



LLU Online Course Audit Checklist

(Instructor/Designer with OEE Review)

Revised | October 2026

Date: _____ Term: _____ Course Number: _____ CRN: _____
Course Name: _____ Instructor (s): _____
Canvas URL/Locator: _____ Units: _____ Length of course (wks.): _____
Program(s) served: _____
Delivery mode: ☐ Online asynchronous ☐ Online with synchronous sessions ☐ Hybrid

Attach the output of the AI-assisted pre-review (OEE audit guide). It is a preliminary pass, not the signed audit; items an export cannot show are confirmed in the live course. The OEE reviewer completes the Course Type Determination and OEE Review Record.

Course (LLU Requirement)			
		Section to be completed by Instructor/Designer: Provide evidence* in course design (Specific location, enter URL) <i>*Example: llu.instructure.com/courses/1110674/pages/welcome</i>	
Course Completion	Every week of the course has been fully developed for the course term, e.g., ten weeks for standard quarter. Pages, assignments, and discussions are linked into the module for the week they belong to, not only present somewhere in the course.		☐
Term Dates	Module and page titles show the current term, not dates from a previous offering.		☐
Instructor Profile Picture	The instructor has a real profile picture. Student photos are encouraged, not required (see LLU Good Practices); safety, religious, or privacy reasons may apply.		☐
Course Image	Image present in course card.		☐

Course Hyperlinks (LLU Requirement)			
		Section to be completed by Instructor/Designer: Provide evidence* in course design (Specific location, enter URL) <i>*Example: llu.instructure.com/courses/1110674/pages/welcome</i>	
Course Hyperlinks	All course links, both internal and external, are functional, i.e., zero broken links. No links rely on expiring pre-signed URLs or forwarded tracking-style links. Resource: How do I validate links in a course? (Instructure Community)		☐

Syllabus (Title IV and LLU Requirement)			
Resource: For additional suggested sections and wording, please consult the LLU Online and Hybrid course syllabus template.		Section to be completed by Instructor/Designer: Provide evidence* in course design (Specific location, enter URL) <i>*Example: llu.instructure.com/courses/1110674/pages/welcome</i>	
Syllabus File	Syllabus in PDF format in the Canvas shell "Syllabus" section.		☐

Course Expectations	Expectations for the course, including the academic activities that support regular and substantive interaction between instructor and students.		☐
Core Statements	Statements on: Assessments, Assignments, Course Schedule (Date & Topics), Learning Activities.		☐
Communication Plan	How and when the instructor communicates, scheduled availability, and the stated response time to student messages.		☐
Synchronous Sessions	Statement on: Student Participation in Synchronous Remote Courses.		☐
Textbook	Textbook: ISBN and retail price.		☐
Learning Outcomes	Course learning outcomes are stated (see Course Learning Outcomes and Alignment).		☐
Identity & Integrity	Academic integrity statement for online work, the identity verification method used, and any additional student charges for verification.		☐
Accessibility & Support	Disability accommodation statement with contact information, technical requirements, and where to get technical and student support.		☐

Textbook Information (Title IV Requirement)			
		Section to be completed by Instructor/Designer: Provide evidence* in course design (Specific location, enter URL) <i>*Example: llu.instructure.com/courses/1110674/pages/welcome</i>	
ISBN Textbook Information	ISBN textbook information visible at the LLU Course Schedule (https://home.llu.edu/course-schedule) per HEOA Sec. 133 (20 U.S. Code § 1015b). Contact LLU Bookstore for details.		☐

Course Learning Outcomes and Alignment (WSCUC Standard 2)			
Supports WSCUC CFRs 2.2–2.4 at the same standard as on-campus sections.		Section to be completed by Instructor/Designer: Provide evidence* in course design (Specific location, enter URL) <i>*Example: llu.instructure.com/courses/1110674/pages/welcome</i>	
Stated Outcomes	Course learning outcomes appear in the syllabus and in Canvas.		☐
Program Alignment	Each course outcome maps to one or more program learning outcomes.		☐
Assessment Alignment	Every course outcome is assessed by at least one assignment, exam, or project, and assessments are tied to the outcomes they measure.		☐
Canvas Outcomes	Where the program has adopted Canvas outcomes, outcomes are linked to the rubrics used to score them.		☐
Comparability	Outcomes and standards of performance match those of on-campus sections of the same course, where such sections exist.		☐

Regular Interaction (Title IV Requirement)			
Per 34 CFR 600.2, the institution ensures both parts: scheduled opportunities for substantive interaction, commensurate with the length and content of the course (R1–R3), and monitoring with prompt, proactive instructor outreach when needed or upon student request (R4–R5). The five items below are LLU's evidence standard for meeting the two federal parts; complete all five.		Section to be completed by Instructor/Designer: Provide evidence* in course design (Specific location, enter URL) <i>*Example: llu.instructure.com/courses/1110674/pages/welcome</i>	
R1. Scheduled Availability	Routine online office hours or an equivalent scheduled opportunity, with day, time, modality, and videoconference (Zoom) meeting ID posted in the syllabus and Canvas. "By appointment" alone does not meet this item.		☐
R2. Predictable Rhythm	A published weekly rhythm of instructor presence across the whole term, e.g., discussion prompts opening on a set day and a regular instructor announcement or summary. Opportunities are not clustered at the start or end of the term.		☐
R3. Feedback Timing	Posted turnaround time for feedback on student work, with regular deadlines distributed throughout the term.		☐
R4. Monitoring Plan	A brief statement of how the instructor monitors each student's engagement and success (e.g., weekly review of Canvas participation and missing work) and what triggers outreach.		☐
R5. Outreach & Response Commitment	The syllabus or communication plan commits the instructor to promptly and proactively contacting students when monitoring shows a need, and to responding to student requests within the stated response time. Delivery is verified by OEE delivery sampling.		☐

Substantive Interaction (Title IV Requirement, two or more activities)			
Engaging students in teaching, learning, and assessment consistent with course content (34 CFR 600.2). At least two of the activities below are required. Number of activities met: _____		Section to be completed by Instructor/Designer: Provide evidence* in course design (Specific location, enter URL) <i>*Example: llu.instructure.com/courses/1110674/pages/welcome</i>	
1. Direct Instruction	Instructor-provided online lectures, podcasts, or other forms of course content presented in an appropriate format, and/or introductions and explanations for publisher-created materials that, combined with other course materials, create the "virtual equivalent" of the face-to-face class.		☐
2. Feedback on Coursework	The course is designed for regular, timely instructor feedback on student work: rubrics attached to assignments, a stated feedback approach for assessments and discussions, planned wrap-up videos. Auto-graded work alone does not count.		☐
3. Information & Questions	Structures for providing information or responding to questions about course content: a course-questions (Q&A) forum with a stated instructor response time, Canvas inbox, posted office hours.		☐

4. Facilitating Discussion	Instructor-facilitated discussion designed in: prompts that call for analysis or reflection, with stated instructor moderation (summaries, corrections of fact, added expertise).		☐
5. Other Approved Activity	Other instructional activity approved by the institution's or program's accrediting agency. List the activity and the approval.		☐

LLU Good Practices (<i>Recommended; do not count toward the federal minimum</i>)			
Instructor-guided introductions, especially at the beginning of the class, or at important intervals (self-introduction forum, ice-breaker activities).			☐
Questions and prompts that encourage critical thinking and promote interaction among all course participants.			☐
Asking students for feedback about the course on a regular basis and revising content as needed (Canvas inbox, mid-term course evaluations).			☐
Encouraging students to add a profile photo during course introductions (optional for students).			☐

Student Identity Verification & Academic Integrity (<i>CFRs 1.7, 3.5</i>)			
		Section to be completed by Instructor/Designer: Provide evidence* in course design (Specific location, enter URL) <i>*Example: llu.instructure.com/courses/1110674/pages/welcome</i>	
Verification Method	The course names how identity is confirmed, per the LLU Distance Education Policy: individual secure Canvas login, proctored or live-verified assessments, live video interaction, oral components. A secure login alone is the federal floor; courses with high-stakes assessment pair it with at least one additional practice (34 CFR 602.17(g)).		☐
Charges	Any additional student charges for verification appear with the course listing at registration (course schedule note), and the syllabus repeats them; notice in the syllabus alone is too late (34 CFR 602.17(h)). Mark N/A if none.		☐
Integrity Statement	The syllabus states academic integrity expectations for online work and the consequences of violations.		☐
Student Privacy	Verification methods protect student privacy and follow LLU privacy policy.		☐

Credit Hour and Instructional Time (<i>CFRs 1.7, 2.1, 2.2</i>)			
		Section to be completed by Instructor/Designer: Provide evidence* in course design (Specific location, enter URL) <i>*Example: llu.instructure.com/courses/1110674/pages/welcome</i>	
Units and Length	Units and course length on this form match the Registrar's listing.		☐

Weekly Time Map	A weekly time map is attached (template below) showing estimated hours of direct instruction and of student work outside instruction.		☐
Direct Instruction Identified	The online activities counted as direct instruction are named, e.g., video lectures, synchronous sessions, instructor-facilitated discussion.		☐
Consistent with Policy	Weekly totals across the term are consistent with the LLU Credit Hour Policy for the units awarded.		☐

Week	Direct instruction (hrs.)	Student work outside instruction (hrs.)	Total (hrs.)
Week 1			
Week 2			
... (add a row per week)			
Term total			

Accessibility and Student Support (CFR 2.13)			
		Section to be completed by Instructor/Designer: Provide evidence* in course design (Specific location, enter URL) <i>*Example: llu.instructure.com/courses/1110674/pages/welcome</i>	
Accessible Content	Videos have captions, audio has transcripts, images have alt text, and documents use structured headings. The Canvas Accessibility Checker has been run; issues fixed or noted.		☐
Accommodations	The syllabus and Canvas give the disability accommodation statement and contact.		☐
Technical Requirements	Technical requirements are listed, with whom to contact for Canvas and technology problems.		☐
Student Services	Students can find how to reach library, tutoring, advising, and other support services from the course.		☐

Loma Linda University – Mission-Focused Learning Standards* (LLU Requirement)		
<i>General Standard. Each standard needs real course content on a regular cadence, not only a general paragraph in the syllabus.</i>		Section to be completed by Instructor/Designer: Provide evidence* in course design (Specific location, enter URL) <i>*Example: llu.instructure.com/courses/1110674/pages/welcome</i>
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.		☐

* See more information at <https://home.llu.edu/academics/office-of-provost/departments-and-divisions/educational-effectiveness/mission-focused-learning>

Course Type* <i>(determination completed by the OEE reviewer)</i>	
DISTANCE EDUCATION	Education that uses one or more listed technologies (internet; one- and two-way transmissions; audio conference; other media used with these) to deliver instruction to students separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor(s), either synchronously or asynchronously.
CORRESPONDENCE	The institution provides instructional materials, by mail or electronic transmission, including examinations, to students separated from the instructors. Interaction is limited, is not regular and substantive, and is primarily initiated by the student. A correspondence course is not distance education. Note: this is the default federal classification unless the course rises to distance education (34 CFR 600.2).
HYBRID DISTANCE EDUCATION	An instructor in a face-to-face course replaces the equivalent of one or more regularly scheduled weekly sessions with scheduled online instructional materials and activities in the LMS, and regularly and substantively interacts with the students. Requires monitoring of student activity and tracking academic engagement.
HYBRID CORRESPONDENCE	Same replacement of weekly sessions, but with only limited instructor interaction. Correspondence is the federal default for a course that is part face-to-face and part online unless it rises to hybrid distance education.

* DoE and LLU Distance Education Policy. The OEE reviewer, not the instructor or an AI tool, decides the course type, because the federal line between distance education and correspondence depends on the interaction the course provides.

Reviewer determination: ☐ Distance education ☐ Hybrid distance education ☐ Correspondence ☐ Hybrid correspondence ☐ Not an online course

A course determined to be correspondence or hybrid correspondence is returned to the instructor and program for revision before the term begins.

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: _____

OEE reviewer or delegate: _____ Date: _____

OEE Review Record <i>(completed by the OEE reviewer or delegate)</i>	
Decision	☐ Approved ☐ Approved with conditions ☐ Returned for revision
Rationale and conditions (required)	
Course type determination	See Course Type above
AI pre-review output attached	☐ Yes ☐ No
Live-course items confirmed (instructor profile picture, course image)	☐ Yes ☐ No
Referred to Learning Innovation for design support	☐ Yes ☐ No
Selected for delivery sampling during or after the term	☐ Yes ☐ No
Date of decision	