

Faculty Handbook

Full-Time and Adjunct Instructors



2023-2024

Great Falls College MSU

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Welcome!

Great Falls College Montana State University Great Falls College is privileged to have a diverse and extraordinarily talented group of full-time and adjunct faculty. You perform an essential service to the college and our students, whether teaching on campus, online, or concurrently in a high school. Information in this handbook has been provided to assist you as you teach students, meet them where they are and help 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. Your emphasis is on teaching and assessing students.

- Plan and teach classes as assigned and outlined in the course descriptions, learning outcomes, and course syllabi.
- Supervise the learning activities of students.
- Assess students' academic progress in a timely, consistent, fair, and recorded manner.
- Report attendance and student grades on time.
- Participate in an evaluation of teaching performance.
- Submit requests through the department chair or program director for equipment, supplies, textbooks, and other instructional aids.
- Demonstrate knowledge of services, regulations, and procedures in the Faculty Handbook.
- Use the approved syllabus template to list student availability times and your contact information in the course syllabus.
- Check college email regularly to receive important information.
- Use the college or learning management system email to communicate with students instead of a personal or non-Great Falls College account.
- Complete all required orientation activities or training. Information will be sent out via email.
- Participate in the student learning outcomes assessment process by collecting student learning assessment data, submitting assessment reports, and collaborating with other faculty to create and revise program assessment plans and curriculum maps.
- Perform other necessary administrative duties associated with teaching, including submitting requested paperwork and documents professionally and promptly by given deadlines.

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

Full-time faculty can find more information about their responsibilities as outlined in the [faculty union contract](#).

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 discussing the subject matter but should be careful not to introduce topics unrelated 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.

All faculty members must align learning objectives with established student learning outcomes at the course, program, and college levels. Their further responsibility is ensuring such content conforms to departmental standards as specified in the [Great Falls College MSU Catalog](#) and program outcomes.

At no time shall the principle of academic freedom prevent the institution from making proper efforts to ensure 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 occur when the following are met:

- The classroom climate is one of mutual respect among all participants.
 - It is the primary responsibility of Great Falls College instructors to foster and exhibit respect for all students and to hear every student's voice, especially those who have been silenced in previous educational settings. Respect involves recognizing 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 a genuine passion for their subject matter and communicate high standards can generate similar enthusiasm among students. Love of learning is the strongest motivation we can provide for our students.
- The learning environment is 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, 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 most profound learning states often occur when the whole brain is engaged.

- 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 content they are trying to learn. This content – information/material/activities – should be connected either to broader foundational concepts or students' personal experiences. Learning that lacks a contextual framework tends to be superficial and short-term.
- The class encourages dialogue and collaboration among students, as well as between students and the instructor.
 - Discussion among course participants allows students to integrate new knowledge with what they already know, generating 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 learn things best if they experience them firsthand or apply them directly to solve problems. 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 become intentional goals 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 that lead students to question their beliefs and frames of reference).
- Assessment is an ongoing process that provides prompt feedback to students about their learning.
 - Assessment is most effective when it is not anxiety-provoking and offers the maximum potential to learn from the assessment. Students should perceive assessment as a natural and ongoing part of the learning cycle.

Things to Know

8-Week Advantage

- The college has implemented a program called the 8-Week Advantage to help students complete their general education, pre-requisite, and some specific classes. The 8-Week Advantage consists of courses running in two 8-week blocks per semester rather than 16-week courses. Some Health Science programs, however, are still taught in 16-week courses.
- More information about the 8-Week Advantage can be found on the [Great Falls College 8-Week Advantage web page](#).

Absences

- You should hold your class(es) per 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 associate and your program director/department chair to make arrangements. The college does not provide substitute instructors. Full-time faculty may have another faculty substitute for them by going through a process outlined in the [Faculty Absence Guidelines](#). For more information on leave, see policy sections 406.1 through 406.10.
- Faculty must submit a pre-approval request through ChromeRiver if traveling on behalf of the college (for conferences, meetings, etc.) or a Personal Leave Request for personal time off or sick leave. Full-time faculty accrue sick leave and have 3 personal days to use each academic year.
 - Personal leave must be taken in 4-hour or 8-hour blocks.
 - If you cannot attend commencement due to unusual circumstances, you must use one of your 8-hour personal leave days or take leave without pay for that date.
- Faculty on 12-month contracts accrue vacation time for which a Personal Leave Request should be used. However, those faculty should minimize the loss of instructional time when requesting to use vacation time.
- Adjunct faculty do not have personal days and do not accrue sick leave.
- For specifics on sick leave and bereavement, contact Human Resources in G20 or at 406-268-3701.
- Please let your division director know if absences, illnesses, or other unforeseen life events happen to you during the block or semester.

Accessibility

- Accessibility is related to a design process in which 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 ability. Individuals with disabilities can 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 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 necessary to ensure access. This extends to the college's electronic and information technologies and applies to their procurement, development, implementation, and ongoing maintenance.
- All college administrators, faculty, and staff must provide access to education, services, programs, and activities to individuals with disabilities.

- Providing access to all 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.
- Electronic instructional materials (syllabi, textbooks, presentations, handouts, etc.) will be accessible to all students, whether optional or required. This includes electronic instructional activities (online collaborative writing, web conferencing, etc.) and electronic library materials delivered within the college's learning management systems, in face-to-face classes, or an alternate fashion.
- Electronic documents will be accessible to all students. 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 need help checking the accessibility of your course resources or making them accessible, please contact the [Teaching and Learning Center](#) in R220 or at 406-771-5148.
- If you have concerns about accessibility, please contact the [Office of Academic Success and Accessibility](#) in A116 or at 406-771-4311.

Accommodations for Students with Disabilities

- Students with disabilities may receive accommodations through the college's [Office of Academic Success and Accessibility](#). Common accommodations include, but are 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. The Director of Academic Success and Accessibility determines other accommodations through an interactive dialogue with the student.
- A student must go through the Office of Academic Success and Accessibility to receive accommodations and will present an official notice of the accommodations to the instructor.
- A software program that reads text aloud is available for all students to use. Students need to see the Office of Academic Success and Accessibility to be set up in the program.
- Dual enrolled high school students on our campus, online, or concurrent (taught at the high school by high school faculty) must register with the Office of Academic Success and Accessibility at Great Falls College to receive accommodations. 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 and 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" for 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 compromise the course's integrity; accommodations must be deemed reasonable and agreed upon by the student, the Director of Academic Success and Accessibility, and the instructor. For more information on such accommodations, go to [Office of Academic Success and Accessibility](#) and see Appendix D.

Adding a Class

- Students may add courses on Banner Web/My Info up to the end of the 2nd day of the semester. After that, students must request permission to “late add” through an [Override Authorization Form](#). You can send your approval via email instead of signing the form. The student will need to attach your approval email to the form. A division director must also sign the form. [More information about adding classes can be found in the Great Falls College catalog.](#)
- Research has shown that 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 of class unless there is a solid reason to do so.

App

- The college has a mobile app that can be downloaded from the Apps or Play store. Search for Great Falls College MSU. The app provides campus information. The app is linked to their Banner account for students' class schedules and course information.

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 during 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 attend a face-to-face class or enter an online course shell to ensure they know classes have started. If they plan to attend, we want them not to get behind. They should drop the class if they do not intend to attend this semester. Also, submit an alert through [navGFC](#) for students who did not attend. This alert goes to the student and the advisor in the Advising and Career Center, who will also try to contact the student. You can find the link on the college website's [Faculty & Staff page](#) as “Student Academic Alert” at the bottom.
- Attendance records must be kept for 3 years. The data is automatically archived if you keep attendance within D2L Brightspace. If you do not keep attendance within D2L Brightspace and leave employment at the college, you will need to give your attendance records to the division's administrative associate.

- You will receive an email from the Registrar’s Office asking you to report attendance as of the 15th day of class for the fall and spring semesters. This deadline is prorated for summer terms. Students who have not participated in a class will be dropped from the course. It is imperative that you take attendance. (See [policy 210](#))
- Your class attendance policy should be detailed in your course syllabus. The point of an attendance policy is to encourage students to participate so they will be successful in the class. When drafting a policy, consider options to enable students to continue receiving instruction when an illness or other event prevents them from traditional participation.

Attire

- Because the college is a professional setting and we want to set an example for students of appropriate attire in the workplace, the college follows a “smart casual to business casual” clothing practice. To see examples of smart and business casual, visit the [Attire Guide](#).

Auditing a Course

- Individuals may audit a course with instructor approval. Rules and criteria for auditing a course can be found in the [Grading policy \(308.1\)](#).

Building Hours

- The building is only open on certain days and times during the year. A [current building schedule](#) is posted on the college website.
- Full-time faculty do have additional access to the building through a key card available 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. State the consequences of cheating in your class in your syllabus and adhere to the policy.
- 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 R263, at 406-771-4440, or elarning@gfcsu.edu.
- If a student cheats, you should complete a [Notification of Academic Integrity Policy Violation form](#). The form is routed to the Executive Director of Student Services and the division director. A student’s second offense will result in a meeting with the Executive Director of Student Services. As stated in their program handbooks, individual programs may have additional consequences for students committing academic misconduct.

Class Roster

- A list of your students can be found by going to the secure area of BannerWeb/MyInfo under “Faculty Services.” This is the most up-to-date class list.
- A class list will also be in D2L Brightspace; however, it is only synched with BannerWeb/MyInfo once daily. The roster in BannerWeb 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 second day of class. After that time, they need the instructor’s permission. Many 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. Therefore, 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 are concerned about student conduct – being disruptive, bullying, harassing, etc. -- please talk to your program director/department chair or division director.
- Behavioral incidents should be reported using the [Behavioral Referral form](#). A group of faculty and staff called the College Behavioral Assessment Team (CBAT) will review the information and determine a course of action. The goal of the CBAT group is to help the student and campus be safe.

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

- Each classroom has an instructor station and computer, whiteboards or whiteboard-painted walls, a projector, speakers and microphone, a camera, and moveable furniture. The speakers, microphone, and camera enable you to record your class and interact with students participating remotely.
- Technology training is available through the Teaching & Learning 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 the Office of Academic Success and Accessibility.
- 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. Whiteboard markers and erasers are available from your division and should be carried with you to and from the classroom in a “pack it in, pack it out” manner.
- Ask students to throw away their garbage, so 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; if it is not, contact your division’s administrative assistant or maintenance at 406-788-1188.

Common Course Numbering (CCN)

- The Montana University System practices Common Course Numbering (CCN), meaning course numbers, names, and outcomes have been agreed to by a committee of faculty from different campuses within the system called FLOCs (Faculty Learning Outcome Committees). The purpose of CCN is to increase the ease of transferring between campuses for students.
- A cross-campus faculty committee periodically reviews different courses to re-align or ensure the alignment of courses in the system.
- Because of CCN, it is crucial to use the correct name, title, and outcomes for a course. Those items and the course description from the Great Falls College catalog must be included in the course syllabi. CCN information for a course can be found in the MUS’s [CCN Course Guide](#).

Computer Login

See NetID

Course Assignments, Meeting Times, and Locations

- Great Falls College has a standard set of course meeting times for face-to-face classes and set beginning and ending dates for all classes. Those dates and times must be adhered to. Students cannot be asked to meet or complete assignments before the start of the semester, during semester breaks, or after the semester has ended unless finishing an Incomplete grade.
- 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 various 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 and the number of credits assigned.
- Adjunct faculty will receive a Letter of Appointment (LOA) to sign and return. The LOA outlines the instructor's courses, credits, compensation, and responsibilities.
- Classrooms for face-to-face classes are assigned based on class size, instructional equipment needed, and room availability. Specific classrooms may be requested but are not guaranteed. Do not change classrooms without permission from your division director. If you want to change rooms, contact your division’s administrative assistant. Room use must match the information in the Class Schedule.
- 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, A, and T. A stands for “Atrium,” T for “Trades,” while R, B, and G refer to the original color of the 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.

Course Delivery Modes

- Great Falls College delivers instruction in various modalities to best serve students' needs. Courses may be taught on-site, online, live online, blended, or HyFlex. For definitions and more information, see [Montana Board of Regents Policy 303.7](#) or [Course Types](#) in the "[Students](#)" section of the campus website.
- Faculty wishing to teach in the HyFlex mode must receive approval from the Department Chair/Program Director and Division Director. The faculty must also complete training through the Teaching & Learning Center.
- Course delivery mode and block are noted in the [Class Schedule](#) and are designated by the section number. Sections starting with a "1" are first block or full semester; sections beginning with a "2" are in the second block. Sections numbered 100, 101, 202, etc., are on-site classes; sections ending in the 70s are blended; sections ending in 80s are online, and sections ending in 90s are HyFlex.

D2L Brightspace Course Shells

- All classes at Great Falls College have a course shell in the D2L Brightspace learning management system (LMS), including face-to-face, hybrid, HyFlex, and online classes.
- The course shells must be activated before the date classes start. Activate the course shells by going to "Course Admin" and "Course Offering Information" in the D2L Brightspace shell.
- At a minimum, all faculty must include the following items in each course shell:
 - A welcome message on the course homepage, preferably in the "announcements" tool
 - Contact information using the "instructor widget"
 - The course syllabus
 - A grade book that follows the same grading scale and scheme (points-based or weighted) that is indicated in the syllabus
 - Link or log-in information for any external learning platform (MyMathLab, NetLab, Mastering A&P, etc.)
- Course shells for multiple sections of the same course can be combined; however, doing so will erase content in the shells. Therefore, before content is added or copied, shells should be combined. Requests to combine course sections in D2L Brightspace should be sent by email to elarning@gfcmsu.edu with the specific course numbers that should be merged into one shell.
- 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. See the "Attendance" section of this handbook.
- All faculty must complete an introductory D2L Brightspace training course before starting the first semester of teaching for Great Falls College. Contact the [Teaching & Learning Center](#) at 406-771-5148 for more information.
- 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, faculty should use the course shell as a repository of course information instead of printing materials whenever possible.

Directed Study

- Students can request to earn credit through a Directed Study course if the [Policy 214.2 Directed Study](#) and [Directed Study Request Form](#) criteria are met. Directed study differs from independent study courses. Directed study courses are part of the college's existing curriculum. They may be taught in a semester other than that shown in the catalog or with fewer students when the course would otherwise be canceled because of low enrollment. In contrast, independent study courses are not part of the college's existing curriculum.
- Directed study courses are not part of a faculty member's workload document. A stipend of \$350 per credit for the course is paid to faculty, regardless of the number of students in the Directed Study course, to oversee the course and to meet at predetermined intervals with the student(s).

Diversity, Equity, and Inclusion

- Great Falls College believes in creating an environment where all are welcome and feel included. This belief is stated in the syllabus template in the wording below and is followed throughout campus:

Great Falls College Montana State University recognizes that there are myriad dimensions of diversity, including sex, race, age, national origin, ethnicity, tribal affiliation, gender identity and expression, intellectual and physical ability, sexual orientation, faith and non-faith perspectives, socioeconomic status, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics is a resource, strength, and benefit to the Great Falls College Montana State University campus community.

- Great Falls College has a Diversity, Equity, and Inclusion committee comprised of faculty and staff who work together to review policies and practices to identify and close equity gaps for the college community.
- Great Falls College commits to a learning and working environment that emphasizes the dignity and worth of every member of its community, and that is free from discrimination, harassment, and retaliation based upon race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, gender, age, political ideas, marital or family status, pregnancy, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation. The college will take appropriate action to prevent, resolve, and remediate protected-class harm. Great Falls College's Equal Opportunity Officer is the Director of Human Resources and Title IX Coordinator is the Executive Director of Student Services.

Dual Enrollment

- Great Falls College offers several dual enrollment (DE) opportunities for students who have not graduated from high school yet. DE students are enrolled in both their high schools and the college and can take college-level classes concurrently in their high schools, on campus, or online through the college.

- DE students may or not be receiving high school credit and college credit. All DE students receive college credit, and that credit is transcribed for the students.
- DE students take classes at a reduced tuition rate but are held to the same standards as college-only students.
- Faculty – both at the high school and at the college – who teach DE classes must meet the credentialing standards of the Montana Board of Regents for the Montana University System (BOR) as well as the Montana Office of Public Instruction (OPI) for K-12 education. See [BOR policy 730](#) for more information. Therefore, faculty who teach courses with the potential to have DE students enrolled must secure their OPI teaching license as a condition of employment at the college. The college reimburses the application, background check, and renewal fees. More details are provided as part of the faculty onboarding process.
- The college employs a Dual Enrollment Coordinator to act as a liaison between the high schools and the college. The dual enrollment coordinator can assist faculty in navigating issues preventing DE students from being successful in college courses.

Email

- Once a person’s hiring paperwork is complete, including adjunct faculty returning the Letter of Appointment (LOA), an employee account and email are created. Please allow 24-48 hours for the account to be completed. Then, go to the [self-service password portal](#) to set your password. This sets or resets the password for your email, computer account, BannerWeb/MyInfo, and D2L Brightspace. If you teach at another MSU campus, those passwords will be reset also.
- Instructors must check this account regularly, at least daily, to receive important information. It is helpful to check your campus email account to keep current with campus updates even when not on contract.
- 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 non-Great Falls College email account.
- To log in to your college email account:
 - 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
 - Sign in with the Net ID given you (for example, a12b345@gfcmsu.edu) and a password you set up (see the first bullet in this list). For help, contact the Technology Assistance Center at 406-771-4440, in R263, or helpdesk@gfcmsu.edu. (See the NetID section for more information).

Emergencies, Safety, and Security

- An Emergency Response Card giving directions for responding to various 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 the emergency siren or see flashing lights within the building, evacuate 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).

- Each classroom computer is equipped with a Little Green Button, a panic button that acts as a call for assistance. Pressing the button will notify a team of campus employees that you need in-person help. It is not a replacement for 9-1-1 in an emergency but a way to request assistance if a situation is becoming uncomfortable. Dialing 9999 from any campus phone will accomplish the same thing.
- [Informacast](#) is an emergency notification text messaging system for Great Falls College. In an emergency, a text message will be sent to the mobile number registered with the system. The college provides this free service, but standard text message fees may apply.
- You can also download the [CrisisManager app](#). 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 from 2:30 pm-close Monday through Friday. 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

- 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 course evaluations are administered 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.

Exercise and Wellness

- For benefits-eligible staff, the college has a small staff wellness room in R190, accessed from the north stairwell. It has some weights, a treadmill, and other equipment. 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 G20 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. The act states that student educational

records are confidential and may not be released without the student's written consent.

- All faculty have a responsibility to protect student educational records. This includes **not** doing the following:
 - Publicly posting grades
 - Linking the name of a student with that student's ID number in any public manner, including in an email
 - 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.
 - Circulating or posting a printed class list as an attendance roster or sign-up sheet. If the instructor prefers, they can take attendance each class by circulating a sheet with a place for students to sign their names. The sheet must not show students' attendance for any class day other than the day for which it is circulated. Also, the instructor must not circulate any class list that includes scores or grades for any assessments, i.e., homework, quizzes, exams, projects, etc.
 - Discussing the progress of any student with anyone other than the student (including parents) without the consent of the student
 - Providing anyone with lists of students enrolled in your classes for any commercial purpose
 - 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 on the [About FERPA](#) webpage and in Appendix C.

Final Exams

- Final exams are part of a college course. Faculty may use another form of final assessment, such as a paper, project, or presentation, instead of a formal test.
- Because Great Falls College 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 all Course Delivery Modes

- 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.
- Submit a [Student Academic Alert](#) for any student you cannot reach so the advisors can try to contact the student as well.

Food Pantry

- The college has a food pantry for students. It is located in G65 by the cafeteria and is operated by the CARE office and student government. Donations can be dropped off at the site or at the Office of Student Engagement (A120).

Grading

- A grade book is included in the college's learning management system D2L Brightspace.
- Alternate grade books, including those that are part of an instructional software package, must integrate with D2L Brightspace, so students and the college can still access current grades in D2L Brightspace.
- Grade books must be kept up to date. Students should always have access to their current grades.
- All instructors must submit attendance reports and midterm and final grades to BannerWeb/MyInfo by their deadlines. Directions and deadlines will be emailed directly to faculty.
- Grading must be timely, consistent, fair, and accurately recorded. Grading policies must be included in the syllabus and followed throughout the course. The grade book must reflect the grading policy as written in the syllabus. See [Grading policy 308.1](#).
- 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 the instructor. The Division Director will approve requests before they are forwarded 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 cannot attend due to unusual circumstances, they must use a full 8-hour personal day or take leave without pay.
- Adjunct faculty are welcome and encouraged to attend commencement but are not required to do so.
- Academic regalia (a robe and mortarboard) is available through the Bookstore for faculty to use during commencement.

Healthy Campus Plan

- In response to the COVID-19 pandemic, Great Falls College created a Healthy Campus Plan that has now been adapted to be broad enough to cover any infectious disease. Please see

the “Instruction” section of the [Plan for a Healthy Campus](#).

Holidays/Non-Instructional Days

- Before creating your course calendar, check the [Academic Calendar](#) for holidays/non-instructional days.
- Great Falls College 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 the block or semester dates.
- Full-time faculty are also required to be on campus for certain non-instructional days before the start of a semester. Those days are meant for professional development, division and department meetings, and class preparation. The Executive Director of Instruction notifies the faculty of these dates. You can also check with your division director.

Independent Study

- Students can request to earn credit through an Independent Study course if the [Policy 214.1 Independent Study](#) and [Independent Study Request Form](#) criteria are met. Independent study differs from internships and directed study courses. Internships involve a sponsoring organization and work-based learning. Directed study courses are part of the college’s existing curriculum. Independent study courses are not part of the college’s existing curriculum.
- Independent study courses are not part of a faculty member’s workload document. A \$350 stipend is paid to faculty to oversee the student’s independent study course.

Internships

- Great Falls College supports internships as valuable work-based learning experiences for students. For more information, see [Policy 215 Internships](#). Students complete the [Internship Application Form](#), which a department chair/program director signs. Then, the student, the sponsoring organization, and the faculty member complete the [Internship Agreement Form](#). Faculty receive a \$350 stipend for overseeing the internship if the internship is not part of a required course in a program or if the internship class is not fully enrolled. The internship is not part of a faculty’s workload document unless it is a required course in a program, regularly scheduled, and fully enrolled.

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 an entrance to the building during set hours. Key requests should be made to Facilities through the division’s administrative assistant using the [Key Request form](#).
- Adjunct instructors do not usually receive keys unless a particular situation warrants one. The code for the adjunct office can be obtained 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 or Facilities at 406-788-1188.

Land Acknowledgement Statement

Great Falls College acknowledges and honors with respect that our campus resides on the homelands of many indigenous peoples, including the current twelve sovereign nations which reside in Montana today – Assiniboine, Blackfeet, Chippewa, Cree, Crow, Gros Ventre, Northern Cheyenne, Kootenai, Sioux, Little Shell Band of Chippewa, Salish, and Pend d’Oreille. We acknowledge the historical displacement of Indigenous Peoples while also honoring their contributions, continuing today, to the history of the United States. Diversity among populations is important, and we respect everyone’s history and story.

Leave Requests

- Full-time faculty must submit a Pre-Approved Travel Authorization form in ChromeRiver (the MUS’s purchasing software) if traveling on behalf of the college (for conferences, meetings, etc.) or a [Personal Leave Request](#) for personal time off or sick leave. Full-time faculty accrue sick leave and have 3 personal days to use each academic year. Personal leave must be taken in 4-hour or 8-hour blocks. Faculty on 12-month contracts also accrue vacation time and should use the Personal Leave Request form to request vacation time; however, efforts should be made to minimize loss of instructional time.
- Full-time faculty may also use sick leave time for bereavement for immediate family members, up to 3 days for in-state deaths and 5 days for out-of-state deaths.
- Faculty are expected to attend graduation. If you cannot attend commencement due to unusual circumstances, 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 in G20 or at 406-268-3701.

Library

- All faculty can check out items from the [Weaver Library](#) and access its electronic databases on campus through the campus network and off campus via a proxy server.
- The library has study rooms, a 3-D printer, computers, e-readers, and other technology items available.
- For more information about the library, visit the [Weaver Library’s website](#) or see the section under “Resources for You” in this handbook and Appendix E.

Mailboxes

- Full-time faculty teaching courses on campus can request a mailbox. Please see Ja Sweat for more information.
- Adjunct faculty teaching courses on campus can use the division’s mailbox. Please see your division’s administrative assistant for details.

NetID (Computer Login)

- Once all hiring paperwork is complete, and your information has been entered into Banner,

you will be assigned a “NetID” (this process usually takes about two hours). 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 following this link:

<https://www3.montana.edu/netidclaim/>.

- To reset a password, visit password.gfcmsu.edu. For assistance, contact the Technology Assistance Center at 406-771-4440, in R263, or helpdesk@gfcmsu.edu.
- For more information about logging into your Great Falls College email account, see this handbook's “Email” section.

Office Hours/Student Availability

- All faculty are expected to be responsive and available to students. Faculty will provide explicit information in their syllabi regarding their availability to students. This includes when, where, and how to contact faculty – whether during on-campus “office hours,” a scheduling platform, virtual format at a set time or by appointment, etc. At a minimum, faculty should state they will make every attempt to return all messages within 24 hours unless it is a weekend or campus holiday. On-campus, full-time faculty should also post their availability and response times outside their office doors.
- Faculty are expected to find a mutually acceptable time to meet with students, whether on campus, virtually, or via email or phone.
- Faculty may elect to, and are encouraged to, hold some or all of their office hours in the Academic Success Center.
- In-person adjunct instructors can meet with students in a classroom if it is not being used by another class, in the adjunct office (R226), in the Academic Success Center, in student common areas, or the group study rooms in the library. Most face-to-face adjunct instructors make themselves available before and/or after class.

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.
- R226 is an office for adjunct instructors. See Appendix H for more information.
- Additional computer workspace is available in the Weaver Library.

Organizational Chart

- Great Falls College 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 Great Falls College CEO/Dean Dr. Stephanie Erdmann. A campus [organizational chart](#) is posted on the college website.

Orientation

- All new full-time and adjunct faculty are required to meet with the instructional designer before the start of the semester for an orientation to the college and the faculty role, as well

as an introduction to the campus learning management system (LMS).

- New full-time faculty are also required to complete a course called “Teaching at Great Falls College” during their first semester at Great Falls College. Completing the course replaces the committee requirement of faculty during the first year of full-time teaching at the college. Adjunct faculty are invited, but not required, to complete the Teaching at Great Falls College course as well.
- The Teaching & Learning Center will contact all new faculty for onboarding. More information is available from the [Teaching and Learning Center](#) by calling 406-771-5148.

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. Please send your photo to your division’s administrative associate if you teach online.
- If you are an adjunct instructor, your division’s main phone number will be listed as your phone number. Your Great Falls College email account will also be listed.

Photocopies

- A small number of photocopies can be made on the copy machines in each division’s workroom. Larger volumes of copies should be sent to the print shop (see the Printing section of this handbook).
- You must input your department’s index number into the copy machine. You can request the index number from your division’s administrative associate. The index number is used to charge your department.
- Before copying, consider whether the document could effectively be accessed through D2L Brightspace instead of copied and distributed.

Preferred Pronouns and Chosen Names

- Great Falls College supports using individuals’ preferred pronouns and chosen names. Faculty may include their preferred pronouns on their syllabi and email signatures. In addition, faculty may ask students for their preferred pronouns at the start of a course.
- Instructors and students can set their preferred pronouns in D2L Brightspace by logging into D2L Brightspace, clicking on their name, then “Account Settings,” checking the “Allow others to see my pronouns” box, selecting “Use different pronouns,” entering their preferred pronouns in the text box, and clicking “Save and Close.” The pronouns then appear in relevant places such as the classlist and discussions.

- Students and faculty can use names other than their legal names to identify themselves in times and places where a legal name is not required. A chosen name can be set by logging into Banner Web/My Info, going to the Personal Information tab, and clicking on the Chosen Name menu item. For more information, visit the [Chosen Name page](#).
- Faculty should be sensitive to situations where a person's appearance may not match the historical use of a pronoun or name and should use the pronouns and name preferred by the individual.

Printing

- Email Ja Sweat at jsweat@gfcmsu.edu to request print orders. Include an attachment of the item you want to be printed. Indicate if you want color, a certain paper size, a specific paper color, etc. The more details, the better. He will place the item in your mailbox or the mailbox of your division's administrative associate 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 associate.
- Before printing, consider whether the document could effectively be accessed through D2L Brightspace instead of printed.

Prior Learning Assessment (PLA)

- Enrolled students can earn credit for prior learning if the criteria of [Policy 306.1 Prior Learning Assessment](#) are met and students demonstrate competency or knowledge of course outcomes.
- Students can request that their knowledge and skills be assessed through the [Credit for Experiential Learning Assessment Request Form](#). Department chairs/program directors determine which type of assessment will be used to gauge the prior learning: portfolio, challenge exam, or other evaluation. Once a student submits or completes the assessment, it is reviewed by faculty. If the faculty determines a student's competency in meeting a course's outcomes, the student receives credit for the course.
- Faculty are compensated for their time and submit a [Faculty PLA Tracking Form](#). A Letter of Appointment (LOA) will be issued to the faculty for that time, and the faculty will be paid.

Record-keeping

- The college adheres to specific record-keeping timeframes following the completion of a course:
 - Exams/graded coursework (if not returned to the student) – 1 year
 - Grade books – 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, grade books, and class rosters.
- After the time periods have passed, any of the printed materials listed above should be

shredded and electronic copies wiped (not just deleted – see IT for directions).

- Faculty who leave employment at the college are responsible for submitting the student academic records listed above to the division administrative associate unless they are accessible in D2L Brightspace.

Relationships with Students

- Interactions between the faculty and students at Great Falls College 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 exploitative 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 [Personnel Policy 407.2](#) and [Student Affairs Policy 304.1](#).

Student Conduct

- Information about the college's expectations for student behavior can be found in the [Student Code of Conduct](#).
- If you are having issues with a student's conduct, discuss the situation with your program director/department chair and then the division director if needed.
- Situations needing intervention or of serious concern should be reported using the [Behavioral Referral Form](#). The Behavioral Referral Form can be found on the [Faculty & Staff webpage](#) in the left column under "Behavior Referral." The Behavior Referral Forms are reviewed by the college's Care & Behavior Assessment Team (CBAT), a collection of faculty and staff with expertise in student conduct. The CBAT team will evaluate the situation and create a plan of action.

Student Learning Assessment

- One measure of the college's effectiveness is whether students meet college, program, and course learning outcomes. An outcome describes 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 campus assessment efforts and promote transparency in curricular decisions.
 - Mapping is completed collaboratively by faculty, department chairs, program directors, and division directors. Current curriculum maps are available on the [department/program assessment plans webpage](#).
- Faculty gather data through assessment tools, such as in-class activities, tests, papers, and projects, to determine whether students have met the intended learning outcomes. Student learning should be assessed through formative assessments, emphasizing feedback and assessment for learning. If students do not meet learning outcomes, faculty should create a plan and make adjustments to improve student learning so that students do meet the set outcomes. Student learning assessment should also take place through summative

assessment activities. The [Teaching and Learning Center](#) can provide more information and assistance in determining appropriate assessment tools.

- Assessment data should be reported following each department or program's assessment plan. More information about student learning assessment at Great Falls College can be found at [About Assessment](#) on the college's website.
- Department chairs/program directors can answer questions regarding student learning assessment and provide support and coaching for incorporating effective assessment practices. A faculty-led assessment committee is also available to help you. See the [Assessment webpage](#) for more information.

Student Letters of Recommendation/Reference

- If any student (current, past, or graduated) asks you to write or complete a letter of recommendation or be a reference for employment, the student must complete a [Reference Release of Information](#) form permitting you to share information. Otherwise, you will be violating FERPA. Keep the form for your records.

Student Resources

- The college has many resources to help students be successful. Information about these resources can be found on the [Student Resources Webpage](#). Direct students to this webpage through your course syllabus, course shell, and personal interactions.
- Although students are told a computer or laptop is required to attend college, those who do not have one or need to borrow one for various reasons may check out a Chromebook or laptop from the Weaver Library as long as they are available.
- If the building is closed, students without internet access can check out a hotspot from the Weaver Library or access the campus internet while in the west and north parking lots.
- Students may use the internet on campus, and computers are available in the Weaver Library, Military Family Center, kiosks outside the Bookstore, or in any unused classroom.
- Students can also be connected to campus and community resources through the CARE (Campus Awareness, Resources, and Empowerment) office located in G65 near the cafeteria. The CARE office can connect students to resources for transportation, housing, daycare, food, mental health, and other needs they may have.

Student Academic Alerts

- Great Falls College 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 to help the student be successful.
- Faculty should also submit an alert through [navGFC](#) for students who are not performing well in a course. This alert goes to the student and the student's advisor in the Advising and Career Center. The advisor will then also attempt to contact the student and works with the faculty to help the student get back on the path to success. You can also find the link on the [Faculty & Staff page](#) and "Student Academic Alert" at the bottom.

Supplies

- Supplies can be found in each division's workroom.
- Instructors are expected to practice a "pack it in, pack it out" approach and carry their supplies to and from a classroom.
- Some supplies are available in the adjunct office (R226).
- Contact your division's administrative associate if you need something that you cannot find.

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 your department chair or program director before the start of the block or semester. Faculty must share the syllabus with their students on the first day of class and include it in their course shell.
- The college has a syllabus template that all faculty must use. The syllabus template can be found on the [Academic Forms page](#), accessible through the "Forms" link on the [Faculty & Staff webpage](#). Programs or departments may also have standardized syllabi, so faculty should check with their program director or department chair.
- For more information about the syllabus, see Appendix A.

Technology

- Full-time faculty are provided with a laptop and a docking station. Both full-time and adjunct faculty have access to a OneDrive to store files that can be accessed remotely. This technology enables you to switch to remote instruction if needed. Other technology tools and assistance are available through the Technology Assistance Center at 406-771-4440, in R263, or helpdesk@gfcmu.edu.
- See "Classroom Set-up & Etiquette" in this handbook for technology information.

Textbooks

- You will receive your instructor's textbook from the department chair/program director. Do not purchase your textbook(s) through the bookstore or directly from another source.
- The college is committed to reducing textbook costs for students, including using open educational resources (OER), free or low-cost to students, and often electronic versions.
- Required books are listed on the bookstore website so students can see what they are.
- Work with your department chair or program director to request instructional materials. Book order requests typically will be sent out for responses in October for spring courses and March for summer and fall courses.
- To help maintain consistency between sections, all sections of the same course should use the same textbook. Therefore, your department may have already chosen the books for your course(s). Check with your department chair/program director.

Travel

- From time to time, faculty may travel for college business. The division administrative assistant can help you make arrangements. College travel policies and procedures must be followed, including submitting a pre-travel authorization form through ChromeRiver. See Appendix I: Travel Procedures for more information.

Tutoring

- Free tutoring for online and on-campus Great Falls College students is available through the [Academic Success Center](#), located inside the Weaver Library. See the “Resources for You” section and Appendix G. This is an excellent service to remind your students to use.

Whom to Contact

- Your department chair/program director is your first point of contact.
- Additional numbers can be found in the online campus [directory](#).

Withdrawals/Dropping Classes

- There is a difference between withdrawing from the college for an entire semester and dropping a course. Students may drop a course until a specific date (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 converse with the student to see if the student can succeed in the course. Your division director and division administrative associate have the drop form for you to give the student if you and the student decide that is the student’s best option. (For more information, see the [Dropping/Withdrawal from Courses section of the catalog](#)).
- 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 up to a specific date 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 typical workday, such as teaching a night or weekend class, your schedule will be adjusted by you and your supervisor. Great Falls College has an “open campus;” however, you should be available to conduct the work of the college during its regular business hours of Monday through Friday, 8 am to 5 pm.
- Full-time faculty members with 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 regular business hours of the college.
- Full-time faculty are expected to participate in campus, division, and department meetings

and events. 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 primary duties are instructional versus committees, advising, etc.
- Full-time faculty or other college employees who are also teaching as an adjunct for another department or program must complete an [Internal Adjunct Schedule Approval Form](#) showing how the schedule will be adjusted to compensate for the teaching time. A person cannot be paid twice for the same hour of work.

Resources for You

Academic Success Center (ASC)

- Free tutoring for Great Falls College students, both on-campus and online, is available through the [Academic Success Center](#) (ASC). The ASC is located inside the Weaver Library. 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 time in the ASC to support 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.

Academic Success and Accessibility

- The [Office of Academic Success and Accessibility](#) works with students with physical, mental, and learning disabilities to help them be successful in college. Through its services, students may receive accommodations (see “Accommodations for Students with Disabilities” in the “Things to Know” section of this handbook.)
- The Office of Academic Success and Accessibility also provides information to help students with test anxiety, study skills, reading comprehension, and more. The office is in A116 inside the Weaver Library and can be reached at 406-771-4311.
- For more information about the Office of Academic Success and Accessibility, see Appendix D.

Information Desk

- An Information Desk is located inside the entrance at the Atrium (between the Weaver Library and Student Central) and can be reached at 406-771-4433 or infodesk@gfcmsu.edu.
- The Information Desk can assist with locked classrooms, and contacting IT and the custodial staff.

Library

- The Weaver Library at Great Falls College has many resources available for faculty and students. See Appendix E. For complete information, check the [Weaver Library webpage](#).

Teaching and Learning Center

- The Teaching and Learning Center provides training and support for all faculty. It is in R220. Visit the [Teaching and Learning Center’s webpage](#) to find various resources and information.
- The Instructional Designer and Coordinator of the Teaching and Learning Center can help you

better use D2L Brightspace, organize a course, plan assessments, create learning support materials, use classroom technology, and more.

Technology Assistance Center (TAC)

- The Technology Assistance Center (TAC) combines eLearning and IT Services.
- The TAC provides support for all instructional technology issues, including, but not limited to, email, computer log-on, and classroom technology equipment.
- TAC offers training and support to faculty and adjunct faculty who wish to integrate approved technology into their classrooms.
- TAC provides technical support for all students and directs and coordinates any services to students using the learning management system (D2L Brightspace).
- Faculty should refer students to the TAC if students are experiencing technical difficulties or having trouble logging into courses.
- TAC is located in R263 and can be reached at 406-771-4440.
- Email elearning@gfcmsu.edu for D2L Brightspace and learning tools issues or helpdesk@gfcmsu.edu for all other tech concerns.

Testing Center

- The Testing Center at Great Falls College provides various services, including proctoring placement tests, challenge exams, exams for online courses, make-up exams, professional certification tests, and exams for students with certain accommodations through the Office of Academic Success and Accessibility.
- The Testing Center is located in R274 and can be reached at 406-268-3711. For more information on the Testing Center and its policies and procedures, go to Appendix F or the [Testing Center's webpage](#).

Appendix A

THE COURSE SYLLABUS: PROMISES TO KEEP

Contact your division's administrative associate for the current Syllabus Template.

Purposes of the Course Syllabus

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

- The course syllabus tells students taking the course what they can expect and what will be expected of them.
- Other institutions use the course syllabus to evaluate whether a particular course is equivalent to a class they offer and therefore transferable.
- 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 offered.
- The Curriculum Committee uses course syllabus information to evaluate the appropriateness of the credits allotted for the course, its placement in the curriculum, and its reflection of program and institutional standards.
- The Division Director uses the course syllabus to evaluate whether faculty instruction and assessment are well-suited to achieving the objectives of a course.
- The course syllabus is a critical source document in any academic complaint.

In short, the course syllabus is a promise that Great Falls College makes to its students, faculty, administration, receiving institutions, accrediting bodies, and the public. Keeping that promise is essential if the College and its faculty wish to be credible.

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, availability to students, etc.—but all course syllabi at Great Falls College follow a standard syllabus template so that students can easily find the information they need. The template's components, which must be included, are as follows:

Equity Statement

- Great Falls College is committed to including people from various 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.

Course Description

- This summary of the content of the course should be identical to the course description in the college's catalog. Individual faculty may not alter it except through formal curriculum change processes.

Course Materials

- Any texts, supplies, or equipment the student must purchase to take the course must

be listed in the course syllabus. Although individual faculty may supplement these items with additional materials of their choosing, supplemental materials should be easily accessible and inexpensive to keep expenses and expectations consistent across course sections and semesters.

Course Outcomes

- The syllabus should clearly state the specific skills, knowledge, or understanding that successful students will achieve as a result of taking the course. The course outcomes are perhaps the most critical part of the syllabus because they are directly connected to almost every purpose a syllabus serves. Therefore, they may not be altered by individual faculty except through established curriculum processes. Additionally, the course outcomes must be aligned with the appropriate program outcomes and, if applicable, any of the College Learning Outcomes. This alignment should be consistent across course sections.
- Please refer to your program or department's [assessment plan](#) to ensure accurate alignment of course and program/College Learning Outcomes.

Course Outline

- The course outline should clearly indicate the content of the course--what, specifically, will be covered and in what order. The course content 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 must be communicated promptly with students and adhere to departmental policies.

Course Grading

- This section of the course syllabus specifies how final grades for the course will be determined, including the grading scale. The grading scale shows the points or percentages needed to earn a specific letter grade. The grading scale also informs students whether pluses or minuses will be used with letter grades. Pluses and minuses do affect GPA, academic standing, and sometimes program requirements.
- 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 entirely to the evaluation methods that you specify in your syllabus. Grade complaints become more challenging 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 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?

Student Responsibilities

- Because attendance is key to a student’s academic success, the college has instituted an “Attendance & No Show” policy (see policy 210.1). 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. Other student responsibilities could relate to late work, missed exams, conduct, etc.

Accommodations Statement

- Students with disabilities may receive accommodations through the Office of Academic Success and Accessibility. 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 office as soon as possible to make arrangements for the term.

Plagiarism and Academic Integrity

- Maintaining academic integrity is critical to the college. The [Academic Honesty policy 300.14](#) can be found in the Student Conduct and Grievance handbook under the “Student Responsibilities” section.

Academic Success Center

- Students can access 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.

Additional Student Resources

- Students have access to various resources and support services. A listing of those resources can be found on the [Student Resources Webpage](#).

Non-Discrimination Information

- Both the college’s Equal Employment Opportunity and its Title IX Discrimination, Harassment, and Retaliation statements are listed in this section.

Submission of the Course Syllabus

- All faculty must create a course syllabus for every course they teach and submit an electronic copy of each syllabus to their department chair or program director for review before the start of the block or semester. All divisions should have a course syllabus on file for every course in every program in the division for each block or semester it is taught.
- New faculty or those teaching a class they have not taught before 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 ensure all students have access to a course syllabus on the first day of class 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” or “scavenger hunt” 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

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:
 - The right to see the information that the institution is keeping on the student;
 - The right to seek amendment to those records and, in certain cases, append a statement to the record;
 - The right to consent to the disclosure of their records;
 - 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 college for use in the educational process is considered a student educational record:
 - Personal information
 - Enrollment records
 - Grades
 - Schedules
- The storage media in which you find this information does not matter. Student educational records may be:
 - A document in the registrar's office
 - A computer printout in your office
 - A class list on your desktop
 - A computer display screen
 - 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 student's written consent. As a faculty or staff member, you are responsible for protecting 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, and major program.
 - You have access to information only for legitimate use in completing 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 "Do Nots" for Faculty

To Avoid Violations of FERPA rules, DO NOT:

- Publicly post grades;
- Ever link the name of a student with that student's ID number in any public manner;
- Leave graded tests in a stack for students to pick up by sorting through the papers of all students;
- Circulate a printed class list with student names, ID numbers, or grades;
- Discuss the progress of any student with anyone other than the student (including parents) without the consent of the student;
- Provide anyone with lists of students enrolled in your classes for any commercial purpose;
- 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 C

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, the quantity of information, etc.). The Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act (ADA) protect students with disabilities. These laws require qualified students with disabilities to get equal access to education, including exam and quiz accommodations.

Accommodation Requests

All accommodation requests must come through the Office of Academic Success and Accessibility. Students will receive accommodation requests electronically via DocuSign. Students are responsible for downloading and sending their accommodation forms electronically to each faculty member when they receive their accommodation requests for each block. If you disapprove of the accommodation(s), please contact the Office of Academic Success and Accessibility at 406-771-4311.

At the end of the semester, please delete or shred the accommodation form since all the information in the document is confidential and shall not be disclosed to anyone without the student's written consent.

- **Exception:** Students whose disabilities and subsequent needs are obvious may be accommodated at the instructor's discretion (e.g., blind student bringing a guide dog to class, a student in a wheelchair needing a lower lab table), but referral to the Office of Academic Success and Accessibility is still recommended.

Students are responsible for initiating contact with the office and making arrangements for accommodations as needed. Students are also responsible for renewing their accommodations each semester.

- **Please note:** Before granting disability accommodations in a course, the instructor must receive verification of the student's eligibility from the Office of Academic Success and Accessibility.

Instructors should review the Accommodation Request with the student and discuss arrangements.

Although students must disclose an approved accommodation to their instructors, 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 term), 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 Office of Academic Success and Accessibility encourages students to submit documentation no later than the first two weeks of the term to receive accommodations. However, students may request accommodations at any time during the academic year.

If the instructor cannot provide the requested accommodation, alternate arrangements should be discussed with the student and the Director of Academic Success and Accessibility.

Test Accommodations

The Director of Academic Success and Accessibility determines eligibility and appropriate accommodations based upon documentation submitted from a student, 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, which will detail the accommodation and describe the circumstances under which the accommodation should be provided. Any accommodations beyond those on the form should be discussed with the Director of Academic Success and Accessibility.

Proctored Exams

Faculty Proctored Exams

Faculty proctoring exams should be aware of the following:

- The provision of exam accommodations is a legal mandate and how exam accommodations are provided is extremely important. Faculty members are critical partners in the collaborative process to ensure students get appropriate accommodations for their exams.
- On the Great Falls College campus, individual faculty or academic departments may proctor exams when the accommodation is *extended time (1.5 or 2x)*.
 - Students may schedule exams and quizzes with the Office of Academic Success and Accessibility 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 R274.
- 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 60 minutes, then a student requesting 1.5 x would need 90 minutes to complete the exam.
 - 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 Brightspace 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 faculty member.

Office of Academic Success and Accessibility Proctored Exams

The Office of Academic Success and Accessibility is responsible for providing exam accommodations such as using a reader, scribe, interpreter, word processor, or a distraction-free environment.

- The student must contact the office at 406-771-4311 or room A116 to make a reservation *no less than 3 business days before the exam*.
- Students requesting exam accommodations through the office will notify the instructor so exam delivery and pickup arrangements can be made.
- Office of Academic Success and Accessibility 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](#).

- The proctors do not notify faculty when their students schedule exams.
- It is the student's responsibility to contact their faculty members and let them know when they have scheduled their exams.

Appendix D

GREAT FALLS COLLEGE MSU WEAVER LIBRARY

The Weaver Library offers a wide variety of services and resources to support our faculty, staff, and students.

Citation Quick Guide (APA, MLA, Chicago)

The [Citation Quick Guide](#) includes citation guidance in APA, MLA, and Chicago Styles. You can link this guide in your course shells. The guide will be updated as the styles are revised.

Classroom Instruction Sessions

In-person research instruction sessions are available and can be tailored to fit your assignments and students' needs. To discuss the best options for your class and to schedule a visit, please contact Ashlynn Maczko at ashlynn.maczko@gfcmsu.edu. Online tutorials are in development and will be available through the [library's website](#).

Databases A-Z List

All available databases can be found through one handy [A-Z databases list](#). This list allows users to browse database listings by relevant subject area and content type. These databases contain a wide range of content types, including peer-reviewed journal articles, newspaper articles, videos, images, and more.

Interlibrary Loan and Resource Sharing

If you need a journal article or book that Weaver Library does not have access to, we can put in a request to borrow it from another library. Hundreds of libraries across the country take part in interlibrary loan and will lend article copies and books. This service is available at no cost to students and faculty.

Loanable Technology

We have loanable laptops, Chromebooks, and Wi-Fi hotspots for students to check out for the duration of each 8-week block. We can arrange to ship an item to distance students living outside the Great Falls area.

Printing

Each Great Falls College student has a printing account automatically set up with the library when they are registered for classes. The library gives all students printing credit each semester, and students can add additional funds if needed.

Reference Services and Research Support

Students can [schedule](#) 30-minute one-on-one research/extra help sessions with our librarian. In

these sessions, we can cover various topics, including finding sources/using databases, and evaluating sources relevant to students' assignments. The scheduling tool is available on the library's [homepage](#).

Space

The library is a dynamic space for collaboration, individual study, group study, computer use, and relaxation.

Computers

Computers are available for students to use whenever the library is open. Many students use library computers to print. The computers are located on adjustable desks.

Cozy corner

We have a corner with four comfortable chairs, a record player, and board games along the north-facing wall. Students can use this space in between classes to relax. Many students also prefer to sit in these chairs and work on their laptops or other personal devices.

Individual carrels and seats

A variety of individual study and reading carrels and seats are available. Students can find a spot that works for them.

Group study rooms

Group study rooms are available to students on a first-come, first-served basis at no cost. These are great for working on group projects or studying with whiteboards. Room A also has a media table that allows students to connect a computer to the display screen and screen share with the room.

Study nooks

Study nooks for one or two people are available on a first-come, first-served basis. Some of the nooks have whiteboards while others have large display monitors that can be connected to laptops.

Academic Success Center

The library is also home to the Academic Success Center which offers free tutoring in-person and online in a variety of subjects.

Academic Success and Accessibility

Students seeking accommodations can find the Office of Academic Success and Accessibility inside the library in A116.

The Weaver Library staff is happy to help you and your students, so please reach out! Visit our [webpage](#) or contact **Ashlynn Maczko**, Library Director, 406-771-4318, ashlynn.maczko@gfcmu.edu or **Ben Truman**, Computer Support Specialist, 406-771-4319, benjamin.truman@gfcmu.edu

Appendix E

TESTING CENTER INFORMATION AND POLICIES

Great Falls College Students
Room R274

The Testing Center provides fully online or hybrid/mixed-mode course exams (includes courses taught using D2L Brightspace and MyMathLab), make-up exams for all courses, Accuplacer placement, and exams for students requiring extra time or a distraction-free environment (students must see the Office of Academic Success and Accessibility first).

Testing Center hours vary depending on the semester. To find the current hours, go to the [Testing Center's webpage](#).

Please review the following procedures before 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 procedures.

Exam Appointments are REQUIRED

- To schedule an appointment, please fill out the [appropriate form](#).
 - Appointments should be scheduled at least 24 business hours before the desired date/time.
- All students will schedule online unless they work with the Office of Academic Success and Accessibility. Students with testing accommodations can schedule exams by contacting the Testing Center or using the [Special Circumstances Test Request](#).
 - A request does not guarantee an appointment. Confirmation of the appointment will be provided via the email the student listed on the request form as late as the morning of the appointment. Students should check their spam/junk mailbox.
- 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.
 - If the student decides to take their test without adequate time, they will be required to fill out a time waiver.
 - It is the student's responsibility to know who their instructor is, the course name and number, the exam time limits, exam availability dates, and exam restrictions.

Testing Center Guidelines

- Students should plan to arrive 5 minutes prior to the start of the scheduled exam time. Due to limited testing space, anyone arriving more than 10 minutes late may be required to reschedule.
- Students should be prepared to show a valid photo ID to test. Examples include driver's licenses, Great Falls College MSU student ID, military ID, state-issued ID, passport, or tribal ID.
- No personal items are allowed in the Testing Center. This includes but is not limited to cell phones, watches, smart watches, Fitbit/fitness trackers, hats, sunglasses, coats, gloves, wallets, purses, backpacks, food/drink, headphones/earbuds, iPod, and MP3 players.
 - Books, notes, and calculators may be authorized if given written consent by the instructor.
 - All personal calculators will have their memory erased before entering the Testing Center.
 - Lockers will be provided for all personal items. The lockers are 10 ½" deep x 11 1/2" wide x 22 ½" high. Please plan accordingly, as the Testing Center staff WILL NOT watch any personal items not locked in a locker.
- Calculators, scratch paper, and/or pencils will be provided only if the instructor gives prior written approval.
 - The Testing Center has a limited number of graphing and business calculators available for your use.
 - Scratch paper may not be taken away from the Testing Center unless approved by the instructor.
 - Completed paper exams and scratch papers must be submitted to the proctor.
 - Students are responsible for knowing if their instructors collect scratch paper.
- Users should accommodate students and employees who are chemically sensitive to fragrances and other scented products by not wearing perfume, aftershave, scented hand lotion, fragranced hair products, and/or other strong scents.
- Students are not permitted to leave the Testing Center once the exam has started unless the instructor gives prior written approval. Emergency situations will be handled on a case-by-case basis.
- No food or drink is allowed in the Testing Center.
- Children are not permitted in the Testing Center. (Great Falls College Policy 605.1)

- A recording surveillance system is installed to help monitor the Testing Center area.
- Academic honesty and integrity are fundamental to the mission of the Testing Center. Academic misconduct will not be tolerated (Great Falls College Policy 300.40, 300.41, and 300.42)
- An Incident Report will be completed and submitted to the course instructor and department chairperson for any infractions relating to the above procedures.

Appendix F

ACADEMIC SUCCESS CENTER (ASC)

The Academic Success Center is located inside the Weaver Library and assists students in successfully completing coursework. Free tutoring is available to all Great Falls College students, on-campus and virtually, 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 can assist with various study skills to help students become successful learners.

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](#).

Appendix G

ADJUNCT OFFICE PROCEDURES

The adjunct office, room R226 on the Great Falls campus, is available for adjunct instructors. Please consider the following in the use of the room.

- Do not leave your computer logged in and unattended, as this might allow the corruption of your files.
- Always attend to printing as there may be printer jams or printers may run out of paper.
- Do not leave personal belongings unattended.
- The adjunct office is a designated work area. Please keep distractions to a minimum.
- Children are not allowed in the adjunct office.
- The office phone is for adjunct faculty use only.
- Please report problems to the appropriate division administrative associate.
- The adjunct office will always remain locked. It can be used to hold office hours or have a more private meeting with a student. If the office is occupied, other areas on campus are also available, such as any commons area or the group study rooms in the library.
- You can put your name on a file cabinet drawer and keep items in that drawer.
- There is a code required to enter the adjunct office. Contact the appropriate division administrative associate for the combination.

Appendix H

TRAVEL PROCEDURES

Before booking any travel, review travel policies [503.1 and 503.2, and 503.3](#).

The division administrative assistant can help you make arrangements and use a college purchasing card (p-card).

Below are a few critical highlights from the policies:

- All travel must be approved in advance by your division director. A travel pre-approval form must be completed and approved in Chrome River (the MSU purchasing software) before any travel expenditure.
- The number of personnel attending a given function requiring travel should be held to the absolute minimum.
- Reimbursable travel expenses include only those expenses incurred while traveling on official college business. These expenses include the following:

TRANSPORTATION

- Commercial Airfare: required to use college issued p-card to purchase airfare
- College-owned vehicle: always the first choice if available when traveling by car. Vehicle reservations can be made through Toni Quinn, toni.quinn@gfcmu.edu or 406-771-2268
- Rental Car: the college has a contract with Enterprise – see your division administrative assistant
- Personal Vehicle: mileage reimbursement rate varies. See Policy 503.2 for more details.

MEALS

- Meals are paid per diem and should not be charged to a p-card. Meals for in-state and out-of-state travel are paid at different rates. ChromeRiver will automatically calculate per diem amounts for you based on travel times input on the reimbursement form.

LODGING

- Reimbursed at maximum [state rate or out-of-state rate](#). Always ask for a state/government rate when making reservations.
- Additional approval is required if the actual rate exceeds established in-state/out-of-state rates.

REGISTRATIONS

- Actual cost is reimbursed – work with your division administrative assistant to use the college p-card to register for events.

MISCELLANEOUS EXPENSES

- Includes airport parking, parking meters, etc.
- Reimbursed with receipts

[ChromeRiver Quick Help Guides](#) are available. There are numerous step-by-step guides, including how to complete travel pre-approvals and expense reimbursement requests. You will need to log in with your NetID.