

# Distance Education Equivalency Review

## Comprehensive Course Checklist

Welcome to the Distance Education (DE) Equivalency Review process! We appreciate your dedication to creating high-quality, engaging, and accessible online learning experiences for our students.

This review process is an opportunity to demonstrate your skills in online course design and facilitation. To ensure our courses align with the latest federal Title 5 regulations, ACCJC accreditation standards, federal accessibility requirements, and the CA Community College Online Education Initiative Course Design Rubric, please ensure your courses meet all required items on the checklists below.

**Important Submission Requirement: A Full Course.** To successfully complete this review, you must submit a fully developed, complete course shell (not a demo course, a “sandbox,” or a partially built shell). A complete course allows us to verify consistent module structure, sustained RSI practices, and comprehensive accessibility throughout a full academic term.

Please use the checklist below to self-review your course before submitting it for official equivalency evaluation. Once you believe you have met all criteria, please let PCCOnline know that you are ready for your course to be reviewed by the PCCOnline team.

**Key terms:** POCR = Peer Online Course Review; RSI = Regular and Substantive Interaction; OEI = Online Education Initiative; VPAT = Voluntary Product Accessibility Template; ACCJC = Accrediting Commission for Community and Junior Colleges; SLO = Student Learning Outcome.

**How to use this checklist:** Items in Parts 1–3 as originally written are **required** for equivalency approval. Mark each item Met, Not Met, or N/A, and note the specific page, module, or file where the evidence lives.

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## Part 1: Foundational Course Design & Navigation

*A consistently organized course lowers student anxiety and allows them to focus their cognitive energy entirely on learning the material.*

| Clean Navigation: Unused Canvas navigation tabs are hidden from student view to reduce clutter and confusion.                                                                            | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--|--|--|
| Valid Links: All hyperlinks and integrated tools have been checked (using the Canvas Link Validator) and function correctly.                                                             | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
| Comprehensive Introduction Module: The course includes a “Start Here” or Introduction Module that houses vital policies, course navigation instructions, course expectations, instructor | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |

| welcome (see below), and PCC-specific campus resources and policies.                                                                                                                                                                                                                                                                                                                     |                                                                                            |  |  |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--|--|--|
| Instructor Welcome: An accessible, instructor-created welcome video is available to establish your presence, humanize the digital classroom, and build immediate trust. A welcome letter or announcement is also available in the course introduction module or in the course announcements.                                                                                             | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
| Sample Syllabus: The course includes a sample syllabus, either as a course file or via the Canvas-integrated eSyllabus. The syllabus contains policies regarding grading, required texts, contact information, and PCC-specific SLOs for the course.                                                                                                                                     | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
| Detailed Outline of Course Concepts: A sample schedule or detailed outline of course concepts is present either in the course syllabus or in the course Introduction Module.                                                                                                                                                                                                             | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
| Consistent Module Structure: Content is logically organized into modules, using text headers and indentation to guide students through the learning journey.                                                                                                                                                                                                                             | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
| Clear Assessments: Every assignment includes clear instructions and explicitly aligns with unit objectives and specific Student Learning Outcomes (SLOs).                                                                                                                                                                                                                                | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
| Varied Assignment Design: Effectively designed student-centered assignments and activities that use multiple instructional methods, at least one of which includes an active learning component (e.g., group activity, peer review activity).                                                                                                                                            | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
| Instructor-Created Multimedia Content: At least one example of accessible instructor-created multimedia content per class module (e.g., instructor-created videos, audio files, slide presentations, digital infographics, screen recordings, instructor-created/modified OER embedded into Canvas pages, interactive HTML-based activities such as PlayPosit, CourseArc, or SoftChalk). | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
| Technology & Prerequisite Skills Statement: The course clearly states, in the syllabus or Introduction Module,                                                                                                                                                                                                                                                                           | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |

| the technology requirements (browser, reliable internet, hardware) and baseline Canvas/digital skills students need to succeed.                         |                                                                                            |  |  |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--|--|--|
| AI Use Policy: The syllabus or Introduction Module includes a clear statement of expectations around student use of generative AI tools for coursework. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |

## Part 2: Regular and Substantive Interaction (RSI)

*RSI requires us to move beyond automated grading and explicitly demonstrate our active, guiding presence in the course.*

| Predictable Communication Policies: The syllabus explicitly states your preferred contact method, your anticipated response time for messages (e.g., 24–48 hours), and your live office/student-hours availability.                                                              | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--|--|--|
| Consistent Announcements: The course demonstrates a predictable rhythm of announcements that go beyond basic due-date reminders to discuss class-wide performance trends, summarize previous topics, or reinforce key concepts.                                                  | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
| Meaningful Feedback: The syllabus states a specific turnaround time for grading (e.g., 7–10 days). The course includes assessments that provide students with individualized, qualitative insights beyond automated scores.                                                      | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
| Active Instructor Discussion Presence: Discussion boards ask students to grapple with course content. There is evidence (or explicit syllabus commitments) that you actively jump into threads to guide the conversation, correct misconceptions, or highlight strong arguments. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
| Discussion Assessment: At least one effectively designed discussion with a rubric.                                                                                                                                                                                               | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
| Proactive Monitoring & Outreach: The syllabus explicitly states that you actively monitor academic progress and will reach out if a student is falling behind. Any external tools used for outreach (like PCC Connect) are documented in your course policies.                   | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |

## Part 3: Accessibility Compliance

*Ensuring your course is fully accessible guarantees that all students, including those who use assistive technologies, can access your materials seamlessly.*

| Closed Captions: All videos have accurate captions (auto-generated captions have been verified for at least 99% accuracy — spot-check a 2–3 minute segment against the audio, or run a full-transcript review with a tool such as Otter). If a video is silent, a note is provided. Audio files include transcripts. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--|--|--|
| Color Contrast: There is strong, readable contrast between text and background colors, including text within images.                                                                                                                                                                                                 | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
| Headings: Built-in heading styles (Heading 2, Heading 3) are used sequentially to organize page content logically. Bold text or font-size changes are not used instead of actual headings.                                                                                                                           | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
| Images: Meaningful images include descriptive Alternative Text (Alt-Text) explaining their instructional value. Purely aesthetic images are appropriately marked as “decorative.”                                                                                                                                    | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
| Links: Hyperlinks use meaningful, natural language (e.g., “Read the Syllabus”) instead of displaying long, messy URLs.                                                                                                                                                                                               | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
| Lists: Lists are formatted using the built-in bullet or numbering tools in the Canvas editor.                                                                                                                                                                                                                        | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
| Tables: Tables are used exclusively to organize complex data (not for visual formatting). Row and column headers are properly designated for screen readers.                                                                                                                                                         | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
| Third-Party Platforms / OER: If utilizing third-party platforms or embedded OERs with known accessibility limitations, an “alternative access plan” is clearly communicated to students in the Introduction Module.                                                                                                  | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
| Ally Dashboard: Reports an accessibility score of at least 90%.                                                                                                                                                                                                                                                      | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |
| PopeTech Course Scan: Results report no more than 10 errors.                                                                                                                                                                                                                                                         | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |  |  |  |

| Checklist Item                                                                                                                                                               | Status                                                                                     | Evidence / Location | Page/Module Link | Reviewer Comments |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------|------------------|-------------------|
| Data Privacy for Third-Party Tools:<br>Any third-party tool that collects student data outside of Canvas is disclosed to students, including what data is collected and why. | <input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> N/A |                     |                  |                   |

**Reviewer Notes / Overall Recommendation**