

Montgomery College Virtual Campus Quality Assurance Design & Delivery Badge

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

QA Leadership & Advocacy Competency	Definition: The ability to establish instructor presence, recognize and align requisite career or learning pathways, develop a course plan/syllabus to represent course structure, identify and reinforce student learning gaps, and target students' needs to achieve course outcomes.	
Behaviors and Tasks	Competent	Accomplished
Task: Construct an Inclusive Syllabus <i>Behavior: Provides course structure for students with diverse learning needs and abilities to use as a course guide and reference</i>	Insert an Inclusive syllabus or course plan according to general syllabus standards and also includes: a) a statement, college policy, or expression of inclusivity; b) grading and assignments are presented in a structured and aligned format (e.g., visual, table), that is clearly understood by diverse learners; c) pertinent student resources support students in marginalized and underrepresented groups	Competent with a student assignment checklist in a) checklist/checkbox format (table, outline, chart, or spreadsheet), that b) accurately reflects the table of contents and assignments outlined in the syllabus.
Task: Build Course Objectives <i>Behavior: Produces well-written course objectives and demonstrates the relationship between course and module objectives</i>	Includes three (3) course objectives: a) measurable, and b) support department, career/industry, and/or college objectives.	Competent with one (1) course map diagram, table, or map, showing clearly the relationship among a) course and module objectives and b) assignments.
Task: Measurement of Learning <i>Displays pertinent and Inclusive ways to assess and measure learning comprehension for grade and/or remediation</i>	The course includes a syllabus quiz and at least two (2) assessments (e.g., quiz, assignment, or learner activity) at the beginning, middle, and/or end, with at least two (2) elements of quality assessments, such as a variety of alternative assessments, measurement of learning objectives, practice tests or drafts, and authenticity.	Competent with evidence of at least one (1) alternative response/submission option for diverse learners.
Task: Plans Course Navigation <i>Behavior: Intentionally plans and designs organized content, user selections and choice of language, formatting, and style</i>	Designs a course site that is organized with a sequential path of at least three (3) modules that supports and promotes: a) ease of use with b) readability and c) repetition (for prediction) with d) explicit prompts to guide user's progress toward completion, finding prior content, and returning to beginning/home.	Competent with quality readability: a) little to no reading errors, e.g., spelling, punctuation, grammar, and b) presents organization using formatting (grouping, tables, coloring, space) and style (headings, font) that enhances the relationship of content.

QA Equity & Accessibility Competency	Definition: The ability to leverage empathy to demonstrate the awareness of the needs and interests of diverse learners, with the ability to equitably design a decolonized course and design intentionally and inclusively, so all students reach course outcomes.	
Behaviors and Tasks	Competent	Accomplished
Task: Employs Accessible and usable Course Design practices <i>Behavior: Applies technical design, that uses accessible features</i>	Course design employs accessibility best practices: a) appropriately descriptive, working hyperlinks, b) at least two (2) images (e.g., graphics, icons) that include textual representation, e.g., alt-text, c) avoidance of underlined text, and d) at least one (1) original word document with accessible PDF	Competent with the demonstration of top five accessibility best practices in a web-based application such as Blackboard
Task: Apply course evidence of inclusive practices. <i>Seeks to engage, represent and act on behalf of diverse students</i>	The course demonstrates inclusivity in using the Universal Design for Learning Guidelines with evidence of six (6) examples from principles of the multiple means of engagement, representation, and action and expression domains.	Competent with nine (9) examples aligned with UDL principles
Task: Apply evidence of diversity and equity in the selection and design of Instructional Materials & Resources <i>Seeks to engage, represent and act on behalf of diverse students</i>	Evidence of at least three (3) Instructional Materials wherein each: a) support the course objectives, b) reflect culturally diverse student perspectives in language and imagery, c) is considerate of diverse populations (e.g., English language learners), and d) includes two (2) content specific diagrams.	Competent , plus includes at least one (1) evidence or example of open pedagogy
Task: Connect students to support and services <i>Provides diverse and accessible resources for student success</i>	The course identifies three (3) virtual student support services (e.g., virtual tutoring, embedded coaching, ATPA mentoring, counseling and advising, financial aid services, and library services) that are pertinent to the course work and reflect the needs of the student population	Competent , with five (5) services.

QA Communication & Engagement Competency	Definition: The ability to establish and maintain a connection to students in an authentic voice throughout the course duration that facilitates the effective and respectful exchange of information and perspectives to accomplish course outcomes and considerate of student wellbeing.	
Behaviors and Tasks	Competent	Accomplished
Task: Design an Orientation <i>Behavior: Properly introduces the course to establish course connection, Instructor presence/tone, course expectations, access, outcomes, and resources</i>	Write one (1) Course Welcome message with a) Instructor presence, b) a representative photograph, c) instructor contact information, d) orientation tasks with confirmation of completion instructions, e) guidance toward a table of contents, and f) a course overview.	Competent with two (2) activities that promote student interaction between instructor and students
Task: Apply multiple communication methods for student motivation <i>Behavior: Maintains Student Engagement/Motivation through multiple methods of clear, concise, and considerate communications</i>	The course demonstrates examples of a holistic communication approach that addresses questions, assignment instructions, and/or expectations to include at least three (3) methods: a) an E-Communication Policy, b) two (2) Discussion Board prompts, c) one (1) Announcement and, d) one (1) email that is clear and concise	Competent with the use of five (5) communication tools or technology, e.g., Texting or group chats
Task: Apply evidence of social and emotional intelligence communication style for student motivation <i>Behavior: Maintains student engagement/ motivation through awareness of students' interests and needs, elicitation of student perspectives, and facilitation of student relationships.</i>	Communications are courteous, direct, and considerate of the perspectives and needs of the student(s), using at least two (2) principles of intelligence such as appropriate humor and storytelling, incorporating interesting student facts, demonstrating empathy for student wellbeing, employing motivation strategies (e.g., prior learning/experience), and avoids polarizing content (language or symbols) without course-related context	Competent with the use of at least four (4) principles of Instructor Social and Emotional Intelligence
Task: Plans Remote Course Class Session <i>Behavior: Intentionally plans and designs organized content, with agenda and outcomes in a remote setting</i>	Designs a one-hour remote class session that supports at least one-course objective and is organized with: a) a sequential and comprehensive agenda, b) three (3) learning content topics, and c) two (2) learner activities, d) evidence of at least two (2) classroom management strategies.	Competent with four (4) learner activities and four (4) classroom management strategies

QA Technology & Innovation Competency	Definition: The ability to identify and integrate appropriate applications and tools with or supplement the learning management system, select the appropriate course modality, and demonstrate creativity, accessibility, and flexibility to accomplish course outcomes.	
Behaviors and Tasks	Competent	Accomplished
Task: Application of Digital Tools <i>Behavior: Applies digital tools to capture and maintain student attention and practice skills appropriately.</i>	Insert and/or produce a variety of digital tools such as multimedia (video, audio, images, and interactive elements) and collaborative tools into your course: a) Produce one (1) three to five-minute captioned video (e.g., Instructor welcome message) with captions or transcript, and b) insert two (2) captioned videos from a content source, c) insert two (2) images/infographics with alternate text, and d) insert one (1) audio message with a transcript	Competent , with the application of five (5) additional digital tools
Task: Application of Video Conferencing Tools <i>Behavior: Selects appropriate video conferencing tools and applies best practices in quality video conferencing for a remote class session</i>	Record 10 minutes of a remote or hyflex classroom session in the video conference platform of your choice (e.g., zoom, collaborate, teams), which displays a) elements of video conferencing quality (e.g., video quality, audio quality, and Internet connectivity), and b) the demonstration of at least three (3) video conferencing tools	Competent , with a demonstration of at least five (5) video conferencing tools
Task: Application of Active Learning <i>Behavior: Selects technology to promote active learning and that is considerate of students with limited bandwidth</i>	The course includes at least one (1) class-wide accessible active learning resource or material: Examples include games, animations, mobile technologies, simulations, wikis or shared documents, blogs, podcasts, virtual worlds, OERs/RLOs (e.g., H5P, Hypothesis, Pressbooks) with evidence of accessibility for all students.	Competent with at least two (2) class-wide accessible active learning resources
Task: Application of Intellectual Curiosity in emerging or innovative technologies <i>Behavior: Models curiosity by identifying innovative tools or resources where appropriate</i>	Introduces at least one (1) innovative and accessible tool or resource related to augmented reality or artificial intelligence that a) supports learning objective(s), with b) clear instructions, appropriate resources, and tutorials to support access	Competent with the use of two (2) tools or resources

References: National Association of Colleges and Employers [nace-career-readiness-competencies-revised-apr-2021.pdf \(nacweb.org\)](#); Inside Higher Education [Faculty Competencies for Innovation? | Learning Innovation \(insidehighered.com\)](#); [Evaluating Online Course Quality: A Study on Implementation of Course Quality Standards](#); UDL Montgomery College Universal Design Center [Universal Design for Learning \(UDL\) – Universal Design Center \(montgomerycollege.edu\)](#) [UDL: The UDL Guidelines \(cast.org\)](#); [Montgomery College Strategic Plan 2025](#); [Virtual Campus Strategic Plan](#)



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