

Adjunct Faculty Handbook Policies and Procedures



2017-2018

**Great Falls College MSU
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Principles of Good Teaching and Learning

The best teaching and learning occurs when:

The classroom climate is one of mutual respect among all participants. It is a primary responsibility of GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY instructors to foster and exhibit respect for all students in the classroom, to hear every student's voice, especially those who have been silenced in previous educational settings. Respect involves a recognition of different points of view, different values, different styles of learning, different talents and different kinds of intelligence.

Students are motivated. The stronger the desire to learn something the more learning will occur. Instructors who display genuine passion for their subject matter and communicate high standards can generate a similar enthusiasm among students. Love of learning is the strongest motivation we can provide for our students.

The learning environment in the classroom is treated as a holistic, dynamic system designed to accommodate different ways of learning and knowing. Instructional methods should promote a cycle of learning that includes opportunities for direct hands-on experience; for reflection through reading, writing, and discussion; for students to derive personal meaning or make connections to their daily lives; and for discovering direct applications for the learning. The deepest learning states often occur when the whole brain is engaged, when analytical left-brain processes are accompanied by a range of right-brain understandings.

Content is presented with the "big picture" first as a context for the specific, differentiated information of the subject. The most meaningful learning generally occurs when students have a context for the specific content they are trying to learn. This content – information/material/activities – should be connected either to broader foundational concepts or to students' personal experiences. Learning that lacks a contextual framework tends to be superficial and of short duration.

The class encourages dialogue and collaboration among students, as well as between students and the instructor. Dialogue among classroom participants allows for the integration of new knowledge with what students already know, which in turn generates further understanding and fresh insights. Interactions among students and teachers can be the most effective triggers of meaningful learning.

The class provides opportunities for direct experience and active application of course content. Students generally learn things best if they experience them first hand or apply them directly to solve a problem. Providing students with opportunities to teach others what they are learning is one of the most effective ways to accomplish this kind of applied learning in the classroom.

Student development and transformation becomes an intentional goal of the teaching and learning process. Student development involves positive changes in students' frames of reference and their ability to think critically and abstractly. This transformation is most likely to occur in an environment that includes safety and trust and provides occasional experiences of cognitive dissonance (i.e. experiences which lead students to question their own taken for granted beliefs and frames of reference).

Assessment is an ongoing process that provides prompt feedback to students about their learning. Assessment is most effective when there is the least anxiety and the maximum potential to learn from the assessment procedure. Hence, students should perceive assessment as a natural and on-going part of the cycle of learning.

Welcome!

Great Falls College Montana State University (GFCMSU) is privileged to count as members of its teaching faculty a diverse and extraordinarily talented group of part-time instructors. You perform an essential service to the College and to our students. The information in this packet has been provided to assist you as you prepare for the upcoming semester.

About Great Falls College MSU

Tagline

Changing *Lives* – Achieving *Dreams*

Vision

The vision of GFC MSU is to strengthen communities through excellence, innovation, and collaboration.

Mission

The mission of GFC MSU is to educate and inspire you.

Values

- **Accountability** – We ensure our decisions are data-informed and grounded in the best interest of our students and their communities.
- **Integrity** – We value civic responsibility, high academic standards, ethical practices, and the courage to act.
- **Lifelong Learning** – We believe education is a lifelong necessity and commitment; we personify this belief by engaging and reengaging students from all generations in learning opportunities.
- **Respect** – We value differences and treat others with civility, encouraging open and honest communication.
- **Responsiveness** – We recognize and act upon opportunities to be innovative, flexible, and adaptable to our students' and communities' needs.
- **Student Success** – We are dedicated to student success and achievement; we strive to meet the educational needs of our students and their communities.

Core Themes

1. Educate
2. Inspire

Commitment to Assessment

Great Falls College MSU, a student-centered two-year college providing quality educational opportunities responsive to community needs, is committed to the evaluation of institutional effectiveness and the assessment of student learning outcomes. This commitment is reflected through an assortment of activities and processes that all begin with a patent expression of the College's mission, vision, values, goals, strategic plan, and the espousal of these principles by the academic departments, their programs and all co-curricular divisions and departments.

GFC MSU – College Learning Outcomes:

All graduates will engage in learning activities that enhance their professional and personal lives, as well as their communities. During their academic careers at Great Falls College Montana State University, students will engage in learning activities that demonstrate:

CLO 1 – Effective Communication: The active expression and exchange of ideas through listening, speaking, reading, writing or other modes of non-verbal or artistic expression.

CLO 2 – Technical Literacy: The ability to form strategies to locate, evaluate, and apply information, and know the ethical issues surrounding information and technology.

CLO 3 – Critical Thinking and Quantitative Reasoning: The ability to analyze data, arguments, assumptions, and problems in order to draw conclusions.

CLO 4 – Workforce Readiness: The ability to exercise the skills, competencies and behaviors necessary to succeed in the workplace or at a transfer institution.

CLO 5 – Citizenship: The ability to apply the knowledge, skills and values individuals utilize to be effective, active citizens.

PROMISES TO KEEP: THE COURSE SYLLABUS

Purposes of the Course Syllabus

At Great Falls College Montana State University, a course syllabus serves the following purposes:

1. The course syllabus tells students taking the course what they can expect and what will be expected of them.
2. The course syllabus is used by other institutions to evaluate whether a particular course is equivalent to a course they offer and therefore transferable.
3. The course syllabus is used by faculty, program directors, and department chairs to ensure that the content and objectives of the course remain consistent, regardless of the instructor teaching it, the number of sections provided, or the semester it is offered.
4. The course syllabus is used by the Curriculum Committee to evaluate the appropriateness of the credits allotted for the course, its placement in the curriculum, and its reflection of program and institutional standards.
5. The course syllabus is used by the Division Director to evaluate whether faculty instruction and assessment is well-suited to achieving the objectives of a course.
6. The course syllabus is a critical source document in any academic complaint.

In short, the course syllabus is a promise that Great Falls College Montana State University makes to its students, faculty, academic senate, administration, receiving institutions, accrediting bodies, and the public. Because the promise centers on the most important work of the College – teaching and learning – it is arguably the most important promise that it makes. If the College and its faculty are to be credible, keeping that promise is essential.

The Content of the Course Syllabus

Course syllabi often include information specific to the instructor of the course or the semester that it is offered—e.g., instructor's e-mail address, office hours, etc.—but all course syllabi at Great Falls College Montana State University must consist primarily of the following components:

1. **Course Description:** This brief summary of the content of the course should be identical to the description of the course in the College's catalog. *It may not be altered by individual faculty except through formal curriculum change processes.*
2. **Course Materials:** Any texts, supplies, or equipment that the student is required to purchase in order to take the course must be listed in the course syllabus. Although individual faculty may supplement these materials with additional materials of their own choosing in order to keep expenses and expectations consistent and reasonable from faculty to faculty and semester to semester, supplemental materials should be easily accessible and inexpensive.
3. **Course Objectives:** The syllabus should clearly state the specific skills, knowledge, and/or understanding that successful students will achieve as a result of taking the course. The course objectives are perhaps the most important part of the syllabus because they are directly connected to almost every purpose that a syllabus serves. Therefore, *they may not be altered by individual faculty except through established curriculum processes.*
4. **Course Outline:** The course outline should give a clear indication of the content of the course--what, specifically, will be covered and, if the instructor prefers, in what order. The content of the course must remain constant, but faculty have the latitude to alter the format and the sequence of course content to suit their instructional purposes and circumstances.

5. **Course Calendar**, In order to distinguish sequence from content, many faculty include a **Course Calendar**, which provides the sequence and timeline for the course content in the syllabus.
6. **Course Evaluation**: This section of the course syllabus specifies the manner in which final grades for the course will be determined. Any activity related to the final grade should be listed in this section, including class participation and attendance, if the instructor factors those elements into the course grade. Grading scales and other methods of grade calculation should also be included. Because the evaluation of learning is a distinctly professional judgment, faculty are encouraged to alter this section to reflect how they prefer to make these judgments, as long as they observe these three stipulations:
 - State your expectations clearly. For instance, if attendance does affect the course grade, be specific about your expectations for attendance and explain how attendance influences the final grade.
 - Adhere completely to the evaluation methods that you specify in your syllabus. Grade complaints become more difficult to resolve when you have not graded students using the methods you promised in your syllabus.
 - Be able to defend the appropriateness of the evaluation methods that you identify in your syllabus. Do they have a logical connection to the course objectives? Do they strike the appropriate emphases and balances among objectives?
7. **Midterm Grades**: All faculty are required to submit midterm grades so that students have a clear understanding of their standing in the class at that point in the semester. Traditional letter grades may be given. Alternate grades of “S” for satisfactory, “U” for unsatisfactory, “NA” for not applicable, and “No Shows” may be used.
8. **Student Success Alert**: In order to help students be successful, the College has instituted a Student Success Alert system. Faculty work with the Advising & Career Center to notify students about concerns regarding class attendance, academic performance, or other issues related to the student’s success.
9. **Attendance and Tardiness**: Because attendance is key to a student’s academic success, the College has instituted an “Attendance & No Show” policy (see policy 210.1 at <http://www.gfcmu.edu/about/PoliciesProcedures/200Policies.php>). In order for the policy to function and aid in student success, faculty are required to take attendance. In addition to the College policy, departments and faculty may have additional attendance and tardiness policies. Those should be clearly stated in the syllabus.
10. **Accommodations Statement**: The accommodations statement on your course syllabus for each class is included in the syllabus template. In addition to putting this statement in your syllabus, mentioning this option for students on the first day of class is beneficial to the students who need to contact the Disability Services office as soon as possible to make arrangements for the semester.
11. **Academic Success Center**: The Academic Success Center helps students successfully complete their courses by providing free tutoring to GFCMSU students in a variety of areas, including writing, math, science, accounting, and computers. The Academic Success Center also helps students improve their study skills. No appointment is necessary. Tutoring is available on campus in R263 and online. For more information, including a current tutoring schedule, go to students.gfcmu.edu/asc or call 406-771-5121.
12. **Plagiarism and Academic Integrity**: Maintaining academic integrity is critical to the College. The “Academic Honesty” policy 300.14 can be found under “Student Conduct” in the policy handbook at <http://www.gfcmu.edu/about/PoliciesProcedures/300Policies.php>.

13. **Outcomes Assessment Alignment:** Each course objective is aligned with program/degree/division outcomes. Those outcomes are then aligned with the College's Eight Abilities to ensure that students are gaining the skills and knowledge necessary for their success. The Outcomes Assessment Alignment chart shows the relationship between the objectives and outcomes, as well as details the type of course objective and the assessment tool used to measure the objective. The Eight Abilities themselves are defined following the Outcomes Assessment Alignment chart.

The *Faculty Course and Syllabus Checklist*, and *Syllabus Template* form are included on the following pages.

Location of the Course Syllabus

All faculty should have a course syllabus for every course that they teach. By the first class period, all faculty should deliver an electronic copy of the syllabus for each course they teach that semester to their division and program director.

All students should have a course syllabus for every course in which they are enrolled. Syllabi can be given to students electronically through D2L.

All Divisions should have a course syllabus on file for every course in every program in the Division. By March of each year, the Division should have forwarded any proposed changes in syllabi to the Curriculum Committee.

The Office of the Associate Dean should have electronic copies of all syllabi in effect at the College.



Faculty Course and Syllabus Checklist

Instructor: _____ Course: _____

Division: _____ Semester: _____

In accordance with evaluation procedures, the instructor will provide copies of a course syllabus for each course taught every semester. These syllabi are housed in the Academic Divisions and with the Associate Dean. The primary purpose of the checklist is to verify that the required content is present in the syllabus. The completed checklist will be used as a cover sheet when submitting your syllabus to the Academic Dean, as specified in the Collective Bargaining Agreement. Syllabi must be ready for distribution to students on the first day of class. If you are unable to complete items on the checklist, please explain in the comments section.

Check off when complete	
	Syllabus follows required campus template and all areas are complete.
	Syllabus is consistent with the common syllabus for this specific course.
	Syllabus is free of grammatical errors and communicates in simple, clear language.
	Syllabus under Course Materials lists all the required and recommended learning resources and their location, if applicable, including textbooks, power point presentations, references, practice quizzes, study guides, interactive exercises, etc.
	Syllabus under Course Objectives lists all general course objectives. Objectives must be attainable, measureable and start with an action verb such as define, classify, choose, compare, or design. For other examples, visit http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm
	Syllabus under Course Evaluation clearly explains instructor's expectations regarding grading, including course grading scale and point distribution for all categories of assessment such as assignments, exams, projects, and papers.
	Syllabus under Attendance includes course policy on attendance and tardiness, if applicable, and specifies the repercussions of student absenteeism and/or tardiness. For an online syllabus, faculty states the frequency of the faculty and student participation in the course.
	Syllabus under Course Calendar clearly lists the expectations of the work timeline for the course including weekly topics, assignments, exams and their respective due dates. Syllabus states if you plan to include pop quizzes and/or other unscheduled assignments. The course calendar/outline may be listed as tentative and subject to change.
	Syllabus under Outcomes Assessment Alignment has aligned the general course objectives with the appropriate program, degree, or division outcomes and the College Learning Outcomes.

Check off when complete	
	The Student Outcomes Assessment form (Phase IV) was completed for this course during the last semester it was taught.
	The information from the Phase IV Outcomes Assessment form from the previous semester was used to improve my teaching and/or design of this course.

COMMENTS:

SYLLABUS TEMPLATE

INSTITUTION: Great Falls College Montana State University

COURSE TITLE: Becoming a Successful Student

COURSE NUMBER: COLS 103

NUMBER OF CREDITS: 1

SEMESTER/YEAR:

INSTRUCTOR:

Phone:

Email:

Office Hours:

I. COURSE DESCRIPTION:

To graduate from Great Falls College MSU, every student is required to take COLS 103 Becoming a Successful Student, or meet its equivalent. The course emphasizes strategies for academic and personal success, including academic and career planning, goal setting, and academic skill development in areas such as note-taking, study skills, test-taking strategies, and time management skills. Students are expected to enroll in this class during their first semester or prior to completing 16 semester credits.

II. COURSE MATERIALS:

Textbook: Chester, Eric. Bring Your A Game to Work.

ISBN 978-0-9847528-0-5

USB flashdrive

Reliable access to a computer and the internet

III. COURSE OBJECTIVES:

1. Students will be able to apply personalized learning and study skill strategies to daily college course work.
2. Students will be able to understand their interests and values and develop the ability to establish and work toward short-term and long-term personal, academic, and career goals.
3. Students will be able to identify and utilize campus resources and interpret college policies and procedures.
4. Students will be able to establish greater self-awareness and develop self-management strategies.

IV. COURSE OUTLINE:

1. **Success journals:** Students will respond to 8 journal prompts in order to explore their thoughts and feelings as they experiment with the success strategies presented in this course. (Objective 4)

2. **Reading discussions:** In order to encourage consistent and active participation, students will discuss and complete class activities related to each assigned reading from the text. (Objective 4)
3. **Syllabus analysis:** Students will review the syllabus from this class to better understand how to find important course information and plan their study time. (Objective 3)
4. **Personal Plan:** Students will consider situations that might impede their success and write a backup/study skills plan to help them deal with these situations. Students will complete a personal plan to determine the most effective way for them to deepen their learning in college and beyond. (Objective 1 & 4)
5. **Advisor meeting/Smarter Measure:** Students will meet with their advisors to establish a connection, learn how to read the course catalog, learn how to register, learn what their course road map is, and discuss future academic and career plans. (Objective 2)
6. **Policies/Procedures:** Students will work with Academic Advisor to complete an activity related to campus policies and procedures to better understand Great Falls College policies and procedures. (Objective 3)
7. **Financial Wellness:** Students will attend one financial wellness workshop or meeting covering a money management or financial aid topic to better understand successful strategies. (Objective 3 & 4)

V. COURSE CALENDAR

This schedule is subject to change at the discretion of the course instructor to accommodate instructional and/or student needs.

VI. COURSE EVALUATION:

VII. MIDTERM GRADES:

A midterm grade will be posted using the letter grade scale or "S,U, or NA". Some instructors will use the traditional letter grades as well "A, A-, B+, B, B-,C+, C, C-, D+, D, D- and F or P (Pass)".

S - Satisfactory Progress

U - Unsatisfactory Progress

NA - Not Applicable

X - Not Attending

Please talk to the instructor if you have any questions regarding your midterm grade. The midterm grade isn't posted to your official transcript.

VIII. STUDENT SUCCESS ALERT:

This course is participating in the Student Success Alert program designed to support students in their Great Falls College MSU experience. You are encouraged to approach your faculty member directly if you are experiencing any challenges

related to the class or any other aspect of your college life. As a student, you may receive an Alert notice via email (D2L, college or personal) or phone call at any point during the semester from the Advising & Career Center if the faculty member teaching the course has concerns about your class attendance, academic performance, or any other issue related to your success as a student.

IX. ATTENDANCE AND TARDINESS:

210.1 ATTENDANCE & NO SHOW

Attendance Policy

Great Falls College recognizes the correlation between attendance and both student retention and achievement. Any class session or activity missed, regardless of cause, reduces the opportunity for learning and may adversely affect a student's achievement in the course.

Class attendance and/or participation is required in all courses, regardless of the method of delivery (face-to-face, hybrid, or online) and students are expected to attend all class sessions for which they are registered. Instructors may establish absence policies at their own discretion within their courses to conform to the educational goals and requirements of their courses; however, policies will be clearly detailed in the course syllabus, which must be provided to each student enrolled in the course. It is the responsibility of the student to arrange make up work missed because of legitimate class absences and to notify the instructor when an absence will occur. The instructor determines the effect of the absences on grades.

For Financial Aid purposes, faculty are required to take attendance in order to report a last known date of attendance for any student receiving a failing final grade.

No Show Policy

In order to receive any letter grade, a student must have attended a minimum of one class meeting or the equivalent in the case of a distance learning course. In a distance learning course, initial student attendance is determined by course participation as measured by accessing and using course materials, completion of a class assignment, participation in a course discussion, or other evidence of participation.

Students who enroll in a course but do not attend a minimum of one class meeting or the distance learning equivalent by the end of the 15th day of fall and spring semesters (this deadline is pro-rated for the summer term(s)) will be administratively deleted from the course by Great Falls College administrative personnel. This process will only be carried out after proof of multiple attempts to contact the student is documented by faculty.

Students who do not attend a class prior to the end of the 15th day of fall and spring semesters (this deadline is prorated for the summer term(s)) and do not drop themselves from the course will not receive a refund of tuition in the course and will not be allowed to attend/participate in the class or submit assignments. Failure to attend or participate in a course will adversely impact a student's financial aid award and bill with the college.

Please see the link below for more information and the entire policy
http://www.gfcmsu.edu/about/policies/PDF/200/210_1.pdf

X. ACCOMMODATIONS

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you

have a disability requiring an accommodation, please contact Kathy Meier., M. Ed., Director of Disability Services, in R 261, or call 406-771-4311 to schedule an appointment.

XI. ACADEMIC SUCCESS CENTER

The Academic Success Center helps students successfully complete their courses by providing free tutoring to GFC MSU students in a variety of areas, including writing, math, science, anatomy and physiology, chemistry, accounting, computers and more. The Academic Success Center also helps students improve their study skills, holds academic events intended to help student performance and increase student success. No appointment is necessary. Tutoring is available on campus in R263 and online. For more information, including a current tutoring schedule, go to <http://students.gfcmu.edu/asc>, email us at academicsuccess@gfcmu.edu, or call 406-771-5121.

XII. PLAGIARISM AND ACADEMIC INTEGRITY

300.14 ACADEMIC HONESTY

The integrity of the academic process requires credit be given where credit is due. Accordingly, it is academic misconduct to present the ideas or works of another as one's own work, or to permit another to present one's work without customary and proper acknowledgment of authorship. Students may collaborate with other students only as expressly permitted by the instructor. Students are responsible for the honest completion and representation of their work, the appropriate citation of sources and the respect and recognition of others' academic endeavors.

300.42 DESCRIPTIONS AND EXAMPLES

D. Plagiarism

This is presenting the work of another as one's own without proper acknowledgment.

Examples of plagiarism include submitting as one's own work the work of another student, ghost writer or commercial writing service; directly quoting from a source without acknowledgment; paraphrasing or summarizing another's work without acknowledging the source; or using facts, figures, graphs, charts or information without acknowledging the source. Plagiarism may occur orally or in writing and may involve computer programs and files, research designs, distinctive figures of speech, ideas and images or any other information that belongs to another person and is not acknowledged as such. Inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is still considered plagiarism.

Please see the link below for more information and the entire policy. <http://www.gfcmu.edu/about/policies/PDF/300/300.pdf>

XIII. ESSENTIAL ACTION TOOLS (EAT)

Great Falls College MSU recognizes the correlation between student financial health and student academic success. Student financial health includes adequate resources to pay for tuition, fees, books, and school supplies but also for basic needs including money for rent, food, transportation, utilities, daycare and other essential necessities. The college encourages you to use the essential needs emergency resources list located at the following Essential Action Tools website: <http://students.gfcmu.edu/eat/index.html>

Additionally, we encourage all students to check into the Essential Action Tools resources located in your D2L course list. All students are enrolled in this resource course. Here students will find great cost savings ideas for living on a limited budget. Also, check-out all the programs in the community that provide discounted or free of charge food, housing, childcare, transportation, utilities, and other essential needs.

XIV. OUTCOMES ASSESSMENT ALIGNMENT

Course Objectives	Aligns with the Following Program/ Degree/Division Outcomes	Type of Course Objective: <i>Introductory, Reinforce, or Emphasize</i>	Assessment Tool Used to Determine if Course Objective Has Been Achieved	Great Falls College MSU College Learning Outcomes
Students will be able to apply personalized learning and study skill strategies to daily college course work.	Realistic self-appraisal: Focuses on areas of academic ability and interest and mitigates academic weaknesses	introductory	-Personal study skills -Learning Styles assessment Journal	CLO 3
Students will be able to understand their interests and values and develop the ability to establish and work toward short-term and long-term personal, academic, and career goals.	Personal & educational goals: Determine personal and academic goals and objectives	introductory	-Success journals - Smarter Measure	CLO 3, CLO 4
Students will be able to identify and utilize campus resources and interpret college policies and procedures.	Meaningful Interpersonal Relationships: Creates relationships with fellow students, staff, faculty members, academic advisors, and other institution staff to be engaged with the institution in a meaningful way Social responsibility: Understands the requirements of the codes of conduct; has knowledge of institution governance systems	introductory	-Campus Resource Activity - Advisor Meeting -MCIS Activity	CLO 1, CLO 2, CLO 5
Students will	Clarified values:	introductory	-Success	CLO 3, CLO 4

Course Objectives	Aligns with the Following Program/ Degree/Division Outcomes	Type of Course Objective: <i>Introductory, Reinforce, or Emphasize</i>	Assessment Tool Used to Determine if Course Objective Has Been Achieved	Great Falls College MSU College Learning Outcomes
be able to establish greater self-awareness and develop self-management strategies.	Analyzes personal, work, and lifestyle values and explains how they influence decision- making in regard to course selection, course load, and level of personal involvement in the campus community		journals - Backup plan - Financial wellness meeting -Time management goal setting	

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CLO 2 – Technical Literacy: The ability to form strategies to locate, evaluate, and apply information, and know the ethical issues surrounding information and technology.

CLO 3 – Critical Thinking and Quantitative Reasoning: The ability to analyze data, arguments, assumptions, and problems in order to draw conclusions.

CLO 4 – Workforce Readiness: The ability to exercise the skills, competencies and behaviors necessary to succeed in the workplace or at a transfer institution.

CLO 5 – Citizenship: The ability to apply the knowledge, skills and values individuals utilize to be effective, active citizens.

Great Falls College Montana State University
Policy and Procedures Manual

SUBJECT: Academic
Affairs Policy 203.2
Adjuncts

Effective: June 2007 Revised: July 2011

Adjunct faculty are members of the academic staff appointed for a limited period of time during the year in which they are actively involved in teaching for the College. They are committed to serving and working with individuals to recognize their learning, life, and career aspirations through access, excellent academic programs, and support. Adjunct faculty members are hired on a semester-by-semester basis, and the adjunct appointment does not extend beyond one semester.

I. RESPONSIBILITIES

The primary responsibility of adjunct faculty is to provide quality instruction for student learning and maintain a positive learning environment in the classroom. The major emphasis will be on teaching and evaluating students in classrooms and laboratories.

a. Functional Responsibilities

1. Planning and teaching classes as assigned and as outlined in the course descriptions and course syllabi;
2. Supervising the study and learning activities of students assigned;
3. Participating in an evaluation of teaching and classroom performance;
4. Submitting requests through the department chair or program director for equipment, supplies, textbooks, and other instructional aides;
5. Evaluating the academic progress of students;
6. Demonstrating knowledge of services, regulations, and procedures as defined in the *Adjunct Faculty Handbook*;
7. Submitting course grades and performing other administrative duties as required;
8. Listing office hours and contact information in the course syllabus, using the approved syllabus template. There is an adjunct faculty office on campus;
9. Connecting with the academic division(s) on campus and checking campus email to stay current on the latest policies and practices; and
10. All adjunct faculty must complete a formal performance evaluation as specified in the Adjunct Faculty Policy, complete all required orientation activities, participate in all required training and faculty development activities, and submit any requested documents.

b. Academic Freedom and Responsibility

To ensure that the College has an instructional program marked by excellence, the Montana Board of Regents of Higher Education supports the concept of academic

freedom (see Montana BOR Policy 302). In the development of knowledge, research endeavors, and creative activities, college faculty and students must be free to cultivate a spirit of inquiry and scholarly criticism. The faculty member is entitled to freedom in the classroom in discussing subject matter but should be careful not to introduce matters that have no relation to the field. Faculty and students must be able to examine ideas in an atmosphere of freedom and confidence to participate as responsible citizens in community affairs.

It is the responsibility of the adjunct faculty member instructing a course to align the course outcomes with established student learning outcomes on both the course and program level. It is his or her further responsibility to ensure that such content conforms to any and all departmental standards as specified in the *Great Falls College MSU Catalog* and/or the outcomes of the expressed program.

At no time shall the principle of academic freedom prevent the institution from making proper efforts to assure the best possible instruction and academic climate for all students in accordance with the mission of the institution.

II. HIRING AND SELECTION

All adjunct faculty in the academic teaching areas will possess the appropriate academic qualifications as specified in Montana Board of Regents policy 730.6. It is the responsibility of the department chair or program director to review and verify the credentials and interview all applicants in collaboration with the division director. Adjunct faculty are selected according to these five criteria:

- a. Academic degree, documented certification, and/or field experience;
- b. Proficiency in the proposed course subject;
- c. References;
- d. Previous experience in business, industry, or teaching; and
- e. Completed application and transcripts, certification and/or documentation of experience on file.

All adjunct applications should be submitted to Human Resources, who will record applicant information, make initial contact with the applicant, and forward complete applications to appropriate Division(s) for pre-screening. Once pre-screening has been completed by the Division, the application will be added to the Adjunct Faculty Applicant Pool and on file for a period of one (1) year. Human Resources will maintain the Adjunct Faculty Applicant Pool.

Human Resources will search for qualified applicants, when requested to do so by a division representative. If there are no applications on file, or if no suitable candidates are identified from applications on file, then the division director must complete a *Recruitment Authorization Form* and submit it to the Human Resources Office to advertise the position.

If a vacancy is advertised, a vacancy announcement is kept on file in Human Resources. If a vacancy announcement does not exist for a particular position, the division representative will work with Human Resources to create one.

The selection process for the hiring of adjunct will be a collaborative process between the divisions and the Human Resources Office. The *Adjunct Screening and Approval for Hire*

Form will be used to document the hiring process and to obtain approval for hire by the Associate Dean/CAO. At least two of the professional references, provided by the applicant, will be contacted as a part of the hiring process. Interviews and reference checks must be conducted with two College representatives present. Full-time and adjunct faculty members shall be encouraged to participate in the hiring process. Interview questions and documentation of interviews must be submitted to the Human Resources Office and will be kept on file there. All applications for individuals who are not hired or who are not assigned to a class upon hire will be kept on file for three (3) years by the Human Resources Office. After the initial semester, rehiring depends on these factors:

- a. Student evaluation comments and numerical results
- b. Instructor attendance
- c. Maintenance of an appropriate learning environment
- d. Performance of administrative duties (grading, checking rosters, responding to campus email)
- e. Classroom observations
- f. Needs of the College

All adjunct instructors will be employed subject to the laws of the State of Montana, the requirements and policies of the Montana Board of Regents, and the requirements and policies of Great Falls College Montana State University.

Adjunct faculty teaching assignments are dependent on sufficient enrollment in each course to be taught and/or other administrative considerations. Should the class(es) not have a sufficient number of students enrolled, the letter of appointment automatically becomes void. Great Falls College MSU may transfer the class(es) to a full-time faculty member or a different adjunct faculty member – if necessary for academic or operational needs. Adjunct assignment to a class(es) may be changed at any time prior to the commencement of the semester. Adjunct faculty appointments do not include any assurance, obligation, or guarantee of subsequent employment. Adjunct appointments may be canceled without prior notice and are not effective until approved by all College officials. The maximum teaching load combined for fall and spring semesters is 17 credits. The summer maximum is nine (9) credits. Maximum teaching loads may be exceeded in exceptional cases approved by the Associate Dean/CAO and the Dean/CEO prior to the first day of the employment period.

III. PERSONNEL REQUIREMENTS

Adjunct applications do not require a State of Montana application. Adjunct applications must include the following:

- a. Letter of interest/cover letter (or an email of interest)
- b. Current resume or curriculum vitae
- c. Copy of the applicant's official transcripts and/or certifications
- d. Verification of professional licensures (as appropriate)
- e. Completed criminal background check form
- f. Names and contact information for three (3) professional references

Upon hire, the new adjunct faculty member should be referred to the Human Resources office to complete the *New Adjunct Faculty Payroll Packet*. This packet must be completed within three (3) days of official hire. Once the adjunct faculty member is hired, Human Resources will follow new hire protocol (outlined on the *Adjunct New Hire On Boarding Checklist* form) to initiate the intake process. All original documents including but not limited to application materials and official transcripts will be maintained in Human Resources.

Great Falls College Montana State University will hire only U.S. citizens and non-citizens lawfully authorized to work in the U.S. All new employees will be required to complete an employer's verification form I-9, no later than three (3) days from date of hire. The form is included in the *New Adjunct Faculty Payroll Packet*.

IV. PAY DATES

The following schedule will apply for compensation for adjunct faculty:

Adjunct faculty for fall and spring semesters will typically be paid six times during the semester. Adjunct faculty for summer sessions will be paid four times during the semester. Direct deposit of pay is strongly encouraged. Adjunct faculty who do not have pay directly deposited in a bank account will be required to pick up their paychecks from the business office each pay period. Notification of direct deposits will be listed in Banner Web. Forms are distributed in the *New Adjunct Faculty Payroll Packet* and are also accessible from the www.gfcmsu.edu web page.

V. EVALUATION OF TEACHING

All new adjunct faculty members shall be evaluated during their first semester of teaching for the College. Follow-up evaluations may be conducted in subsequent semesters if deemed necessary. After the first evaluation, returning adjunct faculty will be evaluated at least once every three years. Adjunct faculty shall provide access to all class activities for the purposes of evaluation or other college purpose. Evaluation consists of a classroom observation, student evaluation, self-assessment, and the submission of a course syllabus.

a. Classroom Observation

An evaluator will visit a class session (or the online class forum for online courses) of the adjunct faculty member. Unannounced observations may also be conducted at any time. The course visit will be documented and discussed with the adjunct faculty member and a copy will be placed in the adjunct file.

b. Student Evaluation

Each term the adjunct faculty member teaches, the adjunct faculty will assure that a student evaluation is completed. During each evaluation period, the tabulated results and written student comments will be reviewed by the division, discussed with the adjunct faculty member, and placed in a central file by the Assistant to the Associate Dean/CAO. Student evaluation of teaching is mandatory and must be completed every semester.

c. Self-Assessment

The adjunct faculty member will prepare a self-evaluation concerning such matters as goals and objectives met, professional reading, participation in

instructional methodology training, and other information that demonstrates professional growth.

d. Summary Meeting

The adjunct faculty must schedule a summary meeting with the evaluator. Summary meetings may be conducted in person, via telephone, or through email communications. The adjunct faculty member and the evaluator will review the completed documents and sign the evaluation documents (emailed acceptance of the evaluation can substitute as a signature). A copy of the completed evaluation will be kept in the adjunct faculty member's evaluation file. Signed evaluations do not imply future employment.

VI. TRAINING IN INSTRUCTIONAL METHODOLOGY

During the academic year, adjunct faculty will be offered the opportunity to participate in instructional development opportunities. Some trainings are required and some are optional; however, adjunct faculty are strongly encouraged to participate. Adjunct faculty members also qualify to receive a 50% discount on any non-credit Outreach class during the semester(s) they are teaching.

VII. ADJUNCT FACULTY ORIENTATION

All new adjunct faculty are required to attend an Adjunct Faculty Orientation meeting at the beginning of their first semester teaching for the College. New adjunct faculty orientations will be held each semester for all new hires. The orientation shall include information about the mission of the College; outcomes assessment; the nature of the student population; college policies, procedures, and practices regarding professional expectations and performance; and other academic and student life information that will assist the adjunct faculty member in effectively carrying out his/her teaching assignments.

Returning adjunct faculty will be expected to maintain contact with their division(s), keeping up-to-date with changes and updates that affect their teaching.

VIII. EXPECTATIONS

a. Academic Complaints

The Division Director may facilitate (in conjunction with College faculty or staff) academic complaints

involving adjunct instructors in accordance with the procedures established by the *Great Falls College MSU*.

b. Absences

The adjunct is responsible to hold class as outlined in the letter of appointment. If it is necessary to be absent for any reason, it is the responsibility of the adjunct to notify their division to make arrangements. Contacting staff other than the division's administrative assistant will not excuse the adjunct from making arrangements with the division. For emergencies and/or illnesses, adjuncts should call the administrative assistant for the division so students can be notified if possible – or a note can be posted on the door to the classroom. Adjuncts teaching

online should also contact the Distance Learning office if unable to post to students in the online platform. The division must be notified by the adjunct faculty member if class will be meeting in an alternate location or format other than what is listed on Banner Web.

c. Classrooms and Labs

Classrooms are assigned before enrollments are final. If there are any classroom problems or conflicts, the adjunct should contact the division. All faculty may view current classroom locations and information on Banner Web. Classrooms will be unlocked so no keys are necessary. No faculty should change classrooms unless permission has been granted by the division. Contact the administrative assistant for your division to assist with changes. A room could appear to be available and not be.

Also, it is essential for safety reasons that the location of each class be accessible college-wide through the college scheduling system.

Do not remove or bring in additional chairs to your assigned classroom. If additional chairs are needed, contact the administrative assistant for your division and he or she will make the necessary formal request. If the class is "after hours," please contact the helpdesk to make this request.

Please be courteous to the next class that occupies the room by ending class on time and cleaning up after any messes that were caused by class activities (cleaning whiteboards, cleaning up art materials or spills, asking students to straighten tables and/or chairs, and turning the lights off prior to leaving each class or lab session). Please do not leave posters, student projects, or other items in the classroom, and do not tape or tack anything to the walls. Classroom supplies, such as markers for the boards, erasers, etc., are available through your division. Contact your division's administrative assistant to facilitate a supply order.

d. Textbooks and the GFC MSU Bookstore

The GFC MSU Bookstore carries many of the required books, tools, and supplies needed to complete an educational program. Many other items such as calculators, logo imprinted sweatshirts and jackets, and other miscellaneous items are available for purchase. The cost of the books, tools, and supplies varies with each course, and the instructor needs to work with the Division to obtain instructor editions of their textbooks. The list of required items is provided for every course. The bookstore hours are posted on the store entrance. Check with your division's administrative assistant for procedures for obtaining books and the necessary items needed to teach your class. Textbook orders are usually facilitated by the administrative assistant in the academic divisions.

e. Copy Service

The Print Center makes high quality copies of tests, syllabi, handouts, and other faculty work, as well as fulfilling copying needs of our administrative staff. A variety of paper colors and finishing options are available, and transparencies can be made from photo-ready originals. Charges are billed to division cost codes. All print jobs sent to the Print Center should have a printing request with the job. The printing request should be filled out completely.

Incomplete forms could result in a delay of the job. It is best if printing requests be given to the printing center with 48 hours lead-time in case the copier breaks down or a high volume print job is in progress. Printing requests should be put in the Print Center mailbox located in the mail room. Completed jobs will be placed in the requester's mailbox or on the floor near the adjunct mailboxes. Please refer to the *Great Falls College MSU Campus Procedure Manual for Printing and Building Use, Equipment, Supply, Mail Service, Satellite Requests, and Catering Guidelines*. All faculty are encouraged to place the majority of their course materials

into the Learning Management System course shell in order to minimize the charges to the division.

f. Email Use Policy

All adjunct instructors are required to regularly check and use their assigned “gfcmsu” email account for *any* email correspondence with students. If the instructor is teaching online, mixed-mode, or web-enhanced courses, the designated campus Learning Management System may also be used for electronic correspondence with students.

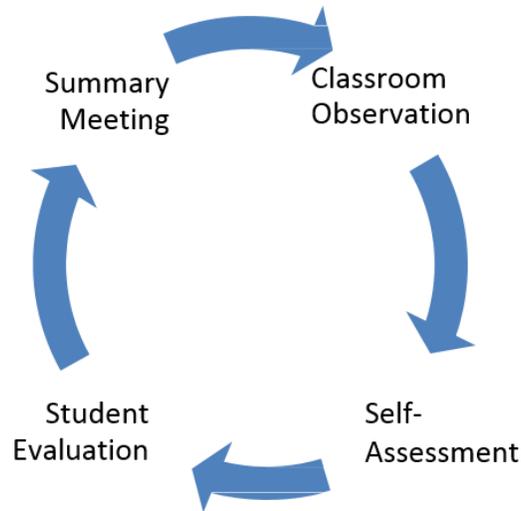
g. Confidentiality of Student Records

The Family Education Rights and Privacy Act (FERPA) and state law require that students’ educational records, with some limited exceptions, are confidential and may not be released without the students’ written permission. Adjunct faculty should familiarize themselves with the requirements of FERPA and should maintain confidentiality as required by law. See <http://www.gfcmsu.edu/catalog/StudentInformation/FERPA.html> for information and tutorial.

ADJUNCT FACULTY EVALUATION Protocol and Forms

Great Falls College Montana State University

Overview of the Evaluation Protocol for Adjunct Faculty



Procedures

All new adjunct faculty members shall be evaluated during their first semester of teaching for the College. A follow-up evaluation for new adjunct faculty may be conducted in subsequent semesters if deemed necessary by the Division Director, Associate Dean/CAO, Dean/CEO, or Program Director. After the first evaluation, returning adjunct faculty will be evaluated at least once every three years. Determination of more frequent evaluations for adjunct faculty will be made by the Division Director and Associate Dean/CAO after considering input from the Program Director. Adjunct faculty shall provide access to all class activities for the purposes of evaluation or other college purpose. Evaluation consists of a classroom observation, student evaluation, self-assessment, and the submission of a course syllabus.

The evaluator will give electronic notice of the beginning of the evaluation period to all adjunct faculty members at the beginning of the semester. The evaluation process will be discussed during the orientation sessions at the beginning of each semester. All adjunct faculty are required to complete orientations during the academic year. All adjunct faculty must submit any other required documentation to be kept in their personnel and/or evaluation file.

**Great Falls College Montana State University
ADJUNCT FACULTY EVALUATION COVER SHEET**

Name: _____

Date: _____

Class Observed: _____

Time: _____

Evaluator:

Adjunct Status: ___ New ___ Returning **Mode:** ___ On Campus ___ Online ___ Mixed Mode

Satisfactory – Meets expectations of criteria. **Needs Improvement** – Does not meet expectations of criteria

Evaluation Criteria

(See attached Observation Checklist)

Satisfactory Needs Improvement

- | | | |
|--|--------------------------|--------------------------|
| 1. Effectiveness in performance of instruction | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Effectiveness in establishing and maintaining positive professional relationships with colleagues | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Effectiveness in establishing and maintaining positive professional relationships with students | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Competence in the particular discipline or field of specialization | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Adherence to policies, procedures, and regulations of Great Falls College MSU | <input type="checkbox"/> | <input type="checkbox"/> |

Please see the Observation Checklist for comments.

Evaluator's Signature

Date

Adjunct Faculty's Signature

Date

Summary Meeting Date: _____

Great Falls College MSU Instructional Observation List - Face to Face

Instructor Name: _____ Date: _____

Evaluator Name: _____ Course Observed: _____

1 – Needs Improvement

2 – Satisfactory

N/A – Not Applicable

Category	Rating			Comments
Class Structure	1	2	N/A	
Reviews prior classes' course content				
Presents overview of current classes' course content				
Summarizes course content covered				
Directs student preparation for next class				
Uses class time efficiently				
Methods				
Demonstrates evidence of attention to active learning, writing, and critical thinking skills as appropriate				
Provides assignments, handouts, exams, and/or activities to promote student interest and enhance student learning				
Employs effective instructional techniques (i.e., small group discussion, student-led activities)				
Invites class discussion				
Employs other tools/instructional aides. (i.e., technology, computer, video, smart board, white board)				
Delivers well-planned lesson				

<i>Category</i>	<i>Rating</i>			<i>Comments</i>
Teacher/Student Interaction	1	2	N/A	
Solicits student input				
Involves a variety of students				
Demonstrates awareness of individual student learning needs				
Content	1	2	N/A	
Demonstrates knowledge of material and subject matter				
Demonstrates clear organization				
Explains concepts clearly				
Relates concepts to students' experiences				
Selects learning experiences appropriate to level of learning				
Additional Comments				

Great Falls College MSU Instructional Observation List - Online

Instructor Name: _____ Date: _____

Evaluator Name: _____ Course Observed: _____

1 – Needs Improvement 2 – Satisfactory N/A – Not Applicable

<i>Category</i>	<i>Rating</i>			<i>Comments</i>
Course Overview and Introduction	1	2	N/A	
Navigational instructions make the organization of the course easy to understand				
A welcome statement introduces students to the course and to its expectations.				
Instructor provides self-introduction				
Course syllabus follows GFCMSU formatting and guidelines				
Students are provided an opportunity to introduce themselves to the class				
Assessment and Measurement				
Assessments and learning objectives align clearly				
The grading policy is transparent and easy to understand				
Instructor provides a clear and meaningful description of the criteria used to assess and evaluate their work and participation in the course				
Resources and Materials				
Course materials and resources provide a reasonable basis for achieving the stated learning objectives				
Instructional materials have sufficient breadth, depth, and currency for the student to learn the subject				

Category	Rating			Comments
Instructional materials are easily accessible to, and usable by, students				
Links to outside material are clearly labeled				
Selection and use of tools and media supports the learning objectives of the course and are integrated with learning activities				
Student/teacher dialogue is encouraged throughout course				
Interaction				
Learning activities foster instructor-student, content-student, and (if appropriate to the course) student-student interaction.				
Information clearly indicates how quickly the instructor will respond, when feedback will be provided, and when the instructor is available to meet				
Requirements for student-student, student-content, and student-instructor interaction are clearly articulated				
Student performance (learning) objectives are clearly stated				
Course design allows the instructor to be present, active, and engaged with students				
Additional Comments				

Great Falls College MSU Instructional Observation List - Lab

Instructor Name: _____ Date: _____

Evaluator Name: _____ Course Observed: _____

1 – Needs Improvement

2 – Satisfactory

N/A – Not Applicable

Category	Rating			Comments
	1	2	N/A	
Class Structure				
Maintains effective laboratory setting				
Develops and maintains adequate resource material				
Relates laboratory to lecture or clinical experiences				
Provides frequent and appropriate feedback				
Communicates appropriate safety protocols				
Models proper laboratory technique				
Directs student clean-up of laboratory equipment and workspace				
Gives overview of day's course content				
Directs student preparation for next class				
Presents overview of current classes' course content				
Summarizes course content covered				
Directs student preparation for next class				
Uses class time efficiently				

<i>Category</i>	<i>Rating</i>			<i>Comments</i>
Methods	1	2	N/A	
Provides well-designed materials				
Invites class discussion				
Employs other tools/instructional aides (i.e., technology, computer, video, overheads)				
Delivers well-planned lab experiences				
Teacher-Student Interaction				
Solicits student input				
Involves a variety of students				
Demonstrates awareness of individual student learning needs				
Content				
Solicits student input				
Involves a variety of students				
Demonstrates awareness of individual student learning needs				
Additional Comments				

Great Falls College MSU Instructional Observation List - Clinic

Instructor Name: _____ Date: _____

Evaluator Name: _____ Course Observed: _____

1 – Needs Improvement

**2 – Satisfactory
Applicable**

N/A – Not

Category	Rating			Comments
	1	2	N/A	
Class Structure			N/A	
Maintains effective clinical setting				
Develops and maintains adequate resource material				
Relates clinic to lecture or laboratory experiences				
Provides frequent and appropriate feedback				
Communicates appropriate safety protocols				
Models proper clinical technique and procedures				
Directs student in practicing appropriate infection control				
Directs overview of day's clinical activities				
Oversees student preparation for next clinical				
Provides immediate feedback				
Summarizes clinical day				
Directs student preparation for next clinical experience				
Uses clinical time efficiently				

Category	Rating			Comments
Methods	1	2	N/A	
Provides well-designed materials				
Invites discussion of clinical events				
Employs appropriate tools/aides (i.e., stethoscope, computer, equipment)				
Looks for well-planned clinic experiences				
Teacher-Student Interaction				
Solicits student input				
Involves a variety of students				
Demonstrates awareness of individual student learning needs				
Content				
Solicits student input				
Involves a variety of students				
Demonstrates awareness of individual student learning needs				
Additional Comments				

Great Falls College MSU

Adjunct Faculty Self Evaluation Form

DIRECTIONS: Please answer the questions below as they apply to your experience. This form is to be completed by the adjunct faculty member and submitted to the appropriate evaluator by the summary meeting deadline.

Name _____ Date _____

Division _____ Course(s) _____

1. Please describe any efforts you have made towards professional growth within the classroom. Include descriptions of new strategies and methods you have employed to improve your teaching and assessment of student learning.
2. Based on responses from the student evaluations or comments made of your classes, in what area(s) of your job performance do you feel that you have been particularly successful? Where do you need to improve?
3. Have you recently extended your knowledge or expertise in your discipline? How have you been able to incorporate the new knowledge in your teaching?
4. What could the College do to assist you in improving your effectiveness?
5. Please describe how you view your professional relationship with your colleagues.
6. What suggestions do you have for topics to be addressed during workshops and meetings?
7. Please add additional comments and ideas.

Classroom Accommodation Procedures

Faculty Information

Bottom Line

Students with documented disabilities are entitled to reasonable accommodations in the classroom as long as the accommodation does not compromise the integrity of the course (i.e. grading standards; quantity of information). The Rehabilitation Act of 1973, Section 504, as well as the Americans with Disabilities Act (ADA) protect students with disabilities. These laws require that qualified students with disabilities get equal access to an education, including exam and quiz accommodations.

Accommodation Requests

All accommodation requests must come through Disability Services (DS) and be accompanied by an Accommodation Request Letter (2 part letter) signed by the Director of Disability. The first page of the letter will outline the requested accommodations for your records, but it should not become part of the students' academic files. The second page is for you, the faculty member, to sign and return to the student. At the end of the semester, please shred this document since all the information contained in the document is confidential and shall not be disclosed to anyone in any manner without written consent from the student.

- * Exception: Students whose disabilities and subsequent needs are obvious may be accommodated at the instructor's discretion without going through DS (e.g., blind student bringing a guide dog to class, student in wheelchair needing lower lab table), but referral to DS is still recommended.

- Students are responsible for initiating contact with DS, providing Accommodation Request Letter to the instructor and making arrangements for accommodations as needed (for distance students and instructors, this will be done electronically).

Please note:

Prior to granting disability accommodations in this course, the instructor must receive verification of the student's eligibility from the Disability Services Office (blue Accommodation Request Letter).

- Instructors should review the Accommodation Request Letter with the student, discuss arrangements, then sign the second page of the letter and return it to the student.
- Accommodation requests must be made in advance of the need (preferably at the beginning of each semester), and accommodations requiring special arrangements (e.g. alternative exams) must be requested at least one week in advance.

- * Exception: On rare occasions, a disability may have a sudden exacerbation that would warrant a request for retroactive accommodations (e.g., an extreme diabetic reaction causes a student to miss an exam and the student requests a make-up exam).

- If the instructor cannot provide the requested accommodation, alternate arrangements may be discussed with the student and the Director of Disability Services.

Test Accommodations

- The Director of Disability Services determines eligibility for test accommodations. The Disability Services Office determines appropriate accommodations and bases decisions upon documentation submitted from a student with a disability, the student's functional limitations, and the student's clarification about specific needs and limitations as well as the functional requirements of the program or courses the student is taking.

- Appropriate accommodations will be indicated on the Accommodation Request Letter, which will detail the accommodation and describe the circumstances under which the accommodation should be provided. Any accommodations beyond those marked on the form should be discussed with the Director of Disability Services.

Faculty Proctored Exams & Disability Service Proctored Exams **Faculty Proctored Exams**

Faculty proctoring exams should be aware of the following:

Please note: The provision of exam accommodations is a legal mandate, and the manner in which exam accommodations are provided is extremely important. Faculty members are critical partners in the collaborative process to ensure that students get appropriate accommodations for their exams. On the Great Falls College Montana State University campus, individual faculty or academic departments may proctor exams when the accommodation is *extended time (1.5 or 2x) or students may schedule exams and quizzes with Disability Services when other accommodations are necessary, such as a scribe or reader, etc.* *Students requesting extended testing time and a less-distractive environment may schedule exams and quizzes in the Testing Center in R 274.*

Faculty must provide students with the exact amount of time indicated on the Accommodation Request Letter. For example, if you have designed an exam to be completed in 45 minutes, then a student requesting 1.5 x would need 60 minutes to complete the exam. If the accommodation is extended time only, it is preferred that the student takes the exam in the classroom environment rather than be segregated from the rest of the class. If a student arrives late to the arranged start time, the arranged finish time need not be modified. If you are teaching a course online, please change the timer in D2L to accommodate the student's need for extended testing time.

- The testing environment is critical, regardless of whether or not there is a specific accommodation for reduced distraction. For example, a busy hallway, lounge, or other areas accessible to the public are never appropriate for test taking.
- It is the student's responsibility to schedule exams with each of his/her faculty members.

Disability Service Proctored Exams

Disability Services is responsible for providing exam accommodations such as use of a reader, scribe, interpreter, word processor, and/or distraction free environment.

- The student must contact Disability Services at 406-771-4311 or room R261 to make a reservation *no less than 3 business days before the exam.*
- Students requesting exam accommodations through the Disability Services office will notify his/her instructors so exam delivery and pickup arrangements can be made.
- Disability Services proctored exams are generally taken within regular business hours on the same day as regular classroom exams, although there may be exceptions.

Testing Center Proctored Exams

- Students taking proctored exams through the Testing Center will schedule exams online at testing.gfcsu.edu. After the student schedules an appointment, the faculty member will receive an email notification from the proctor from the Testing Center so exam delivery and pickup arrangements can be made.

Other Information

- Although students are required to disclose the existence of a disability to their instructors in order to receive accommodations, they are not required to provide them with a diagnosis or any other details; students are encouraged to develop an open dialogue with instructors, but it is ultimately the student's decision to disclose information; any level of disability information about which instructors become aware should remain confidential.
- The Disability Services office encourages students to submit documentation within the first two weeks of the semester to receive accommodations (Accommodation Request Letter). However, students may bring in the Accommodation Request Letter to faculty any time during the academic year.

Notification of Academic Integrity Policy Violation Great Falls College MSU

INSTRUCTOR _____

DATE OF INCIDENT _____

COURSE NAME & NUMBER _____

STUDENT(S) INVOLVED:(Name & ID Number) _____

(Please use one form for each student involved in the incident.)

NATURE OF VIOLATION (Include a brief description of the incident and attach any documentation):

Cheating Falsification/Fabrication Tampering Plagiarism

Facilitation of academic misconduct Multiple Submissions Other academic misconduct

Description of Incident:

Incident discussed with student(s)? Yes No If No, Why? _____

Witnesses? Yes No If Yes, name(s): _____

Instructor's academic sanction [e.g. "F" grade or "0" score, etc.]

Oral reprimand Written reprimand (copy attached) An assignment to repeat the work or an alternate assignment

A lower grade or failing grade on the particular assignment or test A lower grade or failing grade in the course

Description of Sanction:

Instructor's Signature

Date

<p>OFFICE USE ONLY</p> <p><input type="checkbox"/> Instructor <input type="checkbox"/> Student (last known address)</p> <p><input type="checkbox"/> Division Director</p>	<p>COPY DISTRIBUTION</p> <p><input type="checkbox"/> Registrar/Student File</p> <p><input type="checkbox"/> Assistant Dean/Student Services</p>	<p>Assistant Dean/Student Services 2100 16th Avenue South Great Falls, MT 59405 406-771-5133</p>
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* Full documentation of the incident should accompany the copy of this form that goes to the Assistant Dean of Student Services

ADJUNCT OFFICE PROCEDURES

The adjunct office is located in room B132 on the Great Falls campus for your use. Please consider the following in your use of the room. Thank you!

1. Do not leave your computer logged in and unattended as this might allow corruption of your files.
2. Always attend to printing as there may be printer jams or printers may run out of paper.
3. Do not leave personal belongings unattended.
4. The adjunct office is a designated work area. Please keep distractions to a minimum.
5. Children are not allowed in the adjunct office.
6. The office phone is for adjunct faculty use only.
7. Please report problems to the appropriate division administrative assistant.
8. The adjunct office will remain locked at all times, but can be used should you need to hold office hours or have a more private meeting with a student. Other areas on campus are also available.
9. There is a combination required to enter the adjunct office. Contact the appropriate division administrative assistant for the combination.

Division Administrative Assistants:

- Trades Division – 771-4364
- General Education and Transfer – 268-3705
- Health Sciences – 771-4350

**Great Falls College MSU Weaver
Library**
For complete information, check the library web site
at <http://library.gfcmsu.edu>

Mission

The mission of the Weaver Library at Great Falls College MSU is to support and enhance instruction and learning in a manner that is consistent with the institution's philosophy and evolving programs. The library serves as the major information resource on campus. It contributes to the educational process and assists students in achieving success by maintaining a well-balanced collection of materials in a variety of formats and by providing knowledgeable staff to help patrons with their information needs. The library also exists to foster the broader educational ideals of life-long learning, information literacy, and intellectual freedom.

Services for Faculty:

- The library supports the curriculum with a robust collection of materials, including print, av, and full-text online resources. Did you know, for example, that the library has online access to over 30,000 full-text magazines and journals? Our online databases and materials are accessible 24 hours a day from off-campus. You will also find materials on teaching and learning.
- Questions? Reference services are available—drop-in and by appointment, via phone, email and chat.
- You can put your own materials on reserve in the library for students or have library materials reserved for your class.
- Materials from other libraries can be obtained through interlibrary loan.
- If you or your students need instruction in using library resources, we offer one-on-one and group instruction both face-to-face and online.

Services for your students:

- Include the collection, reference services, interlibrary loan, and instruction;
- Off-campus access to library resources;
- The library also houses the campus computer lab;
- Laptops and flip video cameras available for checkout;
- Areas for study and collaborative work, including group study rooms.

Some suggestions to help make your library research assignment a success—on campus or online:

- Please check to see whether the library has the resources your students will need. We have a limited budget and may not have the resources you expect. To see if the library has a specific resource, check the library catalog or contact a library staff member.
- Don't assume that your students are familiar with the library. Many may not have used our library; many may not have used a library for some time. We would be happy to schedule a library instruction session for your students.
- Consult with a librarian before making an assignment. We can advise you on the availability of resources, make suggestions about others, and point out any problems in advance.
- If you have a handout of your assignment, providing us with a copy in advance makes it easier for us to help students. Let your students know that we are here to help them. Many students think they are supposed to know all about the library and are reluctant to ask for help.

Contact the Weaver Library:
406-771-4398 or
library@gfcmsu.edu or <http://library.gfcmsu.edu>

GREAT FALLS COLLEGE MSU
eLearning Office
For complete information, check
the eLearning website at
<http://eLearning.gfcmsu.edu>

The eLearning Office offers training and support to faculty and adjunct faculty who wish to integrate technology into their classrooms. This is a great resource for anyone interested in teaching online at Great Falls College MSU.

Additionally, the eLearning Office provides technical support for all online students, directs and coordinates any services to students taking online courses, and creates marketing pieces for the eLearning department. Faculty should refer students to the eLearning Office if they are experiencing technical difficulties or having trouble logging into online courses.

Services for Instructors:

- Point of contact for all instructors with technical difficulties in online instruction or the online course presence.
- One-on-one or group support sessions over the phone, in person or by e-mail to get courses into the online format or for technical assistance throughout the semester.

The eLearning Instructional Design Team provides instructors with professional instructional design services to assist in the planning and development of online, hybrid and blended learning courses. **Our team** facilitates the development and design of online courses through a combination of group and one-on-one face-to-face interaction, online training and ongoing professional development.

Services for Students:

- Point of contact for any technical assistance for students in classes using online tools to support learning in the classroom.
- Face-to-face and online group and individual eLearning orientations.
- Phone, e-mail and drop-in support
- Printed Guide and online support tutorials and materials for Online Learning at Great Falls College MS updated each semester.

Contact the
eLearning Office:
406-268-3711 or
<http://eLearning.gfcmsu.edu>

Testing Center Information and Policies Room R274

Location: Room R274 - provides a variety of examination proctoring for all Great Falls College courses including:

Fully online or hybrid/mixed-mode course exams (includes courses taught using D2L and MyMathLab), make-up exams for all courses, COMPASS placement, and for students requiring extra time or a distraction-free environment (students must see the Disability Services Coordinator first).

Testing Center hours vary, depending on the semester. To find the current hours, go to: <http://testing.gfcmsu.edu>

Please view the following procedures prior to using Testing Center facilities. By making an appointment to use the Testing Center or walking in to use the Testing Center services, you are verifying that you have read and understand the following policies and procedures.

1. **Exam appointments are required**

- a. To schedule an appointment please fill out the appropriate form at <http://testing.gfcmsu.edu>
 - i. Appointments should be requested via email form **at least 24 hours** in advance of the desired date/time. If you want to test on a Monday, you must submit your request by 8:00pm the prior Thursday.
- b. A request does not guarantee the appointment. Confirmation of the appointment will be provided via the email you listed on the request form.
- c. Students are responsible for requesting a test time that will allow for adequate time to complete the exam. All exams must be completed by the Testing Center's closing hour for that day. Testers will not be permitted to remain in the testing center after hours.
- d. It is the student's responsibility to know who their instructor is, the course name & number, the exam time limits, exam availability dates and exam restrictions.

2. Please plan to arrive 5 minutes prior to the start of your scheduled exam time.

3. Be prepared to show a valid photo ID in order to test. Examples: Driver's License, GFC MSU Student ID, Military ID, State issued photo ID or Passport.

4. No personal items are allowed in the Testing Center, this includes but is not limited to: cell phones, wallets, purses, backpacks, coats, hats, iPod, MP3 player and books or notes (unless instructor allows). Lockers will be provided for all personal items, the lockers are 10 ½" deep x 11 ½" wide x 22 ½" high. Please plan accordingly as we are unable to store any personal items for you that do not fit in the lockers.

- a. Cell phones are to be turned off or placed on silent (**not on vibrate**) prior to storing in a locker.

5. Personal calculators and scratch paper will be provided, only if instructor permits. The Testing Center has a limited number of graphing and business calculators available for your use, if the instructor permits their use.

6. Please help us to accommodate students and employees who are chemically sensitive to fragrances and other scented products. Thank you for not wearing perfume, aftershave, scented hand lotion, fragranced hair products, and/or similar products.

7. You are not permitted to leave the Testing Center once the exam is started. Emergency situations will be handled on a case-by-case basis.

8. No food is allowed in the Testing Center. Drinks are allowed, at the discretion of the proctor on duty.

9. No outside scratch paper will be allowed, scratch paper will be provided by the Testing Center. Scratch paper may not be taken away from the Testing Center. Completed paper exams and scratch paper must be submitted to the proctor. For face to face classes doing a paper exam, scratch paper will be stapled to the completed exam. You may request that the proctor save your scratch paper for your instructor to pick up.

10. Children are not permitted in the Testing Center. (Policy 605.1, GFC MSU Policy & Procedure manual)

11. A surveillance system is installed to help monitor the Testing Center area.

12. Academic honesty and integrity are fundamental to the mission of the Testing Center. A camera system is installed to help monitor the Testing Center area. Academic misconduct will not be tolerated. (Policy 300.40, 300.41 and 300.42, GFC MSU Policy & Procedure manual)

13. An Incident Report will be completed and submitted to the course instructor and department chairperson for any infractions relating to the above procedures.

GREAT FALLS COLLEGE MSU
Academic Success Center (ASC)
For complete information, check
the ASC website at
<http://students.gfcmsu.edu/asc/>

The Academic Success Center provides assistance to students to facilitate successful completion of coursework and program of study. Free tutoring is available to all Great Falls College MSU students, and no appointment is necessary.

Content specific tutoring is available in the following areas:

- Accounting
- Business
- Communications
- Computers
- Dental
- Math
- Music
- Psychology
- Science
- Writing

The Academic Success Center tutors are able to assist with various **study skills** to help you be a successful learner. Some of these skills include:

- Computer usage
- Mind Mapping
- Note Taking
- Reading
- Test Preparation
- Time Management
- Using Study Aids

Please encourage your students to take advantage of this free resource.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)

Protect Our Students - Protect Ourselves

To be allowed access to student records, you must carefully review the material presented in this document. Maintaining confidentiality of student records is everyone's responsibility whether you are faculty, staff or student.

Why?

- Because It's the Right Thing To Do
- Because The Federal Government Requires Us To Do So

What Is FERPA?

FERPA stands for Family Educational Rights and Privacy Act (sometimes called the Buckley Amendment). Passed by Congress in 1974, the Act grants four specific rights to the adult student:

1. The right to see the information that the institution is keeping on the student;
2. The right to seek amendment to those records and in certain cases append a statement to the record;
3. The right to consent to disclosure of his/her records;
4. The right to file a complaint with the FERPA Office in Washington.

What is a Student Educational Record?

Just about any information provided by a student to the University for use in the educational process is considered a student educational record:

1. Personal information
2. Enrollment records
3. Grades
4. Schedules

The storage media in which you find this information does not matter. Student educational record may be:

1. A document in the registrar's office
2. A computer printout in your office
3. A class list on your desktop
4. A computer display screen
5. Notes you have taken during an advisement session

What Are The Basic Rules?

Student educational records are considered confidential and may not be released without the written consent of the student. As a faculty or staff member you have a responsibility to protect educational records in your possession.

Some information is considered public (sometimes called "Directory Information"). This info can be released without the student's written permission. However, the student may opt to consider this info confidential as well. Directory Information is: name, address, phone, dates of attendance, degrees received, major program.

You have access to information only for legitimate use in completion of your responsibilities as a university employee. Need to know is the basic principle.

If you are ever in doubt, do not release any information until you talk to the office responsible for student records. Call the Registrar's Office at 771-4423, or refer the request to that office.

Special "Don'ts" for Faculty

To Avoid Violations of FERPA rules, DO NOT:

1. At any time use the entire Social Security Number of a student in a public posting of grades;
2. Ever link the name of a student with that student's social security number in any public manner;
3. Leave graded tests in a stack for students to pick up by sorting through the papers of all students;
4. Circulate a printed class list with student name and social security number or grades as an attendance roster;
5. Discuss the progress of any student with anyone other than the student (including parents) without the consent of the student;
6. Provide anyone with lists of students enrolled in your classes for any commercial purpose;
7. Provide anyone with student schedules or assist anyone other than university employees in finding a student on campus.

<http://www.gfcmsu.edu/catalog/StudentInformation/FERPA.html>

RELATIONSHIPS WITH STUDENTS

Student Affairs Policy 304.1 Relationship with Students

Interactions between the faculty and students at Great Falls College MSU are guided by mutual trust, confidence, and professional ethics. An inherent power differential exists between faculty members and students; as a result, faculty- student interactions that go beyond their professional connection carry risks of conflict of interest, breach of trust, abuse of power, and breach of professional ethics.

Faculty members shall not engage in romantic, sexual, or exploitive relationships with students whenever a faculty member has a professional "position of authority" with respect to the student in such matters as teaching a course or in otherwise evaluating, supervising, or advising a student as part of a school program. Should such a relationship develop, or appear likely to develop, while the faculty member is in a position of authority, the faculty member and/or the student shall terminate the position of authority. Even when the faculty member has no professional responsibility for a student, the faculty member should be sensitive to the perceptions of other students that a student who has a consensual relationship with a faculty member may receive preferential treatment from the faculty member or the faculty member's colleagues.

Failure to comply with this policy will subject the faculty member to disciplinary action up to and including dismissal. This policy applies also to other College employees who have a supervisory or advisory responsibility for students.

There are exceptional circumstances in which a student at the College is a spouse, partner or other individual with a previously established close person tie to a faculty member or other employee with a supervisory/advisory responsibility. This policy does not apply in such circumstances, but the circumstance should be disclosed to the Dean of the College as soon as the employee is aware of the close relation's enrollment. The Dean of the College is the administrative officer who determines whether an exceptional circumstance exists and, if so, the extent to which it governs employee conduct.

EMERGENCY RESPONSE

An Emergency Response Manual giving directions for responding to various types of emergencies is posted in every classroom. If you hear and/or see the emergency siren and flashing lights within the building, evacuate the building immediately. Evacuation maps are at the entrance of every classroom and meeting space. Evacuate through the nearest exit and move away from the building. Crisis Team members in bright orange vests and Zone Wardens in fluorescent green vests will guide you and answer your questions at that point. In the rare event that an off-campus gathering point is required, cross 16th Avenue to the University of Great Falls McLaughlin Center (gym).

INSTRUCTIONS FOR ACCESS TO YOUR GREAT FALLS COLLEGE MSU EMAIL ACCOUNT

1. Go to the Great Falls College MSU Webpage at: www.gfcmsu.edu
2. Click on "Faculty and Staff"
3. Click on "Off Campus Email Access"
4. Username and Password available from IT Department at infotech@gfcmsu.edu

Things to Know

Attendance

- Check your rosters each day the first week of class (rosters can be found in the secure area of Banner Web/MyInfo under “Faculty Services”) as there are usually quite a few changes.
- Please call the students who do not show up for a face-to-face class or enter an online course shell to make sure they know classes have started. If they plan to attend, we want them to not get behind. If they do not plan to attend this semester, they need to drop the class. You’ll be getting an email from the Registrar during the second week of class asking you to report any students who have not shown up to class so it is imperative that you take attendance.
- Attendance must be taken every day throughout the semester. The last date of attendance must be reported for students who fail a course because there are financial aid ramifications to the student.
- You may choose a method to take attendance; however, it can be tracked in GradesFirst or D2L.

Book Orders

- Required books for most classes are listed on the website so students can look them up.
- You will receive your instructor’s textbook from the division. Please do not purchase your textbook(s) through the bookstore directly.
- Please provide book orders, in advance, to your Division’s Administrative Assistant for the books you will need for the upcoming semester.
- Book order requests will typically be sent out for responses in October (for spring courses) and March (for summer and fall courses).
- In some cases, your division may have chosen the books for your course already.

Classroom Management

- Learning can only occur in an environment where everyone feels safe to participate.
- If you have a concern about student conduct – being disruptive, bullying, harassing, etc. -- please talk to your program director/division director.
- The *Student Conduct, Grievance and Title IX Policy* can be found at <http://www.gfcmu.edu/about/policies/300policies.html>

Grading

- A gradebook is included in the college’s learning management system called Desire2Learn (D2L). By entering grades in D2L, students always have access to their current grades. Some specific disciplines use alternate gradebook software.
- All instructors must submit no-show lists, midterm and final grades to Banner Web. Directions and deadlines will be emailed directly to faculty.
- Incompletes
An Incomplete (I) grade is issued at faculty discretion when student course work has been satisfactory, but unavoidable mitigating circumstances have prevented the student from completing the course. After consulting with the instructor of the course, a student must make a formal request for an incomplete grade by completing the Request for an Incomplete Grade form, stating what unavoidable mitigating circumstance(s) prevented completion of the work and proposing the conditions under which the work will be completed. If a request form does not accompany the final grade, the student will be issued a Not Recorded (NR) grade until the proper

paperwork is completed and submitted to the Records Office. If the instructor approves the request, the student will have until the end of the following semester to make up the Incomplete. If a student fails to make up an Incomplete within the allotted time, the incomplete grade will be converted to an "F". The Division Director will approve all Requests for Incomplete Grades before they are submitted to the Registrar for posting. The Department Chair or Division Director must be given all information necessary to do final grading for the student as backup for the instructor in case he/she is not available to do the grading at the appropriate time.

- **Grade Reports**
Faculty are required to submit mid-term and final grades to Banner by the deadlines set by the Registrar's office. Mid-term grades are available to students on Banner Web/My Info after the halfway point of the term. Final grades are available to students on Banner Web/My Info one week after the end of the term. In addition to mid-term and final grade reporting to Banner, frequent student progress feedback is required. Using the designated learning management system for grade reporting is mandatory for all Great Falls College MSU courses that don't use an embedded grade reporting mechanism that provides real-time grade feedback, such as MyMathLab, etc. If an instructor chooses to use a grade system other than designated learning management system that meets the real-time feedback criterion, a link must be posted on the course designated learning management page directing students to that system.

NetID (Computer Login)

- Your username is your Net ID. You can locate your Net ID by logging into Banner Web, clicking on "Personal Information", and clicking on "View IDs". Your password should be the same as your employee email password and network login password. If you are having trouble logging in, verify that you have the correct username and reset the password, if necessary.
- To do this, visit <http://password.gfcmsu.edu> and enter your last name, Banner ID, Banner pin, and click the Sign In button. Once logged in, you should see one or two checkboxes. Leave all boxes checked and enter your new password. This password must be 8-20 characters, include both letters and numbers, include a special character such as ! or ?, and must not contain your name or username.

Office Hours

- Adjunct instructors are not required to hold official office hours. However, all instructors need to be available to answer student questions. Most adjunct instructors who meet face-to-face state in the syllabus that they are available before or after class or by appointment. Adjunct instructors who teach online should be available via email, or via a phone appointment/chat/Skype. Online instructors should include an expected response time in the syllabus, such as "I will respond to emails within 24 hours during the week and 48 hours on the weekends" for example.
- Adjunct instructors can meet with students in the classroom if it is not being used by another class, in the adjunct office, in student common areas, or in the group study rooms in the library.

Teaching Supplies

- Some supplies are available in the adjunct office (B132).
- More supplies can be found in each division's workroom.

If you need something that you cannot find in either place, please see your division's administrative assistant.

POSITIONS, RESPONSIBILITIES, CONTACT INFORMATION GREAT FALLS COLLEGE MSU

CEO/Dean	Dr. Susan Wolff	771-4305
Executive Assistant to the Dean	Lorene Jaynes	771-4305
Associate Dean/CAO	Dr. Heidi Pasek	771-4397
Assistant to the Associate Dean	Charla Merja	771-4301

Human Resources

Executive Director of Human Resources	Mary Kay Bonilla	771-5123
Human Resources Associate	Amber Marvin	268-3701
Human Resources Administrative Associate	Mallory Antovel	268-3712

Student Services

Associate Dean of Student Services	May Kay Bonilla	771-5123
Assistant to the Associate Dean of Student Services	Julie Freshly	771-4304
Main Information Desk		771-4300
Registrar	Dena Wagner-Fossen	771-4312
Assistant Registrar	David Pratt	771-4423
Admissions	Joe Simonsen	771-4309
	Andrea Fossen	771-4420
Financial Aid Director	Leah Habel	771-4327
Financial Aid	Jan Heresheimer	771-4334
	Julie Rummel	771-4431
Disability Services	Kathy Meier	771-4311
Academic Success Center	Sandra Bauman	771-2268
Student Services Information Desk	Beryl Bonahoom	771-4414
Director of the Advising & Career Center	Troy Stoddard	771-4387

eLearning and Library Services

Director of eLearning and Library Services	Laura Wight	771-4318
Student Support Coordinator	Karen Vosen	771-4440
Instructional Designer		771-4435
Instructional Designer	Carli Cockrell	771-5148
Librarian	Kirsten Bryson	771-4320
Library Tech	Beth Cooper	771-5144
Computer Support Specialist	Benjamin Truman	771-4319
Instructional Technology Specialist	Wayne Breau	771-4444
Testing Center	Jill Safken-Duffney	771-2261

Bookstore

Manager	Steve Halsted	771-4367
Assistant Manager	Courtney Brooks	771-4367

Communications, Marketing and Development

Executive Director of Development, Communications and Marketing	Lewis Card	771-4412
Executive Assistant Development, Communications and Marketing	TinaMarie Grundhauser	771-2271
Webmaster	Tony Bernatonis	771-4395

Developmental Education and Transfer Division

Division Director	Leanne Frost	771-4372
Administrative Associate	Marlena Szabo	268-3705

Trades Division

Division Director	Joel Sims	771-3719
Administrative Support	Terri Jarvey	771-4364

Health Sciences Division

Division Director	Dr. Frankie Lyons	771-4361
Administrative Associate	Rodger Sidnor	771-4350
Dental Clinic Receptionist	Terri Jarvey	771-4364

IT Services

Chief Information Officer	David Bonilla	771-4425
IT Support	John Cereck	268-3725
	EJ Suek	771-5150
	Dave Spicer	771-4333

Administration and Finance

Associate Dean of Administration and Finance/CFO	Dr. Darryl Stevens	771-4321
Controller	Jillian Ehnott	771-4307
Payroll	Kathy Haggart	771-4308
Student Accounts	Bailey Pettitt	771-4315

Building Coordinator and Maintenance, Other

Building Coordinator	Gary Smartt	771-5140
Print Center	Ja Sweat	771-4332
Maintenance		771-4369
		(cell) 788-1188

Center of Lifelong Learning

Director for Lifelong Learning	Heather Palermo	771-2290
Administrative Assistant for College Relations	Priscilla Azure	771-4303
Administrative Assistant	Pam Buckheit	268-3734

