

Montgomery College Virtual Campus Quality Assurance Reviewer Badge

This badge validates that the earner has demonstrated the competencies necessary for inclusive quality course review in a virtual (online or remote) learning environment.

Prerequisites Successful completion of Training: QA Design & Delivery, QA Transformer Badge, or MC Online Teaching; and Experience: Quality Matters Peer Reviewer, or equivalent reviewer designation, or at least (three) years' experience in relevant Education Technology for online learning.

Quality Assurance Reviewer Competency Rubric: L-Leadership & Advocacy

Leadership & Advocacy Definition: The ability to ethically verify and cite with integrity the evidence of course organization, online presence, active learning, and objectives' alignment with college, career, or learning pathways; and to recognize student progress monitoring and student learning supports to minimize student learning gaps and achieve course outcomes.

Task and Behaviors	Competent	Accomplished
<p>L- Task: Assess a course site of at least three (3) sequential modules for evidence of organization and student progress monitoring. <i>Behavior: Apply ethics and integrity to assess course environments for organization, progress monitoring, and student support.</i></p>	<p>Reviewed a course site using faculty privacy and evidence of at least five (5) of the L & A course elements: (a) organization of modules in a sequential path, (b) at least three (3) relationship-based course objectives, (c) a course map, (d) quality readability, (e) an Inclusive Syllabus (or course plan according to general syllabus standards), (f) a syllabus quiz/assessment, (e) at least one (1) applied learning assessment, (g) student assignment checklist; (h) at least one (2) relevant student support services, (i) at least one alternative example of student progress monitoring</p>	<p>Reviewed a course site using faculty privacy and evidence of at least ten (10) of the L & A course elements: (a) organization of modules in a sequential path, (b) at least three (3) relationship-based course objectives, (c) a course map, (d) quality readability, (e) an Inclusive Syllabus (or course plan according to general syllabus standards), (f) a syllabus quiz/assessment, (e) at least one (1) applied learning assessment, (g) student assignment checklist; (h) at least one (1) alternative response/submission, (i) at least one alternative example of student progress monitoring</p>

Quality Assurance Reviewer Competency Rubric: C-Communication & Engagement

Communication & Engagement Definition: The collaborative ability to ethically verify and cite with integrity, the evidence of authentic voice, social intelligence, responsiveness, and respectful exchanges of perspectives in the establishment, maintenance, and development of connections to students throughout the course duration to reach course outcomes and benefit student wellbeing.

Task and Behavior	Competent	Accomplished
<p>C-Task: Assess course interactions for genuine human connections. <i>Behaviors: Model collaboration during informal reviews to humanize the review process. Apply ethics and integrity to assess elements of responsiveness, social and emotional intelligence toward student needs, and facilitation of student relationships, through course interactions and learning communities to foster student persistence</i></p>	<p>Reviewed course interactions using faculty privacy and collaboration with partner to cite evidence of at least five (5) of the C & E course elements: (a) Course Welcome message that communicates instructions and expectations, and addresses anticipated questions, (b) quality communication tone that is courteous, direct, encouraging, and considerate of the perspectives and needs of all student(s), (c) communications use at least two (2) at least two (2) principles of social intelligence; (d) classroom management strategies, (e) learning activities that promote student interaction; student interaction; (f) communication tools or communication tools or technologies; (g) at least two (2) technologies; (g) at least two (2) learning community best practices</p>	<p>Reviewed course interactions using faculty privacy and collaboration with partner to cite evidence at least ten (10) of the C & E course elements: (a) Course Welcome message that communicates instructions and expectations, and addresses anticipated questions, (b) quality communication tone is courteous, direct, encouraging, and considerate of the perspectives and needs of all student(s), (c) communications use at least two (2) at least two (2) principles of social intelligence; (d) classroom management strategies, (e) learning activities that promote student interaction; student interaction; (f) communication tools or communication tools or technologies; (g) at least two (2) technologies; (g) at least two (2) learning community best practices</p>

Quality Assurance Reviewer Competency Rubric: E-Equity & Accessibility

E-Equity & Accessibility Definition: The ability to ethically verify and cite with integrity the evidence of empathy, belonging, cultural competence, accessibility, and anti-racist elements in the awareness of the needs and interests of diverse learners so that all students reach course outcomes.

Task and Behaviors	Competent	Accomplished
<p>Equity Task: Assess the existence of equitable inclusivity in course design <i>Behavior: Apply ethics and integrity to assess elements of accessibility, diversity, equity, and inclusion, and antiracism in the selection and connection to instructional materials and resources that engages diverse students to belong.</i></p>	<p>Reviewed course interactions with evidence of faculty privacy and evidence of at least five (5) of the C & E course elements: (a) at least five (5) accessibility best practices; (b) across all three (3) Universal Design for Learning Guidelines; (c) at least two (2) inclusive instructional materials; and/or (d) an OER.</p>	<p>Reviewed course interactions with evidence of faculty privacy and evidence of at least ten (10) of the C & E course elements: (a) at least five (5) accessibility best practices; (b) across all three (3) Universal Design for Learning Guidelines; (c) at least two (2) inclusive instructional materials; and/or (d) an OER.</p>

Quality Assurance Reviewer Competency Rubric: T-Technology & Innovation

T-Technology & Innovation Definition: The ability to ethically verify and cite with integrity, the evidence of creativity, accessibility, innovation, and integration of appropriate and advanced learner applications and tools with or as a supplement to the learning management system and delivery modality to reach course outcomes.

Task and Behavior	Competent	Accomplished
<p>Task: Assess the integration of Digital and Collaborative Tools <i>Behavior: Apply ethics and integrity to assess elements of technical competence, digital equity, and intellectual curiosity in the selection and use of novel digital tools, strategies, and technologies to engage in active learning and modality best practices without excluding underrepresented students.</i></p>	<p>Reviewed course interactions with evidence of faculty privacy and evidence of at least two (2) of the T & I course elements: (a) variety of digital tools and collaborative tools; (b) class observation of five (5) minutes (synch) / exchanges (asynch) in a video conference platform/discussion board; (c) a class-wide accessible active learning resource or project; and/or (d) and an emerging or innovative tools and ways.</p>	<p>Reviewed course interactions with evidence of faculty privacy and evidence of at least three (3) of the T & I course elements: (a) variety of digital tools and collaborative tools; (b) class observation of five (5) minutes (synch) / exchanges (asynch) in a video conference platform/discussion board; (c) a class-wide accessible active learning resource or project; (d) and an emerging or innovative tools and ways.</p>

References: 1. National Association of Colleges and Employers [nace-career-readiness-competencies-revised-apr-2021.pdf \(naceweb.org\)](#) 2. Inside Higher Education [Faculty Competencies for Innovation? | Learning Innovation \(insidehighered.com\)](#) 3. [Evaluating Online Course Quality: A Study on Implementation of Course Quality Standards](#) Zimmerman, W.A., Altman, B.W., Simunich, B., Shattuck, K., & Burch, B. (2020). Evaluating Online Course Quality: A Study on Implementation of Course Quality Standards. *Online Learning*. 4. [The Evolving Conversation About Quality Online Inside Higher Education and NC-SARA \(2022\)](#) 5. Montgomery College Universal Design Center [Universal Design for Learning \(UDL\) – Universal Design Center \(montgomerycollege.edu\)](#) [UDL: The UDL Guidelines \(cast.org\)](#) 6. [Montgomery College Strategic Plan 2020-2025](#) and [Montgomery College Strategic Plan Refresh 2023](#) 7. [Virtual Campus Strategic Plan](#) 8. [The Virtual Campus Quality Assurance Design & Delivery Badge Rubric-Office of E-Learning, Innovation, and Teaching Excellence; 4.0 International Creative Commons license by Marcy Jackson at Montgomery College](#) 9. [The Virtual Campus Quality Assurance Transformer Badge Rubric - Office of E-Learning, Innovation, and Teaching Excellence; 4.0 International Creative Commons license by Marcy Jackson at Montgomery College](#) 10. [Chloe 7 Tracking Online Learning from Mainstream Acceptance to Universal Adoption](#) 11. [Deep Dive into Digital Transformation in Higher Education Institutions](#) 12. [How Connection and Community Are Changing Online Learning \(entrepreneur.com\)](#) 13. [Education 3.0: Connecting the Learning Experience \(yellowdig.co\)](#) 14. [Building courseware to close racial gaps in gateway classes \(insidehighered.com\)](#) 15. [A Business Owner's Guide to Building a Community \(entrepreneur.com\)](#) 16. [College Metaverse, Is Higher Ed Ready? \(Inside Higher Ed\)](#) 17. [ChatGPT Advice Academics Can Use Now \(Inside Higher Ed\)](#) 18. Azam Esfijani (2018) Measuring Quality in Online Education: A Meta-synthesis, American Journal of Distance Education, 32:1, 57-73, DOI: [10.1080/08923647.2018.1417658](#) 19. Montgomery College Inclusion by Design Summit Presentation: Jackson, Marcy (2023) [Quality Assurance Equity and Accessibility: Inclusive Course Design and Delivery Standards and Practices](#)



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