



Radow College Course Review Quality Checklist

Review Information

Faculty name:

Department:

Course Prefix & Number:

D2L Course Code:

Course Title:

Course modality: Online ☐ 33% ☐

Course Reviewer:

Section One: Accessibility:

This section reviews the course to ensure that course content meets Web Content Accessibility Guidelines (WCAG 2.1 Level AA accessibility standards and ensures that instructional materials are perceivable, operable, understandable, and robust for learners.

1. Media Content:

All required media used in a course must be reviewed for accessibility and conform to Web Content Accessibility Guidelines (WCAG) 2.1 Level AA standards prior to use in the course.

- All video content must include accurate, synchronized captions that are built into the media. If visual information is necessary for understanding, it must be conveyed through narration or supported with an audio description.
- Audio-only content must include a transcript that matches the audio exactly.
- All meaningful images must include alternative text that conveys their instructional purpose or meaning.
- Interactive media must be accessible to keyboard and screen reader users. Interactive elements must support keyboard navigation. If this is not possible, an equivalent accessible alternative must be provided.

Reviewer Feedback:

2. Documents and Files:

All required documents, PDFs, and PowerPoints must be reviewed for accessibility and conform to Web Content Accessibility Guidelines (WCAG) 2.1 Level AA standards prior to use in the course.

- Documents must use built-in heading styles, maintain a logical reading order, and be usable by a screen reader.
- All PDFs must be tagged and have selectable text (not scanned as images).
- PowerPoint slides must use the correct reading order.

Updated April 2026

- All non-text content, such as images, charts, and graphs, must include appropriate alternative text, and tables must use proper header structures.
- URL links must be descriptive and meaningful.
- All necessary documents must be accessible to assistive technology and must not depend on visual cues to communicate meaning.

Reviewer Feedback:

3. Webpages and Links:

All web-based content components required for course activities must be reviewed for accessibility and conform to Web Content Accessibility Guidelines (WCAG) 2.1 Level AA standards prior to use in the course.

- Any required media embedded within linked web pages must include appropriate accessibility features, such as captions for video and transcripts for audio.
- All web links must be descriptive and meaningful, rather than displaying the full URL.
- File names must be clear, descriptive, and indicative of their content (e.g., "Week_1_Assignment_Instructions.pdf").

Reviewer Feedback:

4. Images, Charts, and Graphs:

All images, charts, and graphs used in D2L, documents, lectures, or as standalone content must be reviewed for accessibility and conform to Web Content Accessibility Guidelines (WCAG) 2.1 Level AA standards prior to use in the course.

- All non-decorative images, charts, and graphs must include appropriate alternative text that describes their purpose and instructional content.
- Complex visuals such as detailed charts, graphs, infographics, or may need to include additional descriptive text in the surrounding content to convey the full meaning of the visual.
- Decorative images that do not convey meaning must be marked as decorative, so they are ignored by assistive technologies.
- All tables must use built-in table tools to identify headers (not just bold text).
- Tables must not include merged or split cells that disrupt reading order.

Reviewer Feedback:

5. Course Materials and Required Tools:

All course materials required for students to participate in course activities, including textbooks, publisher content, and software, must be reviewed for accessibility prior to use in the course and conform to Web Content Accessibility Guidelines (WCAG) 2.1 Level AA standards prior to use in the course.

- Faculty are responsible for checking the software accessibility documentation, called VPAT.

Reviewer Feedback:

6. Color, Contrast, and Visual Design:

All course content design must meet WCAG 2.1 Level AA standards prior to use in the course.

- Text must have sufficient contrast against its background (at least 4.5:1 for normal text and 3:1 for large text).
- Color should never be the only method used to communicate information, highlight emphasis, or differentiating between items, such as only marking a set of elements “complete” in green. Additional indicators such as labels or text must be used.
- Text must be clear and readable, using appropriate font sizes and styles. Content must stay readable when placed on images, gradients, or backgrounds.
- Content must not include any flashing or rapidly blinking elements that could cause discomfort or seizures. Any animation or moving content must be limited and, where possible, user-controllable.
- Content must remain readable and functional when resized or zoomed (up to 200%) without loss of information or functionality.
- Consistent labeling must be used for repeated elements across the course.

Reviewer Feedback:

Section B: Learner Support and Interaction Guidelines

This section includes items required by federal regulation, accreditor expectations, and institutional best practices.

7. Course Meeting Requirements

The course modality, defined as online asynchronous, online synchronous, or hybrid, and the percentage of instructional delivery assigned to each modality must be clearly and accurately stated in the syllabus.

- All required face-to-face and/or synchronous online requirements, the meeting dates, times, and locations must be explicitly listed in course materials prior to the start of the course.

Reviewer Feedback:

8. Regular and Substantive Faculty Interaction

In accordance with 34 CFR §600.2 Distance Education and Regular and Substantive Interaction requirements and SACSCOC Standard 10.6, there must be regular and substantive interaction between the faculty member and students.

- The course syllabus should contain evidence of how faculty will initiate and maintain regular interaction, which occurs on a predictable and scheduled basis throughout the course. Evidence within the course may include:
 - Providing direct instruction: For example, faculty may schedule weekly live lectures or webinars, post recorded video lessons, or lead virtual classroom sessions where students can interact in real time.
 - Assessing or providing feedback on student coursework: Faculty can offer detailed comments on assignments submitted through the learning management system, conduct one-on-one meetings to discuss progress, or provide individualized feedback via email or discussion boards.
 - Responding to student questions about course content: Faculty may answer questions during designated online office hours, or address queries in course discussion forums.
 - Facilitating group discussions: Faculty can moderate weekly discussion boards, host live group chats, or organize breakout sessions during synchronous class meetings to encourage student interaction and engagement.
- For all online content, including hybrid course sessions held online, it is essential that online activities clearly show instructional engagement that matches the required instructional time for the course credit hours. These equivalent meeting times should focus solely on instruction and should not include activities that are typically considered homework.

Reviewer Feedback:

Overall Reviewer Feedback:

Date: