



LLU Online Course Audit Checklist

(Instructor/Designer)

Date: _____ Term: _____ Course Number: _____ CRN: _____

Course Name: _____ Instructor (s): _____

Canvas URL/Locator: _____ Units: _____ Length of course (wks.): _____

Course (LLU Requirement)			
Course Completion	Every week of the course has been fully developed for the course term, e.g., ten weeks for standard quarter	Section to be completed by Instructor/Designer: Provide evidence* in course design (Specific location, enter URL) *Example: https://llu.instructure.com/courses/1110674/pages/welcome	
			☐
Profile Picture	Each instructor and student have a real profile picture. Resource link		☐
Course Image	Image present in course card. Resource link		☐
Course Hyperlinks (LLU Requirement)			
Course Hyperlinks	All course links, both internal and external, are functional, i.e., zero broken links. Resource: How do I validate links in a course? - Instructure Community (canvaslms.com)	Section to be completed by Instructor/Designer: Provide evidence* in course design (Specific location, enter URL) *Example: https://llu.instructure.com/courses/1110674/pages/welcome	
			☐
Syllabus (Title IV and LLU Requirement)			
		Section to be completed by Instructor/Designer:	
Course Syllabus The course syllabus outlines the following: ➤ Expectations for the course including academic activities that support regular and substantive interactions initiated by the instructor. ➤ Statements on: Assessments, Assignments, Communication Plan, Course Schedule (Date & Topics), Learning Activities, and Student Participation in Synchronous Remote Courses ➤ Textbook: ISBN and retail price Resource: For additional suggested sections and wording, please consult the LLU Online and Hybrid course syllabus template	Syllabus in PDF format in the Canvas shell "Syllabus" section	☐	
	Statements on: Assessments, Assignments, Course Schedule (Date & Topics), Learning Activities	☐	
	Statement on: Student Participation in Synchronous Remote Courses	☐	
	Communication plan	☐	
	Textbook: ISBN and retail price	☐	

Textbook Information (Title IV Requirement)		
ISBN Textbook Information	HIGHER EDUCATION OPPORTUNITY ACT: SEC. 133. TEXTBOOK INFORMATION. “(a) PURPOSE AND INTENT.— and “(d) PROVISION OF ISBN COLLEGE TEXTBOOK INFORMATION IN COURSE SCHEDULES) https://www.govinfo.gov/content/pkg/PLAW-110publ315/html/PLAW-110publ315.htm 20 U.S. Code § 1015b – Textbook information Contact LLU Bookstore for details: TM8026@BNCOLLEGE.COM	Section to be completed by Instructor/Designer: Provide evidence* in course design (Specific location, enter URL) *Example: https://llu.instructure.com/courses/1110674/pages/welcome
		☐ ISBN Textbook information visible at the LLU Course Schedule. Resource: https://home.llu.edu/course-schedule URL:
Regular and Substantive Interaction (Title IV Requirement)		
Regular Interaction (Two or more activities)		Section to be completed by Instructor/Designer: Provide evidence* in course design (Specific location, enter URL) *Example: https://llu.instructure.com/courses/1110674/pages/welcome
Threaded discussion forums with regular and appropriate instructor participation based on course topics addressed to all students and/or to individuals publicly. <i>Evidence: Discussions boards</i>		☐
Regular “Announcements” posted in the class. <i>Evidence: Canvas announcements</i>		☐
Regular deadlines, distributed throughout the term of the course, for assignments and other student participation. <i>Evidence: Syllabus, calendar of due dates, Reminders</i>		☐
Regular, timely, and appropriate feedback/evaluations of student work. <i>Evidence: Substantive grade feedback, constructive, formative, and summative feedback</i>		☐
Provide and post routine online office hours including videoconference (Zoom) meeting ID. <i>Evidence: Course syllabus, course overview page, instructor contact page</i>		☐

Instructor-provided online lectures, podcasts, or other forms of course content and topics, presented in an appropriate format for the subject, such as written documents, audio and/or video files, and/or introductions and explanations for any publisher created materials (written, audio and/or video, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face-to-face class. <i>Evidence: Modules containing lessons, books, lecture documents, video, audio, or podcasts, etc.</i>		☐
Substantive Interaction (Two or more activities)	Section to be completed by Instructor/Designer: Provide evidence* in course design (Specific location, enter URL) <i>*Example: https://llu.instructure.com/courses/1110674/pages/welcome</i>	
Instructor-guided introductions, especially at the beginning of the class, or at important intervals. <i>Evidence: Self-introduction in discussion forum, ice-breaker activities</i>		☐
Assessments <i>Evidence: Assignments, quizzes, and group and individual projects</i>		☐
Questions posed on the discussion board that encourage critical thinking skills and promote interaction among all course participants. <i>Evidence: Self-introduction in discussion forum</i>		☐
Moderation by the instructor in discussion activities with students, perhaps to provide a summary, to correct errors of fact, to keep the discussion on topic, and/or to add expertise to the content of the discussion. <i>Evidence: Discussion forum</i>		☐
Monitoring student interaction and activity and offering additional opportunities for interaction when needed. <i>Evidence: LMS activity tracking, analytics tools</i>		☐
Create a specific forum for questions regarding course content. <i>Evidence: Q&A discussion forum, student/cybercafé discussion forum (students-students interactions)</i>		☐
Asking students for feedback about the course on a regular basis and revising the content as needed to address issues identified. <i>Evidence: Canvas inbox message system, mid-term course evaluations</i>		☐
Constructive feedback on student assignments, which identifies specifically what has been done correctly, needs improvement, or guides students to the next steps of learning. <i>Evidence: Rubrics, personalized feedback for assessments and discussions, wrap-up video after each module</i>		☐

LOMA LINDA UNIVERSITY – MISSION-FOCUSED LEARNING STANDARDS* (LLU Requirement)		
* See more information at https://home.llu.edu/academics/office-of-provost/departments-and-divisions/educational-effectiveness/mission-focused-learning		
General Standard	Section to be completed by Instructor/Designer: Provide evidence* in course design (Specific location, enter URL) *Example: https://llu.instructure.com/courses/1110674/pages/welcome	
1. Integration of faith in God and course content in relevant and meaningful ways.		☐
2. Orientation and preparation for lives of service exemplifying LLU's core values.		☐
3. Emphasis on health and wholeness informed by the Adventist perspective.		☐
COURSE TYPE*		
CORRESPONDENCE	(1) A course provided by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructors. Interaction between instructors and students in a correspondence course is limited, is not regular and substantive, and is primarily initiated by the student. (2) If a course is part correspondence and part residential training, the Secretary considers the course to be a correspondence course. (3) A correspondence course is not distance education. Note: this is the default federal definition of an online course unless it rises to the level of a distance education course." (34 CFR 600.2)	
DISTANCE EDUCATION	(1) Education that uses one or more of the technologies listed in paragraphs (2)(i) through (iv) of this definition to deliver instruction to students who are separated from the instructor or instructors and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously. (2) The technologies that may be used to offer distance education include - (i) The internet; (ii) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; (iii) Audio conference; or (iv) Other media used in a course in conjunction with any of the technologies listed in paragraphs (2)(i) through (iii) of this definition. Note: for more detailed best practices, strategies, and examples about how to apply these policies, please refer to the LLU Distance Education Instructor Guide .	
HYBRID DISTANCE EDUCATION	When an instructor in a face-to-face course replaces the equivalent of one or more of the regularly scheduled weekly sessions with scheduled online instructional materials and activities of the course in the learning management system and the instructor regularly and substantively interacts with the students, it becomes a hybrid distance education course. This type of course requires the monitoring of student activity and tracking academic engagement.	
HYBRID CORRESPONDENCE	When an instructor in a face-to-face course replaces the equivalent of one or more of the regularly scheduled weekly sessions with scheduled online instructional materials and activities of the course in the course management system but has only limited instructor interactions with the students, it becomes a hybrid correspondence course. Note: correspondence is the default federal definition for a course that is part face-to-face and part online unless it rises to the level of hybrid distance education.	
*DoE and LLU Distance Education Policy		

Undersigned confirms that the required course elements have been completed and that the [LLU Distance Education Instructor Guide](#) has been reviewed:

Instructor signature: _____

Date: _____

School designee signature: _____

Date: _____