

Faculty Handbook

2024-2025





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2024-2025 Faculty Handbook



This faculty handbook is intended to provide all full-time and part-time faculty with information about select, pertinent [Montgomery College](#) policies, procedures, programs, and organizations.

[College policies and procedures](#) are constantly under review and continually changing, and changes in federal, state, or local law or the [Collective Bargaining Agreement](#) may supersede information in this handbook. The College reserves the right to change any provision of the handbook at any time without prior notice. It is the responsibility of the user to determine

that he or she is relying on the most current version of any particular policy, procedure, or other information.

While faculty should find this handbook useful as a guide, the handbook is not a legal document and does not constitute an expressed or implied contract of employment with the College. This handbook cannot and is not intended to address all circumstances related to a faculty member's role at the College, and it is not, nor is it intended to be, an official College document. Rather, this handbook should be used in conjunction with current editions of official documents, including, but not limited to: the [Montgomery College Catalog](#), the [College Policies and Procedures](#), and the [agreements](#) between Montgomery College and the Montgomery College Chapter of the American Association of University Professors and the Service Employees International Union.

In any case where there may be a conflict or discrepancy between this handbook and any official document, the official document prevails. Official documents are posted on the [College Official Policies, Documents and Reports](#) web site.

This handbook is maintained and updated by the [The Office of Academic Affairs](#). Information about College programs and services, historical information, and other descriptions throughout this handbook comes from a variety of sources, such as specific Montgomery College department websites, handouts, employee resource handbooks, and supplemental faculty handbooks. Please [contact](#) the Office of the Senior Vice President for Academic Affairs at any time with suggestions for corrections, modifications, or additions to this handbook.

A Message from the Senior Vice President for Academic Affairs/College Provost



Dear Faculty,

On behalf of the entire [Montgomery College administration](#), welcome to another vibrant academic year. For our new faculty members, I am pleased to welcome you to Montgomery College and the [Academic Affairs division](#). You are joining a community of outstanding colleagues who have made the College a national leader in undergraduate education – one with cutting-edge teaching, the most current and relevant curriculum, and strong connections to transfer institutions and industry partners.

The efforts of faculty, staff, and administrators in the Academic Affairs division are channeled toward two overarching goals: student achievement and post-completion success. As we develop activities and strategies to engage our students more deeply in the educational environment at the College, I ask you, their professors, to get to know them and learn about their goals, obstacles, and needs. Getting to know your students as individuals helps you to explore pathways to their [career](#) ambitions and directs them toward interventions and assistance when needed. This level of engagement will ultimately help more students complete their degrees, and [transfer to four-year programs](#) or enter the workforce.

We will continue to create extraordinary learning opportunities for our students. Through your use of emerging technologies in and out of the classroom, the development and use of [open educational resources](#), student research, interdisciplinary projects, experiential learning opportunities, internships, and ensuring consistently high standards, Montgomery College students will be prepared to enter even the most intensive [programs](#) and jobs. Our students tell us that it is you, the faculty, who inspire them to pursue goals they did not know were available or achievable.

Montgomery College is an exceptional place to work and learn. I encourage you to take advantage of the robust [professional development opportunities](#) that have been designed specifically to address the new and emerging priorities of the College. I also invite you to engage in [College governance](#) and leadership opportunities and participate in the initiatives that will shape MC academics in the years to come. The success of Montgomery College and our students depends on the active engagement of our outstanding faculty, and my team and I are here to support you as you do this work.

I wish you a rewarding academic year, and I look forward to working with you.

Sincerely,

[Deidre Price, Ph.D.](#)

Senior Vice President for Academic Affairs/College Provost



About Montgomery College

History

Montgomery College has been changing lives in Montgomery County for more than 70 years. Founded in 1946, Montgomery College began as an evening college at Bethesda-Chevy Chase High School, serving an initial student body of just 186 students.

By 1950, the College acquired the buildings and land previously occupied by the Bliss Electrical School. This [Takoma Park/Silver Spring Campus](#) location became the College's first campus. [Rockville Campus](#) opened in 1965, and the [Germantown Campus](#) opened in 1978.

Today, the College is a multi-campus institution that serves approximately 40,000 students annually, through a combination of credit and noncredit continuing education programs.

Chartered by the state of Maryland and governed by a ten-member Board of Trustees, Montgomery College is widely recognized for the quality and scope of its academic programs in liberal arts, humanities, sciences, business, and technologies.

Campuses are located in Germantown Campus, Rockville Campus, and Takoma Park/Silver Spring Campus, complemented by Workforce Development and Continuing Education centers and other off-campus sites throughout Montgomery County.

More than 100 degree and certificate programs prepare students to earn an associate's degree, transfer to a four-year college or university, enter the job market, upgrade career skills, complete an apprenticeship, or enhance life through enrichment experiences.

A highly accomplished and innovative faculty provides individualized instruction and a supportive learning environment. Affordable tuition and various extracurricular activities-such as athletic programs, performing arts, student clubs and multicultural organizations, and student government-create a complete college experience for the county's culturally diverse student population.

Courses and student services are provided year-round for day, evening, and weekend students.

See [About Montgomery College](#) web site for more information.

Accreditation

The state of Maryland oversees all public higher education in the state, including community colleges. Like all community colleges in Maryland, Montgomery College and its Board of Trustees are legally accountable to the state and to the county for the operations of the College. Montgomery College operates under the authority of the Maryland Higher Education Commission. The Commission has the authority to establish minimum requirements for associate degree-granting institutions and to establish general policies for the operation of postsecondary education.

Montgomery College was first accredited on April 28, 1950. The College has remained on the accredited list of the Middle States Commission on Higher Education ever since, with accreditation reaffirmed in 1957, 1968, 1978, 1987, 1992, 1997, 2003, 2008, 2013, and 2018.

In addition, related professional societies or accrediting agencies accredit some specialized programs. Visit the [accreditation webpage](#) for more information.

Mission, Vision, and Core Values

More than just words, our mission, vision, and values reflect, in an inspiring way, who we are as an institution and why we are so dedicated to our students and their success. These aspirational standards set our priorities and drive our actions every day.

Mission Statement

Montgomery College is where students discover their passions and unlock their potential to transform lives, enrich the community, and change the world.

Vision Statement

Montgomery College will serve as the community's institution of choice to transform the lives of students and Montgomery County.

Values Statement

At our core, we believe in welcoming all students and all employees into a community that emphasizes belonging. We believe in giving every individual what they need to succeed (Equity and Inclusion). We believe in conducting our teaching and service duties with distinction (Excellence) in an ethical and trustworthy manner (Integrity). We are dedicated to being a transformational institution seeking social justice and are continuously updating and improving all our learning environments, the curriculum, and student services (Innovation) to meet the changing needs of our community (Adaptability). We make decisions about our operations in a way that respects and sustains the environment (Sustainability). We conduct ourselves with civility, courtesy, and professionalism in all our interactions (Respect).

BUILDING A VISION ON A LEGACY OF LEARNING

For more than 70 years, Montgomery College has dedicated time, resources, and countless hours of professional development to improve and refine the quality of instructional and support services for our students. Faculty-developed initiatives and the vast and dynamic offerings of the Office of E-Learning, Innovation, and Teaching Excellence have helped to create a rigorous and learning-centered academic culture. The creativity, dedication, and high expectations of our faculty have provided the leadership to embed a student-oriented, dynamic, learning-centered culture. Strong general education courses and substantive curricula in the arts, sciences, and humanities promote both liberal learning and practical skills for success. Career and workforce development, as well as continuing education, are solidly integrated into our local community.

Learning changes lives at Montgomery College. As a community, we dedicate ourselves to assuring that every individual learner is changed and enriched with new life skills. Every learner will have a broader, deeper, and more compassionate community perspective, and a more acute sense of self. Facilitating learning is the responsibility of every member of the College community, including support and professional staff, faculty, administrators, and members of the Board of Trustees.

As a community, we base our decision making and our resource allocations on the enhancement of learning.

An Equal Opportunity Employer

With students enrolled from every continent and from nearly 160 different countries around the globe, Montgomery College is a community of diverse students, faculty, staff, and alumni that are citizens of the world. As a community open to all, the College embraces its extraordinary diversity and it is committed to creating learning environments and opportunities that prepare our students to contribute to and participate in a global society and marketplace.

At Montgomery College, we are committed to ensuring an environment where all persons are provided opportunities for employment and/ or participation in academic programs and other College activities. The Montgomery College Board of Trustees has established policies to assure that College maintains educational and employment environments free from ethnic, cultural, and racial hostility, violence, or harassment. It is the policy and practice of the College to prohibit discrimination in its programs and activities against a qualified individual with a disability or on the basis of age, citizenship status, color, covered veteran status, gender identity, genetic information, marital status, national origin, race, religion, sex, sexual orientation or any other characteristic protected by applicable law. This policy is consistent with Title VI of the Civil Rights Act of 1964; Title IX of the Educational Amendments Act of 1972; the Rehabilitation Act of 1973, Section 504; the ADA Amendments Act (ADAAA 2008); and other applicable laws and regulations. Inquiries regarding compliance with these laws may be directed to the Director of Employee Engagement and Labor Relations, **Carol Kliever**, 9221 Corporate Boulevard, CT/E101, Rockville, MD 20850, Carol.Kliever@montgomerycollege.edu, 240-567- 4435; **Sarah Martin**, Interim Director of ADA Compliance & Title IX Coordinator, 9221 Corporate Blvd., Rockville, MD 20850, Sarah.Martin@montgomerycollege.edu, 240-567-4279; or to the Office for Civil Rights, Department of Education, Washington, DC 20201. Under provisions of the Americans with Disabilities Act, this material is available in alternative formats by contacting the Disability Support Services Office at 240-567-5058.

Student Population

STUDENTS IN CREDIT COURSES

In Fall 2025, there were 19,972 students enrolled in credit programs at Montgomery College—the largest credit enrollment of any community college in Maryland, and the largest undergraduate enrollment among all colleges and universities in Maryland. Montgomery College is a popular choice among local residents, as approximately 60 percent of Montgomery County public high school graduates who stay in-state for college choose to attend Montgomery College. The College also has great international appeal, as approximately 150 countries are represented in Montgomery College’s diverse student body. See the [Office of Institutional Research & Effectiveness](#) webpage for more information.

STUDENTS IN NONCREDIT COURSES

The College’s Workforce Development & Continuing Education (WDCE) programs are offered year-round at campus, community, and business locations. Courses are not conducted on a “semester” basis, so enrollments are reported by month or by academic year. During Fiscal Year 2023, WDCE had an enrollment of 17,780. See the [Office of Institutional Research & Effectiveness](#) webpage for more information.

Montgomery College Board of Trustees

The [Board of Trustees](#) of Montgomery College is the institution’s legal governing body and is composed of citizens of Montgomery County who volunteer their time. The Board derives its authority from Title 16 of the Education Article of The Annotated Code of the Public General Laws of Maryland, which provides the legal basis for the control and administration of Maryland’s community colleges. The Board conducts its meetings in accordance with the Maryland Open Meetings Act using Robert’s Rules of Order.

The [Board of Trustees](#) exercises general control over the College. It is empowered to establish the salaries and tenure of the president, faculty, and other employees; to acquire and dispose of property; to arrange for cooperative use of facilities with the Board of Education; to apply for and receive gifts and grants; to establish entrance requirements and approve offerings consisting of two-year transfer programs, career/technical programs, and continuing education programs; to set student tuition and fees; to sue and be sued; and to solicit bids and make contracts. The Board is also authorized to enter into a collective bargaining agreement with duly elected bargaining agents of College faculty and staff. The Board consists of 10 members, all of whom, except for the student member, are appointed to staggered six-year terms. The student representative fills a one-year position on the Board. The College president serves as secretary-treasurer of the Board.

A nominating committee of five Montgomery County residents—with two people appointed by the county executive, two by the County Council, and one by the Montgomery College Alumni Association—solicits recommendations to fill vacancies on the Board of Trustees. The committee forwards the names of at least two, but not more than four, selected candidates for each vacancy to the governor, who then officially appoints someone to occupy that seat. With the exception of the student Board member, all of the governor’s appointments must be confirmed by the State Senate.

For more information, please visit the [Board of Trustees](#) web site.

Organization and Governance

Administrative Organization

- [Montgomery College Leadership](#)
- [Office of the President](#)
- [Student Affairs Division Leadership Team](#)
- [Administrative and Fiscal Services Leadership Team](#)
- [Advancement and Community Engagement Team](#)
- [Academic Affairs Division Leadership Team](#)
 - [Vice President of Liberal Arts and Education](#)
 - [Vice President of STEM and Health Sciences](#)
 - [Vice President of Workforce Development and Industry Partnerships](#)
 - [Associate Senior Vice President for Academic Partnerships and Programs](#)
 - [Associate Senior Vice President for Curriculum, Pathways, and Planning](#)
 - [Associate Senior Vice President for Equitable Access and Student Success](#)
 - [Associate Senior Vice President for Operational Effectiveness & Strategic Initiatives](#)

College Governance

Montgomery College has fostered a system of shared institutional governance virtually from its establishment in 1946. During the College's formative years, various faculty committees and student government organizations provided a means of formal involvement in the development of the College. The College's commitment to the notion that full and active participation in the decision making process by all members of the College community is the best means for achieving its mission led to a complete redesign of the College governance structure. The College adopted a participatory form of governance, which was fully implemented during academic year 2012-2013.

Participatory governance is a method of decision making in which collegewide policies, procedures, and practices are recommended to the president of the College and the [Board of Trustees](#). In addition, a participatory governance system promotes open and honest communication among the constituencies that make up the College community. It seeks to maximize agreement among constituencies and it provides mechanisms to assess its effectiveness.

The College's model is composed of a [College Council](#), four councils representing constituent groups, four councils representing functional areas, and four councils representing campuses. The four functional councils—[Academic Services](#), [Employee Services](#), [Operational Services](#), and [Student Services and Success](#)—are aligned with the administrative responsibilities of the senior vice presidents and focus on governance issues in each of these areas. [Germantown Campus Council](#), [Rockville Campus Council](#), [Takoma Park/Silver Spring Campus Council](#), and the [Workforce Development & Continuing Education Council](#) serve in an advisory capacity to their respective campus vice president and provost or vice president for workforce development and continuing education. Recommendations will flow from the constituent, functional, and campus councils to a broad-based college council and, from there, ultimately to the president and the [Board of Trustees](#).

Educational decisions must include those closest to teaching and learning activities. To provide for maximum accountability and responsibility, faculty participation in governance (including standing

committees and ad hoc committees that address academic, student, and faculty issues) is based on representation by election or appointment by an elected faculty body. The inclusion of administration, staff, and students affirms the vision of governance as a collaborative process.

All faculty are encouraged to be involved in and engaged with the [College governance system](#). There are several avenues for involvement, including staying informed by reading minutes and agendas of council meetings, watch governance in action by attending a meeting, or discussing governance issues with your colleagues. Faculty may also share their voice by contacting a council or council member nominate and vote each spring for council members to represent them, or run personally for an office on any eligible council.

See [MC Governance](#) web site for more information.

THE COLLEGE COUNCIL

The [College Council](#) is a collegewide body that reviews and considers key College issues, and makes recommendations to the College president. It includes representation from faculty, staff, students, and administrators.

The council will facilitate collegewide dialogue by creating an integrated voice and utilizing the expertise of the entire College community. The College Council will consider and act upon issues of collegewide concern originating from the constituent, campus, or functional councils, the president of the College, or the Board of Trustees. The College Council may ratify, amend, reject, or return to a council for reconsideration any submitted proposal or recommendation. Proposals, recommendations, or amendments to the Constitution or bylaws acted on by the College Council will be forwarded to the president of the College for action or sent to other councils, as appropriate.

See the [College Council](#) web site for more information.

THE CONSTITUENT COUNCILS

The students, faculty, staff, and administrators of the College shall each be represented by constituent councils. Each council shall engage in discussions of issues of concern to members of its constituency; make recommendations and proposals to the [College Council](#) or other councils, as appropriate, for further consideration and action; and act on issues of concern to its constituency.

The Administrator Council

The [Administrator Council](#) will serve as a liaison between the administrators and the College Council. It will collaborate on College administrative matters and will make recommendations for further consideration and/or action to the College Council, and other councils, as appropriate.

The Faculty Council

The [Faculty Council](#) will promote teaching and scholarly excellence; address ideas and issues of concern to faculty; serve as a consensus-reaching forum for faculty ideas and concerns; facilitate and promote communication and cooperation among College faculty; and serve as a liaison between the faculty and the College Council. The Faculty Council will ensure that the duties of its standing committees,

including the College Committee on [Academic Regulations and Standards](#) and the [Collegewide Curriculum Committee](#) are carried out appropriately. The Faculty Council may choose to establish a standing faculty committee on each campus. The membership of a campus standing committee shall consist of both full-time and part-time faculty members. A representative from each campus standing committee will serve as a voting member of the Faculty Council. The Faculty Council will forward recommendations for further consideration and/or action to the College Council, the senior vice presidents, or other councils, as appropriate.

The Staff Council

The [Staff Council](#) will serve as a liaison between staff and the College Council and will address issues of concern on behalf of Montgomery College staff. It will research solutions to these issues and present recommendations for further consideration and/or action to the College Council, or other councils, as appropriate.

The Student Council

The [Student Council](#) will function as a venue to afford students a full voice in the governance of Montgomery College and will serve as a liaison between the students and the College Council. Recommendations from the Student Council for further consideration and/or action will be forwarded to the College Council or other councils, as appropriate.

CAMPUS COUNCILS

Each campus and Workforce Development & Continuing Education has a campus council that will provide advice and recommendations regarding campus-related concerns, and campus and academic initiatives to the campus vice president and provost and to the College Council, or other councils, as appropriate, for further consideration and/or action.

Germantown Campus Council

The [Germantown Campus Council](#) that will provide advice and recommendations regarding campus-related concerns, and campus and academic initiatives to the campus vice president and provost and to the College Council, or other councils, as appropriate, for further consideration and/or action.

Rockville Campus Council

The [Rockville Campus Council](#) will provide advice and recommendations regarding campus-related concerns, and campus and academic initiatives to the campus vice president and provost and to the College Council, or other councils, as appropriate, for further consideration and/or action.

Takoma Park/Silver Spring Campus Council

The [Takoma Park/Silver Spring Campus Council](#) will provide advice and recommendations regarding campus-related concerns, and campus and academic initiatives to the campus vice president and provost and to the College Council, or other councils, as appropriate, for further consideration and/or action.

Workforce Development & Continuing Education Council

[Workforce Development & Continuing Education](#) will have a council that will provide advice and recommendations regarding WD&CE-related concerns and initiatives to the vice president and provost and to the College Council, or other councils, as appropriate for further consideration and/or action.

FUNCTIONAL COUNCILS

The students, faculty, staff, and administrators of the College shall also be represented in governance through four functional councils that reflect the day-to-day operations of the College. The functional councils are advisory groups to specific senior vice presidents.

Academic Services Council

The [Academic Services Council](#) will consider matters related to academic support programs including assessment centers, labs, registration, scheduling, website information, and transfer and articulation agreements, and forward suggestions for further consideration and/ or action to the College Council, the senior vice presidents or other councils, as appropriate. The senior vice president for academic affairs serves as the council's convener and permanent resource member.

Employee Services Council

The [Employee Services Council](#) will provide input on behalf of all employee groups in decisions related to employment services, employee programs, and related matters and make recommendations to the College Council or other councils, as appropriate, for further consideration and/or action. The senior vice president for administrative and fiscal services serves as the council's convener and permanent resource member.

Operational Services Council

The [Operational Services Council](#) will examine and discuss the effectiveness of nonacademic College administrative, fiscal, and auxiliary support services and make recommendations to the College Council or other councils, as appropriate, for further consideration and/or action. The senior vice president for administrative and fiscal services serves as the council's convener and permanent resource member.

Student Services and Success Council

The [Student Services and Success Council](#) will be to provide a forum to identify major governance issues related to student services and make recommendations to the College Council or other councils, as appropriate, for further consideration and/or action.

Curriculum



Degrees, Certificates, and Letters of Recognition

Montgomery College is authorized by the [Maryland Higher Education Commission](#) (MHEC) to offer five associate's degrees: associate of arts, associate of science, associate of applied science, associate of arts in teaching, and associate of fine arts, as well as numerous certificates. In addition, the College recognizes students who satisfactorily complete certain course sequences with letters of recognition.

Some curricula are offered at all campuses, while others are primarily located at one or two sites. Students may take courses offered on any campus to meet the requirements of the curriculum in which they are enrolled.

ASSOCIATE'S DEGREE

An associate's degree recognizes successful completion of 60 or more credits combining general education courses in English, mathematics, arts, behavioral and social sciences, humanities, and science, with courses in a specific track or skill area. In some cases, electives are also included. Only officially approved programs of study appear on transcripts.

Associate of Arts (AA)

This degree recognizes mastery in the liberal and fine arts and is intended for transfer to equivalent bachelor of arts programs at four-year schools. Montgomery College awards the AA in five programs: arts and sciences, business, communication studies, computer gaming and simulation, computer science and technologies, and general studies. Tracks within these program allow students to focus their studies in specific areas (e.g., arts and sciences program—music track).

Associate of Science (AS)

This degree recognizes mastery in science or technology with a heavy emphasis on undergraduate mathematics or science, and is intended for transfer to bachelor of science programs at four-year institutions. Montgomery College awards the AS in engineering science, nursing, and science. Within the engineering science and science programs, Montgomery College offers tracks that allow students to focus their studies in specific areas (e.g., engineering science program— aerospace engineering track).

Associate of Applied Science (AAS)

This degree recognizes mastery of vocational-technical occupational skills and is intended for those seeking immediate employment opportunities. However, enrollment in one of these programs does not preclude a student from transferring courses to four-year institutions offering upper-division programs

in related areas. Within some AAS programs, Montgomery College offers tracks that allow students to focus their studies in specific areas.

Associate of Arts in Teaching (AAT)— Elementary/Special Education (Pre-K–12)

This degree recognizes mastery in a core of professional education coursework and fieldwork experiences appropriate for the first two years of teacher preparation. The program is intended to prepare students to transfer to an education program at a four-year college or university in the state of Maryland. The AAT offers a 2+2 program among community colleges and four-year colleges and universities while enhancing efforts at 2+2+2 collaborative programs with local K–12 schools.

Associate of Arts in Teaching (AAT)— Early Childhood Special Education

The teacher education transfer program AAT comprises a curriculum that provides the first two years of a four-year bachelor's degree and teacher certification. This curriculum prepares students to transfer to an early childhood education program at a four-year college or university in the state of Maryland. The AAT articulates with all Maryland transfer programs in early childhood education.

Associate of Arts in Teaching (AAT)— Secondary

The teacher education transfer program AAT comprises a curriculum that provides the first two years of a four-year bachelor's degree and teacher certification. This curriculum prepares students to transfer respectively to any secondary education program in chemistry, English, mathematics, physics, or Spanish at a four-year college or university in the state of Maryland. The AAT articulates with all Maryland transfer programs respectively in chemistry, English, mathematics, physics, or Spanish at the secondary level.

Associate of Fine Arts (AFA)

This degree recognizes mastery in the professional arts in programs that have as a primary goal transfer to a BFA program. The AFA is similar to the first two years of a BFA program and requires at least 60 percent of the course credit to be in studio work and related areas. The College offers two AFA tracks: graphic design and studio art.

CERTIFICATE

A certificate recognizes successful completion of a sequence of courses (a minimum of 12 credits) that focus on the development of specific technical skills.

LETTER OF RECOGNITION

The letter of recognition is designed to provide students with a confirmation of the completion of a sequence of courses (6–11 credits) that teach focused skills and competencies pertinent to specific career areas. Upon successful completion of these courses and application to the director of admissions and enrollment management, the letter of recognition will be issued. Students seeking only a letter of recognition, who are not planning to pursue a certificate or associate's degree at Montgomery College, are considered non-degree-seeking students and are not eligible for financial aid.

Visit the [Programs, Majors, and Degrees](#) web site for more information.

Workforce Development & Continuing Education

There are many students currently attending Montgomery College who are not pursuing an associate's

degree. Many of these students take advantage of the Workforce Development & Continuing Education (WD&CE) programs at Montgomery College, programs that provide a wide range of noncredit and credit educational offerings and services designed to meet the needs of county residents and businesses. Individuals in career transitions, those re-entering the workforce, and those maintaining current technical skills, as well as those seeking lifelong educational enrichment experiences, are among the more than 25,000 students of the WD&CE programs each year.

With more than 1,400 courses offered year-round, the chances of finding a course of interest are excellent. High-quality noncredit courses are available in more than 60 academic areas. Previous topics have included information technology, small business management, technical training, certification and licensure preparation, financial planning, real estate, child care, health sciences, personal development, career development, writing, American English, cultural diversity, customer service, quality management, cybersecurity, project management, nonprofit leadership, and leadership development. These course offerings change continuously to reflect the ever-changing needs of the businesses and communities the College serves.

These courses are offered through six program areas: Community Education and Extended Learning Services; Business, Information Technology, and Safety; the Gudelsky Institute for Technical Education; the Health Sciences Institute; Community Arts; and Adult ESOL and Literacy-GED. Courses in these program areas may be taken at the three College campuses and at other community sites, including the Business Training Centers in Olde Towne Gaithersburg.

Courses are of varying lengths, have flexible start dates, and are offered in the daytime, evening, and weekend to suit the needs of the populations served. Many WD&CE credit and noncredit courses are delivered as a result of a customized training program developed for businesses and community organizations. Contract training partnerships align College education and training resources with the demands of the workplace and are tailored to each business partner's requirements. Employer-sponsored training programs have grown significantly in recent years and are frequently delivered at the business location.

Visit [Workforce Development & Continuing Education](#) web site for more information.

Assessment Testing (Appropriate Course Placement)

The College uses guided placement to determine appropriate courses for each student. Placement helps students identify areas of strength, as well as areas where they need the most help. Students are guided into the appropriate level of credit or noncredit courses. Students are also counseled on developing a schedule with the appropriate mix of courses.

Various placement measures and procedures may be used depending on the English language skills of the applicant. Although these placements provide opportunities for college-level course placement, some students may not be immediately eligible for college-level courses.

Students who graduated from a Maryland public high school with an unweighted Grade Point Average (GPA) of 3.0 or higher, or with documentation of previous college-level coursework in English or mathematics, or with documentation of appropriate scores on one of the standardized tests accepted by the College, are exempt from guided placement.

Students listed below, who do not have any of the exemptions listed above, must go through Montgomery College guided placement:

- first-time college students who are seeking a degree or certificate or who are planning to transfer to another institution;
- full-time students enrolled for more than 12 credit hours
- full-time students who want to enroll in their first English or mathematics course and, students who were not previously tested or who did not follow their recommendations and whose academic records have placed them on academic restriction, alert, or suspension.

Personal interest students who are not enrolling in their first English or mathematics course may take up to 11 credits (in courses that do not require English or mathematics prerequisites) before determining whether placement is needed.

Students must have an application on file in the Office of Records and Registration in order to begin guided placement. Students who are assessed as needing developmental or pre-college level courses are required to complete those courses before they can enroll in college-level courses.

Counselors and academic advisors will assist all students in developing educational plans that are best suited to individual goals, interests, and demonstrated skills.

Visit [Assessment Centers](#) web site for more information.

Developmental Courses

Developmental courses are offered for students who need to strengthen their academic foundations in English, reading, or mathematics in order to be successful in college-level courses. Students may be required to enroll in one or more developmental courses or in a corequisite developmental support module paired with a college-level course based on their academic records, the results of assessment and placement measures, such as guided placement, or individual needs.

Depending on the placement of the student and the number of developmental courses taken, a student may enroll in additional courses for credit, if the assessment level for each course has been met. See the course descriptions in this catalog for assessment levels associated with each course. Students may enroll in developmental courses on either a part-time or full-time basis and are strongly advised to begin their developmental courses in their first semester. All developmental coursework must be completed before a student earns 24 credit hours.

English as a Second Language - English Language for Academic Purposes (ELAP)

The English Language for Academic Purposes (ELAP) program offers courses designed to increase the English language proficiency of non-native speakers of English so that they can succeed in their college work. The program includes two courses that focus on Writing and Grammar (ELAW 970 and ELAW 980), two courses that focus on Reading (ELAR 970 and ELAR 980), two courses that focus on Oral/Aural skills (ELAS 970 and ELAS 980), and one capstone Integrated Skills course (ELAI 990) that focuses on reading and oral/aural skills as well as writing, grammar, and basic information literacy. Students placed in this program must pass or test out of ELAI 990 in order to take many of the courses

that count towards a degree at Montgomery College.

Following admission to the College, students complete placement to determine their current level of English proficiency, as required by College regulations. Depending on their level of proficiency in writing, reading, and speaking, non-native speakers may earn a placement in one or more ELAP courses, in ENGL101/011, or in the College's Workforce Development and Continuing Education ESL Program [the American Pre-Academic and Professional English program (APPE)].

Students may enroll in ELAP on a full-time or part-time basis on all three campuses. For assistance or additional information, contact a campus Counseling and Advising Office or the ELAP department at the Germantown, Rockville, or Takoma Park/Silver Spring campus.

Visit the [English Language for Academic Purposes \(ELAP\)](#) web site for more information.

General Education Program

Montgomery College's General Education Program is an essential component of all degree programs. It is designed to introduce students to the knowledge, skills, and values that are essential to the study of academic disciplines, to encourage the pursuit of life-long learning, and to foster the development of educated members of the community and the world. Courses in the Program transfer to Maryland public colleges and universities under the guidelines of the Maryland Higher Education Commission.

Visit the [General Education Program](#) web site for more information.

Collegewide Honors Program

The College is committed to providing high-ability, motivated students with stimulating and challenging opportunities both inside and outside the classroom. Honors course offerings are varied and differ on each campus based on faculty interests and the number of students participating in the program. Honors offerings are listed in the class schedule by academic department and in the campus Honors Program section. Honors classes, indicated with an HC suffix, are honors sections of standard classes. Honors modules, indicated with an HM suffix, allow students to have an enriched honors experience while taking a standard class.

Visit the [Collegewide Honors Program](#) web site for more information.

Curriculum Development

Montgomery College is authorized by the state of Maryland to offer two types of credit programs: transfer and occupational. The Collegewide Curriculum Committee (CCC) is responsible for guiding programs at Montgomery College. Functions include reviewing, evaluating, and updating the College's curriculum offerings.

A faculty member or academic administrator may sponsor proposals for course/curriculum revisions, additions, or deletions. It is the professional responsibility of all faculty to maintain standards of educational excellence, to discuss the proposal with discipline colleagues as well as others from affected disciplines, to ensure cooperation with deans and representatives from College units that provide support for the implementation of courses and curricula, and to respond to perceived educational needs and advances

in knowledge or technology.

Campus advisory persons (CAPs) serve as members of the CCC, and work with faculty proposers to assist in proposal development, and ensure that all comments on the proposal are addressed and that the curriculum process is observed.

Faculty interested in initiating a course or curriculum proposal should contact the appropriate department chairperson, campus CAPs, dean for initial assistance and guidance.

The following is a basic description of the process in place that guides curriculum development.

1. The proposer discusses the proposal idea with the chairperson and dean.
2. The proposer contacts the CAP for assistance in developing and drafting the proposal.
3. The proposer discusses the proposal with other faculty.
4. The proposer completes the formal proposal.
5. The proposer sends an electronic copy of the proposal and all related documents to the chairpersons and coordinators, the Banner specialist, and the dean.
6. The proposer revises the proposal as necessary and provides an electronic copy of the proposal and all related documents to the CAP.
7. The CAP forwards the electronic copy of the proposal and all related documents to the Office of the Senior Vice President for Academic Affairs (SVPAA) for publication in the CCC newsletter for review and comment by the College community.
8. Members of the College community have one week to forward their concerns in writing to the proposer, with a copy to the CAP.
9. The proposer revises the proposal, as appropriate, to address community comments and prepares the electronic copy of the proposal and all related documents for the dean's review.
10. The CAP forwards the proposal and all related documents to the dean.
11. The dean seeks reviews and comments, and then forwards the proposal and all related documents to the vice president and provost for review and approval.
12. The CAP sends an electronic copy of the proposal and all related documents to the SVPAA's office to have the proposal placed on the CCC agenda. The CAP ensures that the proposal and all related documents are complete and ready for the CCC's consideration.
13. The CCC reviews the proposal.
14. After the CCC approves a proposal, the final version of the proposal is forwarded to the Office of the Senior Vice President for Academic Affairs for review and approval.
15. The senior vice president for academic affairs reviews and acts on the proposal and makes the final decision on some curriculum actions. Others actions need additional approval from the Board of Trustees and Maryland Higher Education Commission.
16. For approved curriculum actions, the Banner specialist notifies affected College personnel, including counselors, registrars, and schedulers, in the appropriate time frame.

At times, curriculum developments take exception to these steps. These exceptions, as well as more detailed information concerning the steps of the curriculum process, may be found in the Collegewide Curriculum Procedures Manual. The CCC manual provides practical background information on broad curriculum topics and explains the procedures to be used in planning, developing, and modifying the College's curriculum offerings.

Visit the [Collegewide Curriculum Committee](#) web site for more information.

Learning Assessment Activities

At the core of the College's mission and goals lies a commitment to promoting student success; ensuring student retention; and continuing the institution's excellence, accountability, and continuous learning. To this end, the College has established practices and procedures to ensure that it systemically and methodically assesses student learning outcomes and reviews programs. The [College Area Review](#) and [Outcomes Assessment](#) are two formal processes the College uses to support and structure its commitment to excellence.

COLLEGE AREA REVIEW

[The College Area Review](#) (CAR) is a self-evaluative, analytical review process that engages faculty, staff, and administrators. Montgomery College's CAR process is systematic, comprehensive, and ongoing. Using a five-year review cycle, all disciplines, programs, student services, and administrative units participate in this program review and assessment process. For the academic areas, key benchmark data regarding student and program enrollments, program awards, retention data and transfer summaries are provided to each discipline. The analysis of program and discipline strengths and opportunities using this data is the expectation. The review process includes the examination of curriculum, student learning outcomes assessment activities, licensure, articulation agreements, advisory committee, faculty needs, and teaching methodologies. Full-time and part-time faculty are encouraged to participate in this review process. Administrative units evaluate the alignment of their unit's goals, mission, and functions with the College's mission and goals. Administrative units also examine the strengths, weakness, challenges, opportunities, resources, and the assessment of services that are benchmarked using best practices for unit effectiveness. The CAR process results in implementable recommendations for institutional improvements developed by each academic area and administrative unit. The CAR process receives an additional cross-sectional review from the College Area Review Committee (CARC), which is made up of faculty, staff, and administrators. Recommendations are further categorized by related units for aligned, where appropriate, to our strategic themes and initiatives. CAR results and recommendations are used for institutional decision making, addressing Perkins Grant requirements, and meeting Middle States accreditation standards.

For more information about the [College Area Review](#), please visit the [CAR web site](#).

OUTCOMES ASSESSMENT

[Outcomes Assessment](#) (OA) is a process that facilitates the direct assessment of student performance in courses and programs to improve student learning. All General Education designated courses participate in the [assessment of General Education competencies](#) through a common course assessment plan and use of the Montgomery College General Education rubric or discipline adaptations. All programs assess its outcomes through assessment plans that are developed by disciplines accountable for programs. Program assessment plans designate courses for assessment of program outcomes. Additionally, disciplines may also identify courses to participate in student learning assessment in order to improve student learning or document strengths of a course. The OA process is designed to be flexible enough to meet the individual needs of each discipline and to be meaningful to the faculty teaching the courses. OA is a faculty-driven process, and faculty determine how to assess student learning outcomes, program outcomes, and General Education competencies. Further, faculty determine how to use the data. The OA process is supported and guided by the Collegewide Assessment Team (CAT), which is made up of faculty, staff, and administrators.



Campus Resources

Germantown Campus

The [Germantown Campus](#) of Montgomery College welcomes both returning and new students, including those who have engaged remotely in recent years. Located just 30 miles north of Washington, D.C., between Route 355 and Interstate 270, the scenic and expansive campus is home to The Pinkney Innovation Complex for Science and Technology at Montgomery College (PIC MC). It serves a richly diverse population of nearly 6,000 full-time and part-time students attending day, evening, and weekend classes.

For more information, visit the [Germantown Campus](#) website.

Rockville Campus

The Rockville Campus is a vibrant academic community, home to the Macklin Business Institute and the Robert E. Parilla Performing Arts Center. It offers relevant and engaging learning experiences to a diverse and dynamic student population. The campus features signature academic and cultural programs in a state-of-the-art, welcoming environment designed to support student achievement. Faculty, staff, and students benefit from a range of academic and cultural opportunities that reflect the diversity and global perspectives of this exceptional suburban campus. Community members also participate in special events, as well as noncredit and credit educational and athletic programs open to the public.

For more information, visit the [Rockville Campus](#) website.

Takoma Park/Silver Spring Campus

Established in 1950, the Takoma Park/Silver Spring Campus is Montgomery College's first physical location. Situated in a vibrant urban-suburban neighborhood, the campus serves more than 6,000 credit and noncredit students each semester, representing over 150 countries. With instruction offered in more than 100 disciplines, the campus is supported by a diverse and experienced faculty. It serves as the headquarters for the College's renowned health sciences programs and hosts a range of visual and performing arts programs, including the School of Art + Design.

For more information, please visit the [Takoma Park/Silver Spring Campus](#) website.

Workforce Development & Continuing Education (WDCE)

The [Workforce Development & Continuing Education \(WDCE\)](#) at Montgomery College offers a broad array of pre- and post-degree educational programs and services tailored to the needs of Montgomery County residents and businesses. Each year, more than 25,000 individuals—including those undergoing career transitions, re-entering the workforce, updating technical skills, or seeking personal enrichment—enroll in WDCE programs. For more information, please visit the [Workforce Development & Continuing Education](#) website. Click here for [locations](#).

Distance Education

Montgomery College offers flexible learning options through fully online and blended courses. Fully online courses are conducted entirely over the internet, allowing students to interact with instructors, access materials, participate in discussions, and submit assignments without coming to campus. Some courses may require limited on-campus activities, such as orientation sessions or proctored exams. Blended courses combine in-person class meetings with online instruction, offering both structure and flexibility. All online courses follow the same admissions, prerequisites, and academic standards as traditional, in-person classes.

Students enrolled in distance education have full access to academic support services, including advising, counseling, library resources, and campus-based learning centers. Online programs are taught by qualified faculty trained in effective digital instruction, and they meet the same learning objectives as on-campus offerings. Montgomery College currently offers 22 fully online degrees and 14 fully online certificates, several of which are designated as Z-degrees, meaning students do not need to purchase textbooks or materials. Information on Z-degrees and online programs can be found on the [MC Online website](#).

MC Campus Store and Distribution Hubs

Slingshot operates the MC Campus Store at the Rockville campus, the College's centrally located full-service store, with Germantown and Takoma Park/Silver Spring locations as course material distribution hubs for course materials order pick-up and other services. The Campus Store Distribution Hubs provide auxiliary support with variable hours of operation throughout the academic year. Visit the [MC Campus Store website](#) to purchase Raptors' apparel, gifts, supplies, course materials, and more. Slingshot will continue to update their website with new products and services.

Students may purchase course materials online by visiting [Slingshot's student portal](#) and logging in with MyMC ID and password. Slingshot's Student website provides course materials information, the ability to manage account preferences (delivery methods and material format), access to digital course materials (when available), information on book rental due dates or to extend book rentals, and transaction history on online purchases. For additional course materials support, please email support@slingshotedu.com, call 888-392-2930, or contact the MC Campus Store (240-567-5302 or montgomerycollege@slingshotedu.com).

Students may use Financial Aid book credit to purchase clothing, course materials, school & art supplies, and technology products. Please visit [Financial Aid Office](#) for more information.

Students may visit the [Montgomery College Campus Store website](#) to research all services available, to view course material and textbook selections, and to place orders online.

Center for Early Education

The [Center for Early Education \(CEE\) Lab School](#) is a premier learning community designed to engage and inspire young children three to five years of age. We provide innovative play-based classroom experiences to equip young learners in social-emotional development and academic enrichment.

From expressive arts programs, year-round S.T.E.A.M explorations and language study, the CEE Lab School is an amazing program for your child to learn and grow.

For more information, visit our [Center for Early Education Lab School website](#) or contact us at (240) 567- 2041.

Closing of, Delayed Opening of the College for Inclement Weather, or Emergency

Montgomery College will always operate on its regular schedule unless otherwise announced. Depending on the nature of the incident, notifications of emergencies and changes to the College's operational status will be communicated through one or more of the following means:

- College emergency responders: Security Officers, Campus Response and/or Support Teams
- Montgomery College [ALERT](#). Registered users receive text and e-mail messages. Registration information at [montgomerycollege.edu/emergency](#)
- Montgomery College Emergency Desktop Notification. Scrolling messages are broadcast on College computers
- Montgomery College [closures and delays page](#)
- [MyMC website](#)
- Social media: [Twitter](#), [Facebook](#) Stories, and [Instagram](#) Stories
- Montgomery College [student e-mail](#) system
- Montgomery College employee voice mail. From off-site, dial 240-567-1701
- [Montgomery College employee e-mail](#)
- Montgomery College main phone number at 240-567-5000
- Montgomery College cable channel 10 in Montgomery County
- Commercial radio and TV stations including:

Television	Radio
Channel 4 WRC	WTOP (103.5 FM)
Channel 5 WTTG	WFRE (99.5 FM) - Frederick
Channel 7 WJLA	WAMU (88.5 FM)
Channel 9 WUSA	WFMD (930 AM) - Frederick
News Channel 8	WMAL (630 AM)

If the College opens late or closes early for any reason, the following rule will be used to determine if a class will meet. If a class can meet for at least half of its scheduled time or if the class can meet for 50 minutes or more, then the class will meet. Reasonable efforts will be made to open and make buildings accessible at least 30 minutes prior to any delayed opening.

Evening and Weekend Classes/Activities

When MC is closed due to inclement weather, all evening and weekend classes, programs, athletic events, and activities are canceled or postponed.

Operational Status and Color Codes

The information below provides an overview of the four operational status levels or color codes that will indicate the College's operating status.

Montgomery College's operating status is based on current or forecasted conditions and will be displayed at the top of the College's homepage. Based on the circumstances, the aforementioned alert notifications will be sent when necessary.

Students, please note: Always refer to the course syllabus and/or communicate directly with your instructors for guidance related to classes and assignments.

Additionally, all supervisors, department chairs, and administrators should work closely with their departments and teams to plan and prepare for their operations under codes yellow and orange in advance.

MONTGOMERY COLLEGE OPERATIONAL DEFINITIONS

Code/Level: GREEN

Conditions (Examples): Normal

Operating Status: The College is open and all campuses/locations are open.

Faculty/Staff/Student Actions: Operations/instruction/services as usual, both for on-site and remote/online activities.

Code/Level: YELLOW

Conditions (Examples): Anticipated or minor events that do not affect the overall operations of a campus/location (weather watch or advisory due to snow, hail, heavy rain). Isolated campus/location or operations emergency or issue (small scale power failure).

Operating Status: The College is open and all campuses/locations are open. Some on-site operations/instruction/services may be limited or impacted.

Faculty/Staff/Student Actions: All classes and events continue as scheduled. Liberal use of leave and situational telework for employees at the discretion of the supervisor/administrator.

Code/Level: ORANGE

Conditions (Examples): Events that will impact the physical or on-site operations of a campus/location (weather warning due to snow, hurricane, tornado). A regional area warning due to emergency or risk

(regional travel warning). Localized College emergency or risk (MC network disruption, area power failure).

Operating Status: The College is open for operations, but all campuses and locations (i.e., physical locations) are closed. Operations/instruction/services are limited to remote only.

Faculty/Staff/Student Actions: All on-site campus/location classes, services, events, and activities are cancelled. All online, remote, and hybrid classes continue as scheduled. Students should refer to their course syllabus and/or communicate directly with their instructor for guidance. Only essential personnel directed by supervisor report to work on-site.* All telework eligible employees are required to telework or use leave. Regular staff in positions ineligible for telework are granted administrative leave.

Code/Level: RED

Conditions (Examples): Events and situations that may involve an extreme local/regional/national emergency or risk (severe weather, state of emergency, civil or health crisis). Major infrastructure issues (large-scale network disruption, power failure)

Operating Status: The College is closed. All on-site and remote operations/instruction/services are suspended.

Faculty/Staff/Student Actions: All classes, services, events, and activities are cancelled, including online and remote classes. Only essential personnel directed by the supervisor report to work on-site.* Teleworking is not required. All regular staff will be granted administrative leave.

*Note: Employees required to report to work on-site during code Orange or Red status will be compensated in accordance with the AFSCME collective bargaining agreement or the College's policies and procedures as appropriate.

For additional information and guidance, please contact the relevant departments below.

- Operational status system (color codes) and notifications: PublicSafety@montgomerycollege.edu
- Employee teleworking, work schedules, administrative leave, essential personnel: HRSTM@montgomerycollege.edu
- All inquiries from the news media regarding an emergency event should be directed to the College's [Office of Communications](#).

Facilities Services

Each campus Facilities Office handles issues related to building repairs, cleaning, ground maintenance, heating, ventilation, air conditioning, electricity, lighting, and water/sewer. Call the Facilities Help/Service Desk to report problems or concerns.

- *Germantown*: PK/113, 240-567-7807, GTFacilitiesHelpDesk@montgomerycollege.edu
- *Rockville*: HU/016, 240-567-5073, RVFacilitiesHelpDesk@montgomerycollege.edu
- *Takoma Park/Silver Spring*: P2/133, 240-567-1563, TPFacilitiesHelpDesk@montgomerycollege.edu

For more information, please visit the [Facilities](#) website.

Facilities Use and Scheduling

The campus Facilities Office schedules non-instructional use of most campus space. Please call the campus facilities use scheduler for more information on how to reserve space on campus.

- *Germantown*: PK/113, 240-567-7807, gtcommunityuse.scheduler@montgomerycollege.edu
- *Rockville*: HU/016, 240-567-5016, RVCommunityUse.Scheduler@montgomerycollege.edu
- *Takoma Park/Silver Spring*: P2/133, 240-567-1564, TPSSRoom.Reservations@montgomerycollege.edu

For more information, please visit the [Facilities Use and Scheduling](#) web site.

Faculty Lounges

The Germantown and Rockville campuses have lounges available exclusively for faculty and staff use. All faculty are encouraged to take advantage of this designated space for the purpose of dining, mingling, and networking with colleagues.

Faculty Lounge locations:

- *Germantown*: PK/104, BE 232
- *Rockville*: CC, first floor
- *Takoma Park/Silver Spring*: ST, first floor

Dining and Food Services

CaféMC

Each of the three campuses has a cafeteria and dining area, operated by [Metz Culinary Management](#) in partnership with the department of [Auxiliary Enterprises](#). Please visit [Montgomery College Metz](#) to learn more about hours of operations, daily menu, nutrition facts, catering services, management team, employment opportunities, and more.

Cafeteria locations:

- *Germantown*: HS, ground floor
- *Rockville*: CC, first floor
- *Takoma Park/Silver Spring*: ST, first floor

CATERING

Catering services are also available on each of the campuses. To arrange catering for an event, contact the Metz catering manager at 240-567-7611 or email mccatering@metzcorp.com.

Orders may also be placed online through the [Metz Catering website](#).

VENDING

[Vending machines](#) are available in various locations on all three campuses, with a selection of snacks and soft drinks. Click here for a listing of all [vending machine locations](#).

ID Cards

Faculty must have College ID cards to use services such as the library, and to gain access to buildings during off-schedule hours. All Montgomery College employees can obtain an ID card, free of charge, at the Office of Human Resources and Strategic Talent Management at the Central Services Building located at 9221 Corporate Blvd., Rockville, MD 20850.

For more information, please visit the [Office of Human Resources and Strategic Talent Management](#) web site.

Library

The [Montgomery College Library](#) provides quality resources and services to support the programs of the College and to meet the learning and information needs of students, faculty, staff, and community members. Library employees are available to assist users with research, technology, and access to the library's resources. Librarians can help users develop a research topic, find relevant sources, evaluate sources, and cite sources. This support is available via text message, 24/7 online chat, phone, walk-ins at the library service desk, and by appointment, either online or on Zoom. Learn about all our support options on our [Get Research Help webpage](#). Users can also get help with research in various subject areas and preparing for courses and assignments with [the library's online subject and course research guides](#) and [tutorials](#), all available on the website. All library locations offer a variety of study environments to fit diverse learning styles, including collaboration spaces, quiet zones, and private group study rooms.

The library offers numerous computer workstations for College and community users. In addition, the library offers laptops and tablets for students to check out and use in the library. Students and employees may use the library's One Button Studios for easy video creation. Student use of these services takes priority. Assistive technologies are available for users with special needs.

The library offers textbooks, e-textbooks, and other course materials required for many MC courses through the [course reserves program](#). Students can inquire about their textbooks at the service desk or search by title, author, instructor, or class in [RaptorSearch](#). Course reserves materials may be checked out for two hours at a time and used in the library buildings. Electronic reserves are available 24/7. High-speed scanners are available for students to scan their assignments and go.

The library provides 24/7 access to hundreds of thousands of e-books, e-journals, full-text articles, and streaming media to assist with coursework. In addition, MC Library's print collections cover all disciplines. MC Library maintains a select collection of historical materials and memorabilia related to the history of the College. Any request for information about these materials may be directed to Beth Thoms, collection development librarian, at beth.thoms@montgomerycollege.edu. Finally, the library offers materials for personal enrichment, including popular fiction, streaming popular films, and a variety of print and digital newspapers and magazines.

Most resources, including books, e-books, articles, and media, can be accessed through the library's search engine, [RaptorSearch](#), and [library's website](#). Interlibrary Loan (ILL) service is available to provide resources the library does not own by borrowing them from other libraries. Users can make [ILL requests](#) using the form on our website. The library also offers an Inter-Campus Loan (ICL) service to deliver resources from one MC library to another.

Those with a valid student identification card or a community user card may check out materials for use outside of the library. Students registered for the current semester may use the library's electronic resources from outside the library.

For more information, please visit the [Montgomery College Library website](#), use our [librarian chat service](#) for 24/7 research help at or call one of the campus locations:

- **Germantown**, Humanities and Social Sciences Building, Suite 110; 240-567-7858
- **Rockville**, Macklin Tower, Suite 110; 240-567-7117 (Please note: during the 2025 - 2026 academic year, the Rockville Campus library will be relocating the Academic Annex (CB) Building due renovations.)
- **Takoma Park/Silver Spring**, Resource Center, Suite 215; 240-567-1540
- **East County Education Center**, Room 112; 240-567-6612

Parking and Motor Vehicle Registration

Each person associated with the College who parks a vehicle on any campus of the College or any property owned, leased, maintained, or operated by the College must register the vehicle regardless of its ownership. Students, faculty, staff, and visitors must abide by College traffic regulations. The College reserves the right to issue a citation or to tow, at the owner's risk and expense, any unregistered vehicle parked in violation. Information about Montgomery College Motor Vehicle Regulations, vehicle registration, and parking is available on the [Transportation and Parking](#) page.

Public Safety Services

Montgomery College is committed to providing a safe and secure environment at all times that will support and enhance the institution's educational programs and services. The Department of Public Safety is responsible for the protection and well-being of the College community, first aid, law enforcement and security functions, emergency assistance, 24-hour escort service (upon request), maintenance of automated external defibrillators (AEDs), and the lost and found service. Officers on each campus are on duty 24 hours a day, seven days a week.

In compliance with the Crime Awareness and Campus Security Act of 1990, the College's campus security procedures are provided on the [Montgomery College Annual Security Report](#), click on Annual Security Report (Clery Act).

Public Safety Office Locations

- *Germantown*: Student Affairs and Science Building (SA), Room 282; 240-567-3333
- *Rockville*: Student Services Center (SV), Room 122; 240-567-3333
- *Takoma Park/Silver Spring*: Student Services Center (ST), Room 117; 240-567-3333

Emergencies

In the event of a life-threatening emergency, call 911 first. Then call MC Public Safety at (240) 567-3333.

When a local or regional emergency affects Montgomery College, Montgomery College's Public Safety personnel and other College officials utilize the College Emergency Operations Plan to coordinate their response activities with county, state, and federal authorities, as appropriate. The College works directly with Montgomery County's Office of Emergency Management and Homeland Security and other agencies of County government.

Visit the [Emergency Preparedness](#) web site for more information

Emergency Preparedness

In the event of emergency situations involving Montgomery College directly or if an emergency occurs at the local, regional, or national level that could impact the college community Montgomery College's Public Safety personnel and other College officials utilize in-house emergency response plans and coordinate their response activities with local, county, state, and federal authorities, as appropriate. The College works directly in conjunction with Montgomery County's Office of Emergency Management and Homeland Security, in the event of any local activation of the county's Emergency Operations Center.

Visit the [Emergency Preparedness](#) web site for more information.

Transportation

Current Montgomery College faculty can board the MC Campus Shuttle at no additional cost. They must simply show the driver a College faculty identification card. Click here for the [shuttle schedule](#). Please visit the [transportation](#) webpage for more information.

Full-Time Faculty



Collective Bargaining

In April 1980, the Montgomery College Chapter of the American Association of University Professors (AAUP) was certified by the State Commissioner of Labor and Industry as the exclusive representative of the Montgomery College full-time faculty for purposes of [collective bargaining](#) with the public employer, the Montgomery College Board of Trustees, with respect to wages, hours, and other terms and conditions of employment. Faculty members are encouraged to read the [Collective Bargaining Agreement](#) for

detailed information regarding the terms and conditions of faculty employment.

Visit [Collective Bargaining Agreement \(AAUP\)](#) for more information.

Faculty Rank

The following [academic rank](#) titles are authorized for full-time College faculty: instructor, assistant professor, associate professor, and professor. The assignment of academic rank titles is not associated in any manner with full-time faculty salary placement, advancement on the salary schedule, the award or renewal of contract, hiring preference, or any other conditions of employment.

The following system is used to establish rank:

- One point is granted for each year of full-time teaching in a college or university.
- One-half point is allowed for each year of full-time teaching in a secondary school.
- One-half point is included for each year of professional or industrial experience that is related to the faculty member's work at the College.
- Four points are given for an earned doctor's degree; three for a master's degree with 30 semester hours of additional work, if the faculty member does not have the doctorate; and two for a master's degree with fewer than 30 semester hours of additional work.

For purposes of determining initial rank only, no more than one point may be added based upon exceptional achievement in teaching or related professional activities. A written justification of the fractions or point assigned shall be prepared by the department chairperson/designated supervisor and shall accompany the recommendation.

A point sum that is less than six permits the assignment of instructor rank; a minimum point sum of six permits the assignment of an assistant professorship; a minimum point sum of 12 permits the assignment of an associate professorship; and a minimum point sum of 18 permits the rank of full professor.

Visit [Academic Rank](#) for more information.

Salary

Each year, the College president establishes a minimum and a maximum entry salary for new full-time faculty. Salary increases are subject to the collective bargaining process and subsequent approval by the Board of Trustees, and to funding by the Montgomery County Council. Initial salary placement for new full-time faculty is based on teaching experience; nonteaching discipline-related experience; academic preparation, including professional licensure or certification in the related academic discipline; and special qualifications. Deans are responsible for ensuring that the criteria are applied consistently and uniformly to all new faculty members.

For more information about Allocation, Recruitment and Appointment of Full-Time Faculty, please visit: [Allocation, Recruitment, Appointment, and Onboarding of Regular Employees and Temporary with Benefits Employees](#).

Visit [Compensation Programs](#) for more information.

Faculty Workload

WORK SCHEDULES

Instructional Faculty

In addition to posting and maintaining five office hours per week for student consultation on days approved by management, and otherwise being available for student consultation and performing such other professional duties as management may require, members of the teaching faculty shall be assigned a workload consisting of a standard minimum of 30 equivalent semester hours per academic year. Workload in excess of 32 equivalent semester hours per academic year or 18 equivalent semester hours per academic semester may be assigned by management only with the written consent of the faculty member.

Visit [Collective Bargaining Agreement \(AAUP\)](#) for more information.

Counseling Faculty

Counselors shall be responsible for a 40-hour week during the academic year, during which time they shall perform such professional duties that management may assign or approve. The duty days assigned to counselors during an academic year shall be equal in number to the duty days assigned to members of the teaching faculty for that academic year, provided that the dates of such duty days shall be assigned on an individual basis.

Visit [Collective Bargaining Agreement \(AAUP\)](#) for more information.

RESPONSIBILITIES

Faculty members are expected to perform a number of professional responsibilities as part of their total professional assignment. Neither reduction in workload credit nor additional compensation is associated

with these professional responsibilities.

Instructional Faculty

Teaching and closely related activities are the primary responsibilities of instructional faculty, as noted in the [Collective Bargaining Agreement](#) and the evaluation procedures. However, the development of new curricula, programs, and courses; implementation of new pedagogical delivery techniques; service on department, campus, or College committees; participation in student, course, and program outreach activities in the College and the community; the development and implementation of strategies for student success; and professional development are just a few examples of professional responsibilities expected of teaching faculty, and all are vital to student and institutional success.

Counseling Faculty

Faculty counselors provide developmentally appropriate educational, career, social, and personal counseling to a diverse student population. They provide academic advising, educational planning, transfer advising, and career assessment and planning. They also teach student development courses, provide crisis intervention, and collaborate with the College community to promote the holistic development of the students served at Montgomery College.

Counselors serve day or evening under the direct supervision of the campus dean of student development and perform the following duties:

- Counsel and advise students seeking information in education, career, and transfer planning; co-curricular activities; personal issues; and crisis intervention, making referrals as necessary.
- Teach assigned courses in the area of student development, individually and/or within “learning communities,” adhering to all responsibilities as specified for full-time faculty.
- Counsel and advise prospective students for the purpose of admission and academic planning.
- Counsel and advise students on issues regarding transition and adjustment to college.
- Provide educational, advising, career, transfer, and retention programs, as well as intervention strategies, to assist students with attainment of personal and academic goals.
- Provide service to the College and community through active membership and leadership in unit, campus, Collegewide committees, student committees, and community organizations.
- Collaborate and consult with the College faculty and staff as appropriate to promote the welfare of students.
- Use technology as an advising and academic tool.
- Serve as student advocates within the College community.
- Maintain professional competency and certification through active membership and leadership in professional associations, attendance and/or presentations at professional development workshops and seminars, and attendance at other professional meetings.
- Perform other appropriate counseling/teaching responsibilities as assigned by the dean of student development.

[Disability Support Services](#) faculty counselors are responsible for providing the above-mentioned duties to students with disabilities in addition to the following:

- Evaluate diagnostic documentation and intake information to determine eligibility for services.
- Determine and authorize appropriate services and accommodations within the context of Section

504 of the Rehabilitation Act and Americans with Disabilities Act.

- Conduct initial intake interviews and maintain files to include case notes of ongoing contacts.
- Maintain liaison with the Montgomery County Public Schools, the Department of Rehabilitation Services, and other external agencies and medical/therapeutic providers to share information and referrals for students with disabilities.
- Develop and present in-service training and activities for faculty/staff about disability-related issues and in what circumstances, and in what situations, an individual with a disability would require special services.

Faculty counselors teach student development courses as assigned and perform the following teaching-related duties:

- Conduct assigned classes in the area of employment in accordance with the catalog description and the stipulations of the College.
- Hold every scheduled class, including the final examination (except for emergency situations), for the full scheduled number of minutes in the room assigned by the appropriate administrator.
- Prepare course [syllabi](#) and select textbooks.
- Teach evening classes as part of regular load when assigned.
- Maintain standards of teaching worthy of accreditation.
- Seek out through professional societies, meetings, workshops, and the current literature of the field, the means of improving instruction.
- Adjust, insofar as possible, teaching methods to student needs.
- Act as adviser to students in areas assigned by the campus dean of student development on programs of study and curriculum, on other problems that affect success in college, and on course problems.
- Submit to the campus records office, in accordance with established deadlines, [midterm grades on electronic forms and final grade reports](#) at end of semester on electronic forms.
- Submit to the campus dean of student development or appropriate department chair a copy of the final examination and a copy of the form "Summary of Course Content," [syllabus](#), or other materials such as reading lists or assignment sheets.
- Provide opportunity for student consultation on days approved by the dean of student development.
- Attend all scheduled and special College, campus, and faculty meetings; appropriate professional development activities; and meetings of other groups to which assigned (e.g. department, unit, committees).
- Serve on campus and College committees. Each individual is expected to accept responsibility for attendance at regular and special meetings and for carrying on a share of the work. All members of a committee are expected to attend each meeting.
- Act as faculty sponsor or chaperone for student activities, intramural athletic activities, and intercollegiate athletic teams.
- Keep abreast of College policies, procedures, and activities.
- Represent the College in various activities and services such as the College Speakers Bureau.
- Provide the best possible learning environment to the students of the College, spending, in addition to instructional time, a major part of his/her time available to students and colleagues for advising, consulting, and participating in various student and College activities.

ALTERNATE TIME

"Alternate time" is the term used to describe the workload credit assigned by the College to instructional

faculty members to perform tasks in lieu of teaching responsibilities. These assignments are additional, and do not replace the nonteaching responsibilities that are part of the total professional responsibilities of teaching faculty. For purposes of assigning workload credit for these assignments, one equivalent semester hour is equal to 40 clock hours of such assigned activities, except that faculty assigned to a mathematics center, writing center, or speech and diction center shall receive one equivalent semester hour for each 30 clock hours of such assigned duties.

Performing Arts Alternate Time Activities

Faculty members may be assigned up to three equivalent semester hours alternate time per semester for performing responsibilities associated with the production of performing arts activities. Examples of such responsibilities are director, choreographer, conductor, scenic designer, lighting designer, and production manager. No individual faculty member may receive more than six equivalent semester hours alternate time per semester for performing arts alternate time activities.

Other Alternate Time Assignments

Within budgeted allocations, the area dean may make other alternate time assignments, at the rate of one equivalent semester hour workload credit for each 40 clock hours of assigned activities including such assigned activities when defined and budgeted by management as advising cadre, instructional improvement, curriculum development, program development, scholarly effort, or special projects equivalent semester hours.

Athletics Coaching

Faculty members may be assigned up to six equivalent semester hours alternate time per semester for performing responsibilities associated with athletics coaching.

A faculty member may be assigned up to six equivalent semester hours alternate time per semester for performing responsibilities associated with the role of campus director of athletics.

CLASS COVERAGE

Every scheduled class should be met and taught, whenever possible, even at some inconvenience, inadequate preparation notwithstanding. Classes will be canceled only as a last resort and upon approval of the instructional dean.

Visit [Faculty Workload](#) for more information.

Faculty Benefits

All benefits for full-time faculty and staff are outlined in the Montgomery College Employee Benefits Handbook. For more information, please visit the [Office of Human Resources and Strategic Talent Management](#) website.

FACULTY LEAVE POLICIES

The terms and conditions of employment for full-time faculty are governed by the American Association

of University Professors (AAUP) Collective Bargaining Agreement and have been clarified in the College's [Instructional Faculty Leave Guidelines](#) revised and approved December 2007. Please refer to the AAUP agreement and the Leave Guidelines for information in reference to annual, sick, and personal leave benefits.

Visit [Collective Bargaining Agreement \(AAUP\)](#) for more information.

SABBATICAL LEAVE

Sabbatical leave provides full-time faculty with the opportunity to take time away from the classroom to engage in various types of professional development. Through the sabbatical activities, Montgomery College faculty are able to enhance and diversify their knowledge, skills, and competencies; study and explore the latest trends and best practices in their area of expertise; and, most importantly, apply them in their classrooms and share these enhancements with their students when they return. Sabbaticals are administered through The Center for Professional & Organizational Development of the Office of Human Resources.

Guidelines for sabbatical applications, application materials, and timelines are available on the [Office of Human Resources and Strategic Talent Management Website](#).

PROFESSIONAL MEETING LEAVE

All full-time faculty and staff have the opportunity to attend off-campus professional meetings as components of their regular workweek. The meetings that they attend must be in the best interest of the College and the employees. Faculty should contact their department or the Office of Human Resources and Strategic Talent Management at 240- 567-5353 for additional information.

Professional Development Opportunities

All faculty are invited and encouraged to participate in [professional development opportunities](#), including departmental, campus, and collegewide activities, at the discretion of their department chair or area dean. For more information, please visit the [Professional Development Web page](#).

Part-Time Faculty



Part-time faculty have an important role in the Montgomery College community. Montgomery College greatly values the contributions made by its part-time faculty members in achieving the educational mission of the College, and providing breadth and flexibility in its programs.

The Institute for Part-Time Faculty Engagement & Support

Part-time faculty have an important role in the Montgomery College community. Montgomery College greatly values the contributions made by its part-time faculty

members in achieving the educational mission of the College, and providing breadth and flexibility in its programs. Students benefit markedly by the real-world expertise imparted by professionals from diverse fields. For these reasons and many more, Montgomery College has made the bold move to establish an Institute for Part-Time Faculty Engagement & Support starting this academic year.

The Institute is designed to better incorporate the contributions made by part-time faculty into the fabric of the College. In order to achieve this overarching objective, you will find resource centers on each campus, and customized designs on the highly relevant elements of orientation, professional development, departmental engagement, and recognition.

Under the guidance of an Institute director, the new entity will have campus-based managers as well as an Advisory Team comprised of a cross-section of full and part-time faculty, administrators, and staff. In a newly conceived role, part-time faculty will be able to participate in the inner workings of the resource centers on each campus and serve as liaisons to academic departments and the Institute director. These part-time faculty associates will play a key role in the evolution of the Institute.

The following section should serve as a guide to introduce these faculty members to College features and instructional policies that are specifically for part-time instructors. Unless otherwise stated, all College policies and procedures apply to part-time faculty, so part-time instructors should also see Section 8 of this handbook for additional instructional support information.

Additionally, part-time faculty who meet eligibility requirements are members of the part-time faculty bargaining unit. The Service Employees International Union (SEIU), Local 500, CtW represents these part-time faculty and negotiates salary rates and working conditions on their behalf. Click here to view the [current contract between the College and SEIU](#).

For more information, please visit: [The Institute for Part-Time Faculty Engagement & Support](#).

Employment

Part-time faculty are assigned duties on a semester basis during the academic year and on session basis during the summer terms. As outlined in the union contract, eligible part-time faculty who have taught or provided other services for four semesters in the preceding three years may apply for good faith consideration for assignment in subsequent semesters. In addition, eligible part-time faculty who have taught at least seven semesters in the preceding ten semesters may apply for a one-year appointment in the subsequent academic year. The terms and conditions of employment shall be confirmed in a written letter from a dean. Employment of part-time faculty members is dependent upon the needs of the College and available funds.

Click here to [view the full text of the agreement](#) between Board of Trustees Montgomery Community College and Services Employees International Union.

Benefits

The College offers the supplemental retirement annuity program to part-time faculty members. This is an opportunity for employees to put money away for retirement on a pre-tax basis. The employee determines the percentage that he or she wants to contribute each pay period (there are NO College matching dollars). Employees who elect to participate will have to complete a new salary reduction agreement each semester. The deduction will automatically end with the last pay in a semester and will not continue unless a new form is submitted for the next semester. Forms and additional information are available on the Human Resources website.

Visit the [Retirement Programs](#) web site for more information.

Resources and Opportunities

CLASS SUPPORT

Faculty resources provided for part-time faculty vary according to department and campus. Resources include, but are not limited to, printed material, specialized departmental information, training as appropriate, office space, and participation in departmental meetings and events as sanctioned by the chair and the dean. To help all faculty prepare for classes, departments provide instructional materials—paper, whiteboard markers, as well as photocopying resources. Part-time faculty members should consult with the support staff of their academic departments for specific photocopying instructions and access to support resources. Campuses may provide office support to part-time faculty in specific locations outside the individual departments. Part-time faculty should consult with department staff to see if such facilities exist on their home campuses.

COLLEGE COMMUNITY SUPPORT

As a member of the Montgomery College community, all employees have access to auxiliary services (see Section 3 for more information). These include discounts on educational software and non-textbook items at each campus bookstore, a discounted rate with Montgomery College Child Care Services, access to the campus athletic facilities, escorts to and from class by the Office of Safety and Security personnel, and full access to resources at the three campus library locations.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Montgomery College recognizes that content experts, like most part-time faculty, have the opportunity to expand on their teaching skills and knowledge of pedagogy. Since this professional development is essential to successful instruction, all part-time faculty are invited and encouraged to participate in professional development opportunities, including departmental, campus, and collegewide activities, at the discretion of their department chair or dean. To underscore the importance of this development, Montgomery College has made participation in professional development activities a requirement of part-time rank advancement. To facilitate this participation, the College offers a variety of workshops and fellowships through the Center for Teaching and Learning, the Office of E-Learning, Innovation, and Teaching Excellence (ELITE), and The Center for Professional & Organizational Development.

Additionally, part-time faculty who meet certain eligibility requirements may also qualify for reimbursement of expenses related to professional development if approved by the dean in advance and/or payment of tuition for a Montgomery College course. Individual eligible part-time faculty members may qualify for up to \$450 while funds remain available. To apply, part-time faculty members must complete the approved form and forward to their deans.

WELLNESS ACTIVITIES

Part-time faculty are eligible to participate in the [College Wellness Program](#). Eligible part-time faculty may qualify for payment of wellness expenses of up to \$100, subject to available funds. For more information related to participation in [wellness](#) activities, please visit the [Office of Human Resources and Strategic Talent Management](#) web site.

Class Coverage

Part-time instructors are subject to the same rules of class coverage expected of full-time faculty. Every scheduled class should be met, and taught, even at some inconvenience, inadequate preparation notwithstanding. Classes will be canceled only as a last resort and upon approval of the instructional dean. Whenever an instructor anticipates an absence from class or any other assigned duties, the instructor must submit a leave request form to the immediate academic supervisor as soon as possible. The leave request form is available on the [Collective Bargaining Agreement](#) web site.

Part-time faculty members should discuss with their immediate academic supervisor the proper procedure to follow if they must miss a class at short notice before or after regular business hours. Rank New part-time faculty are automatically assigned the rank of lecturer unless a recommendation is made for advanced placement for meeting the criteria stipulated for adjunct I or adjunct II. Upon completion of a minimum of six semesters (may be non-consecutive) and 18 credits of teaching at the College, and participation in certain professional development activities, a part-time faculty member is eligible for assignment to the next rank. Each advancement in rank requires an additional minimum six semesters (may be non-consecutive) and an additional 18 credits and appropriate professional development activities. However, assignment is not automatic but depends upon an administrative review to assure that minimum requirements have been met, and that the part-time faculty member's evaluations have been satisfactory. The recommendation is initiated by the department chairperson/designated supervisor and is forwarded to the campus vice president and provost for action. For purposes of employment, all part-time faculty at Montgomery College have one official record.

Visit [Allocation, Recruitment and Employment of Part-Time Faculty](#) for more information.

Professional development activities required for advancement in this process include MC-sponsored professional development activities, external professional development, conference presentations, performances, creative projects, or other discipline-related activities approved by the appropriate academic supervisors. The only experiences that apply in the advancement process are those completed after the initial hiring date at Montgomery College.

Salary

The part-time salary schedule is structured in a three-tier pay system, according to rank: (1) lecturer, (2) adjunct I, and (3) adjunct II. The Board of Trustees adopts salary scales annually, where those of bargaining unit part-time faculty are negotiated in the SEIU contract.

Lecturer: New part-time faculty who have not been recommended for higher rank

Adjunct I: Must have completed

- 6 semesters of teaching
- 18 credits
- 18 documented clock hours of professional development

Adjunct II: Must have completed

- Requirements for Adjunct I and the following additional requirements
- 6 semesters
- 18 credits
- 18 documented clock hours of professional development

Adjunct II* *is an employee who has been employed at the Adjunct II level for three (3) Academic Years (whether for one or both semesters) and who has completed nine (9) hours of professional development training while at the Adjunct II level will receive an additional one percent (1%) in pay rate beginning in the fourth (4th) academic years of service at the Adjunct II level.*

Normally, part-time faculty members will receive their first College paychecks within four to six weeks after the beginning of the class(es) they are teaching. Interested part-time faculty should refer to the current year pay period schedule to ascertain specific pay dates.

To access the part-time [pay periods and pay dates schedule](#) for the academic year, visit the Pay Schedules website.

Generally, total salary is divided equally between pay checks during the semester or summer session. If a salary check has not been received by the end of the sixth week after class has begun, call the Office of Human Resources at 240-567-5353 to investigate the delay.

BASIS OF SALARY PAYMENT

Payment to part-time faculty members is based on work performed, as measured by “equivalent semester hours” (ESH). The ESH workload credit for a particular teaching assignment is the same as

the ESH credit for such assignment made to a full-time faculty member. If specific questions relating to salary or load determination arise, clarification may be sought from the appropriate dean. See Section 4 for more information on ESH.

ADVANCEMENT IN SALARY

After an individual has been hired and placed on the part-time faculty schedule, advancement in salary is based on successful teaching, ESH experience at Montgomery College, and participation in certain professional development activities. Advancement in salary is dependent upon a satisfactory performance evaluation by appropriate faculty and/or administrators.

- [Part-time Faculty Rank Advancement Petition](#)

Paid Time Off

Part-time faculty are not eligible to participate in College benefit programs, except that paid time off may be granted on the basis of one absence from each assigned class per semester on a noncumulative basis. Additionally, part-time faculty are eligible for up to five consecutive days of bereavement leave in the event of death in the immediate family, leave for a required court attendance that conflicts with class, and up to one day of approved professional development leave. Part-time faculty who miss more classes than the aforementioned will be required to take unpaid leave, which will result in a proportional reduction in pay.

Visit the [Collective Bargaining Agreement new window](#) for more information.

Workload

Part-time faculty members are hired for not more than 11.5 ESH per semester during the academic year, not to exceed 23 ESH per academic year. Part-time faculty may not exceed 10 ESH during the summer (that is, the total for summer I and summer II may not exceed 10 ESH). There are no exceptions to these limits.

For more information, please visit: [Allocation, Recruitment, Employment and Salary Placement and Advancement of Part-Time Faculty](#)

Responsibilities

Part-time instructional faculty members:

- Conduct assigned classes in the area of employment in accordance with the catalog description, the course [syllabi](#), and the stipulations of the College.
- Are readily accessible to students for academic consultation through one-on-one or group meetings, telephone, and/or e-mail.
- Participate, when possible, in departmental, unit, and campus meetings of a professional nature.
- Hold every scheduled class, including the final examination, the full scheduled number of minutes during the scheduled time in the scheduled location.
- Maintain standards of teaching consistent with the standards of the department and the College.
- Seek out, through professional societies, meetings, and workshops, and the current literature of the field, means of improving instruction.

- Adjust, insofar as possible, teaching methods to student needs.
- Read and respond promptly to College e-mail and pick up mail from assigned mailbox before each scheduled class day.

Specific departments can—and should—help part-time faculty members meet these responsibilities, specifically with the seeking out of professional societies and workshops to improve instructional practices.

For more information, please visit: [Allocation, Recruitment, Employment and Salary Placement and Advancement of Part-Time Faculty](#).

ADDITIONAL RESPONSIBILITIES

In accordance with established deadlines, at certain points throughout the semester, part-time faculty must submit midterm grade reports and final grade reports to the campus Office of Admissions and Records. For detailed instructions on submitting grades electronically, please see [Managing Montgomery College Technology](#).

They must also submit to the appropriate administrator, determined by the individual academic department, a copy of the [syllabus](#) and other materials, such as reading lists or assignment sheets, and a copy of the final examination. Please see the departmental aide for specific requirements.

The College's e-mail is the official means of communication. Part-time faculty must promptly read and respond as appropriate to communications from the College and from students.

Part-time faculty must also pick up mail from their assigned mailboxes before each scheduled class day. Departments will identify the location of and facilitate access to this mailbox. For information on mailbox locations on each campus, please see Section 3 of this handbook.

Evaluation

Evaluations are intended to support excellence in teaching and to further academic and professional standards. During the first semester of teaching, counseling, or advising and during the first assignment to an additional course, the part-time faculty will be observed by a full-time faculty member in the department. Part-time faculty will undergo a comprehensive evaluation every three years or prior to a request for advancement in rank (or, more often, at the discretion of the department chair or dean). Part-time faculty may request that an observation or comprehensive evaluation be conducted more frequently. The comprehensive evaluation will include classroom observation; student feedback; instructional materials on file (e.g., [syllabi](#), handouts, tests, assignments); and any materials presented by the part-time faculty member regarding the employee's professional, artistic, or scholarly credentials.

For more information, please visit: [Performance Evaluation and Employee Development](#).



Professional Development

Montgomery College is committed to enhancing student learning and success by supporting and promoting the scholarship, innovation, and continuous learning of its faculty and staff. Opportunities for professional growth and enrichment are abundant and readily accessible through a variety of departments. Click on the links below to learn more.

- [Center for Teaching and Learning](#)
- [The Hub](#)
- [E-Learning](#)
- [Innovation: Technologies and Teaching](#)
- [The MC Open/Open Educational Resources \(OER\)](#)
- [The Academy for Teaching Transformation](#)
- [Professional Development for MC Faculty and Staff](#)
- [Montgomery College Minority Faculty Internship Program](#)
- [Scholarship of Excellence in Teaching Fellowship](#)
- [LinkedIn Learning - Online Video Training Library](#)

Benefits That Support Professional Development

- [Educational Assistance Program \(EAP\) and Professional Development Assistance Program \(PDAP\)](#)
- [Professional Meeting Leave](#)
- [Tuition Waiver Program](#)

External Professional Development Opportunities

- [Maryland Consortium for Adjunct Faculty Professional Development](#)

Managing Montgomery College Technology



MyMC is the web portal to Montgomery College information. Any college employee can use this portal to access College policies, procedures, and forms, as well as submit payroll hours online. Faculty specifically can use MyMC to access e-mail, their teaching schedule, detailed student contact information, and their weekly course schedule.

After employees receive confirmation of their appointment to Montgomery College, they should be able to login to MyMC at any time. They can access MyMC at home or on campus by visiting the [Montgomery](#)

[College home page](#). They can also go directly to the [MyMC login](#) page.

Posting Grades

Instructors are expected to [post midterm and final grades using Banner](#), Montgomery College's administrative software application. Grades are posted through [MyMC](#). For more information on the grade-posting process, please visit the [FAQ: Reporting Grades](#) web page or contact the [Office of Enrollment Services](#).

HOW TO ENTER AND SUBMIT GRADES USING BANNER WEB

1. Double-click on the web browser icon and visit [MyMC Home page](#).
2. On the [MyMC Home page](#) in the Faculty Quick Links frame on the left, click on Enter Grades.
3. If there is a Faculty Services tab, click on it and then click on Midterm Grades or Final Grades.
4. Click on CRN Selection. Click on the black dropdown arrow and then click on the course desired. Press submit.
5. Click on Final Grades. After the roster loads, scroll down. In the grade column click on the drop-down menu. Click on the grade. If a student receives an "F" (credit) or "U" (Developmental) the Last Attend Date column must be filled in with the last date of attendance (MM/DD/YYYY). Use the link at the end of this section to access the FAQ (#16) for more information on this feature. Leave the Attend Hours column blank. This screen will time out at 125 minutes. Unless you click "Submit" prior, you will lose the grades entered.

Reminder: These rosters are confidential. Please secure the rosters until no longer needed and then shred them.

6. When finished with a roster, click the "Submit" button at the bottom of the roster. After the system accepts the grades, the following message will appear above the roster: "The grade changes you made were saved successfully."

One of the two messages may appear if an LDA was entered; ignore them. The grades and any LDA's that were submitted have been saved. If you receive any other messages about the LDA, please contact the [Office of Enrollment Services](#).

7. To select another class, click on CRN Selection at the bottom of the screen and then repeat the process starting at #6 above.
8. Due to privacy issues, remember to log off of your computer after submitting grades. Merely exiting the screen will not secure your rosters; click on the X logout icon located in the upper right quadrant of the MyMC screen. When using a "public" computer (e.g. department, lab, library), others using it after you may be able to access your grade sheet. Secure your roster(s) by logging out correctly.
9. To find out if grades have been rolled (to the student's academic history), return to the roster. If an "N" appears in the Rolled column, grades may still be changed. If, however, there is a "Y" in that column, grades may not be changed.

CHANGING A GRADE AFTER SUBMISSION DEADLINE

To change a grade after the submission deadline when grades have been rolled, faculty must print a copy of the class roster, draw a line through the incorrect grade, indicate the correct grade, sign and date the roster, and then submit it to the [Office of Enrollment Services](#). All grade changes need to be submitted directly by a faculty member or by departmental administrative aide. Faculty should not send students to the [Office of Enrollment Services](#) with grade changes. The [Office of Enrollment Services](#) accepts grade changes at the Admissions and Records counter and by U.S. or campus mail. Once the [Office of Enrollment Services](#) receives the information, the grade will be changed only on the student's Academic History. The change(s) will not be reflected on faculty members' class rosters.

See [FAQ: Reporting Grades](#) web page for more information. For questions, please email registrars@montgomerycollege.edu or visit the [Office of Enrollment Services](#) web page.

Distance Education

The [Office of Equitable Access and Student Success \(EASS\)](#) has administrative responsibility for the delivery of distance education courses and is committed to assisting faculty members in the use of contemporary technology applications and tools to enhance teaching and learning.

EASS supports and provides guidance to faculty who are interested in offering distance education courses. In some cases, faculty can receive equivalent semester hours (ESH) for developing courses for online delivery using [Blackboard](#), the course management system used at Montgomery College. Faculty members using Blackboard are provided with pedagogical and technical training throughout the semester. For more information, please see the Blackboard explanation later in this section.

For more information, please visit the [Distance Education](#) web site.

IT Technical Support

CAMPUS SUPPORT SERVICES

The IT campus support group provides collegewide support for all technology equipped classrooms, labs, offices, and conference rooms at the College. Part of the [Office of Information Technology](#), this

group provides end-user support services for all technology in the College environment. To request technical support assistance, technology equipment or to report a technical problem, contact the IT Service Desk at 240-567-7222 or by e-mail at itservicedesk@montgomerycollege.edu.

SMART CLASSROOMS

Montgomery College encourages faculty members to integrate technology into lecture content and presentations. To facilitate this integration, Smart Classrooms at the three campuses and off- site locations are equipped with Smart Instructor Work Stations (SIWS).

SIWS equipment includes a ceiling mounted data projector and screen, a built in computer, an additional connection for a notebook computer, a DVD player, and a document camera that projects paper documents like handouts, books, or transparencies. There are podium style SIWS in some smaller classroom spaces. Instructors in SIWS classrooms have access to the Internet and the College's academic network.

The Microsoft Suite of software applications is available on each SIWS and additional licensed educational software can be installed upon request. Faculty can request access to a Smart Classroom by talking to their department chairperson or dean. To report technical problems, contact the IT Service Desk at 240-567-7222 or by e-mail at itservicedesk@montgomerycollege.edu.

Most Smart Classrooms require swipe card access. Faculty members can inquire about obtaining the card through their department's administrative office. If a swipe card is misplaced or someone is locked out of a classroom, contact [Public Safety](#):

Germantown: 240-567-7777

Rockville: 240-567-5111

Takoma Park/Silver Spring: 240-567-1600

IT Service Desk: 240-567-7222 E-mail: itservicedesk@montgomerycollege.edu

LINKEDIN LEARNING

[LinkedIn Learning](#) (formerly *Lynda.com*, *MyMC login required*) is the educational and professional development platform for Montgomery College students, faculty, and staff. This convenient learning tool provides an on-demand library of high-quality instructional videos covering a range of software, business and creative skills. Users will benefit from features like unlimited access, and courses taught by expert instructors; where users can explore courses based on an individual user's experience, LinkedIn profile and goals. Users can access LinkedIn Learning courses from any device—anytime and anywhere.

IT SERVICE DESK

The IT Service Desk is your central point of contact for IT help, service, and support:

- Login to IT Self-Service to submit and track a work order online
- E-mail itservicedesk@montgomerycollege.edu
- Call 240-567-7222
- Open a web chat with a service desk representative: [Chat Now](#)

Web Options for Courses

The classroom venue is changing, morphing from a traditional site with an in-person environment, to web-based online forums, discussion boards, and web quizzes. Faculty should feel free to engage students outside of the classroom with web technology and online tools.

BLACKBOARD

All credit courses automatically receive a [Blackboard](#) shell for faculty use. Blackboard can be used to either supplement an on-campus course, or for complete/ blended online course delivery. Blackboard allows an instructor to post a syllabus, course materials, and web links; [post grades](#); use course e-mail; develop online discussion boards; create and score online quizzes; and use an assignment dropbox to collect papers and assignment documents.

[ELITE](#) offers a six-week course to prepare faculty to teach fully online or blended courses. For faculty using Blackboard to supplement, [Blackboard Essentials](#) is offered, and for those who desire to learn more about topics covered in the Essentials workshop, additional [workshops](#) such as Blackboard Assessments, Communication Tools, and Grade Center are also available.

Managing the Classroom



Managing a classroom can be a difficult challenge for faculty of all experience levels. To assist faculty, this section illustrates the basics behind quality classroom management and explains several **College policies** most applicable to faculty members. Many of the following are sections taken from the official **College Policies and Procedures** website concerning **classroom procedure** and the **Student Code of Conduct**.

Class Lists

Class lists are provided to faculty members by their department and may also be viewed and printed by faculty via the Banner database. Professors can request these lists from departmental administrative aides or they can access the lists themselves. To do the latter requires training in using Banner, and the Office of E-Learning, Innovation, and Teaching Excellence (ELITE) offers these training sessions throughout the year. For more information on ELITE workshops, please see the **Professional Development** webpage.

Faculty can also access their class lists through the collegewide web portal **MyMC**. Once logged in, faculty should select the appropriate term, CRN, and course. To find a general class list, which can be used to create a grade book or attendance roster, select Summary Faculty Class list. A list of the currently enrolled students should appear shortly. Faculty can find class lists for all the classes that they are scheduled to teach.

Student attendance should be taken at the first class meeting and periodically thereafter to verify the names on the class list. A student in attendance whose name does not appear on a current class list, or who does not have an officially signed admittance form, should be sent to the **Office of Enrollment Services** immediately.

Textbooks

Review and selection of textbooks and other teaching materials is a primary responsibility of all instructors. Faculty should check with their department chair regarding the policy on selecting course textbooks.

In the case of multiple-section courses, department/unit coordinators organize selection of course teaching materials for all of the course sections. The main goal is to achieve consensus on the most effective materials for attaining course goals and objectives.

The same criterion should be kept in mind when selecting teaching materials for single-section courses.

Syllabi and Course Outlines

Course syllabi and **course outlines**, which provide students with information about goals, objectives, **policies, and procedures**, are prepared by instructors in accordance with department/unit procedures and should be distributed to students at the first class meeting. Syllabi, along with all course materials, must also be submitted to the instructional dean and department chairperson each semester along with the final course examination. If assistance or clarification is needed, the instructor should contact his or her department chairperson or immediate academic supervisor.

All full- and part-time faculty are strongly encouraged to include in their syllabi the standards of college behavior found in Section VII of the **Student Code of Conduct**.

A detailed written syllabus distributed and discussed at the first class meeting can alleviate problems, especially if it notifies students of how to contact an instructor concerning emergency absences, assignments, and course grade concerns. Students find it helpful when faculty include an e-mail address, or an office or home phone number, or coordinate a method by which messages can be left by students and retrieved by the faculty in a timely manner.

Click here to view the **Montgomery College Syllabus Template**.

Examinations

Regular examinations, quizzes, or tests during a course may be scheduled at the convenience of the instructor or in accordance with department/unit guidelines. If midsemester examinations are used, they must be given during the time period designated for their course. For detailed schedules of the upcoming semesters please see the **Final Exam Schedules** webpage. Final examinations will be given during the last week of the semester. Whether or not a final exam is given, the class is required to meet during the last week of the semester. Final exams should be given in accordance with the College's final exam schedule.

Appropriate campus administrators must approve any exceptions to the above-mentioned rule. All incomplete work should be completed by students within four weeks after the beginning of the next semester (excluding summer sessions), unless the instructor agrees upon a later date and so indicates in writing to the **Office of Enrollment Services**.

Changes of Class Meetings and Field Trips

Any change of classroom space must be cleared through the campus **Office of Enrollment Services**. When planning a field trip, make sure to consult **College Procedure 51005 Field Trips** and the supervising dean.

Class Attendance by Instructors

If an instructor does not arrive at the appointed class within fifteen minutes after the time the class

is scheduled to begin, the students may assume the class will not meet that day. Instructors should contact their immediate supervisors as soon as possible to report their absence. Click here to view the complete [Academic Regulations and Standards](#) document.

Class Attendance by Students

Students are expected to attend all class sessions. In cases involving excessive absences from class, the instructor may drop the student from the class, resulting in a grade determined in accordance with [Academic Regulation 9.645](#). “**Excessive absence**” is defined as one more absence than the number of classes per week during a fall or spring semester (with the number of absences to be prorated for accelerated sessions). If the student who is registered for audit is dropped by the instructor, the grade of W shall be recorded.

Within the framework of this College policy, the individual faculty member defines his or her own student absence policy, in particular how to adjudicate the issue of excused absences, since Montgomery College policy is that students are expected to attend all class sessions, with no formal regulatory provision for “excused absences.” At the beginning of the semester, the instructor’s policy on student attendance should be made unequivocally clear, preferably in writing in the course syllabus, to the students in each class.

All faculty are urged not to schedule tests or examinations on major religious holidays. If coursework requires such scheduling, students observing that particular holiday must not be penalized for their absence and should be given an opportunity to make up the missed test or examination.

Click here for more information: [Academic Regulations and Standards](#).

Academic Dishonesty and Misconduct

All students are expected to achieve their goals with academic honor. Cheating, plagiarism, and/or other forms of academic dishonesty or misconduct, examples of which can be found in the [Student Code of Conduct](#), are not to be tolerated.

A student who engages in any act that his or her classroom instructor considers academic dishonesty or misconduct is subject to any and all sanctions deemed appropriate by the classroom instructor. The classroom instructor determines student acts of academic dishonesty and misconduct, such as cheating, plagiarism, and any other form of academic dishonesty, common examples of which are cited in the [Student Code of Conduct](#), Section VIII.

Grade sanctions may range from an “F” on the assignment in which the dishonesty occurred, to an “F” on a portion of the coursework, to a maximum sanction of an “F” in the course. The instructor may choose to impose a consequence other than grade sanctions and also has the prerogative of referring a case to the campus dean of student development, with a specific request that the dean consider imposing additional sanctions.

The rights and responsibilities of both the course instructor and the student, as well as the procedures to be followed, are detailed in the [Student Code of Conduct](#).

Any questions concerning the handling of academic dishonesty or misconduct offenses should be directed to the department chairperson, immediate academic supervisor, instructional dean, or dean of student development.

STUDENT RIGHTS

Students are entitled to prompt notification of an alleged violation, the sanction to be imposed, and the reasons for it. They must also be informed of the appeals process and receive a copy of any written communication detailing the alleged violation, its circumstances, and the nature of the evidence sent to their respective campus dean of student development.

Click here for more information: [Academic Regulations and Standards](#).

APPEALS PROCESS

A student may appeal a sanction for academic misconduct to the vice president and provost (VP/P) for the campus or Workforce Development & Continuing Education, or designee, whichever is applicable. The appeal must be submitted, in writing, to the VP/P or designee within 10 business days of the date the student is informed of the imposition of the sanction. A grade sanction can only be changed through the appeal process and not through withdrawal from the course.

Click here for more information: [Academic Regulations and Standards](#).

Student Behavior

Montgomery College is dedicated to providing a quality comprehensive educational program, designed to meet the diverse and changing educational, social, economic, and cultural needs of the community. The College is committed not only to learning and the advancement of knowledge, but also to the development of ethically sensitive and responsible persons. It seeks to achieve these goals through a sound educational program and through regulations and policies governing student life that encourage responsibility and respect for the rights and viewpoints of others.

The College believes in the premise that students are adults who are responsible for their own actions and who should be free to pursue their educational objectives in an environment that promotes learning, protects the integrity of the academic process, and protects the College community.

Instructors are referred to the [Student Code of Conduct](#) for guidance in matters concerning student behavior in the classroom. The Student Code of Conduct contains the College policy and operating procedures governing situations involving either academic or nonacademic misconduct.

Faculty members should follow these general guidelines on appropriate student classroom behavior:

1. Faculty should include a statement in their syllabi about any expectations for students' behavior in the classrooms and should discuss that statement on the first day of class.
2. Faculty have a "duty to warn" any student not complying with stated guidelines. Inform disruptive

students that their behavior is not acceptable (be specific in identifying the unacceptable behavior), specify what behaviors are required, and inform students of the consequences of not complying with those guidelines.

3. Faculty must give students an opportunity to comply with any requirements.
4. If students continue with inappropriate behavior, faculty may ask them to leave. Faculty may seek assistance from Safety and Security.
5. If a faculty member is uncertain about how to proceed, he or she should check with the dean of student development on his or her campus.

Click here for more information: [Student Code of Conduct](#).

Students of Concern

Sometimes a faculty member finds that he or she is especially concerned about the current or potential future behavior of a student. For just this situation, Montgomery College has a **Behavior Intervention Team (BIT)** on each campus. **Reporting students of concern** does not take the place of calling the **Office of Public Safety and Emergency Management** if there is an emergency or health/safety situation, but reporting a student to the BIT will help to identify students that might need to be assessed and supported in a variety of ways before an emergency occurs. The BIT report form is found on the desktop of all college computers.

Tobacco Use on College Grounds

Montgomery College is a tobacco-free institution. Tobacco use is prohibited in all College-owned property and within leased College office and classroom space. The use of all tobacco products is prohibited on College-owned facilities and facilities leased and controlled by the College. Tobacco use is also prohibited in all indoor and outdoor facilities, including athletic fields, amphitheatres, entrance steps and ramps, restrooms, pedestrian walkways, entryways, portable buildings, terraces, and in privately owned vehicles and campus bus stops.

It is the responsibility of all members of the College community, as well as visitors to the College, to inform others and observe the policy. Students who fail to comply with the tobacco-free policy will be subject to progressive disciplinary actions as follows: first reported offense—reminder and oral warning; second offense—a written warning; and third offense—formal charges under the **Student Code of Conduct** that can result in various sanctions including community service, suspension, and ultimately, dismissal. Reports of student violations will be forwarded to the dean of student development and/or a designated instructional dean of Workforce Development & Continuing Education. Safety and Security will provide support when an individual does not comply with the policy and when the situation may warrant their added involvement.

Click here for more information: [Restrictions on Smoking, Tobacco, and Sale of Tobacco Products](#).

Eating and Drinking in Classrooms

Eating and drinking are not permitted in classrooms, even if a class is not in session. If an individual

faculty or staff member has a particular problem enforcing said policy, that individual may request the help of the campus **Public Safety Office**. Please call 240-567- 7777 at Germantown, 240-567-5111 at Rockville, and 240-567-1600 at Takoma Park/Silver Spring. Students who fail to obey the policy shall be subject to disciplinary action by the dean of student development.

Disability Support Services

Disability Support Services (DSS) is committed to serving as a resource on disability issues not only for students with disabilities, but also for faculty members and for the campus community. If faculty have questions regarding services for students with disabilities or wish to discuss the referral of a student, they can call 240-567-7770 (Germantown); 240-567-5058 (Rockville); or 240-567-1480 (Takoma Park/Silver Spring). DSS services for faculty are outlined in the **DSS Faculty/Staff Guide**.

STUDENT ACCOMMODATIONS

Accommodations make it possible for a student with a disability to learn the material presented and for an instructor to fairly evaluate the student's understanding of the material without interference because of the disability. Providing accommodations ensures equal opportunities for success in mastery of course material; it does not mean compromising the content, quality, or level of instruction. All students are required to meet a standard of competency in coursework; students with disabilities are no exception. The student is responsible for providing the DSS office with current documentation from qualified professionals regarding the disability. After talking with the student and, if necessary, the instructor, the DSS counselor determines appropriate accommodations based on the impact and extent of the disability described in the documentation. The DSS counselor then constructs an accommodations letter specifying authorized accommodations. The student is responsible for delivering his or her accommodations letter to instructors and talking with them about arrangements for academic accommodations based on the contents of the letter. The process of requesting and receiving accommodations is interactive; all people involved—the student, the instructor, and the DSS counselor—have a responsibility to make sure the process works.

A student needs official authorization from the DSS office each semester before receiving accommodations. If the student requests accommodations without an authorization letter, services should not be provided and the instructor should refer the student to the DSS counselor. The instructor should contact the DSS counselor to discuss any accommodations that are not listed in the accommodations letter from DSS. The following are examples of accommodations that may be appropriate depending on the student's disability and the course.

- Use of interpreters, scribes, readers, and/or note-takers
- An option to record classes
- Alternate formats of notes, required readings, handouts, and exam questions
- Extended time on exams
- Quiet environment with minimal distractions for taking exams
- Use of aids, such as calculators during exams
- Use of computers in class or access to computers for writing assignments and exams
- Preferential seating in the classroom

If testing accommodations are necessary, students are responsible for discussing the arrangements with their instructors. Faculty at all three campuses should then make arrangements with their respective

The need for note takers will be documented in the accommodations letter. Students who cannot take notes, or who have difficulty taking adequate notes, can be accommodated in a number of ways, including taping lectures, using an in-class volunteer note-taker, and/or being provided an outline of lecture materials. The student may ask the instructor for assistance in finding a classmate who would volunteer to provide a copy of lecture notes.

Instructors can also be of great assistance in quality assurance by occasionally reviewing copies of the notes, especially early in the term, and giving feedback to the note-taker. The note-taker may photocopy notes at DSS or use carbonless paper. Both are available to the student with a disability at no cost from DSS.

OPTIMIZING THE LEARNING ENVIRONMENT FOR STUDENTS WITH DISABILITIES

General Strategies

Good teaching strategies benefit all students. Instruction provided in an array of approaches will reach more students than instruction using one method. DSS offers the following suggestions to assist instructors in meeting the growing diversity of student needs in the classroom, particularly students with disabilities.

During registration:

- Make the class syllabus and list of required texts available to students on request; this allows time for students to obtain materials in alternative formats and to begin reading assignments.
- Be available to discuss class content and teaching style.
- If available and appropriate, select a textbook with an accompanying study guide for optional student use.

Early in the semester:

- Place a statement in the course syllabus and make an announcement at the first meeting of the class such as: "Any student who may need an accommodation due to a disability, please make an appointment to see me during my office hours. A letter from Disability Support Services (Germantown—SA 175; Rockville—CB 122; Takoma Park/Silver Spring—ST 133) authorizing your accommodations will be needed. Any student who may need assistance in the event of an emergency evacuation must identify to the DSS office." This approach preserves students' privacy and also indicates a faculty member's willingness to provide accommodations as needed. Guidelines for emergency evacuations for individuals with disabilities are found at www.montgomerycollege.edu/departments/dispsvc/evacprocedures.htm.
- Because many students with disabilities need additional time to process and complete assignments, convey expectations at the beginning of the course (e.g., grading, material to be covered, due dates) in written and oral format.
- Announce reading assignments well in advance for students using taped materials or other alternative formats. To record an entire book takes an average of six weeks; DSS can produce the materials in installments when informed of the sequence in which the materials will be used.

Points to remember:

When in doubt about how to assist, ask the student directly and check the accommodations letter provided by DSS. If questions remain, call a DSS counselor at 240-567-7770 (Germantown), 240-567-5058 (Rockville), or 240-567-1480 (Takoma Park/Silver Spring).

Do not provide accommodations based on disability to a student without an accommodations letter. The accommodations stated in the letter are based on disability documentation provided to DSS. Providing an accommodation without a letter and/or providing an accommodation that is not stated in the letter, unless offered to the entire class, places both the faculty and the College at legal risk.

Please provide only the accommodations that are stated in the letter. Any questions, insights, and/or suggestions from faculty are gratefully received and should be directed to the counselor who has initialed the accommodations letter.

Alternative format, additional time, a reader and/or scribe (authorized by DSS), and an alternative on-campus testing site are reasonable accommodations for test-taking when specified in the student's letter. A take-home test is not a reasonable alternative to an in-class test.

Accurate notes are essential to student success. When the use of a note-taker is listed in the accommodations letter, please ask the student if he or she needs assistance identifying one. Please make arrangements as soon as the student presents the accommodations letter. If no volunteer can be found, remind the student to contact DSS for assistance.

All students, including the student with the disability, are expected to perform the required tasks of the course or an appropriate and equal alternative, determined in collaboration with DSS.

Occasionally, flexibility may be necessary when applying attendance and promptness rules to students with health-related or mobility difficulties. Please discuss any concerns that arise with the student and, if necessary, with a DSS counselor.

Confidentiality of all student information is essential. At no time should the class be informed that a student has a disability, unless the student makes a specific request to do so.

The only persons allowed in a classroom, other than those enrolled in the course, are appropriate support persons, such as interpreters, readers, and/or scribes, who have been authorized by DSS. Persons enrolled in a course may take notes for a student with a disability; all other functions must be authorized by DSS.

The **Student Code of Conduct** regarding disruptive behavior applies to all students. Clearly state behavioral expectations for all students; discuss them openly in the classroom, on a syllabus, and with individual students as needed.

If you require assistance or guidance concerning a student with a disability, please contact a counselor from DSS.

Click here for more information: **[Faculty Guide for Accommodating and Teaching Students with Disabilities](#)**.

Grading

Complete information about the College grading system may be found in the current edition of the [College catalog](#) as well as in [Academic Regulations and Standards](#).

Grades earned by students are recorded as letter grades (“A,” “B,” “C,” “D,” “F”). Only the grades of “A,” “B,” “C,” and “D” carry quality points (“A” = 4, “B” = 3, “C” = 2, “D” = 1), which are used in computing the student quality point average.

For certain specified noncredit courses, students may earn “S” (satisfactory) or “U” (unsatisfactory). In addition, three other grades may appear on student academic records: “I” (incomplete), “W” (withdrawn), and “AU” (audit). Students who register for audit courses are required to participate in all course activities unless otherwise agreed upon by student and instructor at the time registration for audit occurs. Failure to participate may result in the award of a “W” instead of “AU” on the final grade sheet.

FINAL GRADES

The semester grade, as reported to the [Office of Enrollment Services new window](#) at the end of the semester, is final, and will not be changed except on the written acknowledgment by the instructor that there was an error in computation or recording. Such a change must be completed within the four weeks following the beginning of the next full semester. In extraordinary circumstances, the campus registrar may waive the four-week deadline for grade changes. See [FAQ: Reporting Grades](#) web page for more information. For questions, please email registrars@montgomerycollege.edu or visit the [Office of Enrollment Services](#) web page.

Click here to view the full text: [Academic Regulations and Standards](#).

MID-SEMESTER (MIDTERM) GRADES

Mid-semester grades of all students enrolled in regularly scheduled full-semester courses shall be posted by the end of the designated mid-semester week. Mid-semester grades shall be made available to all students immediately after they have been posted.

Click here to view the full text: [Academic Regulations and Standards](#).

“INCOMPLETE” GRADE

Normally, the use of an “I” grade is limited to bona fide emergency situations that occur at the end of a semester and that prevent students from completing all course requirements in a timely fashion in order to meet the final grade submission requirements of the Office of Admissions and Records.

Given the emergency nature of the situation, either the instructor or the student in consultation with the instructor may initiate the request for an “I” grade. It is the responsibility of the instructor to specify the exact work to be completed to meet course requirements.

When the grade of “I” is recorded, the coursework must be completed within the four weeks following the beginning of the next full semester, unless the instructor notifies the Office of Admissions and Records that an extension has been granted.

The instructor may extend the completion date of any course by filing the appropriate form with the Office of Admissions and Records, specifying the new date of completion. This date cannot be extended beyond the end of the next full semester following the award of the “I” grade.

The Office of Admissions and Records will record the grade as assigned by the instructor. If no grade is received by the specified date, a grade of “F” will be recorded.

In accordance with AR 9.463, the grade of “I” will not be included in the cumulative quality point average. Quality point averages will be computed for all students without regard to (an) “I” grade(s).

Click here for more information: [Academic Regulations and Standards](#).

CHANGES IN COURSE GRADES

Changes in final course grades can be made only in accordance with AR 9.42, which states: “The semester grade as reported to the Office of Admissions and Records at the end of the semester is final, and will not be changed except on the written acknowledgment by the instructor that there was an error in computation or recording. Such a change must be completed within the four weeks following the beginning of the next full semester.”

A grade change may be submitted by memorandum or on a copy of the class list and must be signed by the instructor. Students who wish to dispute final grades must follow procedures in AR 9.44 Disputed Final Course Grades. (Note: Instructors should provide students at the beginning of the semester with a detailed syllabus that explains the course grading policies and procedures.)

Registration for and Withdrawal from Classes

REGISTRATION

Change of Schedule

To enroll in a course section once the course has met, but prior to the official 20 percent date of the course, a student must obtain written or electronic permission to enter the course section from the instructor of record, or the instructor’s designee. The instructor may require students to provide proof of eligibility for the course.

At any point during the semester, an instructor may recommend a course change in order to place a student in a course commensurate with the student’s ability. In this case, the approval of both initiating and receiving instructors is required.

Click here for more information: [Academic Regulations and Standards](#).

Students wishing to register for audit at the beginning of the semester or who wish to change from credit must do so prior to the completion of 20 percent of the duration of the course.

The grade of “AU” carries no credit.

Students who register for audit (AU) before the semester begins are not required to get the instructor’s

signed approval. After the course begins, but before the completion of 20 percent of the course, the change from audit to credit may only be made with signed approval of the instructor. Registration for audit does not count as an attempt. (See **AR 9.614**) for students wishing to change from audit to credit.) All students registered for audit are required to consult with the instructor before or during the first class session in which they are in audit status, and are required to participate in all course activities unless otherwise agreed upon by the student and instructor at the time of consultation. Failure to consult with the instructor or to so participate may result in the grade of “W” being awarded. This action may be taken by the instructor by changing the “AU” to “W” on the final grade sheet.

Click here for more information: **[Academic Regulations and Standards](#)**.

Change from Audit to Credit

A student registered for audit (AU) may change to credit without the instructor’s signed approval before the course begins. After the course begins, but before the completion of 20 percent of the course, the change from audit to credit may only be made with the signed approval of the instructor.

Click here for more information: **[Academic Regulations and Standards](#)**.

Students may not enroll for more than 18 hours in one semester, except by permission of their academic adviser and the dean of student development or designee. Students may not enroll for more than seven credit hours or equivalent in one summer session or ten credit hours or equivalent in overlapping sessions. Exceptions to this regulation may be made with the permission of the academic adviser or the dean of student development or designee.

Students may not enroll for more than four credit hours or equivalent in one winter session. Exceptions to this regulation may be made with the permission of the academic advisor or the dean of student development or designee. Click here for more information: **[Academic Regulations and Standards](#)**.

Prerequisites

Students may not register for a course with a prerequisite(s) unless they have satisfied the prerequisite(s), as specified in the catalog. (A grade of “I” does not satisfy a prerequisite). This regulation can be waived only by consent of the appropriate discipline representative. Students may preregister for a course while enrolled in its prerequisite(s) with such registration contingent upon successful completion of the prerequisite course(s). In the event that students are unsuccessful in completing the prerequisite course(s), the College may issue an administrative “drop” prior to the first day of class.

In the event that students succeed in enrolling in a course for which they lack the prerequisite(s) as designated in the College Catalog, the instructor, after consultation with the student, may drop the student from the course, immediately notifying the Office of Admissions and Records of the decision in writing; this action to be taken on or before the published date, which is based on the principle of completion of 12 percent of the duration of the course (two weeks in a 15-week semester or its equivalent). Click here for more information: **[Academic Regulations and Standards](#)**.

Time Limitations

No course may be officially dropped with a grade of “W” after the completion of 73 percent of its duration, EXCEPT that withdrawal from all or some courses may be made upon evidence certifying to one of

the following conditions: (1) called to active military duty via enlistment, activation, or deployment; (2) withdrawal requested on grounds of ill health of the student or in the immediate family of the student (immediate family includes a child, parent, spouse, or other regular member of the individual's household) and supported by medical certification; (3) involuntary transfer by the student's employer, which precludes the possibility of continued attendance at the College; (4) death of the student or a member of his/her immediate family. Based on special circumstances one through four, a student may appeal in writing to the campus registrar for permission to retroactively withdraw from a course.

Appeals for a retroactive withdrawal for other reasons should be made to the campus Committee on Academic Appeals. Click here for more information: [Academic Regulations and Standards](#).

WITHDRAWAL FROM CLASSES

Grades Assigned

A class dropped on or before 20 percent of its duration will not be recorded on the student's transcript. If a class is dropped after the completion of 20 percent of its duration and before the completion of 73 percent of its duration, the grade of "W" will be recorded. If a class is dropped after the completion of 73 percent of its duration, a grade of "F" will be recorded (for exceptions, see [Academic Regulations and Standards](#)).

It is the responsibility of the student to officially withdraw from a class or classes. If a student neglects to follow the official withdrawal procedure and merely ceases to attend classes, the grade of "F" will be recorded at the end of the semester (see also AR 9.823).

Click here for more information: [Academic Regulations and Standards](#).

Withdrawal Date

The **official date of withdrawal** is the date on which the student officially drops the class online or files a **Credit Registration/Change of Schedule Form** at the Office of Admissions and Records.

Click here for more information: [Academic Regulations and Standards](#).

Withdrawal Prior to the First Class Meeting

Students are eligible to receive a refund of 100 percent of the total tuition and fees they have paid for the course(s) from which they are withdrawing if their withdrawal is effective prior to the day of the first class meeting of the course(s). The date of the first class meeting of each course is shown on the student's schedule and invoice form provided at the time of registration and at any subsequent time the student effects voluntary change to their course selections.

Withdrawal Prior to the Published Deadline Date of a Course

Students are eligible to receive a full refund of the total tuition and fees which they have paid for the load hours from which they are withdrawing, if the withdrawal is effective on or after the day of the first class meeting of the course or courses, but before the date specified as the deadline for receiving refunds in each course from which a withdrawal is made.

The last date for receiving a refund will be shown for each course section on the student's schedule and invoice form provided at the time of registration and at any subsequent time the student effects voluntary changes to their course selection.

Withdrawal After the Published Deadline Date for Refund Purposes

Students withdrawing from a course after the published withdrawal deadline date for refund purposes are not eligible to receive a refund for that course. Click here to view the full text: [Tuition, Fees, and Refunds](#).

Use of E-mail

Montgomery College provides e-mail addresses for all enrolled students. This e-mail is the required vehicle for all College-related communication. Faculty determine the use of e-mail in their classes, which may include use of e-mail for course content delivery, class discussion, and instructor conferencing. Faculty should clearly state course-related e-mail usage expectations in their course syllabi.

All full-time faculty members have Montgomery College e-mail addresses. Part-time faculty should check with their academic department to learn the procedure for obtaining a Montgomery College e-mail address. Faculty can check their [Montgomery College e-mail online](#) at any time at [Montgomery College e-Mail](#).

Equivalent Semester Hours (ESH)

Equivalent semester hours, more commonly referred to as ESH at Montgomery College, is a concept used to measure faculty workload for both full- and part-time faculty. A faculty member is assigned a certain number of courses to teach in a semester. Classes vary in the number of ESH, depending on the number of contact hours and the course delivery mode:

ESH lecture = # lecture hours

ESH lab = .75 lab hours

To put it another way, if a faculty member teaches a science course with an accompanying lab that has three lecture hours and three lab hours, this faculty member would receive three ESH for the lecture and 2.25 ESH for the lab ($.75 * 3$), for a total of 5.25 ESH for the entire course.

A full-time faculty member is required to complete 30 — but no more than 36 — ESH each academic year, which is generally divided into 15 ESH per semester. Part-time faculty members are limited to no more than 11.5 ESH per semester and 23 ESH per academic year and are paid based on the ESH that they teach. A full-time faculty member can teach courses that equal all 30 ESH, or can complement a selection of classes with alternate time activities. Part-time faculty are limited to 10 ESH during the summer.

In certain circumstances, full-time faculty members may be assigned ESH in excess of 30 in accordance with Article 5 and Appendix I of the collective bargaining agreement between the Board of Trustees, Montgomery College, and the Montgomery College Chapter, American Association of University Professors.



Student Resources

With a student-centered approach to education, Montgomery College offers a variety of resources, programs, and departments that seek to assist students throughout their time at the College. All students can seek counseling and assistance with assessing and promoting academic abilities, transitioning to the college environment for the first time, transferring to a four-year university, finding employment, and accommodating disabilities. Click on the links below to learn more.

- [Academic Regulations and Standards](#)
- [Academic Catalog](#)
- [Academic Regulations and Standards](#)
- [Academic Catalog](#)
- [Assessment Centers](#)
- [Career Coach](#)
- [Career Services](#)
- [Counseling and Advising](#)
- [Disability Support Services](#)
- [International & Multicultural Student Services](#)
- [First Year Experience](#)
- [Learning Centers](#)
- [Library](#)
- [Military Services](#)
- [Open Educational Resources \(OER\)](#)
- [Student Rights and Responsibilities](#)
- [Student Forms](#)
- [Student Life](#)
- [Student Employment Services](#)
- [Transfer Services](#)
- [Welcome Centers](#)
- [Z-courses \(Open Educational Resources\)](#)



College Programs

Montgomery College offers a variety of special programs to help meet all of our students' and potential students' needs. Click on the links below to learn more about these programs.

- [Achieving Collegiate Excellence and Success \(ACES\)](#)
- [Achieving the Promise Academy \(ATPA\)](#)
- [Arts Institute](#)
- [Career Coach](#)
- [Community Arts](#)
- [Dual Enrollment Program](#)
- [English Language for Academic Purposes \(ELAP\)](#)
- [Global Humanities Institute](#)
- [Health Sciences Institute & Center](#)
- [Hispanic Business & Training Institute](#)
- [Homer S. Gudelsky Institute for Technical Education](#)
- [Honors Programs](#)
- [Information Technology Institute](#)
- [Paul Peck Humanities Institute](#)
- [Phi Theta Kappa International Honor Society](#)
- [Southern Management Leadership Program](#)
- [Study Abroad and International Education](#)
- [TRIO Programs](#)
- [Women's and Gender Studies Program](#)



Policy Overview

Montgomery College's daily operations are governed by [College Policies and Procedures \(P&P\)](#), a list of regulations that define general [College governance](#), personnel issues, and academic regulations. All college faculty should be aware of [all policies and procedures](#), and the College provides hard-copy versions of the P&P every year to interested faculty. Additional College rules and regulations can be found in the College's [Academic Regulations](#) and the [Student Code of Conduct](#). All policies can be found at [Montgomery College Policies and Procedures](#).

Below are links to some key policies that are directly related to faculty:

- [Academic Freedom](#)
- [Academic Regulations and Standards](#)
- [Faculty Workload](#)
- [Code of Ethics and Employee Conduct](#)
- [College Ombuds](#)
- [Drug and Alcohol Abuse Prevention](#)
- [Freedom of Expression](#)
- [Notification of Rights under FERPA/ Disclosure of Information](#)
- [Instructional Use of Copyrighted Materials](#)
- [Intellectual Property](#)
- [Acceptable Use of Information Technology](#)
- [Conflict of Interest](#)
- [Consensual Relationships](#)
- [Sexual Misconduct](#)
- [Smoking Policy](#)
- [Prevention of Work Place Violence](#)
- [Reporting Suspected Fiscal Irregularities and Fraud with Whistleblower Protections](#)
- [Confidential Data Management and Security](#)
- [Research Misconduct](#)
- [Protection of Minors](#)
- [Prohibition of Weapons on Campus](#)
- [Minimum Educational Requirements for Faculty](#)
- [Student Code of Conduct](#)

Syllabus Template

Faculty Council Approval: Spring 2022

A [Word file for this Syllabus Template](#) (password-protected) is available to download.

A [Word file of MC's Inclusive Syllabus Language Supplement](#) (password-protected) for suggestions and sample language to build your own inclusive syllabus based on the MC template.

Syllabi and Course Outlines

Course syllabi and course outlines, which provide students with information about goals, objectives, policies, and procedures, are prepared by instructors in accordance with department/unit procedures and should be distributed to students at the first class meeting. Syllabi, along with all course materials, must also be submitted to the instructional dean and department chairperson each semester along with the final course examination. If assistance or clarification is needed, the instructor should contact his or her department chairperson or immediate academic supervisor.

All full-time and adjunct faculty are strongly encouraged to include in their syllabi the standards of college behavior found in Section VII of the [Student Code of Conduct](#).

A detailed written syllabus distributed and discussed at the first class meeting can alleviate problems, especially if it notifies students of how to contact an instructor concerning emergency absences, assignments, and course grade concerns.

Students find it helpful when faculty include an e-mail address, or a home phone number, or coordinate a method by which messages can be left by students and retrieved by the faculty in a timely manner.

CONTENT

Chairpersons and coordinators are responsible for ensuring that course syllabi include the required information.

Information required in all syllabi:

- I. Contact Information
- II. General Course Information
- III. Common Course Student Learning Outcomes
- IV. Textbooks, Workbooks, and Supplies
- V. Course Requirements
- VI. Student Code of Conduct
- VII. Collegewide Policies & Procedures
- VIII. Additional General Information
- IX. Course Schedule

FORMAT

Required information may be presented in one of two ways:

In one document: All required information is presented in one document that may follow the standard syllabus

format presented below or may follow a format developed by the faculty, the department, or the discipline.

In two documents: The required information that does not change with the semester or the instructor is presented in one document, and the information that does change with the semester or the instructor is presented in a second document. This arrangement is useful for courses that have collegewide syllabi. If the syllabus is presented in multiple documents, clearly indicate that each document is part of the course syllabus, e.g. Syllabus, part 1 of 5.

STANDARD SYLLABUS FORMAT

MONTGOMERY COLLEGE

Course Syllabus

Name of Division/Department

MC Course Name

Semester/Year

I. Contact Information

This section provides the instructor's contact information including e-mail address, office hours, and office phone number. Information regarding how to access the [College website](#), the [IT Service Desk](#), and the [MyMC portal](#) may be included in this section.

II. General Course Information

This section should include the course title, CRN, credit hours, prerequisites, corequisites, and assessment levels. This section should also include the [College Catalog's](#) description of the course and the class format such as lecture, lab, or other course activities that require the student to be available outside of the regularly scheduled class meeting hours. Courses in the [General Education programw](#) should indicate the foundation or distribution that they fulfill.

Online, Blended, or Web-supported Courses

Course policies for fully online, blended, and some web-supported courses will vary. Faculty are encouraged to include course policies specifically related to distance education, which are located on the Faculty Resource Center of the [Distance Education website](#).

All courses supported by Blackboard should include a link to the current Technical Requirements page at [Distance Education website](#).

Contact information for technical assistance with College-supported IT resources (Montgomery College [IT Service Desk](#) at 240-567-7222 or via e-mail at itservicedesk@montgomerycollege.edu) should be included.

Structured Remote Courses with Online Meetings

For courses that have online meetings that include microphones and cameras, please include these [course policies specific to the structured remote format](#). These policies include guidelines regarding student microphone and camera use, class recordings, participation, etiquette, privacy, and attendance.

Technology Hardware Specifications for Students

As technology will be a major component of your education at MC, the following [hardware baseline specifications](#) will help prepare you for online learning and ensure that all systems used will function properly.

III. Common Course Student Learning Outcomes

This section provides a list of skills and abilities that students should be able to demonstrate by the end of the semester. Course outcomes developed by the disciplines are reviewed by the outcomes specialist in the Collegewide Curriculum Committee and published in the [Montgomery College Catalog website](#). The course outcomes on the syllabi should match those in the [College catalog](#). Faculty members may see their department chair for more information concerning outcomes or they can visit the [Montgomery College Catalog website](#).

IV. Textbooks, Workbooks, and Supplies

This section specifies which textbooks, workbooks, and supplies are required and which are optional. This section may include a link to the [MC Bookstores](#).

V. Course Requirements

This section explains what the student must do in order to pass the course. Requirements will vary based on discipline.

A. Course Grade

This section should list the components of the final grade (assignments, quizzes, tests, papers, class participation, etc.). This section also explains the formula used to calculate the grade and the grading scale.

B. Late and/or Make-up Policy for Coursework

This section should specify whether the instructor accepts late and/or make-up course work. If so, this section should explain the criteria and provide directions that the student should follow.

VI. Student Code of Conduct

A. Standards of College Behavior

This section should refer students to the [Student Code of Conduct](#), which explains the specific behaviors that violate the standards of College behavior. Faculty are strongly encouraged to discuss with students the procedures for handling disruption in the classroom. Faculty are encouraged to include [Student Code of Conduct](#) link in their syllabi.

B. Academic Honesty

This section should present general comments about academic dishonesty and may explain the specific behaviors that constitute academic dishonesty in the course. A faculty member may want to quote the language on this topic that appears in Section VIII Academic Dishonesty of the [Student Code of Conduct](#). The code is available online at [Student Code of Conduct](#).

VII. Collegewide Policies and Procedures

A. Attendance Policy

This section should explain the attendance policy for the course. A faculty member may want to quote the language on this topic that appears in the Montgomery College Catalog. Recommended language includes: Students are expected to attend all class sessions. In cases involving excessive absences from class, the instructor may drop the student from the class. An excessive absence is defined as one more absence than the number of classes per week during a fall or spring semester; the number of absences is prorated for accelerated sessions.

B. Withdrawal and Refund Dates

This section should include a brief statement on the collegewide policy on withdrawing from a course. Recommended syllabus language includes: “It is the student’s responsibility to drop a course. Non-attendance of classes or failure to pay does not constitute official withdrawal. It is recommended that faculty either specify the drop deadline date on the syllabus or provide the student with the following directions. To view specific drop deadlines, log into your MyMC account:

- 1) Click on “My Class Schedule” under Student Quick Links
- 2) Select the current term
- 3) Click on “View Drop Deadline Dates” at the bottom of the page”

C. Audit Policy

This section should include a brief description of an “audit” course. A faculty member may want to quote the recommended language: All students registered for audit are required to consult with the instructor before or during the first class session in which they are in audit status, and students are required to participate in all course activities unless otherwise agreed upon by the student and instructor at the time of consultation. Failure to consult with the instructor or to so participate may result in the grade of “W” being awarded. This action may be taken by the instructor by changing the “AU” to “W” before the drop with “W” date.

D. Disability Support Services

Your success in this class is important to me. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. If you have a disability that may impact your access and learning in this course, please contact me to discuss your specific needs. An accommodation letter from [Disability Support Services \(DSS\)](#) authorizing your accommodations will be needed. Please note that accommodations needed for an online course may be different from those needed in a traditional classroom setting, so it is important to work with DSS to determine appropriate accommodations for this course as early as possible. Since accommodations are not retroactive, it is strongly recommended that you notify me as early as possible in the term.

E. Veteran’s Services

Recommended language for this section includes: “If you are a veteran or on active or reserve status and you are interested in information regarding opportunities, programs and/or services, please visit the [Combat2College website](#).”

F. Delayed Opening or Closing of the College

Because of inclement weather or utility failure or for other reasons, it may be necessary to delay opening or suspend all operations of the College or an individual campus. This section should present general comments about the closing of the College and explain what is expected of the student regarding continuation of coursework in the event that the College is closed due to unforeseen circumstances.

It may be helpful for faculty to include the following closure-related information in their syllabi:

Montgomery College will always operate on its regular schedule unless otherwise announced. Depending on the nature of the incident, notifications of emergencies and changes to the College’s operational status will be communicated through one or more of the following means:

- College emergency responders: Security Officers, Campus Response and/or Support Teams

- [Montgomery College ALERT](#). Registered users receive text and e-mail messages
- Montgomery College Emergency Desktop Notification. Scrolling messages are broadcast on College computers
- [Montgomery College website](#)
- [MyMC website](#)
- Montgomery College [student e-mail system](#)
- Montgomery College employee voice mail. From off-site, dial 240-567-1701
- Montgomery College [employee e-mail](#).
- Montgomery College main phone number at 240-567-5000
- Montgomery College cable channel 10 in Montgomery County
- Commercial radio and TV stations including:
-

Television	Radio
Channel 4 WRC	WTOP (103.5 FM)
Channel 5 WTTG	WFRE (99.5 FM) - Frederick
Channel 7 WJLA	WAMU (88.5 FM)
Channel 9 WUSA	WFMD (930 AM) - Frederick
News Channel 8	WMAL (630 AM)

All inquiries from the news media regarding an emergency event should be directed to the College's Office of Communications.

How Closing and Delays Impact Classes

If a class can meet for 50% or more of its regularly scheduled meeting time OR if the class can meet for 50 minutes or more, it will meet. Montgomery College will always operate on its regular schedule unless otherwise announced. Depending on the nature of the incident, notifications of emergencies and changes to the College's operational status will be communicated through one or more communication methods including the [College's website](#). For the most up-to-date information regarding College openings, closings, or emergencies, all students, faculty, and staff are encouraged to sign up for email and text alerts via [Montgomery College ALERT](#). For registration information, please visit the [Montgomery College Public Safety website](#).

G. Communication

This section should note that the Montgomery College e-mail account is the official means of communication between the faculty member and the student. Faculty are encouraged to include language in the syllabus that stresses a student's responsibility to check his or her MC e-mail for College and class information. Recommended language includes: "It is recommended that you check his or her account routinely for official communication or as directed by your instructor(s). Some items you may find there are: course announcements, invoices, important admission/registration information, waitlist status. To check your e-mail, log into your MyMC account and locate the e-mail icon in the upper right hand corner of the page."

H. Sexual Misconduct

Montgomery College's [Sexual Misconduct Policy & Procedure \(31001-CP\)](#) and Federal Title IX law prohibit discrimination and harassment on the basis of sex in College programs and activities. Any student who is impacted by sexual harassment, sexual assault, dating and domestic violence, stalking, gender

discrimination, pregnancy discrimination, gender-based harassment or retaliation should contact the College's Title IX Coordinator to make a report and or/access supportive measures and resources. For more detailed information about the College's response to [sexual misconduct](#) or to make a formal complaint visit the [College's Title IX webpage](#).

I. Pregnancy

Title IX prohibits discrimination on the basis of sex, including pregnancy and related conditions. The College must give all students who might be, are, or have been pregnant the same access to school programs and educational opportunities as other students. For guidance and obligations related to [academic adjustments, accommodations, and support](#), please see the [College's Title IX webpage](#).

VIII. Additional General Information

This section might include comments that are specifically related to a course or discipline. The name of this section and its content can vary with the faculty member. A faculty member may note in the syllabus that he or she reserves the right to alter the content to provide the best educational experience for the student. Alterations of the content must remain consistent with the College Catalog's course description, and the faculty member must notify the students of changes to the schedule or other elements of the syllabus in writing before the changes are implemented.

IX. Course Schedule

This section provides a daily or weekly schedule for the course, along with due dates for assignments. A faculty member may note that assignments and dues dates are subject to change.

Contact Us

The Montgomery College Faculty Handbook is maintained and updated by the [Office of Academic Affairs](#). Please contact [Ms. Veronica Banh](#), Project & Data Manager, at any time with suggestions for corrections, modifications, or additions to this handbook. She can be reached by phone at 240-567-5018 or by e-mail at Veronica.Banh@montgomerycollege.edu.

Office of the Senior Vice President for Academic Affairs
9221 Corporate Blvd.
Rockville, MD 20850
Phone: 240-567-5006



Useful Links

- [Germantown Campus](#)
- [Rockville Campus](#)
- [Takoma Park/Silver Spring Campus](#)
- [Full-Time Faculty Collective Bargaining Agreement \(AAUP\)](#)
- [Part-Time Faculty Collective Bargaining Agreement \(SEIU\)](#)
- [Academic Affairs Division](#)
- [Academic Calendar](#)
- [Academic Programs & Courses](#)
- [Academic Regulations and Standards](#)
- [Assessment Centers & Testing](#)
- [Audiovisual \(AV\) Equipment Services](#)
- [Behavioral Intervention Team](#)
- [Calendar of Events](#)
- [Campus Maps](#)
- [Civility Norms](#)
- [College Catalog](#)
- [Collegewide Curriculum Committee](#)
- [Counseling & Advising](#)
- [Credit Class Schedule](#)
- [Disability Support Services](#)
- [E-Learning, Innovation, and Teaching Excellence](#)
- [Emergency Operations Plan](#)
- [Facilities Services](#)
- [Financial Aid](#)
- [Governance](#)
- [Inside MC Online \(daily employee newsletter\)](#)
- [IT Service Desk](#)
- [Learning Centers](#)
- [Library](#)
- [Maps & Directions](#)
- [Montgomery College Alerts](#)
- [MyMC \(main portal to MC information\)](#)
- [Official Documents and Reports](#)

- [Open Educational Resources \(OER\) for MC Faculty](#)
- [Parking](#)
- [Policies and Procedures](#)
- [Safety and Security](#)
- [Service Employees International Union](#)
- [Student Affairs Division](#)
- [Student Rights and Responsibilities](#)
- [Student Success Network](#)
- [Syllabus Template](#)
- [Telephone Directory](#)
- [Transportation](#)
- [Workforce Development & Continuing Education](#)
- [Z-courses \(Open Educational Resources\)](#)



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