The Competency Demonstration

Professors become eligible to teach online or blended courses for Montgomery College by building a prototype of an online or blended course that includes a syllabus, an orientation, and one learning module. The prototype must meet the competency demonstration criteria below which include the 23 Essential Quality Matters Standards.

The course prototype should be *ready-to-teach* in every detail, even though it represents only one week, chapter, or unit. The prototype should become a model and a set of page templates for building the rest of your course.

Course prototypes are scored on a 60 point scale with two possible outcomes:

◗ Professors who score *55 or higher* are eligible to teach fully online or blended courses.

◗ Professors who score *below 55* are not yet eligible to teach fully online or blended courses. If a prototype needs revisions, the revisions may be completed and the prototype resubmitted for review.

Professors who do not pass the competency demonstration are encouraged to *supplement on-campus courses* and may reapply at any time to demonstrate the level of competence required to teach fully online or blended courses.

The competency demonstration criteria appear below. Before submitting your prototype for review, check the list carefully to ensure that you have met all of the criteria.

	Max. Score	Your Score
Last Updated Sept. 10, 2018		
1. Syllabus	10	

The syllabus must meet QM Standards 1.3 - 1.7, 2.1, 2.5, 3.1 - 3.3, 5.1 - 5.4, 6.4, 7.1 - 7.4, and 8.6* and the criteria below.

   a. Adapt your syllabus for the online or blended version of your course. Download *Ideas for Online & Blended Course Syllabi* from http://cms.montgomerycollege.edu/elite/resources/iobcs/ Use the text in part 2 and the checklist in part 3 to include: *(5 points)*

      i. All elements of the MC syllabus template.

      ii. Policies relevant to your online or blended course.

   b. The course schedule should use the dates for the semester in which you will teach. It should contain a *concise* list of <u>all</u> deadlines and course requirements (readings, assignments, discussions, assessments, etc.). For a blended course, the schedule should cover both the online <u>and</u> on-campus portions of the course, for example, by adding a column listing the topics and/or activities in each on-campus meeting as well as the dates, times, and locations of each on-campus meeting. *(2 points)*

   c. Post your syllabus as a PDF file in the Syllabus area. Attach the file using the Attach Files button (2nd button, 3rd row). *(1 point)*

   d. Make the Syllabus page inviting. Type a message to your students to introduce the syllabus. Add an image if appropriate. *(2 points)*

	Max. Score	Your Score
2. Announcements	2	

   a. Post an announcement to welcome students into your course and give directions on how to get started during the first week of class. (This contributes to meeting QM Standard 1.1*) *(1 point)*

   b. Post an announcement to your peers giving an overview of your course and directing them to view specific elements. Tell them which learning module contains the prototype. Don't make them search for it. *(1 point)*

	Max. Score	Your Score
3. Start Here / Orientation Module	14	

The Start Here module must meet QM Standards 1.1, 1.2, 1.8, and 1.9 *

> *1.1 Instructions make clear how to get started and where to find various course components.*
>
> *1.2 Learners are introduced to the purpose and structure of the course.*
>
> *1.8 The self-introduction by the instructor is professional and is available online.*
>
> *1.9 Learners are asked to introduce themselves to the class.*

To meet the standards above the Start Here module should include the following:

a. A personal **"Welcome to the Course"** message on the first page. <u>Engage your students</u>, e.g., by introducing yourself and explaining what they will learn in your course and why it is important.   *(2 points)*

b. **Orientation activities** students will complete in the orientation / *Start Here* module, e.g., a **How to Begin** page. Create short, easy activities that require students to demonstrate their ability to perform essential tasks, including navigate the course, post in discussions, submit assignments, take quizzes, and send email. The orientation activities can appear in Start Here or Module 1.   *(2 points)*

c. An **introduction / ice breaker activity** (Meets QM Std. 1.9.*)   *(2 points)*

d. A **description of the areas of the course**. For example, explain each link on the left-hand course menu and its purpose. *Optional:* Include a video tour of the course.   *(2 points)*

e. A **description a typical week** in your online or blended course. Include elements from the annotations for QM standard 1.2.*   *(2 points)*

f. A final page in the *Start Here* module that does the following: *(2 points)*

    1) Congratulates students on completing the orientation.

    2) Repeats the list of orientation tasks and/or repeats vital information that you want students to remember.

    3) Gives clear directions on where to go and what to do next.

g. **Organize the table of contents (TOC) in a logical sequence**. Use **short titles** that fit within the TOC frame and do not require horizontal scrolling.   *(2 points)*

	Max. Score	Your Score
4. Learning Modules	20	

Each learning module should contain the following elements and must meet the Quality Matters standards listed below.*

a. A **personal introduction** to the module - Tell students what they will learn and *why* it is important. You may also connect the module objectives to prior and future learning. The introduction should **motivate and prepare** students for the work ahead. *(2 points)*

b. **Course level outcomes(s)** - Tell students which of the course level outcomes they are working toward in the current module. The outcomes can be woven into the narrative introduction or stated above the module objectives. This contributes to meeting QM standard 2.4. *(2 points)*

2.4 The relationship between learning objectives and course activities is clearly stated.

c. **Module objectives** that meet QM standards 2.2, 2.3, 2.5 *(2 points)*

2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.

2.3 Learning objectives are stated clearly, written from the learner's perspective, and are prominently located in the course.

2.5 The learning objectives or competencies are suited to the level of the course.

d. An **Assignments** page listing *all* of the assignments and activities for the module. **Next to each assignment, indicate which module objective(s) it fulfills**, e.g., *(Meets objective #3) or (Meets objectives 3, 4, and 5)* Instructions for completing each assignment may appear on the assignments page or on subsequent pages. This element should meet QM Standards 2.4, 3.1, 3.4, 5.1, and 5.2. *(2 points)*

2.4 The relationship between learning objectives and course activities is clearly stated.

3.1 The assessments measure the achievement of the stated learning objectives or competencies.

3.4 The assessments used are sequenced, varied, and suited to the level of the course.

5.1 The learning activities promote the achievement of the stated learning objectives or competencies.

5.2 Learning activities provide opportunities for interaction that support active learning.

e. A "**study guide**" to ensure that students know what you want them to learn from the readings and course materials. It can be a detailed set of objectives, or a list of questions, or any approach that works. The key is to answer your students' question, "What do I need to learn?" and to direct their attention as they study the course materials. *(2 points)*

f. **A means of assessing the study guide** – Common strategies include a quiz on the study guide, or requiring students to submit written answers to the study guide questions, or discussion prompts that are an extension of the study guide questions or any combination. This element is one way to meet QM standard 3.5. *(2 points)*

   3.5 The course provides learners with multiple opportunities to track their learning progress.

g. **Organize the materials needed to complete the assignments inside the module.** Include links to the assignment drop boxes, e-lectures, quizzes, web sites, etc. that students will need to complete the assignments. Links to discussion forums are optional. This element should meet QM standards 4.1, 4.2, 6.1 and 6.2. *(2 points)*

   4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.

   4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.

   6.1 The tools used in the course support the learning objectives or competencies.

   6.2 Course tools promote learner engagement and active learning.

h. **Grading criteria or rubrics** to meet QM standard 3.3. *(2 points)*

   3.3 Specific and descriptive criteria are provided for the evaluation of learner's work and are tied to the course grading policy.

i. A **consistent format** for all course web pages - Make the web pages visually pleasing and easy to read by using a sans serif font (e.g., Verdana or Trebuchet) along with headings, subheadings, and short paragraphs instead of lengthy ones. Apply *Paragraph* style (*Format menu > Paragraph*) to all text and bulleted or numbered lists to make your pages readable. Include images as appropriate. *(2 points)*

j. **Efficient navigation & conventions for accessibility**
   Tip: Login as your Test Student to check every page, link, assessment, etc. Non-text elements should be accessible, e.g., videos have closed captioning or transcripts or both; **images have alt text**; text in PDF files is selectable and searchable. This element should meet QM standards 8.1, 8.2, 8.3, and 8.4 *(2 points)*

   8.1 Course navigation facilitates ease of use.

   8.2 The course design facilitates readability.

8.3 The course provides accessible text and images files, documents, LMS pages, and webpages to meet the needs of diverse learners.		
8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.		

	Max. Score	Your Score
5. Discussions	5	
a. Build all discussion forums for the entire semester. Include a forum for questions and a forum for informal interactions. Arrange the forums in a desired order, e.g., arrange in reverse chronological order and set on timed release to appear as the semester unfolds. *(To allow peers to see your discussions, do not yet hide or set forums on timed release.)* *(2 points)*		
b. Post discussion prompts for two or more discussion activities. Post the prompts *inside* their respective forums, not in the description field. *(1 point)*		
c. Include grading criteria or a rubric for evaluating participation. *(2 points)*		
d. Create a forum where your colleagues in this course can provide feedback on your course prototype. *(0 points)*		

	Max. Score	Your Score
6. Assessments Tool	6	
a. Create a mid-semester feedback survey. *(1 point)*		
b. Create a test, e.g., *a weekly quiz, syllabus quiz, or assessment.* *(2 points)*		
c. Make the test and the survey available to students so that it can be taken by someone who reviews your course. *(1 point)*		
d. The assessment settings should support your teaching strategy, e.g., don't reveal the answers until you are ready and don't use Force Completion. *(2 points)*		

7. **General Issues**	3	
a. Prepare the Homepage dashboard. Include **My Announcements**, **What's New**, and **My Messages**. (From the homepage, click Add Course Module to add the My Messages channel, which informs users of new Course Mail.) *(1 point)* b. Simplify your site: 1) **Hide the Tools link** on the course menu, and 2) add commonly used tools to the course menu, e.g., My Grades. 3) Use Student Preview Mode to check every page, link, assessment, etc. to verify that they work as intended and that navigation is as simple as possible. The site should be ready-to-teach! *(2 point)*		

Total Possible Score = 60 points	**Your Score**
Course prototypes are scored on a 60 point scale with two possible outcomes: ◗ Faculty members who score *55 or higher* are eligible to teach *fully online or blended courses.* ◗ Faculty members who score *below 55* are *not* eligible to teach fully online or blended courses. They may use Blackboard to *supplement on-campus courses* and may reapply at any time to demonstrate the competency level required to teach fully online or blended courses.	

* Refer to the standards and annotations in the Quality Matters^{TM} Higher Education Rubric 6th Ed.