion	Revision Needed	Not Applicable	Comments
C.1 Student expectations and responsibilities for participation, communication, teamwork and collaboration are clearly stated (e.g. rubrics, examples, etc.).	☐	☐	☐	
C.2 Learning activities foster a sense of belonging and promote student-to-student, student-to-instructor, and student-to-content interaction.	☐	☐	☐	

C. Learning Activities and Interaction

Criteria for Review	Meets Criterion	Revision Needed	Not Applicable	Comments
C.3 Instructions to successfully complete student learning activities are clear and easily accessible in the course.	☐	☐	☐	
C.4 Students are provided sufficient information on how they can expect to interact with their instructor (e.g., typical response times, preferred method of contact, office hours, etc.).	☐	☐	☐	
C.5 Each module/unit/week contains at least one substantial opportunity for students to engage with each other (e.g. discussions, peer/group work, use of collaboration tools, creating projects/presentations collaboratively, etc.).	☐	☐	☐	
C.6 Professor maintains consistent teaching presence via videos, announcements, assignment feedback, or synchronous meetings, etc.	☐	☐	☐	
C.7 Interaction supports higher order thinking, engagement and is aligned to the objectives.	☐	☐	☐	
C.8 The course includes ongoing opportunities for student feedback (e.g. Q & A discussion, surveys, polls, etc.).	☐	☐	☐	
Comments on Learning Activities and Interaction:				

D. Learning Assessments

Criteria for Review	Meets Criterion	Revision Needed	Not Applicable	Comments
D.1 The course grading policy/scheme is clearly displayed on the syllabus (e.g. assignment weighting, late work policies, letter grades, accommodations, etc.)	☐	☐	☐	
D.2 Assessments are well aligned with the stated course/module learning objectives.	☐	☐	☐	
D.3 The course utilizes a variety of assessment strategies to gauge student progress and achievement. Students are provided opportunities to demonstrate understanding or proficiency in different ways.	☐	☐	☐	
D.4 Criteria for assignments are clearly defined (e.g. rubrics, exemplary assignments, etc.).	☐	☐	☐	
D.5 Long-term/large assessments are scaffolded/chunked into smaller deliverables spread throughout the semester.	☐	☐	☐	
D.6 Availability and due dates are clearly stated for all assessments.	☐	☐	☐	
D.7 The course provides feedback opportunities, including formative assessment opportunities to prepare students for summative assessments.	☐	☐	☐	
D.8 The gradebook is set up correctly to reflect the grading scheme used in the course.	☐	☐	☐	

Comments on Learning Assessments:

E. Technology and Accessibility

Criteria for Review	Meets Criterion	Revision Needed	Not Applicable	Comments
E.1 Appropriate technologies are well integrated into the course to enhance teaching and learning.	☐	☐	☐	
E.2 Required technology tools are clearly stated.	☐	☐	☐	
E.3 Technical support information for students is included for all required technology tools.	☐	☐	☐	
E.4 Course materials are accessible to screen readers and other assistive technologies (e.g., PDFs are Optical Character Recognition (OCR) compatible, text equivalents are provided for graphics, etc.).	☐	☐	☐	
E.5 Video and audio materials are accompanied by alternative formats such as transcripts or closed-captions.	☐	☐	☐	
E.6 Technology tools used in the course meet accessibility standards.	☐	☐	☐	

Comments on Technology and Accessibility:

Overall Comments: