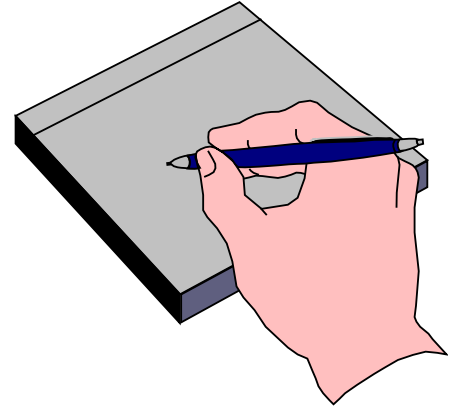# CURRICULUM REVIEW CHECKLIST

This checklist should be used in conjunction
with the DCF Style Manual.

CONTENT AND SUBJECT MATTER
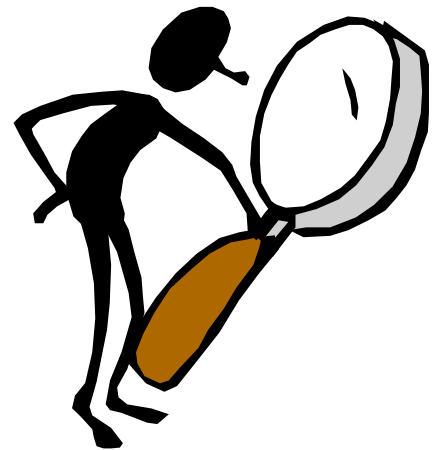
- ❑ Current and correct policy.

- ❑ Correct policy interpretation.

- ❑ Clear and correct standardized procedures.

- ❑ Proper word usage (such as may, must, should, etc.).

- ❑ Identify additional topics to include.

- ❑ Are critical pieces emphasized?

- ❑ Is appropriate background information included when needed?

- ❑ Are references present and correct?

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CARES / KIDS

❑   Are the appropriate Trans and Parms shown? (CARES)

❑   Make sure references are present and correct (e.g., verification checklist, alerts, user manuals, fact sheets, etc.)

❑   Are the screen prints in a logical order with consistent case information throughout all screens?

❑   Make sure identifying information is removed or changed so real names are never used or assumed. This includes address, SSN, name, etc.
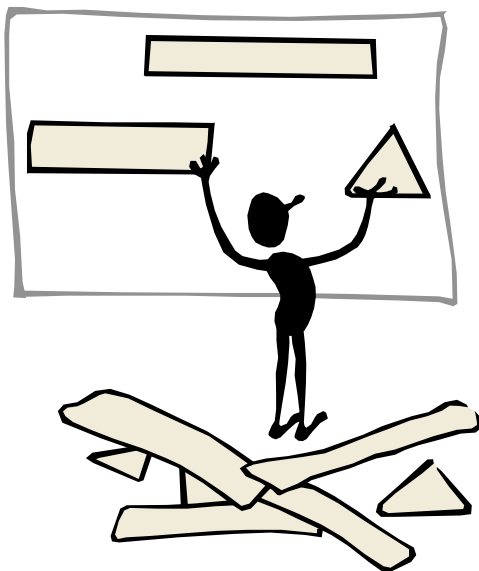
CURRICULUM REVIEW CHECKLIST

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PROOFREADING CHECKLIST

Topics covered include writing basics, mechanics of usage, and proofreading.
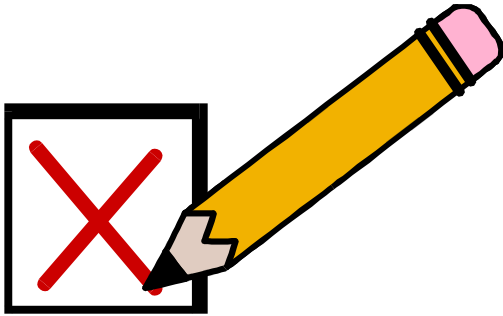
- ❑ Correct use of punctuation (e.g. one space after sentence, plurals, acronyms, apostrophes, commas, colons, etc.).

- ❑ Proper word usage (e.g. to, too, two, there, their, sight, site, cite, etc.).

- ❑ Consistency in verb tenses.

- ❑ Concise sentences. "Lest is best."

- ❑ Consistency of "voice" (e.g. active) throughout material.

- ❑ Proper use of bulleted lists and punctuation within.

- ❑ Sentence word agreement (e.g. noun/verb, noun/pronoun, etc.).

- ❑ Proper use of pronouns (e.g. their, s/he, etc.). Gender neutral third person.

- ❑ Spelling/typographical errors.

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CONSISTENCY AND USABILITY

- ❑ Consistency of wording of objectives, format of section cover pages.

- ❑ Consistent use of bullets and numbers.

- ❑ Double check cross references to other pages, manuals, etc.

- ❑ Audio-visual materials – do they agree with/enhance the curriculum instead of parroting it?

- ❑ Clear and concise activity instruction.

- ❑ Does curriculum match objectives?

- ❑ Appropriate intervals of lecture, activities, and exercises.

- ❑ Variety of activity types.