



CENTER FOR DISTANCE EDUCATION

UNIVERSITY OF ALASKA FAIRBANKS • COLLEGE OF RURAL AND COMMUNITY DEVELOPMENT

2175 University Avenue Suite 200 | PO Box 756700 | Fairbanks, AK 99775-6700
 p. 907.479.3444 or 800.277.8060 | f. 907.479.3443 | distance@uaf.edu | distance.uaf.edu

This checklist is a multipurpose document. If you are developing a new course then you may use it as a reference when you begin the course design process. If you are revising the course, you will use the previously completed checklist as a starting point for making revisions.

The second purpose is to be used to determine when a course is complete and ready for student enrollment. If you are developing this course for CDE then payment for development/revision will not be made until this review has been completed and signed by the Instructor, Instructional Designer, and Course Manager. This checklist contains minimum criteria for a standard CDE course and is not meant to inhibit creativity or innovation.

COURSE DEVELOPMENT or REVISION

Course Information				
Developer Name:				
Course Title:				
Course Number/Credit Hours:				
Reviewed by:				
Date of Review:				
I. Welcome		Instructor Confirmed	Designer Confirmed	Comments:
Instructor welcomes students to the course with printed welcome letter*. *Letter includes contact info, explanation of making contact exercise and required first assignment, expected deadlines, explanation of early withdrawal, pre-req check. Additional welcome: in announcement other location:				
Instructor provides clear directions for getting started. in announcement in welcome letter Getting Started folder other location:				
Course is organized in logical manner with easy to follow navigation.				
Course Modules are structured so students can complete required tasks without unnecessary searching.				
A mechanism is in place for instructor to check pre-requisites if not done automatically by banner.				



II. Syllabus	Instructor Confirmed	Designer Confirmed	Comments:
<p>Syllabus includes required elements specified by UAF policy:</p> <ul style="list-style-type: none"> course title, number, credits, prerequisites, meeting time instructor name, office hours, telephone, e-mail complete list of course materials course description (expected proficiencies required for course) course goals student learning outcomes description of instructional methods course calendar and/or pacing expectations schedule of class topics and assignments course policies, including participation, late work address plagiarism and academic integrity for course evaluation policies (how evaluated, relative values & tabulated) description of “C” grade (Minimum grade required for all Core (X) Courses. A grade of C- (1.7) in a class which is a prerequisite for another class or in a class required for a student’s major will result in the student being required to retake the class.) information on support services information on disability services 			
<p>Syllabus includes:</p> <ul style="list-style-type: none"> explanation of NB policy, Incomplete requirements and Instructor withdrawal policy response time on returning lessons instructions on how to check grade checklist/due dates for assessments 			
<p>Syllabus includes a list of technical requirements (e.g., connection speed, hardware, software) and a list of expected technical competencies (e.g., e-mail or word processing).</p>			
<p>Regularly scheduled office hours (by phone, audio conference, webconference, IM, etc.)</p>			
<p>Instructor provides brief biographical information and photo/video.</p>			



III. Course Content	Instructor Confirmed	Designer Confirmed	Comments:
Each lesson or module provides: learning objectives introduction to the material clear directions learning activities instructor insights (e.g., lecture notes or material) clearly defined assignments			
Making Contact Assignment (due within first two weeks)			
First Content Assignment (due within first three weeks)			
Lecture Material are sequenced and “chunked” to improve usability.			
All links are currently functioning.			Date evaluated:
Material has been checked for spelling and grammar.			Date evaluated:
Learning activities are varied and target multiple learning styles.			Please list examples:
Textbooks and required materials are listed.			
Course materials reviewed for compliance copyright law.			
Mechanism in place to offer content that is situated in the student’s current and/or future context			Give example:
◆ (recommended)	Additional resources are provided for students who want more information.		



IV. Interaction and Collaboration		Instructor Confirmed	Designer Confirmed	Comments:
Expected student participation levels are clearly defined.				What are they and where are they listed?
Instructor response time is clearly defined for students.				What is it and where is it listed?
Through what channel will assessment feedback be given?				
Identify the Communication/Collaboration/Interaction tools used in this course: Discussion Web Conferencing Chat Email Student Presentation Blog Peer Evaluations Wiki Role Playing Other				If other, please specify:
Explicit instructions for using communication tools are explained.				Where is this located?
A collaboration area for students not related to specific assignment is provided.				Where is this located and what tool is used?
◆ (recommended)	Group projects/activities are assigned to students.			
◆ (recommended)	Students are introduced to the professional community of practice.			



V. Assessment		Instructor Confirmed	Designer Confirmed	Comments:
Assignments encourage students to work at higher level of Bloom's Taxonomy or target multiple Facets of Understanding.				Please cite examples:
Assignments include a variety of performance types.				Please provide examples:
Assignments are clearly communicated with expectations, including deliverables, due dates, and instructions for submitting.				Where are they listed?
Expectations are explicit (e.g. rubrics and examples provided) to explain assessment grading criteria.				
Students are given opportunity for reflection, such as: student's own learning and learning experience, real-world relevance and application of what students are learning, meta-reflection on the learning materials, strategies, and structure employed in the course itself.				Please explain:
A mechanism is in place for instructor to provide specific, detailed feedback to students on each assessment.				Please explain:
Exams correspond with the stated learning objectives for the course. (Not all courses use exams for assessment. If exams will be used, they must match course content and goals.)				
◆ (recommended)	Students are encouraged to utilize self-assessment materials.			



VI. Learner Support	Instructor Confirmed	Designer Confirmed	Comments:
Appropriate instructor contact information is provided.			
Graded lesson (exam if different) turnaround time is explicit.			
Access to OIT Helpdesk and/or CDE Student Services is clearly defined.			
Access to UAF resources is clearly defined (e.g., library, tutoring services, labs).			
Required tools such as plug-ins and players are clearly defined and links are provided for acquiring those tools.			
For online courses, a gradebook is available for students to check their progress.			
A mechanism is in place for instructor to contact students who are falling behind.			Please explain:
Role of CDE Student Services is clearly defined. (e.g., mail welcome letter, proctor exams)			Please list:

VII. Additional Comments



Step Two of the review process is to list deficiencies and make a plan for correcting them.

ACTION ITEMS	Instructor Confirmed	Designer Confirmed
I. Critical Revisions (Course will not be opened for enrollment until these items are addressed)		
List all necessary corrections. Note who will make each revision (instructor or instructional designer) and the deadline for completion.		
<p>Start here:</p>		
II. Non-Critical Revisions (These items are strongly recommended, but will not delay course opening)		
List recommended course enhancements and give a target date for implementing the improvements.		
<p>Start here:</p>		
III. Follow-up		
The date of our next meeting is:		



Certification of Completion

I certify that the course review has been completed and that critical revisions have been implemented successfully. The course meets CDE quality standards and is ready for student enrollment.

Signatures of the Design/Development Team:

Instructional Designer/Date

Instructor/Developer/Date

Reviewed by:

Course Manager/Date

