**Module Checklist**

|  |  |
| --- | --- |
| **Template Section** | **Check for the Following:** |
| **Criteria** | Module follows the Course Design Plan.  Author name and affiliation included. |
| **Introduction** | Provides context for content of the module.  Mentions major topics to be covered in the module. |
| **Learning Objectives** | Match course design plan.  Use the standard preface statement.  5-7 learning objectives.  Formatted as a numbered list. |
| **Module Instructions** | Outlines the sequence of readings and activities for students to follow.  Formatted as a numbered list. |
| **Required Resources** | Match the course design plan.  Include full bibliographic information in addition to any links. |
| **Key Terms and Concepts** | 5-7 major terms and concepts.  Listed in the order that they appear in the module (not alphabetically).  Formatted as a bulleted list. |
| **Learning Material** | Includes introduction if appropriate.  Major headings match the learning objectives minus the verbs.  Subheadings included to chunk the learning material where needed.  Graphics are numbered.  Graphics are referred to in the paragraph prior.  Multimedia have sources cited and copyright cleared.  Includes 3-5 learning highlights.  Includes at least one learning activity for each learning objective.  Key terms are bolded the first time they are used.  Summary or conclusion included where appropriate.  Content is accurate, relevant, and current.  Logical order/sequencing of information.  Concepts are explained using relevant examples. |
| **Discussion Questions** | Should promote reflective thinking and learning in a group environment.  Should engage students in debate and help create community.  2-3 discussion questions for each module. |
| **Self-Test and Answers** | Created a self-test with suggested answers using the quiz tool in Blackboard.  Includes at least one question/answer for each learning objective. |
| **Glossary** | Includes all key terms and concepts.  Terms are alphabetized. |
| **References** | Includes references for all the resources.  Includes full bibliographic information.  Formatted according to your department referencing guidelines. |
| **Supplementary Resources** | Includes some supplementary resources.  Can be easily accessed by students.  Includes full bibliographic information.  Formatted according to your department referencing guidelines. |
| **Module Formatting** | Arial 11 Font.  Space only once after the period at the end of a sentence.  Levels of headings are consistently formatted.  Module is 12-15 pages on average with about 10 pages of learning material.  U of S logos are up-to-date and follow the official style guide. |
| **Writing** | Level of language is appropriate for the intended learners.  Writing is in the active voice.  Writing is accurate – correct spelling, punctuation, and grammar.  Language is clear and free of idiomatic expressions and jargon.  Tone of writing is positive, supportive, and encouraging.  Writing is free of bias relative to age, culture or ethnicity, gender, and sexual preference. |
| **Length** | Learners can realistically complete the course/module curriculum in the allotted time; reasonable workload. |