Prior Learning Assessment for Faculty Transitioning to Online Teaching:

Congratulations on considering the Prior Learning Assessment option for faculty transitioning to online teaching. This assessment allows you to demonstrate your existing knowledge and skills in online teaching and potentially earn credit for the 7-module/7-week course without completing the entire program. Below are the guidelines and requirements for the Prior Learning Assessment:

Assessment Guidelines:

1. **Eligibility:**

   - Faculty with no documented experience of teaching online and who wish to develop a distance education course must complete Online Teaching. Faculty new to Montgomery College with experience teaching online can seek credit for Prior Learning as an alternative approach. The Prior Learning Assessment opportunity will be evaluated against a set of performance standards reflecting MC's expectations for teaching online. Faculty interested in this approach will submit evidence that will be evaluated by a team from MC Online, including one Quality Assurance specialist.

   - Applicants must demonstrate sufficient knowledge, skills, and experience in online teaching practices, pedagogical principles, and course design.

2. **Application Process:**

   - Submit the **Prior Learning Assessment Eligibility Survey** indicating your interest in testing out of the 7-module/7-week course.

   - Once the Center for Teaching and Learning Director or Dean of MC Online and Academic Support approves the application, faculty members will be required to submit 3 out of the 5 types of evidence for each of the nine areas outlined in the credit for prior learning assessment and include a narrative explaining the evidence and how it demonstrates their understanding of each area.

3. **Assessment Components:**

   - The Prior Learning Assessment consists of a comprehensive evaluation of your knowledge and skills in online teaching based on predetermined criteria aligned with the learning outcomes of the 7-module/7-week course.

   - Assessment components may include a portfolio review, written assignments or practical demonstrations.

4. **Evaluation Criteria:**

   - Your performance will be evaluated based on your ability to demonstrate mastery of key concepts, competencies, and best practices in online teaching, as outlined in the course objectives and learning outcomes.

   - The evaluation team will consider the quality, depth, and relevance of your evidence and examples provided to support your claims of proficiency in online teaching.

5. **Assessment Review:**

   - The evaluation team will review your application and assess your performance against the established criteria.

   - You may be required to participate in an interview or oral examination to further evaluate your understanding and application of online teaching principles.

6. **Credit Award:**

   - Upon successful completion of the Prior Learning Assessment, you may be awarded credit for the 7-module/7-week course, exempting you from the requirement to complete the entire program.

   - Credit awarded through the Prior Learning Assessment will be recognized and recorded accordingly, allowing you to proceed with advanced standing in your professional development journey.

Application Submission:

- To apply for the Prior Learning Assessment, please complete the Prior Learning Assessment application form and submit it along with supporting documentation to the designated assessment coordinator.

- Applications will be reviewed and processed in a timely manner, and applicants will be notified of the assessment outcomes.

Note: The Prior Learning Assessment option is intended to recognize and honor the knowledge, skills, and expertise that faculty members bring to the online teaching environment. It offers a flexible pathway for experienced educators to accelerate their professional development and advance their careers in online education.

If you have any questions or require further assistance regarding the Prior Learning Assessment process, please contact the Center for Teaching and Learning Director or Dean of MC Online and Academic Support for guidance and support.

We appreciate your commitment to excellence in online teaching and wish you success in your Prior Learning Assessment journey!

Prior Learning Assessment Eligibility Survey

Applicant Information

- Name:

- Contact Information (Phone and Email):

- Current Position:

- Department:

Experience Details

1. Years of Experience in Online Teaching

2. List of Courses Taught Online

3. Previous Institutions where you have Taught Online

3. Have you completed any formal training or certification in online teaching?

    ☐ Yes

    ☐ No

4. **Do you have documented evidence in any of the following areas? (Select all that apply)**

    ☐ Online Teaching Experience

    ☐ Pedagogical Competencies

    ☐ Technical Proficiency

    ☐ Course Design and Organization

    ☐ Student Engagement and Interaction

    ☐ Assessment and Feedback Practices

    ☐ Accessibility and Inclusivity

    ☐ Professional Development and Contributions

    ☐ Reflection and Continuous Improvement

5. **Are you willing to submit evidence for each selected area and include a narrative explaining your understanding?**

    ☐ Yes

☐ No

6. **Do you have access to all the necessary documentation to support your application for Prior Learning credit?**

    ☐ Yes

    ☐ No

Final Confirmation

8. **Please confirm that you understand the requirements for the Prior Learning Assessment process and are ready to proceed if found eligible:**

    ☐ Yes, I understand and am ready to proceed.

    ☐ No, I need more information

Thank you for completing the survey. If you are found eligible based on your responses, you will be invited to submit your evidence for the Prior Learning Assessment. If you have any questions in the meantime, please contact the Center for Teaching and Learning Director or Dean of MC Online and Academic Support for further guidance.

Prior Learning Assessment:

Faculty members should submit 3 out of the 5 types of evidence for each area and include a narrative explaining the evidence and how it demonstrates their understanding of each area to be eligible for Credit for Prior Learning.

Faculty members should ensure that their submissions are clear, well-organized, and properly annotated to explain the relevance of each piece of evidence. Please remove any identifying student information to comply with FERPA.

1. Demonstrated Experience in Online Teaching

Definition

This area evaluates the faculty's documented experience in teaching online courses, including the scope and duration of their involvement in online education.

Types of Evidence

- **Curriculum Vitae (CV) or Resume:**

  - Upload your CV or resume highlighting your online teaching experience. Include specific dates, course titles, and the institutions where you taught.

- **Course Syllabi or Descriptions:**

  - Provide detailed syllabi or course descriptions for the online courses you have taught. Ensure these documents outline the course objectives, scope, and instructional methods used.

- **Certificates or Awards:**

  - Submit any certificates or awards received for excellence in online teaching or course development. These could include teaching awards, recognitions from professional organizations, or certifications in online education.

- **Teaching Portfolios:**

  - Upload a comprehensive teaching portfolio that includes samples of online course materials (e.g., assignments, lesson plans) and student evaluations.

- **Professional Development Records:**

  - Provide documentation of any professional development activities related to online teaching, such as training programs, workshops, or courses you have completed.

2. Pedagogical Competencies

Definition

This area assesses the faculty's knowledge and application of effective teaching and learning principles, strategies, and methods in online environments.

Types of Evidence

- **Instructional Materials:**

  o Upload examples of instructional materials such as lecture notes, presentations, multimedia resources, or interactive simulations. Ensure these demonstrate alignment with learning objectives and principles of effective pedagogy.

- **Course Design Documents:**

  o Provide documents that outline your instructional strategies, assessment methods, and learning activities designed to promote student engagement and achievement.

- **Teaching Philosophies:**

  o Submit reflections or statements of teaching philosophy that discuss your pedagogical approaches and strategies for fostering critical thinking and promoting active learning in online environments.

- **Peer Reviews or Evaluations:**

  o Upload peer reviews or evaluations of your course materials and instructional practices. Include feedback that highlights strengths and areas for improvement.

- **Student Feedback:**

  o Provide anonymous student testimonials or survey results about your teaching effectiveness. Ensure these reflect on how your pedagogical methods have impacted student learning.

3. Technical Proficiency

Definition

This area evaluates the faculty's ability to effectively use educational technologies and learning management systems (LMS) to enhance online teaching and learning experiences.

Types of Evidence

- **LMS Proficiency Demonstrations:**

  o Upload screenshots or video walkthroughs demonstrating your proficiency in using LMS features to manage course content, communicate with students, and facilitate online discussions.

- **Multimedia Content Samples:**

  o Provide samples of multimedia content you have created or integrated into your online courses, such as videos, podcasts, interactive presentations, or virtual labs.

- **Technical Skills Documentation:**

- o Submit documentation of your technical skills, such as HTML coding, multimedia editing, or graphic design projects, used to enhance the online learning experience.

- **Technology Certifications:**

  - o Upload records of completed training or certifications in educational technology tools and software relevant to online teaching (e.g., Adobe Captivate, Articulate Storyline, Zoom).

- **Technological Problem-Solving Examples:**

  - o Provide examples of how you have used technology to solve teaching challenges or improve the online learning experience. Include explanations and supporting materials.

4. Course Design and Organization

Definition

This area assesses the faculty's ability to design and organize online courses in a clear, coherent, and student-friendly manner.

Types of Evidence

- **Course Syllabi or Outlines:**

  - o Upload syllabi or course outlines that demonstrate clear organization and alignment with course objectives and learning outcomes.

- **Course Navigation:**

  - o Provide screenshots, video walkthroughs, or screen captures of your course navigation, highlighting intuitive layout, access to resources, and ease of use for students (course orientation, start here module, etc.).

- **Course Content Structuring:**

  - o Upload documentation showing how course content is sequenced and presented to ensure clarity and coherence for students.

- **Rubrics or Grading Criteria:**

  - o Submit rubrics or grading criteria used to assess student performance and provide feedback on assignments, projects, and assessments.

- **Course Announcements or Calendars:**

  - o Provide examples of course announcements, calendars, or schedules that give students clear instructions, deadlines, and expectations.

5. Student Engagement and Interaction

Definition

This area evaluates the faculty's strategies for promoting active participation, collaboration, and interaction among students in the online environment.

Types of Evidence

- **Online Discussion Transcripts or Recordings:**

    o Upload transcripts or recordings of online discussions, group activities, or collaborative projects showcasing student participation and interaction.

- **Engagement Activities:**

    o Provide examples of discussion prompts, activities, or assignments designed to stimulate critical thinking, promote peer interaction, and foster community building.

- **Student-Generated Content:**

    o Submit samples of student-generated content, such as forum posts, blogs, or multimedia presentations, demonstrating active participation and contribution to the learning community. Please remove any identifying student information to comply with FERPA.

- **Interactive Tools Usage:**

    o Upload examples of using interactive tools like discussion boards, chats, or collaborative documents to engage students.

- **Engagement Analytics:**

    o Provide data or reports on student participation and interaction rates, demonstrating how your strategies have impacted student engagement.

6. Assessment and Feedback Practices

Definition

This area assesses the faculty's methods for evaluating student learning and providing constructive feedback in an online setting.

Types of Evidence

- **Assessment Instruments:**

    o Upload copies of quizzes, exams, rubrics, or peer evaluations designed to measure student learning outcomes and provide constructive feedback.

- **Feedback Samples:**

- o Provide samples of feedback given to students on assignments, projects, or assessments, highlighting specificity, timeliness, and alignment with learning objectives.

- **Assessment Data Analysis:**

  - o Submit analysis of assessment data or student performance outcomes, indicating achievement of learning objectives and areas for improvement.

- **Student Testimonials:**

  - o Provide anonymous student testimonials or reflections on the effectiveness of your assessment methods and feedback practices.

- **Alignment of Assessments:**

  - o Upload documentation showing how your assessments align with course learning objectives and contribute to student learning.

7. Accessibility and Inclusivity

Definition

This area evaluates the faculty's commitment to creating accessible and inclusive online learning environments for all students.

Types of Evidence

- **Accessibility Documentation:**

  - o Upload documentation demonstrating adherence to accessibility standards like WCAG 2.0 or Section 508 compliance in your course design and materials.

- **Accessible Course Materials:**

  - o Provide examples of accessible course materials, including alternative text for images, closed captions for videos, and accessible document formats.

- **Accommodation Plans:**

  - o Submit accommodation plans or provisions you have made for students with disabilities, ensuring equitable access to course content, resources, and activities.

- **Universal Design Principles:**

  - o Upload examples of how you have incorporated universal design principles in your course design, providing multiple means of representation, engagement, and expression for diverse learners.

- **Inclusivity Strategies:**

  - o Provide examples of inclusive teaching practices and materials that address diverse student needs and backgrounds.

8. Professional Development and Contributions

Definition

This area assesses the faculty's engagement in ongoing professional development and contributions to the field of online teaching.

Types of Evidence

- **Certificates of Completion:**

    o   Upload certificates of completion or attendance for workshops, seminars, conferences, or webinars related to online teaching, educational technology, or instructional design.

- **Publications or Presentations:**

    o   Provide publications, presentations, or contributions to scholarly journals, newsletters, or online communities related to online education and pedagogy.

- **Leadership Roles:**

    o   Submit documentation of leadership roles or committee memberships in professional organizations, task forces, or faculty development initiatives focused on online teaching excellence.

- **Mentorship Programs:**

    o   Provide evidence of participation in or contributions to online teaching mentorship programs, peer coaching, or collaborative learning communities.

- **Collaborative Learning Communities:**

    o   Upload documentation of involvement in collaborative learning communities that support faculty growth and development in online teaching.

9. Reflection and Continuous Improvement

Definition

This area evaluates the faculty's commitment to self-assessment, reflection, and continuous improvement in their online teaching practices.

Types of Evidence

- **Teaching Portfolios or Journals:**

    o   Upload teaching portfolios or reflective journals documenting ongoing self-assessment, evaluation, and improvement efforts in online teaching.

- **Action Plans:**

    o   Provide action plans or implementation strategies based on reflections, feedback, and assessment data to enhance teaching effectiveness and course quality.

- **Innovation Examples:**

  - Submit examples of innovation and experimentation with new instructional methods, technologies, or approaches to address challenges and improve student learning outcomes.

- **Peer Reviews or Observations:**

  - Provide peer reviews, observations, or feedback from colleagues and mentors acknowledging your growth, progress, and contributions to the field of online education.

- **Professional Development Plans:**

  - Upload documentation of your professional development goals and plans for ongoing improvement in online teaching.

Joint QM and L.E.C.T. Alignment

To enhance the Prior Learning Assessment guidelines for faculty transitioning to online teaching, we've integrated the Quality Matters (QM) Higher Education Rubric, Seventh Edition standards with the L.E.C.T. Competencies Framework. This combined alignment ensures that faculty demonstrating proficiency through the Prior Learning Assessment meet or exceed the expectations outlined in both the QM Rubric and L.E.C.T. competencies, thereby ensuring superior quality in online course design and delivery.

Use this link to a read-only version of the Quality Matters Rubric 7ᵗʰ Edition, Higher Education. *Per our licensing agreement, please do not share this link in any way or send by email*.

1. Demonstrated Experience in Online Teaching

- **QM Standards 1.1 - 1.7:** Faculty must demonstrate knowledge and skills in online teaching practices, aligning with QM requirements for stating required prior knowledge in the course site.

- **L.E.C.T. Framework:** Emphasizes leadership and advocacy competencies, highlighting the importance of course organization and advocacy for student success.

2. Pedagogical Competencies

- **QM Standards 2.1 - 2.5:** Faculty should show mastery of key concepts, competencies, and best practices in online teaching, consistent with measurable and learner-centered objectives.

- **L.E.C.T. Framework:** Focus on Equity & Accessibility, ensuring inclusive learning environments.

3. Technical Proficiency

- **QM Standards 6.1 - 6.4:** Faculty must demonstrate technical proficiency in educational tools, aligning with QM standards for effective technology use.

- **L.E.C.T. Framework:** Emphasizes the use of innovative technology to enhance the learning experience.

4. Course Design and Organization

- **QM Standards 1.1 - 1.4 and 4.1 - 4.5:** Faculty should demonstrate clear course design and organization, aligning with QM standards for course overview, introduction, and instructional materials.

- **L.E.C.T. Framework:** Highlights the importance of clear, coherent, and student-friendly course design and organization.

5. Student Engagement and Interaction

- **QM Standards 5.1 - 5.4:** Faculty should demonstrate strategies for promoting active participation and interaction among students, aligning with QM standards for learning activities and interaction.

- **L.E.C.T. Framework:** Focuses on creating engaging, inclusive, and interactive course environments.

6. Assessment and Feedback Practices

- **QM Standards 3.1 - 3.6:** Faculty must demonstrate comprehensive evaluation and feedback practices, aligning with QM standards for assessment and measurement.

- **L.E.C.T. Framework:** Emphasizes strategic communication and engagement to foster student persistence and success.

7. Accessibility and Inclusivity

- **QM Standards 8.1 - 8.7:** Faculty should demonstrate adherence to accessibility standards, aligning with QM standards for accessibility and usability.

- **L.E.C.T. Framework:** Focuses on equity and accessibility, ensuring that courses are designed with all learners in mind.

8. Professional Development and Contributions

- **QM Standards 7.1 - 7.4:** Faculty must show engagement in ongoing professional development and contributions to the field, aligning with QM standards for learner support.

- **L.E.C.T. Framework:** Emphasizes the importance of continuous professional growth and contributions to online teaching excellence.

9. Reflection and Continuous Improvement

- **QM Standards 2.6 and 5.3:** Faculty should demonstrate a commitment to self-assessment, reflection, and continuous improvement in their teaching practices.

- **L.E.C.T. Framework:** Focuses on the importance of self-assessment, reflection, and innovation in instructional methods.

This integrated alignment approach reinforces the commitment to excellence in online teaching and learning, ensuring that faculty members not only adhere to the highest standards of course design and delivery but also embody the principles of leadership, equity, communication, and technology as advocated by Montgomery College.

Scoring Guide/Rubric

For each section, use the following rubric to assess the quality of the evidence and the accompanying narrative:

5 - Exemplary

- **Evidence:** Comprehensive and compelling evidence is provided, covering all required types with clear relevance to the criteria.

- **Narrative:** The narrative is thorough, insightful, and effectively explains how the evidence demonstrates understanding and meets the criteria.

- **Organization:** The submission is exceptionally well-organized, clear, and annotated, making it easy to follow and understand.

- **Compliance:** Adheres strictly to all guidelines, including removing identifying student information to comply with FERPA.

4 - Strong

- **Evidence:** Strong evidence is provided, covering most of the required types with clear relevance to the criteria.

- **Narrative:** The narrative is clear and adequately explains how the evidence demonstrates understanding and meets the criteria.

- **Organization:** The submission is well-organized and clear, with good annotations.

- **Compliance:** Adheres to all guidelines, including removing identifying student information to comply with FERPA.

3 - Adequate

- **Evidence:** Adequate evidence is provided, covering the minimum required types with basic relevance to the criteria.

- **Narrative:** The narrative provides a sufficient explanation of how the evidence demonstrates understanding and meets the criteria.

- **Organization:** The submission is sufficiently organized and annotated, though it may lack some clarity.

- **Compliance:** Generally adheres to guidelines, including removing identifying student information to comply with FERPA.

2 - Limited

- **Evidence:** Limited evidence is provided, with some types missing or lacking clear relevance to the criteria.

- **Narrative:** The narrative is weak and provides an insufficient explanation of how the evidence demonstrates understanding and meets the criteria.

- **Organization:** The submission is poorly organized and annotated, making it difficult to follow.

- **Compliance:** Partially adheres to guidelines, with some issues regarding the removal of identifying student information.

1 - Insufficient

- **Evidence:** Insufficient evidence is provided, with many types missing and lacking relevance to the criteria.

- **Narrative:** The narrative is poor and does not adequately explain how the evidence demonstrates understanding or meets the criteria.

- **Organization:** The submission is disorganized and lacks clear annotations.

- **Compliance:** Fails to adhere to guidelines, including not removing identifying student information to comply with FERPA.

Total Points: 45

Scoring Interpretation:

- **40-45 Points: Exemplary**
  Meets and exceeds the standards for credit award.

- **28-39 Points: Proficient**
  Meets the standards for credit award, with some areas for improvement.

- **14-27 Points: Basic**
  Partially meets the standards, significant improvement needed.

- **0-13 Points: Below Expectations**
  Does not meet the standards for credit award.

Prior Learning Assessment for Faculty Transitioning to Online Teaching: Scoring Guide/Rubric

Total Points: 45

Scoring Interpretation:

- **40-45 Points: Exemplary**
  Meets and exceeds the standards for credit award.
- **28-39 Points: Proficient**
  Meets the standards for credit award, with some areas for improvement.
- **14-27 Points: Basic**
  Partially meets the standards, significant improvement needed.
- **0-13 Points: Below Expectations**
  Does not meet the standards for credit award.

Applicants need to meet Exemplary or Proficient to receive credit for Prior Learning.

Rating Criteria

For each section, use the following rubric to assess the quality of the evidence and the accompanying narrative:

5 - Exemplary
- **Evidence:** Comprehensive and compelling evidence is provided, covering all required types with clear relevance to the criteria.
- **Narrative:** The narrative is thorough, insightful, and effectively explains how the evidence demonstrates understanding and meets the criteria.
- **Organization:** The submission is exceptionally well-organized, clear, and annotated, making it easy to follow and understand.
- **Compliance:** Adheres strictly to all guidelines, including removing identifying student information to comply with FERPA.

4 - Strong
- **Evidence:** Strong evidence is provided, covering most of the required types with clear relevance to the criteria.
- **Narrative:** The narrative is clear and adequately explains how the evidence demonstrates understanding and meets the criteria.
- **Organization:** The submission is well-organized and clear, with good annotations.
- **Compliance:** Adheres to all guidelines, including removing identifying student information to comply with FERPA.

3 - Adequate
- **Evidence:** Adequate evidence is provided, covering the minimum required types with basic relevance to the criteria.
- **Narrative:** The narrative provides a sufficient explanation of how the evidence demonstrates understanding and meets the criteria.

- **Organization:** The submission is sufficiently organized and annotated, though it may lack some clarity.
- **Compliance:** Generally adheres to guidelines, including removing identifying student information to comply with FERPA.

2 - Limited
- **Evidence:** Limited evidence is provided, with some types missing or lacking clear relevance to the criteria.
- **Narrative:** The narrative is weak and provides an insufficient explanation of how the evidence demonstrates understanding and meets the criteria.
- **Organization:** The submission is poorly organized and annotated, making it difficult to follow.
- **Compliance:** Partially adheres to guidelines, with some issues regarding the removal of identifying student information.

1 - Insufficient
- **Evidence:** Insufficient evidence is provided, with many types missing and lacking relevance to the criteria.
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- **Organization:** The submission is disorganized and lacks clear annotations.
- **Compliance:** Fails to adhere to guidelines, including not removing identifying student information to comply with FERPA.

Competency	Score/Points Awarded					Participants must submit 3 of the 5:	Score Justification	Points
	5	4	3	3	1			
Demonstrated Experience in Online Teaching						• Curriculum Vitae (CV) or Resume • Course Syllabi or Descriptions • Certificates or Awards • Teaching Portfolios • Professional Development Records		
Pedagogical Competencies						• Instructional Materials • Course Design Documents • Teaching Philosophies • Peer Reviews or Evaluations • Student Feedback		
Technical Proficiency						• LMS Proficiency Demonstrations: • Multimedia Content Samples • Technical Skills Documentation		

Criteria						Examples		
						• Technology Certifications • Technological Problem-Solving Examples		
Course Design and Organization						• Course Syllabi or Outlines • Course Navigation • Course Content Structuring • Rubrics or Grading Criteria • Course Announcements or Calendars		
Student Engagement and Interaction						• Online Discussion Transcripts or Recordings • Engagement Activities • Student-Generated Content • Interactive Tools Usage • Engagement Analytics		
Assessment and Feedback Practices						• Assessment Instruments • Feedback Samples • Assessment Data Analysis • Student Testimonials • Alignment of Assessments		
Accessibility and Inclusivity						• Accessibility Documentation • Accessible Course Materials • Accommodation Plans • Universal Design Principles • Inclusivity Strategies		
Professional Development and Contributions						• Certificates of Completion • Publications or Presentations • Leadership Roles • Mentorship Programs		

					• Collaborative Learning Communities		
Reflection and Continuous Improvement					• Teaching Portfolios or Journals • Action Plans • Innovation Examples • Peer Reviews or Observations • Professional Development Plans		