

# 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 and ITDS-produced 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, 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 are 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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<b>Course Identification:</b> (Include relevant course details below.)				
<b>Course ID &amp; Course Title</b> (Course URL Embedded)	<i>Ex. ACCT528: Business Valuation</i>			
<b>Course Design Start Date</b>		<b>Course Design End Date</b>		<b>First Term Offered</b>
<b>Modality</b>		<b>Credits</b>		
<b>SME</b>				
<b>ID</b>				
<b>ITDS Reviewer(s)</b>		<b>Date of Review</b>		
<b>QA Reviewer(s)</b>		<b>Date of Review</b>		

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A. Course Overview				
Criteria for Review	Meets Criterion	Revision Needed	Not Applicable	Comments
<b>A.1</b> The course includes a home page that welcomes students, provides an introduction to the course content, and presents navigation to other course areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A.2</b> The home page includes the correct course title and number. All links are functional. No template text is present. The banner image is customized for the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A.3</b> 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A.4</b> A course Introduction video has been embedded on the home page, The video is titled correctly and includes captions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A.5</b> 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 are clearly defined (e.g., participation requirements, online assignments, collaboration). There are no broken links and all template text has been updated. The downloadable syllabus is updated using the correct format to reflect the first term the new course will be offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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### A. Course Overview

Criteria for Review	Meets Criterion	Revision Needed	Not Applicable	Comments
<b>A.6</b> The professor's name, contact information and office hours are posted in the course. Professor establishes presence via video or text introduction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A.7</b> The course is organized in a modular fashion using 7 or 14 modules to structure all weekly content, activities, and assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A.8</b> Learning objectives are included in each module.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>A.9</b> The course components use a consistent and uncluttered layout which communicates course information clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments on the Course Overview:</i>				

### B. Instructional Materials

Criteria for Review	Meets Criterion	Revision Needed	Not Applicable	Comments
<b>B.1</b> The instructional materials are organized and presented in a consistent and easily navigable manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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B. Instructional Materials				
Criteria for Review	Meets Criterion	Revision Needed	Not Applicable	Comments
<b>B.2</b> 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.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B.3</b> The course provides opportunities for students to critically engage with materials and content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B.4</b> Instructional materials are cited properly and used in accordance with appropriate usage rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B.5</b> Each module includes multimedia content approximately equivalent to the in-person class session. The number of videos will vary by course and module.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B.6</b> Instructor created videos are easy to access, well-produced and appropriately segmented. All multimedia includes captions or other needed accessible formats.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B.7</b> Multimedia produced in collaboration with the ITDS is correctly embedded and captioned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B.8</b> Library resources are appropriately included to aid student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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## B. Instructional Materials

Criteria for Review	Meets Criterion	Revision Needed	Not Applicable	Comments
<i>Comments on Instructional Materials:</i>				

## C. Learning Activities and Interaction

Criteria for Review	Meets Criterion	Revision Needed	Not Applicable	Comments
<b>C.1</b> Student expectations and responsibilities for participation, communication, teamwork and collaboration are clearly stated (e.g. rubrics, examples, etc.) and linked to appropriate assignments. Discussions have a grading rubric attached, including post expectations and quantity of responses required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C.2</b> Learning activities foster a sense of belonging and promote student-to-student, student-to-instructor, and student-to-content interaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C.3</b> Instructions to successfully complete student learning activities are clear and easy to find in the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C.4</b> 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.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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**C. Learning Activities and Interaction**

Criteria for Review	Meets Criterion	Revision Needed	Not Applicable	Comments
<b>C.5</b> 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.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C.6</b> Professor maintains consistent teaching presence via videos, announcements, assignment feedback, or synchronous meetings, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C.7</b> Learning activities support higher order thinking, engagement and are aligned to the objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C.8</b> The course includes ongoing opportunities for student feedback (e.g. Q & A discussion, surveys, polls, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C.9</b> Generic announcements, based on the module's orientation pages, have been created and scheduled to automatically post at the beginning of each week. These announcements remind students of the topic for that week, the main activities and any due dates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C.10</b> Any synchronous meetings are listed as optional and recorded for students to view after the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*Comments on Learning Activities and Interaction:*

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D. Learning Assessments				
Criteria for Review	Meets Criterion	Revision Needed	Not Applicable	Comments
<b>D.1</b> The course grading policy/scheme is clearly displayed on the syllabus (e.g. assignment weighting, late work policies, letter grades, accommodations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D.2</b> Assessments are well aligned with the stated course/module learning objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D.3</b> 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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D.4</b> Criteria for assignments are clearly defined (e.g. rubrics, exemplary assignments, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D.5</b> Long-term/large assessments are scaffolded/chunked into smaller deliverables spread throughout the term.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D.6</b> Availability and due dates are clearly stated for all assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D.7</b> The course provides feedback opportunities, including formative assessment opportunities to prepare students for summative assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D.8</b> The gradebook is set up correctly to reflect the grading scheme used in the course. Assignment group weights are set and match those shown on the Syllabus page.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D.9</b> Assignment group weights are set and match those shown on the Syllabus page.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D.10</b> Assignments are set to be graded consistently, out of 100 points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D.11</b> Non-technological measures are taken to instill academic integrity for online student exams and coursework. Students are asked to accept an	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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academic integrity statement. The course includes a statement on AI and the use of ChatGPT in coursework.				
<b>D.12</b> Technological measures are taken to instill academic integrity for online student exams and coursework. Turnitin is used on written assignments when applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D.13</b> Tests and Quizzes are designed to promote academic integrity. Quizzes are set up in question banks in order to utilize and encourage question randomization and considerations are made to alter quiz questions each time the course is taught.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>D.14</b> If LockDown Browser is used, the LockDown Browser LTI is visible and used to enable LDB for quizzes and exams. A practice LDB exam is included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments on Learning Assessments:</i>				

## E. Technology and Accessibility

Criteria for Review	Meets Criterion	Revision Needed	Not Applicable	Comments
<b>E.1</b> Appropriate technologies are well integrated into the course to enhance teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E.2</b> Required technology tools are clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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<b>E.3</b> Technical support information for students is included for all required technology tools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E.4</b> 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.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E.5</b> Video and audio materials are accompanied by alternative formats such as transcripts or closed-captions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>E.6</b> Technology tools used in the course meet accessibility standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Comments on Technology and Accessibility:</i>				

**Overall Comments:**