The AOQF Guidebook

3rd Edition

Austin Peay State University
CLARKSVILLE ✦ TENNESSEE

Distance Education

About This Guidebook

The Austin Peay Online Quality Fundamentals (AOQF) guidebook is designed to help both course representatives and peer reviewers become familiar with each of the five fundamentals. Each fundamental focuses on a specific aspect of course design to ensure that online courses have the foundational components to support student success.

AOQF Course Representatives are faculty who want their online course(s) reviewed using the fundamentals. This guidebook can help you prepare your course(s) to be reviewed because it provides explanations and decision trees for each fundamental.

AOQF Peer Reviewers are faculty who apply the fundamentals to other faculty's courses. AOQF Peer Reviewers will find this guidebook useful while completing the AOQF Peer Reviewer Workshop in D2L and while completing the AOQF Course Review Form during AOQF reviews. The AOQF Peer Reviewer Workshop and this guidebook are meant to help Peer Reviewers apply the fundamentals consistently across course reviews.

Regardless of how you participate in AOQF, please review each section of the guidebook to learn more about the five fundamentals and how to apply them to a course. If you have any questions, concerns, or need advice on how to request or conduct an AOQF course review, please do not hesitate to reach out to Distance Education by emailing online@apsu.edu or by calling 931-221-6625, and a representative will get back to you as soon as possible.

Please visit the Distance Education AOQF Webpage to access additional AOQF resources, including the AOQF Course Review Application ticket.

The AOQF Guidebook

APSU Online Quality Fundamentals

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From Start to Finish: The AOQF Process

Overview

Distance Education created APSU Online Quality Fundamentals (AOQF) to promote continuous improvement of online course quality, capitalize on faculty expertise, and establish some fundamental expectations for online courses. Faculty work together as course representatives and peer reviewers to give recommendations and considerations for improvement based on the five fundamentals.

AOQF Process

AOQF course reviews involve several steps. Please review the information below for details on this process.

1. The Course Representative completes the AOQF Course Review ticket to instigate an AOQF course review of an active course they are teaching.

2. An AOQF Peer Reviewer is assigned to the ticket and added to the course. The AOQF Peer Reviewer will reach out to the course representative to establish a timeline and ask any questions they may have.

3. The AOQF Peer Reviewer conducts the review by completing the AOQF Course Review Form and attaching it to the AOQF Course Review ticket. This review should take no more than 15 business days.

4. After the review, there are two possibilities:
   - If the course meets all fundamentals, the ticket will be closed and a course badge will be generated in D2L.
   - If the course does not meet all fundamentals, Distance Education will support the Course Representative as needed until the course meets all fundamentals.

Discrepancy Procedure:

If a Course Review Form indicates that one or more fundamentals are not met, but the Course Representative disagrees with the decision(s), the course representative will meet with a Distance Education staff member to review the fundamental(s) in question. If no resolution is reached, then three AOQF Peer Reviewers will be asked to review the course for the fundamental(s) in question. The three AOQF Peer Reviewers will individually provide a decision of "met" or "not met" for the disputed fundamental(s). The final determination regarding whether the fundamental(s) were met or not met is based on the majority decision among the three AOQF Peer Reviewers. This procedure aims to ensure a fair and objective resolution of disagreements while maintaining the integrity of the AOQF Course Review Program.

The Five Fundamentals

Fundamental 1: Course Orientation

- **1.A** There is a posted "welcome" announcement that briefly introduces the course and includes instructions telling students how to get started in the course.

- **1.B** The structure of the course is clearly communicated to students, and all assignment due dates are prominently and consistently displayed in the course.

- **1.C** There is an instructor introduction and communication policy stating both faculty and student communication expectations.

- **1.D** There are links and/or contact information for important student resources, including Technical Support, D2L Student Resources, Student Support Services, and Privacy Policies and Accessibility Statements.

Fundamental 2: Expectations & Usability

- **2.A** Modules have an overview stating what students must do to successfully complete each module. *Note: "Module" refers to an online lesson or the way an instructor has chunked or grouped content. Modules can also be called weeks, units, projects, topics, chapters, etc.*

- **2.B** Modules contain all components students need to successfully complete the module, including instructional materials (links, files, list of pages/chapters for reading, etc.) and LMS learning activities (discussions, quizzes, assignments, etc.).

- **2.C** Modules are consistently named and organized to make it intuitive for students to find materials and complete activities.

Fundamental 3: Grades

- **3.A** The course grading policy is clearly stated. All graded assignments with their value towards students' final grade are listed in the syllabus.

- **3.B** The D2L gradebook is set up to accurately calculate students' grades and reflect the grading policy.

- **3.C** D2L grade items follow the same naming conventions used in the titles of the course documents, discussions, quizzes, assignments, etc.

Fundamental 4: Instructor Interaction & Student Participation

- **4.A** The RSI form and course indicate compliance with regular and substantive interaction requirements as stated in the United States Department of Education regulation 34 C.F.R. § 600.2.

- **4.B** Course activities provide regular opportunities for students' active participation as defined in the APSU Faculty Handbook in the section titled "Guidelines for Online or Hybrid Active Participation Requirements".

Fundamental 5: Accessibility

- **5.A** D2L web-based content is accessible.

- **5.B** Documents are accessible when downloaded.

- **5.C** Images have descriptive text that convey the same meaning.

- **5.D** Video and audio files have accurate captions and/or transcripts.

Fundamental 1.A

Overview:

1.A There is a posted "welcome" announcement that briefly introduces the course and includes instructions telling students how to get started in the course.

When students first enter their courses in D2L, they are taken directly to the announcements page. Posting a welcome announcement that briefly introduces the course and provides next steps helps students know they're in the right place and how to get started, eliminating frustration and ensuring online learners feel supported.

A welcome announcement should:

- Be the first announcement that students see at the start of the course.
- Include the title of the course.
- Supply a brief overview of what the course is about and what students will learn.
- Provide directions on how to get started with the course.

Decision Tree:

Is there a welcome announcement that provides a brief overview of the course and tells students how to successfully get started?

NO

Recommendations: How can the instructor meet the fundamental?

Recommend posting a welcome announcement that introduces the course and provides directions on how to successfully access the starting content/activities in the shell.

YES

Considerations: Is there a way to improve this component?

- Quicklink the syllabus and/or content students need to access first.
- Include an engaging & accessible video or graphic along with the announcement text.

Fundamental 1.B

Overview:

1.B The course schedule is clearly communicated to students, and all due dates are prominently and consistently displayed in the course.

Providing a course schedule that states the assignments, due dates, and the number of modules supports learners in having realistic expectations and effectively managing their time. This type of information is usually found in a "Getting Started" module and/or the course syllabus.

A course schedule should include:

- Module titles
- Key topics and concepts
- Assignments (any learning activities and assessments)
- Due dates

Decision Tree:

Is there a course schedule prominently displayed in the course that provides accurate & consistent due dates?

NO

Recommendations: How can the instructor meet the fundamental?

Recommend supplying a course schedule that includes all module titles, key concepts, assignments, and due dates in the Getting Started Module for students.

YES

Considerations: Is there a way to improve this component?

- Quicklink the assignments for easier navigation.
- Organize the course schedule in a user-friendly and accessible format (table or list).

Fundamental 1.C

Overview:

1.C There is an instructor introduction and communication policy stating both faculty and student communication expectations.

Posting an introduction is essential for instructors to establish a connection with learners and provide insights into their professional background, teaching philosophy, and approach to the course.

A communication policy should include:

- Preferred method of communication
- Response time for correspondence and feedback
- Student communication expectations
- Any special instructions or additional expectations for communication

Decision Tree:

Is there a posted instructor introduction and communication policy?

NO

Recommendations: How can the instructor meet the fundamental?

Recommend supplying an instructor introduction and communication policy that are easy to locate in the Getting Started Module.

YES

Considerations: Is there a way to improve this component?

- Add a photo or video or include other fun facts in the introduction.
- Organize the communication policy into two separate sections: instructor expectations and student expectations.

Course Orientation

Fundamental 1.D

Overview:

1.D There are links and/or contact information for important student resources, including Technical Support, D2L Student Resources, Student Support Services, and Privacy Policies and Accessibility Statements.

Posting links to these resources can benefit students by reminding them that there are many resources available to help them be successful in your course and in their educational journey overall.

- Technical Support
- D2L Student Resources
- Student Support Services
- Privacy Policies & Accessibility Statements

Decision Tree:

Are there links and/or updated contact information for common student resources?

NO

Recommendations: How can the instructor meet the fundamental?

Recommend linking Distance Education's web-based PDFs and/or providing the required information/resources.

YES

Considerations: Is there a way to improve this component?

- Recommend linking Distance Education's web-based PDFs.
- Provide any other helpful resources specifically related to your content/course for students, such as required software or tutoring.

Overview:

2.A Modules have an overview stating what students must do to successfully complete each module.

Module overviews should provide a roadmap for students that tells them exactly what they need to do to successfully complete the module. *Modules may refer to weeks, units, projects, topics, chapters, etc. depending on how the instructor has chosen to structure their course.*

Module overviews should:

- Give context to what the module is about
- Provide clear directions on how to successfully complete the module

Bonus: Providing measurable module learning objectives (MLOs) and making the connection between the MLOs and the CLOs can provide insight as to how the specific topics, activities, and assessments contribute to their overall successful completion in the course.

Decision Tree:

Are there overviews posted that clearly explain how students can successfully complete each module?

NO

Recommendations: How can the instructor meet the fundamental?

Recommend providing narrative overviews or tasks lists that state expectations for students and detail what they need to do to complete the modules.

YES

Considerations: Is there a way to improve this component?

- Add measurable MLOs to help students understand what they are expected to achieve in the modules & show alignment of the modules with the CLOs.
- Use the D2L Checklist Tool to help students monitor their progress throughout the modules.

Fundamental 2.B

Overview:

2.B Modules contain all components students need to successfully complete the module, including instructional materials (links, files, list of pages/chapters for reading, etc.) and LMS learning activities (discussions, quizzes, assignments, etc.).

Including all materials necessary to complete a module within that module increases usability and can mitigate student confusion and frustration. When all materials are available within the module itself, students can engage in a continuous and uninterrupted learning experience. Additionally, including all materials within the module allows for easier tracking and monitoring of students' progress.

D2L allows instructors to integrate all forms of content, including web pages, video and audio files, external links, content created within D2L (e.g., assignments, quizzes, discussions, surveys, checklists, etc.), uploaded documents, and available publisher-integrated content.

Decision Tree:

Do the modules contain all components (instructional materials, activities, assessments, etc.) students need to successfully complete the modules?

NO

Recommendations: How can the instructor meet the fundamental?

Recommend using the add "New" or "Add Existing Activities" buttons in D2L to include all of the materials, activities, and assessments for each module.

YES

Considerations: Is there a way to improve this component?

- Add brief descriptions on the content items, links, and activities so students know exactly what they are before clicking on them.
- Quicklink items from previous modules that are referenced in the current module.

Fundamental 2.C

Overview:

2.C Modules are consistently named and organized to make it intuitive for students to find materials and complete activities.

Consistently naming and organizing modules in an online course increases usability, saves students time, and helps create a uniform structure in the course. When modules are consistently named and organized, students can efficiently locate materials, track their progress, and stay motivated, while faculty receive fewer clarification emails.

Components of a well-organized module structure:

- Consistent naming conventions for all modules and submodules
- Chronologically (Week 1, Week 2) or thematically (Module 1: Past, Module 2: Present) ordered
- Logical section breaks

Decision Tree:

Are the modules consistently named and logically organized in the course?

NO

Recommendations: How can the instructor meet the fundamental?

Recommend using descriptive module naming conventions that are easy to follow and organizing modules/submodules the same way for the entirety of the course.

YES

Considerations: Is there a way to improve this component?

- Order the files and activities in the order in which you want students to access/complete them.
- Create submodules to help organize content and activities.

Grades

Fundamental 3.A

Overview:

3.A The course grading policy is clearly stated. All graded assignments with their value toward students' final grades are listed in the syllabus.

Providing a clear grading policy along with a list of all graded assignments/assessments helps students understand how their performance will be assessed and how their final grades will be calculated.

A clearly stated grading policy:

- Establishes course expectations
- Ensures transparency and fairness
- Minimizes confusion
- Promotes accountability

Decision Tree:

Are all graded assignments listed in the syllabus along with the course grading policy?

NO

Recommendations: How can the instructor meet the fundamental?

Recommend stating how each assignment will be graded and providing explanations for assignment weights, late submissions, etc. in the syllabus.

YES

Considerations: Is there a way to improve this component?

- Organize the assignment names/descriptions, categories, and points/weights into a table.
- Make the location of the grading policy prominent and easy to find for students.

Grades

Fundamental 3.B

Overview:

3.B The D2L gradebook is set up to accurately calculate students' grades and reflect the grading policy.

It is important for the D2L gradebook to be set up properly and correspond with what is stated in the grading policy since it is such a frequently visited tool by students.

An aligned gradebook in D2L should reflect the grading system and proper calculation of the final grade based on the course's grading policy. If the grading policy says that two exams are worth 40% of the course grade, the D2L gradebook should show those exams weighing 20% each. If the grading policy says that the total points for the course is 1000, then the D2L gradebook should show the final calculated grade out of 1000 points.

When checking the calculations, be mindful of grade drops in the Grade Category settings and correctly calculated and marked bonuses. **Fundamental 3.B cannot be "met at the 85%" mark.**

Decision Tree:

Is the D2L gradebook set up to accurately reflect the course grading policy?

NO

Recommendations: How can the instructor meet the fundamental?

Recommend adjusting the D2L gradebook to accurately reflect the total points and assignments in the course grading policy. Encourage a gradebook consultation with DE.

YES

Considerations: Is there a way to improve this component?

- Add categories in the D2L gradebook for better organization.
- Sort the graded items by chronological order or by types of assignments.

Grades

Fundamental 3.C

Overview:

3.C D2L grade items follow the same naming conventions used in the titles of the course documents, discussions, quizzes, assignments, etc.

Ensuring coherence, transparency, and equity in the grading process relies on maintaining consistent naming conventions among grade items in the gradebook, the grading policy, and the titles of the activities and assessments within the course. This practice will eliminate possible confusion and enable students to link gradebook items with their respective tasks.

To meet 3.C, there must be consistent naming conventions among

- The grading policy
- The D2L gradebook
- The course content

Decision Tree:

Are assignments named the same in the grading policy, D2L gradebook, and D2L content/tools?

NO

Recommendations: How can the instructor meet the fundamental?

Recommend creating a clear naming system and implementing it across the course (Module 1 Quiz, Module 3 Discussion). Encourage a consultation with DE for further assistance.

YES

Considerations: Is there a way to improve this component?

- Ensure the naming conventions used are clear and descriptive.
- Use abbreviated names in the Short Name box in the grade items in the D2L Gradebook (only seen by the instructor).

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Instructor Interaction

Fundamental 4.A

Overview:

4.A The RSI form and course indicate compliance with regular and substantive interaction requirements as stated in the United States Department of Education regulation 34 C.F.R. § 600.2.

Regular and Substantive Interaction (RSI) is a requirement that all APSU online courses must meet. RSI is defined in a federal regulation that distinguishes the difference between correspondence and distance education. Regular interaction refers to the frequency with which students and instructors communicate, while substantive interaction refers to the quality and depth of the communication. A course must contain evidence of instructor-initiated, topically and academically relevant interactions between the faculty member and the students, which must occur on a predictable schedule.

Fundamental 4.A cannot be "met at the 85%" mark. If you are unable to provide evidence of regular and substantive interactions, OR the RSI Form does not accurately document that interaction, this fundamental must be marked as "Not Met."

Decision Tree:

Do the RSI form and course indicate compliance with the federal regulation?

NO

Recommendations: How can the instructor meet the fundamental?

Recommend accurately demonstrating and reporting two regular and substantive instructor-initiated interactions. Encourage a consultation with DE for further assistance.

YES

Considerations: Is there a way to improve this component?

- Incorporate another regular and substantive instructor-initiated interaction.
- Incorporate different forms of feedback (written, oral, video, etc.)

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Student Participation

Fundamental 4.B

Overview:

4.B Course activities provide regular opportunities for students' active participation as defined in the APSU Faculty Handbook in the section titled "Guidelines for Online or Hybrid Active Participation Requirements."

The university requires that online courses provide periodic opportunities within the LMS for active participation to be documented.

Guidelines for active participation as define by the Faculty Handbook:

- Learners should do more than just login to D2L.
- Clear instructions must be provided.
- Learners should have regular opportunities for active participation.
- Learners have at least one opportunity to actively participate within the first 14 days.

Decision Tree:

Do course activities provide students regular opportunities to actively participate in the course?

NO

Recommendations: How can the instructor meet the fundamental?

Recommend providing regular opportunities for students to participate, such as responding to discussions, working in groups, completing a project, taking a quiz, etc.

YES

Considerations: Is there a way to improve this component?

- Allow flexibility in how students participate in the course (e.g. give students the choice of responding to a discussion prompt through a video response or written response).

Accessibility

Overview:

5.A D2L web-based content is accessible.

Creating accessible HTML-based content in the LMS is essential to ensuring that all learners can engage fully with online course materials. By designing content that considers a wide range of abilities and access needs, educators support an inclusive learning environment where everyone has equitable access to information.

All modules, sub-modules, webpages, and activities in the D2L course shell should use formatting that is both visually and technologically accessible. When assessing for 5.A, you should review all D2L content associated with the three modules you selected and the Announcements tool for the following components:

- Accessible Font
- Good Contrast
- Use of Proper Emphasis
- Use of Headers for Reading Order
- Properly Formatted Tables
- Descriptive Hyperlinks

Decision Tree:

Is the D2L web-based content accessible?
*Remember, the announcements & at least three content modules must be checked.

NO

Recommendations: How can the instructor meet the fundamental?

Recommend the instructor use the inspect tool to check their own HTML content in D2L. Encourage a consultation with DE for further assistance.

YES

Considerations: Is there a way to improve this component?

- Encourage the use of consistent font styles & sizes throughout the course.
- Avoid using color for emphasis on deadlines without the use of a font style, like italics or bold.

Accessibility

Overview:

5.B Documents are accessible when downloaded.

It's equally important that all downloadable documents—like the syllabus, PowerPoint slides, and rubrics—are also accessible to all students. Ensuring downloadable documents follow accessibility best practices allows every student, regardless of ability, to access course materials offline or with assistive technology—continuing a truly inclusive learning experience beyond the LMS.

When assessing for 5.B, you should download all documents associated with the three modules you selected and the course syllabus and use the accessibility checkers for the following common concerns:

- Accessible Font & Headers
- Available Captions/Transcripts
- Accurate Alternative Text
- Correct Reading Order
- Properly Formatted Tables
- Descriptive Hyperlinks

Decision Tree:

Are all documents accessible when downloaded?
*Remember, the syllabus & at least three content modules must be checked.

NO

Recommendations: How can the instructor meet the fundamental?

Recommend the instructor use accessibility checkers to check and fix the errors found in any documents. Encourage a consultation with DE for further assistance.

YES

Considerations: Is there a way to improve this component?

- After fixing the errors found on documents, consider addressing any warnings that are also noted.
- Cross reference documents in different accessibility checkers and on different devices to see if results vary.

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Fundamental 5.C

Overview:

5.C Images have descriptive text that convey the same meaning.

Including descriptive alternative text for images ensures that all learners, including those who are visually impaired, can access the same information. Without descriptive alternative text, important content may be lost to students who rely on assistive technologies.

Alternative text for images must be meaningful and descriptive so that students who cannot see the image still get the same information as those who can. When assessing for 5.C, you should confirm all images associated with the three modules selected (both within D2L and downloadable documents), the syllabus, and the Announcement tool have descriptive text that meet the following criteria:

- Should convey meaning and significance
- Should complement, not replicate, other information on the page
- Should be more than just a file name or graphic title

Decision Tree:

Do all images have descriptive alternative text?
Remember, the announcements, syllabus, & three content modules must be checked.

NO

Recommendations: How can the instructor meet the fundamental?

Recommend the instructor provide descriptive alternative text for any images used in the course. Encourage a consultation with DE for further assistance.

YES

Considerations: Is there a way to improve this component?

- Mark all decorative images correctly.
- Review current alternative text for existing images and improve the clarity of the descriptions to fully convey the meanings of the images.

Accessibility

Overview:

5.D Video and audio files have accurate captions and/or transcripts.

Captions and transcripts help students with auditory impairments access curriculum that is delivered via audible mediums. They also benefit individuals who learn best through text and/or those in situations where audio is not optimal.

Any video/audio content found in a course should include either captions or transcripts. When assessing for 5.D, you should ensure that all content associated with the three modules you selected and the Announcements tool that use video/audio have captions or transcripts that are:

- Accurate in conveying information
- Easily found in relation to the audio/video

Decision Tree:

Do all video and audio files have accurate captions and/or transcripts?
*Remember, the announcements & at least three content modules must be checked.

NO

Recommendations: How can the instructor meet the fundamental?

Recommend the instructor use the auto caption feature in D2L Media Library and provide transcripts in the same module as the video/audio file. Encourage a consultation with DE for further assistance.

YES

Considerations: Is there a way to improve this component?

- Review auto generated captions for accuracy and edit them as needed.
- Confirm all transcript files are fully accessible when downloaded.

AOQF Peer Reviewers

Overview

Becoming a Peer Reviewer

To become an AOQF peer reviewer, you must first meet the following requirements:

- Complete the Applying the Quality Matters Rubric (APPQMR) workshop
- Complete the AOQF Peer Reviewer Workshop in D2L
- Have taught an online course within the last year.

If you would like to serve as an AOQF Peer Reviewer, you will need to submit the AOQF Peer Reviewer Application ticket to be enrolled in the AOQF Peer Reviewer Workshop in D2L. Once you have completed the workshop and uploaded your certificate to your original application ticket, your name will then be added to the AOQF Peer Reviewer tracker, and you will be notified when an opportunity to review a course becomes available.

Reviewing a Course

AOQF course reviews involve several steps. Please review the information below for more details.

1. At the start of each new full term (e.g., Fall, Spring, Summer), a member of the Instructional Design team will reach out to all current reviewers to check on their availability for the term.

2. Starting a few weeks into the term, the Instructional Design team will begin assigning eligible course reviews to available peer reviewers. Peer Reviewers will:

   - Be enrolled in the D2L course shell as a Read-Only Evaluator.

   - Receive an email from the TeamDynamix ticket associated with the original course review application alerting you to your assigned course review, along with any pertinent information and the submitted RSI form attached.

3. Reviewers are encouraged to initiate the review process by reaching out to the course representative to establish a connection and get more information about the course. This can be through an email, phone call, virtual meeting, F2F meet-up, etc.

4. Ideally, reviews should be completed within 15 business days. During the review process, the peer reviewer will complete the AOQF Course Review Form to share their constructive feedback with the course representative.

5. Once the Peer Reviewer has completed the review and submitted the AOQF Course Review Form back to the ticket, the Instructional Design team will pass along the peer reviewer's completed form to the course representative and remove the peer reviewer from the course in D2L.

Compensation

Once a peer reviewer has completed three timely and accurate reviews, they earn $500 that can be paid out as travel, professional development, or extra compensation. Please refer to the AOQF Peer Reviewer Compensation Directions Document for more information.

Peer Reviewing

Completing the Form

The AOQF Course Review Form is the chief mechanism by which reviewers document their findings and communicate their feedback to Course Representatives. As such, it's critical that AOQF reviewers consistently and accurately complete this form.

- **Evidence:** Record what you found and where in the course you found it. If you did not find what you were looking for, please record where you looked for the evidence. Note that the form includes instructions as to where you should normally find evidence of the sub-fundamental.

- **Decision:** Based on your findings, decide if each fundamental is met and indicate your decision by highlighting No or Yes.
    - If the course does not meet the fundamentals, then complete the left column under no, providing evidence and recommendations.
    - If the course meets the fundamentals, complete the right column under yes, supplying evidence and considerations.
- At the bottom of the final page of the form, there is a space for "**Additional Comments**." This is the perfect spot to include encouragement for the Course Representative or a brief summary of the review. This is also where the Peer Reviewer can share valuable observations about the course that would improve the learning experience but might not be directly related to fundamentals.

The 85% Rule

AOQF applies an "85% rule" to guide reviewers as they make their decisions. Reviewers may find that certain elements within a course meet the fundamentals but still have room for improvement. If the reviewer believes that the element meets at least 85% of the criteria for a given fundamental, that fundamental should be marked as "met," and the reviewer should explain how to meet it fully in "Additional Considerations."

Writing Feedback

Apply the RCSB Framework. AQOF feedback must present **reliable** evidence and be delivered in a **constructive** manner, using **sensitive** and **balanced** language.

- **Reliable Evidence:** Briefly summarizes what is found and specifies where this information is found in the course.

- **Constructive Feedback:** Provides actionable steps and resources for the Course Representative to address any issues or concerns in the course.

- **Sensitive and Balanced Language:** Recognizes existing strengths as well as areas of improvement, avoids opinionated language and bias, and focuses on improving the course to benefit the learners.

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Questions?

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