



**15 MARCH 2004**

**Personnel**

**AIR UNIVERSITY EDUCATIONAL PROGRAM REVIEW**

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Supersedes AUI 36-2306, 17 July 2002

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Pages: 17  
Distribution: F

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This instruction applies to all AU educational programs and organizations except the Civil Air Patrol (CAP-USAF). Air Force Institute of Technology (AFIT) reviews are addressed in paragraph 4. This instruction provides guidance in applying the policies and procedures contained in AFI 36-2301, *Professional Military Education*, AFMAN 36-2234, *Instructional System Development*; AFH 36-2235, Vol 10, *Information for Designers of Instructional Systems Application to Education*; AFMAN 36-2236, *Guidebook for Air Force Instructors*; and AUI 36-105, *Faculty Development, Enrichment and Responsibilities*; and AUI 36-2312, *Air University Evaluation Programs*. The use of the name or mark of any specific manufacturer, commercial product, commodity, or service in this publication does not imply endorsement by the Air Force.

**SUMMARY OF REVISIONS**

This revision adds a requirement for Community College of the Air Force (CCAF) and Air Force Institute for Advanced Distributed Learning (AFIADL) to participate in the Educational Program Review Board (EPRB) process. Air War College, Air Command and Staff College, and Squadron Officer College are now required to brief their proposed curriculum plans annually. Other AU schools remain on a biennial review cycle. A requirement is added for schools to review their mission statements and brief the EPRB on proposed mission statement changes. Also added is an explicit reference to the review and evaluation of distance learning (DL) programs. A checklist has been added summarizing items to be included in the school's curriculum plan (Attachment 3). Additional requirements have also been added on the contents of the school's curriculum plan. Changes are identified throughout this instruction by a star (★) to the left of the affected paragraph number.

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## 1. Requirements.

★1.1. The Air University Commander (AU/CC) is accountable for the educational programs at AU. The AU/CC typically chairs the AU Educational Program Review Board (EPRB) to review and approve all AU educational programs by assessing the requirements for and content of both resident and distance learning (DL) instructional programs and instructional resources. The AU/CC's chief advisor for academic programs is the AU Chief Academic Officer (AU/CF).

1.2. Proposed changes to course numbers, course descriptions, credit hours, etc., listed in the Air University Catalog must be coordinated with AU/CF before they are made. AU/CF will determine if additional coordination is necessary. Schools should provide a rationale to support the proposed changes. Air University Press obtains approval from AU/CF prior to catalog publication.

★2. **Instructional Systems Development (ISD).** AU and AFIT curriculum and evaluation planners are required to use the ISD process in developing/revising their instructional programs as prescribed by AFI 36-2301, *Professional Military Education*, paragraph 2.7 and AU Supplement 1 to AFI 36-2201, *Training Development, Delivery and Evaluation*, paragraph 1.3.11.2. AFMAN 36-2234, *Instructional System Development*, AFMAN 36-2236, *Guidebook for Air Force Instructors*, and AFH 36-2235, Vol 10, *Information for Designers of Instructional Systems – Application to Education*, may be used as guides to identify and validate education requirements; develop learning objectives based on those requirements; and design, implement, and evaluate instruction to achieve the course objectives.

## 3. Educational Program Review and Approval.

★3.1. Program Review. The Air University Commander (AU/CC) reviews the educational programs of all AU professional military education (PME) programs, professional continuing education (PCE) programs, precommissioning education, undergraduate education, and graduate education programs to ensure they adequately meet Air Force and DOD requirements. In the case of PME programs, AU/CC's review also addresses adherence to the Air University Continuum of Education (COE). Attachment 2, AU Educational Program

Review Schedule, lists the approximate time frame for schools to submit their curriculum plans to AU/CFA prior to being reviewed. The composition of the AU Educational Program Review Board (EPRB) is as follows:

- ★3.1.1. The AU/CC typically chairs the EPRB, but may delegate this role to the Air University Vice Commander (AU/CV) or the Air University Chief Academic Officer (AU/CF).
- ★3.1.2. Members of the board are AU/CC (Chair), AU/CV, AU/CF, and deans, or their equivalent, from the following AU schools and colleges: Air War College (AWC), Air Command and Staff College (ACSC), School of Advanced Air and Space Studies (SAASS), Squadron Officer College (SOC), Air Force Officer Accession and Training Schools (AFOATS), College for Enlisted Professional Military Education (CEPME), College for Professional Development (CPD), College of Aerospace Doctrine, Research and Education (CADRE), Community College of the Air Force (CCAF).
- ★3.1.3. Advisory members are AU/XP (or designate), AU/CFA, AU/CFR, AFIADL, AUL/LD (or designate), AU/FM (or designate), USAF Counterproliferation Center (CPC), and any other AU organizations as needed. AU/CFAC manages the program review process and is responsible for its conduct, coordination, and recording of minutes.

3.2. Types of Reviews. There are three types of AU educational program reviews:

3.2.1. Formal Reviews. Formal reviews are typically held annually for the Air War College, the Air Command and Staff College, and the Squadron Officer College. All other AU schools (except AFIT, as described in paragraph 4) are reviewed every other year. Exceptions to the typical review cycle are addressed as special, out-of-cycle reviews in paragraph 3.2.2.

★3.2.1.1. For all programs except Air Force Junior Reserve Officer Training Corps (AFJROTC) and CCAF, the EPRB examines the school's curriculum plans for both their resident and DL programs (as appropriate) to assess the need for and the adequacy of the instructional programs. Schools formally brief the EPRB on their mission statements, structure and content of their instructional programs, and major changes proposed/projected for the educational program. Attachments 4 and 5 provide specifics on what to include in the curriculum plan and the EPRB briefing.

3.2.1.2. For AFJROTC programs, the EPRB reviews only the educational objectives and curriculum materials produced for the program.

★3.2.1.3. CCAF reviews each of its credentialing programs every three years. Following this internal review, CCAF will brief the EPRB on the findings of that review. In the years between the internal reviews, CCAF will brief the EPRB on any action items generated by the previous internal review and on changes made to credentialing programs resulting from Air Force Specialty Code (AFSC) consolidations or deletions, accreditation requirements, or CCAF Policy Council actions.

★3.2.1.4. AFIADL briefs the EPRB on issues specific to the AFIADL organization and on issues that affect AFIADL's Air Force mission with particular focus on services provided to the AU schools. Specifically, AFIADL briefs its mission, goals, and objectives; its institutional effectiveness (IE) program; and performance indicators for effectiveness in curriculum delivery. In addition, AFIADL briefs its processes for determining the degree of effectiveness of its various educational programs and resource systems (e.g., the Learning Management System).

★3.2.1.5. When the AU/CC chairs the EPRB, approval for the school's instructional program is typically given at the meeting. If the AU/CC is absent from the EPRB, the board provides a report to AU/CC recommending approval of a school's proposed curriculum plans as presented.

3.2.2. Special (Out-of-Cycle) Review. AU/CC, AU/CV, or AU/CF may request a review of a school's curriculum at any time outside of the normal review cycle (as identified in Attachment 2). AU schools may also request a special, out-of-cycle review of their academic programs if they believe the changes to their programs are significant enough to warrant a special review. If the review is requested by AU/CC, AU/CV or AU/CF, the school being reviewed provides AU/CFAC, within seven workdays of the review, any information requested by AU/CC, AU/CV, or AU/CF for review. If a school requests a special review, it must provide AU/CFAC a curriculum plan and PowerPoint briefing according to the guidelines in paragraph 3.4. AU/CFAC will work with the school to establish a suitable time for the briefing.

★3.3. Keeping Other Air University Schools Informed of Curriculum Changes. Schools should stay abreast of changes in the other schools of Air University. This is especially important for schools aligned under the Continuum of Education, where changes in one school's curriculum can ultimately affect the instructional programs of other schools along the continuum.

3.4. The Curriculum Plan, Evaluation Plan, and PowerPoint Briefing.

3.4.1. Schools submit to AU/CFAC:

★3.4.1.1. A copy of their proposed curriculum plan (as a Microsoft Word document) at least 2 weeks prior to the EPRB,

★3.4.1.2. An evaluation plan, as addressed in AUI 36-2312, at least 2 weeks prior to the EPRB, and

★3.4.1.3. A PowerPoint slide presentation to be briefed to the board at least 2 days prior to the briefing. Attachment 4 lists common items the board requests schools provide in their PowerPoint briefings.

★3.4.1.4 NOTE: The PowerPoint briefing is not a substitute for the curriculum plan or the evaluation plan. All three must be provided to AU/CFAC.

3.4.2. Upon receipt of the curriculum plan, AU/CFAC will schedule a date for the school's briefing.

★3.4.3. The curriculum plan should provide a detailed description of the school's instructional program addressing, as a minimum, the applicable elements in Attachment 3. The school also provides documentation, known as an *audit trail*, to describe proposed major course changes, course deletions, or course additions (for both core and elective courses). The audit trail describes the rationale for the proposed curriculum changes and explains the data/information that support the changes. A suggested list of questions that relate to decisions at each stage of the ISD process is provided in Attachment 5. Schools may use these questions or may adopt other formats/questions for their audit trails. Because the curriculum plan is a planning document for the school, its format may vary according to each school's needs.

### 3.5. AU Actions.

★3.5.1. Except for AFIT programs, AU/CFAC schedules a formal EPRB within 2 weeks after a school submits its curriculum plan. AU/CF sends a copy of the EPRB minutes to the school commander or commandant for a substantive review. Upon approval, AU/CF sends an official copy of the EPRB minutes with AU/CC approval to the school commandant or commander.

3.5.2. AU schools may conduct one pilot test (preliminary) offering of a new or revised course (or portion thereof) without informing or briefing the EPRB. Before conducting subsequent offerings, the school requests approval from AU/CC to continue course offerings. For CADRE and CPD, pilot testing is authorized for new courses (or course segments) of any length. For all other AU schools and colleges, pilot testing is authorized for instructional program segments not to exceed one course, elective, phase, or block of instruction.

**4. Air Force Institute of Technology (AFIT) Requirements and Responsibilities.** AU/CF participates in program reviews of AFIT schools. AFIT schools are exempted from the requirement to submit curriculum plans for their academic programs to AU/CF in advance of their course reviews. However, AFIT schools should send copies of minutes of program review meetings to AU/CF as soon as practical following the completion of a review.

★4.1. AFIT/CV or AFIT/CF submits to AU/CF a copy of the proposed program review schedule for all of AFIT's graduate and professional continuing education programs by 30 September each year, listing review dates for the following calendar year. AU/CC may attend AFIT executive program reviews by invitation of AFIT/CC, CV, CF, or the dean of the school being reviewed, or may designate AU/CV or AU/CF to attend. The AU Curriculum Coordinator (AU/CFAC) may attend AFIT functional level educational program reviews by invitation of AFIT/CF or the respective AFIT school dean.

★4.2. AFIT/CC briefs AU/CC annually on proposed changes to AFIT educational programs.

★5. **Joint Accreditation Self-Study.** When seeking joint accreditation, AWC and ACSC conduct a self-study prior to a Process for Accreditation of Joint Education (PAJE) accreditation visit in accordance with CJCSI 1800.01A, *Officer Professional Military Education Policy (OPMEP)* guidelines. AWC and ACSC should schedule briefings with AU/CC to discuss the highlights of their respective self-studies, taking into account the OPMEP requirement that the Joint Education and Training Branch of the Joint Staff (J7-JETB) receive self-study packages at least 45 days prior to a PAJE visit. After approval by AU/CC, schools forward their completed self-study packages to J7 JETB via HQ USAF/DPLE. Schools also provide an electronic copy of the self-study to AU/CFA.

DONALD A. LAMONTAGNE  
Lieutenant General, USAF  
Air University Commander

## Attachment 1

### GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION

#### *References*

CJCSI 1800.1A, *Officer Professional Military Education Policy*

AFI 36-2201, *Training Development, Delivery, and Evaluation*, Air University Supplement 1

AFI 36-2301, *Professional Military Education*

AFMAN 36-2234, *Instructional System Development*

AFMAN 36-2236, *Guidebook for Air Force Instructors*

AFH 36-2235, Volume 10, *Information for Designer of Instructional Systems – Application to Education*

AUI 36-2312, *Air University Evaluation Programs*

#### *Abbreviations and Acronyms*

**ACSC** – Air Command and Staff College

**AFIADL** – Air Force Institute for Advanced Distributed Learning

**AFIT** – Air Force Institute of Technology

**AFJROTC** – Air Force Junior Reserve Officer Training Corps

**AFOATS** – Air Force Officer Accession and Training Schools

**AFROTC** – Air Force Reserve Officer Training Corps

**ASBC** – Air and Space Basic Course

**AWC** – Air War College

**AU** – Air University

**BOV** – Board of Visitors

**CBOA** – Command Board of Advisors

**CADRE** – College of Aerospace Doctrine, Research and Education

**CCAF** – Community College of the Air Force

**CEPME** – College for Enlisted Professional Military Education

**COE** – Continuum of Education

**CPC** – Counterproliferation Center

**CPD** – College for Professional Development

**DL** – Distance Learning

**DOD** – Department of Defense

**EPRB** – Educational Program Review Board

**ISD** – Instructional Systems Development

**OPMEP** – Officer Professional Military Education Policy

**OTS** – Officer Training School

**PAJE** – Process for Accreditation of Joint Education

**PCE** – Professional Continuing Education

**PME** – Professional Military Education

**SAASS** – School of Advanced Air and Space Studies

**SOC** – Squadron Officer College

**SOS** – Squadron Officer School

**Attachment 2**

**AU EDUCATIONAL PROGRAM REVIEW SCHEDULE**

<u>School/Program</u>	<u>Curriculum Plan Due to AU/CFA <sup>1</sup></u>
ACSC Resident & Nonresident Curriculum Plans .....	March (annually)
AWC Resident & Nonresident Curriculum Plans .....	April (annually)
SOC (ASBC and SOS) Resident & Nonresident Curriculum Plans.....	May (annually)
AFIADL.....	January (even years)
CCAF .....	June <sup>2</sup> (even years)
CEPME Resident & Nonresident Curriculum Plans .....	November (even years)
SAASS Curriculum Plans .....	May (odd years)
CPD Curriculum Plans.....	August (odd years)
AFOATS (OTS, AFROTC, and AFJROTC) Curriculum Plans.....	September (odd years)
CADRE Course Curriculum Plans.....	December (odd years)

**NOTE 1:** This schedule provides general time frames for curriculum submission to AU/CFA. Exact submission dates may vary slightly. Schools should contact the AU Curriculum Coordinator (AU/CFAC) before their scheduled curriculum submission times to finalize a precise submission date.

**NOTE 2:** CCAF briefs the results of its internal educational program review every three years. In the intervening years, CCAF briefs the status of any action items and any changes made to credentialing programs since the previous EPRB.

### Attachment 3

#### BASIC CONTENT OUTLINE FOR SCHOOL CURRICULUM PLANS

**A3.1.** AU colleges/schools (excluding CCAF and AFIADL) should include into their curriculum plans all items listed below that apply to their respective instructional programs. If schools include any of these items into their EPRB briefing, it should be addressed at an executive level (minimal detail). Specific details of these items should appear in the curriculum plan. For schools that have both resident and distance learning programs, the items listed below should be addressed for both programs in the curriculum plan.

**A3.2.** College's/School's Mission, Vision and Strategic Plan

A3.2.1. Linkages to AU Mission/Strategic Plan

A3.2.2. Update on program assessment related to AU Strategic Plan

**A3.3.** Current school CC Guidance

**A3.4.** Oversight

A3.4.1. PAJE update (if applicable)

A3.4.1.1. Compliance to standards/learning areas

A3.4.1.2. Process to prepare for upcoming re-affirmation

A3.4.2. BOV and or CBOA update

A3.4.2.1. Last report received

A3.4.2.2. Recommendations being worked

A3.4.3. Professional accreditation association (if applicable)

A3.4.3.1. Compliance to standards

A3.4.3.2. Process to prepare for upcoming re-affirmation

**A3.5.** Description of degree and or certificates awarded

**A3.6.** Description of admissions process

A3.6.1. How admission requirements are determined/reviewed

A3.6.2. What requirements exist

A3.6.3. Quotas

**A3.7. Program completion requirements**

A3.7.1. How completion requirements are determined/reviewed

A3.7.2. What requirements exist

**A3.8. Students**

A3.8.1. Number of students served

A3.8.2. Student mix

A3.8.3. Expected student outcomes

**A3.9. Description of major instruction areas**

A3.9.1. Overall goals and broad learning objectives

A3.9.2. Relationship of levels of learning to what is prescribed in CESG (for PME schools)

A3.9.3. Instructional methods

A3.9.4. Delivery modes

A3.9.5. Time allocation (length of course)

**A3.10. Academic Program**

A3.10.1. Description of use of Instructional Systems Development process in curriculum development

A3.10.2. General description of evaluation system (specifics should be provided in the accompanying Evaluation Plan)

A3.10.2.1. Data gathering process

A3.10.2.2. Types of data collected

A3.10.2.3. Use of results

A3.10.2.4. Degree to which stated educational goals/objectives are achieved

A3.10.2.5. Use of inputs from external sources (ex., BOV, CBOA, CSAF, etc.)

A3.10.2.6. Differences between the evaluation systems of the school's resident and DL programs (if applicable)

A3.10.3. Major changes planned for the future in both resident and DL programs (if applicable)

A3.10.3.1. Comparison of proposed curriculum with current curriculum by major course division emphasizing changes in substance and distribution of topics

A3.10.3.2. Reason for change

### **A3.11. Faculty**

A3.11.1. Number and type of faculty authorized, assigned and required to properly execute the curriculum

A3.11.2. Guidelines used to determine which academic/professional backgrounds are necessary to teach in the school (if applicable)

A3.11.3. Illustration of relationship between what the faculty teach and their educational/professional qualifications

A3.11.4. Description of process for preparing faculty to teach college's/school's courses

A3.11.5. Description of faculty development process in the school (both knowledge/skills sustainment and acquisition)

A3.11.6. Service beyond own college/school

A3.11.7. Future plans for faculty sharing

### **A3.12. Research program (if applicable)**

A3.12.1. Description of faculty involvement

A3.12.2. Description of student involvement

A3.12.3. Report of funded research

**Attachment 4****COMMON PROGRAM REVIEW BOARD ITEMS OF INTEREST  
(Schools other than CCAF and AFIADL should address these in their briefings)**

**A4.1.** Except for item A4.2 below, items in this list apply to all AU schools. In preparing your EPRB briefing, include a discussion of those items below that apply to your school.

**A4.2. (AWC, ACSC)** For JPME Phase I accredited schools, describe:

A4.2.1. Where they stand relative to accreditation standards

A4.2.2. How long before their next reaffirmation

A4.2.3. The school's efforts to prepare for reaffirmation

**A4.3. (All)** Discuss proposed changes in the courses offered by the school to include:

★A4.3.1. Description of school's mission statement and how it links to the AU mission statement

A4.3.2. Description of major instructional areas: goals, objectives, instructional methods, time allocations

A4.3.3. Rationale for each major change

A4.3.4. Description of your school's application of the Instructional Systems Development (ISD) process to the major changes proposed

★**A4.4. (All)** Describe the school's DL program (if applicable)

★**A4.5. (All)** Describe the school's evaluation system, types of data collected, and how data are used for curriculum improvement

A4.5.1. What is the typical return rate experienced by the school for mail-out surveys

A4.5.2. What changes in customer satisfaction have occurred over the past year for your curriculum (resident and non-resident, if applicable)

A4.5.3. If a school has a distinguished graduate (DG) program, provide an assessment of its effectiveness in facilitating the school's mission. Provide quantitative and qualitative data, as applicable, to support this assessment.

**A4.6. (All)** Describe the school's faculty development program

**A4.7. (All)** List faculty requirements (authorized, on-board, civilian or military mix, etc.), using the following definition of faculty: “Members of an educational institution who teach, conduct research, or prepare or design curriculum.”

**A4.8. (All)** Describe if/how the school’s faculty resources have been shared during the past year with other AU schools, other sister-service schools, etc.

A4.8.1. Describe projections for sharing faculty resources for the next academic year

A4.8.2. Describe steps taken or planned regarding faculty sharing with other schools at AU

**A4.9. (All)** Describe any research programs at the school (student, faculty, and staff).

**A4.10. (All)** What did the AU Board of Visitors (BOV) and/or Command Board of Advisors (CBOA) say about your school on its previous visit? If there were recommendations requiring further action on the school’s part, what has been accomplished to date?

## Attachment 5

### SAMPLE AUDIT TRAIL QUESTIONS

**A5.1.** AU schools (other than CCAF and AFIADL) develop audit trails to document major course revisions, additions, or deletions. The definition of the word “major” may vary from school to school. The addition or deletion of a core or elective course, or even a single lesson, for example, may be considered a major change regardless of its length due to the vital nature of the subject matter. Most major changes, however, will be more evolutionary than revolutionary. In those instances, we may define a major change as any addition, deletion, or full-scale revision of instructional material where 25 percent or more of the course hours have been changed from the previous year's curriculum plan.

**A5.2.** For meaningful reference, a course's audit trail must address those items relevant to its Instructional Systems Development (ISD) efforts. Schools may also address items related to their program/course development and execution efforts in addition to those listed below. Schools should consider the questions and statements below to help guide the development of their audit trail documentation.

**A5.3. NOTE:** This list is not all-inclusive; those responsible for ISD documentation may add to or delete from this list as appropriate, depending on the school, course, and changes made. Similarly, it is not necessary to cover all of the items listed below, but only those relevant to your particular needs.

#### **A5.4. PHASE I -Analyses**

A5.4.1. What is the reason for the curriculum action? (Air Staff or AU directive, formal study, faculty or student comments, findings from a previous course evaluation, etc.)? What information have you used to begin to determine instructional requirements to meet student needs?

A5.4.2. What process will be used to determine whether or not your current course is deficient in the identified area(s)?

A5.4.3. What is the overall planned course of action for implementing the change (timelines, milestones, etc.)? What data have you collected? Have you clearly determined the learning outcomes, e.g., skills and knowledge required?

A5.4.4. Have you considered all the resources required to support instruction?

A5.4.5. Have you analyzed a typical student profile to clearly establish target audience needs?

#### **A5.5. PHASE II -Design**

A5.5.1. What educational requirements influence the curriculum action?

A5.5.2. When deleting instructional content from the course, identify how the deleted material is expected to affect the flow of the rest of the course. Also, identify any course reorganization or resequencing necessary to accommodate the deleted content.

A5.5.3. When adding or revising existing course content, identify any content additions, changes, and deletions.

A5.5.4. When revising an entire course of instruction, identify any content additions, changes, and deletions.

A5.5.5. What student outcomes are expected to be derived from a new course or from the curriculum addition, deletion, or revision? What possible positive or negative side effects could result from the change?

A5.5.6. Identify the key educational areas and objectives added or changed (if any) as a result of the change.

A5.5.7. What exactly will your course teach?

A5.5.8. How will you measure what the student learns?

A5.5.9. How will you teach the material?

A5.5.10. How will your school implement the course?

A5.5.11. How will you collect and maintain student and course data?

A5.5.12. Will the instruction address both cognitive and affective learning?

A5.5.13. Have you reviewed instructional methods and media selection?

A5.5.14. Is your design learner-centered?

A5.5.15. Have you determined the scope of your lesson plan?

A5.5.16. Have you indicated the types of test instruments used to measure the identified behaviors?

### **A5.6. PHASE III -Development**

A5.6.1. Have you described the materials to be developed?

A5.6.2. Have you clearly identified the mission, vision, and values of the course?

A5.6.3. Is the course organized by areas and supporting period objectives?

A5.6.4. Have you determined hours and approximate allocation of hours to objectives?

A5.6.5. Are instructor requirements identified?

A5.6.6. Have all necessary support materials, media/equipment utilization, copyright permission letters and instructor/guest speaker invitations been identified?

A5.6.7. Has the course been validated by internal reviews and pilot tested?

#### **A5.7. PHASE IV -Implementation**

A5.7.1. Determine if everything is ready to begin formal instruction.

A5.7.2. Are all system functions in place?

A5.7.3. Are adequate resources available?

#### **A5.8. EVALUATION (Evaluation is a central function that takes place in every phase.)**

A5.8.1. Has your evaluation been a continuous process and has it directly impacted each of the steps in the ISD process?

A5.8.2. Does your evaluation determine the quality of the course? Does it assess the success of your course graduates? **NOTE:** Internal and external evaluation should be used for this purpose. Evaluation should focus on curriculum, students, and instructors.

A5.8.3. Has your evaluation provided a systematic means to furnish data and information for assessing the effectiveness and efficiency of the course?

A5.8.4. How has/will program assessment data from your evaluations be used to improve the instructional program?