

Quality Course Components (QC²)

Course Preparation Checklist

Directions: Before you begin this checklist, be sure to have the curriculum materials in your course content area, which is typically copied from the ultra-master. You must also ensure that you have been assigned as the “instructor of record” and have students on your roster. It is best to conduct this checklist in the instructor’s view, but to also test visibility using the student preview to ensure checklist accuracy and student accessibility. Check each of these items off your list as you complete the tasks in each component. Reach out to your department chair and/or the PLC Team for any questions or concerns.

NAVIGATION

NAV 1 – Apply Simplified Navigation

- ☐ Group related content logically.
- ☐ Limit the number of clicks to access key content.
- ☐ Avoid redundant or hidden navigation paths.
- ☐ Test navigation across devices and browsers.
- ☐ Remove extra folders, links, or modules.

NAV 2 – Include Required Modules

- ☐ Include Help for Students with updated support resources.
- ☐ Include Start Here with all items accessible to students.
- ☐ Include Program Resources with relevant information.
- ☐ Present Coursework as modules (open or time-released).
- ☐ Include Instructor Resources (hidden from students).

NAV 3 – Follow Module Format

- ☐ Label modules consistently by week.
- ☐ Use descriptive titles to preview content.
- ☐ Organize each module with folder uniformity.

COURSE SYLLABUS

CS 1 – Make Syllabus Available to Students

- ☐ Add Simple Syllabus from Content Market.
- ☐ Make syllabus visible to students 7 days before class.

CS 2 – Share Faculty Information

- ☐ Add your contact information.
- ☐ Insert and update your faculty CV link.
- ☐ Include 10+ support hours (F2F or online).
- ☐ Write brief instructor biography in syllabus.
- ☐ Share preferred communication method.

CS 3 – Share Departmental Information

- ☐ Include Department Chair and Associate Chair contact info.
- ☐ If Chair is teaching, include Dean's name and contact.

CS 4 – Share Expectations for Faculty Engagement

- ☐ Clearly state when students will see grades.

- ☐ Clearly state when students will receive feedback.
- ☐ Clearly state when students will get an email/message response time (24/48hrs).

CS 5 – Share Expectations for Student Engagement

- ☐ Confirm this section is visible and correct.

CS 6 – Share Curriculum Materials

- ☐ List required textbooks or OER with links and permissions.
- ☐ List any necessary technology (testing, software, browsers).
- ☐ Confirm browser guidance appears (Chrome/Firefox).
- ☐ Add accessibility contact info for alternative formats.

CS 7 – Share Course Information

- ☐ Confirm course description, prerequisites, and credits auto-load correctly.

CS 8 – Share Course Grading Schema

- ☐ Include clear grading scale (table format).
- ☐ Break down grade weights or points (per course policy).
- ☐ Identify course grade calculations (weighted or points-based).

CS 9 – Share Course Policies

- ☐ Include policies for behavior, late work, AI, attendance, etc.
- ☐ Ensure the standard disclaimer is visible and accurate.

CS 10 – Share Course Outline/Schedule

- ☐ Add content by week.
- ☐ Include topic, tasks, due dates, category, and alignment.
- ☐ Label OCCMA assessment per policy.

CS 11 – Share Student Outcomes

- ☐ List CSLOs (verbatim from source, numbered).
- ☐ Align to program/institutional outcomes using a table.

CS 12 – Share College Policies

- ☐ Confirm this section is visible and correct.

CS 13 – Share Student Support Services

- ☐ Confirm this section is visible and correct.

COURSE DESIGN

CD 1 – Include Assessment

- ☐ Include multiple assessment types and modalities.
- ☐ Use varied question types at the appropriate level.
- ☐ Provide at least one reassessment opportunity with support.
- ☐ Include alternative options to meet diverse learner needs.
- ☐ Align one assessment to program/institutional outcomes.

CD 2 – Include First-Week Attendance Reporting

- ☐ Place syllabus quiz in first module.
- ☐ Label “First Week Attendance Reporting Assignment”
- ☐ Ensure assignment is due before census deadline.

CD 3 – Integrate Technology and Multimedia

- ☐ Use tech/media that enhances learning (not just decorative).
- ☐ Include diverse media types (video, slides, notes, etc.).
- ☐ Embed extra tools (HTML, SCORM, LTI, or externals).

CD 4 – Offer Diverse Representation (ADA Compliance)

- ☐ Use alternative formats (alt text, captions, transcripts, etc.).
- ☐ Check and improve accessibility report in Ally (90%+ score).

CD 5 – Share Permissions for Material Use

- ☐ Remove any improperly used copyrighted materials.
- ☐ Cite Fair Use content minimally—use PANE principles.
- ☐ Cite OER Creative Commons with the 5Rs principles.
- ☐ Clarify student permissions on content use.

CD 6 – Check for Working Links

- ☐ Test that all links work and are not behind a paywall.
- ☐ Ensure links are still valid to the learning (CRAAP test).

CD 7 – Apply Current and Consistent Dates

- ☐ Align all due/availability dates with course calendar.
- ☐ Advertise synchronous sessions in the schedule, announcements, and/or messages.

ENGAGEMENT

ENG 1 – Encourage Student–Instructor Interaction

- ☐ Every module includes one meaningful instructor interaction.

ENG 2 – Encourage Student–Content Interaction

- ☐ Every module includes one content interaction aligned to objectives.

ENG 3 – Encourage Student–Student Interaction

- ☐ Every module includes one peer interaction, clearly documented.

ENG 4 – Conduct Synchronous Learning Activities

- ☐ Plan and conduct 2+ synchronous sessions (online courses).
- ☐ Include evidence in Class under “Previous” or “Recordings.”

GRADEBOOK

GB 1 – Verify Gradebook Items

- ☐ List gradable items logically and organized with DC columns.
- ☐ Hidden items are made visible to ensure gradebook accuracy.

GB 2 – Set Up the Overall Grade

- ☐ Overall Grade is set up and visible in Blackboard.
- ☐ Gradebook matches the syllabus grading policy.

GB 3 – Remove Unnecessary Items

- ☐ Remove any gradable items that do not support outcomes.
- ☐ Eliminate duplicate items to streamline course design.