# Course Quality Checklist for RCHSS 33% Hybrid Courses

This RCHSS Hybrid 33% Course Quality Checklist is intended to evaluate courses for federal guidelines for accessibility and interaction. Training for meeting accessibility standards is available through DLI. This checklist is designed only for courses that will be taught in a 33% hybrid format.

**Instructor:**

**Course Prefix & Number:**

**D2L Course Offering Code:**

**Course Title:**

**Course Reviewer:**

# **Section A: Accessibility**

[ ]  **1. All aspects of the course (documents, multimedia, websites) are accessible to the widest possible range of diverse learners. In the event that full accessibility is not possible, an alternative option will be provided for the student.**

Comments**:**

[ ]  **2. Files, documents, D2L pages, web pages, and required software are accessible to screen readers.**

Comments:

[ ]  **3. All media (video and audio recordings) are captioned.**

Comments:

[ ]  **4. Alternative or “alt” text (for images, charts, graphs); headings; and accessible means of textual emphasis (underlining, bolding, italicizing) are used where appropriate.**

Comments:

[ ]  **5. PowerPoint presentations are accessible for readers and use appropriate font, contrast, and alt text.**

Comments:

[ ]  **6. All course materials (textbooks, publisher packs, software, hardware) have been checked for accessibility by the instructor. In the case of multiple editions of resources, the edition required is either the most recent OR the instructor has taken care to ensure that the required edition is available.**

Comments:

[ ]  **7. The course is built with and uses technology that learners can access on a computer via the Internet; it does not require learners to use programs that are obsolete or to which they do not have access.**

Comments:

# Comments Pertaining to Section A

Click here to enter text.

# **Section B: Learner Support, Required Links, and Federal Interaction Guidelines.**

[ ]  **8. The degree of hybridity is clearly stated in the course materials as 33% asynchronous online and 66% in-person.**

Comments:

[ ]  **9. The course schedule is included and makes clear expectations for each class session—including dates, anticipated content, engagement, and modality—for both in-person sessions and asynchronous online learning days.**

Comments:

[ ]  **10. The course provides learners with required links to policies. The course links to and describes helpful resources related to student success, such as technology support, required technology, directions for software usage, netiquette, library, tutoring, advising, academic support, and so forth.**

Comments:

[ ]  **11. Content, activities, and assessments delivered online must be equivalent to 50/75/100 minutes of instructional time (depending on percentage of online course delivery). Assignments and activities typically categorized as “homework” for in-person classes do not factor into the consideration of contact hour equivalency.**

***Course contains (at least two) of the following examples:***

* ***Adding an online conferencing tool to meet with students as a requirement or an option.***
* ***Online lectures covering various topics, each equivalent to 50/75/100 minutes of instructional time based on the percentage of online course delivery. Can be via MS Teams or Zoom. Make sure that it is shown in your syllabus and course schedule.***
* ***Interactive multimedia content, such as videos, simulations, and virtual experiments designed to engage students and reinforce key concepts.***
* ***Online discussions and forums where students participate in peer discussions, ask questions, and interact with course materials.***
* ***Quizzes and assessments administered online are designed to measure student understanding and progress.***

Comments:

# Comments Pertaining to Section B