

Montgomery College Virtual Campus Quality Assurance Transformer Badge

This badge validates that the earner has demonstrated the competencies necessary for inclusive quality course transformation in a virtual (online or remote) learning environment. *Prerequisites: Successful completion in QA Design and Delivery Badge with 80% or more at the Accomplished level or equivalent training/design/delivery experience.*

QA Leadership & Advocacy Competency	Definition: The ability to enhance online presence, encourage active learning in alignment with requisite career or learning pathways, influence progress through an inclusive course structure to minimize student learning gaps, and anticipate student learning needs to achieve course outcomes.		
Behaviors and Tasks	Competent	Accomplished	Transformed
Leadership Task: Facilitate student progress and achievement <i>Behavior: Intentionally and inclusively plans inclusive, accessible, and interactive course environments, delivers organized course structure, and monitors progress.</i>	Designed a course site that is organized with a sequential path of at least three (3) modules that supports and promotes (quality design); Inserted an Inclusive syllabus or course plan according to general syllabus standards and also includes (quality elements); Included three (3) relationship-based course objectives, and includes a syllabus quiz and at least two (2) quality assessments	Competent with quality readability; with a student assignment checklist; with one (1) course map; and evidence of at least one (1) alternative response/ submission	Accomplished with: a) three (3) examples of student progress monitoring; b) demonstration of three (3) examples of online presence; and c) one (1) example of applied learning assessment.
QA Communication & Engagement Competency	Definition: The ability to establish, maintain and enhance a holistic and genuine connection to students in an authentic voice throughout the course duration in multiple settings facilitates the effective and respectful exchange of information and perspectives to accomplish course outcomes and benefit student wellbeing.		
Behaviors and Tasks	Competent	Accomplished	Transformed
Communication Task: Establish genuine human connections. <i>Behavior: Identify and respond to diverse student interests and needs, facilitate student relationships, and builds trust through an orientation, remote class sessions, and learning communities using social and emotional intelligence communications to foster student persistence and promote course success</i>	Write one (1) Course Welcome message; the course demonstrates examples of a holistic communication approach that addresses questions, assignment instructions, and/or expectations. Communications are courteous, direct, and considerate of the perspectives and needs of the student(s), using at least two (2) principles of intelligence; Designs a one-hour remote class session that supports at least one-course objective and is organized	Competent with the use of at least four (4) principles of Instructor Social and Emotional Intelligence; with two (2) activities that promote student interaction; use of five (5) communication tools or technology; four (4) learner activities and four (4) classroom management strategies	Accomplished with task competency in communication methods and seven (7) principles of social and emotional intelligence applied in a student learning community
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 intentionally and inclusively enhance equity and accessibility in a decolonized course, so all students reach course outcomes.		

Behaviors and Tasks	Competent	Accomplished	Transformed
Equity Task: Application of student awareness <i>Behavior: Produces evidence of accessibility, diversity, equity, and inclusion in the selection and connection to Instructional materials and resources that engage diverse students to belong</i>	Course design employs accessibility best practices; demonstrates inclusivity in the use of the Universal Design for Learning Guidelines; Evidence of at least three inclusive (3) Instructional Materials; and identifies three (3) virtual student support services	Competent with the demonstration of top five accessibility best practices; with nine (9) examples aligned with UDL principles; plus includes at least one (1) evidence or example of open pedagogy; with five (5) services; plus includes at least one (1) evidence or example of open pedagogy	Accomplished task accomplishment in UDL and accessible course design, demonstration of an accessibility checker, and an OER refreshed with student input.
QA Technology & Innovation Competency	Definition: The ability to demonstrate creativity, accessibility, and flexibility to identify and integrate appropriate and advanced learner applications and tools with or as a supplement to the learning management system in support of the appropriate course modality to accomplish course outcomes.		
Behaviors and Tasks	Competent	Accomplished	Transformed
Technology Task: Application of Advanced and integrated Digital Tools <i>Behavior: Applies intellectual curiosity in selecting novel digital tools, strategies, and technologies to engage in active learning applying best practices in multiple modalities without excluding underrepresented students.</i>	Insert and/or produce a variety of digital tools and collaborative tools; Record 10 minutes of a remote or hyflex classroom session in the video conference platform; The course includes at least one (1) class-wide accessible active learning resource or materials and Introduces at least one (1) innovative and accessible tool or resource related to augmented reality or artificial intelligence	Competent with the application of five (5) additional digital tools; with the demonstration of at least five (5) video conferencing tools; with at least two (2) class-wide accessible active learning resources; and use of two (2) tools or resources	Accomplished with the integration of inclusive syllabus or course map into a web-based application, such as a website for student interaction, with the digital tool and intellectual curiosity in technology task accomplishments (see rubrics), and at least one simulation, animation, or virtual world activity involving all students

References: National Association of Colleges and Employers [nace-career-readiness-competencies-revised-apr-2021.pdf \(naceweb.org\)](#); 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](#); [Chloe 7 Tracking Online Learning from Mainstream Acceptance to Universal Adoption](#); [Deep Dive into Digital Transformation in Higher Education Institutions](#); [How Connection and Community Are Changing Online Learning \(entrepreneur.com\)](#); [How Connection and Community Are Changing Online Learning \(entrepreneur.com\)](#)



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