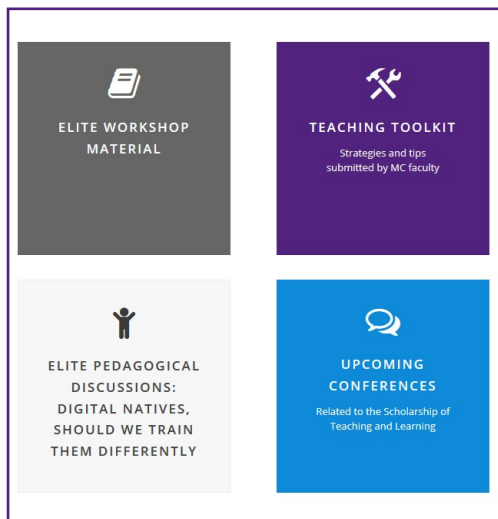


**The Hub: A Virtual Space for Teaching Resources  
Developed by MC Faculty**



You can now access workshop material through The Hub, which serves as an online repository of teaching tips and strategies created by Montgomery College faculty and provides a virtual space for faculty to discuss innovative teaching ideas.

Faculty will also be able to see other important information such as upcoming conferences and ELITE Pedagogical

Discussions, as well as find teaching strategies and tips from other faculty in our toolkit.

Additionally, ELITE is currently piloting the **Ask ELITE** feature that allows MC faculty and staff to email their questions regarding teaching and training to the ELITE team. A team member will research the question and get back to the employee as quickly as possible with a response and possibly suggestions for next steps, as appropriate.

If you have questions about pedagogy or teaching methodology, or if you are curious about some aspect of staff development, email your questions to [AskELITE@montgomerycollege.edu](mailto:AskELITE@montgomerycollege.edu).

The questions and responses with the greatest general interest to the College community will be archived on The Hub for future reference.

If you have questions about The Hub, please feel free to contact ELITE. We would be happy to answer any questions you might have regarding The Hub.

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**Montgomery College Ranks 12th for Top Online Community College**

Montgomery College is ranked one of the top online community colleges in bestcolleges.com Top 50. You can see where Montgomery College [ranks on the list](#). For a full article, please see the [article on Inside MC Online](#).

**BREAKING NEWS**

The AAS Early Childhood Online Degree was unanimously approved by the MC Board of Trustees on January 23rd! This is the fifth online degree for MC students. [See more about online degrees at MC.](#)

**Maryland Distance  
Learning Association  
(MDLA) Information**

**Wired Wednesday**

MDLA sponsors a professional development series called “Wired Wednesdays”. The webinars alternate between technological and pedagogical topics for online faculty. A Wired Wednesday webinar is offered most months. Please see the [MDLA web site](#) for a schedule of Spring 2019 webinar topics.

Wired Wednesday’s webinars are FREE for MC faculty and staff (those with a Montgomery College email address) and you can participate from your computer at work or home.

MDLA is always looking for interesting topics. If you would like to submit a proposal to facilitate a Wired Wednesday webinar please contact the MDLA VP for Programs at: [programs@marylanddla.org](mailto:programs@marylanddla.org). An honorarium is paid to presenters.

**Spring 2019 Conference**

[MDLA Spring Event](#) - Thursday, March 14th at the Conference Center for the Maritime Institute of Technology (CCMIT) near BWI Airport. The Spring Conference theme is “Inspiration for Success: Get Inspired”.

You do not want to miss this popular conference featuring a keynote speaker and breakout session, exhibitors, quality presentations, and a networking breakfast!

## Professional Development Roundups

The Professional Development area of ELITE is offering four cohort programs during FY19.

1. The 26th Leadership Development Institute has 23 participants: 1 administrator, 1 department chair, 1 faculty member, and 20 staff members. They have completed five of nine classes that focus on self-awareness and development and this semester will be attending classes, working individually on their self-selected leadership projects, and shadowing a self-selected MC leader for a day. They will celebrate their accomplishment on Friday, May 3, when they present their projects and graduate.
2. MC Management is a cohort for those who have official supervisory roles. This year, 13 participants—four department chairs and nine staff managers—are increasing their managerial skills through eight classes and completion of an internal field trip to sites where MC Management alumni are in direct, daily contact with students. The participants will have the opportunity to view student success through another’s lens.
3. The Tapestry Institute for Cultural Competence features a hybrid model where 10 participants are completing the curriculum of eight classes and completing a project while each class is also open to those employees who are interested in the specific topic.
4. The Grammar Clinic Cohort occurred in September and October. One department chair and seven staff members received certificates of completion. Some attendees had completed the program several years ago and returned for a refresher course in fundamental grammar skills. Excellent writing is a highly demanded skill in this era of short bursts of abbreviated writing.

If any of these cohorts sounds interesting to you and your professional learning, contact ELITE for information about what will be planned in FY20.

A revised cohort program, Developing the Skillful Supervisor, will also be returning in FY20, and is under development. If you aspire to move into management and want to learn more about the expectations and fundamental skills required to make the move, consider participating in DSS.

### Learning Pathways: A Road for Everyone to Travel Near or Far

Learning Pathways is a set of classes linked by a common topic, and while anyone can take any one class, a certificate of learning is awarded each June to those individuals who have completed all the classes in that topic, or pathway. Most pathways take two years to complete, but a few can be completed in one year and are a combination of instructor-led classes and online modules. Learning Pathways are completing their fourth year and will be discussed and reviewed for any changes in FY20. If you have ideas for future pathways, let us know.

- Change Management: The People Side (2-year)
- Communication and Conflict (2-year)
- Customer Service (2-year)
- Effective Committees (1-year)
- Equity and Inclusion (2-year)
- The Valuable Employee (totally online)

## Coming Soon: Record Attendance in Blackboard and Blackboard Upgrade

On May 17, 2019, starting at 12:30 a.m., Blackboard will be upgraded to the most recent, tested version of the system. This update will provide several feature enhancements, such as attendance.

The new Attendance Tool allows instructors to mark each student as present, late, absent or excused using a computer and mouse or a mobile device (cell phone, tablet, etc.) with a touch screen during each class. The attendance records for each student appear in a single column in the Grade Center instead of having a separate column for each class meeting.

The first time instructors access the Attendance tool in a course (Control Panel > Course Tools > Attendance), an Attendance column is automatically created in the Grade Center. This column can be used to calculate grades in the same way other grade columns can be used.

Please be aware that Blackboard will be unavailable between 12:30 a.m. on Friday, May 17th, and 12:00 p.m. on Friday, May 17th, while the upgrade is applied. If you have questions about the update please contact Robin Cook at x76003 or [robin.cook@montgomerycollege.edu](mailto:robin.cook@montgomerycollege.edu).

## MC First Mentoring Program

ELITE and Student Affairs have partnered to develop the MC First Mentoring Program. This program pairs first-generation college students with MC staff and faculty, many of whom are also first generation or allies.

Do you know of any students who might benefit from having a mentor at MC? Then please encourage them to fill out an application form for a mentor.

For staff and faculty interested in becoming an MC First mentor, please go to the [staff and faculty link](#). If you know any student who is interested in being a mentee, please direct them to the [student application](#).

For questions regarding the program, please contact Dr. Caroline Toscano, Director of Professional Development at ELITE.

## Pecha Kucha: Create Presentations that Pop

Can you recall the last time that you sat in the audience of a PowerPoint presentation? What was that experience like? If the presentation was typical, it probably included the presenter reading directly from the screen, lots of bullet points, and distracting animations and transitions.

For the past three years, ELITE has offered a workshop for MC faculty titled, Pecha Kucha: Create Presentations with Pop and Style. The Pecha Kucha format can help to remedy many of these common PowerPoint woes. Pecha Kucha was developed by the managers of a Japanese Architectural firm that was suffering from many of the same presentation issues highlighted above.

The Pecha Kucha method consists of 20 slides, and the speaker speaks for 20 seconds about each slide. If you are doing the math, the total length of your presentation time is 6 minutes and 40 seconds.

Creating a presentation less than seven minutes long, with only twenty seconds per slide, cuts down on the rambling that is often characteristic of PowerPoint delivery. A successful Pecha Kucha is tightly edited and arranged in bite-sized pieces.

View the [Pecha Kucha PDF](#) to get more information about the workshop.

# Developing a New Training Cohort Program at MC

The professional development and training arm of ELITE supports MC to reach its organizational potential, goals, and objectives, through providing strategically aligned employee training, learning, and development opportunities.

One area that ELITE has prioritized for FY20 is designing an updated Supervisory Development Program. Given the complexity of providing supervisory training in MC's highly diverse academic environment, this may lead to the question: How does MC create such a professional training program?

The first step in developing any training program is to start with 'why': "Why do we need specific training"? In determining the skills, competencies, and learning outcomes that should come from the training, it is essential to align learning objectives with the needs of the business. Thus, a necessary part of identifying training needs is to collect key organizational data/metrics and employee inputs that identify business challenges and performance needs. After analyzing data, it is possible to design classes with specific objectives aligned with organizational needs.

After identifying and developing essential elements of a training course, the next step in design concerns evaluation and measurement. It is not enough that participants themselves evaluate training, but that it is essential to measure degrees of learning and skills acquisition in terms of reaction, application, impact, and Return of Investment on the organization (i.e. team or employee). Thus, the purpose of starting with 'why' is to create training that can be evaluated and measured.

Collecting data at MC is a great networking experience! To determine the issues, skills and tasks that are required of supervisors at MC, ELITE used data collection methods including surveys, observation, interviews, and focus groups with senior managers across the organization. For example, ELITE devised a survey for faculty Deans, examined key employee metrics in consultation with senior people in HR and employee relations, and held various 'hot coffee' meetings with experienced staff managers. Additionally, ELITE is planning to hold a listening tour in order to elicit opinions about professional development needs from both faculty and staff. As one can see, much effort and resources go into capturing the views of all employees at MC in support of talent investment.

Similar to other ELITE training, the new updated supervisory program aims to support the realization of MC values such as innovation, integrity, diversity, and excellence. Strengthening cultural awareness and intercultural competency development elements in the program, as well as technical and business administration training, will increase the confidence and effectiveness of MC supervisors.

The supervisory development program has the potential to build a bench of talent within MC for aspiring employees who in the future may be interested in working toward this career path. Additionally, the program will be open to existing MC supervisors who may qualify for enrollment.

For MC employees interested in the upcoming supervisory development program, further information and details of the application process will be available by June 2019.

## QM at MC

Montgomery College is active with QM as there are 135 faculty/staff with MyQM accounts, as well as 109 people who have taken a QM professional development workshop.

Montgomery College also has 11 peer reviewers, 2 master reviewers, 73 courses submitted for review, and reviewers who have served on 153 course reviews (MC faculty who have reviewed external courses for QM).

### Training

There are two (2) opportunities for Quality Matters training at MC. These are in addition to the coverage of the Quality Matters standards addressed in the Online Teaching course.

- One day course which informs you of the QM Rubric and process. This course is called "Applying the Quality Matters Rubric" (APPQMR) and you can register for it via MC Learns.

- A two-week online course (about 15 hours), called Peer Reviewer Certification (PRC). This course is a review of the content of the one day APPQMR training and provides extra information about being a QM Peer Reviewer.

### Re-Certification Reviews

After five years of QM certification, faculty will need to have their course(s) re-certified for another three years if they want to maintain active certification.

In Fall 2018 the following MC courses were re-certified by Quality Matters:

**ENGL190** – Introduction to Literature, Professor Emily Rosado; **COMM251** – Introduction to Journalism, Professor Emily Rosado; **SONO261** – Sonography Practicum I, Professor Lee Shryock; and **LGST216** – Real Property, Professor Harry Singleton.

## Faculty Showcase 2018 Summary



The 2018 ELITE Faculty Showcase was a success once again. The event was held at the Rockville campus on December 7th from 2 - 4 p.m.

Dedicated faculty in the audience took a break from administering exams on a Friday afternoon to attend the annual event on the topic of Teaching with Social Justice in Mind.

Professor Serena Gould, English Language for Academic Purposes, Dr. Rita Kranidis, English professor and Global Humanities

Institute Director, and Dr. Deborah Taylor, English professor and Women's Studies Coordinator shared some very enlightening and valuable information during the two hours. The event ended with an engaging roundtable discussion that opened the floor for questions, comments, and shared concerns.

Professors Gould, Kranidis, and Taylor did a fantastic job at engaging the audience and answering every question asked. The facilitators shared their unique classroom approaches to teaching with social justice and offered their preferred classroom strategies to help faculty engage students in conversations about today's political US and global news. The facilitators also discussed how faculty can extend their knowledge of important events, social inequalities, and sensitive topics.

A video and PowerPoint presentations from the showcase are available on the [The Hub](#).

## ELITE Welcomes Two New Team Members

ELITE is pleased to announce two new members of its team, Philip Bonner and Richard Forrest.

Mr. Bonner is an Instructional Designer on the Takoma Park/Silver Spring campus. He has devoted his career to serving the needs of learners in adult education and higher education. Mr. Bonner joined the ELITE team last October. Prior to that, he served as the Director of Workforce ESOL Programs in WD&CE, which includes the Refugee Training Program.

He has been teaching English as a Second Language as well as developmental reading and writing for 28 years. He holds a bachelor's degree in art history from the University of Maryland and a master's degree in education from Johns Hopkins University.

Mr. Forrest is a Training & Development Coordinator on the Rockville campus. His educational background is in labor studies and HRM, and he holds an Advanced Bachelor of Arts degree from the University of Manitoba and Master of Arts degree from the International Institute of Social Studies, Erasmus University, in The Netherlands.

He is a licensed cultural trainer authorized to provide individual and organizational cultural profile surveys and training, and is a registered e-coach and practitioner. His professional background includes working as an HR specialist for the UAE Department of Labour in Dubai, and as an HR manager in the Netherlands and Canada.

From 2010 to 2015, he ran his own HR training consultancy in the Netherlands where he specialized in intercultural relations, management training, team development, and executive coaching.

## Office of E-Learning, Innovation, and Teaching Excellence

The ELITE team is committed to providing excellence and leadership to the diverse MC community in the areas of instructional professional development, learning technology support and college-wide academic initiatives. We hold ourselves accountable to seek and provide practical, innovative solutions to enhance the learning experience of faculty, staff and students.

Please feel free to contact us if you have any questions or comments.

### Phone

*E-Learning*  
240.567.6000  
*Teaching Excellence*  
240.567.2000

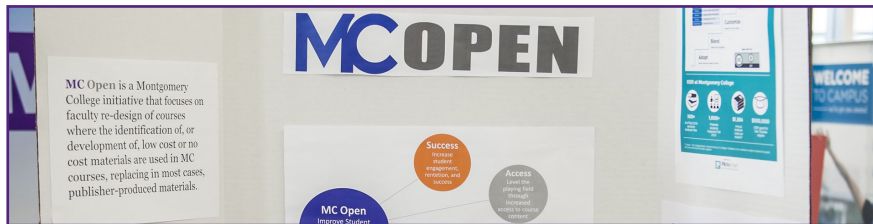
### Email

[dl@montgomerycollege.edu](mailto:dl@montgomerycollege.edu)

### Support

ELITE instructional designers/support staff are here to provide support for faculty and staff at Montgomery College. Each campus has an onsite support staff person to assist faculty and staff members.

## Open Educational Resources (OERs)



Montgomery College, with the help of ELITE, is committed to a program of informing, orienting, and training faculty and staff regarding Open Educational Resources (OERs).

An OER is a learning material that, for the most part, is free to use by others and that has usage rights displayed that tell the user how he or she can use the information in their classes.

There are many facets to using OERs – locating, evaluating, citing, developing, placement, etc. A formal OER is registered with the Creative Commons organization that recognizes and displays the level of “openness” that learning objects are associated with.

To learn more about OERs, check out the [MC Open page](#). Departments are encouraged to contact [Dr. Buddy Muse](#) at ELITE if they would like an overview on OERs presented to their department.

## Z Courses and Z Degrees

In addition to formal OERs, which carry a Creative Commons license, there is another format of “openness” that is becoming very popular at Montgomery College – “Z courses”.

MC defines a Z course as that in which there is no charge to students for instructional materials. The instructor has either replaced a commercial textbook with an Open Text, has dropped the former text and is now using a collection of “open” resources, is building a course with their own free materials, or any combination of these.

An important option for faculty to create Z courses is to assign materials from the collection of databases that are available on the MC Library page.

Z degrees are targeted degrees where all of the required courses are Z courses. Currently, MC offers Z degrees in General Studies, Business, and Early Childhood Education. Work is being completed for Criminal Justice, Communications, and Education.

For more on Z courses or Z degrees please contact Buddy Muse at [buddy.muse@montgomerycollege.edu](mailto:buddy.muse@montgomerycollege.edu).

Have you considered an “open” textbook for your course? ELITE can help you find one! Please don’t adopt another textbook before looking for high quality, peer reviewed textbooks in your discipline.

Let ELITE help you!

## Faculty Spotlight: Professor Lee Shryock



In this edition of the ELITE Newsletter we are delighted to “spotlight” a faculty member who is helping to educate MC students in the field of Diagnostic Medical Sonography (DMS) (say that fast 3 times). We hear today from Lee Shryock, Professor of Sonography, who will tell us about her discipline, her teaching, her students, and some things about her extra-curricular activities, both on-campus and off-campus.

Diagnostic medical sonography is a multi-specialty profession comprised of abdominal sonography, cardiac sonography, obstetrics/gynecology sonography, vascular sonography, and other specialty concentrations. The diagnostic medical sonographer provides patient services in a variety of medical settings in which the physician is responsible for the use and interpretation of ultrasound procedures. In assisting physicians in gathering sonographic data, the diagnostic medical sonographer is able to obtain, review, and integrate pertinent patient history and supporting clinical data to facilitate optimum diagnostic results; perform appropriate procedures and record anatomical, pathological, and/or physiological data for interpretation by a physician; record and process sonographic data and other pertinent observations made during the procedure for presentation to the interpreting physician; exercise discretion and judgment in the performance of sonographic services; provide patient education related to medical ultrasound; and promote principles of good health.

The Montgomery College Diagnostic Medical Sonography is a 24 month course of study, once accepted into the program. Courses include physical sciences, applied biological sciences, patient care, clinical medicine, applications of ultrasound, instrumentation, related diagnostic procedures, and image evaluation.

Professor Shryock’s interest in diagnostic medical sonography began after having sonograms during her pregnancy. The field of healthcare had always been intriguing to her. Prior to being accepted into the DMS program, she was managing a spay/neuter clinic for the Washington Humane Society. After having an ultrasound-guided amniocentesis procedure at George Washington University Hospital during the pregnancy, she wanted to explore further about the requirements and education needed for a degree in sonography. Years later, that same hospital and same physician that performed the amniocentesis procedure have become a valued clinical affiliate for the Diagnostic Medical Sonography Program. By working with this department, in her role as the Clinical Coordinator, she feels that she is now able to provide the amazing educational opportunity to our Montgomery College students that she experienced as a patient many years ago. Following graduation from the Sonography program, she was employed as a perinatal (OB) sonographer at Washington Hospital Center, which was one of her clinical rotation sites as a student in the Sonography program. Today, she continues to assign students to that perinatal department where she completed her training.

When she became faculty with the Diagnostic Medical Sonography Program, the program was already a blended program using the WebCT platform. This was a big change from her time as a student in the Sonography program, which was then a traditional, face-to-face program. The program has since transitioned to the Blackboard Learning platform. One challenge that the DMS program encounters is how to successfully incorporate the clinical education component of ultrasound education into online

## Proctor Form for Online Learners

Do you have online students who just can't get to the Assessment Center to take an exam?

Students are often faced with changing study conditions or they need to travel during or at the end of a semester. ELITE created a remote proctor process that faculty can make available to their students, or that students can use to request a proctor from outside MC to proctor them as they take an exam. This process is entirely voluntary – each faculty member should visit this site to see if it is something they would want to offer to their students.

The Distance Learning Proctor Information Form can be located on the [ELITE website](#).

## Online Syllabus – Sample Template

ELITE developed a sample online syllabus, with examples, for online faculty to see and perhaps borrow from. The syllabus is based on the revised standard syllabus template, tentatively approved by MC Faculty Issues in May, 2010.

It includes suggested sections for delivery in online and blended courses and contains suggested text and examples, where appropriate. Please see the [draft version of the Online Syllabus](#).

You may borrow freely from this examples document. Additional examples from your own online syllabus are welcome and can be emailed to either Tom Cantu or Buddy Muse for inclusion in future versions of the Template/Examples document.

What do you like best about your online syllabus? Are you willing to share with your colleagues?

blended courses. DMS program now incorporates the use of a wiki for students to schedule time in the optional skills enhancement on-campus scanning lab. To provide the ability to record clinical time and experiences, students, faculty and clinical instructors utilize an online clinical management and tracking system.



The DMS Program is not a traditional program, it encompasses blended learning, the deliberate connection of educational technology with face-to-face instruction/scanning to enhance and personalize a deep and meaningful curriculum. Students who apply to the Diagnostic Medical Sonography program range from recent high school graduates to those interested in a career change to students looking for a new career after retirement. Students who plan to major in diagnostic medical sonography will be assigned the temporary major of pre-diagnostic medical sonography, until they are officially admitted to the diagnostic medical sonography program. Prior to graduation, students are eligible to sit for the national registry exams, administered by the American Registry of Diagnostic Medical Sonography, which includes Sonography Principles & Instrumentation and one or more of the following concentration exams: abdominal sonography, obstetrics/gynecology sonography, adult echocardiography, or vascular technology. Upon completion of the sonography curriculum, the graduate will have earned an Associate of Applied Science (AAS).

Students complete a course survey at the end of each semester for each Sonography course. The findings of the surveys indicate that students find the course organization easy to navigate and easy to follow the course progression. Each Sonography course is developed using the same format, following the Quality Matters standards for course design. A well-organized course helps to increase student engagement, learning, and overall satisfaction with the course. Several of the Sonography courses are currently in the process of recertification by Quality Matters.

The DMS program is offered in the blended format with face-to-face hands-on teaching and scanning with hybrid online learning through Blackboard. For students, getting used to online learning can be challenging but becomes much easier as they spend time learning and exploring in this environment. Sonography students engage online via weekly course discussions, have access to lectures, work on both individual and group assigned projects and have the ability to submit didactic lab and clinical scan assignments. Students complete scanning competencies off campus at assigned clinical rotation sites. These images are uploaded into assignment drop boxes in the Blackboard course to be evaluated by college clinical faculty. Most students find it helpful to have this ability to complete course work anytime, day or night, from anywhere they have internet access.

The Montgomery College Diagnostic Medical Sonography Program has been graduating ultrasound professionals since 1994. The majority of faculty members are proud Montgomery College DMS alumni.