**Directions:** AOQFPeer Reviewers fill out the white sections of the form.

1. Decide if each fundamental is met and indicate your decision by highlighting No or Yes.
   1. If the course **does not meet** the fundamental, then complete the left column under no, providing evidence and recommendations.
   2. If the course **does meet** the fundamental, then complete the right column under yes, supplying evidence and considerations.

**Course Name/Number:**

**Peer Reviewer:**

**Course Representative:**

**Semester/Year of Review:**

# Fundamental 1 – Course Orientation

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| --- | --- |
| 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.*Frequently located in: D2L Announcements Page* | |
| **Question: Does the course meet this fundamental?** | |
| **No** | **Yes** |
| Where did you look for this information?  **Provide evidence:** | Where and what did you find?  **Provide evidence:** |
| How can they meet this fundamental? Please provide at least one recommendation.  **Recommendations:** | Is there a way for them to improve this section?  **Considerations:** |
| 1.B The structure of the course is clearly communicated to students and all assignment due dates are prominently displayed in the course.*Frequently located in: Syllabus or Getting Started Module* | |
| **Question: Does the course meet this fundamental?** | |
| **No** | **Yes** |
| Where did you look for this information?  **Provide evidence:** | Where and what did you find?  **Provide evidence:** |
| How can they meet this fundamental? Please provide at least one recommendation.  **Recommendations:** | Is there a way for them to improve this section?  **Considerations:** |
| 1.C There is an instructor introduction and a communication policy stating both faculty response times and student communication expectations.*Frequently located in: Syllabus, Getting Started Module, or Announcements* | |
| **Question: Does the course meet this fundamental?** | |
| **No** | **Yes** |
| Where did you look for this information?  **Provide evidence:** | Where and what did you find?  **Provide evidence:** |
| How can they meet this fundamental? Please provide at least one recommendation.  **Recommendations:** | Is there a way for them to improve this section?  **Considerations:** |
| 1.D There are links and/or contact information for important student resources, including technical support, academic support, and accessibility services and policies.*Frequently located in: Syllabus, Getting Started Module, or Student Resources Section* | |
| **Question: Does the course meet this fundamental?** | |
| **No** | **Yes** |
| Where did you look for this information? Getting Started Module  **Provide evidence:** | Where and what did you find?  **Provide evidence:** |
| How can they meet this fundamental? Please provide at least one recommendation.  **Recommendations:** | Is there a way for them to improve this section?  **Considerations:** |

# Fundamental 2 – Expectations & Usability

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| --- | --- |
| 2.A Modules have an introduction/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.).**Frequently located in: Module descriptions, a D2L page or document at the beginning of each module* | |
| **Question: Does the course meet this fundamental?** | |
| **No** | **Yes** |
| Where did you look for this information?  **Provide evidence:** | Where and what did you find?  **Provide evidence:** |
| How can they meet this fundamental? Please provide at least one recommendation.  **Recommendations:** | Is there a way for them to improve this section?  **Considerations:** |
| 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.).*Located in: D2L Content/Course Modules and/or submodules* | |
| **Question: Does the course meet this fundamental?** | |
| **No** | **Yes** |
| Where did you look for this information?  **Provide evidence:** | Where and what did you find?  **Provide evidence:** |
| How can they meet this fundamental? Please provide at least one recommendation.  **Recommendations:** | Is there a way for them to improve this section?  **Considerations:** |
| 2.C Modules are consistently named and organized to make it intuitive for students to find materials and complete activities.*Located in: D2L Content/Course Modules and/or submodules* | |
| **Question: Does the course meet this fundamental?** | |
| **No** | **Yes** |
| Where did you look for this information?  **Provide evidence:** | Where and what did you find?  **Provide evidence:** |
| How can they meet this fundamental? Please provide at least one recommendation.  **Recommendations:** | Is there a way for them to improve this section?  **Considerations:** |

# Fundamental 3 – Grades

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| --- | --- |
| 3.A The course grading policy is clearly stated. All graded assignments with their value towards students’ final grades are listed in the course syllabus.*Located in: Syllabus and Getting Started module* | |
| **Question: Does the course meet this fundamental?** | |
| **No** | **Yes** |
| Where did you look for this information? Getting Started Module, Course Syllabus, Course Schedule  **Provide evidence:** | Where and what did you find?  **Provide evidence:** |
| How can they meet this fundamental? Please provide at least one recommendation.  **Recommendations:** | Is there a way for them to improve this section?  **Considerations:** |
| 3.B The D2L gradebook is set up to accurately calculate students’ grades and reflects the course grading policy.*Located in: D2L Gradebook* | |
| **Question: Does the course meet this fundamental?** | |
| **No** | **Yes** |
| Where did you look for this information?  **Provide evidence:** | Where and what did you find?  **Provide evidence:** |
| How can they meet this fundamental? Please provide at least one recommendation.  **Recommendations:** | Is there a way for them to improve this section?  **Considerations:** |
| 3.C D2L grade items follow the same naming conventions used in the titles of the discussions, quizzes, assignments, etc.*Located in: D2L Gradebook* | |
| **Question: Does the course meet this fundamental?** | |
| **No** | **Yes** |
| Where did you look for this information?  **Provide evidence:** | Where and what did you find?  **Provide evidence:** |
| How can they meet this fundamental? Please provide at least one recommendation.  **Recommendations:** | Is there a way for them to improve this section?  **Considerations:** |

# Fundamental 4 – Instructor Interaction & Student Participation

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| --- | --- |
| 4.A The course complies with regular and substantive interaction requirements as stated in United States Department of Education regulation 34 C.F.R. § 600.2.*Frequently located in: Syllabus, Course Map, Module Overviews, or Assignment Descriptions/Directions* | |
| **Question: Does the course meet this fundamental?** | |
| **No** | **Yes** |
| Where did you look for this information?  **Provide evidence:** | Where and what did you find?  **Provide evidence:** |
| How can they meet this fundamental? Please provide at least one recommendation.  **Recommendations:** | Is there a way for them to improve this section?  **Considerations:** |
| 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”.*Frequently located in: Syllabus, Course Schedule, Module Overviews, or Assignment Descriptions/Directions* | |
| **Question: Does the course meet this fundamental?** | |
| **No** | **Yes** |
| Where did you look for this information?  **Provide evidence:** | Where and what did you find?  **Provide evidence:** |
| How can they meet this fundamental? Please provide at least one recommendation.  **Recommendations:** | Is there a way for them to improve this section?  **Considerations:** |

# Fundamental 5 - Accessibility

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| --- | --- |
| **NOTE**: Apply Fundamental 5 to the **Getting Started or introductory module and at *least* three content modules.**  **Please list module names here:** | |
| 5.A Sans-serif fonts (Arial, Calibri, Lato) with high color contrast (black text on white background) are used.*Check the Getting Started or introductory module and the three content modules listed above.* | |
| **Question: Does the course meet this fundamental?** | |
| **No** | **Yes** |
| Where did you find text that was not accessible?  **Provide evidence:** | What specific sections (modules, units, weeks, etc.) of the course did you check?  **Provide evidence:** |
| List how to make the text accessible (change font and/or color).  **Recommendations:** | Is there a way for them to make text in these modules more accessible?  **Considerations:** |
| 5.B Images have alternative text.*Check the Getting Started or introductory module and the three content modules listed above.* | |
| **Question: Does the course meet this fundamental?** | |
| **No** | **Yes** |
| Where did you find images that do not have alternative text?  **Provide evidence:** | What specific sections (modules, units, weeks, etc.) of the course did you check?  **Provide evidence:** |
| List how to give the images alternative text. Provide links [to Distance Education accessibility resources](https://www.apsu.edu/online/faculty/digital-accessibility/index.php) if needed.  **Recommendations:** | Is there a way to improve the alternative text associated with any of the images?  **Considerations:** |
| 5.C Documents are accessible when downloaded.*Check the Getting Started or introductory module and the three content modules listed above.* | |
| **Question: Does the course meet this fundamental?** | |
| **No** | **Yes** |
| What inaccessible documents did you find?  **Provide evidence:** | What documents did you check?  **Provide evidence:** |
| List the file names of the documents that showed errors in the accessibility checkers. Also summarize the errors that populated.  **Recommendations:** | Is there a way for the documents to be more accessible?  **Considerations:** |
| 5.D Video and audio files have captions and/or transcripts.*Check the Getting Started or introductory module and the three content modules listed above.* | |
| **Question: Does the course meet this fundamental?** | |
| **No** | **Yes** |
| What video/audio files are missing captions and/or transcripts?  **Provide evidence:** | What video/audio files did you check?  **Provide evidence:** |
| List the video/audio files that have missing or inaccurate captions and/or transcripts.  **Recommendations:** | Is there a way for them to make the video/audio files more accessible?  **Considerations:** |

# Additional Comments

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| --- |
| **Please provide the course representative with any additional collegial course feedback and/or comments here.** |
|  |