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:**

   The *Course Overview* section includes criteria essential for introducing students to an online course such as a welcoming home page, a comprehensive and clear syllabus, as well as information about the professor and how to get started in the course.

B. **Instructional Materials:**

   The *Instructional Materials* section focuses on catering to diverse learning preferences with various formats, encouraging critical engagement with content, instructor-created videos, along with appropriate inclusion of library resources.

C. **Learning Activities and Interaction**:

   The *Learning Activities and Interaction* section emphasizes clear communication of expectations, fostering collaboration, and providing substantive opportunities for interaction. These criteria ensure that a consistent teaching presence is maintained and activities are aligned with learning objectives and student learning outcomes.

D. **Learning Assessments:**

   The *Learning Assessments* section focuses on clear grading policies, alignment of assessments with learning objectives, and varied strategies to gauge student progress and promote academic integrity.

E. **Technology and Accessibility:**

   The *Technology and Accessibility* section ensures the use of technologies in the course is clearly communicated to students. Additionally, a focus on accessibility is emphasized, including compatibility with screen readers, provision of alternative formats for video and audio materials, and adherence to accessibility standards.

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Course Identification:	(Include relevant course details below.)		
Faculty Name:			
Course ID:			
Course Title:			
Semester/Term:			
Modality:		**Credits:**	
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 includes a home page or homepage equivalent that welcomes students, provides an introduction to the course content, and presents navigation to other course areas.	☐	☐	☐	
A.2 The home page includes the correct course title and number. All links are functional.	☐	☐	☐	
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. The course student learning outcomes (or goals) are clearly stated on the syllabus. The syllabus includes course expectations for students that are clearly defined (e.g., participation requirements, online assignments, collaboration). There are no broken links and all template text has been updated.	☐	☐	☐	
A.5 The professor's name, contact information and office hours are posted in the course. The professor establishes presence via video or text introductions.	☐	☐	☐	
A.6 The course is organized using Canvas modules to structure all content, activities, and assessments in a logical fashion.	☐	☐	☐	

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A. Course Overview				
Criteria for Review	Meets Criterion	Revision Needed	Not Applicable	Comments
A.7 The course components use a consistent and uncluttered layout which communicates course information clearly.	☐	☐	☐	
A.8 Learning objectives are included in each module.	☐	☐	☐	
A.9 Unused items have been deleted from the course. Unused pages have been deleted from the Pages section; unused files and images have been deleted from the Files section. Files have been organized into folders where appropriate.	☐	☐	☐	
A.10 The "Validate Links in Course" tool has been run and any broken links have been fixed.	☐	☐	☐	
A.11 The Canvas Course navigation Menu has been updated to show items used in the course and hide extraneous links.	☐	☐	☐	
Comments on the Course Overview:				

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B. Instructional Materials

Criteria for Review	Meets Criterion	Revision Needed	Not Applicable	Comments
B.1 The instructional materials are organized, labeled appropriately, 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.).	☐	☐	☐	
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 Any included multimedia content is easy to access, high-quality, and is appropriate in length. All multimedia includes captions or other needed accessible formats.	☐	☐	☐	
B.6 Library resources are included where appropriate to aid student learning.	☐	☐	☐	
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.), and appropriately timed.	☐	☐	☐	
C.2 Learning activities foster a sense of belonging and promote student-to-student, student-to-instructor, and student-to-content interaction.	☐	☐	☐	
C.3 Instructions to complete student learning activities are clear and easy to find 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/week contains at least one substantial opportunity for students to engage with each other and the professor (e.g. discussions, peer/group work, use of collaboration tools, creating projects/presentations collaboratively, etc.).	☐	☐	☐	
C.6 The professor maintains a consistent teaching presence via videos, announcements, assignment feedback, discussion posts, and/or synchronous meetings, etc.	☐	☐	☐	
C.7 Learning activities support higher-order thinking, and engagement and are aligned to the objectives.	☐	☐	☐	

C. Learning Activities and Interaction

Criteria for Review	Meets Criterion	Revision Needed	Not Applicable	Comments
C.8 The course includes ongoing opportunities for student feedback (e.g. Q & A discussion, surveys, polls, etc.).	☐	☐	☐	
C.9 Any synchronous meetings are specified as required or optional. A recording is provided for students to view after the session.	☐	☐	☐	

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 The gradebook is set up correctly to match the course syllabus. Assignment group weights are set up correctly.				
D.3 Assignments are set to be graded using a consistent scheme.				
D.4 Availability and due dates are clearly stated for all assessments.				
D.5 Assessments are well aligned with the stated course/module learning objectives.	☐	☐	☐	

Criteria	Meets Criterion	Revision Needed	Not Applicable	Comments
D.6 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. Authentic assessments are present.	☐	☐	☐	
D.7 Criteria for assignments are clearly defined (e.g. rubrics, exemplary assignments, etc.).	☐	☐	☐	
D.8 Long-term/large assessments are scaffolded/chunked into smaller deliverables spread throughout the term.	☐	☐	☐	
D.9 The course provides feedback opportunities, including formative assessment opportunities to prepare students for summative assessments.	☐	☐	☐	
D.10 Technological measures are taken to instill academic integrity for online coursework. Turnitin is used on written assignments when applicable.	☐	☐	☐	
D.11 Tests and quizzes are designed to promote academic integrity. Quizzes are set up in question banks in order to utilize and encourage question randomization..	☐	☐	☐	
D.12 If LockDown Browser (LDB) (LDB) is used, a practice LDB exam is included in the course. Students are provided with instructions on how to download and access LDB.	☐	☐	☐	
Comments on Learning Assessments:				

E. Technology and Accessibility

Criteria for Review	Meets Criterion	Revision Needed	Not Applicable	Comments

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E.1 Instructional technologies are well integrated into the course to enhance teaching and learning.	☐	☐	☐	
E.2 Required technology tools are clearly stated. Technical support information for students is included for all required technology tools.	☐	☐	☐	
E.3 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.4 Video and audio materials are accompanied by alternative formats such as transcripts or closed-captions.	☐	☐	☐	
E.5 Technology tools used in the course meet accessibility standards.	☐	☐	☐	
E.6 The files section has been checked for any items that require accessibility remediation.	☐	☐	☐	
Comments on Technology and Accessibility:				

Overall Comments: