

DRAFT: LPC Distance Education Committee Course Review Checklist

Proposed revision • aligned to CLPCCD Faculty Agreement Articles 9B, 19E, and 19H

Purpose: Article 19H requires LPC faculty who have not completed online training requirements to engage in a review process with a member of the DE Committee, ensuring course alignment with minimum standards. This form documents this process.

- **Instructor Name:**
- **Course Section + CRN:**
- **Modality:** (*Asynchronous, Synchronous, Combination, Hybrid, HyFlex*)
- **DE Committee Rep Reviewer Name:**
- **Review Date:**

Reviewer Instructions

Complete the sections relevant to the modality. For each item:

- Select one status for each item. “Needs revision” should identify a specific, correctable gap. “Unable to verify” may be used when evidence is not available to the reviewer.
- Under Evidence/Reviewer Notes, delete examples in italics and cite evidence in the course.
- Document any follow-up evidence that may be needed through a course tour.

Asynchronous Course Organization and Navigation

Complete for any portion of the course taught asynchronously.

Ref.	Criterion	Status	Evidence / reviewer notes
19E.1	A syllabus is available to students and includes the contractually required course and instructor information, including office hours and access information appropriate to an online course.	☐ Meets ☐ Needs revision ☐ N/A ☐ Unable to verify	<i>Ex: Instructor uses the syllabus tool in the course navigation menu in Canvas; needs to add information about X.</i>
19E.1(a)	A clearly indicated starting point introduces students to the course layout and explains how to navigate the learning platform. The District will provide a Canvas "How To Navigate Canvas" video that instructors can upload. Or alternatively an instructor can create their own Canvas navigation tool.	☐ Meets ☐ Needs revision ☐ N/A ☐ Unable to verify	<i>Ex: Home page includes start here button that leads to course orientation module; module includes How to Navigate Canvas page.</i>
19E.1(b)	Instructor contact information is prominently displayed and includes the district-assigned email address.	☐ Meets ☐ Needs revision ☐ N/A ☐ Unable to verify	<i>Ex: Home page lists instructor's LPC email address, preferred method of communicating via Canvas Inbox, and expected response time.</i>
19E.1(c)	Content is organized logically, and follows a consistent layout and structure.	☐ Meets ☐ Needs revision ☐ N/A ☐ Unable to verify	<i>Ex: Weekly modules are included with instructional content and assessment activities like discussions, assignments, and/or quizzes.</i>
19E.1(d)	Course navigation menu is intuitive and only includes items students will use.	☐ Meets ☐ Needs revision ☐ N/A ☐ Unable to verify	<i>Example: Course navigation menu has been customized to ensure high-priority items for students are available and remove unused links.</i>
19E.1(e)	Clear due dates for submitting work are posted along with late work policy.	☐ Meets ☐ Needs revision ☐ N/A ☐ Unable to verify	<i>Ex: Assignments, discussions and quizzes are tagged with due dates; late work policy is clear in syllabus.</i>
19E.1(f)	Opportunities for regular and substantive interaction from student to student and instructor to student(s) are provided.	☐ Meets ☐ Needs revision ☐ N/A ☐ Unable to verify	<i>Note: Complete RSI Section below to document supporting evidence.</i>

Synchronous and HyFlex Instruction

Complete when any portion of the course is taught synchronously online or in HyFlex format.

Ref.	Criterion	Status	Evidence / reviewer notes
19E.2	A syllabus is available to students and includes the contractually required course and instructor information, including office hours and access information appropriate to an online course.	☐ Meets ☐ Needs revision ☐ N/A ☐ Unable to verify	<i>Ex: Instructor uses the syllabus tool in the course navigation menu in Canvas; missing information about X.</i>
19E.2(a)	The instructor uses a district-provided courseware shell (e.g. Canvas or the currently approved district LMS) for the class, and utilizes the shell to post important information for the class. In addition, the instructor shall utilize the course design principles described in Article 19E.1, above, as appropriate.	☐ Meets ☐ Needs revision ☐ N/A ☐ Unable to verify	<i>Ex: Canvas shell is published and includes modules with supplementary course materials and assignments/quizzes.</i>
19E.2(b)	The instructor uses a live instructional presence during sessions, including video (camera) and/or instructional media (e.g., slides, shared screen, videos, digital whiteboard) to support student engagement and content delivery.	☐ Meets ☐ Needs revision ☐ N/A ☐ Unable to verify	<i>Ex: Tech Connect Zoom lists previous and upcoming synchronous sessions. Instructor uses screenshare to review slides during lecture portion.</i>
19E.2(c)	Any recorded content made available in the course shell shall not disclose personally identifiable information about students enrolled in other course sections. An instructor may share recorded content for educational purposes, if the students in the recording have given their documented permission for it to be shared.	☐ Meets ☐ Needs revision ☐ N/A ☐ Unable to verify	<i>Ex: Previous class sessions are available via Tech Connect Zoom. Recordings with students from other sections are not present in the course.</i>
19E.2(d)	Synchronous/HyFlex instruction shall follow current best practices, including strategies that promote interaction and student participation (e.g., polls, breakout rooms, chat, discussion prompts).	☐ Meets ☐ Needs revision ☐ N/A ☐ Unable to verify	<i>Ex: Instructor uses chat and breakout rooms in Zoom sessions to support class discussion.</i>
19E.2(e)	The instructor shall make every reasonable effort to maintain a stable internet connection and minimize disruptions to instruction.	☐ Meets ☐ Needs revision ☐ N/A ☐ Unable to verify	<i>Ex: No missed meetings in TechConnect Zoom.</i>
19E.2(f)	Live sessions should be accessible, including the use of captions when possible and practices that support all learners.	☐ Meets ☐ Needs revision ☐ N/A ☐ Unable to verify	<i>Ex: Class recordings include captions.</i>
19E.2(g)	The syllabus clearly communicates participation and attendance expectations for live sessions.	☐ Meets ☐ Needs revision ☐ N/A ☐ Unable to verify	<i>Ex: Syllabus includes attendance expectations and guidance about how to participate in the course.</i>

Regular and Substantive Interaction

Use the prompts below to document evidence of instructor-initiated interaction.

Ref.	Criterion	Status	Evidence / reviewer notes
RSI-Sub-A	Providing direct instruction	☐ Meets ☐ Needs revision ☐ N/A ☐ Unable to verify	<i>Ex: Recordings of synchronous Zoom class sessions are evident via TechConnect Zoom.</i>
RSI-Sub-B	Assessing or providing feedback on a student's coursework	☐ Meets ☐ Needs revision ☐ N/A ☐ Unable to verify	<i>Ex: Detailed rubrics are used to provide individualized feedback; written, audio, or video feedback is included in Speedgrader. (Auto-graded quizzes do not count.)</i>
RSI-Sub-C	Providing information or responding to questions about the content of a course or competency	☐ Meets ☐ Needs revision ☐ N/A ☐ Unable to verify	<i>Ex: Instructor uses Studio to create instructional videos; instructor posts reminder announcements regarding course content and replies to questions.</i>
RSI-Sub-D	Facilitating a group discussion regarding the content of a course or competency.	☐ Meets ☐ Needs revision ☐ N/A ☐ Unable to verify	<i>Ex: Discussion boards include instructor replies that further student engagement; Instructor uses Hypothesis for social annotation to scaffold complex readings and connect ideas.</i>
RSI-Eff-A	Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency	☐ Meets ☐ Needs revision ☐ N/A ☐ Unable to verify	<i>Ex: Weekly modules include instructional content and assessments appropriate for the term length; the syllabus includes guidance about time commitment and participation expectations.</i>
RSI-Eff-B	Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student	☐ Meets ☐ Needs revision ☐ N/A ☐ Unable to verify	<i>Examples: Canvas analytics demonstrate student engagement, "Message Students Who" has been used for targeted outreach; timely replies to student messages are evident in discussions or Inbox.</i>

Supplemental Guidance

Optional comments below are meant to provide guidance to help instructors continue to develop practices that align with DE standards and best practices.

Ref.	Criterion	Reviewer notes
Accessibility	Course materials meet current web accessibility requirements, including accessible documents/media and captions as applicable.	
Student Support	Students can readily find academic, technical, disability, and other support resources.	
Technology	Required technologies, software, publisher platforms, and access/purchase instructions are clearly explained.	

Review Summary and Follow-up

Overall status	☐ All applicable contract criteria documented as meeting standard ☐ Follow-up revisions are needed
Priority revisions	<i>List any revisions needed to align with contractual minimum standards.</i>
Resources / Support	<i>Examples:</i> • <i>Recommend completing Online Course Development Program</i> • <i>Recommend one-on-one support in Teaching and Learning Center</i>
Follow-up date or method, if needed	
Signatures	Reviewer: _____ Date: _____ Instructor acknowledgment: _____

Contract references

CLPCCD–CLPFA Agreement 2025–2028: Article 9B (Syllabus Requirement); Article 19E (Minimum Standards for Distance Education Instruction); Article 19H (Role of Las Positas Distance Education Committee and Chabot Committee on Online Learning).