Faculty Handbook
For Full-Time and Adjunct Instructors

2019-2020
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Welcome!

Great Falls College Montana State University (GFCMSU) is privileged to have a diverse and extraordinarily talented group of full-time and part-time faculty. You perform an essential service to the College and to our students, whether teaching on campus, online or concurrently in a high school. Information in this packet has been provided to assist you as you prepare to teach students by meeting students where they are and helping them rise to the outcomes of the courses, programs and college.

Faculty Responsibilities

The primary responsibility of faculty is to provide quality instruction for student learning and to maintain a positive learning environment. The emphasis is on teaching and evaluating students.

1. Plan and teach classes as assigned and as outlined in the course descriptions, learning outcomes, and course syllabi
2. Supervise the study and learning activities of students
3. Evaluate the academic progress of students in a timely, consistent, fair, and recorded manner
4. Report attendance and student grades
5. Participate in an evaluation of teaching and classroom performance
6. Submit requests through the department chair or program director for equipment, supplies, textbooks, and other instructional aides
7. Demonstrate knowledge of services, regulations, and procedures as defined in the Faculty Handbook
8. List office hours and contact information in the course syllabus, using the approved syllabus template
9. Check college email regularly to receive important information
10. Use the college or learning management system email to communicate with students, as opposed to a personal or other account
11. Complete all required orientation activities or trainings
12. Perform other necessary administrative duties, including submitting requested paperwork and documents

Full-time faculty are also expected to provide service to the campus and community and to attend departmental/program, division, and college meetings. Full-time on-campus faculty should attend such meetings in person. Adjunct faculty are invited but not required to attend such meetings.

Full-time faculty can find more information about their responsibilities as outlined in the faculty union contract.

Adjunct faculty should refer to policy 203.2.
Academic Freedom and Responsibility

To ensure instructional excellence, the Montana Board of Regents of Higher Education supports 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 all faculty members to align the course outcomes with established student learning outcomes on the course, program and college 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.

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 GFC MSU 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 firsthand 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 questions their own 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.
Things to Know

8-Week Advantage

- The college has implemented a program called the 8-Week Advantage to achieve its goal of helping every student define a purpose, path and plan resulting in on-time completion. The 8-Week Advantage consists of courses running in two 8-week blocks per semester, rather than as a 16-week course. Some exceptions do exist, such as some courses in the Health Sciences division.

- More information about the 8-Week Advantage can be found at the GFC MSU 8-Week Advantage web page.

Absences

- You should hold your class(es) in accordance with your workload document or letter of appointment (LOA) and the times, days and dates listed on the class schedule in Banner Web.

- If you must be absent for any reason, please notify your Division’s Administrative Assistant and your Program Director/Department Chair to make arrangements. The college does not provide substitute instructors. Full-time faculty may have other faculty substitute for them by going through a process outlined in the Faculty Absence Guidelines.

- Full-time faculty must submit a Travel Request & Authorization Form if traveling on behalf of the college (for conferences, meetings, etc.) or a Personal Leave Request for personal time off such as vacation or sick leave. Full-time faculty have 3 personal days to use each academic year and accrue sick leave. Personal leave must be taken in 4-hour or 8-hour blocks. If you are unable to attend commencement, you must use one of your 8-hour personal leave days or take leave without pay for that date.

- Adjunct faculty do not have personal days and do not accrue sick leave.

- For specifics on sick leave and bereavement, contact Human Resources located in G24 or at 406-268-3701.

- If absences, illness or other unforeseen life events happen to you during the block or semester, please let your division director know.

Accessibility

- Accessibility is related to a design process where the needs of all people, including those with disabilities, are considered. Products created with accessibility in mind can be used independently by any person, regardless of disability. Individuals with disabilities are able to independently acquire the same information, engage in the same interactions, and enjoy the same services within the same timeframe as individuals without disabilities, with substantially equivalent ease of use.

- Great Falls College MSU is committed to affording students, faculty, staff, and visitors with disabilities the opportunity to participate in the College’s academic and non-academic activities by providing access and reasonable accommodations that may be necessary to ensure access. This extends to the College’s electronic and information technologies (EIT) and applies to their procurement, development, implementation, and ongoing maintenance.

- It is the responsibility of all College administrators, faculty, and staff to provide access to education, services, programs, and activities to individuals with disabilities.

- This is in accordance with federal and state laws including the Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973 and Section 508 of the 1973 Rehabilitation Act as amended, and Title 18, Chapter 5, Part 603, and Title 18-5-604 and 49 of the Montana Code Annotated.

- Instructional materials: Electronic instructional materials (syllabi, textbooks, presentations, handouts, etc.), whether optional or required, will be accessible. This includes electronic instructional activities (online collaborative writing, web conferencing, etc.) and electronic library materials delivered within the College’s
Electronic documents will be accessible. Electronic documents include, but are not limited to, word processing documents, PDFs, presentations, publications and spreadsheets which are scanned, uploaded, posted, or otherwise published or distributed electronically.

Video media resources will be closed-captioned and audio-described and audio resources will be transcribed.

If you have concerns about accessibility, please contact Disability Services.

Accommodations for Students with Disabilities

Students with disabilities may receive accommodations through the college’s Disability Services. Common accommodations include, but not limited to, a distraction-free testing environment through the Testing Center, additional time on exams, a lumbar support chair, a sign language interpreter, a note-taker, etc.; however, other accommodations are determined by the Director of Disability Services through an interactive dialogue with the student.

A student must go through Disability Services to receive accommodations and will present an official notice of the accommodations from Disability Services to the instructor.

A software program that reads text aloud is available for all students’ use. Students need to see Disability Services though in order to be set up in the program.

For dual enrolled high school students, on our campus, online, or concurrent (taught at the high school by high school faculty), students must register with Disability Services at Great Falls College. Students with disabilities are entitled to accommodations in school, be it K-12 or post-secondary education. However, the nature and delivery of those accommodations, as well as the distribution of responsibility, differ significantly between high school and college. IDEA and Section 504 are laws that mandate “free and appropriate public education” for all K-12 students. The ADA and Section 504 guarantee equal access to post-secondary education by requiring “reasonable accommodations” to college students who are “otherwise qualified” as a student. “Otherwise qualified” students must meet all entrance and academic progress with or without reasonable accommodation; there is no “special education” in college.

No accommodation at the post-secondary level may reduce standards or in any way compromise the integrity of the course: accommodations must be deemed reasonable and agreed upon by the student, DS provider, and instructor. For more information on such accommodations and Disability Services, go to Disability Services Home Page and see Appendix D.

Adding a Class

Students can add a class themselves on the web through the third day of class. After that, students need permission to “late add” a class. Students request permission through an Override Authorization Form. If you teach online, you can send your approval via email in lieu of signing the form. The student will need to attach your approval email to the form. A division director must also sign the form.

Research has shown students who add classes late are not as successful as other students. Thus, the division directors are wary of approving late adds after the first week unless there is a strong reason to do so.

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.

Class rosters can be found in the secure area of Banner Web/MyInfo under “Faculty Services.”

Attendance can be tracked in D2L/Brightspace; however, you can use other methods as long as you are consistent and the attendance is kept-up-to-date.

Check your rosters each day the first week of class as there are usually quite a few changes.

After the first day of class, 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 not to 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 records must be kept for 3 years.
- You will be asked to report attendance as of the 15th day of class. Students who have not participated in a class will be dropped from the course. More information and directions will be emailed to you from the Registrar’s Office.

Building Hours

- The building is only open certain days and times during the year. A current building schedule is posted on the college website. A detailed calendar is available through the division’s administrative assistant. It is not published on the website for security reasons.
- Full-time faculty do have additional access to the building through a key card you can get from Facilities. However, that time is also restricted as shown on the building schedule.

Cheating/Academic Integrity

- The College’s Academic Integrity policy can be found within section 300.40 of the Student Conduct, Grievance and Title IX Policy. The policy lays out the possible consequences of cheating. Following the policy, state the consequences of cheating in your class in your syllabus.
- Turnitin Plagiarism Detection software, Respondus Lockdown Browser, and Respondus Monitor are available within the learning management system D2L/Brightspace to help prevent cheating. Additional information can be found in D2L Help. For any issues with the software, please contact the Technology Assistance Center in G100, at 406-771-4440, or elearning@gfcmsu.edu.
- If a student cheats, you will need to complete a Notification of Academic Integrity Policy Violation form.

Class Roster

- A list of your students can be found by going to the secure area of Banner Web/MyInfo under “Faculty Services.”
- There will also be a class list in D2L/Brightspace. However, the roster in Banner Web is the official list of students enrolled in the course. If a student is on one list but not the other, send the student to the Registrar’s Office immediately.
- Students can add themselves to a course through the third day of class. After that time, they need instructor permission. A lot of changes occur during the first week of class. Check your rosters daily during that time. Changes in course registration will appear immediately in Banner; changes in course registrations may not appear in D2L/Brightspace for 24 hours. So, the Banner roster is always the most accurate.

Classroom Management & Student Conduct

- 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.
- Several resources are available to help you: a Safety and Welfare Guide for working with concerning students and the Student Conduct, Grievance and Title IX Policy.
- Behavioral incidents should be reported using the Behavioral Referral Form.

Classroom Set-Up & Etiquette (if teaching on campus)

- Each classroom is equipped with an instructor station and computer, whiteboards or whiteboard painted walls,
a projector with speakers, and moveable furniture. Technology training is available through the Faculty Development Center. Contact: (406)771-5148.

- Do not remove furniture from the classroom.
- A classroom may also include adaptive furniture or equipment for students with accommodations through Disability Services.
- Faculty are encouraged to move the desks and chairs to create an optimum learning environment; however, please return the desk and chairs to the original rows before leaving a classroom.
- Erase the whiteboards and take instructional materials with you when leaving a classroom. Ask students to deposit their garbage in the cans in the hallways so that the classroom is clean for the next class.
- If you change the computer settings, please return them to the original settings before leaving.
- Your classroom should be unlocked, but if it is not, contact your division’s administrative assistant, the help desk, or maintenance at 406-788-1188.

Computer Login  See NetID

Course Assignments, Meeting Times and Location
- GFC MSU has a standard set of course meeting times for face-to-face classes, as well as set beginning and ending dates for all classes. Those dates and times must be adhered to.
- Department chairs and program directors distribute and assign courses based on student demand and program needs. Changes to teaching schedules and course assignments may occur for a variety of reasons, including enrollment numbers and changes in faculty availability.
- Full-time faculty will receive a workload document to sign. The document includes the courses and sections to be taught as well as the number of credits assigned.
- Adjunct faculty will receive a Letter of Appointment (LOA) to sign and return. The LOA outlines the courses, credits, compensation, and responsibilities of the instructor.
- Classrooms for face-to-face classes are assigned based on class size, instructional equipment needed, and room availability. Certain classrooms may be requested but are not guaranteed. Do not change classrooms without permission from your division. If you want to change rooms, contact your division’s administrative assistant.
- Course times, days, locations, starting and ending dates, and enrollment numbers can be found in the Class Schedule.
- Campus rooms are numbered based on their location in different wings: R, B, G, and A. A stands for “Atrium,” while R, B, and G refer to the original color of room signs (red, blue, and green). Rooms numbered in the 100s are on the first floor and 200s on the second floor. See Campus Map.

D2L/Brightspace Course Shells
- All classes at GFC MSU have a course shell in a learning management system called Desire2Learn/D2L/Brightspace – face-to-face as well as online classes. The course shells must be activated before the date classes start.
- At minimum, all faculty must include the following items in each course shell:
  1. A welcome message
  2. Contact information using the “instructor widget”
  3. The course syllabus
  4. Gradebook
• Attendance can be tracked in D2L/Brightspace; however, you can use other methods as long as you are consistent and the attendance is kept-up-to-date.

• All faculty must complete a basic D2L/Brightspace training course prior to the start of the first semester teaching for GFC MSU.

• Quizzes, tests, homework assignments, group discussions, audio/visual materials, readings, teaching aids, course documents, and more can all be completed using the course shell.

• For environmental and fiscal reasons, whenever possible faculty should use the course shell as a repository of course information instead of printing materials.

Email
• Once your hiring paperwork is complete, including returning the Letter of Appointment (LOA) for adjunct faculty, you will be assigned a gfcmsu email account. Go to password.gfcmsu.edu to set your password for your email and computer account. You must check this account regularly to receive important information. It is recommended that you check the campus email account even when not on contract to keep up-to-date on information.

• Only the college email account or the email feature of D2L/Brightspace should be used to communicate with students; do not use a personal or other email account.

• To log in to your college email account:
  1. Go to the Great Falls College MSU Webpage at www.gfcmsu.edu, click the “Faculty & Staff” link at the top of the page, and click on the envelope icon
  2. Sign in with the Net ID given you (for example, a12b345@gfcmsu.edu) and a password you set up (see first bullet). For help, contact the Technology Assistance Center at 406-771-4440, in G100, or infotech@gfcmsu.edu. (See the NetID section for more information).

Emergencies, Safety and Security
• An Emergency Response Card giving directions for responding to various types of emergencies is posted in every classroom.

• If you need to call 9-1-1, try to do so from the classroom phone as using it will indicate the classroom number and notify the campus crisis team.

• 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 and Zone Stewards in fluorescent colored vests will guide you at that point. In the rare event that an off-campus gathering point is required, cross 16th Avenue to the University of Providence McLaughlin Center (gym).

• GFC Alert is an emergency notification text messaging system for Great Falls College MSU. In the event of an emergency, a text message will be sent to the mobile number and/or email registered with the system. This is a free service provided by Great Falls College MSU; however, normal text message fees may apply.

• You can also download the CrisisManager app from the app store or tinyurl.com/crisismanager. Open the app, tap the “+” sign and select “Client Plans.” Locate our school’s name. Select homepage to view. The app includes the college’s safety plans.

• More information about the college’s safety plans, crime statistics, notification systems, and security-related information can be found on the college’s safety webpage.

• A security guard is on-campus 2:30 pm-close Monday through Friday, and 12:30 pm-close Saturday and Sunday. To reach security, call 406-788-2252.
In BannerWeb/MyInfo under “Personal Information/View Emergency Contact,” enter your emergency contact information. In addition, all faculty should give their emergency contact information to their division’s administrative assistant.

Evaluations

- In order to help ensure quality teaching and learning, the college conducts performance evaluations of full-time and adjunct faculty. A separate evaluation handbook is available for each group. Evaluations include self-reflections, teaching observations, student evaluations, and a summary meeting with your supervisor.

- Student evaluations are conducted at the end of each course. Students access the evaluations through an email link or an icon in D2L/Brightspace. Faculty should encourage students to complete the evaluations, even allowing time in face-to-face classes. However, faculty should not be in the room when the evaluations are completed. Faculty can see the results after the course has ended through a link that will be emailed to you when the student evaluation results are available.

Exercise and Wellness

- For benefits-eligible staff, the college does have a small Staff Wellness room in R190, which is accessed from the dental clinic entrance stairwell. It has some weights, a treadmill, and other equipment for employees to use. You can request the access code from your division’s administrative assistant.

- Full-time faculty who elect the college’s health insurance coverage also have access to a wellness program in which they can earn points toward rewards for healthy activities. Contact Human Resources located in G24 or at 406-771-3701 for more information.

FERPA and Confidentiality

- The college adheres to the federal Family Educational Rights and Privacy Act (FERPA). FERPA protects the confidentiality of student records. Basically, the act states that student educational records are considered confidential and may not be released without the written consent of the student.

- All faculty have a responsibility to protect student educational records. This includes not doing the following:
  1. Publicly posting grades
  2. Linking the name of a student with that student’s ID number in any public manner, including in an email
  3. Leaving graded tests or assignments in a public place for students to pick up; they may be left with the division administrative assistant, but students will need to show a picture ID
  4. Circulating or posting a printed class list as an attendance roster, with grades, or as a sign-up sheet, nor circulating graded assignments or exams
  5. Discussing the progress of any student with anyone other than the student (including parents) without the consent of the student
  6. Providing anyone with lists of students enrolled in your classes for any commercial purpose
  7. Providing anyone with student schedules or assisting anyone other than college employees in finding a student on campus

- Students can sign a FERPA release in which they stipulate what information can be shared with whom and during what timeframe.
• If you find yourself in a situation in which you are unsure what to do with student information, contact your division director or the Registrar’s Office.
• More information about FERPA can be found at About FERPA and in Appendix C.

Final Exams
• Final exams are part of a college course. Faculty may use another form of final assessment, however, such as a paper, project, or presentation in lieu of a formal test.
• Because GFC MSU teaches classes in 8-week and 16-week blocks, the college does not have a “finals week” as some campuses do. Final exams/presentations should be scheduled for regular meeting days and times.

First Day of Class – for face-to-face and online courses
• Take attendance.
• Get to know your students and help them get to know each other to create a learning community.
• Review the syllabus.
• Conduct an engaging activity that makes students want to continue in the course.
• Introduce the course topic and some initial material.
• Call missing students.

Food Pantry
• The college does have a food pantry for students. It is located next to B108 and is run by student government. Donations can be dropped off at the site or at the student government office next to the cafeteria.

Grading
• A gradebook is included in the college’s learning management system D2L/Brightspace. Students should always have access to their current grades. If a specific discipline uses an alternate gradebook as part of its instructional software package, students must still have access to their current grades.
• All instructors must submit attendance reports, midterm and final grades to Banner Web. Directions and deadlines will be emailed directly to faculty.
• Grading must be timely, consistent, fair and recorded. Grading policies established in the syllabus must be followed.
• An Incomplete (I) grade may be issued at faculty discretion if a student’s situation meets set criteria as outlined in the Incomplete Request Form. The student initiates the process by submitting the request form to faculty. The Division Director will approve all requests before they are submitted to the Registrar for posting.

Graduation/Commencement
• All full-time faculty are expected to attend commencement in the spring. It is a contract day. If a full-time faculty member is not able to attend, he or she must use a full 8-hour personal day or take leave without pay.
• Adjunct faculty are welcome and encouraged to attend commencement when possible but not required.
• Academic regalia (a robe and mortarboard) are available for faculty to use during commencement through the Bookstore.
• All faculty are also encouraged to attend the reception for graduates and their families after commencement to help celebrate the event.

HIPs – High Impact Practices
• GFC MSU believes in providing quality instruction and helping students succeed. High Impact Practices (HIPs) are academic practices that research has shown have positive effects on students. All faculty are strongly encouraged to apply at least one HIP to their teaching: First-Year Seminars and Experiences; Common Intellectual Experiences; Learning Communities; Writing-Intensive Courses; Collaborative Assignments and Projects; Undergraduate Research; Diversity/Global Learning; Service Learning, Community-Based Learning; Internships; and Capstone Courses and Projects.

• For a definition and more information on HIPs, see Appendix I.

Holidays/Non-Instructional Days
• Before creating your course calendar, check the Academic Calendar for holidays/non-instructional days.

• GFC MSU has both a fall and a spring break. It occurs between the first and second 8-week block each semester and applies to all courses. No instructional, lab, clinical, or course-related volunteer work shall be assigned outside of the block or semester dates.

• Full-time faculty are also required to be on campus for certain non-instructional days prior to the start of a semester. Those days are meant for professional development, division and department meetings, and class preparation. The Chief Academic Officer notifies faculty of these dates. You can also check with your division director.

Keys
• Full-time faculty receive a key that opens the division door, their office, and the workroom. They may also request a mailbox key and a key card that opens one entrance to the building during set hours. Key requests should be made through Facilities using the Key Request form.

• Adjunct instructors do not usually receive keys unless there is a certain situation that warrants one. The code to the adjunct office can be received from the division’s administrative assistant.

• Classroom keys are not needed as maintenance unlocks classroom doors. If you find a classroom locked, contact your division’s administrative assistant, the Helpdesk or Facilities at 406-788-1188.

Leave Requests
• Full-time faculty must submit a Travel Request & Authorization Form if traveling on behalf of the college (for conferences, meetings, etc.) or a Personal Leave Request for personal time off such as vacation or sick leave. Full-time faculty have 3 personal days to use each academic year and accrue sick leave. Personal leave must be taken in 4-hour or 8-hour blocks. If you are unable to attend commencement, you must use one of your 8-hour personal leave days or take leave without pay for that date.

• Adjunct faculty do not have personal days and do not accrue sick leave.

• For specifics on sick leave and bereavement, contact Human Resources located in G24 or at 406-268-3701.

Library
• All faculty have the ability to check out items from the Library and access to its electronic databases.
• The library has study rooms, a 3-D printer, computers, e-readers, and other items available.

• For more information about the library see the section under “Resources for You” in this handbook and Appendix E.

Lifelong Learning Class Discounts
• The college’s Lifelong Learning department offers non-credit courses for the community. Full-time and adjunct faculty receive a 25% discount on Lifelong Learning’s classes. See the Lifelong Learning catalog for class offerings.

Mailboxes
• Full-time faculty teaching courses on campus can be assigned a mailbox. Please see your division’s administrative assistant.

• Adjunct faculty teaching courses on campus can use the division’s mailbox. Please see your division’s administrative assistant.

NetID (Computer Login)
• Once all hiring paperwork is complete, you will be assigned a “NetID.” To log in to a campus computer, D2L/Brightspace or your off-campus college email account, use your Net ID as your username. You can locate your Net ID by logging into Banner Web, clicking on “Personal Information,” and clicking on “View IDs.” Your password for a campus computer and your employee email will be the same. If you are having trouble logging in, verify that you have the correct username and reset the password, if necessary.

• To reset a password, visit password.gfcmusu.edu. For assistance contact the Technology Assistance Center at 406-771-4440, in G100, or infotech@gfcmsu.edu.

• For more information about logging into your GFC MSU email account, see the “Email” section.

Office Hours
• Full-time faculty are required to set and post office hours during which they will be available to work with students. At a minimum, full-time faculty should set aside one hour per week for each course they are teaching with at least 5 hours of office time per week. These hours should be spread throughout the week in a variety of times to provide multiple options for students. Faculty are expected to be responsive and available to students, even if that means finding a mutually acceptable time outside of posted office hours. A schedule showing office hours and teaching times must be posted outside of all full-time on-campus instructors’ offices and should be included in the syllabus of all faculty.

• 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 or virtual classroom in D2L/Brightspace or WebEx.

• Adjunct instructors can meet with students in the classroom if it is not being used by another class, in the adjunct office (B132), in student common areas, or in the group study rooms in the library.

• Online instructors should include an expected response time in the syllabus, for example, “I will respond to emails within 24 hours during the week and 48 hours on the weekends.”
Office Space

- Full-time on-campus faculty will be assigned an office. Typically, each office is equipped with a desk, chair, filing cabinet and bookshelf unless otherwise requested. To change the setup, contact your division’s administrative assistant.

- An adjunct office is located in B132 for adjunct instructors. See Appendix H for more information.

- Additional computer workspace is available in the Weaver Library.

Organizational Chart

- GFC MSU is a comprehensive two-year college in the Montana University System and a part of Montana State University. The college is governed by the Montana Board of Regents and overseen by the Office of the Commissioner of Higher Education (OCHE). It is led by MSU President Dr. Waded Cruzado and GFC MSU CEO/Dean Dr. Susan Wolff. A campus organization chart is posted on the college website.

Orientation

- An orientation for new full-time faculty will be held during non-instructional contract days prior to the start of the semester. New full-time faculty are required to attend the orientation as well as complete a course called “COLS 104 Foundations of Teaching at the Community College” during their first semester at GFC MSU. More information is available from the Faculty Development Center.

- All new adjunct faculty are required to attend a series of three Adjunct Faculty Orientation meetings at the beginning of their first semester teaching for the College. Upon completion, adjunct faculty receive a $75 stipend. The orientation includes 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. Adjunct faculty are invited, but not required, to complete the COLS 104 Foundations of Teaching at the Community College course.

Pay Dates

- Faculty are paid on a regular, two-week pay schedule as shown on the Payroll Calendar.

Phone Directory

- A list of important phone numbers can be found in the online directory.

- If you are on campus, the marketing department will take your photo and add you to the college’s faculty and staff directory on its website. If you teach online, please send your photo to your division’s administrative assistant. If you are an adjunct instructor, your division’s main phone number will be listed as your phone number. Your gfcmsu email account will also be listed.

Photocopies

- A small number of photo copies can be made on the copy machines in each division’s workroom. Larger volumes of copies should be sent to the print shop (see Printing).

- You will need to input your department’s index number into the copy machine. You can request the index number from your division’s administrative assistant.

- Before copying, consider whether or not the document could effectively be accessed through D2L/Brightspace instead of copied.
Printing

- Email Ja Sweat at jsweat@gfcmsu.edu to request print orders. Include an attachment of the item you want printed. Indicate if you want color, a special size of paper, a certain color of paper, etc. The more details, the better. He will place the item in your mailbox, or the mailbox of your division assistant, when it’s ready.
- You will need to know your department’s index number so Ja knows which department to charge. You can request the index number from your division’s administrative assistant.
- Before printing, consider whether or not the document could effectively be accessed through D2L/Brightspace instead of printed.

Record-keeping

- The college adheres to certain record-keeping timeframes following the completion of a course:
  - Exams/graded coursework (if not returned to the student) – 1 year
  - Gradebooks – 5 years
  - Attendance/Class rosters – 3 years
  - Notes when working with a student on an issue – 1 year after graduation or last date of attendance, whichever is greater
- Items maintained in D2L/Brightspace meet these timeframes, such as coursework, gradebooks, and class rosters.
- After the time periods have passed, any of the above printed materials should be shredded and electronic copies wiped (not just deleted – see IT for directions).
- Faculty who leave the college are responsible for leaving student academic records with the division administrative assistant unless they are accessible in D2L/Brightspace.

Relationships with Students

- Interactions between the faculty and students at GFC 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. Failure to comply with this policy will subject the faculty member to disciplinary action up to and including dismissal. For more information, see Student Affairs Policy 304.1.

Student Learning Assessment

- One measure of the college’s effectiveness is whether or not students meet the learning outcomes for the college, the program, and the courses. An outcome defines what a student should be able to do upon completion of the learning experience.
- College, program, and course outcomes are aligned or “mapped” to support each other. Mapping is done by faculty, department chairs, program directors, and division directors.
- Faculty gather data through assessments, such as tests, papers, and projects, to determine whether or not students have met the outcome. If not, faculty create a plan and make adjustments to improve student learning so that students do meet the set outcomes. Your department chair/program director and division director can provide more information.
- More information about student learning assessment at Great Falls College can be found at About Assessment on the college’s website.
Student Letters of Recommendation/Reference
- If you are asked by any student (current, past or graduated) to write or complete a letter of recommendation or be a reference for employment, the student must complete a Reference Release of Information form giving you permission to share information. Otherwise, you will be violating FERPA. Keep the form for your records.

Student Success and Alerts
- GFC MSU is committed to helping our students be successful. When students start displaying behaviors that impede that success, such as missing class, not participating, missing assignments, doing poorly on assessments, etc., faculty are expected to contact the student and discuss the situation with the goal of helping the student be successful.
- Faculty should also submit a Student Academic Alert form. This form goes to the student’s advisor in the Advising and Career Services Center. The advisor will then attempt to contact the student as well and works with the faculty to help the student get back on the path to success.

Supplies
- Supplies can be found in each division’s workroom.
- Some supplies are available in the adjunct office (B132).
- If you need something that you cannot find in either place, please contact your division’s administrative assistant.

Syllabus
- The syllabus acts like a contract between students and faculty; it tells students taking a course what they can expect from the instructor and what will be expected of them.
- All instructors must create and submit a syllabus each semester for each course they teach. All syllabi must be submitted electronically to their division’s administrative assistant before the course’s first class period.
- The college has a syllabus template that must be used by all faculty. The syllabus template can be requested from the division’s administrative assistant. In addition, programs or departments may also have standardized syllabi to use, so faculty should check with their program director or department chair.
- For more information about the syllabus, see Appendix A.

Textbooks
- You will receive your instructor’s textbook from the division. Do not purchase your textbook(s) through the bookstore or directly from another source.
- The college is committed to reducing textbook costs for students, which includes using open educational resources (OER) which are free or low-cost to students and often electronic versions.
- Required books for most classes are listed on the website so students can see them.
- Work with your department chair or program director to provide book orders, in advance, to your division’s administrative assistant for the books you will need for the upcoming semester.
- Book order requests typically will 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(s) already.
Tutoring

- Free tutoring for online and on-campus GFC MSU students is available through the Academic Success Center. See the “Resources for You” section and Appendix G. This is a great service to remind your students to use.

Whom to Contact

- Your division is your first point of contact:

  **Health Science Admin. Assistant:**
  Elyssa Wassmann 406-771-4350  elyssa.wassman@gfcmsu.edu  R227

  **General Studies & Trades Admin. Assistant:**
  Stacy Lowry  406-268-3705  stacy.lowry@gfcmsu.edu  R240

  **Dental Admin. Assistant:**
  Terri Jarvey  406-771-4364  terri.jarvey@gfcmsu.edu  R180

- Other can numbers can be found in the online campus directory.

Withdrawals/Dropping Classes

- There is a difference between withdrawing from the college or for an entire semester and dropping a course. Students may drop a course through the first couple of weeks of class (see the Academic Calendar for the exact date). After the deadline students must request to drop a class by contacting the faculty member and submitting a drop form. The purpose of the process is to create an opportunity for you to have a conversation with the student to see if it is possible for the student to be successful in the course. Your division director and division administrative assistant have the drop form to give you to give the student.

- Students withdrawing for an entire semester or from the college as a whole should do so through their Advisor.

- Students may only “drop” or withdraw from a class to a certain point in the semester or block as outlined in the Academic Calendar.

Workday Expectations

- As stated in the faculty contract Section 4.8, “it is presumed the College has priority on the working time of a full-time teaching faculty member.” Faculty should be engaged in classroom activities or professional responsibilities such as “teaching, laboratory supervision, lab/shop/equipment maintenance, curriculum development, professional development, departmental and institutional planning, committee activity, and student advising” (Section 4.8). If you have assigned duties outside of the normal work day, such as teaching a night or weekend class, your schedule will be adjusted by you and your supervisor. GFC MSU has an “open campus;” however, you should be available to conduct the work of the college during normal business hours.

- Full-time faculty members who do have secondary employment must complete and submit a “Conflict of Interest” form through Human Resources and notify their supervisor. Such work should not conflict with the normal business hours of the college.

- Full-time faculty are expected to participate in campus, division, and department meetings and events. Full-time on-campus faculty should attend in person. Adjunct faculty are invited but not required to attend.

- Adjunct faculty are expected to meet their course times and be available for students. However, it is understood that adjunct faculty often have other employment. Their main duties are instructional versus committees, advising, etc.

- If an adjunct faculty member also holds another position at the college, he or she must complete an **Internal Adjunct Schedule Approval Form** showing how his or her schedule will be adjusted to compensate for the teaching time.
Resources for You

Academic Success Center (ASC)
- Free tutoring for GFC MSU students, both on-campus and online, is available through the Academic Success Center (ASC). The ASC also has learning support materials for students, such as anatomy models, calculators, grammar worksheets, and more.
- The ASC works closely with faculty to provide the best support for students. Such collaboration includes sharing assignment sheets, test dates, formula sheets, etc.
- Faculty are encouraged to spend a portion of their office hours in the ASC to provide support for the tutors and students.
- Faculty may also be asked to participate in tutor training.
- Faculty should include information about the ASC in their course materials, both for on-campus and online students, and encourage students to use the ASC to support their learning in the course.
- For more information on the ASC, see Appendix G.

Disability Services
- Disability Services works with students with physical, mental, and learning disabilities to help them be successful in college. Through Disability Services, students may receive certain accommodations (see “Accommodations for Students with Disabilities” in the “Things to Know” section.)
- Disability Services also has information available to help students with test anxiety, study skills, reading comprehension, and more. It is located in R220 and can be reached at 406-771-4311.
- For more information about Disability Services, see Appendix D.

Helpdesk
- A Helpdesk is located inside the entrance at the Atrium (between the Weaver Library and Student Central) and can be reached at 406-771-4433 or helpdesk@gfcmsu.edu.
- The Helpdesk can assist with locked classrooms, contacting IT and the custodial staff, and email account/reset password (you will need your employee ID (Banner ID#) for this).

Faculty Development Center
- The Faculty Development Center provides training and support for all faculty. It is located in R279.
- Becky Sullivan, an instructional designer with the Faculty Development Center, can help you organize a course, plan assessments, create learning support materials, and more. She can be reached at 406-771-5148 or becky.sullivan@gfcmsu.edu.

Library
- The Weaver Library at Great Falls College MSU has a wealth of resources available for faculty and students. See Appendix E. For complete information, check the Weaver Library webpage.

Technology Assistance Center (TAC)
- The Technology Assistance Center (TAC) provides support for all technology issues – D2L/Brightspace, email, computer log-on, classroom equipment.
- TAC offers training and support to faculty and adjunct faculty who wish to integrate technology into their classrooms.
- TAC 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 Technology Assistance Center if they are experiencing technical difficulties or having trouble logging into online courses.
- TAC is located across from the Administration Suite in G100 and can be reached at 406-771-4440.
- Email elelearning@gfcmsu.edu for D2L and learning tools issues or infotech@gfcmsu.edu for all other tech concerns.

**Testing Center**

- The Testing Center at GFC MSU provides a variety of services, including proctoring placement tests, challenge exams, exams for online courses, make-up exams, and exams for students with certain accommodations through Disability Services.
- It is located in R274 and can be reached at 406-268-3711. For more information on the Testing Center, its policies and procedures, go to Appendix F or the Testing Center’s webpage.
THE COURSE SYLLABUS: PROMISES TO KEEP

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:

   - **Equity Statement:** GFC MSU is committed to including people from a variety of backgrounds. The college understands that this diversity strengthens and benefits the campus community. The equity statement reflects that belief and needs to be included as written in the template.

   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 Outcomes** 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 outcomes 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 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. Any changes, however, must be clearly communicated with students in a timely manner and adhere to any
5. **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. This section should reflect how you will evaluate the course.

- 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? Are they fair to all students in the course?

6. **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, and “NA” for not applicable may also be used.

7. **Student Academic Alert**: In order to help students be successful, the College has instituted a Student 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.

8. **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). 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 policies should be clearly stated in the syllabus.

9. **Accommodations Statement**: Students with disabilities may receive accommodations through Disability Services. 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.

10. **Academic Success Center**: Students have access to free tutoring and resources through the Academic Success Center. This statement informs students about those services and should remain in the template as written. For more information, including a current tutoring schedule, go to the [ASC’s webpage](#) or call 406-771-5121.

11. **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.

12. **Essential Action Tools (EAT)**: Students who are hungry do not learn well. This statement refers students to a list of emergency resources and the College’s food pantry.

Contact your division’s administrative assistant for the current Syllabus Template.

**Submission of the Course Syllabus**

All faculty must create a course syllabus for every course 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’s administrative assistant. All Divisions should have a course syllabus on file for every course in every program in the Division. Adjunct instructors should check with their program director or department chair for any specific information or practices that need to be included in the syllabus.
Faculty will assure that all students have a course syllabus for every course in which they are enrolled. Syllabi must be made available to students electronically in D2L/Brightspace. Faculty may want to include a brief “syllabus quiz” at the beginning of the course to encourage students to read the syllabus and promote student understanding of the course policies and expectations.
Appendix B

ONLINE COURSE DESIGN GUIDELINES

GFC MSU adheres to the following guidelines for online courses and uses these criteria in evaluating online instructors. The review contains the following sections: the general standard, the specific design standard, applicable annotation, a “Yes”, “Needs Improvement (NI)”, “No”, and “Not Applicable (N/A)” column, and notes from the instructional designer. The bottom of the document also contains a summary of the findings and recommendations for course improvement. Faculty are encouraged to collaborate with the Instructional Designer, the Program Director, and/or the Division Director to work on any recommendations.

I. Course Overview and Introduction

**General Standard:** The overall design of the course, navigational information, as well as course, instructor, and student information are made available to students at the beginning of the course.

<table>
<thead>
<tr>
<th>Design Standards</th>
<th>Annotation</th>
<th>Yes</th>
<th>NI</th>
<th>No</th>
<th>N/A</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.1 Navigational instructions make the organization of the course easy to understand.</td>
<td>Instructions provide a general course overview, present the schedule for activities, guide the new student to explore the course website and indicate what to do first.</td>
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<td>I.2 Course overview is easily located: A statement introduces students to the course and to the structure of the student learning and, in the case of a hybrid course, clarifies the relationship between the face-to-face and online components.</td>
<td>The instructor’s statement gives the new student an idea of how the learning process is structured, including schedule, communication modes, types of activities and assessments. These features are often found in the course syllabus, but they should also be found in an introductory or welcome announcement.</td>
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<td>I.3 Instructor introduction and contact information is visible in an Instructor Widget.</td>
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<td>I.4 Syllabus complies with approved Syllabus Template is uploaded into the Content area.</td>
<td>The approved Syllabus Template is determined by the Chief Academic Officer.</td>
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<td>I.5 The workload in the course is appropriate for the online learning environment.</td>
<td>Workload in the online course meets the course objectives without exceeding student cognitive load.</td>
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</table>
II. Learning Objectives (Competencies)

**General Standard:** Learning objectives are clearly defined and explained. They assist students to focus on learning activities.

<table>
<thead>
<tr>
<th>Design Standards</th>
<th>Annotation</th>
<th>Yes</th>
<th>NI</th>
<th>No</th>
<th>N/A</th>
<th>Notes</th>
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<tr>
<td>I.7 The course has been thoroughly proofread and is free of grammar and spelling errors.</td>
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<td>I.8 Content is logically sequenced in the course and easy to navigate for students.</td>
<td>All activities in the course should be linked in the Content area of the Learning Management System.</td>
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<td>II.1 The course objectives match the syllabus as approved by the department. The course objectives are measurable, and address content mastery as well as critical thinking ability, psychomotor skills, and/or attitudes.</td>
<td>Measurable course learning objectives precisely describe what students are to gain from instruction and then guide instructors to accurately assess student accomplishment. Objectives should describe student performance in specific, observable terms.</td>
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<td>II.2 Each lesson's objectives are clearly stated and understandable to students.</td>
<td>Measurable module or unit level learning objectives are important. They precisely describe the specific competencies, skills and knowledge that students should be able to master and demonstrate at regular intervals throughout the course.</td>
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III. Assessment and Measurement

**General Standard:** Assessment strategies use established ways to measure effective learning, assess student progress by reference to stated learning objectives and are designed as essential to the learning process.

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<thead>
<tr>
<th>Design Standards</th>
<th>Annotation</th>
<th>Yes</th>
<th>NI</th>
<th>No</th>
<th>N/A</th>
<th>Notes</th>
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<tr>
<td>III.1 The types of assessments selected are consistent with</td>
<td>Assessments and learning objectives align in a clear and</td>
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</table>
### Design Standards

<table>
<thead>
<tr>
<th>Design Standards</th>
<th>Annotation</th>
<th>Yes</th>
<th>NI</th>
<th>No</th>
<th>N/A</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>learning activities and measure the achievement of stated objectives and learning outcomes.</td>
<td>direct way. The assessment formats provide a reasonable way to measure stated learning objectives.</td>
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<td>III.2 Specific and descriptive criteria are provided for the evaluation of students' work and participation.</td>
<td>Students are provided with a clear and meaningful description of the criteria that will be used to assess and evaluate their work and participation in the course. Students have clear guidance as to the expectations and required components of work and participation.</td>
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<td>III.3 Guided and independent practice opportunities are provided (formative assessments, reflections, etc.).</td>
<td>Students have ample opportunity to measure their own learning progress. Students learn more effectively if they receive frequent, meaningful and timely feedback.</td>
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<td>III.4 Desire2Learn tools are appropriately used to assess objectives.</td>
<td>Assessments are varied to provide multiple avenues for the demonstration of mastery and accommodate multiple learning styles.</td>
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### IV. Resources and Materials

**General Standard:** Instructional materials are designed to be sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields. (Materials, other than standard textbooks produced by recognized publishers, are prepared by the instructor or distance educators skilled in preparing materials for distance learning.)

<table>
<thead>
<tr>
<th>Design Standards</th>
<th>Annotation</th>
<th>Yes</th>
<th>NI</th>
<th>No</th>
<th>N/A</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV.1 Appropriate/ accessible instructional materials support the stated learning objectives.</td>
<td>Course materials, resources and learning objectives align in a clear and direct way. The course materials and resources provide a reasonable base to achieve the stated learning objectives.</td>
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</tbody>
</table>
**V. Interaction**

**General Standard:** The effective design of instructor-student interaction, meaningful student cooperation, and student-content interaction is essential to student motivation, intellectual commitment, and personal development.

<table>
<thead>
<tr>
<th>Design Standards</th>
<th>Annotation</th>
<th>Yes</th>
<th>NI</th>
<th>No</th>
<th>N/A</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>V.1 The types of learning activities selected are consistent with the achievement of stated course and module objectives and learning outcomes.</strong></td>
<td>Activities and learning objectives align in a clear and direct way. The activities provide a reasonable way to measure the stated learning objectives.</td>
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<tr>
<td>Design Standards</td>
<td>Annotation</td>
<td>Yes</td>
<td>NI</td>
<td>No</td>
<td>N/A</td>
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<td>V.2 Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction.</td>
<td>All online course should include interaction between the instructor and the students and between the students and the content. The degree and type of student-to-student interaction may vary with the discipline and the level of the course.</td>
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<td>V.3 Clear standards are set for instructor response and availability (turn-around time for e-mail, grades posted, etc.). Standards adhere to the current contract. Instructors use a &quot;@gfcmsu.edu&quot; e-mail address.</td>
<td>Information clearly indicates how quickly the instructor will respond, when feedback will be provided and when the instructor is available to meet.</td>
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<td>V.4 The requirements for student-student, student-content, and student-instructor interaction are clearly articulated.</td>
<td>The requirements and expectations for interaction in both the online and face-to-face components are clearly stated.</td>
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</table>
| V.5 The instructor has indicated (or in the case of "just in time" courses, “recommended”) which strategies s/he intends to employ to assure sufficient instructor-student interaction | **Real Time:** Telephone conversation, text messaging, instant messaging, chat room, in-person visit (office hours, drop-in)  
**Written:** Email, discussion board, assignment commentary (e.g., comments on student’s essays, assignments, projects, quizzes),  
**Class-wide Communications:** Mass emails, refreshed announcement screens, general discussion board posts | | | | | |
VI. Course Technology

**General Standard:** To enhance student learning, course technology should enrich instruction and foster student interactivity.

<table>
<thead>
<tr>
<th>Design Standards</th>
<th>Annotation</th>
<th>Yes</th>
<th>NI</th>
<th>No</th>
<th>N/A</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI.1 The selection and use of tools and media supports the learning objectives of the course and is integrated with learning activities.</td>
<td>Tools and media used in the course support related learning objectives and are contextually integrated with texts and lesson assignments. Students know how the tools and media support the assignments and how they support the learning objectives.</td>
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<tr>
<td>VI.2 The selection and use of tools and media enhances student interactivity and guides students to become more active.</td>
<td>Tools and media used in the course help students actively engage in the learning process rather than passively &quot;absorbing&quot; information.</td>
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</table>

VII. Student Support

**General Standard:** Courses are effectively supported for students through fully accessible modes of delivery, resources, and student support.

<table>
<thead>
<tr>
<th>Design Standards</th>
<th>Annotation</th>
<th>Yes</th>
<th>NI</th>
<th>No</th>
<th>N/A</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII.1 Third party and ad hoc support links are provided when non-LMS resources are used for instruction, assessment or enrichment.</td>
<td>Technical support includes information about such topics as how to log in, how to use the software and how to upload files. Examples: links to Atomic Learning, My Math Lab, etc.</td>
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</table>

VIII. Accessibility

**General Standard:** Access to course resources is in accordance with the Americans with Disabilities Act.
<table>
<thead>
<tr>
<th>Design Standards</th>
<th>Annotation</th>
<th>Yes</th>
<th>NI</th>
<th>No</th>
<th>N/A</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII.1 The course design meets ADA requirements.</td>
<td>All courses should direct students to MSU's ADA services on their campus. The syllabus should include the ADA statement as found in the syllabus template.</td>
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<td>VIII.2 Course documents are created using headers, limited use of tables, and are</td>
<td>All online course documents should be saved as properly formatted Word Document or inserted through the HTML editor.</td>
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<td>easily read by a screen-reader.</td>
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<td>VIII.3 Videos are close captioned for the hearing impaired and easy to play/download.</td>
<td>Videos are saved to either YouTube (or another video sharing website) and linked to the LMS or uploaded to the LMS directly and are close captioned correctly.</td>
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<td>VIII.4 Images are labeled clearly and tagged so that they can be easily read by</td>
<td>All images should have meaningful alt-text.</td>
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<td>a screen reader.</td>
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<tr>
<td>VIII.5 Color is used sparingly and carefully in the LMS, and meets College Policies as linked above.</td>
<td>Color isn't used to accentuate text or make a point. When it is used, it is balanced and easily visible for all students.</td>
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**Additional Comments:**
Click or tap here to enter text.
Appendix C

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. Publicly post grades;
2. Ever link the name of a student with that student's ID 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, ID number, or grades;
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.

For more information go to Student Information on FERPA.
Appendix D

CLASSROOM ACCOMMODATION PROCEDURES

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.

- 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.

- 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).

- 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.
• 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

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 through the Testing Center’s webpage. After the student schedules an appointment, the faculty member will receive an email notification from the Testing Center proctor so exam delivery and pickup arrangements can be made.
Appendix E

GREAT FALLS COLLEGE MSU WEAVER LIBRARY

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
Appendix F

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 the Testing Center’s webpage.

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 on the Testing Center’s webpage.
   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.
   b. 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.
   c. 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.
   d. 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.
   e. No food is allowed in the Testing Center. Drinks are allowed, at the discretion of the proctor on duty.
   f. 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.
   g. 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.
Appendix G

ACADEMIC SUCCESS CENTER (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
- Anatomy/Biology
- Business
- Chemistry
- Communications
- Computers
- Dental
- Math
- Music
- Psychology
- 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.

For complete information, check the [ASC webpage](http://www.ascwebpage.com).
Appendix H

ADJUNCT OFFICE PROCEDURES

The adjunct office is located in room B132 on the Great Falls campus for adjunct instructors to use. Please consider the following in the 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. It can be used should you need to hold office hours or have a more private meeting with a student; however, other areas on campus are also available such as any commons area or group study rooms in the library.
9. You can put your name on a file cabinet drawer and keep items in that drawer.
10. There is a code required to enter the adjunct office. Contact the appropriate division administrative assistant for the combination:

   **Health Science Admin. Assistant:**  
   Elyssa Wassmann 406-771-4350  elyssa.wassman@gfcmsu.edu  R227

   **General Studies & Trades Admin. Assistant:**  
   Stacy Lowry  406-268-3705  stacy.lowry@gfcmsu.edu  R240

   **Dental Admin. Assistant:**  
   Terri Jarvey  406-771-4364  terri.jarvey@gfcmsu.edu  R180
Appendix I

High-Impact Educational Practices

First-Year Seminars and Experiences
Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences
The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities
The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses
These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research
Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning
Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning
In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships
Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects
Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.