

# **Adjunct Faculty Handbook**

## **Policies and Procedures**



**2011-2012**



**MSU-Great Falls College of Technology**

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## Principles of Good Teaching and Learning

*The best teaching and learning occurs when:*

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

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

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

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

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

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

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

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

## **Introduction**

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

## **Tagline**

***Changing Lives – Achieving Dreams***

## **Vision**

In the next decade, MSU-Great Falls will play a leading role in transforming the lives of our students, their communities, and the economic prosperity of Montana by responding to learner and community needs through the use of partnerships, innovation, outreach and technology.

## **Mission**

Our Mission is to foster the success of our students and their communities through innovative, flexible learning opportunities for people of all ages, backgrounds, and aspirations resulting in self-fulfillment and competitiveness in an increasingly global society.

## **Values**

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

## **Core Themes**

At MSU-Great Falls we live the community college experience through an open-access admissions policy, a comprehensive educational program, a focus on teaching and learning, and a philosophy of student-centeredness. We strive to attain our Mission through the core themes and goals of:

1. **Workforce Development:** Through applied programming our students successfully attain a credential leading to life sustaining careers;
2. **Transfer Preparation:** Our students complete transfer programming and successfully transfer toward a four-year degree;
3. **Academic Preparation:** We prepare individuals for success in college coursework through developmental (remedial) education and adult basic education; and

4. **Community Development:** As the community's college, we support social and economic development through outreach, lifelong learning, and active partnership.

### **Commitment to Assessment**

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

### **Eight Abilities**

The faculty and staff of MSU – Great Falls College of Technology have deemed the following abilities to be central to the personal and professional success of all students:

1. **Communication:** The ability to utilize oral, written, and listening skills to effectively interact with others.
2. **Quantitative Reasoning:** The ability to understand and apply mathematical concepts and models.
3. **Inquiry and Analysis:** The ability to process and apply theoretical and ethical bases of the arts, humanities, natural and social science disciplines.
4. **Aesthetic Engagement:** The ability to develop insight into the long and rich record of human creativity through the arts to help individuals place themselves within the world in terms of culture, religion, and society.
5. **Diversity:** The ability to understand and articulate the importance and influence of diversity within and among cultures and societies.
6. **Technical Literacy:** The ability to use technology and understand its value and purpose in the workplace.
7. **Critical Thinking:** The ability to demonstrate critical evaluation of an argument's major assertions, its background assumptions, and the evidence used to support its assertions, and explanatory utility.
8. **Effective Citizenship:** The ability to commit to standards of personal and professional integrity, honesty and fairness.

### **Core Indicators of Institutional Effectiveness**

MSU – Great Falls College of Technology (MSUGF) is committed to continuous improvement, the evaluation of institutional effectiveness, and the assessment of student learning. This commitment is reflected through an assortment of activities and processes emanating from the College's mission, vision, values, core themes, and strategic plan.

As we strive to become more performance-based in the allocation of resources and create a mission-centric model to document our effectiveness, MSUGF has established a set of measures to guide our processes. These measures, known as core indicators of institutional effectiveness<sub>1</sub>, support our everyday operations and assist us as we seek continuous improvement towards mission fulfillment.

MSUGF's core indicators of institutional effectiveness<sub>2</sub> stem from the Montana Board of Regent's system measures of effectiveness, federal accountability law and policy, and the College's Mission and Core Themes. The core indicators of institutional effectiveness are summarized in the following:

- Core Indicator 1: Participation (Credit-Bearing)
- Core Indicator 2: Regional Market Penetration Rates
- Core Indicator 3: Persistence (Retention)
- Core Indicator 4: Graduation Rates
- Core Indicator 5: Demonstration of Abilities
- Core Indicator 6: Success of Remedial Students in Developmental Coursework
- Core Indicator 7: Success of Remedial Students in Subsequent and Related Coursework
- Core Indicator 8: Workforce Degree Production
- Core Indicator 9: Job Placement and Earnings
- Core Indicator 10: Licensure and Certification Pass Rates
- Core Indicator 11: Employer Satisfaction with Graduates
- Core Indicator 12: Transfer Degree Production
- Core Indicator 13: Transfer Rates
- Core Indicator 14: Performance after Transfer
- Core Indicator 15: Participation (Professional & Continuing Education)
- Core Indicator 16: Contract Business Training

1. A core indicator is "...a regularly produced measure that describes a specified condition or result that is central (or foundational) to the achievement of a college's mission and to meeting the needs and interests of key stakeholders" (Alfred, Shults, and Seybert, 2007, p. 12). Alfred, Shults, and Seybert (2007, p. 23) identified sixteen core indicators of effectiveness for community colleges. If applied comprehensively, these indicators will establish the foundation for a model of institutional effectiveness that will allow us to document our performance. We have adapted those core indicators and they are divided into five components related to our mission: student progress; developmental education; outreach; workforce development; and transfer preparation (Alfred, Shults, & Seybert, 2007, p. 23).

2. Core Indicators of Institutional Effectiveness are assessed at the institutional level. In addition departments and divisions maintain and assess their effectiveness with unit-level indicators.



Montana State University – Great Falls  
Policy and Procedures Manual

SUBJECT: Academic Affairs

Policy 203.2 Adjuncts

Effective: June 2007 Revised: July 2011

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

## I. RESPONSIBILITIES

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

### a. Functional Responsibilities

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

### b. Academic Freedom and Responsibility

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

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

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

## II. HIRING AND SELECTION

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

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

All adjunct applications should be submitted to the Human Resources Assistant, who will record applicant information, make initial contact with the applicant, and place the application on file for a period of three (3) years.

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

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

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

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

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

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

### **III. PERSONNEL REQUIREMENTS**

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

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

Upon hire, the new adjunct faculty member should be referred to the Human Resources Office to complete the *New Employee Payroll Packet*. This packet must be completed within three (3) days of official hire. Once the adjunct faculty member is hired, Human Resources will follow new hire protocol (outlined on the *Screening and Checklist for Hire* form) to initiate the intake process.

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

### **IV. PAY DATES**

The following schedule will apply for compensation for adjunct faculty:

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

### **V. EVALUATION OF TEACHING**

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

- a. Classroom Observation

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

b. Student Evaluation

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

c. Self-Assessment

The adjunct faculty member will prepare a self-evaluation concerning such matters as goals and objectives met, professional reading, participation in instructional methodology training, and other information that demonstrates professional growth.

d. Summary Meeting

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

## **VI. TRAINING IN INSTRUCTIONAL METHODOLOGY**

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

## **VII. ADJUNCT FACULTY ORIENTATION**

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

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

## **VIII. EXPECTATIONS**

a. Academic Complaints

The Division Director may facilitate (in conjunction with College faculty or staff) academic complaints involving adjunct instructors in accordance with the procedures established by the *MSU – Great Falls College of Technology Catalog*.

b. Absences

The adjunct is responsible to hold class as outlined in the letter of appointment. If it is necessary to be absent for any reason, it is the responsibility of the adjunct to notify their division to make arrangements. Contacting staff other than the division's administrative assistant will not excuse the adjunct from making

arrangements with the division. For emergencies and/or illnesses, adjuncts should call the administrative assistant for the division so students can be notified if possible – or a note can be posted on the door to the classroom. Adjuncts teaching online should also contact the Distance Learning office if unable to post to students in the online platform. The division must be notified by the adjunct faculty member if class will be meeting in an alternate location or format other than what is listed on Banner Web.

c. Classrooms and Labs

Classrooms are assigned before enrollments are final. If there are any classroom problems or conflicts, the adjunct should contact the division. All faculty may view current classroom locations and information on Banner Web. Classrooms will be unlocked so no keys are necessary. No faculty should change classrooms unless permission has been granted by the division. Contact the administrative assistant in division to assist with changes. A room could appear to be available and not be. Also, it is essential for safety reasons that the location of each class be accessible college-wide through the college scheduling system.

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

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

d. Textbooks and the COTtage Bookstore

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

e. Copy Service

The Print Center makes high quality copies of tests, syllabi, handouts, and other faculty work, as well as fulfilling copying needs of our administrative staff. A variety of paper colors and finishing options are available, and transparencies can be made from photo-ready originals. Charges are billed to division cost codes. All print jobs sent to the Print Center should have a printing request with the job. The printing request should be filled out completely. Incomplete forms could result in a delay of the job. It is best if printing requests be given to the Printing center with 48 hours lead-time in case the copier breaks down or a high volume print job is in progress. Printing requests should be put in the Print Center mailbox in the main office. Completed jobs will be placed in the requester’s mailbox or on the floor near the adjunct mailboxes. Please refer to the *MSU – Great Falls Campus Procedure Manual for Printing and Building Use, Equipment, Supply, Mail Service, Satellite Requests, and Catering Guidelines*. All faculty are encouraged to place the majority of their course materials into the Learning Management System course shell in order to minimize the charges to the division.

f. Email Use Policy

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

g. Confidentiality of Student Records

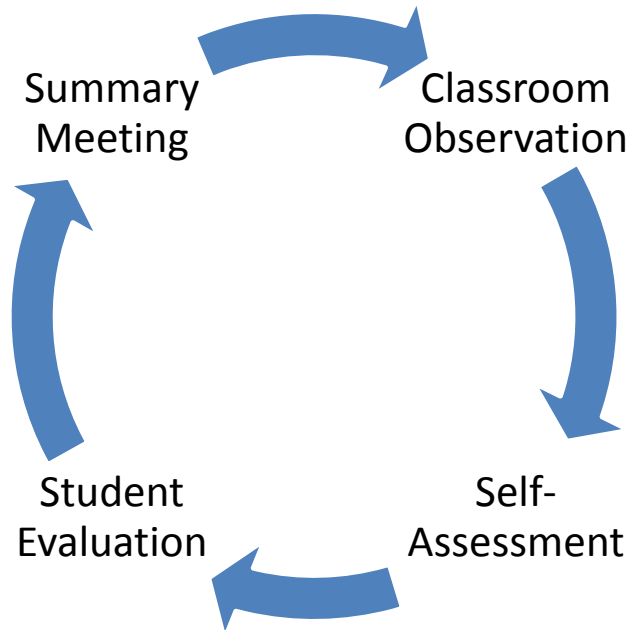
The Family Education Rights and Privacy Act (FERPA) and state law require that students' educational records, with some limited exceptions, are confidential and may not be released without the students' written permission. Adjunct faculty should familiarize themselves with the requirements of FERPA and should maintain confidentiality as required by law. See

<http://www.msugf.edu/catalog/StudentInformation/FERPA.html> for information and tutorial.

## ADJUNCT FACULTY EVALUATION Protocol and Forms

Montana State University - Great Falls  
College of Technology

### Overview of the Evaluation Protocol for Adjunct Faculty



#### Procedures

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

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



## MSU-Great Falls Instructional Observation List - Face to Face

Instructor Name: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Course Observed: \_\_\_\_\_

**1 – Needs Improvement**

**2 – Satisfactory**

**N/A – Not Applicable**

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

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

## MSU-Great Falls Instructional Observation List - Online

Instructor Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_ Course Observed: \_\_\_\_\_

**1 – Needs Improvement**

**2 – Satisfactory**

**N/A – Not Applicable**

<b>Category</b>	<b>Rating</b>			<b>Comments</b>
<b>Course Overview and Introduction</b>	1	2	N/A	
Navigational instructions make the organization of the course easy to understand				
A welcome statement introduces students to the course and to its expectations.				
Instructor provides self-introduction				
Course syllabus follows MSU-GF formatting and guidelines				
Students are provided an opportunity to introduce themselves to the class				
<b>Learning Objectives</b>				
Navigational instructions make the organization of the course easy to understand				
A welcome statement introduces students to the course and to its expectations.				
<b>Assessment and Measurement</b>				
Assessments and learning objectives align clearly				
The grading policy is transparent and easy to understand				
Instructor provides a clear and meaningful description of the criteria used to assess and evaluate their work and participation in the course				

<i>Category</i>	<i>Rating</i>			<i>Comments</i>
<b>Assessment and Measurement</b>	1	2	N/A	
Assessments and learning objectives align clearly				
The grading policy is transparent and easy to understand				
Instructor provides a clear and meaningful description of the criteria used to assess and evaluate their work and participation in the course				
<b>Resources and Materials</b>				
Course materials and resources provide a reasonable basis for achieving the stated learning objectives				
Instructional materials have sufficient breadth, depth, and currency for the student to learn the subject				
Instructional materials are easily accessible to, and usable by, students				
Links to outside material are clearly labeled				
Selection and use of tools and media supports the learning objectives of the course and are integrated with learning activities				
Student/teacher dialogue is encouraged throughout course				
<b>Interaction</b>				
Learning activities foster instructor-student, content-student, and (if appropriate to the course) student-student interaction.				
Information clearly indicates how quickly the instructor will respond, when feedback will be provided, and when the instructor is available to meet				
Requirements for student-student, student-content, and student-instructor interaction are clearly articulated				
Student performance (learning) objectives are clearly stated				
Course design allows the instructor to be present, active, and engaged with students				

**Additional Comments**

## MSU-Great Falls Instructional Observation List - Lab

Instructor Name: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Course Observed: \_\_\_\_\_

**1 – Needs Improvement**

**2 – Satisfactory**

**N/A – Not Applicable**

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

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

# MSU-Great Falls Instructional Observation List - Clinic

Instructor Name: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

Course Observed: \_\_\_\_\_

**1 – Needs Improvement**

**2 – Satisfactory**

**N/A – Not Applicable**

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

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

**MSU – Great Falls College of Technology**

**Adjunct Faculty Self Evaluation Form**

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

Name \_\_\_\_\_ Date \_\_\_\_\_

Division \_\_\_\_\_ Course(s) \_\_\_\_\_

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

## PROMISES TO KEEP: THE COURSE SYLLABUS

### Purposes of the Course Syllabus

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

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

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

### The Content of the Course Syllabus

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

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

purposes and circumstances. In order to distinguish sequence from content, many faculty attach as an addendum to the syllabus a **Course Schedule**, which provides the sequence and timeline for the course content in the syllabus.

5. **Course Evaluation**: This section of the course syllabus specifies the manner in which final grades for the course will be determined. Any activity related to the final grade should be listed in this section, including class participation and attendance, if the instructor factors those elements into the course grade. Grading scales and other methods of grade calculation may also be included. Because the evaluation of learning is a distinctly professional judgment, faculty are encouraged to alter this section to reflect how they prefer to make these judgments, as long as they observe these three stipulations:

- State your expectations clearly. For instance, if attendance does affect the course grade, be specific about your expectations for attendance and explain how attendance influences the final grade.
- Adhere completely to the evaluation methods that you specify in your syllabus. Grade complaints become more difficult to resolve when you have not graded students using the methods you promised in your syllabus.
- Be able to defend the appropriateness of the evaluation methods that you identify in your syllabus. Do they have a logical connection to the course objectives? Do they strike the appropriate emphases and balances among objectives?

6. **Accommodations Statement**: Please include an accommodations statement on your course syllabus for each class. The following should be used:

*Students with documented disabilities, whether physical, cognitive or psychological, are entitled to reasonable accommodations in their classes. If you would like to use accommodations for this class, please contact Kathy Meier, Director of Disability and Learning Support Services at 406-771-4311 or stop by the Disability and Learning Support Services office (R261) to make arrangements.*

In addition to putting this statement in your syllabus, making mention of this option for students on the first day as you run through your typical first-day orientation would be a tremendous help.

### **Location of the Course Syllabus**

All faculty should have a course syllabus for every course that they teach. During the first week of each semester, all faculty should deliver a copy of the syllabus for each course that they teach that semester to their Division.

All students should have a course syllabus for every course in which they are enrolled.

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

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

## SYLLABUS TEMPLATE

INSTITUTION: MSU-GREAT FALLS COLLEGE OF TECHNOLOGY

COURSE TITLE:

COURSE NUMBER:

NUMBER OF CREDITS:

INSTRUCTOR:

Phone:

Email: (if applicable)

Office Hours: (if you need to – usually a little before or after class)

**I. COURSE DESCRIPTION:**

**II. COURSE MATERIALS:**

**III. COURSE OBJECTIVES:**

**IV. COURSE OUTLINE:**

**V. COURSE EVALUATION:**

**VI. ACCOMMODATIONS**

*Students with documented disabilities, whether physical, cognitive or psychological, are entitled to reasonable accommodations in their classes. If you would like to use accommodations for this class, please contact Kathy Meier, Director of Disability and Learning Support Services at 406-771-4311 or stop by the Disability and Learning Support Services office (R261) to make arrangements.*

**VII. OUTCOMES ASSESSMENT ALIGNMENT**

Course Objectives	Aligns with the Following Program/ Degree/Division Outcomes	Type of Course Objective: <i>Introductory, Reinforce, or Emphasize</i>	Aligns with the Following Program/ Degree/Division Outcomes	MSU – Great Falls Abilities

**MSU – Great Falls Eight Abilities:**

The faculty and staff of MSU – Great Falls College of Technology have deemed the following abilities to be central to the personal and professional success of all graduates:

**A1 – Communication:** The ability to utilize oral, written, and listening skills to effectively interact with others.

**A2 – Quantitative Reasoning:** The ability to understand and apply mathematical concepts and models.

**A3 – Inquiry and Analysis:** The ability to process and apply theoretical and ethical bases of the arts, humanities, natural and social science disciplines.

**A4 – Aesthetic Engagement:** The ability to develop insight into the long and rich record of human creativity through the arts to help individuals place themselves within the world in terms of culture, religion, and society.

**A5 – Diversity:** The ability to understand and articulate the importance and influence of diversity within and among cultures and societies.

**A6 – Technical Literacy:** The ability to use technology and understand its value and purpose in the workplace.

**A7 – Critical Thinking:** The ability to understand thinking that is responsive to and guided by intellectual standards such as relevance, accuracy, precision, clarity, depth, and breadth.

**A8 – Effective Citizenship:** The ability to commit to standards of personal and professional integrity, honesty, and fairness.

## ***Classroom Accommodation Procedures***

### **Faculty Information**

#### **Bottom Line**

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

#### **Accommodation Requests**

- All accommodation requests must come through Disability Services (DS) and be accompanied by a “Request for Accommodations” form signed by the Director of Disability and Learning Support Services.
  - \* Exception: Students whose disabilities and subsequent needs are obvious may be accommodated at the instructor’s discretion without going through DS (e.g., blind student bringing a guide dog to class; student in wheelchair needing lower lab table), but referral to DS is still recommended.
- Students are responsible for initiating contact with DS, providing the Request for Accommodations form to the instructor and making arrangements for accommodations as needed (for distance students and instructors, this may be done electronically).

*Please note:*

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

- Instructors should review the Request for Accommodations form with the student, discuss arrangements, then sign the form and return it to DS (instructors may retain a copy for their information, but it should not become part of students’ academic files).
- Accommodation requests must be made in advance of the need (preferably at the beginning of each semester), and accommodations requiring special arrangements (e.g. alternative exams) must be requested at least one week in advance.
  - \* Exception: On rare occasions, a disability may have a sudden exacerbation that would warrant a request for retroactive accommodations (e.g., an extreme diabetic reaction causes a student to miss an exam and the student requests a make-up exam).
- If the instructor cannot provide the requested accommodation, alternate arrangements may be discussed with the student and the Director of Disability Services.

#### **Test Accommodations**

- The Director of Disability Services determines eligibility for test accommodations. The Disability Services Office determines appropriate accommodations and bases decisions upon documentation submitted from a student with a disability, the student’s functional limitations, and the student’s clarification about specific needs and limitations as well as the functional requirements of the program or courses the student is taking.
- Appropriate accommodations will be indicated on the Request for Accommodations form, which will detail the accommodation and describe the circumstances under which the accommodation should be provided. Any accommodations beyond those marked on the form should be discussed with the Director of Disability Services.

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

### **Faculty Proctored Exams**

Faculty proctoring exams should be aware of the following:

**Please note:** The provision of exam accommodations is a legal mandate, and the manner in which exam accommodations are provided is extremely important. Faculty members are critical partners in the collaborative process to ensure that students get appropriate accommodations for their exams. On the Montana State University – Great Falls College of Technology campus, individual faculty or academic departments will proctor exams when the accommodation is extended time (1.5 or 2x).

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

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

### **Disability Service Proctored Exams**

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

- The student must contact Disability Services at 406-771-4311 or room R261 to make a reservation *no less than 3 business days before the exam*.
- Faculty, please note: Exam Accommodation Request Forms (green) will be located in each of your Divisions or online. Please use these forms to communicate critical information about exam specifics. Please attach this form to each exam and deliver the exam to Kathy in Disability Services. The form may be found on the MSU-Great Falls website at the following location: [http://www.msugf.edu/admissions\\_records/forms2.html#DS](http://www.msugf.edu/admissions_records/forms2.html#DS).
- Disability Services proctored exams are generally taken within regular business hours on the same day as regular classroom exams, although there may be exceptions.

### **Other Information**

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



# Montana State University - Great Falls

College of Technology 2100 16<sup>th</sup> Avenue South, Great Falls, MT 59405

Phone: (406)-771-4311 Fax: (406)-771-4342

## Request for Classroom Accommodations

Date:		Semester:	
Student:		ID #	
Instructor:		Class:	

The above-named student has met the eligibility criteria for Disability Services. Based on the information and documentation provided by the student, the items marked below are being requested as *reasonable accommodations* for this student's disability and are intended to provide equal access to education for this student at MSU-Great Falls. The instructor has the right to challenge any accommodation that may fundamentally alter the nature and/or standards of the course. Details of the accommodations should be worked out between the instructor and the student, with Disability Services available to consult at any time. Please call 771-4311 if you have any questions.

### EXAM and QUIZ ACCOMMODATIONS

- Extended Time  1.5  Double
- Low Distractive Environment
- Reader (verbatim)
- Scribe (dictation)
- Alternative Format:
- No Scantron

### OTHER ACCOMMODATIONS

- Note-taking (student volunteer/instructor notes)
- Tape Record Lectures
- Sign Language Interpreter
- Captioning on Video Materials
- Alternative Format for Classroom Materials
  - Braille
  - Large Print
  - Electronic
  - Other
- Other

### ASSISTIVE TECHNOLOGY

- Word Processor for Notes/Assignments
- Spell/Grammar Check
- Voice Recognition Software
- Embossed Graphics

### PHYSICAL ENVIRONMENT

- Preferential Seating
- Back-friendly Chair
- Ergonomic Keyboard
- Opportunity to Stand or Move About

Notes:

Instructor Comments:

Director of Disability Services

Date

I agree to provide the accommodations marked above. I understand that the information contained in this document is confidential and shall not be disclosed to anyone in any manner without written consent from the student.

Instructor

Date

**Disability Services Office  
Exam Accommodation Request Form**

The Disability Services Office requests the receipt of this COMPLETED form with the exam or quiz.  
**This form is to be used for students needing accommodations other than extra time only.**

**► 1<sup>st</sup> Step: Instructors: Please fill out the section below:**

Student Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_

Name and Number of Course \_\_\_\_\_

Name of Instructor: \_\_\_\_\_ **Date Class Takes Test:** \_\_\_\_\_

Time allowed the class for the exam: \_\_\_\_\_

**► 2<sup>rd</sup> Step: Instructors: Please provide the following information:**

Please check or state any of the following resources the student may use for this exam.

\_\_\_\_\_ Calculator    \_\_\_\_\_ Notes    \_\_\_\_\_ Textbook    \_\_\_\_\_ Scratch Paper    \_\_\_\_\_ Note Card(s)

\_\_\_\_\_ None of These    \_\_\_\_\_ Other: \_\_\_\_\_

**How will instructor receive exam:**

\_\_\_\_\_ Will pick up from Disability Services Office

\_\_\_\_\_ DS will deliver to: \_\_\_\_\_ Mailbox    \_\_\_\_\_ Division Administrative Assistant    \_\_\_\_\_ My office

**Instructor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Disability Services Office Use Only:*

Completed exam picked up by instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Completed exam delivered to instructor: \_\_\_\_\_ Date: \_\_\_\_\_



# Notification of Academic Integrity Policy Violation MSU - Great Falls College of Technology

INSTRUCTOR \_\_\_\_\_ DATE OF INCIDENT \_\_\_\_\_

COURSE NAME & NUMBER \_\_\_\_\_

STUDENT(S) INVOLVED: (Name & ID Number) \_\_\_\_\_

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

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

- Cheating   
  Falsification/Fabrication   
  Tampering   
  Plagiarism  
 Facilitation of academic misconduct   
  Multiple Submissions   
  Other academic misconduct

Description of Incident:

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

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

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

- Oral reprimand   
  Written reprimand (copy attached)   
  An assignment to repeat the work or an alternate assignment  
 A lower grade or failing grade on the particular assignment or test   
  A lower grade or failing grade in the course

Description of Sanction:

Instructor's Signature \_\_\_\_\_

Date \_\_\_\_\_

**OFFICE USE ONLY**

- Instructor   
  Student (last known address)  
 Discipline Liaison   
  Department Chair/Director

**COPY DISTRIBUTION**

- Registrar/Student File  
 Assistant Dean/Student Services

Assistant Dean/Student Services  
2100 16th Avenue South  
Great Falls, MT 59405  
406-771-5133

\* Full documentation of the incident should accompany the copy of this form that goes to the Assistant Dean of Student Services

## ADJUNCT OFFICE PROCEDURES

The adjunct office is located in room B104 on the Great Falls campus for your use. Please consider the following in your use of the room. Thank you!

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

### Division Administrative Assistants:

- Business, Trades & Technology – Pam Buckheit 771-4391
- Developmental Education and Transfer – Lee Anne Gills 268-3705
- Health Sciences – Megann McDonald – 771-4350

## **MSU- Great Falls Weaver Library**

**For complete information, check the library web site at <http://library.msugf.edu>**

### **Mission**

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

### **Services for Faculty:**

- The library supports the curriculum with a robust collection of materials, including print, av, and full-text online resources. Did you know, for example, that the library has online access to over 30,000 full-text magazines and journals? Our online databases and materials are accessible 24 hours a day from off-campus. You will also find materials on teaching and learning.
- Questions? Reference services are available—drop-in and by appointment, via phone, email and chat.
- You can put your own materials on reserve in the library for students or have library materials reserved for your class. In addition we offer online course reserves via D2L – contact the library staff for more information.
- Materials from other libraries can be obtained through interlibrary loan.
- If you or your students need instruction in using library resources, we offer one-on-one and group instruction both face-to-face and online.

### **Services for your students:**

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

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

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

### **Contact the library:**

**406-771-4398 or [library@msugf.edu](mailto:library@msugf.edu)  
or <http://library.msugf.edu>**

## eLEARNING @ MSU-GREAT FALLS COLLEGE OF TECHNOLOGY

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

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

### Services for Instructors:

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

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

### Services for Students:

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

# **FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT (FERPA)**

## **Protect Our Students - Protect Ourselves**

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

## **Why?**

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

## **What Is FERPA?**

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

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

## **What is a Student Educational Record?**

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

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

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

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

## **What Are The Basic Rules?**

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

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

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

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

## **Special "Don'ts" for Faculty**

### **To Avoid Violations of FERPA rules, DO NOT:**

1. At any time use the entire Social Security Number of a student in a public posting of grades;

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

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

## **RELATIONSHIPS WITH STUDENTS**

### Student Affairs Policy 304.1 Relationship with Students

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

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

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

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

## **EMERGENCY RESPONSE**

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

## INSTRUCTIONS FOR ACCESS TO YOUR MSU-GF EMAIL ACCOUNT

1. Go to the MSU-Great Falls College of Technology Webpage at: [www.msugf.edu](http://www.msugf.edu)
2. Click on “Faculty and Staff”
3. Click on “Off Campus Email Access”
4. Username: firstname.lastname
5. Password: lastname20xx (current calendar year)
6. You will be prompted to change your password after your first login. For maximum security, try a combination of symbols, numbers, and letters.

To **Change** Your Password in Outlook Web Access

1. Click on Options (Top right of your screen)
2. Click on “Change Password” in the left column
3. Click “Change Password”
4. Internet Service Manager will pop up—fill in the information
  - a. Domain: msugf2/user name(firstname.lastname)
  - b. Then fill in your old password and then new password two times

If this doesn't work and you need assistance with your password change, call the MSU-Great Falls Help Desk at 406-771-4433.

**POSITIONS, RESPONSIBILITIES, CONTACT INFORMATION  
MSU-GREAT FALLS COLLEGE OF TECHNOLOGY**

Dean/CEO	Dr. Joe Schaffer	771-4305
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Associate Dean/CAO	Dr. Heidi Pasek	771-4397
Assistant to the Associate Dean	Lorene Jaynes	771-4301
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Director of Human Resources	Mary Kay Bonilla	771-5123
Human Resources Assistant	Lisa Albert	268-3701
<b>Student Services</b>		
Assistant Dean of Student Services	Judy Hay	771-5133
Assistant to the Assistant Dean of Student Services	Julie Freshly	771-4304
Main Information Desk		771-4300
Registrar	Dena Wagner-Fossen	771-4312
Assistant Registrar	Tom Degel	771-4423
Admissions	Melanie Houge	771-5128
Financial Aid Director	Leah Habel	771-4327
Financial Aid	Lee Ann Myllymaki	771-4334
	Julie Rummel	771-4431
Learning Center/Disability Services/EOO	Kathy Meier	771-4311
Student Services Information Desk		771-4414
Director of the Advising Center	Courtney Johnsrud	771-4387
Enrollment Specialist/Advising/Academic Counselor	Dana Freshly	771-4309
<b>eLearning and Library Services</b>		
Director of eLearning and Library Services	Laura Wight	771-4318
Student Support Coordinator	Karen Vosen	771-4440
Instructional Designer	Cheryl Stanley	771-5155
Librarian	Kirsten Bryson	771-4320
Library Tech	Beth Cooper	771-5144
Computer Support Specialist	Benjamin Truman	771-4319
<b>Bookstore</b>		
Manager	Steve Halsted	771-4367
Assistant Manager	Courtney Brooks	771-4367
<b>Community Relations</b>		
Executive Director, Community Relations	Pam Parsons	771-4314
Interim Director of Outreach and Marketing	Lanni Klasner	771-4396
Professional and Continuing Education Coordinator	Deb Richerson	771-4303
Director of Contract Training and Events	Linda McNeill	454-3217
Program Assistant	Cortney See	268-3734
<b>Developmental Education and Transfer Division</b>		
Division Director		
Administrative Associate	Lee Anne Gills	268-3705

**Business, Trades, and Technology Division**

Division Director	Jeff Brown	771-4381
Administrative Associate	Pam Buckheit	771-4319

**Health Sciences Division**

Division Director	Dr. Greg Paulauskis	771-4361
Administrative Associate	Megann McDonald	771-4350
Dental Clinic Receptionist	Holly Schott	771-4364

**IT Services**

Chief Technology Officer	Ken Wardinsky	771-4331
IT Support	Willie McGee	771-4333
	John Cereck	268-3725
	David Bonilla	771-4425
	EJ Suck	771-5150

**Administration and Finance**

Associate Dean of Administration and Finance	Mary Ellen Baukol	771-4321
Controller	Ed Binkley	771-4307
Payroll	Kathy Haggart	771-4308
Student Accounts	Cheril Edam/Amelia Ward	771-4315

**Building Coordinator and Maintenance, Other**

Building Coordinator	Scott Karaffa	771-5140
Print Center	Ja Sweat	771-4332
Maintenance		771-4369
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