



**GREAT FALLS
COLLEGE**
MONTANA STATE
UNIVERSITY

Faculty Handbook

**For Full-time, Part-time and
Adjunct Instructors**

2026-2027

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Welcome

Great Falls College is privileged to have a diverse and talented group of full-time, part-time and adjunct faculty. You perform an essential service to the college and our students, whether teaching on campus, online, at a distance, or concurrently in a high school. This handbook has been created to help you meet the college's mission to "provide high-quality educational experiences supporting student success and meeting the needs of our community."

Faculty Responsibilities

The primary responsibility of faculty is to provide quality instruction in a positive learning environment that promotes student learning. Your emphasis is on teaching and assessing students to enable them to meet course, program and institutional outcomes. Specific conduct standards can be found in the [Employee Handbook](#) and [GFC Policy 300.3 Instructor and Staff Academic and Conduct Standards](#). Instructors should fulfill the following responsibilities:

- 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/participation 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 this Faculty Handbook.
- Use the approved syllabus template.
- Let students know how and when they can reach you.
- 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 training and orientation activities.
- 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 engage in professional development, 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.

All faculty are required to report student participation, midterm grades, and final grades by given deadlines listed in the [Academic Calendar](#). Instructions and a reminder will be sent by the

Registrar's Office to faculty each term. Meeting deadlines is imperative to the operation of the college and student success. Meeting deadlines will be a part of performance evaluations.

Full-time faculty can find more information about their responsibilities as outlined in the [Montana Two-Year College Faculty Association \(MTYCFA\) collective bargaining agreement](#) (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, program handbooks, and the [Great Falls College Catalog](#).

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 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, values, styles of learning, talents, and types 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 and reflection through reading, writing, and discussion. Teaching should enable students to derive personal meaning, make connections to their daily lives, and discover direct applications of the material.

- Content is presented with the "big picture" first as a context for the specific, differentiated information of the subject.
 - The most meaningful learning 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 course should encourage dialogue and collaboration amongst students and 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 course 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 a course.
- Student development and transformation are 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 a safe environment that fosters trust and provides occasional experiences of cognitive dissonance (i.e., experiences that lead students to question their past understanding 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 process.

Calendar Items

In addition to the reporting deadlines outlined in the [Academic Calendar](#) for each term, below is a list of standing calendar items and a brief "Year-at-a-Glance." Watch for emails with specific information.

- College Council – 1st Friday of the month, 8:30-10:00 am in room 1500, virtual link provided
- Curriculum Council – 2nd and 4th Fridays of the month, virtual link provided
- All-faculty Meeting – 3rd Friday of each block, virtual link provided for distance faculty
- Faculty Senate – TBD
- Convocation – Friday before start of fall semester – required for full-time faculty and staff
- Commencement – Saturday after last day of spring term – required for full-time faculty

August

- Non-instructional Days
- Syllabus due to department chair/program director Wednesday before start of term
- Course shells publish the Wednesday prior to start of courses
- Program orientations
- Convocation
- Start of Fall semester

September

- College "Burger Burn"
- Fall equipment requests due
- Course & program fee changes due end of Sept. of even years
- Tenure application and/or Professional Development Plan due
- Program Director/Department Chair meeting
- Prepare Spring semester schedule – Due Oct. 1

October

- Spring semester schedule due Oct. 1
- Spring/Summer book orders due
- United Way Campaign
- Fall Break
- Syllabus due to department chair/program director Wednesday before start of term
- Course shells publish the Wednesday prior to start of courses
- College "Soup Tour" and Halloween Costume Contest

November

- Prepare Summer semester schedule – Due Nov. 15
- Department Chair/Program Director meeting
- Faculty "floating holiday" the Wednesday before Thanksgiving (no classes, college open)

December

- College Holiday Luncheon
- Semester break

January

- Non-instructional Days
- Data Days
- Syllabus due to department chair/program director Wednesday before start of term
- Course shells publish the Wednesday prior to start of courses
- Spring semester begins
- Prepare Perkins Grant requests
- Prepare Department/Program budgets
- Program Director/Department Chair meeting

February

- Promotion Applications and Professional Development Plans due
- Prepare Fall schedules – Due March 1
- Spring equipment fee requests due
- Department/Program budgets due

March

- Fall schedules due March 1
- Spring Break
- Syllabus due to department chair/program director Wednesday before start of term
- Course shells publish the Wednesday prior to start of courses
- Fall book orders due
- Dean's Award nominations due
- Student of the Year nominations due

April

- Program Director/Department Chair meeting
- Student Awards Luncheon
- Employee Appreciation Event

May

- Commencement
- Syllabus due to department chair/program director Wednesday before start of term
- Course shells publish the Wednesday prior to start of courses
- Summer semester begins

Things to Know

8-Week Advantage

The 8-Week Advantage consists of courses running in two 8-week blocks per semester rather than one 16-week course. Some Health Science programs and other specific courses, however, are taught in 16 weeks.

Absences/Leave Amounts & Requests

You should hold your class(es) per your workload document or letter of appointment (LOA) at the times, days, and dates listed on the [class schedule](#) in Banner. Let your division director know if absences, illnesses, or other unforeseen life events happen to you during the block or semester.

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. Faculty may have another faculty substitute if someone is available and willing. The following steps apply when faculty are absent from an assigned class.

1. The faculty member contacts the division director and program director/department chair if unable to teach an assigned class.
2. The faculty member, division director, and department chair or program director determine if the class must be cancelled, alternate work assigned, or if a suitable substitute can be located.

If a class is to be cancelled, the faculty member is responsible for notifying students of the class cancellation. For on-campus classes, the division admin will also post a sign on the classroom door. The faculty can email students through the learning management system, post an announcement, or call the students.

If a substitute can be found, the faculty member is responsible for briefing the substitute regarding the scope of the class, the objectives to be presented in the class, and any homework assignments or assessments, and provide any materials necessary for instruction.

- For a substitute, the faculty member will complete the [Faculty Absence and Substitute Approval form](#) found on the college website and attach documentation of absence (i.e. [Leave Request form](#) or email). The Administrative Assistant will forward the form to the Payroll office. This form must be submitted to the Payroll office by the last day of the pay period in which the substitute teaching occurred.

If the absence is planned, faculty must submit a [Leave Request form](#) to the division director at least five days before the requested leave date. If traveling on behalf of the college (for conferences, meetings, etc.), faculty must also submit a pre-approval request through [ChromeRiver](#) for out-of-state travel (see [Appendix E: Travel Procedures](#)). The division director may also request pre-approval forms for in-state travel.

Full-time faculty accrue sick leave and have 3 personal days to use each academic year (see Article 6 in the CBA for more information).

- Personal leave must be taken in 4-hour or 8-hour blocks. At the end of the academic year, any unused personal leave can be substituted for sick leave taken that year.

- Sick leave can be taken in 1-hour blocks.
- Full-time and part-time faculty may 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. Bereavement leave is deducted from sick leave.

Full-time and part-time faculty are expected to attend graduation. Adjunct instructors are invited and encouraged to attend. A full-time or part-time faculty must use 8 hours of personal leave or take leave without pay for that date if unable to attend graduation. Leave requests for commencement must be approved by the CEO/Dean.

Faculty on 12-month contracts accrue vacation time and should use the [Leave Request form](#) to request time off. However, those faculty should minimize the loss of instructional time when requesting to use vacation time.

Part-time faculty on a traditional faculty contract accrue sick leave and personal leave like full-time faculty, but it is pro-rated based on their part-time status.

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

Part-time employees accrue leave and are paid for holidays at a pro-rated rate. For example, those working 19 hours/week equate to .475 FTE. They receive holiday pay of 3.8 hours (.475x8) for college holidays and do receive 3.8 hours/year as a “floating holiday” as state employees. Their holiday hours should be subtracted from the hours worked during a week with a holiday so that the total number of hours recorded on their timesheet equals 19. For example, in a week with a one-day holiday, the person would record 3.8 hours of holiday pay and 15.2 of regular work hours.

See [Appendix H](#) and/or Human Resources for more information, room 1402 (Teton River) or 406-268-3701.

Accessibility

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.

Accessibility and universal design ensure items and materials 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.

- 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 word processing documents, PDFs, presentations, publications, and spreadsheets scanned, uploaded, posted, or 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 room 2211 (Sun River) or at 406-771-4321.

If you have concerns about accessibility, please contact the [Office of Academic Success and Accessibility](#) in room 1104 (Missouri River) 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 accommodations and seeks input from the student and faculty.

- A student must go through the Office of Academic Success and Accessibility to receive accommodations and will present or send an official notice of the accommodations from that office to the instructor.
- A software program that reads text aloud is available for all students to use, not just those with a disability or accommodation. 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 for classes in which they are earning college credit from Great Falls College. Students with disabilities are entitled to accommodations in school, be it K-12 or post-secondary education. However, the nature and delivery of those accommodations 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, contact the [Office of Academic Success and Accessibility](#) and see [Appendix B](#).

If you have concerns about accessibility, please contact the [Office of Academic Success and Accessibility](#) in room 1104 (Missouri River) or at 406-771-4311.

Accreditation

Great Falls College is accredited by the Northwest Commission on Colleges and Universities (NWCCU). Part of the accreditation process involves a site visit every 7 years and a mid-cycle site

visit at year 3. More about NWCCU and its standards can be found at <https://nwccu.org/>

- Dr. Eleazar Ortega, Executive Director of Institutional Research and Effectiveness, is the college's Accreditation Liaison Officer (ALO).
- The college's accreditation reports and more information can be found on the college's [accreditation web page](#).
- Some individual programs are accredited through their professional accrediting body.

Adding a Class

Students may add courses on MyMSU Great Falls College up to the end of the second 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.

Administrative Support & Supervision

Great Falls College has three academic divisions: Career & Technical Education (CTE), General Studies, and Health Sciences. Several individuals provide administrative support for the academic divisions.

- Academic Administrative Associate
 - Creates, sends and files academic paperwork such as workloads and Letters of Appointment (LOAs)
 - Collects and archives syllabi each term
 - Schedules meetings, including All-Faculty and Faculty Senate
 - Purchases supplies for the workrooms, adjunct office, faculty and division director
 - Staffs the front desk for General Studies
 - Submits maintenance and IT requests
 - Tracks budgets
 - Assists faculty with travel arrangements
 - Supports Faculty Senate
- Administrative Associate, Continuing Education & Training
 - Staffs the front desk for Career & Technical Education division
 - Supports Academic Administrative Associate as needed
 - Supports registration of workforce training
 - Purchases supplies for programs and directors
 - Organizes program celebrations for workforce trainings
 - Processes student and third-party payments for workforce trainings
- Administrative Assistant, Dental
 - Manages patient record and Telehealth exams by dentists
 - Assists with accreditation

- Supports competitive entry application process for dental programs
- Assists with budget management
- Assists dental programs by sending LOA for adjuncts
- Manages licenses, continuing education, immunization records, and updated CPR cards
- Purchases office supplies for dental faculty and students
- Represents dental clinic to the public
- Assists with schedules and workloads for faculty and program courses
- Assists Clinic Coordinator with maintenance requests
- Maintains HIPAA compliance policies and procedures for program and clinic
- Health Science Coordinator
 - Assists the division director with daily operations of the division including the following duties: creating, sending and tracking letters of appointment; reviewing faculty workloads; reviewing program schedules; assisting with grant management, and tracking and storing program memorandums of understanding and course syllabi
 - Helps program directors manage accreditation materials and deadlines for each accredited program
 - Coordinates with the Registrar's Office and programs to review, update, and track all program applications including revising processes
 - Assists program directors and the division director with budget management, expense monitoring -- including grants and equipment fee requests to ensure responsible fiscal management
 - Assists programs by serving as a liaison between the college and community partners, agencies, and stakeholders or by helping with coordination of community events and advisory board meetings
 - Supervises the coordination and maintenance of the Simulation hospital for all programs using the hospital
 - Assists with purchasing of program supplies and travel arrangements for program faculty
 - Assists division director and program directors by leading and coordinating pre-health science events, marketing efforts, and distribution of information to promote career and program awareness
 - Reviews and evaluates all website program pages to ensure accuracy
 - Supports programs with adjunct and clinical faculty including assisting with the hiring that includes coordinating onboarding and college training

The Director of General Studies, Executive Director of Career & Technical Education (CTE), and the Director of Health Sciences supervise faculty, administrative associates, and academic staff under the direction of the Executive Director of Instruction and the CEO/Dean. (See the college's [organizational chart](#) for more details.)

- Director of General Studies
 - Supervises the General Studies faculty and staff
 - Assists with accreditation processes
 - Supervises division courses and programs
 - Spearheads program and division promotion initiatives
 - Advocates for division faculty, students, and programs

- Participates in local community and state-wide initiatives that impact the division
- Executive Director of Career & Technical Education (CTE)
 - Supervises non-credit instructors and staff, as well as the welding faculty
 - Acts as a member of the college's governing Executive Council
 - Participates in systemwide committees
 - Facilitates MOUs for all facilities used by CTE programs
 - Spearheads workforce development initiatives in partnership with local and state agencies and businesses
 - Oversees the ATF Weld Testing Center
 - Oversees the Mobile Welding Lab
- Director of Health Sciences
 - Supervises the Health Sciences faculty and staff
 - Assists with accreditation processes
 - Supervises health science foundational courses
 - Spearheads program promotion initiatives
 - Monitors pre-health students including organizing outreach activities for this population
 - Facilitates MOUs for all facilities used by the Health Science programs
 - Advocates for health science faculty, students, and programs
 - Participates in local community and state-wide initiatives that impact health careers in Montana
- Executive Director of Instruction
 - Acts as a member of the college's governing Executive Council
 - Works with Student Affairs to foster student success
 - Oversees the Teaching & Learning Center (TLC) and Weaver Library
 - Facilitates articulation agreements with 4-year universities
 - Spearheads initiatives to improve student learning and faculty teaching
 - Serves as the Executive Council representative to Curriculum Council
 - Participates in systemwide committees
- CEO/Dean
 - Oversees the operations of Great Falls College
 - Acts as a member of the college's governing Executive Council
 - Participates in systemwide leadership councils and committees
 - Represents the college in the community and the state
 - Chairs the college's development board, including raising funds for the college and student scholarships

Artificial Intelligence (AI)

The college recognizes the evolving nature of generative artificial intelligence (AI). Faculty should follow the [MUS AI Task Force Recommendations](#), as directed by the Commissioner of Higher Education. Each department is encouraged to discuss and decide on a policy regarding the appropriate and inappropriate uses of AI for its department and to include specific information in the course syllabi. The misuse of AI is a violation of the Student Conduct Code. The campus AI workgroup has created two AI statements for syllabi that can be used. Resources can be found on the [Professional Development on the Teaching & Learning Center's webpage](#) and [Appendix P:](#)

Guidelines for Addressing Generative AI.

- If a department does not have an AI policy, then the faculty member must decide and state the parameters for AI use and the consequences of its misuse in the course syllabus. (See the [Student Conduct Code](#) for appropriate consequences of academic dishonesty.)
- The library has a [plagiarism tutorial](#) to help students understand what plagiarism is, how to avoid it, and how AI can be considered plagiarism. The tutorial can be used as a class assignment or linked from a course shell and is available on the library's website.

Attendance

For synchronous classes, whether on campus or at a distance, attendance must be taken every day throughout the term. Participation in asynchronous classes is tracked through the college's Learning Management System (LMS).

Attendance records must be kept for 3 years. The data is automatically archived for asynchronous classes through the LMS. Other attendance records must be given to the division's administrative associate if you leave employment at the college.

The last date of attendance/participation must be reported with final grades for failing students. Financial aid ramifications exist for the student depending on the amount of time they participated in a course.

Class rosters can be found in the secure area of [MyMSU Great Falls College](#) under "Faculty & Staff Resources."

- Compare your LMS roster to the Banner roster several times during the first week of class as there are usually quite a few changes. The Banner roster is the most accurate. Contact the Registrar's Office if there are discrepancies between the two lists.
- Faculty should reach out to those not participating. After the first day of class, call the students who do not attend an onsite class or enter an online/HyFlex course shell to ensure they know classes have started. If they plan to attend, we want them to not get behind. They should drop the class if they do not intend to attend the term. In addition, faculty should submit an alert through [navGFC](#) for students who missed the first day of class or have not logged into their online course by day 2. 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](#) under "Faculty Resources" as "Student Academic Alert." See [Appendix L: Academic Alert Procedures & Decision Tree](#) for more information.
- You will receive an email from the Registrar's Office asking you to report attendance/participation as of the 15th day of class for the fall and spring terms. This deadline is pro-rated for summer terms. Students who have not participated in a class will be dropped from the course. Students face academic and financial implications from being dropped from a course, so it is imperative that attendance reporting is correct. (See [policy 210.1](#))
 - For a synchronous class, a student must have attended a minimum of one class meeting.
 - In an asynchronous course, a student must have completed a class assignment,

posted to a course discussion, or participated in another way. Simply logging into a course shell or emailing the instructor does not constitute attendance or participation. Therefore, **it is important to have a graded learning activity in the first week, such as a syllabus quiz, pre-test, introductory post, etc.**

- Your class attendance/participation policy should be detailed in your course syllabus. The point of an attendance/participation 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

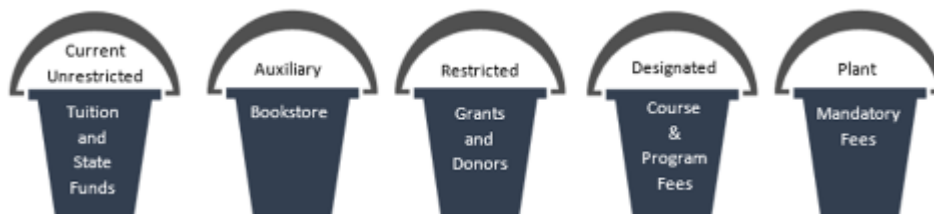
Because the college is a professional setting and we want to set an example for students of appropriate attire in the workplace, the college follows a “smart casual to business casual” clothing practice. To see examples of smart and business casual, visit the [Attire 6Guide](#).

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 \(308.1\)](#).

Budgets

Each department/program has a budget created by the department chair/program director and division director. The budget covers personnel and operating costs and is funded through Current Unrestricted Funds (CUF). The college has several “buckets” of funds, as shown below, each with its own purpose and funded from a different source.



- Budgets are created each spring and submitted to the Executive Director of Finance & Administration. Budgets, however, are not finalized or officially approved until the Board of Regents meeting in September.
- There are opportunities in the spring and fall to submit requests to use the campus equipment fee money, which comes from the “plant bucket” of mandatory fees students pay. Any requests should be approved by the department chair/program director and division director before being submitted.
- Career and technical programs and related courses have an opportunity to submit requests for the Carl D. Perkins Grant in the spring. Such requests should be submitted with the approval of the department chair/program director and division director. More information can be obtained from the college’s Reporting & Grants Coordinator in the [Office of Research & Institutional Effectiveness](#).
- In the fall of even years, programs and departments may request a change to course and

program fees. Such requests should be approved by the division director and submitted to the Executive Director of Finance & Administration.

- Courses with lab fees attached should use those fees to pay for consumable materials used in labs.
- Other course fees should be used as designated.

Building Hours

The building is only open on certain days and times during the year. A [current building schedule](#) for the public is posted on the college website.

Full-time faculty do have additional access to the building through a “prox card” available from Facilities. In general, faculty can access the building with the prox card 9:00 am-4:00 pm on Saturdays and Sundays except for dates that are blacked out on the full Building Schedule, such as the Sunday of 3-day weekends and during intersession when classes are not in session. See [Building Calendar.pdf](#) for exact dates. A copy of the schedule can also be found in [Appendix Q: Full Building Schedule](#).

Cheating/Academic Honesty

The college’s [Policy 300.2 Academic Honesty](#) lays out the possible consequences of cheating. State the consequences of cheating for 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 to help prevent cheating. Additional information can be found in [Canvas Help](#). For any issues with the software, please contact the Technology Assistance Center in room 2211, at 406-771-4440, or elearning@gfcmsu.edu.

The library has a [plagiarism tutorial](#) to help students understand what plagiarism is, how to avoid it, and how AI can be considered plagiarism. The tutorial can be used as a class assignment or linked from a course shell and is available on the library’s website.

If a student cheats, follow the procedures outlined in [300.2.1 Academic Dishonesty Investigation](#), including submitting a [Student Conduct Report](#). A student’s second offense college-wide, regardless of which class, will result in a meeting with the Executive Director of Student Services. As stated in program handbooks, students in individual programs may have additional consequences for committing academic dishonesty.

Class Roster

A list of your students can be found by going to the secure area of [MyMSU Great Falls College](#) under “[Faculty Resources](#).” This is the most up-to-date class list.

- A class list will also be in the learning management system; however, it is only synched with MyMSU Great Falls College periodically throughout the day. The roster in Banner is the official list of students enrolled in the course. If a student is on one list but not the other, refer the student to the Registrar’s Office immediately.
- Students can add themselves to a course through the second day of the semester. 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 but are delayed in the learning management system. 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 – disruptive behavior, bullying, harassing, etc. – talk to your program director/department chair or division director. For more information on the expectations of a student and definitions of student conduct, see [Policy 300.1 Student Conduct](#).

- Behavioral incidents and concerns should be reported using the [Student Conduct Report](#). You can note “no action needed” if the report is a general documentation of a concern or interaction. The Executive Director of Student Services will review the information and contact a group of faculty and staff called the College Behavioral Assessment Team (CBAT) if needed. The CBAT will review the information and determine a course of action. The goal of CBAT 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](#).
- 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 the 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 the maintenance cell phone at 406-788-1188.

College Council

Great Falls College believes in participatory governance and encourages all employees to attend College Council on the first Friday of every month at 8:30-10:00 am in room 1500. All employees in attendance are voting members. A virtual meeting link is available from the Executive Assistant to the Dean.

College Council ensures policies and procedures support the college’s strategic plan and mission,

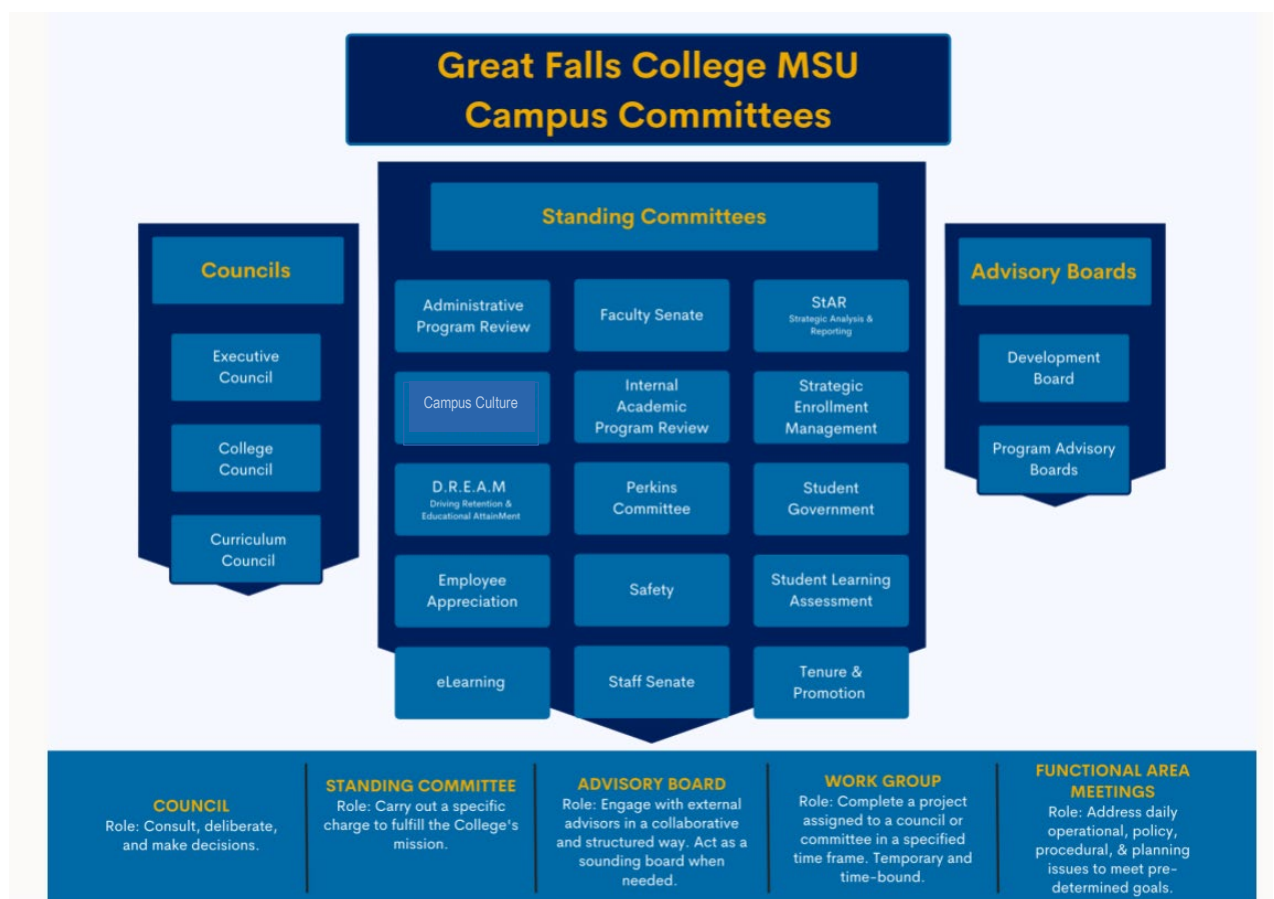
facilitates discussions to gather and provide input and feedback on college-wide initiatives and financial decisions, and communicates across departments and divisions. More information can be found on the [College Council's webpage](#).

Committees

Serving on committees is one of the responsibilities of full-time faculty and an important part of the college's participatory governance. Service to the campus, students, and community is reviewed as part of full-time faculty evaluations and is a criterion for tenure for full-time faculty in tenure-track positions.

Full-time faculty are expected to serve on one or more standing committees, depending on the time commitment of the committees. New full-time faculty are exempt from committee service during their first year at Great Falls College. They complete the "Teaching at Great Falls College" course through the Teaching and Learning Center (TLC) instead. However, new faculty are encouraged to attend the various committee meetings to better understand the college and determine on which committee(s) they are interested in serving.

Faculty Senate announces upcoming committee openings during its first spring semester meeting, solicits candidates for the positions, and sends a list of recommendations to the Executive Director of Instruction. A graphic overview of the college's committee structure is below. For more information, see the college's [Governance webpage](#).



Common Course Numbering (CCN)

The Montana University System (MUS) practices Common Course Numbering (CCN), meaning

course numbers, names, and outcomes have been agreed upon 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 multi-campus faculty committee periodically reviews different course outcomes to ensure the alignment of courses in the system.
- 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 syllabus. CCN information for a course can be found in the MUS's [CCN Course Guide](#).

Computer Login

[See NetID](#)

Concurrent Dual Credit

Students may take classes for simultaneous high school and college credit on a high school campus, on the college campus, or online through the college. Such classes are referred to as “dual credit.” Classes taken for dual credit in the high school are called “concurrent” dual credit classes. Instructors teaching those concurrent classes are referred to as “affiliate” faculty. Such faculty must meet the credentialing requirements set forth by the Montana Board of Regents [Policy 730– Minimum Qualifications for Faculty in Two-Year Degree Programs](#).

- Courses taught concurrently for dual credit must be approved by the college through a process overseen by the college’s dual enrollment coordinator. The department chair/program director and the division director review the instructor’s credentials. If the instructor meets the qualifications, the dual enrollment coordinator organizes a conversation between the department chair/program director and the instructor to review course outcomes and content. The department chair/program director sends the instructor a current syllabus for the course being discussed. If the outcomes of the high school and college course align, the dual enrollment coordinator sends the instructor a “Request to Teach” form to complete. The form is signed by the instructor, the instructor’s high school administrator, a school district official, the department chair/program director, the division director, and the executive director of instruction.
- Once approved, the division director submits an Adjunct or Affiliate Faculty Screening & Approval to Hire Form. Personnel sends the instructor a payroll packet. The dual enrollment coordinator adds the instructor and the course to the Dual Credit LOA (Letter of Appointment) database. The Registrar’s Office builds the course in Banner, but it will not appear in the regular class schedule and is designated with a “D” in the section number. The academic administrative assistant creates an LOA for the affiliate faculty member. The Registrar’s Office and Payroll receive a copy of the completed LOA. The Registrar’s office attaches the instructor to the course. The instructor is paid a stipend at the end of the course.
- The affiliate instructor is evaluated by the college the same way as any adjunct instructor – the first semester teaching and then every three years thereafter – using the same adjunct instructor evaluation process. For concurrent classes taught outside of Great Falls, department chairs/program directors may request a video of class instruction rather than make an in-person class observation. The video must be long enough to

demonstrate the instructor's ability and interaction with students. Some school districts may require parental notification of the filming.

- Affiliate faculty are required to submit a syllabus using the college template, a sample assignment, and a cumulative assessment tool to the college department chair/program director for review to ensure outcomes are met and college-level rigor is maintained. They also distribute the same student course survey to their students as the college at the end of their courses; however, the survey is distributed via email because concurrent courses do not use the same learning management system as the college.
- Several weeks before the end of the concurrent course term, the college's institutional researcher prepares a link to send the concurrent instructors for the student survey. The dual enrollment coordinator sends the link to the affiliate faculty. The instructors distribute the link to the students. The students complete the survey via the link. The college institutional researcher compiles the results and sends a report to the dual enrollment coordinator who distributes it to the instructors and copies the administrative assistant who then saves a copy for the department chair/program director to use for evaluation purposes. Copies are saved in the Program Director/Department Chair Teams folder under "Adjunct Evaluations."
- The length of the concurrent course does not need to be the same as the length of the college term. The concurrent course is not required to use the same textbook as the college sections of the course; however, the department chair/program director will review the concurrent instructional materials to ensure they meet the college-level standards of the college course. The department chair/program director may recommend supplemental material to fill any deficiencies in the concurrent materials. The department chair/program director may also require the affiliate faculty to use any departmental/programmatic common assessment tools and follow departmental practices and policies, just like an adjunct instructor.
- The college dual enrollment coordinator helps students register in a concurrent class. Students enrolling in a concurrent class must meet all the prerequisite and placement requirements of the college course.
- Grades and enrollment in concurrent classes appear on both the student's high school and the student's college transcript.

For more information, see "Dual Credit" below and [Appendix I](#) for compensation.

Confidentiality and FERPA

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
- When emailing about a student, such as to an advisor or the registrar's office, you can

use the student's name and the last four digits of the student's ID, but not the full student ID, for example "John Doe 1234."

- Emailing student grades and records -- Email is not considered secure enough, even when using the college's email account.
- You can email students about the grade but not explicitly tell students their grade. For example, you could write, "You can see your current grade in the Canvas gradebook. You have that grade because you missed quizzes 3, 6, and 9."
- Emailing forms that contain both the student's name and ID number -- Forms can be delivered through Docusign or the Vault. See [Appendix N](#) for Vault directions.
- 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 to see or pick them up.
- 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 on 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 classes for any personal or 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 are unsure what to do with student information, contact your division director or the Registrar's Office.

More information about FERPA can be found at [About FERPA](#) and in [Appendix A](#).

Conflict of Interest/Working Outside of the College

Great Falls College is the primary employer for full-time faculty. Full-time faculty are subject to the Montana Two-Year College Faculty Association (MYTCFA) union [Collective Bargaining Agreement](#) (CBA), which states in Section 4.8, "It is presumed the College has priority on the working time of a full-time teaching faculty member." Faculty are expected to be available to teach classes and attend meetings during the working hours of the college, which are defined as Monday through Friday, 8 am to 5 pm. Adjustments will be made for faculty teaching night or weekend courses.

- The CBA states full-time faculty are expected to fulfill a 40-hour work week. It is recognized that faculty have the flexibility to do their work, such as grading, communicating with students, and course preparation, outside of the college's standard working hours.
- Full-time faculty who work or teach for organizations other than Great Falls College are required to submit a "Conflict of Interest" form, currently found on MSU's website at <https://www.montana.edu/ric/conflict-interest/disclosure-form.html>. Directions and a link to the statement will be sent to faculty from the Personnel department each year. However, any changes need to be reported when they occur and the "[Conflict of Interest](#)" form updated. Faculty should report each non-Great Falls College work position, including teaching, they hold. See [Great Falls College Policy 402.4 Conflict of Interest](#), [Great Falls College Procedure 402.4.1](#) and [Montana Board of Regents Policy 770 Conflict of Interest](#).
- College employees who teach as adjunct instructors and full-time faculty who teach non-credit courses for the college's Continuing Education & Training department must complete an [Internal Adjunct Schedule Form](#) demonstrating how the additional teaching will not interfere with their regular schedule and full-time work commitment. The form must be submitted to the Personnel office with the required supervisory signatures. The form ensures that employees are not paid twice for the same hour of work.
- If at any time outside teaching or work commitments affect the quality of instruction or the work of the college, the college employee or full-time faculty member will be asked to discontinue such external or additional activities.
- The college recognizes adjunct instructors often teach or work for other organizations. Such work should not interfere with quality teaching for the college. If other responsibilities adversely affect teaching for the college, the adjunct instructor will not be rehired for subsequent semesters until the situation changes.

Copyright Use

When considering the curriculum for a course, instructors must ensure they are abiding by all applicable copyright laws governing the use and transmission of protected materials. This includes images and instructional materials. Because an item is available on the internet does not mean it is not copyrighted. For more information on copyright, see the [Teaching and Learning Center](#) (TLC). The TLC has a copyright workshop for instructors.

Co-requisites

National research has shown that some students entering college never complete their needed college-level math or writing courses to graduate. Thus, courses such as College Composition I and College Algebra became known as "gatekeeper" courses. Students historically placed in "developmental education" classes prior to being allowed to take a college-level math or writing course were especially at risk of not completing a gatekeeper course and therefore not graduating. To increase the opportunity for students to take and complete their college-level math and writing courses, "co-requisite" courses were created in which students can enroll directly in their college-level math and writing courses but receive

instructional support in areas that would otherwise be covered in a developmental education course.

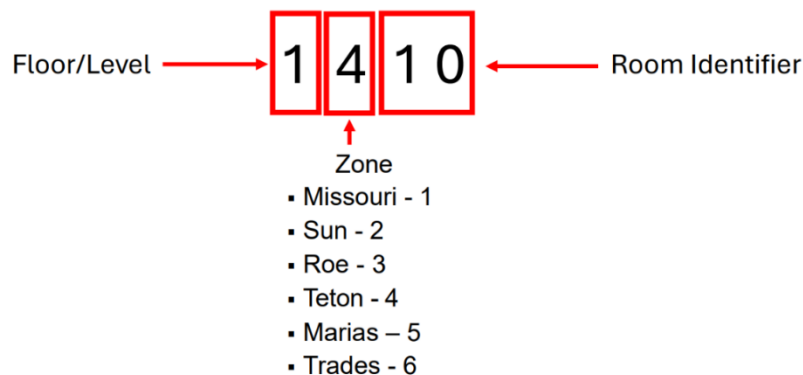
Enabling students to successfully complete their college-level math and writing courses in their first year of college is a metric in the college's strategic plan as well as in the Montana University System's performance-based funding model. Great Falls College's math courses are taught in 8-week blocks, enabling students to complete a sequence courses, including a college-level math, in their first year. Writing has also implemented a variety of formats to accomplish the same goal.

For more information on co-requisites and accelerated developmental education research and initiatives, go to the [Complete College America's website](#).

Course Assignments, Meeting Times, and Locations

Great Falls College has a standard set of course meeting times for synchronous 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.

- Department chairs and program directors 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 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 contacting the Registrar's office. If you change rooms, send an email with the change to distribution-SchedulingChanges@gfcmsu.edu. Course information including times, days, locations, and starting and ending dates must match the information in the [Class Schedule](#).
- Campus rooms and offices are numbered based on their location as shown below. The first number indicates the floor: 0 for the basement, 1 for the first floor, and 2 for the second floor. The main building is divided into 5 zones, each named for a river. Wayfinding signs throughout campus direct people to these zones. The Trades building is zone 6. See for more information. [campus map](#) for more information.



Campus Culture

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 Campus Culture Committee comprised of faculty and staff who work together to review policies and practices to create a welcoming environment for all.

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 human resources manager, and the Title IX coordinator is the Executive Director of Student Services. The human resources manager is also the assistant Title IX coordinator.

Course Capacities

Great Falls College MSU's [Policy 204.15 Course Capacity](#) presents the rationale for establishing course capacities or "course caps" for classes. It sets the standard capacity at 25 with the following considerations for variations:

- **Room size** - Course caps cannot exceed the physical capacity of the instructional space.
- **Equipment capacity** – Courses that require specialized equipment cannot have more students than the available equipment will accommodate safely.
- **Cohort program size**: Courses that are part of a cohort-based program may have lower or higher course caps based on their cohorts' size.
- **Accreditation standards** – Courses that are part of accredited programs must maintain the course caps and instructor to student ratios prescribed by accreditation standards.
- **Clinical space** – Courses that require clinical experience cannot have course caps that exceed the available clinical spots.
- **Instructor workload** – Course caps should not place an unreasonable burden on faculty. Assignment quantity and depth, length of term and modality, and balance between blocks when applicable should be considered to enable faculty to grade assignments and provide timely feedback to students.
- **Student interaction** – Course caps should allow students to participate in all required course activities.
- **National standards** – Where they exist, national standards for course caps should be considered.

- **Safety** – Course caps should recognize the need for safe movement, adequate working space, and appropriate supervision to prevent accidents from occurring in the instructional space, whether a classroom or lab.

Department chairs and program directors will include the course capacities in the scheduling information they send to the Registrar's Office for each term. After the schedule is submitted, any changes to course capacities should be sent to the email distribution list distribution-schedulingchanges@gfcmsu.edu so all parties who need the information are included.

If there is a need to increase enrollment above the established capacity for a course due to student demand, faculty have the option to increase the capacity by 5 students and will be compensated at the per-credit adjunct rate of 1 credit for an additional 1 to 5 students. At the enrollment of a 6th student above capacity, the section will be split into two sections with students evenly distributed between the two sections. The capacity of both sections will be set at the normally established capacity. An instructor will be found for the second section. The second section may be taught by the same or a different instructor than the first section. Adjunct instructors will also receive additional compensation equal to 1 credit at the adjunct rate for an additional 1 to 5 students with a section split into two upon enrollment of the 6th student above the established capacity. Course enrollment will be determined at the end of the third day of the term.

If a section is split, department chairs and program directors will follow the procedure for adding a section by sending the required course and instructor information to distribution-schedulingchanges@gfcmsu.edu.

The academic administrative assistant will create a Letter of Appointment (LOA) for the additional compensation equal to 1 credit at the current adjunct rate for full-time and adjunct faculty teaching an additional 1 to 5 students. Such compensation will be labeled "Additional Capacity Compensation" on the LOAs. Such LOAs should be sent no later than the end of the second week of the term.

If a second section is created, the academic administrative assistant will add the section to a revised workload document if taught by a full-time faculty or add the section to a revised LOA for an adjunct instructor. If an adjunct instructor teaches the second section, the original full-time faculty workload will remain in force without additional compensation as the student count in the original section will now be at or below the normal course capacity.

Course and Program Delivery Modes

Great Falls College delivers instruction in a variety of modalities to best serve students' needs. Program and course modality definitions can be found on the [Course & Program Options for You webpage](#). For more information, see [Montana Board of Regent Policy 300.7.2](#).

Course delivery mode and length of term 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 onsite classes; sections ending in the 70s are combined online/onsite; sections ending in 80s are online, and sections ending in 90s are HyFlex (called Your Choice). For example, section number 180 means first block online, and 270 means 2nd block combined online/onsite.

Course Enrollments/Parameters for Running a Course

See Great Falls College's [Policy 204.1 Course Enrollments](#) for the rationale and details regarding running classes based on enrollments. As stated in the policy, courses are guaranteed to run if they meet one or more of the following criteria:

- Required to complete a program's curriculum or a transfer agreement and cancelling the course or changing the course modality would interfere with the curriculum's published sequence and thus the ability for students to either progress in that program or graduate. Courses or programs with reoccurring instances of low enrollment will be evaluated for modification.
- Cannot be replaced with an appropriate class for substitution
- Offered intermittently (e.g., every other fall) and the cancellation would mean the course would not be offered again in a reasonable time for the student to enroll in it prior to graduation
- Offered as part of a cohort, such as many of the Health Sciences programs
- Approved as a pilot course
- Needed to further an institutional goal or initiative

Courses not meeting the above criteria are not guaranteed. The college reserves the right to cancel any non-guaranteed courses, combine sections if needed, and use the Directed Study option when appropriate.

[Campus Procedure 204.1.1 Course Enrollments](#) outlines the steps to determine whether to run or cancel a course and the steps that will be taken if a course is cancelled.

For most courses, based on current financial data, "fully enrolled" courses for full-time faculty will have 12 students registered. Courses taught by adjunct instructors will be "fully enrolled" with 6 students. However, courses may run with fewer students based on the criteria above.

As stated in Section 10.2 of the [Montana Two-Year College Faculty Association \(MTYCFA\) Collective Bargaining Agreement](#) (CBA), faculty compensation for summer courses will be pro-rated based on the number of students enrolled at the end of the first day of the class, unless the class is required to be taught in the summer as part of a program as indicated by the college catalog. Currently, 12 students is considered "fully enrolled" for summer sessions. The CBA states the fully enrolled number must be established by May 1. Enrollments from multiple courses/sections taught by one faculty member can be averaged to meet the "fully enrolled" status. See the CBA for additional information related to summer compensation.

Course Shells/Learning Management System

All classes at Great Falls College have a course shell in a learning management system (LMS). Course shells will be available to faculty 7-8 weeks prior to the start of a semester.

Course shells will be available to students the Wednesday before classes begin and close 14 days after a class ends, meaning students can see information in the course shell during that time.

Therefore, faculty should have a welcome message and basic course information available when the shell opens to students. All other information can be hidden until the first day of class or students need access to it. Assignments should be set with a start date no earlier than the first day of class.

- At a minimum, all faculty must include the following items in each course shell:
 - A welcome message on the course homepage
 - Contact information using the “instructor” module
 - The course syllabus
 - A grade book that follows the same grading scale and scheme (points-based or weighted) as indicated in the syllabus
 - Link or log-in information for any external learning platform (MyMathLab, NetLab, Mastering A&P, etc.) See External Learning Systems and Resources for more information regarding the use of these external tools in courses.
- Course shells for multiple sections of the same course can be combined; however, doing so will erase content in the shells unless the shells are combined before content is added or copied. Requests to combine course sections should be sent by email to elarning@gfcmsu.edu with the specific course numbers that should be merged into one shell.
- In order to protect student information and conform to FERPA, only faculty teaching a course should have access to the course shell. Exceptions exist for legitimate purposes, such as course reviews, teaching evaluations, etc. In order to request access to a course shell or that a course shell should be copied, use the [Course Access Request Form](#).
- All faculty must complete introductory training on the LMS before starting the first term of teaching for Great Falls College. Contact the [Teaching & Learning Center](#) at tlc@gfcmsu.edu or 406-771-4321 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 and should be accessible to all students.
- For environmental and fiscal reasons, faculty should use the course shell as a repository of course information instead of printing materials whenever possible.

Credit and Hourly Work Limits/Overloads

The CBA for full-time faculty defines a full-time teaching workload as 30-32 credits between fall and spring semesters. Summer teaching is separate. Credits taught above the 32 credits are considered “overload.” For the 2026-2027 academic year, Great Falls College will be providing additional compensation for credits above 30 for fall and spring combined. See [Appendix K](#): Additional Compensation.

- Full-time faculty who teach as adjunct instructors for other campuses within the Montana University System (MUS) are subject to union rules governing adjunct credit loads. Adjunct instructors within the MUS cannot teach more than 17 credits combined across campuses during fall and spring semesters. For example, if an adjunct instructor teaches for three campuses, the total number of credits must not be more than 17 combined for

all campuses and combined for fall and spring terms. The credit limit applies to adjunct instructors and to full-time faculty who teach as an adjunct on other campuses within the MUS.

Clinical adjuncts and others, such as tutors who are paid hourly, can work up to 19 hours per week. Any combination of teaching for credit, teaching for non-credit, and working hourly must remain under 20 hours per week total. Teaching credits can be converted to hours at 1.5 hours per credit per week during 16-week terms and 3 hours per credit per week for 8-week terms.

Curriculum Council

Faculty oversee the curriculum at the college and sit on the Curriculum Council to oversee and manage the curriculum. Curriculum Council is an open meeting; all are invited to attend. The council meets at 10:00 am in room 1514 (Marias River) on the 2nd and 4th Fridays of the month during fall and spring semesters. For more information, go to the [Curriculum Council webpage](#).

Department Chairs/Program Directors

Department chairs and program directors are responsible for the administrative tasks of their department or program under the direction of their division director. They receive additional compensation for this work and are on contract during breaks as indicated by the dates of the LOA. Their specific responsibilities are listed in [Appendix F](#).

- Depending on program accreditation standards, program directors are either hired on professional contracts as a program director, or they are a full-time faculty member assigned the responsibilities of program director. Department chairs are full-time faculty assigned the responsibilities of department chair.
- Full-time faculty serving as department chair can rotate through the position with other full-time faculty on a regular basis if other full-time faculty teach in the program or department. Rotations should occur on a three-year basis when possible. Serving as department chair provides leadership opportunities and counts as service to the campus. Ideally the full-time faculty department chair or program director is tenured; however, that is not a requirement and may not be possible in some smaller departments.

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 included in a full-time faculty’s workload. See [Appendix I](#) for compensation.

Docusign (Electronic Signatures)

Great Falls College uses Docusign to electronically sign and route necessary paperwork. More information about Docusign can be found on the [Technology Assistance Center's Docusign webpage](#).

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 may 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, and information is available through the [Teaching and Learning Center](#) (TLC).
 - 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, an employee account and email are created. Once your account has been setup, you will receive an email from helpdesk@gfcmsu.edu with instructions on activating your account. You will go to the [self-service password portal](#) to set your password. This sets or resets the password for your email, computer account, MyMSU Great Falls College website, and learning management system. If you teach at another MSU campus, those passwords will be reset also.

- Instructors must check their gfcmsu email account regularly, at least daily during the work week, to receive important information. It is helpful to check your campus email account even when not on contract to keep current with campus updates and to receive official communications from the college. Letters of Appointment (LOAs), workloads, schedule changes and other information will be sent from the college to your gfcmsu email account.
- Only the college email account or the email feature in the learning management system may be used to communicate with students; do not use a personal or non-Great Falls College email account. Emailing students is also preferable to texting with students because emailing from a college or LMS account ensures a record of the communication. Texts to students can be sent through NavGFC.
- To log in to your college email account, follow these steps:
 1. Go to the Great Falls College MSU Webpage at www.gfcmsu.edu, select "My Great Falls College" at the top of the page and then "Faculty & Staff Resources."

Click on the “Email/Office365” icon.

2. 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 room 2208, 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 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.
- Those on campus after 5:00 pm should call 9-1-1 for an emergency or the security guard at 406-750-8222 for assistance. A crisis response team is not on campus in the evening to respond to the Little Green Button.
- A security guard is on campus from 2:30 pm-close Monday through Friday. To reach security, call 406-750-8222.
- Security and safety incidents should be reported using the [Incident Report](#). Student behavior issues should be reported through the [Student Conduct Report](#).
- 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.
- [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.
- In [MyMSU Great Falls College](#), under “Personal Information > Personal Information Dashboard,” enter your emergency contact information. In addition, all faculty should give their emergency contact information to their division’s administrative assistant.

Employee Directory

A list of employee phone numbers, office locations, and emails 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. Contact rion.sanders@gfcmsu.edu to arrange to have a photo taken. If you teach at a distance, please send a headshot (it can be a selfie) to ginny.pierce@gfcmsu.edu.

- To be added to the directory or to make changes to your information, complete the [Directory Entry Request](#) form.
- If you are an adjunct instructor, your division's phone number will be listed as your phone number in the directory. You can also list the division's phone number as your phone number on the course syllabus. Your Great Falls College email account will be listed in the directory.

Equipment and Space Use

Great Falls College equipment and space should be used only for purposes related to the college's work. Equipment, including computers and printers, should not be used for personal purposes or private enterprises. Space, including offices, labs, classrooms, and common areas, should also only be used for college work. Rooms can be rented for meetings or business purposes through Lane McAlpine, lane.mcalpine@gfcmsu.edu, located in the Admin Suites area.

Use of equipment or space for non-college purposes violates college, MUS and state policies:

- [Great Falls College Policy 402.4 Conflict of Interest](#)
- [Montana Board of Regents Policy 770 Conflict of Interest](#)
- Montana Code Annotated [MCA 2.2.121 Rule of Conduct for Public Officers and Public Employees](#)

ESL/ESOL (English as a Second/Other Language)

The college supports multilingual learners and encourages faculty to foster an inclusive learning environment while maintaining academic standards. Students may be referred to ESL services offered by the Career and College Readiness Center (CCRC) to strengthen English language proficiency and academic success. Speaking English as a non-native language is not a disability nor covered by the ADA; however, faculty may receive a notification from the Academic Success and Accessibility office of an ESL/ESOL student in their classes.

Evaluations

To help ensure quality teaching and learning, the college conducts performance evaluations of full-time, part-time and adjunct faculty, including those teaching concurrent dual credit classes in high schools. Part-time and non-tenure track faculty are evaluated using a modified full-time faculty evaluation process. A separate evaluation handbook is available for faculty and adjunct instructors on the [Personnel homepage](#). Evaluations include self-reflections, teaching observations, student evaluations, and a summary meeting with the supervisor.

Student course evaluations are administered at the end of each course. Students access the evaluations through an email link or an icon in the learning management system. Faculty should encourage students to complete the evaluations, even allowing time in onsite 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

The college has a small employee wellness room located in 1311 (Sun River) 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 associate.

Full-time and part-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 and receive discounts on gym memberships. Contact the Human Resources in 1402 (Teton River) or at 406-268-3701 for more information.

External Learning Systems and Resources

Using external learning systems and resources, such as MyMathLab, Mastering A&P, etc., can enhance student learning. However, the use of such tools should not place an undue financial burden on students. The use of such resources should be weighed against the cost to students to determine if the learning benefits are justified.

- Ideally, such learning systems and platforms will be embedded into the college's learning management system (LMS). When integrating is not possible, such external resources must be linked from the LMS course homepage with explicit directions given to students as to how to access the tool.
- Every effort should be made to import grades from the external learning platform into the LMS gradebook as the LMS gradebook is the official gradebook for the course. Students should be able to see their current grades at any time, with updates made in a timely manner.
- Instructor access to the external resource must be available to department chairs/program directors and division directors. If an instructor cannot finish teaching a course or if a student appeal arises in the future, college personnel must be able to access the tool. Access information including the link, username and password must be given to the academic administrative assistant each term.
- Because curriculum development is a responsibility of the faculty ([see CBA](#)), including instructional course materials, and faculty compensation includes payment for faculty's time to do so, all course content created in an external learning system or resource is the property of the college. Faculty should be prepared to share, copy, and archive content as requested by the college. Such course content remains with the college should a faculty member leave the college for any reason (see [BOR Policy 406 Ownership of Electronic Course Material](#)).
- Faculty can request specific educational software or technology be purchased and implemented by submitting a [Instructional Software/Technology Purchasing Request form](#). The request will be reviewed by IT and the eLearning Committee or a representative of the committee.

Faculty Senate

As part of the governance structure of Great Falls College, Faculty Senate acts as a recommending body, providing input and feedback on college decisions. All faculty are members of the Faculty Senate and are encouraged to attend the meetings which occur on the third Friday of each term.

Faculty Senate is led by a chair and chair-elect with support from the past chair. More information can be found on the [Faculty Senate webpage](#).

Final Exams/Assessments

Final exams or assessments are part of a college course. Faculty may use a variety of final assessment tools, 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 during the last week of the term.

First Day of Class for all Course Delivery Modes

The first day of class sets the tone for the term. Below is a list of things to do on the first day.

- Take attendance
- Get to know your students and help them get to know each other to create a learning community
- Review the syllabus with the students, including the interactive map with QR codes that provide more information about student support services - faculty may use an activity such as a “scavenger hunt” or quiz to do so
- Conduct an engaging activity that makes students want to continue in the course
- Introduce the course topic and some initial material
- For onsite courses, conduct a tour with stops at student-related support services (optional)
- Call missing students
- Submit a [Student Academic Alert](#) for any student who is not present or has not participated so the advisors can try to contact the student as well. See [Appendix L: Academic Alert Procedures & Decision Tree](#).
- Assign a graded activity to be completed during the first week, such as a syllabus quiz, discussion post, or short reflection. Such an assignment not only engages students in the course, but it also serves as a record of participation for the attendance/participation reporting that will be due the 15th day of class.

Grading

A grade book must be kept in the college’s learning management system (LMS).

- Alternate grade books, including those that are part of an instructional software package,

must integrate with the LMS so students and the college can access current grades in the LMS.

- Grade books must be kept up to date. Students should always have access to their current grades.
- All instructors must submit attendance/participation reports and midterm and final grades to [MyMSU Great Falls College](#) by college deadlines. Directions and deadlines will be emailed directly to faculty. Deadlines can be found in the [Academic Calendar](#).
- Grading must be timely, consistent, fair, based on student academic performance, and accurately recorded. Grades must be based solely on a student's work. 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](#).

Incomplete Grades

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](#). An Incomplete grade is meant to allow students who have encountered a circumstance beyond their control, who are passing the class, and who have completed at least 75% of the coursework, additional time to complete assignments. In general, experience has shown that students are more likely to complete the work with a shorter deadline rather than a longer extension.

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.

If a student has not completed the missing work by the deadline, the student's grade will become an F in the class. The deadline can be extended at the instructor's discretion and agreed upon by the instructor and student. If a deadline is extended, the instructor must communicate the change to the Registrar's Office.

Midterm Grades

All faculty must report a midterm grade or progress in Banner for all students on the roster by the deadline published in the [Academic Calendar](#). Advisors will follow up with students who are not doing well in a course.

If enough coursework has not been completed to assign a grade, progress can be recorded using an "S" for "satisfactory" or "U" for "unsatisfactory."

Final Grades

All faculty must report a final grade in Banner for all students on the roster by the deadline published in the [Academic Calendar](#). A last date of attendance/participation must be included for financial aid purposes for any student failing a course.

After final grades are posted, Student Central runs reports to determine the academic and financial aid status of students. They also check for students who have failed prerequisite courses and contact those students to adjust their academic plans and courses in the subsequent term. Therefore, it is imperative that faculty meet the established reporting deadlines.

Graduation/Commencement

Graduation/commencement occurs the Saturday after the last day of the spring semester and is held in the Four Seasons Arena at the ExpoPark. All full-time and part-time faculty are expected to attend. It is a contract day.

- Full-time and part-time faculty members who cannot attend due to unusual circumstances must use a full 8-hour personal day (equivalent if part-time) 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 if you don't have your own.

Holidays/Non-Instructional Days

Before creating your course calendar, check the [Academic Calendar](#) for holidays. In addition to the holidays listed, faculty receive a "floating holiday" the Wednesday before Thanksgiving. The campus is open this day, but there are no classes.

- Great Falls College has both a fall and a spring break. They occur between the first and second 8-week blocks each semester and apply to all courses. No assessment, instruction, lab, clinical, or course-related volunteer work can be assigned outside the block or semester dates.
- In addition, there is usually about a three-week break between fall and spring semesters, and a two-week break between spring and summer terms.
- Full-time/part-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. There are 4 non-instructional days prior to fall semester and 3 prior to spring semester. The Executive Director of Instruction notifies the faculty in the spring of these dates for the upcoming year. You can also check with your division director.
- Adjunct instructors are invited but not required to attend non-instructional day activities.

Independent Study

Students can request to earn credit through an "independent study" course if the [Policy 214.1 Independent Study](#) and [Independent Study Proposal 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. See [Appendix I](#) for compensation.

Internships/Practicums/Capstones

Internships, practicums and capstone courses are an important part of a student's education. Great Falls College's [Policy 215.1 Internships](#) defines and outlines the criteria for offering an

internship. Its accompanying [215.1.1 procedure](#) details the process for creating an internship. Internships are not included in a full-time faculty's workload unless there are sufficient students to run a fully enrolled course. See [Appendix I](#) for compensation.

- A practicum is a course designed to provide an observational learning experience for students. Students may participate in activities supervised by a professional in the field. Such activities provide the student with an opportunity to apply theory in practical situations. However, the student's primary focus is on observation, documentation, and reflection. A practicum differs from an internship or clinical experience in which the student is directly working in the field and gaining working experience. See [Appendix I](#) for compensation.
- A capstone course can be used in lieu of an internship as a culminating educational experience for students when an internship cannot be procured for a student. The capstone should synthesize the student's learning up to that point and prepare the student for the workforce. Standard enrollment procedures apply to capstone courses.

Keys

Full-time and part-time faculty working on campus receive a key that opens the division door, their office, and the workroom, and a "prox card" that opens any entrance to the building during set hours. The building is open to faculty Saturdays and Sundays from 9:00 am to 4:00 pm except on the days that are blacked out on the building calendar. See [Appendix Q: Full Building Schedule](#).

Key requests should be submitted electronically to Facilities through a Work Order Request. Work Order Requests are available on the college's website under My Great Falls College, Faculty & Staff Resources, and Employee Resources. Keys will need to be picked up from the facilities director's office, room 1525 (Marias River), Tuesday-Friday, 8:00 am-3:30 pm. Allow 3-4 business days for the request to be fulfilled. You will be asked to sign a Key Issue Acknowledgement Form when you pick up your keys and prox card.

- Adjunct instructors do not 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 the maintenance cell phone at 406-788-1188.

Land Acknowledgement Statement

Great Falls College acknowledges and honors with respect that our campus resides on the homeland of many indigenous peoples, including the current twelve sovereign nations which reside in Montana today – Assiniboiné, 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.

Law Enforcement

There are a variety of reasons law enforcement officers and agents of city, county, state, and federal government agencies may be on campus. The college provides testing and training for such individuals, and they may be called upon to help keep campus safe. If such an individual enters your class or presents a warrant for a student, please direct them to the Registrar's Office in Student Central. The Registrar's Office will ensure proper procedures are followed.

Mailboxes

- Full-time faculty teaching courses on campus can request a mailbox. Please submit a helpdesk ticket via helpdesk@gfcmsu.edu to request a mailbox. Mail for faculty without individual mailboxes will be delivered to the division mailbox and distributed by the administrative assistant.

Mail for adjunct faculty will be delivered to the division's mailbox. Please see your division's administrative assistant for details.

Military Students

Great Falls College has been designated a "Military-Friendly School" and supports those serving in the armed forces. Instructors should follow the college's [Policy 210.1 Attendance and No Show](#) regarding student absences due to mandatory military service.

Mission & Strategic Plan

The college's mission is as follows: "Great Falls College MSU provides high quality educational experiences supporting student success and meeting the needs of our community."

More information about the college's vision, mission, values, and strategic plan "Forging Futures" can be found on the [Planning webpage](#).

NetID (Computer Login)

Once all hiring paperwork is complete and your information has been entered into Banner, you will be assigned a "NetID." To log in to a campus computer, the learning management system, 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 <https://pwreset.montana.edu/>. For assistance, contact the Technology Assistance Center at 406-771-4440, in room 2208 (Sun River), or helpdesk@gfcmsu.edu.
- For more information about logging into your Great Falls College email account, see this handbook's ["Email" section](#).

Office Hours/Faculty Availability

All faculty are expected to be responsive and available to students. Per section 4.8 of the CBA, faculty must maintain a minimum of 4 hours per week as office hours. Faculty must 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, by appointment, etc. At a minimum, faculty should state they will make every attempt to return messages within 24 hours unless it is a weekend or campus holiday.

- On-campus, full-time and part-time faculty should post their availability and response times outside their office doors. On-campus faculty must have some on-campus office hours, even if teaching completely online during a term, except for summer. Summer availability may be by appointment.
- 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 room 2218 (Sun River), in the Academic Success Center, in student common areas, or in the library. Most onsite adjunct instructors make themselves available before and/or after class.

Office Space

Full-time and part-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.

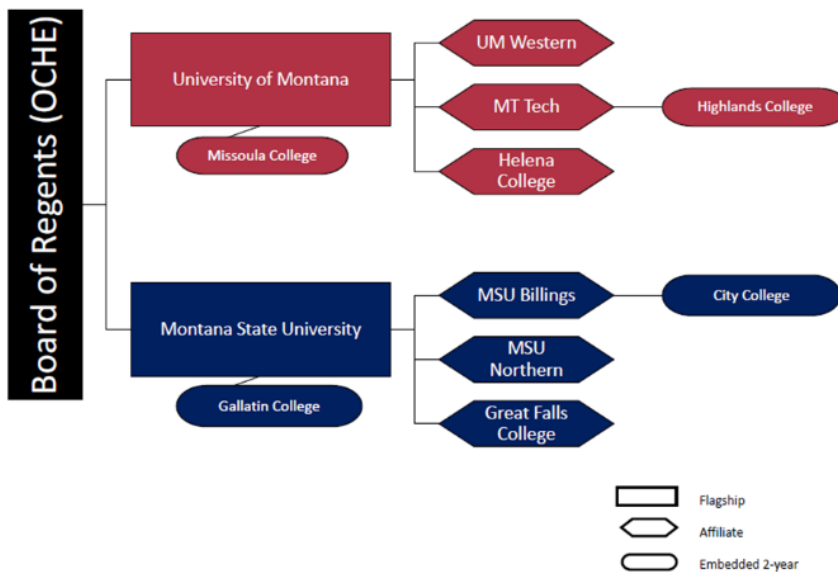
Room 2218 (Sun River) is an office for adjunct instructors. See [Appendix D](#) for more information. Contact your division's administrative assistant for the access code.

Additional computer workspaces are available in the Weaver Library.

Organizational Chart

Great Falls College is a comprehensive two-year college in the Montana University System (MUS) and an affiliate of Montana State University (MSU). The college is governed by the Montana Board of Regents (BOR) and overseen by the Office of the Commissioner of Higher Education (OCHE). It is led by MSU President Dr. Brock Tessman and Great Falls College CEO/Dean Dr. Leanne Frost. A campus [organizational chart](#) is posted on the college website. See below for a chart of the MUS.

The Montana University System



Orientation/Onboarding

All new college employees will complete a series of onboarding activities coordinated between Human Resources and supervisors.

New full-time, part-time and adjunct faculty are required to meet with the instructional designer before the start of the term to complete new faculty onboarding which includes an introduction to the learning management system and other required training.

Full-time faculty new to Great Falls College 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 for faculty during the first year of full-time teaching at the college.

- Adjunct faculty will receive a stipend for completing the onboarding training and are invited, but not required, to complete the “Teaching at Great Falls College” course.

The Teaching and Learning Center will contact all new faculty for onboarding. More information is available from the [Teaching and Learning Center](#) located in room 2211, by calling 406-771-4321, or emailing tlc@gfcmsu.edu.

Pay Dates/Timesheets

Faculty are paid on a regular, two-week pay schedule as shown on the [Payroll Calendar](#).

- Full-time and part-time faculty submit bi-weekly timesheets. See the Payroll Office in room 1404 or go to the [Personnel Office webpage](#) for more information.
- Adjunct instructors do not submit timesheets as they are paid by the credit. The Payroll Office distributes the amount listed on the Letter of Appointment (LOA) per term as shown on the [Payroll Calendar](#).

Payroll Deductions

In addition to the standard payroll deductions for taxes and benefits, Great Falls College employees can elect to make voluntary contributions to the college's Food Pantry and to the United Way of Cascade County. See the Payroll Office in room 1404 or go to the [Personnel Office webpage](#) for more information.

Photocopies

Photocopies can be made on the copy machines in each division's workroom. Special printing projects 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 department chair/program director or division's administrative associate. The index number is used to charge your department for the copies.
- Before copying, consider whether the document could effectively be accessed through the learning management system's course shell 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 the learning management system by logging into Canvas, clicking Account, then Settings, and then Edit Settings. On the Edit Settings page, there will be a dropdown menu to select your preferred pronouns. Save your changes by selecting Update Settings. Once selected, the user's preferred pronouns will appear at the end of their name and appear in relevant places such as the class list and discussions. Additional information can be found on the [How do I select personal pronouns in my user account?](#) page.
- 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 helpdesk@gfcmsu.edu to request special print orders. Include an attachment of the item you want printed and the department's index number to be charged. Indicate if you want color, a certain paper size, a specific paper color, etc. The more details, the better. Items will be placed in your mailbox or the mailbox of your division's administrative associate when ready.

Before printing, consider whether the document could effectively be accessed through the learning management system 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 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 completes the assessment, it is reviewed by faculty. If the faculty determines a student is competent 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. See [Appendix K: Additional Compensation](#).

Professional Development & Organizations

The college supports professional development for its employees and has several ways for faculty and staff to participate.

- Professional development required for program accreditation should be built into a program's budget and distributed responsibly and fairly amongst the program's faculty. For example, a program requiring professional development for accreditation with three faculty could pay for the professional development of one person each year for three years on a rotating basis.
- Funds should also be built into departmental and program budgets for full-time and part-time faculty and staff to maintain memberships in professional organizations related to their field and position. Such memberships should be approved by the division director and paid for through the division's administrative associate's purchasing card.
- Each year a certain amount of money is set aside in the college's budget for professional development. The amount differs depending on the budget situation and is affected by factors such as state funding, enrollment tuition, other pending expenses, etc. The amount available is then divided amongst the college areas as a percentage of the total based on the number of employees in each area, e.g. Student Affairs, Business Office, Dean's Office, academic divisions, etc. Each area has its own mechanism for awarding funds.
 - In the academic divisions, the division director will send out a call asking faculty for professional development requests. The requests will be reviewed and available funds awarded.
 - Faculty receiving funds will present at the All-Faculty meeting following their professional development participation and share with the other faculty the information they learned and how they plan to apply the new knowledge.
- Faculty in Career & Technical Education (CTE) programs or teaching CTE-related courses can request professional development funds through the Perkins Grant process which occurs each spring. Requests need to be approved by the department chair/program director and division director. Such funds are dependent on approval by the campus and state Perkins Committees.

- Many campus workshops and trainings count towards professional development and are offered free to full-time, part-time and adjunct faculty. Such events can often be used for continuing education renewal units through the Office of Public Instruction (OPI). Professional development credit is awarded through the Teaching & Learning Center (TLC) for those who attend.
- All full-time and part-time faculty should work with their division directors to complete a [Professional Development Plan](#) (PDP). PDPs are submitted to the Tenure & Promotion Committee (T&P) for approval to be used towards promotion per the terms of the collective bargaining agreement. They are due to the T&P committee by Sept. 20 and Feb. 15 of each year. See the [Tenure and Promotion webpage and handbook](#).
- Even those not planning to pursue promotion should have a PDP as a framework for their professional growth. One pillar of faculty evaluation is “Professional Development and Achievement.”
- Employees can request professional development units (PDUs) and continuing education units (CEUs) for professional development activities not offered through the college by submitting a [Request for Professional Development Credit/OPI Renewal Units form](#) to the TLC. Credit does not need to be requested for activities offered through the college. The TLC will automatically award the credits for those in attendance.

Program Delivery Modes

The Montana Board of Regents modality definitions can be found in [BOR Policy 303.7.2](#). Programs may be delivered in more than one modality. Changes in a program’s modality require approval by the college Curriculum Council, Board of Regents, and Northwest Commission on Colleges and Universities (NWCCU). The program delivery modes should be included on the [academic program pages](#).

Record-keeping

The college adheres to specific record-keeping timeframes following the completion of a course. For more information, see the [Great Falls College Record Retention Schedule](#).

- 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 the learning management system meet these timeframes, such as coursework, grade books, and class rosters.

After the time periods have passed, any printed materials listed should be shredded and electronic copies wiped. See the Technology Assistance Center ([TAC](#)) for directions on how to erase files from your computer.

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 the learning management system.

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. Any relation to a student should be disclosed through HR on the [Conflict of Interest](#) form.

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. Exceptions can be made in situations where a relationship existed prior to a person becoming a student, but such a relationship must be disclosed to the Executive Director of Instruction who will inform the CEO/Dean and Executive Director of Finance & Administration. For more information, see [Personnel Policy 407.2](#) and [Student Affairs Policy 304.1](#).

Remote Work

Because Great Falls College and other campuses in the Montana University System are accredited as on-campus institutions, employees, including faculty, are expected to work primarily in-person, on campus, as stated in the [Montana Board of Regents Policy 715 Remote Work Arrangements](#). As stated in the policy, an exception is made for faculty teaching in online-only programs. Faculty in online-only programs may work remotely. All others should consider campus as their primary work location.

- In accordance with the policy, attendance at meetings and other activities should occur primarily in-person on-campus. Exceptions can be made in advance with approval from one's supervisor.
- Those requesting to temporarily work remotely should review the college's [Great Falls College Policy 403.13](#) and accompanying procedures and submit the Remote Work Agreement-BOR and Remote Work Request Form located on the [Personnel Forms](#) webpage.

RSI (Regular and Substantive Interactions) for Online Learning

To distinguish online learning from correspondence courses, the U.S. Department of Education requires online courses, including those that blend in-person and online instruction, to include predictable, proactive, and academically meaningful engagement between instructors and students. Such actions are labeled "Regular and Substantive Interactions" or "RSI."

To comply with RSI standards, instructors must ensure interactions meet the following criteria:

- **Regular:** Requires substantive engagements occur on a predictable, scheduled basis. Instructors must proactively monitor student progress and ensure active engagement.
- **Substantive:** Involves direct teaching, learning, and assessment and requires the instructor to engage in at least two of the following activities:
 - Providing direct instruction
 - Assessing or providing personal feedback on coursework
 - Responding to questions about the course content or competency

- Facilitating group discussions regarding the course content
- **Instructor-Initiated:** The interactions must be proactively led by the faculty member, rather than relying solely on students reaching out with questions.

To make sure the college is in compliance, the Teaching & Learning Center has embedded an RSI table into each Canvas course shell. Faculty need to complete the RSI table at the end of each online or blended course. The RSI table is then archived with the course content.

Smudging

Great Falls College encourages those who would like to smudge to do so in the Native + Indigenous Cultural Center, located in room 1220 (Sun River). For specifics, see [college Policy 607.1 Smudging on Campus](#).

Software Downloads

The rights to download software onto college computers are restricted for security and support reasons. However, you can install many commonly used applications without contacting IT through the Company Portal on Windows PCs. To access the Company Portal, follow these steps:

1. Click the Start menu
2. Type in Company Portal and open the app
3. Browse the list of available software and click “Install” on an item you need

If there’s a specific software program you need that is not listed in the Company Portal, contact the Technology Assistance Center (TAC) at helpdesk@gfcmsu.edu.

Student Conduct

Information about the college’s expectations for student behavior can be found in the [Student Conduct Code \(policy 300.1\)](#). If you are having issues with a student’s behavior, discuss the situation with your program director/department chair and then the division director if needed.

Whether or not a situation needs intervention, the situation should be reported using the [Student Conduct Report](#). You can state on the form that no action is needed. There are a variety of other choices to select as well. The form can be found on the [Faculty & Staff Resources](#) webpage under “Forms” and then “Academic.” The Student Conduct Report is reviewed by the Executive Director of Student Services. If needed, the report is also 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 to keep the student and/or campus safe.

Student Learning Assessment

Assessment of student learning is the responsibility of the faculty. Specifics of course assessment practices and policies should be detailed in the course syllabus. Program assessments should be included in the program handbook.

At Great Falls College, assessment is led by the Student Learning Assessment Committee, comprised of faculty from various divisions and departments. See the college’s [Assessment webpage](#) and [Student Learning Assessment Committee webpage](#).

One measure of the college's effectiveness is whether students meet institutional, program, and course learning outcomes. An outcome describes what a student should be able to do upon completion of the learning experience.

Institutional, 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 each [program's web page](#).

Faculty gather data through assessment tools, such as in-class activities, tests, papers, and projects, to determine whether students have met learning outcomes. Student learning should be assessed through formative means, emphasizing feedback and providing opportunities for continued learning, and summative assessments. If students do not meet learning outcomes, faculty should create a plan to improve student learning so that students do meet the set outcomes. 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 under [Assessment & Student Learning on the Institutional Effectiveness webpage](#).

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 [Student Learning Assessment Committee 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 any reason, 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 shell and personal interactions. A "Campus Resources" section exists under the "Start Here" module in every Canvas course shell, and student resources are mentioned in the syllabus template. It is recommended you show students the "Campus Resources" section in your course shell as part of a welcome video/tour or other introductory materials.

- Students struggling with technology should be referred to the Technology Assistance Center in room 2208 (Sun River) or the [Online Tutorials/Tech Essentials Resources](#).
- If the building is closed, students without internet access can use 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, Native + Indigenous Cultural Center, Study Lounge in room 1532, and other computer classrooms in the 1500 wing.

- Childcare is available for students and employees through the college's [Early Learning Center](#). Contact Kelly Chadbourne, program director, at 406-836-8521 or EarlyLearningCenter@gfcmsu.edu for more information.
- Students can be connected to campus and community resources through the CARE Office (Campus Awareness, Resources, and Empowerment) in room 1304 (Roe River) near the cafeteria. The CARE Office connects students to resources for transportation, housing, daycare, food, mental health, and other needs they may have. Referrals can be made through the Otters CARE button on the college website.

Student 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.

In addition to faculty reaching out to the students, several campus reporting systems exist. See below and [Appendix L: Academic Alert Procedures & Decision Tree](#).

- Academic: Faculty should 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 find the Student Academic Alert link on the Faculty & Staff Resources webpage under "Faculty Resources."
- Life Issues: Faculty, staff and students can inform the [CARE Office](#) of students who are struggling with life issues, such as food insecurity, transportation, housing, childcare, and mental health issues, through the [Otters CARE button](#) located on the website. The information goes to the Director of the CARE Office who will contact the student to offer assistance. People can also walk students to the CARE Office in room 1304 or refer them to the CARE Office. All information will be confidential.
- Behavior/Conduct/Academic Dishonesty: Faculty and staff should submit a [Student Conduct Report](#) for situations in which a person's behavior is disruptive, concerning, or violates the [Student Conduct Code](#), including cheating, plagiarizing, or other forms of misconduct. If no action is needed, indicate the report is for informational purposes only. The report goes to the Executive Director of Student Services. If warranted, the Executive Director of Student Services convenes the 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 to keep the student and/or campus safe.

Summer Teaching

Full-time teaching in the summer is optional. See [Section 10.2 of the CBA](#) and [Appendix K: Additional Compensation](#) for more information.

Supplemental Instruction

Some courses may include supplemental instruction. Supplemental instruction provides

additional time to support student learning. The time is not to be used to teach more content. The time should be used to teach missing foundational skills, present learning strategies, or reinforce course concepts. See [Appendix I](#) for compensation.

Supplies

Supplies can be found in each division's workroom and in the adjunct office. Instructors are expected to practice a "pack it in, pack it out" approach and carry their supplies to and from a classroom. IT orders supplies (IT or printing related), such as toner/ink, paper, logo envelopes, batteries, and general IT supplies. Contact your division's administrative associate if you need something that you cannot find in the workroom/adjunct office. The division administrative support person will order the needed supplies through the university system's SmartBuy program with a college purchasing card. The cost of supplies purchased personally, not by the administrative associate with a purchasing card, will not be reimbursed.

Syllabus

The syllabus acts as 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. 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.

- All faculty should receive the syllabus template from their department chair or program director. Programs or departments have standardized the syllabi for their courses, so faculty should check with their program director or department chair if they have questions about the template and completing it correctly.
- All instructors must create and submit a syllabus each term for each course they teach. All syllabi must be submitted electronically to your department chair or program director for review the Wednesday before the start of the term. Once approved, the syllabus must be posted in the course shell by the first day of class and an electronic copy sent to the academic administrative assistant by the end of the first week of the term.
- Faculty must share the syllabus with their students on the first day of class. Incorporating a "syllabus quiz" or "syllabus scavenger hunt" is a good first week activity.
- The syllabus has a variety of purposes:
 - 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 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 Council 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.

Teams (Microsoft Product)

Great Falls College uses a Microsoft product called Teams to store and share information. Teams also has a virtual meeting tool. Contact the [Technology Assistance Center](#) (TAC) at 406-771-4440, in room 2208 (Sun River), or helpdesk@gfcmsu.edu for more information.

Teams includes folders for College Council, divisions, programs and committees. The folders contain instructions, meeting minutes, templates, and other information for employees to use.

Technology

Full-time and part-time faculty are provided with a laptop and a docking station; adjunct instructors are not. Both full-time and adjunct faculty have access to OneDrive to store files that can be accessed remotely. Other technology tools and assistance are available through the [Technology Assistance Center](#) (TAC) at 406-771-4440, in room 2208 (Sun River), at helpdesk@gfcmsu.edu, or through the [Online Tutorials/Tech Essentials Resources](#).

See "[Classroom Set-up & Etiquette](#)" in this handbook for classroom technology information.

Tenure and Promotion

The parameters of faculty tenure and promotion at Great Falls College are set forth by the faculty union's [collective bargaining agreement \(CBA\)](#). A Tenure & Promotion Committee comprised of faculty review items submitted for tenure and promotion and make a recommendation to the CAO. The college's Tenure & Promotion Committee has a [webpage and handbook](#) with more information.

Testing and Proctoring

To help ensure tests and assignments reflect what students have learned and to promote academic honesty, below are several guidelines and tools faculty can use:

- Clearly communicate expectations – in the syllabus and on assignments/exams, state what is allowed, what isn't allowed, and what the consequences of dishonesty will be
- Design assessments to reduce opportunities for dishonesty – Use varied question types, randomized test banks, and open-ended prompts that require critical thinking and application
- Create secure testing environments – arrange seating and monitor tests in the classroom to prevent cheating. For online quizzes and exams, use Respondus Lockdown Browser, Respondus Monitor or require a proctor, and set a time limit. See [Appendix O: MUS Guidance on Remote Proctoring](#)
- Promote a culture of honesty – reinforce the value of integrity through class discussions, assignment design, and modeling ethical behavior.
- Monitor and follow up – if you suspect cheating has occurred, review the situation and submit a [Student Conduct Report](#).

Textbooks

You will receive your instructor's textbook from the department chair/program director. Instructor copies also may be requested from the publisher. Do not purchase your textbook(s) through the bookstore or directly from another source without approval.

- The college is committed to reducing textbook costs for students, including using open educational resources (OER), no-cost/low-cost (NOLO), and electronic versions.
- Required and recommended textbooks are listed on the bookstore website so students can see the materials needed before a class starts. The information is also included in the syllabus.
- 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.

Title IX

Title IX of the Education Amendments of 1972 states that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance[.]" In addition to protections based on sex, this also includes protections based on marital or parental status, including pregnancy, and those subjected to sexual harassment and sexual violence.

If you have questions about a situation, or if you believe that your or a student's rights under Title IX have been violated, please report the incident to one of the following:

- Title IX coordinator at 406-771-5123
- Title IX assistant coordinator at 406-268-3701
- Or, submit a [Conduct Report](#)

Training

The college provides some mandatory and some optional training. The trainings may change from year to year. Full-time, part-time, and adjunct faculty will be notified via email when trainings are being held and which ones are optional or required. When possible, the college offers professional development credit for promotion and Office of Public Instruction (OPI) renewal units for trainings. Some mandatory trainings do not qualify as professional development or for OPI credits, such as compliance trainings on sexual harassment and Title IX reporting. Professional development trainings increase a person's knowledge and skills related to their job responsibilities.

The college requires new instructors to complete a series of onboarding activities coordinated by Human Resources and the supervisor, and a basic training in the Learning Management System (LMS) through the [Teaching & Learning Center](#) (TLC). New full-time faculty also take the

“Teaching at Great Falls College” course in lieu of committee work their first-year teaching at the college.

- Adjunct faculty receive a stipend for completing the onboarding training. Full-time and part-time faculty do not as they are on salary.

All college employees complete [cybersecurity training through KnowBe4](#). Cybersecurity training will be assigned once every fall and spring. However, the provider, KnowBe4, will send test/trick emails every quarter. Employees who fail the phishing attempt will be assigned additional training.

Travel

When faculty travel for college business, arrangements should be made through the division administrative assistant who will use a college purchasing card (“p-card”) to pay for expenses such as conference registration, flights, hotels, etc. **Purchases not made through the administrative assistant’s p-card will not be reimbursed.** The college pays for “economy” seats and tickets that can be changed. Employees will need to pay for any upgrades above economy.

While traveling, faculty may pay for expenses such as airport parking and transportation to and from airports and be reimbursed with a receipt. Faculty will receive a Montana State per diem rate for each day away from home to cover expenses for meals not provided by the event. Receipts for meals are not needed since a per diem rate is used.

College travel policies and procedures must be followed, including submitting a [Personal Leave Request](#) for “Institutional Travel,” a pre-travel authorization form through [ChromeRiver](#) prior to travel out of state, and an expense report after returning. Division directors may also require a pre-travel authorization for in-state travel. See [Appendix E: Travel Procedures](#).

Tuition Waiver

Tuition waivers are available for college employees and dependents to be used at any Montana University System institution – 2-year colleges as well as 4-year universities. Certain restrictions do apply. For more information about the tuition waiver and other employee benefits, see the [Great Falls College Employee Handbook](#).

Tutoring

Free tutoring for online and on-campus Great Falls College students is available through the [Academic Success Center](#), located inside the Weaver Library. This is an excellent service to remind your students to use. Tutoring may be integrated into your course as a requirement or an incentivized optional activity.

Union Information

Full-time and part-time faculty are covered by the Montana Two-Year College Faculty Association (MTYCFA); adjunct instructors are not. Classified staff are part of the Federation of Classified University Staff (FOCUS). For information on the unions and collective bargaining agreements, see the [Collective Bargaining webpage](#).

Faculty union representatives at Great Falls College are Tom Oakberg, Mark Plante and Elfie Neber for MTCFA and Kayla McKinley for FOCUS.

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 college for an entire semester and “dropping” a course. Students may drop a course until a specific date (see the [Academic Calendar](#)). After the deadline, students must request to drop a class by contacting the faculty member and submitting a drop form. The process's purpose is to create a chance for you to converse with the student to see if they 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 a semester or from the college should do so through their advisor.

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, maintaining office hours of a minimum of 4 (four) hours per week, curriculum development, professional development, departmental and institutional planning, committee activity, and student advising.”

- 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. If not, you should take personal leave for the time you are unavailable.
- Full-time faculty members with secondary employment must complete and submit a “[Conflict of Interest](#)” form through the Personnel Office and notify their supervisor. Such work should not conflict with the regular business hours of or responsibilities to the college. See the “[Conflict of Interest](#)” section of this handbook for more details.
- Full-time and part-time faculty are expected to participate in campus, division, and department meetings and events. On-campus faculty are expected to attend in-person. Adjunct faculty are invited but not required to attend such meetings.
- 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 and are therefore invited but not required to attend meetings. Their primary duties are instructional versus committees, professional development, etc. See [Appendix H](#).
- Full-time or part-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.

Workloads and Letters of Appointment

Workloads and Letters of Appointment (LOAs) are used to communicate and document the work of those teaching for the college.

Workloads

- Workloads detail the work of full-time and part-time faculty members and should reflect the faculty member's actual work, including administrative assignments. Workloads will be created by the department chair/program director or administrative assistant and distributed to the division director and then to the faculty member for signatures.
- If the workload for a fall or spring semester is less than 15 credits or more than 16 credits, a box at the bottom of the form must be checked and a note added in the comments section explaining the deviation from the norm. Full-time faculty are contractually expected to teach 30-32 credits combined for fall and spring. See [Appendix K](#): Additional Compensation for details regarding teaching more than 30 credits.

Letters of Appointment

- Letters of Appointment (LOAs) list the courses and compensation for adjunct instructors after the courses have been determined by the department chair/program director. An LOA is signed first by the division director, then an executive council member, and then the adjunct instructor.
- LOAs are also used to list work and compensation for full-time and part-time faculty outside of their regular responsibilities. The compensation may be referred to as a "stipend" for the additional work. See [Appendix K](#): Additional Compensation.

Resources

Academic Success Center (ASC)

- Free tutoring for Great Falls College students, both onsite and online, is available through the [Academic Success Center](#) (ASC). The ASC is located inside the Weaver Library for onsite tutoring. Online tutoring is conducted virtually through Teams. Students may also submit papers for feedback through the [Online Writing Submission Form](#). 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 onsite and online students, and encourage students to use the ASC to support their learning in the course.

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 room 1104 (Missouri River) inside the Weaver Library and can be reached at 406-771-4311 or by emailing the director, Mackenzie Merja, at mackenzie.merja@gfcmsu.edu.

CARE Office

- The CARE Office is located in room 1304 (Roe River) next to the cafeteria seating area and connects students to campus and community resources. You can refer students to the CARE Office by walking them to the area or submitting a referral through the [Otters CARE button](#) on the college website. The CARE Office provides assistance with transportation, childcare, housing, food, mental health and more. For more information, go to the [CARE Office webpage](#).

Childcare (Early Learning Center)

- Childcare is available for students and employees through the college’s Early Learning Center. Contact Kelly Chadbourne, program director, at 406-836-8521 or EarlyLearningCenter@gfcmsu.edu for more information.

Food Pantry

- The college has a food pantry for students. It is in room 1304 (Roe River) by the cafeteria

and operated by the CARE Office and student government. Donations can be dropped off at the site or at the Office of Student Engagement room 1107 (Missouri River).

- College employees may contribute to the campus food pantry through voluntary payroll contributions. See the Payroll Office for more information.

Information Desk

- An Information Desk is located inside Entrance 1 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 unlocking classrooms and contacting IT and the custodial staff.

Library

- All faculty can use their NetID to check out items from the [Weaver Library](#), located inside Entrance 1, and access its electronic databases on campus through the campus network and off campus via a proxy server.
- The library has study rooms, computers, and other technology items available for faculty, staff, and students. For complete information, check the [Weaver Library webpage](#) and [Appendix C](#).
- For more information about the library, visit the [Weaver Library's website](#).

Mental Health Services (TimelyCare)

Students can access mental health services through TimelyCare, a free, 24/7 virtual health & well-being service. For more information, go to the [TimelyCare webpage](#).

Military Family Center

The Military Family Center provides free support for student veterans, active duty students, and dependents of veterans or active-duty military members. Located in room 1221 (Sun River), the center has study rooms, computers, a printer, a kitchen, anatomical models, and other items available. For complete information, see the [Military Family Center webpage](#).

Native + Indigenous Cultural Center

The Native + Indigenous Cultural Center supports learning for all students with a focus on Native American student success. The center is located in room 1220 (Sun River) and provides free support, including study rooms, a kitchen, a children's play area, smudging, computers, printing and connections to other campus and community resources. For complete information, see the [Native + Indigenous Cultural Center webpage](#).

Student Central

Student Central is located in the Missouri River wing by Entrance 1 and includes the information desk, Admissions, Records, Financial Aid, Student Accounts, Advisors, and the Registrar's office. See the college [Directory](#) for specific contact information for these areas.

Student Engagement

The Office of Student Engagement is located in the Missouri River wing by Entrance 1 and provides opportunities for students to become involved with campus life through clubs, student government, service opportunities, and more. See the [Office of Student Engagement webpage](#) for details.

Student Government

The Student Government at Great Falls College serves as a voice for students, advocating for student interests and enhancing campus life. For more information, go to the [Student Government webpage](#).

Teaching and Learning Center

- The Teaching and Learning Center (TLC) provides training and support for all faculty. It is located in room 2211 (Sun River). Visit the [Teaching and Learning Center's webpage](#) to find various resources and information.
- The TLC can help you better use the learning management system, 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 supports all instructional technology issues, including 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, including using the learning management system. Faculty should refer students to the TAC or [OTTER Tips](#) webpage if students are experiencing technical difficulties or having trouble logging into courses.
- TAC is located in room 2208 (Sun River) and can be reached at 406-771-4440.
- Email elearning@gfcmsu.edu for Canvas 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 room 2206 (Sun River) and can be reached at 406-268-3711. For more information on the Testing Center, including its hours, policies and procedures, go to the [Testing Center's webpage](#).
- The Testing Center should not be used to replace in-class testing for onsite classes.

Instructors of online, HyFlex, or combined onsite/online courses should first look at options for non-proctored exams, such as those that can be conducted with a lockdown browser. Setting a time limit and using essay and short-answer questions can help reduce potential cheating as well.

- Forms of assessment other than tests are also encouraged, such as projects, presentations and group work. For other ideas, contact the [Teaching and Learning Center](#) to discuss assessment options.

When a proctor is required, the following applies:

- Students living within 40 miles of the college should take their proctored exams in the Testing Center rather than finding a local proctor.
- Students living beyond 40 miles of the college who are required to take proctored exams will need to find a proctor in their area based on the criteria set forth by the Testing Center.
- Dual enrollment students can take proctored exams in their high schools through a signed Remote Proctoring Agreement with the college Testing Center.
- Clear instructions should be given in the course syllabus and course shell so students in a course know from the onset that a proctor will be required and the process to locate one and submit the person for Testing Center approval. See [Appendix O: MUS Guidance on Remote Proctoring](#)

Appendix A: Family Educational Rights & Privacy Act (FERPA)

Protect Our Students - Protect Ourselves

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, D.C.

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 of the information does not matter. Student educational records may be found in multiple places:

- 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 a student meeting

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 information can be released without the student's written permission. However, the student may opt to consider this information 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 college employee. Need to know is the basic principle.

If you are ever in doubt, do not release any information until you talk to 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 do the following:

- Publicly post grades
- Link the name of a student with that student's ID number in any public manner
- Email a student's grade or record information
- Email forms with a student's name and ID number. Use DocuSign or the Vault instead (see [Appendix N: Directions for Using the Vault.](#))
- Leave graded tests in a stack for students to pick up
- 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
- 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.](#)

Data Communication & Storage Matrix

Below is a Data Storage Matrix with additional information on appropriately communicating and storing items containing student data.

Data Storage Matrix

Data Type	OneDrive for Business / SharePoint	Knox	DocuSign	Email
Budget information	Yes	No	Yes	Yes
Contracts	Yes	No	Yes	Yes
Course evaluations	Yes	No	Yes	Yes
Data classified as Public	Yes	No	Yes	Yes
Data classified as Restricted	Yes	Yes	*Yes*	No
Employee and student IDs/GIDs (even when combined with names)	Yes	Yes	*Yes*	No
Planning documents	Yes	No	Yes	Yes
Staff search committee notes	Yes	No	Yes	Yes
Student grades and records	Yes	Yes	*Yes*	No
Bank account numbers	No	Yes	*Yes*	No
Credit card numbers	No	No	No	No
Data classified as Confidential	No	Yes	*Yes*	No
Drivers license numbers	No	Yes	*Yes*	No
Passport Visa numbers	No	Yes	*Yes*	No
Payroll ACH numbers	No	Yes	*Yes*	No
Social Security numbers	No	Yes	*Yes*	No

Restricted Data

The following types of Restricted data can be stored in OneDrive for Business, Teams/SharePoint, Knox, and DocuSign utilizing the MSU subaccount:

- GIDs (Generated Identification Numbers)
- Course evaluations
- Financial transactions (excluding confidential data)
- Contracts
- Planning documents
- Student education records

Important: Restricted data should **NEVER** be sent via email. If you need to share this information, please use Teams files sharing (MSU/Internal), DocuSign (with MSU Sub-Account) or vault.gfcmsu.edu (see [Appendix N: Directions for Using the Vault](#)).

Confidential Data

The following types of confidential data may only be stored in Knox or DocuSign under the MSU sub-account:

- Social Security numbers
- Financial account numbers
- Driver's license numbers
- Health insurance policy ID numbers
- Protected health information
- Passport/visa numbers

- Export-controlled information

If you need a shared folder created on Knox, please contact the Technology Assistance Center (TAC).

Related Policies and links:

https://www.gfcmsu.edu/about/policies/PDF/700/706_1_1.pdf - GFCMSU Data Stewardship Policy

<https://www.montana.edu/uit/file-storage/security-grid.html> - MSU Storage Policy

<https://www.montana.edu/uit/security/knox/> - Knox Information

https://www.montana.edu/uit/docusign/pii_and_ferpa.html - DocuSign handling of PII and FERPA

Appendix B: 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, course outcomes, 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 disagree with 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/or a less-distractive environment may schedule exams and quizzes in the Testing Center in room 2206 (Sun River).
- It is the student's responsibility to schedule exams with each faculty member or with the Testing Center if appropriate.
 - Faculty must provide students with the exact amount of time indicated on the Accommodation Request Letter. For example, a student taking a 60-minute exam would need 90 minutes if allowed 1.5 testing time.
 - 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 the learning management system to accommodate the student's need for extended testing time.
- The testing environment is critical, regardless of 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.

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 go to room 1104 (Missouri River) 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 C: Weaver Library Services

The Weaver Library, located inside Entrance 1, offers a wide variety of services and resources to support our faculty, staff, and students.

Anatomical Models

Anatomical models are available for current students to check out on a first-come, first-served basis. Due to high demand, models may not be reserved or renewed. Models are checked out for a 1-day period. Model types include hearts, bones, skulls, brains, muscled arms and legs, and more.

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](#).

Course Reserves

At the Great Falls College Weaver Library, the [course reserves](#) collection consists of print and media materials available for students to check out at the circulation desk. These materials have been identified by instructors as key resources or supplemental resources to help students complete course work. This collection provides short-term access to high-demand materials in support of courses offered at Great Falls College. The library is not able to purchase required course materials and textbooks, but instructors can provide a copy for the library to put on reserve. For more information, please contact Ashlynn Maczko, the library director, at ashlynn.maczko@gfcmsu.edu.

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 the 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 \(ILL\)](#) and will lend article copies and books. This service is available at no cost to students and faculty. An [ILL request form](#) and policies are available on the library's website.

Libby App

Libby/Overdrive is an online ebook and audiobook platform the library subscribes to through the Montana State Library. Using your NetID to sign in, you will have access to thousands of ebooks and audiobooks at no cost to you. For more information, see the [Libby Overview video](#).

Library Guides & Tutorials

The library has [several guides](#) that review library research concepts and help students find subject specific library resources. If you'd like a guide tailored to your course or a specific project, please contact Ashlynn Maczko, the library director, at ashlynn.maczko@gfcmsu.edu.

One quick guide is the [Citation Quick Guide](#) which 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.

A popular guide to help students get started with research assignments is the [Introduction to Library Research Guide](#), which will introduce the steps in the research process and provide tips for searching library databases.

The library also has a [plagiarism tutorial](#) to help students understand what plagiarism is, how to avoid it, and how AI can be considered plagiarism. The tutorial can be used as a class assignment or linked from a course shell and is available on the library's website.

Loanable Technology

We have loanable technology items like TI-30 calculators, and a limited number of wireless mouse devices, and webcams for students to check out for the duration of each 8-week block. The library has a number of adapters, cables, and short-term technology check outs for students to use in the library. Noise cancelling headphones are available for check out for students who need sensory support to promote focus. We can arrange to ship an 8-week check-out item to distance students living more than 40 miles outside the Great Falls area. These items are first-come, first-served.

Printing

Each Great Falls College student has a printing account automatically set up with the library when they are registered for classes. Printing is available from all library desktop computers with student NetID log in. 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 librarians. These sessions 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

Twelve desktop 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 between classes to relax. Many students also prefer to sit in these chairs and work on their laptops or other personal devices.

Seating

A variety of seating types are available and can accommodate individuals, pairs, or groups. Students can find a spot that works for them.

Group Study Rooms

Two 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. Each room has a digital screen that students can connect a laptop to via HDMI.

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 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 onsite and online in a variety of subjects. The Academic Success Center is located in the southwest corner of the library (straight back and to the left).

Academic Success and Accessibility

Students seeking accommodations can find the Office of Academic Success and Accessibility inside the library in room 1104 (Missouri River).

The Weaver Library staff are happy to help you and your students, so please reach out! Visit our [webpage](#) or contact **Ashlynn Maczko**, Library Director, 406-771-4318, or ashlynn.maczko@gfcmu.edu or email library@gfcmu.edu, which is monitored by all full-time library staff members.

Appendix D: Adjunct Office Procedures

The adjunct office, room 2218 (Sun River), is available for adjunct instructors. Please consider the following regarding 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 space can be used to hold office hours or have a 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.
- The adjunct office is locked and requires a code to enter. Contact the appropriate division administrative associate for the combination.

Appendix E: Travel Procedures

Before booking any travel, review travel policies [503.1](#) and [503.2](#). The division administrative assistant will help you make arrangements using a college purchasing card (p-card). **Any purchases made personally without using a p-card will not be reimbursed, exceptions being incidentals occurred while traveling such as transportation between an airport and hotel, parking, etc.** Meals are reimbursed based on published per diem rates.

- All travel must be approved in advance by your division director. A travel pre-approval form must be completed and approved in [ChromeRiver](#) (the MSU purchasing software) before any out-of-state travel. Division directors may also request pre-approval forms be completed for in-state travel as well.
- The number of personnel attending a given function requiring travel should be held to a minimum.

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 Michelle Bruner in the Administrative Suites area, michelle.bruner@gfcmsu.edu, or 406-771-4302. If a college vehicle is not available, Michelle can help you reserve a rental car through the college's account with Enterprise.
- 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

Reservations must be made through the administrative assistant using a college p-card. Reservations will be made at the [state rate or out-of-state rate](#) state/government rate whenever possible. Additional approval is required if the actual rate exceeds established in-state/out-of-state rates.

REGISTRATIONS

- Work with your division administrative assistant to use the college p-card to register for events.

MISCELLANEOUS EXPENSES

- Incidental expenses, such as airport parking, parking meters, etc., will be reimbursed with the submission of 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.

Appendix F: Program Director and Department Chair Responsibilities

Unless a full-time program director is on a professional contract, program directors and department chairs receive additional compensation and a separate contract (Letter of Appointment/LOA) to fulfill the responsibilities listed below. The dates and work of the LOA include time during academic breaks.

- Serve as content expert
 - Advise Division Director
 - Stay current in the discipline
- Maintain program/department curriculum
 - Conduct an annual review and work through the Curriculum Committee for any changes
 - Meet with advisory boards, if applicable
 - Develop and cultivate relationships with advisory board members
 - Work with admin to arrange advisory board meetings
 - Conduct and keep minutes of advisory board meetings
 - Incorporate advisory board input to keep the program current
 - Participate in Common Course Numbering process, including Faculty Learning Outcome Committees (FLOCs) when needed
 - Lead textbook and technology adoptions; work with admin to submit book orders
 - Work with admin to distribute teaching materials to faculty
 - Establish and communicate program/department practices and policies
 - Review syllabi for accuracy
 - Hold program/department meetings at least once a semester and invite adjuncts
- Schedule classes
 - Work with admin to submit class schedules
 - Due dates: Fall due March 1, Spring due Oct. 1, Summer due Nov. 15
 - Communicate with other program directors/department chairs to accommodate courses that are in multiple programs or may have conflicts for students
 - Make necessary arrangements for clinicals, externships, and internships if applicable
- Participate in marketing and student recruiting activities
- Develop and maintain student pathways
 - Align curriculum for articulation agreements
 - Establish dual credit opportunities if possible
- Manage program/department budgeting and purchasing
 - Work with division director and admin to establish budget
- Onboard, mentor and evaluate adjunct faculty
 - Lead the recruiting, interviewing & hiring of adjunct faculty when needed
 - Assist in onboarding adjunct and new faculty
 - Evaluate adjunct instructors, including concurrent dual credit affiliate faculty
- Complete outcomes assessment requirements
- Maintain accreditation standards and processes, if applicable
- Participate in Internal Program Review
- Additional Duties – Additional duties may be added based on program and department needs

Appendix G: Workload and LOA Activities and Dates

Workload and LOA Deadlines

January- updated August 2026

1 week before Block A starts	- Clinical LOAs sent to adjuncts (RT, ST, Nursing, Vet Tech, PTA, EMS). - EMT Program Director and Medical Director LOAs. - Returned by Friday before classes start.	Admins
3 rd day of Spring Block A starts	Additional capacity LOAs sent; due one week later. Pull report start of day.	Admins

February

Date Due	Task	Responsible Person
2/1	Student evals (Fall) sent to concurrent faculty	Admins

March

Date Due	Task	Responsible Person
3/1	Summer faculty workloads returned to Admins	Faculty
	All summer LOAs sent to adjuncts, cc: payroll, HR, graduation	Admins
	Schedules due to Distribution-Scheduling changes for Fall Semester	Dept. Chairs/ Program Directors
	Fall Faculty Workloads sent to Admins	Program Directors
3/8	Salary Calculations for summer sent to admins	HR
	Summer LOAs sent to Faculty (Check language beforehand)	Admins
3/15	All signed summer LOAs (faculty and adjuncts) returned	Admins

3 rd day of Spring Block B starts	Additional capacity LOAs sent; due one week later. Pull report start of day. Review overload for academic year and send LOAs	Admins
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April

Date Due	Task	Responsible Person
4/1	Other LOAs sent for Summer (Dept. Chair, Program Director, Medical Coordinator, etc.); cc: Payroll, HR (returned on 4/15)	Admins
	Fall semester Workloads sent to faculty	Admins
4/15	Workload review (as applicable)	Div Dir/HR/ Exec Dir of Op/ Payroll
	Signed fall workloads returned	Admins
	Other LOAs returned	Faculty/Med Coord, etc.
	Labor-Management Review (as applicable)	Labor-Mgt Team
4/20	DE LOAs sent to concurrent instructors, cc: graduation, payroll, HR; returned 5/15	Admins

May

Date Due	Task	Responsible Person
(1 st day of summer term)	Summer class enrollments reviewed (only effects non-program courses)	Div Directors
(3 rd day of summer term)	Prorated Summer LOAs sent to faculty, cc: Payroll, HR Additional capacity determined	Admins
(5 th day of summer term)	Summer LOAs signed and returned Additional capacity LOAs sent; due one week later	Faculty
5/15	Fall LOAs sent to adjuncts, cc: payroll, HR - returned 5/30	Admins

June

6/15	Student evals (Spring) sent to concurrent faculty (comes from IR)	Dual Enrollment Coordinator
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July

Date Due	Task	Responsible Person
7/1	Other Fall LOAs sent (Dept. Chair, Program Director, Medical Coordinator, etc.); cc: Payroll, HR	Admin
7/15	Other Fall LOAs returned	Faculty/ Med Coord, etc.
7/20	Fall Workload review (as applicable)	Div Dir/ HR/ Exec Dir of Op/ Payroll
7/25	Labor Management Review (as applicable)	Labor-Mgt Team

August

1 week before Block A starts	Clinical LOAs/Special LOAs sent to adjuncts (RT, ST, Nursing, Vet Tech, PTA). Returned by Friday before classes start.	Admins
8/15	Student evals (Summer) sent to concurrent faculty	Admins
3 rd day of Fall Block A starts	Additional capacity LOAs sent; due one week later. Pull report start of day.	Admins

September

9/15	Send reminder to Department Chairs/Program Directors that schedules are due by 10/1	Division Directors
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October

Date Due	Task	Responsible Person
10/1	Spring schedules due to Distribution-Scheduling Changes	Dept. Chairs/Program Directors
	Spring workloads sent to Admins. Adjunct schedules also sent to admin assistant with email confirmation of acceptance.	Program Directors/ Dept. Chairs
10/15	Spring workloads sent to faculty	Admins
3 rd day of Spring	Additional capacity LOAs sent; due one week later. Pull report start of day. Also review	Admins

Block B starts	Overload (overloads above 6 credits). LOA due one week later.	
10/30	Spring workloads returned	Faculty

November

Date Due	Task	Responsible Person
11/1	Spring LOAs sent to adjuncts, cc: payroll, HR	Admins
	Other spring LOAs sent (Dept. Chair, Program Director, Medical Coordinator, etc.); cc: payroll, HR	Admins
11/15	Spring signed adjunct LOAs returned	Adjuncts
	Other Spring LOAs returned	Faculty/Med Coord, etc.
	Summer schedules due to Distribution-Scheduling Changes	Dept. Chairs/Program Directors
	Summer workloads sent to Admins	Dept. Chairs/Program Directors

December

Date Due	Task	Responsible Person
12/10	Workload review (as applicable)	Exec Dir of Op/Exec Dir of Instruction
12/15	Labor-Management Review (as applicable)	Labor-Mgt Team

Appendix H: Instructional Roles, Responsibilities, and Compensation

Adjunct

An adjunct faculty member is a part-time instructor hired by term to teach specific classes. Adjunct faculty are not included in the collective bargaining agreement. They are limited to no more than 17 credits between fall and spring semesters. Summer term is not included in the credit limit. If an adjunct instructor teaches at more than one campus in the Montana University System, the person's total number of credits between all campuses cannot be more than 17 credits for fall and spring semesters combined. Again, summer term is not included in the limit.

The credentials required to teach at a two-year college are established by the Montana Board of Regents and can be found in [Policy 730– Minimum Qualifications for Faculty in Two-Year Degree Programs](#).

New adjunct instructors must submit payroll paperwork to be hired and will complete an onboarding process which includes training in the Learning Management System (LMS) used for all college courses.

Adjunct instructors' main responsibility is to teach. They are not required to participate in committee work or service to the campus; although, their input and participation are welcome. They are not required to attend all-faculty or all-campus meetings either; however, they are always invited and welcome.

Adjunct faculty must follow the college's reporting deadlines, including attendance reports, midterm grades, and final grades. Deadlines for these submissions are stated in the [Academic Calendar](#). A reminder with instructions for reporting will also be sent by the Registrar's Office to an adjunct's college email address prior to the deadline. Reporting must be done through the college's information system ([MyMSU Great Falls College](#)). Failure to meet deadlines will affect an adjunct instructor's evaluation and possible re-hire.

The college will provide textbooks and other teaching material, including a course shell when available, but not a computer or phone for adjunct instructors. Each adjunct will receive a campus email account which should be checked daily during the work week, even if not teaching during a given term. All college communication will come through the campus email address. All electronic communication with students should also be conducted using the college email account, not a personal email address. Each adjunct instructor will be included in the online campus directory.

If an adjunct is unable to teach and must be absent, please refer to the [absence policy](#) in this handbook for instructions. Adjunct instructors should check their online courses and campus emails daily during the work week and respond to students within 24 hours during the work week. Their contact information, availability, and response times should be listed in the instructor module in the course shell and in the syllabus. Adjunct instructors can use their division's assistant's phone number instead of their own if they prefer. The administrative assistant will relay student messages to them.

The department chair/program director is the main point of contact for adjunct instructors. Adjunct instructors must follow all Montana Board of Regents, college and departmental policies, procedures, and practices. The department chair/program director will evaluate adjunct instructors the first semester they teach and every three years thereafter. However, evaluations can be conducted more frequently if needed. The evaluation consists of a class visit for in-person classes or a review of course shells for online courses, a self-evaluation, a review of student evaluations, and a summary meeting. More information can be found in the [Adjunct Evaluation Handbook](#).

In preparation for each term, the department chair/program director creates a schedule and identifies courses to be taught by adjunct instructors. The department chair/program director then contacts the adjunct instructor to check availability. If the person can teach the class, the department chair/program director informs the division assistant who will create a Letter of Appointment (LOA) which acts as a contract between the college and the adjunct instructor. The LOA will be sent to the adjunct's college email address for a signature. Once the LOA is returned to the administrative assistant, the administrative assistant contacts the Registrar's Office, and the adjunct instructor is "attached" to the course. The next workday the adjunct instructor will have access to the course shell and class roster.

Compensation: Adjunct instructors are paid \$845/credit. Increases are tied to legislative actions affecting state or Montana University System employees. There is no seniority or merit pay.

Affiliate/Concurrent Instructor

Affiliate faculty teach dual enrollment classes in the high school as a concurrent course (see "Dual Credit" in the ["Course Types and Compensation"](#) section). They are employed by their local school district to teach the courses. However, because students in the courses are dually enrolled, affiliate faculty must also adhere to the policies, procedures and practices of the Montana Board of Regents, college, and college department. They must report attendance, midterm and final grades (see "Faculty Reporting Requirements") using the college's information system ([MyMSU Great Falls College](#)).

Affiliate faculty have access to all their high school services as well as those of the college, e.g. library, research databases, Teaching & Learning Center, etc.

Affiliate faculty must meet the credentialing requirements of both the [Montana Office of Public Instruction](#) and the Montana Board of Regents (see [Policy 730– Minimum Qualifications for Faculty in Two-Year Degree Programs](#)). Affiliate faculty must return a "Payroll Packet," which they will receive from the Personnel office, in order to receive compensation.

Compensation: The instructional costs of the course are paid by the school district; however, the affiliate faculty member does receive a stipend for meetings, trainings, and additional college paperwork required – course registrations, midterm grades, final grades, etc. The rate is \$500 for the first concurrent course taught and \$275 for each additional course taught in the academic year. The stipend is paid per course, not per section. The compensation is paid upon completion of the course.

Clinical Instructors

Clinical instructors provide workplace instruction, overseeing students' skill development particularly as it applies to patient care. Some clinical instructors are employed by the healthcare facility but also teach under the direction of the college program director.

The program director is responsible for contacting and scheduling the clinical instructor each term. If the person can teach the clinical hours, the program director informs the division assistant who will then create a Letter of Appointment (LOA) which acts as a contract between the college and the clinical instructor. The LOA will be sent to the clinical instructor's college email address for a signature.

New clinical instructors will need to submit payroll paperwork in order to be hired. They are also subject to all Montana Board of Regents, college, and program policies, procedures and practices.

Clinical instructors are evaluated by the program director as required by their accrediting body.

Compensation: Compensation is based on an hourly rate of \$39.00/hr.

Full-time Faculty

Full-time faculty are hired for an academic year to teach courses for the college and fulfill other responsibilities. They must meet the credentialing requirements to teach at a two-year college as outlined by the Montana Board of Regents in [Policy 730– Minimum Qualifications for Faculty in Two-Year Degree Programs](#).

Full-time faculty will be given an office on campus unless they are at a distance, receive a college email account, and be listed in the college's online directory. The college will provide textbooks, other teaching materials, a computer, and a phone. The campus email account should be checked at least daily during the work week. All college communication will come through the campus email address. All electronic communication with students and pertaining to the college should be conducted using the college email account, not a personal email address.

Full-time faculty are subject to the Montana Two-Year College Faculty Association (MYTCFA) union Collective Bargaining Agreement ([see CBA](#)). The duties of a full-time faculty member are outlined in the CBA. The CBA defines a full-time teaching workload as 30-32 credits between fall and spring semesters. Summer teaching is separate. The CBA also states full-time faculty are expected to fulfill a 40-hour work week and that the college has priority on the working time of a full-time faculty member. Full-time faculty are expected to be available to teach classes and participate in meetings during the college's regular working hours. Adjustments will be made for faculty teaching night or weekend courses. It is recognized that faculty have flexibility as to when they perform duties such as grading, communicating with students, and preparing for a course. Per the CBA, full-time faculty are required to have a minimum of 4 office hours per week.

A full-time faculty's teaching commitment will be outlined in a "workload document." The workload document details the course, section, term, hours, and credits to be taught. It should reflect a faculty member's actual work. It is signed by the division director and the faculty member. It will be sent electronically by the division administrative associate to a faculty's college email address after the department chair/program director has established the schedule for the upcoming term. Any release time for administrative duties is also listed on the workload document.

In addition to teaching, full-time faculty are required to participate in campus activities and governance, mainly through committee work and other service to students and the campus. They are required to participate in all-faculty meetings and mandatory all-campus activities. Meetings should be attended in person unless otherwise stated, faculty are at a distance, or prior approval has been received from the division director. Faculty are expected to attend the graduation commencement ceremony. Leave must be taken if faculty are unable to attend meetings, commencement and other required trainings.

Full-time faculty are required to submit reports, such as attendance, mid-term grades, and final grades (see "Faculty Reporting Requirements"). Deadlines for these submissions are stated in the [Academic Calendar](#). A reminder with reporting instructions will also be sent by the Registrar's Office to the faculty's college email address before the deadline. Reporting must be done through the college's information system ([MyMSU Great Falls College](#)). Failure to meet deadlines will affect a faculty member's evaluation and possibly tenure.

Full-time faculty members in a tenure-track position must apply for tenure during the fall of their fifth year of full-time teaching for the college (see the [CBA](#) for more information).

Full-time faculty are evaluated by the division director the first year they teach and every subsequent year until they are tenured. After tenure is achieved, evaluations occur every three years. However, evaluations can be conducted more frequently if needed. Evaluations focus on three areas: teaching effectiveness, professional development, and service to the campus. The evaluation consists of goal setting, a class visit for in-person classes or a review of course shells for online courses, a self-evaluation, a review of student evaluations, and a summary meeting. More information can be found in the [Full-time Faculty Evaluation Handbook](#).

Compensation: Compensation, promotion, and merit pay are outlined in the [MTYCFA CBA](#). In addition to pay, full-time faculty accrue sick leave and have 3 personal days to use during the academic year. Full-time faculty receive a “floating holiday” the Wednesday prior to Thanksgiving. There are no classes held this day, but the college is open.

Lab Instructor

Labs associated with a course may be taught by an instructor separate from the lecture portion of a course. In this case, a lab instructor may be used. Lab instructors are hired as hourly classified employees of the college or as an adjunct. A lab instructor is responsible for prepping materials, setting up and tearing down practical exams, creating lab lessons, teaching the labs, and grading lab work for students. The lab instructor and lecture instructor should coordinate as much as possible to reduce any disconnect between the lecture and lab portions of a course. This includes the scheduling of lab topics, grading practices, class policies, etc. The lab instructor is considered a member of the department and should be included in department meetings and communication.

The lab instructor is evaluated annually following the classified employee evaluation or adjunct evaluation process, depending on the position status. More information about the classified employee evaluation process can be found through the [Human Resources webpage](#) or in the [Adjunct Evaluation Handbook](#).

Compensation: Compensation for classified employees is determined by the [Montana Federated Public Employees](#) union. Adjunct lab instructors are paid at the adjunct rate per credit. Increases are tied to legislative actions affecting state or Montana University System employees.

Part-time Faculty

Part-time faculty are defined as faculty members who work more than .45 FTE but less than 1.0 FTE. These employees are subject to the [Montana Two-Year College Faculty Association Collective Bargaining Agreement](#) and unless otherwise specified are covered by the CBA on a pro rata basis. They receive a workload from their program director/division director and a contract like full-time faculty each summer from HR. All information discussed in this handbook regarding full-time faculty applies to part-time faculty except committee work and overload course credits. Committee work is not required of part-time faculty. Part-time faculty MUST NOT work more than the hours stated in their contract. Part-time faculty wishing to work more must have a conversation with their division director. This request will need to be approved by the Executive Council because it requires modifications to the original advertised position and possibly a new hire process, including a new interview. Overload credits under no circumstance are available to part-time faculty.

Compensation: Compensation, promotion, and merit pay are outlined in the [MTYCFA CBA](#). These contracts are pro-rated based on an agreed upon 1.0 FTE salary as outlined in the CBA at the date of hire. All promotions must be approved by the Tenure and Promotion Committee as with full-time faculty.

Part-time faculty accrue personal leave and are paid for holidays at a pro-rated rate. For example, those working at .6 full-time equivalency (FTE) will receive holiday pay of 4.8 hours (.6x8) for college holidays and 14.4 hours of personal time off. They also will receive 4.8 hours/year as a “floating holiday” as state employees. All faculty, full-time and part-time, receive their “floating holiday” the Wednesday before Thanksgiving. There are no classes held this day, but the college is open. Sick leave is also deducted at a pro-rated rate. Part-time faculty missing a full-day of work will deduct only .6 of 8 hours for a full day of missed work or .6 of 4 hours for a half-day of missed work.

Program Director/ Department Chair

See [Appendix F](#) for a description of and responsibilities of a program director/department chair.

Compensation: The compensation for program directors on a professional contract is outlined in their contracts. Full-time faculty serving as department chair or program director receive three (3) credits of release and a \$1800 stipend for each fall and spring semester. They also receive a \$1200 stipend for summer.

Student Workers & Technicians (Techs)

Student workers and technicians (techs) are hired as part-time employees of the college. They are not instructors. Individuals in those positions should not be teaching classes, including labs, nor creating assignments or grading student work. They should not have access to course gradebooks. Student workers and techs provide support to faculty by preparing materials the instructors have created; preparing items needed for a lab, shop or lecture; monitoring open lab or shop; maintaining equipment under the direction of the instructor/department chair/program director; cleaning equipment; and completing appropriate tasks as assigned by the instructor or department chair/program director.

Unless otherwise stated, student workers and techs are limited to 19 hours of work per week and are not eligible for benefits. Techs do accrue sick and personal leave time; although, student workers do not. Usually, student workers and techs are employed for the academic terms and do not work during breaks unless given prior approval due to an extenuating college need.

Compensation: Student workers and techs are hired at the current campus student employee rate or as stated in an offer letter. Increases are tied to legislative actions affecting state or Montana University System employees.

Substitute for a Faculty Member

If a faculty member is available and willing to be a substitute for a faculty member who must be absent from an assigned class, the substitute will be compensated for their time. The procedure is outlined in the faculty handbook.

Compensation: Compensation for an approved substitute instructor is \$45.00/ hour and will come out of the appropriate program or department budget.

Support Specialists

Individuals may be acting as support specialists to enhance student learning. For example, the college a Health

Science Distance Success Coach. Such positions are usually part-time, the number of hours per week designated in their employment contract. The individuals work with department chairs/program directors to provide learning support to students in specific areas.

Compensation: The compensation for support specialists is stated in their employment contract.

Tutors

Tutors can be student workers or professional tutors. In either case, tutors must be proficient in the areas they tutor. Tutors are part-time, hourly employees of the college and are hired for each academic term through the Academic Success Center. Tutors can work up to 19 hours per week. If a tutor is also teaching as an adjunct instructor, the total time spent preparing and teaching a course plus tutoring must be no more than 19 hours a week. Time for prepping and teaching a course is calculated at 1.5 hours/week/credit for a 16-week term and 3 hours/week/credit for an 8-week term. For example, time for a tutor who is also teaching a 3-credit class in a 16-week term would be calculated as teaching 4.5 hours/week, leaving a maximum of 14.5 hours/week to tutor. A tutor teaching a 3-credit class in an 8-week term would be calculated as teaching 9 hours/week, leaving a maximum of 10 hours/week to tutor.

Unless there is a specific need, tutors work during the academic terms but not the breaks. Once a tutor is approved for hire or re-hire, the Director of Academic Success and Accessibility sends a Letter of Appointment (LOA) to the tutor stating the term, the hourly rate, and the subject(s) to be tutored. The tutor then signs and returns the LOA.

Tutoring may be conducted on campus, online, during the day, in the evenings, or on weekends as needed. The Director of Academic Success and Accessibility creates the schedule for each tutor based on student need and demand.

Tutors are trained and evaluated each year by the Director of Academic Success and Accessibility using standards created by the [College Reading & Learning Association](#) (CRLA) for certification. The Academic Success Center is certified by the CRLA.

The Director of Academic Success and Accessibility and the tutors work closely with faculty and department chairs/program directors to ensure tutoring supports course instruction. Tutors should know and follow methods used by the faculty and avoid providing conflicting information. Tutors also must ensure all assignments are the student's work and are not overly influenced by the tutors. Tutoring should be supportive but also foster independent student learning.

Compensation: Student tutors are hired at the campus student employee rate. Professional tutors receive more depending on the level of their degree. Increases are tied to legislative actions affecting state or Montana University System employees.

Additional Clinical Position Definitions

Clinical Course Instructor (Student Focused) – Paid and hired by the college. Assigned as the lead or designated instructor of a clinical course in Banner and on workload. If this is an adjunct clinical instructor, it will appear on their LOA.

When in this role, the primary function of a clinical instructor is to design, implement, and assess clinical curriculum. The clinical instructor's primary focus is student centered. Students should be receiving regular and

substantive feedback regarding their performance in their clinical with regards to their critical thinking skills and determinations for treatment performed within their scope of practice. This feedback can include preceptor feedback but should also include other assessments with meaningful and personalized instructor feedback evaluating student performance. The clinical instructor will also need to work with the clinical coordinator (or equivalent) to ensure quality clinical education at each clinical facility. Specific duties include the following:

- Prepare clinical instruction to include course objectives and clinical outcomes.
- Monitor competency evaluations and student performance records for each student.
- Track and verify student requirements and hours at each site.
- Evaluate the performance of the student to determine if they are successfully meeting the course and program student learning outcomes. This should be regular and substantive and at minimum equal the total hours assigned to the instructor for the course.
- Create syllabi, student engagement activities, course requirements and assessment tools for student evaluation.
- Establish grading standards.
- Manage the learning management system.
- Establish course content (including texts) and assess course as appropriate (including program outcomes).
- Visit clinical sites to evaluate students.

Program Clinical Coordinator (Facility Focused) – When in this role the coordinator is responsible for working with the facility and the preceptors. Duties could include any of the following, select the ones that are appropriate for the program. These duties should be included with the workload.

- Supervise the clinical experience.
- Secure new clinical sites and contractual agreements. Update all contracts yearly.
- Manage/store clinical site requirements and policies as well as maintain/store students' information as needed by clinical sites.
- Communication with clinical sites.
- Coordinate clinical rotations.
- Orient, train, and coordinate supervision/preceptors. Ensure the site knows the student learning outcomes and expectations.
- Coordinate with clinical staff (preceptors or bedside clinical adjuncts) to ensure education and evaluation is effective, including providing professional development as needed.
- Organize or conduct an orientation of each site for the students.
- Facilitate and coordinate conflict resolution, program policy and procedures, handling of complaints, and problem-solving strategies between students and clinical staff/preceptors as appropriate.

- Assess clinical education at each site, including determining each site is appropriate for the level of knowledge of the student.
- Work with the program director to establish and maintain an effective liaison between the facility, program, and college.
- Evaluate facility (preceptors, bedside clinical adjuncts) and provide feedback as needed.

Clinic Adjunct Instructor (or CRRN) – Paid hourly by the college to instruct and supervise students treating patients in a clinical setting. Duties may include direct student assessment. Duties do not go beyond hour(s) spent face to face and submitting student performance feedback. Does not have final say on student's grade or final outcomes of course. Paid hour-for-hour with the students.

Clinical Assistant (CA) – Paid employee or owner of the facility assigned by the facility to supervise and mentor student(s) at the facility; receive a stipend from the college. They are also the point of contact for the program/student(s) at the facility and are required to regularly submit feedback on student performance. When the student(s) is present, the CA may be treating their own patients or may be able to provide time with the student(s) in a simulated or lab environment depending on the agreement with the facility and the program's needs. Their primary role is to supervise the student(s) and answer questions regarding the material learned in the courses as it applies to the tasks they are observing or completing at the facility. These CAs meet with the students on a regular basis and receive a stipend from the college to complete regular feedback regarding student performance. They may also be asked to attend regular program meetings outside of their normal work hours.

Preceptor – Not paid by the college; is a paid employee or owner of the facility. Does spend direct face-to-face time supervising students when with patients in an offsite facility. Preceptors are supervised by clinic course instructors and/or program faculty. They provide feedback to the students while they are with patients and to the program faculty on student performance. They do not perform any summative assessments.

Appendix I: Course Types with Compensation

Clinical Instruction

Clinical instruction can be conducted in health care facilities, outpatient clinics, emergency centers, hospitals, private offices, or in the dental clinic on campus depending on the program. All clinical instruction is under the supervision of a qualified practitioner or teaching staff.

Compensation: Clinical Instruction is currently calculated in the workload as the number of clinical hours/30. 1 credit is equivalent to 30 contact hours.

Concurrent Dual Credit

Compensation: The instructional costs of the course are paid by the school district; however, the affiliate faculty member does receive a stipend for meetings, trainings, and additional college paperwork required – course registrations, midterm grades, final grades, etc. The rate is \$500 for the first concurrent course taught and \$275 for each additional course taught in the same academic year. The stipend is paid per course, not per section.

Co-requisite

Compensation: Instructors teaching a co-requisite course receive 1 additional credit on their workloads or Letter of Appointments as compensation for the additional support time students need to be successful.

Directed Study

Compensation: Instructors of Directed Study courses receive \$350 per credit for a course, regardless of the number of students in the Directed Study course.

Dual Credit

Compensation: There is no compensation for teaching classes with dual enrollment students unless the course is taught concurrently on a high school campus by affiliate faculty (see the [Concurrent Dual Credit section](#)). The college does reimburse college instructors for costs associated with becoming licensed through the Montana Office of Public Instruction.

Independent Study

Compensation: Instructors of Independent Study courses receive \$350 per course.

Internships/Capstones

Compensation: Faculty receive \$350 per internship student if the course is not part of an instructor's workload. If the course is part of the faculty's workload, there is no additional compensation per student.

Lab/Shop

Laboratory/shop classes actively engage students in their learning. These classes are used to create an environment where students are physically learning concepts through experimentation, exploration, and doing.

Compensation: Lab/Shop Instruction is currently calculated in the workload as the number of lab hours/30. 1 credit is equivalent to 30 contact hours.

Lecture

Lecture is direct explicit instruction conducted by a faculty member. It should be engaging and provide opportunities for multiple learning styles.

Compensation: Lecture instruction is currently calculated in the workload based on course credit. 1 credit is equivalent to 15 contact hours. Each hour is defined as 50 minutes.

Practicum

Compensation: Because of the amount of oversight and evaluation of student experiences, faculty will be compensated for the number of credits of the practicum on their workload or through a Letter of Appointment (LOA) if an adjunct instructor.

Supplemental Instruction

Compensation: Instructors teaching courses with supplemental instruction receive 1 additional credit on their workloads or Letter of Appointments (LOAs).

Appendix J: Course Creation and Redesign

Creating and redesigning courses are included in the responsibilities of full-time faculty as defined by the Montana Two-Year College Faculty Association [Collective Bargaining Agreement Section 4.8](#). However, there are times when a course needs to be created or redesigned that fall outside of the CBA:

- A full-time faculty is not available in the content area, and an adjunct instructor teaches the course
- A full-time faculty member is not on contract during the time the work needs to be done

Under such circumstances, the instructor will receive additional compensation for the course creation or redesign. Such compensation does not include the time that would be normally spent preparing for a course during a term. Some preparation of course materials and assessments will still need to be completed during the regular term. Creating or redesigning a course will be completed in coordination with the Teaching & Learning Center, with particular emphasis on the assessment of course, program, and college learning outcomes.

As part of the college's commitment to continuous quality improvement and the assessment cycle, course revisions are expected to occur routinely. Such regular revisions are not subject to additional compensation. A change in modality alone also is not a reason for additional compensation.

A stipend for course creation or redesign will be paid if the above conditions are met and in the following situations:

- A new course is needed due to a new program being started by the college
- A new course or course redesign is needed due to a major change in accreditation or a change in industry standards
- A program is coming out of moratorium and courses in the program need to be created or redesigned
- Low pass rates in a given course or program warrant a redesign, the work cannot be completed during the regular academic term, and the changes are approved by the division director

Upon approval of a course creation or redesign by the division director, the administrative assistant will create and issue a Letter of Appointment (LOA) for the stipend. The LOA will state the course, the reason for creation or redesign, the scope of the work, starting and end dates, and milestones with deadlines for completion.

Compensation: The following compensation chart will be used for necessary course creation or redesign. It is based on 15 hours/per credit at \$45/hour, recognizing the time does not include normal course prep time during a term, as discussed above.

Course Creation & Redesign Compensation			
Credits	Base \$ 15hrs/cr@\$45/hr	+\$Creating for More than One Modality	+\$Lab
1 cr	675	270	1080
2 cr	1350	540	
3 cr	2025	810	
4 cr	2700	1080	

For example, compensation for the creation of a 3-credit class with an onsite and an online section and a lab would be calculated as \$2025+\$810+\$1080 for a total of \$3915.

Appendix K: Additional Compensation

Additional Course Capacity

Full-time, part-time, and adjunct instructors teaching a course with a capacity above the normally established course capacity as of the third day of the term will receive additional compensation in recognition of the additional time and effort to teach additional students.

The administrative assistant will send instructors an LOA for the additional course capacity by the second week of the term.

Compensation: Instructors receive the value of 1 credit at the current adjunct rate per credit for 1-5 students above the normal course capacity.

Credits Overloads

To recognize the work being done by faculty in a given term yet protect faculty from finding themselves in a situation in which they might owe the college money, Great Falls College has established the following compensation process for overload credits. Overload credits are those taught above the contractual 32 credits stated in the [MYTCFA CBA](#) for an academic year consisting of fall and spring semesters. Summer is separate. For the 2026-2027 academic year, Great Falls College will be providing additional compensation for credits taught above 30 between spring and fall combined.

- Those teaching less than 6 credits above the standard 15 credits in fall will be paid for those credits at the start of the second block in spring to allow for any potential adjustments to workloads that may occur in spring semester and would affect the total number of credits taught for the academic year.
- For those teaching more than 6 credits above the standard 15 credits fall semester, compensation for half of the credits will be paid in the fall with the remainder paid in the spring for the total number of credits taught for the academic year above 30 credits.

For example, a person teaching 21 credits in fall (6 credits over 15) would receive payment for 3 credits in the fall. If the person taught 15 credits in spring for a total of 36 credits for the academic year, the person would receive payment for the remaining 3 credits in spring. If, however, the person taught 14 credits in spring for a total 35 credits for the academic year, the person would receive additional payment for the balance of 2 credits. Overload compensation is based on the credits taught over the fall and spring combined.

The purpose of delaying or partially paying in spring for overload credits taught in the fall is to prevent a situation in which a person might teach overload in the fall but teach fewer credits in the spring, thus being below 30 credits for the academic year and owing the college for overload payments made in the fall. For example, a situation in which a person teaches 18 credits in the fall (3 above 15) but only 12 in spring, bringing the academic year total to 30, would not qualify for overload compensation. If a person had been paid for those overload credits in the fall, they would owe the money back to the

college because their teaching load did not exceed 30 for the academic year.

The administrative assistant will send an LOA to those receiving overload compensation for the overload credits the second week of the second block.

Compensation: Overload credits are paid at the current adjunct rate per credit.

Early Contract Starts

At the division director's discretion, new full-time and part-time instructors may receive an LOA for an early start before their regular employment contract begins. During this time, the new faculty are required to do the following:

- Prepare for fall classes
- Complete LMS training
- Complete FERPA, safety and other onboarding trainings
- Meet with the instructional designer regarding course shells and other onboarding items

Compensation: The individual's annual salary will be divided by 170 (see the CBA), and then by 2 as the expectation is the person will only be working half-time during the early start.

Onboarding Trainings

Adjunct instructors receive a stipend for completing the onboarding training through the Teaching and Learning Center (TLC). Full-time and part-time faculty do not receive any additional compensation for completing the trainings as they are salaried.

Compensation: \$150 for onboarding - Funds are dispersed when the TLC notifies the Payroll Office that the trainings are complete.

Other Work

Faculty may complete additional work outside of their normal responsibilities when needed. An LOA will be created to specify the details of the assignment.

Compensation: \$45/hour unless otherwise specified

Prior Learning Assessment (PLA)

Faculty who review assessments to decide if credit for prior learning can be awarded should complete a [Faculty PLA Tracking Form](#). Once completed and submitted, the administrative assistant will create and send the faculty an LOA for the work done.

Compensation: \$45/hour

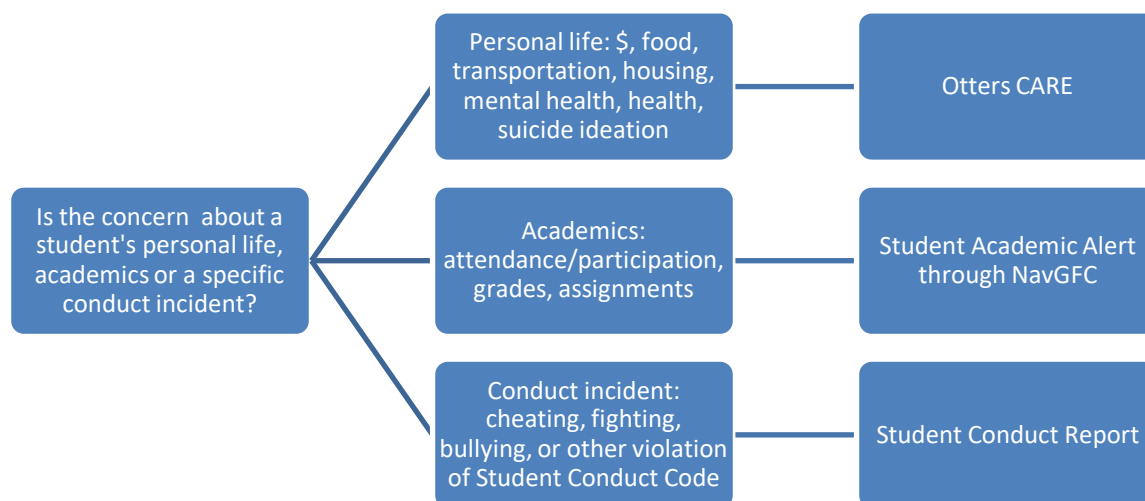
Summer Teaching

Teaching in the summer is optional and outside of the normal contract for full-time and part-time faculty unless the faculty member is on a different contract, such as for 12 months. Those teaching summer classes will receive an LOA from the administrative associate. Summer pay for full-time and part-time faculty may be pro-rated based on student enrollment as of the end of the first day of class. Courses are considered fully enrolled at 12 students. Pay for those teaching classes as part of a year-round program with required summer classes will not be pro-rated. For more information, see section 10.2 of the [Collective Bargaining Agreement](#).

Compensation: Full-time and part-time faculty will be compensated per the CBA. Adjunct instructors are paid at the current adjunct per credit rate.

Appendix L: Academic Alert Procedures & Decision Tree

Use the following decision tree to decide which alert/form should be submitted for concerns about students.



Academic alerts are preventative and meant to help support students and faculty by recognizing behaviors early that can be changed in time to help students be more successful. Send an academic alert through NavGFC when a student does one or more of the following:

- Misses two consecutive class periods for synchronous courses such as onsite or blended
- Does not participate for a week in an asynchronous online course (check with TLC if you're not sure how to check participation)
- Displays a pattern of missing class or not participating online, such as missing one day or more per week for onsite and blended classes or intermittent participation online
- Earns less than a C on an exam, quiz, or significant assignment
- Earns less than a C on three or more minor assignments
- Does not complete/submit an exam, quiz or significant assignment
- Does not complete/submit three minor assignments

Even if you verbally communicate information to someone, such as an advisor or the CARE Office, still submit an alert so that there is documentation and all those on the distribution list are aware. Advisors will reach out to the student and will update the faculty within two days.

Below are the messages students receive when an alert is submitted. If notes or a specific class are entered, the message will vary.

Hi Elyssa

You have missed class in N/A - N/A. Your attendance in class is vital to your academic success. If there are barriers you are encountering that are preventing you from attending class, please talk to your instructor or advisor to see what resources are available to support you.



Hi Elyssa

You have missed class and have missing assignments in N/A - N/A. Your attendance and completing assignments in class is vital to your academic success. If there are barriers you are encountering that are preventing you from attending class and completing assignments, please talk to your instructor or advisor to see what resources are available to support you.



Hi Elyssa

Alert Reasons:

Completing Classwork

You having missing assignments in N/A - N/A. Completing your assignments is vital to your academic success. If there are barriers you are encountering that are preventing you from completing your assignments, please talk to your instructor or advisor to see what resources are available to support you.



Appendix M: Common Acronyms

Below is a list of common acronyms used at Great Falls College.

ALO	Accreditation Liaison Officer	GFC	Great Falls College
ASC	Academic Success Center (tutoring)	GFCMSU	Great Falls College Montana State University
BOR	Montana Board of Regents	GFPS	Great Falls Public Schools
CAO	Chief Academic Officer	HR	Human Resources
CARE	Campus Awareness, Resources, and Empowerment	LMS	Learning Management System
CBA	Collective Bargaining Agreement	LOA	Letter of Appointment
CCN	Common Course Numbering	MSU	Montana State University
CCRC	Career & College Readiness Center (Adult Ed)	MSUB	Montana State University-Billings
CBAT	Care & Behavior Assessment Team	MSU-N	Montana State University-Northern
CTE	Career and Technical Education	MTYCFA	Montana Two-Year College Faculty Association
DE	Dual Enrollment	MUS	Montana University System
DREAM	Driving Retention and Educational Attainment committee	OCHE	Office of the Commissioner of Higher Education
EC	Executive Council	OPI	Office of Public Instruction
FAFSA	Free Application for Federal Student Aid	OSE	Office of Student Engagement
FERPA	Family Educational Rights and Privacy Act	PDP	Professional Development Plan
FLC	Faculty Learning Community	PLA	Prior Learning Assessment
FLOC	Faculty Learning Outcome Committee	StAR	Strategic Analysis and Reporting
FOCUS	Federation of Classified University Staff	TAC	Technology Assistance Center
FTE	Full-time Equivalency	TLC	Teaching and Learning Center
		T&P	Tenure and Promotion Committee

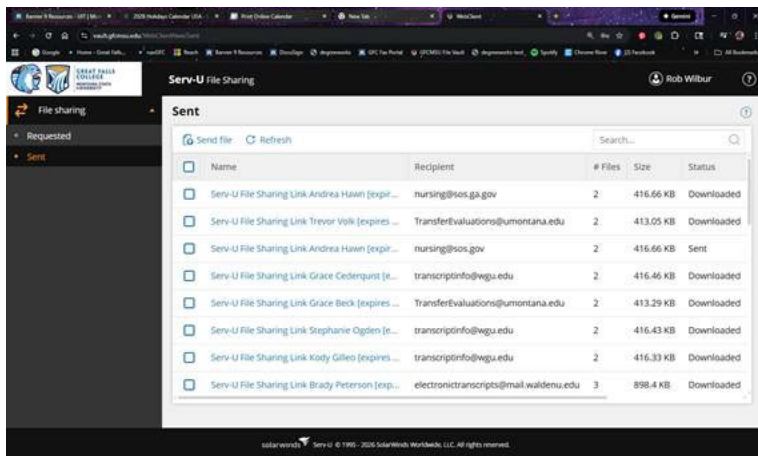
Appendix N: Directions for Using the Vault

You can either REQUEST files or SEND files through the vault.

Go to <https://vault.gfcmu.edu/WebClientNew/Login> or gfcmu.edu>Faculty & Staff>Employee Resources>Vault (Secure File Share).

Log in with your NETID & password

Once you log into Vault: Select Sent on the right side of the screen and then Send File at the top.



File share

Title

Serv-U File Sharing Link Rob Directions [expires 03/24/2026 12:00:00 am]

Description optional

hello, this is a 3rd party, 2-step secure method of sending Official transcripts. This email contains the secure link to the file and I will send a second email with an access code. If you have questions call 406-771-5128. Thank you

Advanced settings

Expiration

Disable link on a specific date

24 Mar 2026 12:00 AM

Password

☒ Require password from guests

***** [Generate new password](#)

Passwords are NOT recoverable. Enter a new password or remove the password

☐ Include password in email (less secure)

[Cancel](#) [Next >](#)

Add a description, such as: "Hello, This is a 3rd party, 2-step secure method of sending Official transcripts. This email contains the secure link to the file and I will send a second email with an access code. If you have questions, call xxx-xxx-xxxx. Thank you!"

Select Drop down Advanced Settings: Adjust Expiration date to 30 days (Up to you) and require a password from guests if you'd like. My default is First Initial, Last Name and 123456! (example

RWilbur123456!)

Then Click Next at the bottom of the screen:

Send file ? ✕

File share ✓ Guest & sender ●

Guest & sender

Guest email address(comma separated)

Guest users will be sent an email with the upload link

☒ Notify me when the file has been downloaded

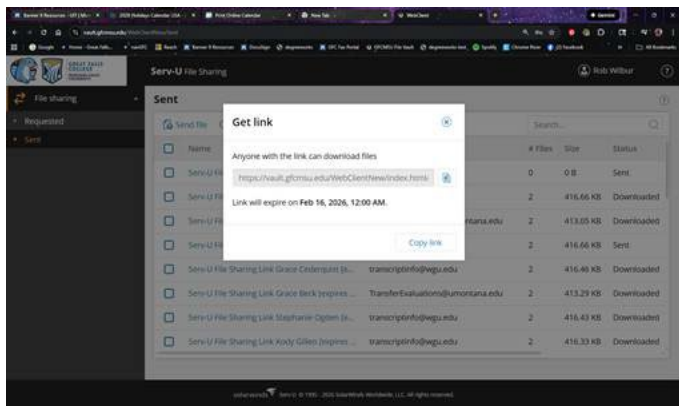
☒ Send me a copy of the email with the download link

▶ Change sender details

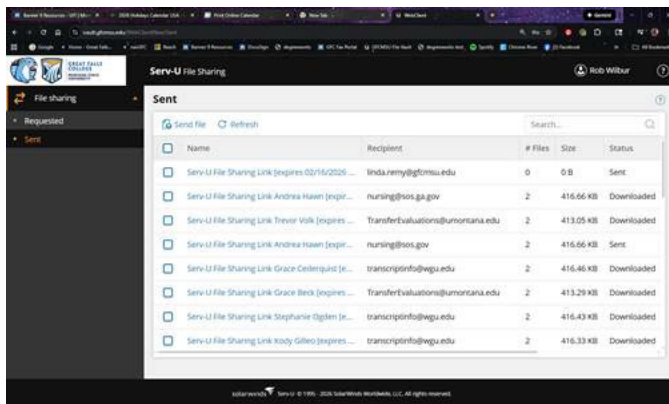
Cancel < Back Finish

Enter destination email and select Notify me when file has been downloaded and Send me a copy of the email with the download link.

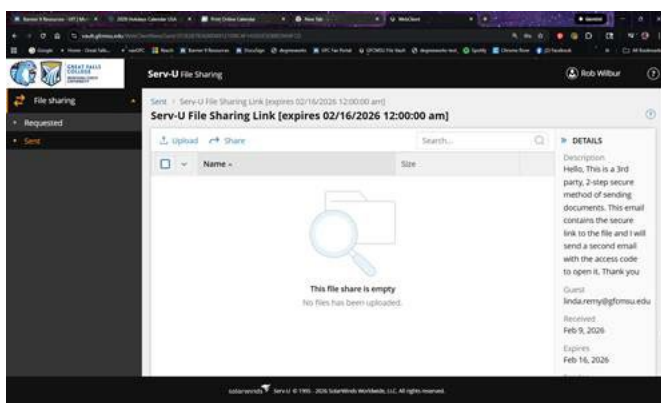
Click Finish:



Close the Get Link window.



Click top link of who you were sending things to.



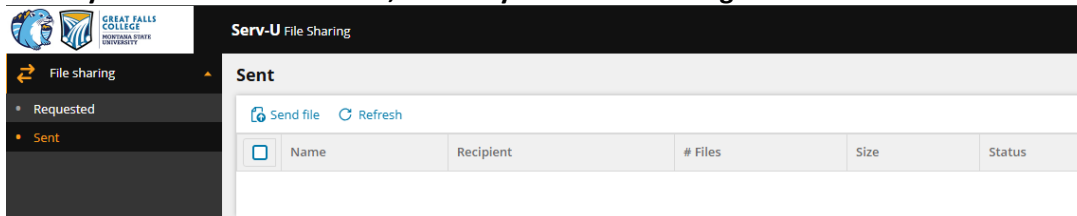
Click upload File and then Browse and My Computer.

Navigate to where you stored your file and select it. And then done.

You have successfully sent your file.

e files will go away & the link will expire.

When you click on DONE above, it takes you back to this log-in screen.



Appendix O: MUS Guidance on Remote Proctoring



MONTANA UNIVERSITY SYSTEM
OFFICE OF COMMISSIONER OF HIGHER EDUCATION

560 N. Park, 4th Floor – PO Box 203201 – Helena, Montana 59620-3201
(406) 449-9124 - FAX (406) 449-9171

To: MUS Chief Academic Officers, MUS Distance Learning Advisory Committee, MUS Chief Information Officers

Date: August 12th, 2025

SUBJECT: GUIDANCE ON REMOTE PROCTORING

Students enrolled in courses within the Montana University System may be required to take remote proctored examinations. Proctored examinations promote academic fairness and ensure both the integrity and credibility of course and program assessments. If a faculty member anticipates that remote proctoring of assessments will/may be needed, the faculty member shall consider the following:

- Students will have to pay for electronic proctoring. Please be mindful of the additional financial burden this may place on students.
- Students may have technical limitations that prevent them from utilizing electronic proctoring as a testing option.
- Faculty should consider alternative assessment options.

Faculty who use remote proctoring must adhere to the following guidelines:

- If electronic proctoring is used, students must be notified in the course syllabus.
- If the cost of remote proctoring is to be directly borne by the student, the student must be informed at the point of registration.
- If a student is unwilling or unable to use electronic proctoring, an alternative testing option must be offered (for example, the faculty member may allow that the student use an approved in-person proctor at a pre-approved location).
- Faculty shall not use an electronic proctoring service without prior approval of campus Information Technology.

Kind Regards,

A handwritten signature in blue ink that reads "Joseph W. Thiel".

Joseph Thiel
Interim Deputy Commissioner, Academic, Research, and Student Affairs
Montana University System

Appendix P: Guidelines for Addressing Generative AI

Clarify AI Use in Syllabi Define the boundaries of AI use in your course syllabi. If a department lacks a formal AI policy, individual instructors must specify what is permitted and what constitutes misuse, including consequences for violations.

Uphold Academic Integrity Misuse of generative AI—such as submitting AI-generated work as one’s own, using it for quizzes and exams, or using it when not allowed—is considered academic dishonesty. Reinforce this through clear communication and adherence to the college’s [Policy 300.2 Academic Honesty](#)

Use AI as a Support Tool, Not a Substitute If permissible, AI can assist with brainstorming, outlining, and drafting, but final submissions must reflect the student’s original thinking. Encourage students to critically assess and refine AI-generated content if allowed in a course.

Model and Encourage Proper Citation The college library has a [Citation Quick Guide](#) which includes guidelines for citing AI in APA, MLA, Chicago and AMA styles. Include a link to the guide if students are allowed to use AI in a course.

Leverage Available Resources The college library offers a [plagiarism tutorial](#) that includes guidance on how AI use can cross into plagiarism. This can be integrated into course shells or used as an assignment. The TLC also has resources available on its webpage.

Participate in Professional Development Look for articles, newsletters, webinars, workshops and conferences on topics such as ethical AI use, course design using AI, and student engagement through AI.

Promote Responsible AI Use Across Campus Advocate for responsible AI use, support peer training, and contribute to institutional efforts to educate students, staff and faculty about the ethical use of AI.

Understand Prompt Engineering Learn how to craft clear, specific prompts to get meaningful responses from AI tools. This includes avoiding jargon and providing context to guide AI outputs.

Balance AI with Human Connection AI should augment—not replace—faculty expertise. AI can help generate things such as learning objectives, reading lists, discussion prompts, and much more. However, effective teaching still relies on relationship-building, student engagement, critical thinking development, personalized feedback to students, authentic assessment, outcomes assessment alignment, and data-informed decisions for continuous improvement.

Adapted from Microsoft 365. (2025). *Co-Pilot* (Aug 18 version)[create a list of best practices for college faculty regarding AI].

Appendix Q: Full Building Schedule

Great Falls College Building Calendar

2026-2027

July 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Fall, Spring & Summer Term						
Monday-Friday 7am-7pm--employee access until 9pm w/card						
Saturday: Closed to the public--employee access 9am-4pm w/card						
Sunday: 12pm-4pm, employee access 9am-4pm w/card						
Interession Hours:						
Monday-Friday 7am-7 pm						
Saturday & Sunday Building Closed—No Access						