This checklist is designed to help you view the course through the eyes of a learner, reminding us that AOQF is just as much about the student experience as it is about best practices in online teaching. Please note that the number of boxes checked within a fundamental alone does not determine whether it is marked "Met" or "Not Met." Some of the checklist components could also be a consideration even if the fundamental is determined to be "Met".

The AOQF Course Review Checklist

YES   NO   N/A

Fundamental 1.A

Is there a welcome announcement in the course with the following:

What the course is about (e.g., title, description of the course, and/or main topics or themes)?

How and where to get started in the course shell?

Is it the first thing you see when the course opens?

Fundamental 1.B

Can you find the following course schedule information in one place:

The module names and key topics/concepts?

The assessments/activities associated with each module?

The due dates for each assessment/activity?

Are the due dates listed in D2L the same as those shown on the schedule?

Fundamental 1.C

Can you easily identify who is teaching the course?

Do they share anything about themselves (personal or professional) so students can get to know them better?

Can you tell how they prefer to be contacted?

Can you tell how soon they will reply if a student reaches out to them?

Can you tell what communication expectations they have for students?

Fundamental 1.D

Can you find links or contact information within the course shell for:

APSU technical support services (e.g., GovsTech and the Distance Education Support Desk)?

APSU academic support services (e.g., services provided by APSU's Student Services team)?

Disability resources/ADA information?

Resources for navigating and using D2L?

Privacy policies and accessibility statements for any technology or services used in the course?

Are all links and contact information correct and up to date (e.g., correct names/numbers, functioning links, etc.)?

Fundamental 2.A

Does each module begin with an introduction/overview?

Does each introduction/overview tell you the topic/theme of the module?

Does each introduction/overview clearly outline what you need to do to complete it successfully?

Fundamental 2.B

Are there links in the modules to content, activities, and assessments?

Can students complete the module without needing to switch between the Content page and various D2L tools (excluding publisher tools)?

Fundamental 2.C

Does the course representative use a naming system for the modules?

Do the names make it easy to find and navigate content within the course shell?

Is there a consistent order or pattern for the modules/submodules?

Fundamental 3.A

Can you identify a published grading policy that explains:

How students will receive feedback?

When students will receive feedback?

What happens if something is late?

What grading scale is used?

How graded assessments/activities count (weight and/or point value) to the final course grade?

Fundamental 3.B

Can you find every graded assessment/activity in the D2L gradebook?

Is each assessment/activity worth the same weight/points in D2L as the grading policy?

Is each category (if used) worth the same weight/points in D2L as the grading policy?

Is the final grade calculation in D2L the same as it is in the grading policy?

Are there Grade Items or Categories in D2L that are not listed in the grading policy?

Fundamental 3.C

Do the assessment/activity names in the grading policy exactly match the Grade Items/Categories in D2L?

If not, do the names in D2L follow a consistent naming system?

Do Assignments, Quizzes, Discussions, and External Learning Tools have the exact names as Grade Items/Categories in D2L?

Fundamental 4.A

Does the *first* interaction you see identified on the RSI form meet the following criteria:

Is always initiated by the instructor?

Happens on a scheduled, consistent, and predictable interval?

Is substantive (e.g., engaging in teaching, learning, and assessment) in nature?

Is the first interaction reported accurately reflected by the instructor's actions in the course?

If not, can you find a different interaction they are already engaging in that would meet these criteria?

Does the *second* interaction you see identified on the RSI form meet the following criteria:

Is always initiated by the instructor?

Happens on a scheduled, consistent, and predictable interval?

Is substantive (e.g., engaging in teaching, learning, and assessment) in nature?

Is the second interaction reported accurately reflected by the instructor's actions in the course?

If not, can you find a different interaction they are already engaging in that would meet these criteria?

Fundamental 4.B

Can you identify ways students can actively participate that meet the following University criteria:

At least one opportunity within the *first fourteen days* of the term?

Activities/assessments occur regularly and predictably?

Clear instructions on how to actively participate?

Fundamental 5.A

Do all HTML-based content in D2L meet the following accessibility guidelines:

Is the font high contrast and a minimum size of 12 pts/13 px?

Is emphasis shown (when needed) with bold/italics, not just color?

Are headers formatted using styles (e.g., Header 1, Header 2, etc.)?

Are tables properly formatted with a header row/column and a table description?

Is alternative text provided for all images?

Are the hyperlinks provided descriptive (not raw URLs or generic "click here" statements)?

Fundamental 5.B

Do all downloadable course files meet the following accessibility guidelines:

Is the text color high contrast and a minimum size of 12 pts?

Is emphasis shown (when needed) with bold/italics, not just color?

Are headers formatted/tagged using styles (e.g., Header 1, Header 2, etc.)?

Are tables properly formatted/tagged with a header row/column and a table description?

Is alternative text provided for all images?

Are the hyperlinks provided descriptive (not raw URLs or generic "click here" statements)?

Was each file accessible in the native tool for the **final format** (e.g., Adobe Acrobat for PDFs, etc.)?

Fundamental 5.C

Do all images in D2L and downloadable files have alternative text that:

Explains what the image shows?

Conveys its significance?

Is not repeating text near the image, such as a caption?

Is not a file name?

Fundamental 5.D

Do all forms of media (video and audio) in the course have captions/transcripts that:

Are easy to locate in or near the media file?

Accurately match the audio (at least 85% accurate)?

Are available for any embedded video/audio in downloadable files?