



changing lives – achieving dreams [2014-2015 catalog]

>GFCMSU

Great Falls College Catalog for 2014-2015

This catalog contains general information about the campus and specific information about degree programs. If you have questions or comments, please contact admissions@gfcmsu.edu.

* Indicates Catalog Update GEPI = Gainful Employment Programs Information

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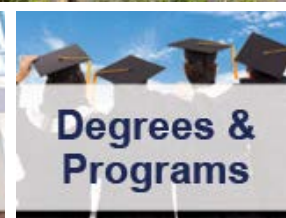
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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY

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[Great Falls College MSU 2014 Commencement - Record Breaking Year](#)

Posted Date: 05/01/2014

[Dr. Gould Gives Interactive Casting Presentation to Medical Asst. students](#)

Posted Date: 04/17/2014

[Welding Open House Events - April 22 and May 15](#)

Posted Date: 04/11/2014

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GFCMSU Upcoming Events

MAY 07 **Youth Job Fair**
3:00 PM to 6:00 PM - Heritage Hall

MAY 15 **Welding Open House**
5:30 PM to 6:30 PM - T316: Open House in the Trades Building is free and open to anyone interested in the Welding Technology Certificate of Applied Science, testing services, basic welding or refresher courses. Tours of Great Falls College MSU Trades Building and Welding Shop will also be offered.

MAY 15 **Northwestern Energy Hydro Public Meeting**
5:30 PM to 9:00 PM - Heritage Hall: Montana Public Service Commission is conducting a public meeting regarding the application of NorthWestern Energy for hydro-assets purchase.

MAY 17 **Chamber 101**
10:00 AM to 12:00 PM - Heritage Hall: Free, family-friendly event gives kids a chance to touch instrument, make sounds, and talk to the musicians. Petting Zoo begins at 10am followed by an interactive performance by the Cascade Quartet and Chinook Winds at 11am.

MAY 21 **Anti-Fraud Education Evening**
4:30 PM to 7:30 PM - Heritage Hall: Speakers from the following agencies-Montana Attorney General's Office, Montana Banking Commission, Commissioner of Securities and Insurance, AARP

[CLICK HERE FOR FULL CALENDAR OF EVENTS](#)



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WELCOME TO GREAT FALLS COLLEGE MSU

CEO/Dean, Dr. Susan J. Wolff

Happy New Year and welcome to Spring Semester 2014! Once again, the City Commission will be declaring January as Higher Education month in Great Falls. An important component of the college mission is to provide transfer courses and degrees for students who will be continuing their education after they complete at Great Falls College MSU. Our Higher Education Celebration on January 30th provides everyone the opportunity to talk with representatives from various four-year institutions. Everyone is welcome, please come to enjoy refreshments and engaging conversations.

It is certainly our privilege to walk side by side with each of you on your path to new opportunities, be it transferring to a four-year institution, learning skills for a new career, taking classes for your personal enjoyment, or designing customized training for your business. Over the last few weeks I have heard a number of community people talk about Great Falls College MSU having a warm, welcoming, spirited, and supportive atmosphere – descriptors for the pride shown and excellence in service given by our faculty, staff, students, and administrators.

Being chosen to lead the largest federal grant (\$25 Million) received by the two-year colleges in the State of Montana demonstrates that the Office of the Commissioner of Higher Education, Montana University System, State Legislators, and Congressional delegates recognize the determination we have to make a difference for our community, region, state, and nation.

To enhance the learning experience at the college, our exceptional Facilities and Information Technology Teams have installed a new Voice Over Internet Protocol (VOIP) phone system. The phone system can now serve as an intercom system should we need to broadcast safety information. Campus wireless nodes were increased from 18 to 70 to support mobile learning and communications. Several of the classrooms were given fresh coats of paint adding color to the learning environment and Idea Paint has replaced some of the white boards in those classrooms. This addition gives faculty and students more options for displaying and working with information. One of the larger classrooms also received new carpet.

On May 3rd, many students will be completing their journey or perhaps a portion of their journey with us at our Commencement Ceremony. As the word "commencement" indicates, this is a day of new beginnings. What an exciting time to see the results of the hard work of students, faculty, and staff. I wish you all the best as we embark upon another wonderful semester at Great Falls College Montana State University!

Susan J. Wolff, Ed.D.
CEO/Dean



Susan J. Wolff, Ed.D.
CEO/Dean

QUICK LINKS

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- [NWCCU Report '10](#)
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Tagline

Changing Lives – Achieving Dreams

Vision

In the next decade, Great Falls College MSU 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 Great Falls College MSU 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.
4. **Community Development:** As the community's college, we support social and economic development through outreach, lifelong learning, and active partnership.

Eight Abilities

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

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 understand thinking that is responsive to and guided by intellectual standards such as relevance, accuracy, precision, clarity, depth, and breadth.
8. **Effective Citizenship:** The ability to commit to standards of personal and professional integrity, honesty and fairness.

Core Indicators of Institutional Effectiveness

Great Falls College MSU (GFCMSU) 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, GFCMSU has established a set of measures to guide our processes. These measures, known as core indicators of institutional effectiveness [1], support our everyday operations and assist us as we seek continuous improvement towards mission fulfillment.

GFCMSU's core indicators of institutional effectiveness [2] stem from the Montana Board of Regents' 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.





GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ACADEMICS: Academic Calendars

Click here to view the full Academic Calendar

2015

- Spring 2015
- Summer 2015

2014

- Spring 2014
- Summer 2014
- Fall 2014

2013

- Spring 2013
- Summer 2013 - 8 week
- Summer 2013 - 10 week
- Fall 2013

2012

- Spring 2012
- Summer 2012 - 8 week
- Summer 2012 - 10 week
- Fall 2012

Final Exam Schedules

- Spring 2014
- Fall 2013



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some items on this page
you will need Adobe
Acrobat Reader.

QUICK LINKS

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General Information

NOTICE CONCERNING MATERIALS DESCRIBED IN THIS CATALOG:

All provisions within this catalog are subject to change without notice.

While the College will make every effort to provide all described courses and programs, the final decision regarding availability will be determined by enrollment, available faculty, funds, and employer training needs.

Governance

Great Falls College Montana State University is a two-year technical/community college within Montana's public university system. Central administrative control of the College is vested exclusively in the Montana Board of Regents. The Regents have full power, responsibility, and authority to supervise, coordinate, manage, and control the colleges and universities within the Montana University System.

Although a stand-alone institution for purposes of institutional accreditation, budget, personnel, and management, Great Falls College Montana State University has been affiliated with Montana State University since July 1, 1994.

Accreditation

All educational programs offered by the College are approved by the Montana Board of Regents, United States Department of Education, United States Department of Veterans Affairs, and Montana Department of Vocational Rehabilitation Services.

<http://www.gfcmsu.edu/catalog/Accreditation.html>

Important College Regulations and Policies

Crime Awareness and Campus Security

It is the policy and commitment of the College to afford its students, employees, and visitors a campus and educational environment that is as safe and free of crime as possible.

Students, employees, and visitors contribute to overall campus safety by reporting criminal activity, by securing personal possessions, and by being aware of personal safety when entering or exiting the campus buildings. A brochure which provides campus crime prevention information as well as statistics on the incidence of campus crime is available in Student Central.

http://www.msugf.edu/about/PoliciesProcedures/300/303_2_CRIME_AWARENESS_AND_CAMPUS_SECURITY_2011.pdf

Drug-Free Campus Policy

In compliance with the Drug Free Workplace Act of 1988, Public Law 101-690, Great Falls College MSU is committed to a good faith effort to provide a drug-free campus. Therefore, the manufacturing, distribution, sale and/or abuse of illicit and/or prescription drugs, or the inappropriate use of alcohol at the College or in any activity affiliated with the College is

prohibited. In addition, the College will enforce the Board of Regents' policy, Section 603.1, of the Policy and Procedures Manual regarding alcoholic beverages. Students must comply with this policy as a condition of attendance. Violations of this policy will result in disciplinary action up to and including expulsion and/or referral for prosecution. At the discretion of the Dean of the College, a student violating the policy may be required to satisfactorily complete a drug or alcohol abuse rehabilitation program as an alternative to expulsion or as a condition for readmission.

According to information provided by the U.S. Department of Education, drug and alcohol abuse may cause personal health problems, as well as interfere with work, school and daily living performance.

The Great Falls community has a number of excellent resources available to assist an individual who is having difficulty with drug and/or alcohol abuse. Advising and Career Center advisors at the Great Falls College Montana State University are familiar with community resources and are available to refer individuals for assistance and/or treatment to overcome the problem of drug or alcohol abuse. If an individual is reluctant to approach College personnel, information about assistance programs may be obtained by calling the Community Help Line - 761-6010.

http://www.msugf.edu/about/PoliciesProcedures/300/303.1_DrugFreeCampus.pdf

http://www.msugf.edu/about/PoliciesProcedures/600/603_1_ALCOHOL_AT_CAMPUS_EVENTS_AND_FORM.pdf

Equal Opportunity Policy

Great Falls College Montana State University is committed to the provision of equal opportunity for education, employment, and participation in all College programs and activities without regard to race, color, gender, marital status, disability, age, disadvantage, religion, political affiliation and/or national origin.

The College's Equal Opportunity Officers are the Executive Director of Human Resources and the Associate Dean of Student Services, 2100 16th Avenue South, Great Falls, MT 59405. Telephone: 406-771-4300.

http://www.msugf.edu/about/PoliciesProcedures/300/302.1_EqualOpportunity.pdf

Sexual Harassment Policy

Title VII of the Civil Rights Act of 1964 prohibits discrimination on the basis of gender. Sexual harassment is a form of gender-based discrimination. Great Falls College Montana State University prohibits and will not tolerate sexual harassment on its premises, within any of its programs, services or other College-sponsored activities, or by anyone acting as an agent of the College.

Great Falls College Montana State University uses the definition of sexual harassment set forth by the U.S. Equal Employment Opportunity Commission which states:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile, or offensive work environment.

Title IX extends these protections to include students. Other consumers and members of the general public who come into contact with the College or its agents are covered by this policy as well.

Any employee who believes he or she is experiencing sexual harassment should immediately contact the College's Executive Director of Human Resources to discuss options for resolving the issue. Students should contact the Associate Dean of Student Services and anyone else should contact the College's Dean. Individuals are generally encouraged to attempt to resolve the issue informally by discussing their concerns with the alleged harasser, his or her supervisor, or both. However, the College recognizes that sexual harassment is a sensitive and potentially volatile issue, and if it is not feasible for the harassed individual to follow this recommended procedure, the appropriate agent should be contacted initially to begin an investigation. All complaints will be handled with discretion and information provided in the initial complaint and during the course of the investigation will remain as confidential as possible. The identity of both the complainant and the alleged harasser will be protected.

Any individual found to be guilty of violating the College's sexual harassment policy will be subject to discipline commensurate with the nature of the offense. Disciplinary action up to and including termination (or dismissal in the case of a student, termination of a contract in the case of a contractual relationship, or restricted access to the College in the case of a member of the general public) may be implemented.

Individuals who submit complaints and/or participate in the investigation process are protected from retaliation due to their participation. Anyone engaging in retaliatory behavior will be in violation of the College's sexual harassment policy, and therefore subject to appropriate disciplinary action as outlined above.

Great Falls College Montana State University is committed to providing and ensuring a safe, positive learning environment that is free from harassment. A complete version of this policy may be obtained from Human Resources, Student Central or online in section 300.90 of http://www.gfcmsu.edu/about/PoliciesProcedures/300/300_Student_Conduct_Grievance_Aug_12.pdf



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CONTACT US

Rm R220
406.771.5100
advising@gfcmsu.edu

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- [Advising FAQ](#)
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- [Meet the Advisors](#)



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ADVISING & CAREER CENTER

Your academic advisor is one of the most important and helpful individuals to you during your time at Great Falls College MSU. It is important for you to work with your advisor on all decisions regarding your course load and plans. You should make it a point to visit your advisor on a regular basis.

Advisors can help you with:

- Selecting courses that match your interests and skills
- Choosing a degree program
- Making a long-term academic plan to meet your goals
- Interpretation of placement test scores
- Short- and long-term academic planning
- Registration procedures and class scheduling
- Transfer information
- Completing an application for graduation
- Academic concerns
- Making referrals to college and community resources

If you can't find an answer to a question, or need clarification on Great Falls College's policies, requirements, or other topics, please [contact us](#). We look forward to meeting with you soon!

CALENDAR & EVENTS

Tuesday, May 6, 2014 ▾

Loading...



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- [Events Calendar](#)



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Student Services - Academic Information

- Academic Calendar
- Academic Forgiveness/Fresh Start GPA
- Academic Grievance Policy
- Academic Progress
- Adding Courses
- Attendance
- Common Course Numbering
- Course Numbering System
- Course Substitution/Course Waiver
- Degrees Offered
- Dropping/Withdrawal from Courses
- Grading
- Graduation
- Honors
- Prerequisite Policy
- Quarter to Semester Credit Conversion
- Student Conduct Academic Expectations
- Student Conduct Behavioral Expectations
- Student Evaluation of Courses
- Student Responsibilities
- Transcript of Record
- Waitlist Policy
- Withdrawal from the College



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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ABOUT GFC MSU | ACADEMICS | ADMISSIONS + RECORDS | CAMPUS LIFE | GIVING TO GFC MSU | BECOME A STUDENT

DISABILITY SERVICES AT GREAT FALLS COLLEGE MSU

Welcome to Disability Services. The mission of the Disability Services office at Great Falls College MSU is to facilitate accessibility to all aspects of the college experience for all students with disabilities enrolled at the college.

What is a Disability?

Great Falls College MSU is committed to providing equal access and accommodation for all educational and programmatic opportunities at the College for students with diagnosed disabilities. Under the Americans with Disabilities Act (ADA) of 1990 (Title II), the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are entitled to reasonable accommodations in order to ensure access. The definition of a disability is a physical or mental impairment that substantially limits one of more major life activities. These include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Students with disabilities have a right to reasonable accommodations in order to fully participate in the postsecondary educational experience. Students with disabilities are encouraged to advocate for themselves to the extent possible, and Disability Services provides support and assistance in determining what accommodations are best suited to each individual.

To get information related to disability services please contact:

**Katherine Meier, M. Ed.,
Director of Disability Services**

Great Falls College MSU
2100 16th Avenue South
Great Falls, MT 59405
Phone/TDD: 406.771.4311
FAX: 406.771.4342
katherine.meier@gfcmsu.edu

Hours of Operation

Monday through Friday- 8:00-5:00 p. m.
Saturday through Sunday- Closed

Location

The Disability Services Office is located in R 261 on the 2nd level at the top of the ramp across from the Advising and Career Center and next to the Learning Center.

- Elevator access to the 2nd level is available through the "A" Atrium entrance on the north side of the building.
- Ramp access to the 2nd level is located near the Book Store on the first level.



CONTACT INFORMATION

Katherine Meier

Phone/TDD: 406.771.4311

FAX: 406.771.4342

katherine.meier@gfcmsu.edu

QUICK LINKS

- [Disability Home](#)
- [Accommodations](#)
- [Assistive Technology](#)
- [Building Access](#)
- [Documentation](#)
- [Disability Services Handbook for Students](#)
- [Preparing for College](#)

MORE INFORMATION

- [Helpful Links](#)
- [HS vs. College Services](#)



Sign up with Disability Services

If you're a GFC MSU student (or might become one), please fill out this form and we will be in touch with you right away.

Name

First Last

Email *

Phone

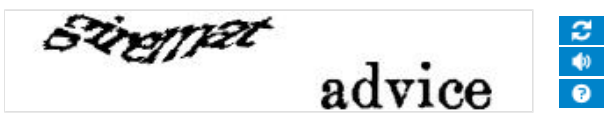
- -
####

I would like you to:

- Call me to set up an appointment
- Email me to set up an appointment

Choose One:

- I am currently a student at GFC MSU
- I plan to attend GFC MSU
- I want to talk to the director before deciding about coming to GFC MSU



[TOP]



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>Great Falls College MSU >Catalog >Student Information

Student Information - eLearning

The College offers online courses which are an extension of the on-campus course offerings. Over 100 online and hybrid courses are offered in General Education, Computer Technology, Business, Health Science, and Office Technologies. Emphasis is placed on offering online courses which support programs at the Great Falls College MSU, as well as other units of the Montana University System.

PROGRAMS AND OFFERINGS AVAILABLE ONLINE

- **Associate of Applied Science Degrees**
 - Business Administration - Management
 - Health Information Technology
 - Medical Billing & Coding Specialist
 - Medical Transcription
- **Certificate of Applied Science Degrees**
 - Health Information Coding Specialist
 - Medical Billing Specialist
 - Medical Transcription
- **Transfer Degree Options**
 - Montana University System Core for Transfer
 - Associate of Arts Degree
 - Associate of Science Degree
- **Professional Certificate Option**
 - Healthcare Informatics Tech
 - Pharmacy Technician – (on-site clinical required)
 - Healthcare Office

Additional information, including detailed course descriptions, is available [HERE](#).

ONLINE COURSES

The College uses a variety of delivery methods to best accommodate students and hires qualified faculty, both inside and outside of the Great Falls area, to meet the needs of students working part- and full-time. Faculty are trained and supported by the eLearning Department to deliver effective online instruction. The majority of online courses are delivered using the Desire2Learn (D2L) learning management system. Online students follow the same registration procedures as campus-based students. Online students have full access to Great Falls College MSU library resources, online tutoring through the Learning Center, and have the opportunity to order textbooks online through the COTtage Bookstore (www.thecottagebookstore.com). The College plans elearning opportunities, coordinates their delivery with academic departments, and provides student and faculty support services. Please contact the eLearning office for more information about the programs and/or course offerings. Students at a distance are an important part of the campus community!

MIXED-MODE (HYBRID) COURSES

A hybrid or mixed-mode course combines the traditional classroom setting with an online component. The amount of on-campus class time varies but is less than a traditional face-to-face course. Students enjoy the flexibility and convenience of an online course as well as the benefits of meeting face-to-face for interactive classroom instruction.

WEB-ENHANCED COURSES

Many of the on-campus courses are web-enhanced and use various online tools to enrich the

course. An instructor may post their syllabus, lecture notes, handouts, grades, and allow email contact online. Assignments may be turned in electronically.

ADVANTAGES FOR ONLINE COURSES: YOU CAN –

- Take courses from the comfort of your home.
- Earn a degree online while you work.
- Log in and complete assignments any time of day or night.
- Complete prerequisite courses online before relocating.
- Save on travel and childcare costs.
- Blend a course with your work schedule.
- Enjoy learning through an online environment.

CHALLENGES: YOU MUST –

- Be self-motivated.
- Learn to communicate effectively using the College learning management system and other technologies to connect with students, faculty, and the eLearning Department.
- Beware of procrastination—online courses follow the same calendar as on-campus classes. Students enrolled in online courses should plan to log-in and check the course updates on a daily basis.
- Learn to use the technology along with course content.
- Own, purchase, or gain access to updated software and a newer personal computer, the latest version of Microsoft Office Professional and the newest Internet Explorer or Mozilla Firefox browser are recommended.
- Read instructions and all course materials versus attending on-campus course lectures.
- Have regular access to an Internet-ready computer and basic computer skills.

YOU MAY –

- Be required to find a testing proctor or come to campus to take exams for your online course(s), especially Mathematics, Accounting, and Computer Application courses.

For answers to questions about eLearning opportunities, please visit our website or call the eLearning Department at 406-771-4440 or 800-254-2815. The eLearning Department is located on campus in A120 and provides orientations, trainings, and technical support for online learning.

<http://elearning.gfcmsu.edu/>





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Student Central - Financial Aid

TITLE IV SCHOOL CODE 009314

Regular Office Hours: Monday-Friday 8:00 am - 5:00 pm

Phone: 406.771.4334 or 800.446.2698

FAX: 406.771.4410

Email: finaid@gfcmsu.edu

Mailing Address

Great Falls College MSU, Financial Aid Office, 2100 16th Ave S, Great Falls, MT 59405

- [Application Process](#)
- [Assistance in Applying](#)
- [Attendance](#)
- [Changes to Financial Aid Policies](#)
- [Disability Disclosure Statement](#)
- [Electronic Notification](#)
- [Eligibility Requirements](#)
- [Financial Aid - Federal Direct Loan Program](#)
- [Financial Aid Programs](#)
- [Priority Deadlines](#)
- [Repeat Coursework](#)
- [Return of Title IV Funds](#)
- [Satisfactory Academic Progress Requirements](#)
- [Scholarships](#)
- [State & Local Services](#)
- [Tuition Waivers*](#)
- [Veterans' Benefits](#)
- [Withdrawals / Changes in Enrollement](#)



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Student Central

Student Central is a type of “One Stop Student Shop” for students at Great Falls College Montana State University. Located at the north end of campus, just inside the atrium entrance, students can have confidence that everything they need in terms of services and information will be right there. Student Central contains the following services and functions for the College’s students:

- Admissions
- Financial Aid
- Recruitment
- Registrar/Records
- Student Accounts
- Student Assistance Foundation Outreach Office
- TRIO/Educational Opportunity Representative
- Veteran’s Services



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Student Services - Student Information

- [Change of Program](#)
- [Disability Services For Students](#)
- [eLearning](#)
- [Equal Opportunity Policy/Nondiscrimination](#)
- [Family Educational Rights and Privacy Act \(FERPA\)](#)
- [Learning Center](#)
- [Minor Children on Campus Policy](#)
- [Sexual Harrassment Policy](#)
- [Testing Center](#)
- [Weaver Library](#)



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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ADMISSIONS + RECORDS: Tuition + Fees

NOTE: ALL PAYMENTS TO THE GREAT FALLS COLLEGE MSU MUST BE IN US FUNDS.

- Deferred Fee Payment Plan Form Spring 2014
- Deferred Fee Payment Plan Form Summer 2014

Tuition & Mandatory Fees for Spring 2014, Summer 2014 & Fall 2014

- Residential & Non Residential
- Non-Resident Online Only
- Resident Online Only
- Western Undergraduate Exchange
- Dual Credit Tuition

The following fees are in addition to those listed in the tuition/mandatory fee schedule.

- Course Fees
- Other Fees
- Program Fees



TO PRINT OR DOWNLOAD

some items on this page you will need **Adobe Acrobat Reader**.

QUICK LINKS

- [Getting Started](#)
- [Financial Aid Services](#)
- [Forms](#)
- [Graduating Students](#)
- [GFCMSU Online](#)
- [Scholarships](#)
- [Transcripts](#)
- [Visit GFCMSU](#)

MORE INFORMATION

- College Vocab. Handbook
- COMPASS Test
- Dual Enrollment
- Educational Opport. Center
- FAQ's
- FYI on Grades
- GPA Calculator
- Home School Admission
- Housing & Childcare
- International Admission / Nonimmigrant Foreign Students
- Tuition + Fees
- Online Transfer Guide



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Outreach/Workforce Development

An integral and growing part of the College's outreach mission are those activities termed "professional and continuing education" and "community enrichment," specifically, learning opportunities providing workforce preparation, employee training or re-training, business support, and life-long learning. These educational activities are offered through the Outreach Department, part of the Community Relations Division, and may be organized under varying instructional formats—workshops, seminars, conferences, institutes, symposia, colloquia, short courses, etc.; however, they are aligned in their focus on imparting information to community members, employers, employees, and other groups in a high-quality, results-oriented manner. These activities are a major component of the workforce development mission extending the College's resources throughout the community.

The Outreach Department offers credit and non-credit bearing courses. A variety of non-credit courses and certification programs numbered (094) are offered on and off campus as well as online. Credit-bearing courses numbered (194) serve as general electives for Associate of Arts or Science degrees at the college and provide excellent professional development opportunities for teachers requiring recertification with the state.

094 COURSES

Courses assigned a 094 number are non-credit professional and continuing education or community enrichment courses. The non-credit PCE courses are typically offered to meet the needs of professionals in need of skills upgrades and other professional certification needs (e.g. OPI Renewal Units for Montana K-12 Teacher Certification). These courses are transcribed as Continuing Education Units (CEU's) on the student's continuing education transcript and are eligible for Montana OPI Renewal Units. PCE includes the non-credit online courses and certification programs offered through Ed2go and Gatlin. The new community enrichment courses, formerly Nitecap through Great Falls Public Schools, offer affordable, fast, fun and stress-free lifelong learning opportunities for the greater Great Falls area.

194 COURSES

Courses assigned a course number of 194 are considered credit-bearing professional and continuing education courses providing participants with the latest in technology, business, health and human development and other topics meeting current educational trends and demands. They are typically offered to provide condensed coursework to meet the needs of working students, to fulfill some of the requirements of Certificates, offer a diversity of electives for Associate of Arts or Associate of Science degree seeking students, and fill certain professional certification needs (e.g. Montana K-12 Teacher Certification). These courses may be eligible for financial aid for students using them as electives in degree and certificate programs where authorized. Students should consult their advisors to identify whether 194 courses will apply toward their program requirements. 194 courses are transcribed on the student's undergraduate transcript.

Semester schedules with both 094 and 194 courses covering a variety of training topics are mailed to those interested. Please call the college at 406-771-4300 or 1-800-446-2698 to request that your name be added to the mailing list or join our mailing list by logging on to <http://outreach.gfcmu.edu>

OUTCOMES: PROFESSIONAL AND CONTINUING EDUCATION

- To provide personal enrichment and lifelong learning opportunities to both our campus population as well as to individuals from the community;
- To provide business support, training and/or retraining to meet workforce needs;
- To provide diverse options for students that will allow them to fulfill the demands of their academic programs and/or financial aid requirements.

CONTINUING EDUCATION UNITS (CEU'S)

All non-credit courses offered through the Outreach Department are transcribed as Continuing Education Units (CEU's). These are awarded to the student upon successful completion of the course and are recorded on the student's continuing education transcript. CEU's are awarded based on national accreditation guidelines of 1 CEU = 10 contact hours. In addition to CEU's, these courses are also eligible for Office of Public Instruction (OPI) Renewal Units. These are awarded on a 1 Renewal Unit = 1 Contact hour formula and must be requested by the student.

CONTRACT TRAINING

Great Falls College MSU's Outreach helps meet the needs of workforce training in the greater Great Falls area in the form of customized training assistance to businesses and individuals, including those located in rural communities, to maximize their ability to make a profit. By developing customized training programs matched to individual and business needs, instructors and people are brought together to exchange knowledge and provide specialized, effective training for all areas of business including computer, supervision and management, customer service and more.

Contract training provides the highest quality customized training options for area businesses and individuals. We invite you to join other local companies and programs that have taken advantage of this great service including: Great Falls Clinic, Pacific Power and Light Montana, Veterans Upward Bound and Montana Air National Guard Family Program, to name a few who have taken advantage of this powerful training resource.

Call Workforce Development for more information, 406-454-3217



MONTANA UNIVERSITY SYSTEM CORE

In our world of rapid economic, social, and technological change, students need a strong and broadly-based education. General education helps students achieve the intellectual integration and awareness they need to meet challenges in their personal, social, political, and professional lives. General education courses introduce great ideas and controversies in human thought and experience. A solid general education provides a strong foundation for the life-long learning that makes career goals attainable. The breadth, perspective, and rigor provided by the core curriculum helps students become educated people.

Great Falls College Montana State University's General Education Core reflects the Montana University System's General Education Core. As students work on the Montana University System General Education Core, they should attempt to select classes that are also required in their major. That efficient use of coursework could help students complete their degrees more quickly, since the classes could be used to satisfy both the requirements of the major and the requirements of the MUS General Education Core.

STUDENT LEARNING OUTCOMES FOR GREAT FALLS COLLEGE MSU CORE:

COMMUNICATION (WRITTEN AND ORAL)

WRITTEN COMMUNICATION

- use writing as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the writing process;
- formulate and support assertions with evidence appropriate to the issues, positions taken, and audiences;
- use documentation appropriately and demonstrate an understanding of the logic of citation systems;
- give and receive feedback on written texts;
- read texts thoughtfully, analytically, and critically in preparation for writing tasks

ORAL COMMUNICATION

- Use oral communication as a means to engage in critical inquiry by exploring ideas, challenging assumptions, and reflecting on and applying the oral communications process;
- demonstrate multiple flexible strategies for inventing, drafting, and editing oral presentations;
- deliver thoughtful oral presentations with clarity, accuracy and fluency;
- listen actively in a variety of situations and speak effectively about their ideas;
- adapt content and mode of presentation to fit a given audience and medium;
- give and receive feedback on oral presentations.

MATHEMATICS

- apply the acquired skills to other courses
- reason analytically and quantitatively;
- think critically and independently about mathematical situations;
- understand the quantitative aspects of current events;
- make informed decisions that involve interpreting quantitative information;
- make informed decisions about their personal and professional lives.

HUMANITIES/FINE ARTS

HUMANITIES

- explore the human search for meaning and value in one or more time period(s) and cultures;
- recognize, interpret, and respect concepts of values and beliefs in a global society;
- communicate in writing and in speech, thoughtful and critical assessments of multiple value systems;
- construct and articulate a set of beliefs and values;
- utilize respectful inquiry to understand global concepts, values, and beliefs;
- incorporate humanities perspectives in other areas of study.

FINE ARTS

- demonstrate the processes and proficiencies involved with creating and/or interpreting creative works;
- reflect upon, analyze, and articulate their personal responses to artistic works and the processes involved in creating them;
- demonstrate an understanding and appreciation of artistic expressions in various past and present cultures;
- connect periods and expressions of art to changes in societies and cultures.

NATURAL SCIENCE

- identify and solve problems using methods of the discipline;
- use logical skills to make judgments;
- demonstrate thinking, comprehension, and expression of subject matter;
- communicate effectively using scientific terminology;
- use quantitative skills to solve problems;
- integrate through analysis;
- demonstrate the relationship between actions and consequences;
- discuss the role of science in the development of modern technological civilization.

SOCIAL SCIENCES/HISTORY

SOCIAL SCIENCES

- analyze how institutions and traditions develop, evolve, and shape the lives of individuals, social and cultural groups, societies, and nations;
- analyze human behavior, ideas, and social institutions for historical and cultural meaning and significance;
- gather information, analyze data, and draw conclusions from multiple hypotheses to understand human behavior;
- synthesize ideas and information with regard to historical causes, the course of events, and their consequences, separated by time and place;
- use factual and interpretive data to support hypotheses based upon appropriate inquiry methodology.

HISTORY

- analyze historical phenomena in appropriate context;
- weigh and interpret the evidence available to them and present a narrative argument supported by historical evidence;
- recognize the distinction between primary and secondary sources, understand how each are used to make historical claims;
- recognize and interpret multiple forms of evidence (visual, oral, statistical and material, and print);
- understand the historical construction of differences and similarities among peoples within and across groups, regions, and nations;
- interpret other societies in comparative context and one's own society in the context of other societies.

CULTURAL DIVERSITY

- demonstrate an awareness of the centrality of cultural diversity to their own and other human societies;
- demonstrate an awareness of the negative impacts upon cultural diversity of economic, social, and other forms of institutional and interpersonal discrimination;
- demonstrate competence and effectiveness in interacting with culturally diverse people by understanding cross- and inter-cultural interaction and communication;
- demonstrate the ability to advocate for non-discriminatory policies and behaviors on their own behalf and on behalf of others, including peers, clients, and colleagues.

CULTURAL HERITAGE OF AMERICAN INDIANS

Courses include significant content related to the cultural heritage of American Indians.

CONTINUED ON NEXT PAGE

MONTANA UNIVERSITY SYSTEM CORE (CONT)**ESTIMATED RESIDENT PROGRAM COST*:**

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 3,085 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books | \$ | 1829 |
| TOTAL: | \$ | 5,054 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

OFFERED ONLINE AND ON CAMPUS**GFC MSU ADDITIONAL GRADUATION REQUIREMENT**

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

MONTANA UNIVERSITY SYSTEM CORE COURSES**COMMUNICATION--6 CREDITS** (3 credits written, 3 credits verbal)

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|----------------|------------|--------------------------------------|----------------|------------------|
| Written | | | | |
| WRIT | 101** | College Writing I | 3† | _____ |
| Verbal | | | | |
| COMX | 111 | Introduction to Public Speaking | 3† | _____ |
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |

MATHEMATICS--3 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|----------------------------|----------------|------------------|
| M | 121** | College Algebra | 3+ | _____ |
| M | 145** | Math for Liberal Arts | 3† | _____ |
| M | 151** | Pre-calculus | 4† | _____ |
| M | 161** | Survey of Calculus | 4† | _____ |
| M | 171** | Calculus I | 4† | _____ |
| M | 273* | Multivariable Calculus | 4† | _____ |
| STAT | 216** | Introduction to Statistics | 4† | _____ |

HUMANITIES/FINE ARTS--6 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|-------------------|------------|------------------------------------|----------------|------------------|
| Humanities | | | | |
| CRWR | 240 | Intro to Creative Writing Workshop | 3† | _____ |
| LIT | 110 | Intro to Literature | 3† | _____ |
| LIT | 291 | Special Topics - Literature | 3† | _____ |
| LSH | 201 | Introduction to Humanities | 3† | _____ |
| PHL | 101 | Introduction to Philosophy | 3† | _____ |
| PHL | 110 | Introduction to Ethics | 3† | _____ |
| WGSS | 242 | Gender and Equality | 3† | _____ |

Fine Arts

| | | | | |
|------|-----|---------------------------------|----|-------|
| ARTH | 160 | Global Visual Culture | 3† | _____ |
| ARTZ | 101 | Art Fundamentals | 3† | _____ |
| ARTZ | 105 | Visual Language - Drawing | 3† | _____ |
| IDSN | 101 | Introduction to Interior Design | 3† | _____ |
| MUSI | 101 | Enjoyment of Music | 3† | _____ |
| MUSI | 103 | Fundamentals of Music Creation | 3† | _____ |
| MUSI | 203 | American Popular Music | 3† | _____ |
| MUSI | 207 | World Music | 3† | _____ |

NATURAL SCIENCE--7 CREDITS (Must include 1 lab course)

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--|----------------|------------------|
| BIOB | 101** | Discover Biology | 4† | _____ |
| BIOB | 160** | Principles of Living Systems/Lab | 4† | _____ |
| BIOB | 170** | Principles of Biological Diversity/Lab | 4† | _____ |
| BIOH | 104** | Basic Human Biology/Lab | 4† | _____ |
| CHMY | 101 | Discover Chemistry | 3† | _____ |
| CHMY | 121** | Intro to General Chemistry/Lab | 4† | _____ |
| CHMY | 141** | College Chemistry I/Lab | 4† | _____ |
| CHMY | 143* | College Chemistry II/Lab | 4† | _____ |
| GEO | 101 | Introduction to Physical Geology/Lab | 4† | _____ |
| NUTR | 221 | Basic Human Nutrition | 3† | _____ |
| PHSX | 105 | Fund Physical Science w/Lab | 4† | _____ |
| PHSX | 205** | College Physics I w/Lab | 4† | _____ |
| PHSX | 220** | Physics I w/Lab (w/ Calculus) | 4† | _____ |

SOCIAL SCIENCES / HISTORY--6 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|------------------------|------------|----------------------------------|----------------|------------------|
| Social Sciences | | | | |
| CJUS | 121 | Introduction to Criminal Justice | 3† | _____ |
| ECNS | 201 | Principles of Microeconomics | 3† | _____ |
| ECNS | 202 | Principles of Macroeconomics | 3† | _____ |
| PSCI | 210 | Intro to American Government | 3† | _____ |
| PSYX | 100 | Introduction to Psychology | 3† | _____ |
| PSYX | 230 | Developmental Psychology | 3† | _____ |
| SOCI | 101 | Introduction to Sociology | 3† | _____ |

History

| | | | | |
|------|------|-------------------------|----|-------|
| HSTA | 101N | American History I | 3† | _____ |
| HSTA | 102N | American History II | 3† | _____ |
| HSTA | 255N | Montana History | 3† | _____ |
| HSTR | 101 | Western Civilization I | 3† | _____ |
| HSTR | 102 | Western Civilization II | 3† | _____ |

CULTURAL DIVERSITY--3 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|---|----------------|------------------|
| ANTY | 101 | Anthropology – The Human Experience | 3† | _____ |
| BMKT | 242 | Introduction to Global Markets | 3† | _____ |
| LSH | 244 | American Cultural Values | 3† | _____ |
| NASX | 204N | Intro to Native American Beliefs & Phil | 3† | _____ |
| NASX | 232N | Montana Indians: Cultures, Hist, & Issues | 3† | _____ |
| NASX | 240N | Native American Literature (equiv to 390) | 3+ | _____ |
| SIGN | 101 | Intro to American Sign Lang | 3† | _____ |
| SPNS | 101 | Elementary Spanish I | 4† | _____ |
| SPNS | 102* | Elementary Spanish II | 4† | _____ |

CULTURAL HERITAGE OF AMERICAN INDIANS--3 CREDITS +

Courses with an "N" behind the course title will fulfill the Cultural Heritage of American Indians requirement as well as a designated core area requirement.

TOTAL CREDITS – 31

~ Many students need preliminary math, science and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

As students work on the MUS general education core, they should attempt to elect classes that are required in their major. That efficient use of coursework could help students complete their degree more quickly, since the classes could be used to satisfy both the requirements of the major and the requirements of the MUS General Education Core.

Students should consult with the intended receiving institution to determine whether or not additional core courses may be required to satisfy that institution's General Education Core.

ASSOCIATE OF ARTS DEGREE

The Associate of Arts (AA) focuses on education across academic disciplines. Focusing on integration of information while increasing a student’s employability, the AA focuses on transferability to a baccalaureate program. To receive the AA degree, the following requirements must be completed:

- Montana University System Core Requirements (31 semester hours);
- Computer Skills/Usage requirement (3 semester hours);
- 9 credits of coursework in Arts, Humanities, and Social Sciences
- 17 credits of Electives; and
- A final cumulative grade point average of at least 2.0.

Courses taken to fulfill one specific requirement, including courses in the Elective block, may not be used to fulfill another specific requirement; thus, a course taken to fulfill the Natural Science requirement in the Montana University System Core may not be used as an Elective.

OUTCOMES: GRADUATES are PREPARED TO:

- Demonstrate the outcomes achievable by completing the Montana University System Core;
- Select and use the appropriate technologies for personal, academic or career tasks;
- Think critically in evaluating information, solving problems and decision-making;
- Consider the application of the natural and physical sciences and mathematics in the context of today’s world.

Estimated Resident Program Cost*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 7,726 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books/Supplies | \$ | 1984 |
| TOTAL: | \$ | 9,850 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

OFFERED ONLINE AND ON CAMPUS

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

MONTANA UNIVERSITY SYSTEM CORE COURSES- 31 SEMESTER HOURS

COMMUNICATION--6 CREDITS (3 credits written, 3 credits verbal)

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|----------------|------------|--------------------------------------|----------------|------------------|
| <u>Written</u> | | | | |
| WRIT | 101** | College Writing I | 3† | _____ |
| <u>Verbal</u> | | | | |
| COMX | 111 | Introduction to Public Speaking | 3† | _____ |
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |

MATHEMATICS--3 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|----------------------------|----------------|------------------|
| M | 121** | College Algebra | 3+ | _____ |
| M | 145** | Math for Liberal Arts | 3† | _____ |
| M | 151** | Pre-calculus | 4† | _____ |
| M | 161** | Survey of Calculus | 4† | _____ |
| M | 171** | Calculus I | 4† | _____ |
| M | 273* | Multivariable Calculus | 4† | _____ |
| STAT | 216** | Introduction to Statistics | 4† | _____ |

HUMANITIES/FINE ARTS--6 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|-------------------|------------|------------------------------------|----------------|------------------|
| <u>Humanities</u> | | | | |
| CRWR | 240 | Intro to Creative Writing Workshop | 3† | _____ |
| LIT | 110 | Intro to Literature | 3† | _____ |
| LIT | 291 | Special Topics - Literature | 3† | _____ |
| LSH | 201 | Introduction to Humanities | 3† | _____ |
| PHL | 101 | Introduction to Philosophy | 3† | _____ |
| PHL | 110 | Introduction to Ethics | 3† | _____ |
| WGSS | 242 | Gender and Equality | 3† | _____ |

Fine Arts

| | | | | |
|------|-----|---------------------------------|----|-------|
| ARTH | 160 | Global Visual Culture | 3† | _____ |
| ARTZ | 101 | Art Fundamentals | 3† | _____ |
| ARTZ | 105 | Visual Language - Drawing | 3† | _____ |
| IDSN | 101 | Introduction to Interior Design | 3† | _____ |
| MUSI | 101 | Enjoyment of Music | 3† | _____ |
| MUSI | 103 | Fundamentals of Music Creation | 3† | _____ |
| MUSI | 203 | American Popular Music | 3† | _____ |
| MUSI | 207 | World Music | 3† | _____ |

NATURAL SCIENCE--7 CREDITS (Must include 1 lab course)

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--|----------------|------------------|
| BIOB | 101** | Discover Biology | 4† | _____ |
| BIOB | 160** | Principles of Living Systems/Lab | 4† | _____ |
| BIOB | 170** | Principles of Biological Diversity/Lab | 4† | _____ |
| BIOH | 104** | Basic Human Biology/Lab | 4† | _____ |
| CHMY | 101 | Discover Chemistry | 3† | _____ |
| CHMY | 121** | Intro to General Chemistry/Lab | 4† | _____ |
| CHMY | 141** | College Chemistry I/Lab | 4† | _____ |
| CHMY | 143* | College Chemistry II/Lab | 4† | _____ |
| GEO | 101 | Introduction to Physical Geology/Lab | 4† | _____ |
| NUTR | 221 | Basic Human Nutrition | 3† | _____ |
| PHSX | 105 | Fund Physical Science w/Lab | 4† | _____ |
| PHSX | 205** | College Physics I w/Lab | 4† | _____ |
| PHSX | 220** | Physics I w/Lab (w/ Calculus) | 4† | _____ |

SOCIAL SCIENCES / HISTORY--6 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|------------------------|------------|----------------------------------|----------------|------------------|
| <u>Social Sciences</u> | | | | |
| CJUS | 121 | Introduction to Criminal Justice | 3† | _____ |
| ECNS | 201 | Principles of Microeconomics | 3† | _____ |
| ECNS | 202 | Principles of Macroeconomics | 3† | _____ |
| PSCI | 210 | Intro to American Government | 3† | _____ |
| PSYX | 100 | Introduction to Psychology | 3† | _____ |
| PSYX | 230 | Developmental Psychology | 3† | _____ |
| SOCI | 101 | Introduction to Sociology | 3† | _____ |

History

| | | | | |
|------|------|-------------------------|----|-------|
| HSTA | 101N | American History I | 3† | _____ |
| HSTA | 102N | American History II | 3† | _____ |
| HSTA | 255N | Montana History | 3† | _____ |
| HSTR | 101 | Western Civilization I | 3† | _____ |
| HSTR | 102 | Western Civilization II | 3† | _____ |

CONTINUED ON NEXT PAGE

CULTURAL DIVERSITY--3 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|---|----------------|------------------|
| ANTY 101 | Anthropology – The Human Experience | 3† | _____ |
| BMKT 242 | Introduction to Global Markets | 3† | _____ |
| LSH 244 | American Cultural Values | 3† | _____ |
| NASX 204N | Intro to Native American Beliefs & Phil | 3† | _____ |
| NASX 232N | Montana Indians: Cultures, Hist, & Issues | 3† | _____ |
| NASX 240N | Native American Literature (equiv to 390) | 3+ | _____ |
| SIGN 101 | Intro to American Sign Lang | 3† | _____ |
| SPNS 101 | Elementary Spanish I | 4† | _____ |
| SPNS 102* | Elementary Spanish II | 4† | _____ |

TOTAL PROGRAM CREDITS - 60

~ Many students need preliminary math, science and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

Students should consult with the intended receiving institution to determine whether or not additional core courses may be required to satisfy that institution's General Education Core.

CULTURAL HERITAGE OF AMERICAN INDIANS--3 CREDITS †

Courses with an "N" behind the course title will fulfill the Cultural Heritage of American Indians requirement as well as a designated core area requirement.

II. COMPUTER SKILLS/USAGE--3 CREDITS †

| COURSE NO. | TITLE | CREDITS | GRADE |
|-------------------|---------------------------|----------------|--------------|
| CAPP 120 | Introduction to Computers | 3† | _____ |

OR any Computer 3 credit hour course that has CAPP 120 as a prerequisite

NO MORE THAN 5 CREDITS OF COURSES NUMBERED 194 MAY BE APPLIED TOWARD THE DEGREE.

III. CONCENTRATION IN ARTS, HUMANITIES, AND SOCIAL SCIENCES--9 CREDITS†

Students may choose coursework numbered 100 or above from any of the following discipline areas to complete the required 9 credits of coursework in arts, humanities, and social sciences. (ACTG) Accounting, (ART, ARTH, ARTZ) Art, (ANTH) Anthropology, (BGEN) Business General, (BMGT) Business Management; (BMKT) Business Marketing, (COMM, COMX) Communication, (ECNS) Economics, (CJUS) Criminal Justice, (CRWR) Creative Writing, Educational Psychology (EDPY or EDU 221 only), (ENGL) English (except ENGL 118, ENGL 119 or ENGL 120), (HSTA, HSTR) History, (HUM, LSH, WGSS) Humanities, (LIT) Literature, (MUSI) Music, (NASX) Native American Studies, (PHL) Philosophy, (PSCI) Political Science, (PSYX) Psychology, (SIGN) American Sign Languages, (SOCL) Sociology, (SPNS) Spanish and (WRIT) Writing.

COURSES NUMBERED 194 WILL NOT BE APPLIED TO THE CONCENTRATION AREA.

IV. ELECTIVES--17 CREDITS

Students may choose coursework numbered 100 or above from any discipline area to complete the required 17 credits of electives. Students may not choose or may not count the following courses: MATH 100, MATH 101, MATH 103, MATH 104, MATH 108, M 108, M 111, M191A, M191B, ENGL 118, ENGL 119, ENGL 120

ASSOCIATE OF SCIENCE DEGREE

The Associate of Science (AS) Degree focuses on education in specific knowledge areas, most typically in math and natural sciences. Focusing on integration of information while increasing a student's employability, the AS focuses on transferability to a baccalaureate program.

To receive the AS degree, the following requirements must be completed:

- Montana University System Core Requirements (31 semester hours);
- Computer Skills/Usage requirement (3 semester hours);
- 9 credits of coursework in Math and Science
- 17 credits of Electives; and
- A final cumulative grade point average of at least 2.0.

Courses taken to fulfill one specific requirement, including courses in the Elective block, may not be used to fulfill another specific requirement; thus, a course taken to fulfill the Natural Science requirement in the Montana University System Core may not be used as an Elective.

Students who complete the Associate of Science degree will:

- Demonstrate the outcomes achievable by completing the Montana University System Core;
- Select and use the appropriate technologies for personal, academic or career tasks;
- Think critically in evaluating information, solving problems and decision-making;
- Consider the application of the natural and physical sciences and mathematics in the context of today's world.

Estimated Resident Program Cost*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 7,726 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books/Supplies | \$ | 1984 |
| TOTAL: | \$ | 9,850 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

OFFERED ONLINE AND ON CAMPUS**GFC MSU ADDITIONAL GRADUATION REQUIREMENT**

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

MONTANA UNIVERSITY SYSTEM CORE COURSES- 31 SEMESTER HOURS**COMMUNICATION--6 CREDITS** (3 credits written, 3 credits verbal)

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|----------------|------------|--------------------------------------|----------------|------------------|
| Written | | | | |
| WRIT | 101** | College Writing I | 3† | _____ |
| Verbal | | | | |
| COMX | 111 | Introduction to Public Speaking | 3† | _____ |
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |

MATHEMATICS--3 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|----------------------------|----------------|------------------|
| M | 121** | College Algebra | 3+ | _____ |
| M | 145** | Math for Liberal Arts | 3† | _____ |
| M | 151** | Pre-calculus | 4† | _____ |
| M | 161** | Survey of Calculus | 4† | _____ |
| M | 171** | Calculus I | 4† | _____ |
| M | 273* | Multivariable Calculus | 4† | _____ |
| STAT | 216** | Introduction to Statistics | 4† | _____ |

HUMANITIES/FINE ARTS--6 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|-------------------|------------|------------------------------------|----------------|------------------|
| Humanities | | | | |
| CRWR | 240 | Intro to Creative Writing Workshop | 3† | _____ |
| LIT | 110 | Intro to Literature | 3† | _____ |
| LIT | 291 | Special Topics - Literature | 3† | _____ |
| LSH | 201 | Introduction to Humanities | 3† | _____ |
| PHL | 101 | Introduction to Philosophy | 3† | _____ |
| PHL | 110 | Introduction to Ethics | 3† | _____ |
| WGSS | 242 | Gender and Equality | 3† | _____ |

Fine Arts

| | | | | |
|------|-----|---------------------------------|----|-------|
| ARTH | 160 | Global Visual Culture | 3† | _____ |
| ARTZ | 101 | Art Fundamentals | 3† | _____ |
| ARTZ | 105 | Visual Language - Drawing | 3† | _____ |
| IDSN | 101 | Introduction to Interior Design | 3† | _____ |
| MUSI | 101 | Enjoyment of Music | 3† | _____ |
| MUSI | 103 | Fundamentals of Music Creation | 3† | _____ |
| MUSI | 203 | American Popular Music | 3† | _____ |
| MUSI | 207 | World Music | 3† | _____ |

NATURAL SCIENCE--7 CREDITS (Must include 1 lab course)

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--|----------------|------------------|
| BIOB | 101** | Discover Biology | 4† | _____ |
| BIOB | 160** | Principles of Living Systems/Lab | 4† | _____ |
| BIOB | 170** | Principles of Biological Diversity/Lab | 4† | _____ |
| BIOH | 104** | Basic Human Biology/Lab | 4† | _____ |
| CHMY | 101 | Discover Chemistry | 3† | _____ |
| CHMY | 121** | Intro to General Chemistry/Lab | 4† | _____ |
| CHMY | 141** | College Chemistry I/Lab | 4† | _____ |
| CHMY | 143* | College Chemistry II/Lab | 4† | _____ |
| GEO | 101 | Introduction to Physical Geology/Lab | 4† | _____ |
| NUTR | 221 | Basic Human Nutrition | 3† | _____ |
| PHSX | 105 | Fund Physical Science w/Lab | 4† | _____ |
| PHSX | 205** | College Physics I w/Lab | 4† | _____ |
| PHSX | 220** | Physics I w/Lab (w/ Calculus) | 4† | _____ |

SOCIAL SCIENCES / HISTORY--6 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|------------------------|------------|----------------------------------|----------------|------------------|
| Social Sciences | | | | |
| CJUS | 121 | Introduction to Criminal Justice | 3† | _____ |
| ECNS | 201 | Principles of Microeconomics | 3† | _____ |
| ECNS | 202 | Principles of Macroeconomics | 3† | _____ |
| PSCI | 210 | Intro to American Government | 3† | _____ |
| PSYX | 100 | Introduction to Psychology | 3† | _____ |
| PSYX | 230 | Developmental Psychology | 3† | _____ |
| SOCI | 101 | Introduction to Sociology | 3† | _____ |

History

| | | | | |
|------|------|-------------------------|----|-------|
| HSTA | 101N | American History I | 3† | _____ |
| HSTA | 102N | American History II | 3† | _____ |
| HSTA | 255N | Montana History | 3† | _____ |
| HSTR | 101 | Western Civilization I | 3† | _____ |
| HSTR | 102 | Western Civilization II | 3† | _____ |

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CULTURAL DIVERSITY--3 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|---|----------------|------------------|
| ANTY 101 | Anthropology – The Human Experience | 3† | _____ |
| BMKT 242 | Introduction to Global Markets | 3† | _____ |
| LSH 244 | American Cultural Values | 3† | _____ |
| NASX 204N | Intro to Native American Beliefs & Phil | 3† | _____ |
| NASX 232N | Montana Indians: Cultures, Hist, & Issues | 3† | _____ |
| NASX 240N | Native American Literature (equiv to 390) | 3+ | _____ |
| SIGN 101 | Intro to American Sign Lang | 3† | _____ |
| SPNS 101 | Elementary Spanish I | 4† | _____ |
| SPNS 102* | Elementary Spanish II | 4† | _____ |

TOTAL PROGRAM CREDITS - 60

~ Many students need preliminary math, science and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

Students should consult with the intended receiving institution to determine whether or not additional core courses may be required to satisfy that institution's General Education Core.

CULTURAL HERITAGE OF AMERICAN INDIANS--3 CREDITS †

Courses with an "N" behind the course title will fulfill the Cultural Heritage of American Indians requirement as well as a designated core area requirement.

II. COMPUTER SKILLS/USAGE--3 CREDITS †

| COURSE NO. | TITLE | CREDITS | GRADE |
|-------------------|---------------------------|----------------|--------------|
| CAPP 120 | Introduction to Computers | 3† | _____ |

OR any Computer 3 credit hour course that has CAPP 120 as a prerequisite

NO MORE THAN 5 CREDITS OF COURSES NUMBERED 194 MAY BE APPLIED TOWARD THE DEGREE.

III. CONCENTRATION IN MATH AND SCIENCE--9 CREDITS†

Students may choose coursework numbered 100 or above from any of the following discipline areas to complete the required 9 credits of electives.

(BIOB) (BIOH) (BIOM) Biology, (CAPP) Computer Applications, (CHMY) Chemistry, (CSCI) Computer Science/Programming, (GEO) Geology, (ITS) Information Technology Systems, (M) Math** (except MATH 100, MATH 101, MATH 103, MATH 104, MATH 108, M 108 or M 111, M 191A, M 191B), (PHSX) Physics, (PHYS) Physical Science, (STAT) Statistics

COURSES NUMBERED 194 WILL NOT BE APPLIED TO THE CONCENTRATION AREA.

IV. ELECTIVES--17 CREDITS

Students may choose coursework numbered 100 or above from any discipline area to complete the required 17 credits of electives. Students may not choose or may not count the following courses: MATH 100, MATH 101, MATH 103, MATH 104, MATH 108, M 108, M 111, M191A, M191B, ENGL 118, ENGL 119, ENGL 120

ACCOUNTING**ASSOCIATE OF APPLIED SCIENCE DEGREE**

Program Director: Kerry Dolan

Upon completion of the Accounting Degree program students will be prepared for employment in general accounting occupations. They will be prepared to work in public, private, or governmental agencies as accounting clerks, accounting technicians, bookkeepers, accounting support personnel, or payroll assistants.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Prepare financial records for a business.
- Prepare and interpret financial statements of a business while applying generally accepted accounting principles.
- Understand internal controls necessary in business organizations.
- Perform accounting functions for sole proprietorships, partnerships and corporations.
- Use computerized accounting software.
- Communicate professionally, both orally and in writing.
- Compute payrolls and prepare basic federal and state payroll tax forms and returns.
- Prepare basic income tax returns for individuals and businesses using commercial tax preparation software.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 6179 |
| Application Fee | \$ | 30 |
| Books/Supplies | \$ | 3396 |
| TOTAL | \$ | 9,605 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---------------------------|----------------|------------------|
| ACTG | 101** | Accounting Procedures I | 3† | _____ |
| BGEN | 105 | Introduction to Business | 3+ | _____ |
| CAPP | 120 | Introduction to Computers | 3+ | _____ |
| M | 108** | Business Mathematics | 4+ | _____ |
| WRIT | 101** | College Writing I | <u>3±</u> | _____ |
| | | Subtotal | 16 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--------------------------------------|----------------|------------------|
| ACTG | 102* | Accounting Procedures II | 3† | _____ |
| ACTG | 180* | Payroll Accounting | 3† | _____ |
| CAPP | 156* | MS Excel | 3+ | _____ |
| COMX | 115 | Intro to Interpersonal Communication | 3+ | _____ |
| M | 121** | College Algebra OR | | |
| M | 145** | Math for Liberal Arts | <u>3±</u> | _____ |
| | | Subtotal | 15 | |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|------------------------------------|----------------|------------------|
| ACTG | 201* | Principles of Financial Accounting | 3† | _____ |
| ACTG | 205* | Computerized Accounting | 3† | _____ |
| CAPP | 158* | MS Access | 3+ | _____ |
| | | Electives | <u>4</u> | _____ |
| | | Subtotal | 13 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------------------|----------------|------------------|
| ACTG | 202* | Principles of Managerial Accounting | 3† | _____ |
| ACTG | 211* | Income Tax Fundamentals | 3† | _____ |
| BGEN | 235* | Business Law | 3+ | _____ |
| CAPP | 105* | Short Courses: Computer Calculators | 1+ | _____ |
| CAPP | 154* | MS Word | 3+ | _____ |
| WRIT | 122** | Introduction to Business Writing | <u>3±</u> | _____ |
| | | Subtotal | 16 | |

SUGGESTED ELECTIVES

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|------------------------------------|----------------|------------------|
| BMGT | 235* | Management | 3 | _____ |
| BMKT | 242 | Intro to Global Markets | 3 | _____ |
| CAPP | 112* | Short Courses: MS PowerPoint | 1 | _____ |
| ECNS | 201 | Principles of Microeconomics | 3 | _____ |
| ECNS | 202 | Principles of Macroeconomics | 3 | _____ |
| GDSN | 200* | Introduction to Desktop Publishing | 3 | _____ |
| MART | 231* | Interactive Web I | 4 | _____ |
| MART | 232* | Interactive Web II | 3 | _____ |
| STAT | 216** | Introduction to Statistics | 4 | _____ |

OR other courses with advisor approval

TOTAL PROGRAM CREDITS – 60~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

BUSINESS ADMINISTRATION – ENTREPRENEURSHIP

ASSOCIATE OF APPLIED SCIENCE DEGREE

Program Director: Marilyn Besich

Program Faculty: Teri Dwyer

OUTCOMES: GRADUATES ARE PREPARED TO:

- Utilize mathematical concepts and theories to analyze the viability of a business and to use those concepts and theories in the decision making process.
- Develop an understanding of societies and cultures and use that understanding to implement business practices reflecting the diversity of customers and employers.
- Incorporate social science theories and constructs from the fields of psychology and sociology into the application of management theories.
- Analyze the legal requirements and ethical implications of business decisions and how such decisions affect the business, community and society.
- Utilize computer hardware and software to effectively manage information.
- Analyze the feasibility of a business opportunity through development of a business plan.
- Utilize oral, written and listening skills to demonstrate an understanding of business practices and theories and effectively interact with others.

The Business Administration – Entrepreneurship program of study is designed to prepare students for employment in management positions in small business enterprises or to create and operate their own small business enterprises.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 6179 |
| Application Fee | \$ | 30 |
| Books/Supplies | \$ | 3045 |
| TOTAL | \$ | 9,254 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|-------------------------------|---------|-----------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|---------------------------|-----------|-----------|
| ACTG | 101** | Accounting Procedures I | 3† | _____ |
| BGEN | 105 | Introduction to Business | 3† | _____ |
| CAPP | 120 | Introduction to Computers | 3† | _____ |
| M | 108** | Business Mathematics | 4† | _____ |
| WRIT | 101** | College Writing I | <u>3†</u> | _____ |
| | | Subtotal | 16 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|--------------------------------------|-----------|-----------|
| ACTG | 102* | Accounting Procedures II | 3† | _____ |
| ACTG | 180* | Payroll Accounting | 3† | _____ |
| BMGT | 235* | Management | 3† | _____ |
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |
| PSYX | 100 | Intro to Psychology | <u>3†</u> | _____ |
| | | Subtotal | 15 | |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|------------------------------------|-----------|-----------|
| ACTG | 201* | Principles of Financial Accounting | 3† | _____ |
| BMGT | 215* | Human Resource Management | 3† | _____ |
| BMKT | 225* | Marketing | 3† | _____ |
| CAPP | 156* | MS Excel | 3† | _____ |
| M | 121** | College Algebra OR | | |
| M | 145** | Math for Liberal Arts | <u>3†</u> | _____ |
| | | Subtotal | 15 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|-------------------------------------|-----------|-----------|
| ACTG | 202* | Principles of Managerial Accounting | 3† | _____ |
| BGEN | 235* | Business Law | 3† | _____ |
| BMGT | 210* | Small Business Entrepreneurship | 3† | _____ |
| BMKT | 240* | Advertising | 3† | _____ |
| WRIT | 122** | Intro to Business Writing | <u>3†</u> | _____ |
| | | Subtotal | 15 | |

TOTAL PROGRAM CREDITS – 61~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

BUSINESS ADMINISTRATION – MANAGEMENT**ASSOCIATE OF APPLIED SCIENCE DEGREE**

Program Director: Marilyn Besich

Program Faculty: Teri Dwyer

This program is offered completely on-line.

This program is designed to meet the diverse needs of 21st century managers by providing an in depth analysis of interrelated and multidisciplinary management constructs. It focuses on the development of organizational objectives, implementation of strategic initiatives, budget planning and financial analysis, delegation and empowerment, relationship management, employee supervision and performance evaluations. It includes development of “soft skills” such as business etiquette, emotional intelligence, social capital, and civic duties.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Utilize oral, written, and listening skills to demonstrate an understanding of business practices and theories and effectively interact with others.
- Utilize mathematical concepts and theories to analyze the viability of a business and to use those concepts and theories in the decision-making process.
- Incorporate social science theories and constructs from the fields of psychology and sociology into the application of management theories.
- Develop an understanding of societies and cultures and use that understanding to implement business practices reflecting the diversity of customers, employees and employers.
- Analyze the legal requirements and ethical implications of business decisions and how such decisions affect the business, community, and society.
- Utilize computer hardware and software to effectively manage information.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 6179 |
| Application Fee | \$ | 30 |
| Books/Supplies | \$ | 3028 |
| TOTAL | \$ | 9,237 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

FIRST FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---------------------------|----------------|------------------|
| ACTG | 101** | Accounting Procedures I | 3† | _____ |
| BGEN | 105 | Introduction to Business | 3† | _____ |
| CAPP | 120 | Introduction to Computers | 3† | _____ |
| M | 108** | Business Mathematics | 4† | _____ |
| WRIT | 101** | College Writing I | <u>3†</u> | _____ |
| | | Subtotal | 16 | |

FIRST SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--------------------------------------|----------------|------------------|
| ACTG | 102* | Accounting Procedures II | 3† | _____ |
| ACTG | 180* | Payroll Accounting | 3† | _____ |
| BMGT | 235* | Management | 3† | _____ |
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |
| PSYX | 100 | Introduction to Psychology | <u>3†</u> | _____ |
| | | Subtotal | 15 | |

SECOND FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|------------------------------------|----------------|------------------|
| ACTG | 201* | Principles of Financial Accounting | 3† | _____ |
| BMGT | 215* | Human Resource Management | 3† | _____ |
| BMKT | 225* | Marketing | 3† | _____ |
| CAPP | 156* | MS Excel | 3† | _____ |
| M | 121** | College Algebra OR | | |
| M | 145** | Math for Liberal Arts | <u>3†</u> | _____ |
| | | Subtotal | 15 | |

SECOND SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------------------|----------------|------------------|
| ACTG | 202* | Principles of Managerial Accounting | 3† | _____ |
| BGEN | 235* | Business Law | 3† | _____ |
| BMGT | 277* | Principles of Strategic Management | 3† | _____ |
| CAPP | 154* | MS Word | 3† | _____ |
| WRIT | 122** | Intro to Business Writing | <u>3†</u> | _____ |
| | | Subtotal | 15 | |

TOTAL PROGRAM CREDITS – 61~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

BUSINESS FUNDAMENTALS**CERTIFICATE OF APPLIED SCIENCE DEGREE**

Program Director: Marilyn Besich

Program Faculty: Teri Dwyer

The Business Fundamentals program is designed for persons seeking employment in entry-level business positions assisting small business enterprises.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Maintain accounting records;
- Meet the public;
- Manage office functions; and
- Assist with marketing efforts

The Business Fundamentals program also offers individuals needing technical business assistance courses to upgrade knowledge and skills.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 3085 |
| Application Fee | \$ | 30 |
| Books/Supplies | \$ | 1589 |
| TOTAL | \$ | 4,705 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

FIRST SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|---------------------------|----------------|------------------|
| ACTG | 101** | Accounting Procedures I | 3† | _____ |
| BGEN | 105 | Introduction to Business | 3† | _____ |
| CAPP | 120 | Introduction to Computers | 3† | _____ |
| M | 108** | Business Mathematics | 4† | _____ |
| WRIT | 101** | College Writing I | <u>3†</u> | _____ |
| | | Subtotal | 16 | |

SECOND SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--------------------------------------|----------------|------------------|
| ACTG | 102* | Accounting Procedures II | 3† | _____ |
| ACTG | 180* | Payroll Accounting | 3† | _____ |
| CAPP | 105* | Short Courses: Computer Calculators | 1† | _____ |
| CAPP | 154* | Microsoft Word | 3† | _____ |
| CAPP | 156* | MS Excel | 3† | _____ |
| COMX | 115 | Intro to Interpersonal Communication | <u>3†</u> | _____ |
| | | Subtotal | 16 | |

TOTAL PROGRAM CREDITS – 32~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

Business Fundamentals

Program Level - Undergraduate certificate

Program Length - 1 years

COST

Q. How much will this program cost me?*

A. Tuition and fees: \$3,107

Books and supplies: \$1,468

On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *

Private education loans: *

Institutional financing plan: *

* Less than 10 graduates received loans. Median amounts are withheld to preserve the confidentiality of the loan recipients.

SUCCESS

Q. How long will it take me to complete this program?

A. The program is designed to take 1 years to complete. Of those that completed the program in 2012-2013, *% finished in 1 years.


*Less than 10 students completed this program in 2012-13. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

A. The job placement rate for students who completed this program in 2012-2013 is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

 For additional information related to this program and/or the information provided above, [click here](#).

Date Created: 1/24/2014

CARPENTRY**CERTIFICATE OF APPLIED SCIENCE DEGREE**

Program Director: Patrick Schoenen

The Carpentry Program provides the opportunity to learn valuable skills in the construction trades. These skills prepare the student for an entry level job in the construction trade, giving them an advantage over unskilled labor. Students learn in three different environments: The classroom - where information is conveyed, a lab environment - where skills are practiced, and on "real world" projects which include a site-built residential home. Students are evaluated by written test, performance test, and demonstration of employability skills. The carpentry cohort learns specific carpentry skills in a module format.

To be accepted into this program, students must have a qualifying placement assessment score or have completed M065 within the last 3 years.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Communicate effectively in a construction site environment.
- Demonstrate a working knowledge of construction materials.
- Demonstrate a working knowledge of construction site safety, hand and power tools safety that is reinforced with an OSHA 10 Certification.
- Perform entry level carpentry skills involved in rough framing. Rough framing includes floors, walls, trusses, vaulted roofs and dormers.
- Perform entry level carpentry skills involved in exterior finishes
- Perform entry level carpentry skills involved in the installation of insulation and moisture barriers
- Perform entry level carpentry skills involved in metal stud construction
- Perform entry level carpentry skills involved in basic stair construction
- Perform entry level carpentry skills involved in the installation of exterior doors and windows
- Demonstrate a basic knowledge in concrete and site layout protocol.
- Estimate materials necessary in the completion of the phases of construction being taught.
- Perform entry level interior finish carpentry skills which include cabinet installation, countertop installation, molding applications, interior door installation, and simple cabinet construction.

Students entering the program should have good manual dexterity skills, good physical condition, like to work outdoors in changing weather conditions and be comfortable working at varying heights. Students are also required to provide his or her basic hand tools and framing style tool belts. A "kit" with all of these items is available to purchase in the bookstore at the beginning of the fall semester. A list of these tools can be provided by the Program Director upon request.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 3085 |
| Application Fee | \$ | 30 |
| Program Fee | \$ | 400 |
| Books/Supplies | \$ | 630 |
| TOTAL | \$ | 4,145 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---|----------------|------------------|
| CSTN | 100* | Fundamentals of Construction Technology | 3† | _____ |
| CSTN | 115* | Construction Calculators & Estimating | 1† | _____ |
| CSTN | 120* | Carpentry Basics & Rough-in Framing | 6† | _____ |
| CSTN | 160* | Beginning Carpentry Practicum | 3† | _____ |
| M | 191A** | Special Topics: Math for Carpentry | <u>3†</u> | _____ |
| | | Subtotal | 16 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---|----------------|------------------|
| COMX | 102 | Interpersonal Skills in the Workplace | 1† | _____ |
| CSTN | 135* | Basic Rigging | 2† | _____ |
| CSTN | 145* | Exterior Finishing, Stair Construction, & Metal Stud Framing | 4† | _____ |
| CSTN | 161* | Construction Concepts & Bldg Lab II | 3† | _____ |
| CSTN | 171* | Site Prep, Found, & Concrete Installation | 3† | _____ |
| WRIT | 104 | Communication Skills in the Workplace | <u>2†</u> | _____ |
| | | Subtotal | 15 | |

TOTAL PROGRAM CREDITS – 31~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

Carpentry/Carpenter

Program Level - Undergraduate certificate

Program Length - 1 years

COST

Q. How much will this program cost me?*

A. Tuition and fees: \$3,507

Books and supplies: \$581

On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *

Private education loans: *

Institutional financing plan: *

* Less than 10 graduates received loans. Median amounts are withheld to preserve the confidentiality of the loan recipients.

SUCCESS

Q. How long will it take me to complete this program?

A. The program is designed to take 1 years to complete. Of those that completed the program in 2012-2013, *% finished in 1 years.


*Less than 10 students completed this program in 2012-13. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

A. The job placement rate for students who completed this program in 2012-2013 is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

 For additional information related to this program and/or the information provided above, [click here](#).

Date Created: 1/24/2014

COMPUTER ASSISTANT**CERTIFICATE OF APPLIED SCIENCE DEGREE**

Program Director: Bruce Gottwig

The Computer Assistant program prepares individuals for operation of software programs and a basic knowledge of managing data and files. Coursework is designed to provide a solid foundation for microcomputer operation and develop essential business and computer skills. The course of study will prepare students to:

OUTCOMES: GRADUATES ARE PREPARED TO:

- Create, manage, and modify databases and attain the Microsoft Certified Application Specialist – Access.
- Create, manage, and modify electronic spreadsheets and attain the Microsoft Certified Application Specialist – Excel.
- Create, manage, and modify word processing documents and attain the Microsoft Certified Application Specialist – Word.
- Create effective web pages that include links, graphics, sound, tables, forms, and style sheets using common editors.
- Troubleshoot and repair microcomputers and attain the CompTIA A+ certification.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 3085 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 35 |
| Books/Supplies | \$ | 1573 |
| TOTAL | \$ | 4,723 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

FIRST SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--------------------------------------|----------------|------------------|
| CAPP | 120 | Introduction to Computers | 3+ | _____ |
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |
| MART | 231* | Interactive Web I | 4+ | _____ |
| M | 095** | Intermediate Algebra OR | | |
| M | 121** | College Algebra OR | | |
| M | 152** | Precalculus Algebra OR | | |
| M | 171** | Calculus I | 3-4+ | _____ |
| WRIT | 101** | College Writing OR | | |
| WRIT | 122** | Intro to Business Writing | <u>3†</u> | _____ |
| | | Subtotal | 16-17 | |

SECOND SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| CAPP | 112* | Short Courses: MS Powerpoint | 1† | _____ |
| CAPP | 154* | MS Word | 3† | _____ |
| CAPP | 156* | MS Excel | 3† | _____ |
| CAPP | 158* | MS Access | 3† | _____ |
| ITS | 280* | Computer Repair & Maintenance | <u>4†</u> | _____ |
| | | Subtotal | 14 | |

TOTAL PROGRAM CREDITS – 30-31~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

Computer Assistant

Program Level - Undergraduate certificate

Program Length - 1 years

COST

Q. How much will this program cost me?*

A. Tuition and fees: \$3,142

Books and supplies: \$1,500

On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *

Private education loans: *

Institutional financing plan: *

* Less than 10 graduates received loans. Median amounts are withheld to preserve the confidentiality of the loan recipients.

SUCCESS

Q. How long will it take me to complete this program?

A. The program is designed to take 1 years to complete. Of those that completed the program in 2012-2013, *% finished in 1 years.


*Less than 10 students completed this program in 2012-13. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

A. The job placement rate for students who completed this program in 2012-2013 is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

*Click here for
more information
on jobs related
to this program.*

 For additional information related to this program and/or the information provided above, [click here](#).

Date Created: 1/24/2014

COMPUTER INFORMATION TECHNOLOGY**MICROCOMPUTER SUPPORT****ASSOCIATE OF APPLIED SCIENCE DEGREE**

Program Director: Bruce Gottwig

Upon completion of the Microcomputer Support Degree, students will be able to maintain personal computers, repair and troubleshoot common hardware problems, and use and assist end-users in using common software applications.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Create, manage, and modify databases as preparation for the examination to attain the Microsoft Certified Application Specialist – Access.
- Create, manage, and modify electronic spreadsheets as preparation for the examination to attain the Microsoft Certified Application Specialist – Excel.
- Create, manage, and modify word processing documents as preparation for the examination to attain the Microsoft Certified Application Specialist – Word.
- Create, modify, and troubleshoot computer programs using Java to develop computer programming skills.
- Create effective web pages that include links, graphics, sound, tables, forms, and style sheets using common editors.
- Implement, administer, and troubleshoot computer systems that incorporate Microsoft Windows 7 as preparation for the examination to attain the Windows 7 Configuration Microsoft Certified Technology Specialist 70-620.
- Install, configure, operate, and troubleshoot medium sized router and switched networks as preparation for the CCNA (Cisco Certified Network Associate) certification;
- Troubleshoot and repair microcomputers as preparation for the examination to attain the CompTIA A+ certification.
- Train and support microcomputer end-users to include developing and delivering training modules and developing strategies for providing on-going technical support.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 6179 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 175 |
| Books/Supplies | \$ | 2298 |
| TOTAL | \$ | 8,682 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

FIRST FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--|----------------|------------------|
| CAPP | 120 | Introduction to Computers | 3+ | _____ |
| NTS | 104* | CCNA 1: Introduction to Networks | 3† | _____ |
| NTS | 105* | CCNA 2: Routing & Switching Essentials | 3+ | _____ |
| M | 095** | Intermediate Algebra OR | | |
| M | 121** | College Algebra OR | | |
| M | 152** | Precalculus Algebra OR | | |
| M | 171** | Calculus I | 3-4+ | _____ |
| WRIT | 101** | College Writing I OR | | |
| WRIT | 122** | Intro to Business Writing | <u>3+</u> | _____ |
| | | Subtotal | 15-16 | |

FIRST SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--------------------------------------|----------------|------------------|
| CAPP | 158* | MS Access | 3+ | _____ |
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |
| ITS | 210* | Network Operating Systems - Desktop | 3+ | _____ |
| NTS | 204* | CCNA 3: Scaling Networks | 3+ | _____ |
| NTS | 205* | CCNA 4: Connecting Networks | <u>3+</u> | _____ |
| | | Subtotal | 15 | |

SECOND FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--------------------------|----------------|------------------|
| BGEN | 105 | Introduction to Business | 3+ | _____ |
| CAPP | 154* | MS Word | 3+ | _____ |
| CSCI | 111* | Programming with Java | 3† | _____ |
| MART | 231* | Interactive Web I | 4+ | _____ |
| | | Technical Electives*** | <u>2</u> | _____ |
| | | Subtotal | 15 | |

SECOND SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---------------------------------|----------------|------------------|
| CAPP | 156* | MS Excel | 3+ | _____ |
| ITS | 280* | Computer Repair and Maintenance | 4+ | _____ |
| ITS | 299* | Capstone: Internship | 3† | _____ |
| | | Technical Electives*** | <u>5</u> | _____ |
| | | Subtotal | 15 | |

*** Technical electives must be approved by program director

TOTAL PROGRAM CREDITS – 60-61~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

COMPUTER INFORMATION TECHNOLOGY NETWORK SUPPORT

ASSOCIATE OF APPLIED SCIENCE DEGREE

Program Director: Bruce Gottwig

The Computer Technology Program prepares individuals to assume a role in computer support with skills and responsibilities in user support, hardware and software troubleshooting, and basic system maintenance.

The Network Support Degree prepares students for a career in supporting Local Area Networks (LAN) and Wide Area Networks (WAN) with a focus on the skills required to understand and manage the operation of a small and large computer network.

Upon completion of the Network Support Degree, students will be able to successfully design, implement, manage, and maintain effective network infrastructures for both home and corporate clients as an entry level network technician / system administrator.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Utilize TCP/IP applications to prove their understanding of networking protocols used to control modern networking infrastructures.
- Master the concepts of the theoretical OSI networking model.
- Create, maintain, and troubleshoot both wired and wireless network infrastructures and infrastructure devices.
- Employ and master the skills needed to create and maintain server based networks using both Microsoft Windows and Open source Linux server systems.
- Develop and implement a logical troubleshooting and maintenance system for Personal Computing systems.
- Prepare for networking support industry standard certifications such as: CCNA, CCNP, MCSA or MCSE, and CompTIA Network+.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 6179 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 245 |
| Books/Supplies | \$ | 2275 |
| TOTAL | \$ | 8,730 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|-------------------------------|---------|-----------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

FIRST FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|--|-------------|-----------|
| CAPP | 120 | Introduction to Computers | 3+ | _____ |
| ITS | 125 | Fund of Voice and Data Cabling | 3† | _____ |
| NTS | 104* | CCNA 1: Introduction to Networks | 3† | _____ |
| NTS | 105* | CCNA 2: Routing & Switching Essentials | 3+ | _____ |
| M | 095** | Intermediate Algebra OR | | |
| M | 121** | College Algebra OR | | |
| M | 152** | Pre-calculus Algebra OR | | |
| M | 171** | Calculus I | <u>3/4+</u> | _____ |
| | | Subtotal | 15/16 | |

FIRST SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|-------------------------------------|-----------|-----------|
| ITS | 210* | Network Operating Systems - Desktop | 3† | _____ |
| NTS | 204* | CCNA 3: Scaling Networks | 3+ | _____ |
| NTS | 205* | CCNA 4: Connecting Networks | 3+ | _____ |
| ITS | 280* | Computer Repair and Maintenance | 4+ | _____ |
| WRIT | 101** | College Writing I OR | | |
| WRIT | 122** | Intro to Business Writing | <u>3†</u> | _____ |
| | | Subtotal | 16 | |

SECOND FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|--|----------|-----------|
| COMX | 115 | Intro to Interpersonal Communication | 3+ | _____ |
| ITS | 215* | Network Operating Systems – Dir Infrast. | 4† | _____ |
| ITS | 260* | CCNP: Routing | 4+ | _____ |
| | | Technical Electives*** | <u>4</u> | _____ |
| | | Subtotal | 15 | |

SECOND SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|---------------------------------------|----------|-----------|
| ITS | 217* | Network Operating System – Admin/Apps | 4+ | _____ |
| ITS | 264* | CCNP: Switching | 4† | _____ |
| ITS | 299* | Capstone: Internship | 3† | _____ |
| | | Technical Electives*** | <u>4</u> | _____ |
| | | Subtotal | 14 | |

*** Technical electives must be approved by program director

TOTAL PROGRAM CREDITS – 60-61~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

COMPUTER INFORMATION TECHNOLOGY**WEB DESIGN****ASSOCIATE OF APPLIED SCIENCE DEGREE**

Program Director: Rhonda Kueffler

The Computer Technology Program prepares individuals to assume a role in computer support with skills and responsibilities in user support, hardware and software troubleshooting, and basic system maintenance.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Write, control and troubleshoot XHTML and CSS in order to create effective and current web pages using industry standard applications.
- Investigate and implement current languages and utilities to assess their effectiveness in the development of web pages and design.
- Employ and master graphical editing and animation techniques using industry standard applications.
- Develop web sites and other forms of design.
- Discover techniques and style that may act as models for their own work.
- Collaborate in various roles typical in web and design work.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 6179 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 90 |
| Books/Supplies | \$ | 1907 |
| TOTAL | \$ | 8,207 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1+ | _____ |

FIRST FALL SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--------------------------------|----------------|------------------|
| BGEN | 105 | Introduction to Business | 3+ | _____ |
| CAPP | 120 | Introduction to Computers | 3+ | _____ |
| GDSN | 101* | Design Topics and Principles | 3+ | _____ |
| M | 095** | Intermediate Algebra OR | | |
| M | 121** | College Algebra OR | | |
| M | 152** | Pre-calculus Algebra OR | | |
| M | 171** | Calculus I | 3-4+ | _____ |
| WRIT | 101** | College Writing I OR | | |
| WRIT | 122** | Intro to Business Writing | <u>3+</u> | _____ |
| | | Subtotal | 15-16 | |

FIRST SPRING SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--------------------------------------|----------------|------------------|
| COMX | 115 | Intro to Interpersonal Communication | 3+ | _____ |
| GSDN | 130* | Typography | 3+ | _____ |
| ITS | 210* | Network Operating Systems - Desktop | 3+ | _____ |
| ITS | 280* | Computer Repair and Maintenance | 4+ | _____ |
| MART | 231* | Interactive Web I | <u>4+</u> | _____ |
| | | Subtotal | 17 | |

SECOND FALL SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|----------------------------------|----------------|------------------|
| CAPP | 158* | MS Access | 3+ | _____ |
| CSCI | 111* | Programming with JAVA I | 3+ | _____ |
| GDSN | 249* | Digital Imagine II | 3+ | _____ |
| NTS | 104* | CCNA 1: Introduction to Networks | 3+ | _____ |
| MART | 232* | Interactive Web II | <u>3+</u> | _____ |
| | | Subtotal | 15 | |

SECOND SPRING SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| GDSN | 200* | Intro to Desktop Publishing | 3+ | _____ |
| ITS | 299* | Capstone: Internship | 3+ | _____ |
| MART | 233* | Interactive Web III | 3+ | _____ |
| PHOT | 154* | Exploring Digital Photography | <u>4+</u> | _____ |
| | | Subtotal | 13 | |

TOTAL PROGRAM CREDITS – 60-61~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

COMPUTER NETWORK INFRASTRUCTURE**CERTIFICATE OF APPLIED SCIENCE DEGREE**

Program Director: Bruce Gottwig

OUTCOMES: GRADUATES ARE PREPARED TO:

- Demonstrate an entry level understanding of network infrastructure cabling.
- Install and basically configure network routers and switches.
- Pass the Cisco Certified Network Associate industry standard certification exam with at least an 80%.
- Pass the CompTIA A+ industry standard certification exam battery with at least an 80%.
- Obtain and keep an entry level computer networking professional position in the workforce.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 3085 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 210 |
| Books/Supplies | \$ | 1544 |
| TOTAL | \$ | 4,869 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

FALL SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--|----------------|------------------|
| CAPP | 120 | Introduction to Computers | 3† | _____ |
| ITS | 125 | Fund of Voice and Data Cabling | 3† | _____ |
| NTS | 104* | CCNA 1: Introduction to Networks | 3† | _____ |
| NTS | 105* | CCNA 2: Routing & Switching Essentials | 3+ | _____ |
| M | 095** | Intermediate Algebra OR | | |
| M | 121** | College Algebra OR | | |
| M | 152 ** | Pre-calculus Algebra OR | | |
| M | 171** | Calculus I | <u>3/4†</u> | _____ |
| | | Subtotal | 15-16 | |

SPRING SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--------------------------------------|----------------|------------------|
| COMX | 115 | Intro to Interpersonal Communication | 3+ | _____ |
| NTS | 204* | CCNA 3: Scaling Networks | 3+ | _____ |
| NTS | 205* | CCNA 4: Connecting Networks | 3+ | _____ |
| ITS | 280* | Computer Repair and Maintenance | 4† | _____ |
| WRIT | 101** | Composition I OR | | |
| WRIT | 122** | Intro to Business Writing | <u>3†</u> | _____ |
| | | Subtotal | 16 | |

TOTAL PROGRAM CREDITS - 31-32~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

Computer Network Infrastructure

Program Level - Undergraduate certificate

Program Length - 1 years

COST

Q. How much will this program cost me?*

A. Tuition and fees: \$3,317

Books and supplies: \$1,472

On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *

Private education loans: *

Institutional financing plan: *

* Less than 10 graduates received loans. Median amounts are withheld to preserve the confidentiality of the loan recipients.

SUCCESS

Q. How long will it take me to complete this program?

A. The program is designed to take 1 years to complete. Of those that completed the program in 2012-2013, *% finished in 1 years.


*Less than 10 students completed this program in 2012-13. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

A. The job placement rate for students who completed this program in 2012-2013 is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

*Click here for
more information
on jobs related
to this program.*

 For additional information related to this program and/or the information provided above, [click here](#).

Date Created: 1/24/2014

COMPUTER SERVER ADMINISTRATION**CERTIFICATE OF APPLIED SCIENCE DEGREE**

Program Director: Bruce Gottwig

The Computer Server Administration program prepares individuals for employment in the computer networking field, specifically focusing on server management, maintenance, and administration. Students in this program gain hands-on experience with computer hardware, software and networks. Upon successful completion of the program, the student will have the needed skills to sit for CompTIA Network+, Linux+ and Microsoft MCSA/MCSE certifications.

OUTCOMES: GRADUATES ARE PREPARED TO

- Demonstrate an advanced level understanding of Microsoft 2003 server configuration;
- Demonstrate a basic understanding network infrastructure design and configuration;
- Demonstrate a basic understanding of the Linux server operating system;
- Pass the MCSA / MCSE industry standard certification exam battery with at least an 70%;
- Obtain and keep a computer server professional position within the workforce.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 3085 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 70 |
| Books/Supplies | \$ | 2084 |
| TOTAL | \$ | 5,269 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

TOTAL PROGRAM CREDITS – 33-34~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

FALL SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--|----------------|------------------|
| CAPP | 120 | Introduction to Computers | 3+ | _____ |
| NTS | 104* | CCNA 1: Introduction to Networks | 3† | _____ |
| NTS | 105* | CCNA 2: Routing & Switching Essentials | 3+ | _____ |
| ITS | 215* | Network Operating Systems – Dir/Infrast. | 4+ | _____ |
| M | 095** | Intermediate Algebra OR | | |
| M | 121** | College Algebra OR | | |
| M | 152** | Pre-calculus Algebra OR | | |
| M | 171** | Calculus I | <u>3/4+</u> | _____ |
| | | Subtotal | 16-17 | |

SPRING SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--|----------------|------------------|
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |
| ITS | 210* | Network Operating Systems - Desktop | 3† | _____ |
| ITS | 217* | Network Operating Systems – Admin/Apps | 4† | _____ |
| ITS | 224* | Introduction to Linux | 4+ | _____ |
| WRIT | 101** | College Writing I OR | | |
| WRIT | 122** | Intro to Business Writing | <u>3†</u> | _____ |
| | | Subtotal | 17 | |

Computer Server Administration

Program Level - Undergraduate certificate

Program Length - 1 years

COST

Q. How much will this program cost me?*

A. Tuition and fees: \$3,177

Books and supplies: \$2,099

On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *

Private education loans: *

Institutional financing plan: *

* Less than 10 graduates received loans. Median amounts are withheld to preserve the confidentiality of the loan recipients.

SUCCESS

Q. How long will it take me to complete this program?

A. The program is designed to take 1 years to complete. Of those that completed the program in 2012-2013, *% finished in 1 years.


*Less than 10 students completed this program in 2012-13. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

A. The job placement rate for students who completed this program in 2012-2013 is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

 For additional information related to this program and/or the information provided above, [click here](#).

Date Created: 1/24/2014

DENTAL ASSISTANT**CERTIFICATE OF APPLIED SCIENCE DEGREE**

Program Director: Robin Williams

Program Faculty: Carmen Perry

Dental Assistants are important members of the dental health care team and primarily help to increase the efficiency and productivity of the dental practice by assisting the dentist in delivering patient care. Other employment opportunities and/or responsibilities include dental health education, performing expanded duty dental care on patients, business practice, or working with dental insurance or dental supply companies. Because dentists employ two or three dental assistants, employment opportunities are excellent.

The Dental Assistant program will:

- Maintain an instructional curriculum that meets the accreditation standards of the American Dental Association Council on Dental Education and of the local dental community.
- Deliver relevant learning experiences and curriculum sequencing to assure graduates achieves adequate knowledge and skill to enable them to be employed in the field as entry level Dental Assistants.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Sit for the national certification examination administered by the Dental Assisting National Board.
- Perform entry level skill and competence in assigned chairside dental assistant duties and responsibilities (including expended duty functions as defined by the Montana Board of Dentistry.)
- Substantiate the mastery of oral radiography theory and techniques.
- Utilize computer technology associated with the profession of dentistry including but not limited to digital radiography, intraoral cameras, and dental-specific software for the operation of a dental practice.
- Integrate concepts in the dental sciences, prevention and oral health promotion to a variety of treatment situations in the dental setting
- Demonstrate appropriate cultural, legal, ethical, and professional values (including adherence to HIPAA standards.)
- Articulate dental language appropriate in business, clinical, and educational situations.
- Apply OSHA Infection control standards during all aspects of dental care and practice.

The GFC MSU Dental Assistant program is a one-year (11 month) limited enrollment certificate of applied science program and accepts up to 18 students each year. Applicants are advised to contact Advising or Career Center Advisors or a Program Director for further program information specific to admission requirements.

Interested students must complete an application to the program (separate from the institution application) for program acceptance. These students must have already successfully (C- or better) completed M 065 (Pre-algebra) and WRIT 095 Developmental Writing OR their equivalents OR are currently at the competency level for the program-required math and writing courses. Applicants must be in good academic standing for program entry.

Following acceptance to the program, students complete three semesters concluding with a summer semester when the students are enrolled in clinical practice. Students will be required to purchase uniform attire and provide own transportation (and lodging, if applicable) to and from clinical site assignments.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 4628 |
| Application Fee | \$ | 30 |
| Insurance | \$ | 23 |
| Uniforms | \$ | 250 |
| Program Fee | \$ | 396 |
| Books/Supplies | \$ | 835 |
| TOTAL | \$ | 6,161 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|-------------------------------|----------------|------------------|
| COLS 103 | Becoming a Successful Student | 1† | _____ |

The Dental Assistant program sequence is as follows:

(The student, however, may complete any or all of the general education coursework (non-DA) prior to entry to the Dental Assistant program, i.e.: M 90 or higher, WRIT 095 or higher, and/or COMX 115 or PSYX 100)

A grade of "C-" or above must be achieved in all courses to advance in the program and to graduate.

FALL SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|---|----------------|------------------|
| DENT 110 | Theory of Infection Control and Dis. Prev | 1† | _____ |
| DENT 115 | Head, Neck, & Oral Anatomy | 4† | _____ |
| DENT 116 | Dental Office Management | 2† | _____ |
| DENT 120 | Oral Radiology/Radiography I | 3† | _____ |
| DENT 123 | Chairside Theory and Practice I | 4† | _____ |
| WRIT 095** | Developmental Writing or higher | <u>3-4†</u> | _____ |
| | Subtotal | 17-18 | |

SPRING SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|---------------------------------------|----------------|------------------|
| DENT 121* | Oral Radiology/Radiography II | 2† | _____ |
| DENT 124* | Chairside Theory and Practice II | 4† | _____ |
| DENT 140* | Dental Sciences/Preventive Dentistry | 4† | _____ |
| DENT 145* | Dental Specialties | 3† | _____ |
| M 090** | Introductory Algebra OR higher | <u>3-4†</u> | _____ |
| | Subtotal | 16-17 | |

SUMMER TERM

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|--|----------------|------------------|
| COMX 115 | Intro to Interpersonal Communication OR | | _____ |
| PSYX 100 | Intro to Psychology | 3† | _____ |
| DENT 195* | Clinical Practice and Seminar | <u>7†</u> | _____ |
| | Subtotal | 10 | |

All required Dental Assistant program coursework must be successfully ("C- "or better) completed prior to enrollment in DA 190, with the exception of Intro to Interpersonal Communication or General Psychology, which may be taken during the summer term.

TOTAL PROGRAM CREDITS – 43-45~

~ Many students need preliminary math, biology and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

Great Falls College MSU Dental Assistant Program

Student Information and Application Packet Fall 2014

(Application is subject to change year to year)



**GREAT FALLS
COLLEGE**

**MONTANA STATE
UNIVERSITY**

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Dear Prospective Dental Assistant Student,

I am pleased by your interest in the Dental Assistant program at Great Falls College MSU. I graduated from this Dental Assistant program in 1987 and have found dental assisting to be a very rewarding career. In the coming years the demand for skilled dental assistants is expected to rise significantly. In fact, according to the U.S. Bureau of Labor Statistics, job openings for Dental Assistants are expected to increase by 30% in the next few years.

Great Falls College MSU's Dental Assistant program is accredited through the American Dental Association and upon graduation from the program, students are eligible to sit for the Dental Assisting National Board certification exam to become a Certified Dental Assistant (CDA.) Graduates are qualified to perform the expanded functions allowed by the Montana Board of Dentistry rule, including (but not limited to) taking and processing oral radiographs, coronal polishing, placing dental sealants, providing oral hygiene instruction, and fabricating temporary crowns.

The Dental Assistant program has a limited enrollment capacity. **Eighteen new students are enrolled in the fall of each year.** The small class size is advantageous to students, allowing them more individualized attention and more opportunity for hands-on experience. The Dental Assistant program selects students on a first come, first served basis from the pool of completed applications received by the application priority deadline.

Information regarding the profession, the program, and application materials for fall 2014 entry are enclosed in this packet. **Please read the materials carefully.** For additional information, answers to specific questions, or to set up an appointment please contact Student Central at (406)771-4414 or Robin Williams, CDA, MS, Dental Assistant Program Director at (406) 771-4351. Please don't hesitate to contact us.

Sincerely,

Robin R. Williams, CDA, MS
Director, Dental Assistant Program
Great Falls College Montana State University
2100 16th Ave S
Great Falls, MT 59405
(406)771-4351

**GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY
DENTAL ASSISTANT
ONE-YEAR CERTIFICATE OF APPLIED SCIENCE PROGRAM**

Job description and occupational outlook

Dental Assistants are important members of the dental health care team and primarily help to increase the efficiency and productivity of the dental practice by assisting the dentist in delivering patient care. The Dental Assistant performs a wide variety of tasks requiring both interpersonal and technical skill. Most of the time, Dental Assistants work clinically with the dentist delivering patient care, although at times, they may also work independently or in the business aspect of the dental office.

The dental assisting profession provides a rewarding career in service to the public. It calls for individuals who are flexible, responsible, intelligent, and caring. General dentists or dental specialists employ most Dental Assistants, however other opportunities for employment exist in public health settings, insurance or supply companies, and educational institutions. Because dentists often employ two or three Dental Assistants, employment opportunities are excellent. The approximate average hourly wage for most entry-level Dental Assistant graduates in Montana is currently \$11.00 - \$15.00, with an average annual salary nationally of \$34,500 (Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2013-2014*. Retrieved January 27, 2014 from <http://www.bls.gov/ooh/healthcare>). Various benefit packages may be available, depending on location and demand factors.

Program Description and Expectations

The Great Falls College MSU Dental Assistant program is a one year (11 month) limited-enrollment program accepting up to 18 students each year. Interested students must complete a current application to the program (**separate from the institution application**) for acceptance and are urged to contact Student Central or advisors for student advising specific to program admission requirements. Following acceptance to the program, the Dental Assistant program is three semesters in length concluding summer semester with the students being enrolled in clinical practice. Dental Assistant program students will receive their training through a variety of methods including classroom lecture, practice in mock procedures, and actual clinical experience in our on-site Dental Clinic (which is open to the public.) All Dental Assistant program coursework must be completed with a “C-” or better to continue in and/or graduate from the program. All Dental Assistant program coursework must be successfully completed prior to enrollment in DENT 195, Clinical Practice and Seminar. Students will also be required to purchase uniform attire, pay for their certification examination, and provide own transportation and lodging costs (if necessary) during clinical office practice.

Students can expect to commit to a full week at Great Falls College MSU each week. Most dental courses include assignments that require the students to commit time (outside the scheduled class time) to program duties, responsibilities, and community-based activities. Duties include clinical cleaning and maintenance as well as restorative clinic rotations. These assignments are considered a part of the dental curriculum, so personal activities will need to be scheduled around these responsibilities.

There are a variety of learning activities within the program which make for an exciting and challenging student experience. Students should read assigned material and complete any other assignments prior to class attendance. A good rule of thumb is that for every class hour, a student will spend *at least* 2 hours outside of class in preparation for class and/or completion of assignments.

The American Dental Association Commission on Dental Accreditation accredits the Dental Assistant program at Great Falls College MSU. Ninety days prior to graduation, eligible students can apply to sit for the national certification examination administered by the Dental Assisting National Board to become Certified Dental Assistants upon program completion.

Graduates are also qualified to perform expanded functions approved by the Montana Board of Dentistry. Students must be currently certified in healthcare provider CPR (American Red Cross and American Heart Association are two of several instruction providers) and be current on all immunizations including the Hepatitis B series. Students are also strongly encouraged to become student members of the American Dental Assistants Association.

Program Goals

The Dental Assistant program will:

- I. Maintain an instructional curriculum that meets the standards of the American Dental Association Council on Dental Education and of the local dental community.
- II. Deliver relevant learning experiences and curriculum sequencing to assure graduates achieve adequate knowledge and skill to become Certified Dental Assistants and become employed in the field as entry-level Dental Assistants.

Technical Standards for the Dental Assistant Profession

We are providing a listing of our technical standards and exit criteria with this application so that all students will understand the broad scope of the program and its expectations.

To successfully complete the dental assistant program, students must demonstrate their competency in carrying out tasks necessary for safe and effective practice in the field, including:

1. Accurately perform dental assisting procedures such as positioning patients, setting up and operating dental equipment.
2. Accurately perform expanded function dental assisting procedures such as dental sealant placement, coronal polishing, topical anesthetic placement, and using dental instruments in the oral cavity.
3. Accurately assessing the condition of the oral cavity.
4. Maneuver patients and themselves within the dental clinic operator & dental facility.
5. Effectively communicate and interact with faculty, staff, peers, patient/clients, families, and healthcare workers in a culturally sensitive manner.
6. Accurately perform CPR and other basic life support functions and assess medical emergencies in the clinical setting.
7. Consistently adhere to standard precautions for infection control by:
 - a. sterilizing and disinfecting contaminated equipment
 - b. sterilize dental instruments
 - c. breakdown and set up dental operator for patient treatment
 - d. maintaining asepsis throughout patient treatment
8. Accurately document treatment information in patients' charts.
9. Accurately check quality of radiographic films.
10. Demonstrate understanding and adherence to the professional standards of the American Dental Assistants Association and the state of Montana.
11. Effectively communicate critical information in oral and/or written form to faculty, staff, peers, patients, families while adhering to HIPAA standards.

Admission to Great Falls College MSU

Students must be admitted to the College and in good academic standing prior to the submission of the Dental Assistant program application. Applications will not be reviewed until applicants have been admitted to GFC.

Acceptance to GFC requires a completed admissions application file, with may be obtained by visiting the campus, calling the College (406) 771-4300, or downloading it from the institution's website, www.gfcmsu.edu (select **Admissions & Records** then **Forms** then **Application for Admission**.)

It is the applicant's responsibility to ensure that all requirements are met by the established deadline. Deadlines, guidelines, and policies apply equally to all students; thus, there can be no exceptions.

Dental Assistant program admissions process

All eligibility forms and documents are enclosed in the Dental Assistant Program Information and Application Packet, Fall 2014.

The Dental Assistant Program Admissions Committee reviews submitted application packets. Although not required, it is recommended that students complete most, if not all general education core coursework prior to entry to the Dental Assistant program. The **postmarked date** of submission of a complete application packet will be the decisive factor for accepting up to 18 students to the program. Only students in Good Academic Standing will be eligible for program acceptance. The earliest postmarks will be given the highest priority and only complete applications will be accepted for evaluation purposes. **Please only submit copies of the original documents.**

The **complete** Dental Assistant program application must be submitted via mail to:

Robin R. Williams, CDA, MS
Dental Assistant Program Director
2100 16th Ave S
Great Falls, MT 59405

by **June 2, 2014** for priority selection to the program.

Priority applicants will be notified of their admission acceptance by June 23, 2014 for Fall 2014 semester entry to the program. The Dental Assistant Program Admissions Committee will consider applications received after the priority deadline of June 2, 2014 only if any of 18 admission positions remain open. Again, the earliest postmarks on complete applications will determine admission for any of these remaining openings.

Equal Opportunity Policy

Great Falls College MSU is committed to the provision of equal opportunity for education, employment, and participation in all College programs and activities without regard to race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran status, gender, age, political ideas, marital or family status, physical or mental disability, genetic information, gender identity, gender expression or sexual orientation.

The College's Equal Opportunity Officers are the Executive Director of Human Resources and the Associate Dean of Student Services, 2100 16th Ave South, Great Falls, MT 59405. Telephone: (406) 771-4300.

Program Curriculum

Students that apply to the Dental Assistant program must have already successfully completed (C- or better) M 065—Pre-Algebra or equivalent course **OR** be currently at the competency level for the program-required math and writing courses (M 090 and WRIT 095). Students may also complete any or all of the general education coursework (non-DENT) prior to entry to the Dental Assistant program if they choose to do so, but the required general education courses may also be taken during the program. Again, if you have any questions, please contact the Program Director. The program course sequence is as follows:

Fall Semester 2014

| Course | Title | Credits |
|------------------------|--|---------|
| DENT 110 | Theory of Infection Control & Disease Prevention | 1 |
| DENT 115 | Head, Neck, & Oral Anatomy | 4 |
| DENT 116 | Dental Office Management | 2 |
| DENT 120 | Oral Radiology I | 3 |
| DENT 123 | Chairside Theory and Practice I | 4 |
| WRIT 095** | Developmental Writing or higher | 3-4 |
| TOTAL SEMESTER CREDITS | | 17-18 |

Spring Semester 2015

| Course | Title | Credits |
|------------------------|--------------------------------------|---------|
| DENT 121* | Oral Radiology/Radiography II | 2 |
| DENT 124* | Chairside Theory and Practice II | 4 |
| DENT 140* | Dental Sciences/Preventive Dentistry | 4 |
| DENT 145* | Dental Specialties | 3 |
| M 090** | Introductory Algebra or higher | 3-4 |
| TOTAL SEMESTER CREDITS | | 16-17 |

Summer Semester 2015

| Course | Title | Credits |
|------------------------|---|---------|
| DENT 195* | Clinical Practice and Seminar | 7 |
| COMX 115 | Intro to Interpersonal Communications OR | |
| PSYX 100 | Introduction to Psychology | 3 |
| TOTAL SEMESTER CREDITS | | 10 |

Total program credits (including general education coursework) 45 credits

* Indicates program prerequisite needed (see catalog for details)

** WRIT & M courses listed are the minimum program requirements. Students who test into higher level WRIT & M courses should take the appropriate level course to fulfill the program's WRIT & M requirements.

Information regarding transferable courses

General education coursework taken at other education institutions may be designated as equivalent courses for Great Falls College MSU. For a current listing of approved equivalent courses, visit the Transfer Guide under Student Information at: https://atlas.montana.edu:9001/pls/gfagent/hwzkxfer.p_selstate

The transferring student must initiate the request for evaluation of credit during the admission process by furnishing an official transcript from the transferring institution(s) and the necessary materials, including copies of the appropriate catalog descriptions or course syllabi, to Registrar. Official transcripts must be sent directly by the issuing institution to the following address:

Admissions
Great Falls College MSU
2100 16th Ave S
Great Falls, MT 59405

Dental Assistant program expenses

The Dental Assistant program is a relatively expensive program. Students should begin planning early for financial aid or other arrangements to meet their educational needs. The College offers the students a variety of opportunities to participate in fundraising efforts; however it is recommended that a student not rely on these funds to meet educational expenses. Beyond tuition and fees, students will be required to purchase the following:

- Books and classroom & clinic supplies (approx. \$1330)
- Two professional uniforms (approx. \$250)
- Comfortable, professional shoes
- Graduation fees (approx. \$50)
- Certification examination fee (approx. \$375)
- Student medical insurance (approx. \$1600*)
- Transportation and lodging at distant clinical experience or service learning sites, if applicable

Student Health Insurance

Program students entering the clinic setting are strongly advised to carry their own medical health insurance. Students will be financially responsible for their health care if they become ill or injured in the clinical setting.

All GFC MSU students enrolled for 6 or more credits are required to have health insurance. For students without coverage, GFC MSU offers a program developed especially for students by Blue Cross & Blue Shield of Montana. This plan provides coverage for injuries and illnesses on or off campus. Coverage includes hospitalization, maternity, prescription drugs, surgical services, emergency room charges, and immunizations, among others. See <http://www.gfcmsu.edu/students/HealthInsurance/index.html> for more information about the plan. ****This insurance coverage is subject to change for 2014-2015.***

Please contact Student Central for more information about enrolling in the plan through registration.

Student Central
Great Falls College MSU
Phone: 406-771-4414

****Subject to change***

**Great Falls College Montana State University
Dental Assistant Program**

APPLICATION PACKET COVER & CHECK-OFF SHEET

NAME _____

ADDRESS _____

CITY _____ ST _____ Zip Code _____

TELEPHONE (Home) _____ (Other) _____

E-Mail ADDRESS _____

GFC MSU STUDENT IDENTIFICATION NUMBER: _____

Check-off List

| √ | Item |
|---|---|
| ✓ | Application Packet Cover & Check-off sheet (<i>personal information must be complete and legible</i>) (page 9) |
| | Completed Admissions File. A completed admissions file includes a completed application, payment of the \$30 application fee (if applicable), copies of high school/GED transcripts or diplomas, proof of MMR shots, and completion of placement testing or submit official college transcript(s) verifying placement. Complete admissions files will be verified by the registrar's office and applicants with incomplete files will not be admitted to the program. Students are encouraged to check with the admissions office to confirm that their admissions file is complete. |
| | In Good Academic Standing All students must be in good academic standing which means they are not on academic probation OR academic probation continued, OR academic suspension. Good academic standing will be verified by the registrar and any applicants who are not in good academic standing will not be admitted to the program. Students are encouraged to check with the registrar's or admissions office to confirm that they are in good academic standing. |
| | Completed Student Immunization and Verification form (page 10) |
| | Photocopy of current CPR certification card or proof of registration for a class to be taken prior to program entry (must be <i>Healthcare Provider CPR</i> or equivalent) |
| | Completed Job Shadow Experience Verification Form (page 12) |
| | Official Transcripts for all post-secondary education completed outside of Great Falls College MSU (<i>Send transcripts to Registrar- No need to include in packet</i>) |

GREAT FALLS COLLEGE MSU
Student Immunization and Verification Form

Name _____

**IMMUNIZATIONS: PLEASE LIST DATES and provide proper
documentation**

Measles, Mumps, Rubella _____ Diphtheria _____ Tetanus (within last 7-10 years) _____

Hepatitis B Series dates (proof of test results required)

1) _____ 2) _____ 3) _____

Hepatitis B Titer _____ (STRONGLY recommended by OSHA, CDC, and Great Falls College MSU)

VERIFY THE FOLLOWING

| | YES | NO | Initials |
|--|-----|----|----------|
| CPR for Health Care Providers verification, completed and current upon admission: Online courses not accepted. (Photocopy of certification card, both sides, showing expiration and instructor's signature). | | | |
| I have read the Technical Standards in the program of application. | | | |
| I have provided proof of all immunizations or test results required. | | | |

JOB SHADOW INSTRUCTIONS

In order to insure that you are aware of what is involved in the job of a dental assistant, we require that you complete a mandatory job shadow experience. This experience may be carried out at the dental office/clinic of your choice. You should select a facility large enough to provide you with a full range of dental procedures. You are required to complete a minimum of four (4) hours of observation time. You are encouraged to ask the individuals you shadow pertinent questions related to dentistry and observe as many procedures as possible. It is essential that you become aware of what you will be participating in if you are selected for the clinical portion of the program. Fill out the included confidentiality statement prior to your job shadow and provide it to the facility personnel when you arrive for your job shadow. After you have completed your job shadow have the staff member(s) that you observed complete and sign the attached form. Include the completed form in your application packet for the Dental Assistant program at Great Falls College MSU.

Dress is professional/casual. NO blue jeans, low-cut tops or open toe shoes. Chewing gum is not acceptable while on duty. No jewelry should be worn with the exception of watch, wedding set, and small earrings for pierced ears only.



**Great Falls College Montana State University
Dental Assistant Program
JOB SHADOW VERIFICATION**

The individual who is providing this form is in the process of making an application to the Dental Assistant program at Great Falls College Montana State University. We feel that it is essential that this individual become aware of what is involved in the job performance of a dental assistant. We request that you have this individual observe as many different procedures as possible in your department and then document on this form which procedures they were able to observe. If you have any questions regarding this request or the form please feel free to call the individual listed below. We thank you for your assistance in providing this opportunity for this applicant. **Please return the completed form to the individual.**

Dress is professional/casual. NO blue jeans, low-cut tops or open toe shoes. Chewing gum is not acceptable while on site. No jewelry allowed with the exception of watch, wedding set, and small earrings for pierced ears only.

APPLICANT NAME: _____

DATE OF OBSERVATION: _____

TIME OF OBSERVATION: _____ a.m. / p.m. to _____ a.m. / p.m.

Dental Office/Clinic OBSERVED: _____

Please print name(s) of the dental practitioner(s) observed:

PROCEDURES OBSERVED: _____

Dentist/Dental Assistant SIGNATURE: _____

For questions please call: Robin Williams (406)771-4351



**Great Falls College MSU
Dental Assistant Program
JOB SHADOW
Confidentiality Statement**

I thank you for this opportunity to job shadow in your facility. I realize that everything that I observe during this time **must be kept confidential** to protect patient privacy and by signing below, I agree to keep this information confidential while at your facility and afterward.

Healthcare Observer: _____
Please Print Name

Signature: _____

Date: _____

Dental Assisting/Assistant

Program Level - Undergraduate certificate

Program Length - 1 years

COST

Q. How much will this program cost me?*

A. Tuition and fees: \$5,042

Books and supplies: \$858

On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

SUCCESS

Q. How long will it take me to complete this program?

A. The program is designed to take 1 years to complete. Of those that completed the program in 2012-2013, 93% finished in 1 years.

Q. What are my chances of getting a job when I graduate?

A. The job placement rate for students who completed this program in 2012-2013 is 86%.

For futher information about this job placement rate, [click here](#).

FINANCING

Q. What financing options are available to help me pay for this program?

A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:


Federal loans: \$3,485

Private education loans: \$0

Institutional financing plan: \$0

The school has elected to provide the following additional information: 67% of program graduates used loans to help finance their costs for this program.

Click here for more information on jobs related to this program.

 For additional information related to this program and/or the information provided above, [click here](#).

Date Created: 1/24/2014

DENTAL HYGIENE**ASSOCIATE OF APPLIED SCIENCE DEGREE**

Program Director: Kim Woloszyn

Program Faculty: Gail Staples & Jocelyn Juelfs

The Dental Hygienist is a licensed professional member of the healthcare team who integrates the roles of educator, consumer advocate, practitioner, manager and researcher to support total health through the promotion of oral health and well-being. The focus of dental hygiene is on preventing oral disease.

Upon receipt of the Associate of Applied Science Degree, successful completion of the National Dental Hygiene Board Examination is required. The graduate will also need to obtain a license for the state he/she wishes to practice in by successfully completing a regional practical examination (WREB). The dental hygienist must practice in accordance with the requirements of the individual state practice acts and abide by requirements to maintain licensure.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Formulate comprehensive dental hygiene care plans that include accurate, consistent and complete documentation for assessment, diagnosis, planning, implementation, and evaluation that are dental client centered and based on current scientific evidence based treatment.
- Employ professional judgment and critical thinking to identify, assess, analyze and creatively address situations in a safe and ethical manner.
- Demonstrate effective interpersonal skills through verbal and written communication with all individuals and groups from various populations.
- Demonstrate leadership skills and provide service to the community through health promotion activities and oral health prevention education while respecting their values and beliefs.
- Apply the concepts of oral health prevention and promotion to improve overall wellness by understanding the link between oral and systemic health.
- Provide safe and competent dental hygiene services to all individuals who seek treatment regardless of age, physical status, or intellectual ability with an individualized approach that is humane, empathetic, and caring.
- Demonstrate appropriate cultural, legal, ethical and professional values at all times while practicing within the standards established by the professions code of ethics and identify parameters of accountability.
- Determine when the collaboration with other healthcare professionals is required to ensure safe appropriate comprehensive dental hygiene care is provided.
- Demonstrate the ability to develop goals based on continuous self-assessment to ensure life-long learning and professional growth.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|----------------------------|-----------|---------------|
| Tuition and Fees | \$ | 9269 |
| Application Fee | \$ | 30 |
| Insurance | \$ | 38 |
| Lab Fees | \$ | 210 |
| Program Fee | \$ | 1265 |
| Books/Supplies/Instruments | \$ | 3692 |
| TOTAL | \$ | 14,504 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

Students will be required to purchase dental instruments, supplies, uniforms and may also be required to provide transportation to clinical sites and lodging costs depending on the clinical sites selected.

The Great Falls College MSU's Dental Hygiene Program is a limited enrollment program, accepting 16 students each year. Interested students are urged to contact the Program Director or the Advising & Career Center Advisors for student advising specific to admission requirements and criteria for program acceptance.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|-------------------------------|---------|-----------|
| COLS 103 | Becoming a Successful Student | 1† | _____ |

PREREQUISITE COURSES

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|---|-----------|-----------|
| BIOH 201** | Human Anatomy & Physiology I/Lab | 4† | _____ |
| BIOH 211* | Human Anatomy & Physiology II/Lab | 4† | _____ |
| BIOM 250* | Microbiology for Health Sciences/Lab | 4† | _____ |
| CHMY 121* | Intro to General Chemistry/Lab OR BOTH | | |
| CHMY 141* | College Chemistry I/Lab AND | | |
| CHMY 143* | College Chemistry II/Lab | 4-8† | _____ |
| M 121** | College Algebra OR | | |
| | Any math course in the MUS Core | 3-4† | _____ |
| WRIT 101** | College Writing I | <u>3†</u> | _____ |
| | Subtotal | 22-27 | |

All prerequisite courses and dental hygiene program application must be completed by June 10th of the year prior to applying for enrollment into program. A grade of "C" (not a "C-") or above must be achieved in all prerequisite & program courses to advance in the program and to graduate.

PROGRAM COURSE REQUIREMENTS**FALL SEMESTER**

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|--|-----------|-----------|
| DENT 101 | Intro to Dental Hyg/Preclinic | 2† | _____ |
| DENT 102 | Intro to Dental Hyg/Preclinic Lab | 2† | _____ |
| DENT 110 | Theory of Infect Control & Dis. Prevention | 1† | _____ |
| DENT 118 | Oral Anatomy for Hygienists | 3† | _____ |
| DENT 122 | Oral Radiology /Lab | <u>3†</u> | _____ |
| | Subtotal | 11 | |

SPRING SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|---|-----------|-----------|
| DENT 150* | Clinical Dent Hyg Theory I | 2† | _____ |
| DENT 151* | Clinical Dent Hyg Practice I | 4† | _____ |
| DENT 160* | Periodontology I | 3† | _____ |
| DENT 165* | Oral Histology & Embryology | 2† | _____ |
| DENT 125* | Radiographic Interpretation | 1† | _____ |
| DENT 240* | Local Anesthesia/ Nitrous Oxide Theory & Lab | 2† | _____ |
| HTH 140* | Pharmacology for Health Care Providers | <u>2†</u> | _____ |
| | Subtotal | 16 | |

SUMMER SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|-------------------------------|-----------|-----------|
| DENT 220* | Dental Nutrition Health | 3† | _____ |
| DENT 260* | Periodontology II | 2† | _____ |
| DENT 223* | Clinical Dent Hyg Theory II | 2† | _____ |
| DENT 251* | Clinical Dent Hyg Practice II | <u>4†</u> | _____ |
| | Subtotal | 11 | |

FALL SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|--------------------------------------|-----------|-----------|
| COMX 111 | Intro to Public Speaking OR | | |
| COMX 115 | Intro to Interpersonal Communication | 3† | _____ |
| DENT 130* | Dental Materials | 2† | _____ |
| DENT 263* | General and Oral Pathology | 3† | _____ |
| DENT 237* | Gerontology & Special Needs Patients | 2† | _____ |
| DENT 250* | Clinical Dent Hyg Theory III | 2† | _____ |
| DENT 252* | Clinical Dent Hyg Practice III | <u>5†</u> | _____ |
| | Subtotal | 17 | |

(CONTINUED ON NEXT PAGE)

DENTAL HYGIENE (CONT)**ASSOCIATE OF APPLIED SCIENCE DEGREE****SPRING SEMESTER**

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--|----------------|------------------|
| DENT | 232* | Community Dental Health and Education | 2† | _____ |
| DENT | 235* | Prof. Issues & Ethics in Dental Practice | 2† | _____ |
| DENT | 280* | Clinical Dent Hyg Theory IV | 1† | _____ |
| DENT | 281* | Clinical Dent Hyg Practice IV | 5† | _____ |
| PSYX | 100 | Intro to Psychology OR | | |
| PSYX | 230 | Developmental Psychology | 3† | _____ |
| SOCI | 101 | Introduction to Sociology | <u>3†</u> | _____ |
| | | Subtotal | 16 | |

TOTAL PROGRAM CREDITS – 93-98~

~ Many students need preliminary math, biology and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

Great Falls College MSU



Dental Hygiene Program Student Information and Application Packet Fall 2014

*(Applications are subject to change from
year to year)*



**GREAT FALLS
COLLEGE**

**MONTANA STATE
UNIVERSITY**

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Dear Prospective Dental Hygiene Student,

I am thrilled that you are interested in the Great Falls College MSU's Dental Hygiene Program. Dental hygiene is a wonderful profession. As a dental hygienist for over 20 years, I have found it to be a very challenging and exciting career.

Dental hygienists work closely with the dentist and serve as integral members of the dental team. They are dedicated to using their knowledge, expertise, and compassion in the treatment and prevention of dental disease. I would encourage you to visit, job shadow, and possibly even work at the side of a licensed dental hygienist to see what this profession entails. The experience will give you an understanding of the commitment needed to be successful during your education in dental hygiene and ultimately in the profession.

The Great Falls College MSU's Dental Hygiene Program has a limited enrollment capacity. **Sixteen new students are enrolled in the Fall of each year.** The small size is advantageous to our students, allowing more individualized attention and a greater amount of hands-on experience. Of course, with all advantages there are disadvantages. Limited enrollment lends itself to a competitive student selection process. It is important to review and understand our selection process when exploring this area of study. Please refer to the Application Evaluation located in this information packet.

Information about the profession, the program itself, and application materials for the Fall 2014 entry are enclosed. **Please read these materials carefully.** For additional information, answers to specific questions, a campus tour, or to set up an appointment please contact Student Central at (406) 771-4414 or (800) 446-2698 or the Dental Clinic Manager (406) 771-4364.

With an increase in population growth and a greater retention of natural teeth, the access to dental care is more important than ever. Making a commitment to becoming a dental health care professional will not prove to be just a job, but a lifelong fulfilling career. I want to thank you for your interest in the Dental Hygiene Program; hopefully the following information will enlighten you about our program and the profession.

Sincerely,

A handwritten signature in black ink that reads "Kimberly L. Woloszyn".

Kimberly L. Woloszyn, RDH MS
Director, Dental Hygiene Program

Dental Hygiene Career Outlook

Dental hygienists rank among the fastest growing occupations. Job prospects are expected to be favorable in most areas, but competition for jobs is likely in some geographic areas or certain employment settings.

Employment change. Employment of dental hygienists is expected to grow 33 percent through 2022, which is faster than average for all occupations. This projected growth ranks dental hygienists among the fastest growing occupations, in response to increasing demand for dental care and more use of hygienists.

The demand for dental services will grow because of population growth, older people increasingly retaining more teeth, and a growing emphasis on preventative dental care. To help meet this demand, facilities that provide dental care, particularly dentists' offices, will increasingly employ dental hygienists, often to perform services that have been performed by dentists in the past. Ongoing research indicating a link between oral health and general health also will spur the demand for preventative dental services, which are typically provided by dental hygienists.

Job prospects. Job prospects are expected to be favorable in most areas, but will vary by geographical location. Because graduates are permitted to practice only in the state in which they are licensed, hygienists wishing to practice in areas that have an abundance of dental hygiene programs may experience strong competition for jobs.

Older dentists, who have been less likely to employ dental hygienists, are leaving the occupation and will be replaced by recent graduates, who are more likely to employ one or more hygienists. In addition, as dentists' workloads increase, they are expected to hire more hygienists to perform preventive dental care, such as cleaning, so that they may devote their own time to more complex procedures.

Quick Facts:

- 2012 Median Pay \$70,210 per year \$33.75 per hour
- Entry-level Education Associate's Degree

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Dental Hygienists, on the Internet at <http://www.bls.gov/ooh/healthcare/dental-hygienists.htm> (visited January 22, 2014).

Great Falls College MSU

Two-Year Associate of Applied Science Degree

Dental Hygiene Program

Educational Program:

The dental hygiene program is **accredited by the Commission on Dental Accreditation**. The Commission can be contacted at (312) 440-4653 or at 211 East Chicago Ave. Chicago, IL 60611. The Great Falls College MSU has been granted the accreditation status of "approval without reporting requirements" in 2010. The program's next schedule site visit is in 2018.

The Commission has established Accreditation Standards for Dental Hygiene Education Programs to guide program administrators, faculty and staff in developing and maintaining acceptable quality in educational programs. These standards address outcomes assessment, administration, curriculum and instruction, faculty and staff, financial support and physical facilities and resources. The Accreditation Standards for Dental Hygiene Education Programs may be accessed at www.ada.org/prof/ed/accred/standards/dh.pdf

If students or community members have a complaint with the program and it's carrying out of the required standards of the program, a complaint can be placed on the Great Falls College MSU's complaint Log along with contacting the ADA Commission on Accreditation at 211 East Chicago Avenue, Chicago, IL 60611 or by calling 1-800-621-8099 ext. 2719. The complaint log is located at the Dental Clinic Reception desk with the Dental Clinic Manager.

Students are encouraged to consult with the GFC MSU Chief Student Affairs Officer or Chief Academic Officer on compliance with ADA Commission on Dental Accreditation Standards.

All general education courses listed in the dental hygiene curriculum can be completed prior to entering into the program and are available at the Great Falls College MSU and many other colleges and universities. After prerequisite coursework is completed, the Great Falls College MSU's Dental Hygiene program consists of five consecutive semesters, which includes a 10 week summer session. The actual coursework for the Dental Hygiene program is competency-based and has the primary goal to prepare graduates with the entry-level knowledge, skills, and values to enter the workforce.

Program Expenses:

The Dental Hygiene program has higher costs than many of the College's other programs. Students are required to purchase dental instruments, supplies, uniforms, along with paying for lab fees, and transportation/lodging to externship field experience sites. If needed, students should begin planning early for financial aid to meet their educational needs. **Approximate** expenses for the program's five semesters are: Tuition/ fees are approximately \$8,000.00; additional costs such as books, lab fees, clinical instruments, supplies and required Board Exams are approximately an additional \$8,000.00.

Graduate of a Dental Assisting Program:

Students applying to the Dental Hygiene program do not have to be a graduate of a Dental Assistant program.

Students that successfully completed an accredited Certificate or Associate of Science Dental Assisting program and have obtained their CDA before applying to the dental hygiene program will receive 3 points towards selection.

Admission to the Great Falls College MSU

- Students must be admitted to the College prior to the submission of the Dental Hygiene Application. Therefore, no applications will be reviewed unless the applicant applies first to the school and the official transcripts are reviewed by our registrar.
- Acceptance to Great Falls College MSU requires a completed Admissions Application file which may be obtained by visiting the campus, calling Student Central (406) 771-4414, or downloading it from the College's web site, www.gfcmsu.edu (select Admissions & Records then Applying to GFCMSU).
- It is the applicant's responsibility to ensure that all requirements are met by the established deadline. Deadlines, guidelines, and policies apply equally to all students; thus, there can be no exceptions.
- Great Falls College MSU does not forward unsuccessful applications to the following year. Applicants must reapply each year so it is important to submit copies of original documents.

Eligibility for Admission into the Dental Hygiene Program

All eligibility forms and documents are enclosed in Dental Hygiene Program Information and Application Packet, Fall 2014.

To be eligible to apply for admission into the Dental Hygiene Program, you must show that you have been admitted to Great Falls College MSU and have completed all prerequisite course work with a minimum grade of "C" in each course (**"C" does not qualify**) and a minimum GPA in prerequisite course work of 2.5. Prerequisite coursework can be taken at other institutions but it is the **applicant's responsibility** to confirm those courses are equivalent to the program's prerequisites and are transferable to this institution. In addition, documentation of the appropriate immunizations, as well as documentation of applicable degrees or dental office experience is required if using them for selection. **Please only submit copies of the original documents.**

Program Admissions Process:

The Registrar's office reviews program application packets and uses established admissions criteria to rank applicants for admission to the program. The Application Evaluation form used is enclosed (*refer to page 15*). Criteria for selection emphasize academic performance in prerequisite course work, previous educational attainment and dental office experience.

The number of students accepted into the program is 16. Eligible Montana residents will be afforded priority admission. As of fall 2011, the selection process will offer priority admission to Montana students but will allow up to two of the sixteen positions to be filled by out-of-state residents whose applications are among the top scoring.

Applicants will be notified of their Dental Hygiene Program status by approximately July 1, 2014. For those applicants admitted into the program, a deposit of \$300.00 along with a letter stating your acceptance of the position is required by July 15, 2014. This deposit will be applied to the candidate's registration bill. Applicants who have been accepted into the program must complete the registration process with all fees paid for the first semester of course work by August 15, 2014, to retain their status.

Equal Opportunity Policy:

Great Falls College MSU is committed to the provision of equal opportunity for education, employment, and participation in all College programs and activities without regard to race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran status, gender, age, political ideas, marital or family status, physical or mental disability, genetic information, gender identity, gender expression or sexual orientation.

The College's Equal Opportunity Officers are the Executive Director of Human Resources and the Associate Dean of Student Services, 2100 16th Ave South, Great Falls, MT 59405. Telephone: (406) 771-4300.

Contact Information:

Dental Clinic Manager

(406) 771- 4364

1-800-446-2698 ext. 4364

Mailing Instructions:

Application packets are accepted on an ongoing basis, but must be **postmarked** on or before **June 10, 2014** to be eligible for admission into the Dental Hygiene Program for the **Fall 2014** semester. Only **complete** application packets will be processed. It is **required** that application packets be sent by **certified mail** containing **all required contents**.

Please send all program application items as a completed packet. Items sent separately and at random are easily lost or misfiled. We are not responsible for any late, lost or misfiled information. Please only send required documentation as other supplemental items will be discarded. It is recommended that copies of original documents should be included so original documents are retained for possible future needs. Newly awarded grades must be posted publicly before they can be included in the application.

Utilizing certified mail, send the **completed** Dental Hygiene Program Application Packet to:

**Dental Hygiene Program Admissions Committee
Attention: Dental Clinic Manager
Great Falls College MSU
2100 16th Avenue South
Great Falls, MT 59405**

Note: Submission of false material in this Application Packet will be grounds for non-admission or, if discovered after admission, grounds for expulsion.

Great Falls College MSU Dental Hygiene Program

Mission Statement

The Dental Hygiene Program at Great Falls College MSU prepares highly skilled, knowledgeable, ethical, entry level Dental Hygienists, in a student centered educational environment, to respond to the needs of the health care community through professional and responsible practice.

Program Goals

To fulfill this mission, and in preparing the students for successful program completion, licensure, and practice, the Program will:

1. Provide a comprehensive curriculum that reflects current practice, prepares students for future demands, and responds to community needs.
2. Offer challenging educational experiences that continually integrate theory with practice, and promote critical thinking, problem solving skills, and assumption of responsibility for learning.
3. Establish and maintain high standards for student performance in clinical skills, patient management, and professional interaction.
4. Instill respect for and adherence to the professional Code of Ethics, legal guidelines of practice, and standards of quality care.
5. Emphasize the role of the Dental Hygienist as patient educator involved in community health and wellness activities, and the importance of ongoing professional development to maintain currency and effectiveness in practice.

Technical Standards

We are providing a listing of our technical standards and exit criteria with this application so that all students will understand the broad scope of the program and its expectations.

General Physical, Mental, and Sensory requirements of the Dental Hygiene profession.

The dental hygiene graduate must possess the following capabilities:

1. Transport patients and themselves within the dental clinic operatory and dental facility.
2. Visual acuity that allows the graduate to:
 - A. Assess conditions of the oral cavity.
 - B. Perform dental hygiene procedures in the oral cavity.
 - C. Read and calculate dosages.
 - D. Read and document treatment information in patients' charts.
 - E. Perform entry data tasks using digital keyboards and computer terminals.
 - F. View radiographic images for the purpose of identifying disease identification, radiographic techniques, and radiographic quality.
3. Hearing and speaking acuity that allows the graduate to respond to patients' and other health care workers' questions, requests, and directions. Effectively communicate to patients face to face and on the telephone. Read and write the English language.
4. Manual dexterity that allows the graduate to manipulate small dental instruments and operate dental equipment to perform needed dental hygiene procedures such as the scaling and polishing of teeth, administering local anesthesia, exposing and developing radiographic films and sterilizing and disinfecting contaminated equipment.
5. Manage the mental demands of time constraints and frequent interruptions.

Dental Hygiene Program Outcomes

Dental Hygiene Graduates are prepared to: (Revised March 2011)

- Formulate comprehensive dental hygiene care plans that include accurate, consistent and complete documentation for assessment, diagnosis, planning, implementation, and evaluation that are dental client centered and based on current scientific evidence based treatment.
- Employ professional judgment and critical thinking to identify, assess, analyze and creatively address situations in a safe and ethical manner.
- Demonstrate effective interpersonal skills through verbal and written communication with all individuals and groups from various populations.
- Demonstrate leadership skills and provide service to the community through health promotion activities and oral health prevention education while respecting their values and beliefs.
- Apply the concepts of oral health prevention and promotion to improve overall wellness by understanding the link between oral and systemic health.
- Provide safe and competent dental hygiene services to all individuals who seek treatment regardless of age, physical status, or intellectual ability with an individualized approach that is humane, empathetic, and caring.
- Demonstrate appropriate cultural, legal, ethical and professional values at all times while practicing within the standards established by the professions code of ethics and identify parameters of accountability.
- Determine when the collaboration with other healthcare professionals is required to ensure safe appropriate comprehensive dental hygiene care is provided.
- Demonstrate the ability to develop goals based on continuous self-assessment to ensure lifelong learning and professional growth.

Health Sciences Division Policy: Student Back Ground Checks

- To promote patient safety and decrease institutional liability, most clinical agencies require students to have cleared a background check and/or drug screening before they will permit the students in the clinical setting. To meet these requirements, the College requires that the check/screening be done prior to placement in any clinical agency.
- Background checks/drug screenings are done at the student's expense. Students with background checks that reveal a finding will be evaluated individually to determine whether they will be eligible for clinical placement and state licensure for their respective degree program.
- Students are encouraged to go through **Verifiedcredentials.com** for their background check.

COURSE WORK FOR THE DENTAL HYGIENE PROGRAM

Great Falls College MSU

PREREQUISITE COURSES

The following courses must be completed prior to admission into the Dental Hygiene Program. Grades in prerequisite courses are a major factor in ranking applications for admissions.

| Pre. | No. | Title | Credits |
|-------|-----|---|--------------------|
| *BIOM | 250 | Microbiology for Health Sciences/Lab | 4 |
| *BIOH | 201 | Human Anatomy and Physiology I/Lab | 4 |
| *BIOH | 211 | Human Anatomy and Physiology II/Lab | 4 |
| *CHMY | 121 | Intro to General Chemistry/Lab OR BOTH | |
| *CHMY | 141 | College Chemistry I/Lab AND | |
| *CHMY | 143 | College Chemistry II/ Lab | 4-8 |
| WRIT | 101 | College Writing I | 3 |
| M | 152 | Precalculus Algebra OR | |
| M | 145 | Math for Liberal Arts OR | |
| M | 121 | College Algebra OR any math course in MUS Core | <u>3-4</u> |
| | | | 22/27 Total |

***These courses must be completed within 5 years of applying for the dental hygiene program. Other general education classes must be completed within 15 years of application. Lab component of course is required.**

TRANSFERABLE COURSES

General education coursework taken at other education institutions may be designated as equivalent courses for Great Falls College MSU. For a current listing of approved equivalent courses, visit the Transfer Guide under Student Information at:

https://atlas.montana.edu:9001/pls/gfagent/hwzkxfer.p_selstate

The transferring student must initiate the request for evaluation of credit during the admission process by furnishing an official transcript from the transferring institution(s) and the necessary materials, including copies of the appropriate catalog descriptions or course syllabi, to Registrar. Official transcripts must be sent directly by the issuing institution to the following address:

Admissions
Great Falls College MSU
2100 16th Ave S
Great Falls, MT 59405

Quarter to Semester Credit Conversion

If a student has taken courses at an institution using quarter credits or units other than semester credits, Great Falls College MSU will convert the quarter credits/units to semester credits.

PROGRAM COURSE WORK

The courses listed below are required in the program of study for the Associate of Applied Science in Dental Hygiene. They are offered at Great Falls College MSU in the following sequence:

Fall Semester (first year in DH program)

| Course No. | Title | Credits |
|------------|---|------------------------|
| DENT 101 | Introduction to Dental Hygiene/Preclinic | 2 |
| DENT 102 | Introduction to Dental Hygiene/Preclinic Lab | 2 |
| DENT 110 | Theory of Infect Control & Disease Prevention | 1 |
| DENT 118 | Oral Anatomy for Hygienist | 3 |
| DENT 122 | Oral Radiology/Lab | 3 |
| | | <u>11 Total</u> |

Spring Semester (first year in DH program)

| Course No. | Title | Credits |
|------------|---|------------------------|
| HTH 140 | Pharmacology for Health Care Providers | 2 |
| DENT 150 | Clinical Dental Hygiene Theory I | 2 |
| DENT 151 | Clinical Dental Hygiene Practice I | 4 |
| DENT 160 | Periodontology I | 3 |
| DENT 165 | Oral Embryology and Histology | 2 |
| DENT 125 | Oral Radiology Interpretation | 1 |
| DENT 240 | Local Anesthesia/Nitrous Oxide Theory & Lab | 2 |
| | | <u>16 Total</u> |

Summer Semester

| Course No. | Title | Credits |
|------------|-------------------------------------|------------------------|
| DENT 260 | Periodontology II | 2 |
| DENT 223 | Clinical Dental Hygiene Theory II | 2 |
| DENT 251 | Clinical Dental Hygiene Practice II | 4 |
| DENT 220 | Dental Nutrition Health | 3 |
| | | <u>11 Total</u> |

Fall Semester (second year in DH program)

| Course No. | Title | Credits |
|------------|--|------------------------|
| COMX 111 | Intro to Public Speaking OR | |
| COMX 115 | Intro to Interpersonal Communications | 3 |
| DENT 130 | Dental Materials | 2 |
| DENT 237 | Gerontology and Special Needs Patients | 2 |
| DENT 263 | General/Oral Pathology | 3 |
| DENT 250 | Clinical Dental Hygiene Theory III | 2 |
| DENT 252 | Clinical Dental Hygiene Practice III | 5 |
| | | <u>17 Total</u> |

Spring Semester (second year in DH program)

| Course No. | Title | Credits |
|------------|---|------------------------|
| SOCI 111 | Introduction to Sociology | 3 |
| PSYX 100 | Intro to Psychology OR | |
| PSYX 230 | Developmental Psychology | 3 |
| DENT 232 | Community Dental Health and Education | 2 |
| DENT 235 | Professional Issues & Ethics in Dental Practice | 2 |
| DENT 280 | Clinical Dental Hygiene Theory IV | 1 |
| DENT 281 | Clinical Dental Hygiene Practice IV | 5 |
| | | <u>16 Total</u> |

| | |
|--|--------------|
| Prerequisite Credits: | 22-27 |
| Dental Hygiene Program Credits: | 71 |
| Total Degree Credits: | 93-98 |

APPLICATION SCORING:

- For applicants, who have taken courses multiple times; the most recent verifiable grade will be used for scoring /GPA calculations.
- Points and GPAs will be calculated by the Registrar's Office and grade points will be calculated using the current catalog criteria which includes +/- weighing. Plus or minus is equivalent to the following:

| | | | | | |
|------|---|-----|------|---|-----|
| (A) | = | 4 | (B-) | = | 2.7 |
| (A-) | = | 3.7 | (C+) | = | 2.3 |
| (B+) | = | 3.3 | (C) | = | 2 |
| (B) | = | 3 | | | |
- For students, who have Tech Prep (TP) credits, the student's high school transcript will be evaluated. If the TP course was a semester course, then that grade will be used in scoring/GPA. If the TP course was a yearlong course, then the two semester grades will be averaged to get a final grade for scoring/GPA calculations.
- For students, who have been awarded credit for successful performance in subject examinations of the CLEP or DSST programs, the credits will be accepted, however there is no grade for calculation for scoring or GPA. In this situation, the total points will convert to percentages for ranking.
- For students, who have been awarded credit for successful performance in subject examinations of the AP program, the credits will be accepted for scores of 3, 4 or 5, however there is no grade for calculation for scoring or GPA. In this situation, the total points will convert to percentages for ranking.
- For students, who have been awarded credit for Experiential Learning, the credits will be accepted for Passing (P) grades, however there is no grade for calculation for scoring or GPA. In this situation, the total points will convert to percentages for ranking.
- For students, who have additional educational attainment, the Registrar's Office will verify degrees awarded from official transcripts.

Note: All educational attainment must be completed with degree or certificate obtained to receive awarded points.

**Great Falls College MSU
Dental Hygiene Program**

APPLICATION PACKET COVER & CHECK-OFF SHEET

NAME _____

ADDRESS _____

CITY _____ ST _____ Zip Code _____

TELEPHONE (Home) _____ (Other) _____

E-Mail ADDRESS (If applicable) _____

GFC MSU STUDENT IDENTIFICATION NUMBER: _____

Check-off List

| √ | Item |
|---|---|
| | Completed Admissions File. A completed admissions file includes a completed application, payment of the \$30 application fee (if applicable), copies of high school/GED transcripts or diplomas, proof of MMR shots, and completion of placement testing or submit official college transcript(s) verifying placement. Complete admissions files will be verified by the registrar's office and applicants with incomplete files will not be admitted to the program. Students are encouraged to check with the admissions office to confirm that their admissions file is complete. |
| | In Good Academic Standing All students must be in good academic standing which means they are not on academic probation OR academic probation continued, OR academic suspension. Good academic standing will be verified by the registrar and any applicants who are not in good academic standing will not be admitted to the program. Students are encouraged to check with the registrar's or admissions office to confirm that they are in good academic standing. |
| | Application Packet Cover & Check-off sheet (<i>this very page 13</i>) |
| | *Documentation of the Hepatitis B Vaccination Series Completed (<i>1st, 2nd, 3rd</i>) |
| | Application Evaluation (<i>applicant must complete forms for submission 16-17</i>) |
| | Documentation and Verification of Paid Dental Occupational Employment Hours (<i>pg18</i>) (8 hours of a Dental Hygienist Job Shadow experience is required if applicant does not have other Paid Dental Occupational Employment Hours see page 19) |
| | Documentation and Verification of past degrees being used for selection points- (<i>Official Transcripts are required. Send transcripts to Registrar- No need to include in packet</i>) |
| | Official Transcripts for all completed post-secondary education and Prerequisite courses completed at another institution – By June 10, 2014 (<i>Send transcripts to Registrar- No need to include in packet</i>) |

Please submit copies of original documents as well as the completed application

* Early planning is needed to ensure that the Hepatitis B vaccination series is completed and documentation is available to accompany your application before the deadline. The Hepatitis B Vaccination must be completed prior to the start of the program. **Important:** Plan ahead because the vaccination is a series of three (3) injections –Initial injection, 2nd injection a month later and 3rd injection 6 months after the 2nd one.

Prerequisite Course Work Record

Please summarize your prerequisite course work by completing the table below with official transcripts included in application if taken at another institution.

| Great Falls College MSU Course | Course # | Institution course was completed | Credits | Grade | Year Taken |
|---|---------------------|----------------------------------|----------|----------|-------------|
| <i>(For ex) Microbiology & Commun Disease/Lab</i> | <i>BIOM 250</i> | <i>Great Falls College MSU</i> | <i>4</i> | <i>A</i> | <i>2009</i> |
| Microbiology for Health Science/Lab * | | | | | |
| Human Anatomy and Physiology I/Lab * | | | | | |
| Human Anatomy and Physiology II/Lab* | | | | | |
| Intro to General Chemistry/Lab or * College Chemistry I & II/Lab | | | | | |
| College Writing | | | | | |
| Precalculus Algebra or Math for Liberal Arts or College Algebra, | | | | | |

*** Must be completed within 5 years of applying for the dental hygiene program and include a lab component with the course.**

Note:

Official transcripts from the issuing institution must be sent to Great Falls College MSU, Registrar's office prior to the Dental Hygiene Application deadline.

Student Health Insurance

Program students entering the clinic setting are strongly advised to carry their own medical health insurance. Students will be financially responsible for their health care if they become ill or injured in the clinical setting.

All GFC MSU students enrolled for 6 or more credits are required to have health insurance. For students without coverage, GFC MSU offers a program developed especially for students by Blue Cross & Blue Shield of Montana. This plan provides coverage for injuries and illnesses on or off campus. Coverage includes hospitalization, maternity, prescription drugs, surgical services, emergency room charges, and immunizations, among others. See <http://www.gfcmsu.edu/students/HealthInsurance/index.html> for more information about the plan. ****This insurance coverage is subject to change for 2014-2015.***

Please contact Student Central for more information about enrolling in the plan through registration.

Student Central
Great Falls College MSU
Phone: 406-771-4414

Dental Profession Risk Factors

The Programs in the Health Sciences Division at the Great Falls College MSU try to minimize the risk of exposure by following GFCMSU Communicable Disease Prevention and Exposure Control Plan, which comply with the Occupational Safety and Health Act (OSHA) Standards. These standards include universal precautions, which students are taught prior to beginning patient care. Even though the program makes extensive efforts to protect students enrolled in the healthcare programs from various hazards involved in working with patients, including exposure to body fluids contaminated with blood-borne pathogens such as HIV and Hepatitis, total protection from all potential hazards is not possible.

As health professionals, dental hygienists, and other dental team members are exposed to contagious diseases and are therefore at risk of becoming infected. The National Health Institute, the Centers for Disease Control and the Department of Health and Human Services all strongly recommend that health professionals at high risk have prescribed vaccinations. Dentists, their assistants and hygienists, are near the top of the list of those persons more likely to contract certain diseases than others of the health professions. The guidelines for immunizations are established in compliance with the Centers for Disease Control (CDC) and Occupational Safety and Health Act (OSHA). ***Therefore, it is recommended that dental hygiene students be vaccinated against mumps, measles, rubella and hepatitis B.***

Students are required to provide documentation of Tine or IPPD (tuberculin) tests and must present evidence of having the Hepatitis B vaccine, or sign a disclaimer in order to attend clinics and before working on patients in clinic

Application Evaluation Criteria (Applicants Please Complete)

GREAT FALLS COLLEGE MSU DENTAL HYGIENE PROGRAM

Submission Date: _____ MT Resident (Y/N) _____ City _____

Eligibility Assessment (Put "Y" in blank to indicate that eligibility requirement has been met)

- Admitted to Great Falls MSU _____
 - In Good Academic Standing _____
 - Immunization Records _____
 - Hepatitis B Vaccination documentation/verification: 1 st _____ 2 nd _____ 3 rd _____
 - Each prerequisite must be successfully completed w/minimum grade of "C", "C-" does not qualify _____
 - 2.5 Cumulative Prerequisite GPA: _____
 - * *A minimum of 8 hours documented dental hygienist job shadowing experience _____
- (* Note the change of additional 4 hours from 2013 application)**

Admissions Criteria and Scores

A. Performance in Science Prerequisites (Maximum of 64 points possible)

| Course # | Course Title | Grade | X | Emphasis | = | Points |
|--------------------------|--|-------|---|----------|---|--------|
| <i>Example:</i> BIOH 201 | Anatomy & Physiology 1/lab | B/3 | | 4 | | 12 |
| BIOH 201 | Human Anatomy & Physiology I/Lab | | | 4 | | |
| BIOH 211 | Human Anatomy & Physiology II/Lab | | | 4 | | |
| BIOM 250 | Microbiology & Commun Disease/Lab | | | 4 | | |
| CHMY 121 | Intro to General Chemistry/Lab OR | | | 4 | | |
| CHMY 141 | College Chemistry I/Lab AND | | | | | |
| CHMY 143 | College Chemistry II/Lab (avg grade of both) | | | | | |

Total Science Score: _____

B. Performance in Foundational Composition and Mathematics Courses (Maximum of 16 points possible)

| Course # | Course Title | Grade | X | Emphasis | = | Points |
|----------|---------------------------------|-------|---|----------|---|--------|
| WRIT 101 | College Writing | | | 2 | | |
| M 152 | Precalculus Algebra OR | | | 2 | | |
| M 145 | Math for Liberal Arts OR | | | | | |
| M 121 | College Algebra | | | | | |

Total Foundations Score: _____

CONTINUED ON NEXT PAGE

C. Previous Educational Attainment (Maximum of 5 points possible – award points for one degree only)

| | |
|---|---|
| Bachelor’s Degree in Science/Allied Health Field | 5 |
| Bachelor’s Degree in Unrelated Field | 4 |
| Assoc. Degree in Science/Allied Health Field or Graduate of an Accredited Certificate Dental Assistant Program with CDA certification | 3 |
| Certificate in Accredited Allied Health Field | 2 |
| Associate Degree in Unrelated Field | 1 |

(Please be sure to enclose documentation of previous degrees)

Educational Attainment Score: _____

D. Paid Dental Occupational Employment (4 pts. possible)

| | |
|--|---|
| More than 4160 hours of work experience in a dental office and current CDA | 4 |
| More than 4160 hours of work experience in a dental office | 3 |
| 2080 – 4160 hours of work experience in a dental office | 2 |
| 240 – 2079 hours of work experience in a dental office | 1 |

Experience Score _____

(Please complete Verification of Paid Dental Occupational Employment for each work experience (page 17))

***Applicants are required to observe a minimum of 8 hours to be eligible to apply if you have no other Paid Dental Occupational Employment hours (form on page 18)**

ADMISSIONS TOTAL: _____ out of 89 possible

If a tie should arise, selection will be based on 1) Higher points in section A. 2) Overall GPA at most recently attended college. Should a tie still remain, higher points in Section B will be taken into account.

***Note the change in addressing tie breakers from 2013 application.*

***Note the change in points allocated for educational attainment from 2013 application.*

GREAT FALLS COLLEGE MSU
Dental Hygiene Program
2100 16th Avenue South
Great Falls, MT 59405
406-771-4364 Or 800-446-2698 ext 4364

VERIFICATION OF PAID DENTAL OCCUPATIONAL EMPLOYMENT

Applicants to the Dental Hygiene program at Great Falls College MSU are granted additional points toward their application point total from prior or current employment in a dental office. The application process requires verification of paid work experience in a dental office. Employers (either Supervisor or Human Resources representative) are asked to verify the applicant's description of job duties and number of hours of patient care using this form.

INSTRUCTIONS:

Section I Dental Hygiene Applicant completes before having the form completed by the employer/agency. The Applicant can duplicate this form for additional employers/agencies.

Section II The employer/agency completes and returns form to applicant.

Section I

Applicant Name: _____ Prior Name if applicable: _____

Applicant Address: _____

Facility Name and type: _____

Facility Current Address: _____

Length of employment (mm/dd/yy): from _____ to _____ Total Hours Paid Dental Office work: _____

Position: _____ Supervisor: _____

Complete a detailed description of Job Duties

I understand the submission of false material in this Application Packet will be grounds for non-admission or, if discovered after admission, grounds for expulsion. Permission has been granted for Great Falls College MSU to verify the above information.

Applicant Signature _____ Date _____

Section II

Facility Name: _____ Phone: _____

Supervisor of Applicant, please print: _____

I verify the information provided by the applicant to be accurate and true to the best of my knowledge. If applicant added additional detail to description of job duties, I have signed that addendum also.

Signature of Supervisor

Date

Mailing Address (Street Address, P.O Box)

City

State

Zip Code

It is the student's responsibility to be sure that all parts of this form are complete

VERIFICATION OF 8 hours of a Dental Hygienist Job Shadowing Experience

Applicants to the Dental Hygiene program at Great Falls College MSU are required to job shadow a dental hygienist for minimum of 8 hours to be eligible to apply. If an applicant is submitting paid work experience hours for points towards selection these 8 hours can be included in that total. The application process requires verification of the job shadowing experience; please utilize the form below for verification of the hours. The dental hygienist being shadowed is asked to verify the applicant's description of what was observed and number of hours using this form.

The 8 hours are just a minimum to be eligible for applying to the program. It is encouraged that students have a good understanding of what the profession entails so job shadowing a dental hygienist multiple times is very beneficial. Job shadowing different dental hygienist in different dental facilities allows the applicant great insight.

INSTRUCTIONS:

Section I Dental Hygiene Applicant completes before having the form completed by the Job Shadowing Hygienist. *The Applicant can duplicate this form for additional employers/agencies.*

Section II The dental hygienist completes and returns form to applicant.

Section I

Applicant Name: _____ Prior Name if applicable: _____

Applicant Address: _____

Facility Name and type: _____

Dental Hygienist Name: _____

Facility Current Address: _____

Total Hours of Job Shadowing Experience: _____

Complete a detailed description of what was observed during the job shadowing experience.

I understand the submission of false material in this Application Packet will be grounds for non-admission or, if discovered after admission, grounds for expulsion.

Permission has been granted for Great Falls College MSU to verify the above information.

Applicant Signature _____ Date _____

Section II

I verify the information provided by the applicant to be accurate and true to the best of my knowledge.

Signature of Dental Hygienist

Date

Mailing Address (Street Address, P.O Box)

City

State

Zip Code

It is the student's responsibility to be sure that all parts of this form are complete



DENTAL HYGIENE



- [Prospective Students](#)
- [Current Students](#)
- [Dental Community](#)
- [On-Site Dental Clinic](#)
- [HOME](#)



Welcome

Welcome to the Great Falls College MSU Dental Hygiene program's website. We are very proud of this program and thank you for your interest; hopefully the following information will enlighten you about our program and the profession.

Great Falls College MSU dental hygiene program has been in existence since 2002. There are currently 16 seniors and 16 juniors enrolled in the Dental Hygiene Program. Each fall the program accepts 16 students so our program is fairly small. The smallness is advantageous to our students, allowing more individualized attention and a greater amount of hands on experience. Of course, with all advantages there are disadvantages; limited enrollment lends itself to a competitive student selection process.

With an increase in population growth and a greater retention of natural teeth, the access to dental care is more important than ever. Making a commitment to becoming a dental health care professional will not prove to be just a job but a lifelong fulfilling career. Thank you for your interest in our dental hygiene program.

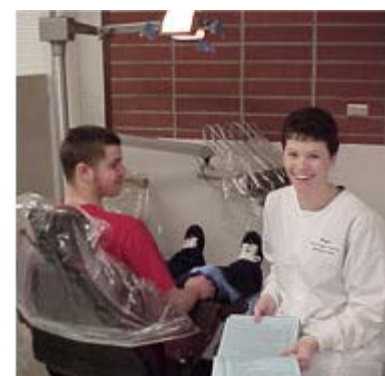
Accredited by the American Dental Association
Commission on Dental Accreditation

American Dental Association
211 East Chicago Ave.
Chicago, IL 60611-2678
312-440-2500

"Accreditation without reporting requirements" March
2011 Next site visit in March 2018

Posting Form for Policy on Third Party Comments Commission
on Dental Accreditation (CODA)

- [Mission Statement](#)
- [Program Goals](#)
- [Course Work](#)
- [Meet our Faculty/Staff](#)
- [Program Outcomes](#)
- [Course Work](#)



[Prospective Students](#) | [Current Students](#) | [Alumni Corner](#) | [Dental Community](#) | [On-Site Dental Clinic](#) | [Home](#)

Great Falls College MSU | 2100 16th Ave South | Great Falls, MT 59405
Toll Free 800.446.2698 | FAX: 406.268.3720 | TTY: 406.771.4424 | Copyright 2007. All rights reserved

DIETETIC TECHNICIAN**ASSOCIATE OF APPLIED SCIENCE**

Program Director: Susan Cooper, MS, RD

NOTE: This program will not be accepting new students.

Graduates of the Dietetic Technician program will have the acquired foundational knowledge and skills in medical nutrition therapy and food service management. The Dietetic Technician (DT) plays an important role in providing cost-effective nutrition care and food service to the patient, to clients and to the public. As a food and nutrition practitioner, a "diet tech" plans menus based on established guidelines, orders foods, standardizes recipes, assists with food preparation, provides basic dietary instruction, and counsels patients on food and nutrition.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Demonstrate the application of basic knowledge in anatomy, physiology, and chemistry in the practice of nutrition education.
- Prepare nutrition care plans for and provide counseling to clients from diverse socio-economic backgrounds and at each stage of the lifestyle that result in improved client nutritional status.
- Apply the principles of fitness and wellness to educating the public.
- Effectively utilize common nutrition and foodservice software programs.
- Apply knowledge of food safety and sanitation, menu planning, procurement, inventory, and quality control in food service operations.
- Describe basic principles and techniques of food preparation and evaluation.
- Employ principles of management including planning, implementation, and evaluation.
- Demonstrate basic knowledge in financial and human resources management.
- Describe and demonstrate leadership skills.
- Identify the characteristics of reliable nutrition information and apply this knowledge to assess research and statistical data.
- Demonstrate effective oral and written interpersonal communication skills with peers, patients, clients, and other health care and food service professionals.
- Describe the current scope of practice and credentialing process for diet technicians and other nutrition professionals and identify parameters of accountability.
- Understand the organization of various industries that commonly employ nutrition professionals and the role of the DTR and the RD in these organizations.
- Understand basic principles of nutrition and trends in nutrition.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|----------------------------|-----------|--------------|
| Tuition and Fees | \$ | 6179 |
| Application Fee | \$ | 30 |
| Insurance | \$ | 23 |
| Lab Fees | \$ | 280 |
| Books/Supplies/Instruments | \$ | 2640 |
| TOTAL | \$ | 9,152 |

***Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.**

The Great Falls College Dietetic Technician Program is a limited enrollment program, accepting a restricted number of students each year. Interested students are urged to contact the DT Program Director or Advising and Career Center Advisors for student advising specific to admission requirements and criteria for program acceptance.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

PREREQUISITE COURSEWORK

The following course work must be completed prior to admission into the Dietetic Technician program. All prerequisite course work must be completed with a minimum grade of "C-" in each course. Grades in prerequisite courses are a major factor in ranking applications for program acceptance.

PREREQUISITE COURSEWORK**FALL SEMESTER**

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--|----------------|------------------|
| BIOH | 104** | Basic Human Biology & Lab OR BOTH | 4† | _____ |
| BIOH | 201** | Human Anatomy and Physiology I [^] AND | 4† | _____ |
| BIOH | 211* | Human Anatomy and Physiology II [^] | 4† | _____ |
| CHMY | 121** | Introduction to General Chemistry/Lab OR | | |
| CHMY | 141** | College Chemistry I/Lab [^] | 4† | _____ |
| NUTR | 221 | Basic Human Nutrition | 3† | _____ |
| WRIT | 101** | College Writing I | 3† | _____ |
| | | Subtotal | 14-18 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---|----------------|------------------|
| CAPP | 120 | Introduction to Computers | 3† | _____ |
| COMX | 111 | Intro to Public Speaking | 3† | _____ |
| M | 121** | College Algebra OR | | |
| STAT | 216** | Introduction to Statistics | 3-4† | _____ |
| NUTR | 125 | Intro to Prof. in Nutrition and Dietetics | 1† | _____ |
| PSYX | 100 | Introduction to Psychology | 3† | _____ |
| | | Required Elective ^{^^} | 3† | _____ |
| | | Subtotal | 16-17 | |

[^]These courses are recommended if the student is considering seeking a bachelor's degree in dietetics.

^{^^}For your required elective choose one course from the following list: COMX 115 Intro to Interpersonal Communication (3), SOCI 101 Introduction to Sociology (3), ANT 101 Introduction to Anthropology (3), CHMY 143 College Chemistry II/Lab (4), PSYX 230 Developmental Psychology (3), or STAT 216 Basic Statistics (4).

(CONTINUED ON NEXT PAGE)

DIETETIC TECHNICIAN (CONT)**ASSOCIATE OF APPLIED SCIENCE****PROGRAM COURSE REQUIREMENTS AFTER FORMAL ACCEPTANCE****SUMMER SEMESTER**

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---|----------------|------------------|
| NUTR | 245* | Introduction to Medical Nutrition Therapy | 3† | _____ |
| NUTR | 251* | Community Nutrition | <u>3†</u> | _____ |
| | | Subtotal | 6 | |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|----------------------------------|----------------|------------------|
| CULA | 105 | Food Service Sanitation | 1† | _____ |
| NUTR | 222 | Intro to Nutrition Services Mgmt | 3† | _____ |
| NUTR | 226* | Food Fundamentals | 3† | _____ |
| NUTR | 230* | Nutrition Counseling | 3† | _____ |
| NUTR | 252* | Community Nutrition Laboratory | 3† | _____ |
| NUTR | 270* | Nutrition Medical Therapy | <u>3†</u> | _____ |
| | | Subtotal | 16 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--------------------------------------|----------------|------------------|
| NUTR | 225* | Basic Life Cycle Nutrition | 3† | _____ |
| NUTR | 260* | Food Service Management | 3† | _____ |
| NUTR | 261* | Food Service Management Laboratory | 3† | _____ |
| NUTR | 271* | Nutrition Medical Therapy Laboratory | <u>3†</u> | _____ |
| | | Subtotal | 12 | |

If students are planning to seek acceptance into the Dietetics Program at Montana State University-Bozeman, they are also encouraged to take SOCI 101 Introduction to Sociology (3) or ANT 101 Introduction to Anthropology (3), CHMY 143 College Chemistry II/Lab (4), PSYX 230 Developmental Psychology (3), and STAT 216 Basic Statistics (4).

TOTAL PROGRAM CREDITS - 64-69~

~ Many students need preliminary math, biology and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

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MONTANA STATE UNIVERSITY

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DIETETIC TECHNICIAN

Associate of Applied Science Degree

Program not intaking new students

Welcome to the Great Falls College MSU's Dietetic Technician Program website. We are very excited about offering students this new program and career opportunity.

With input from the dietetic community, GFCMSU has created a dietetic technician program. Dietetic technicians are employed in a variety of settings including clinical, foodservice, community programs, fitness and wellness centers, and food companies. They are trained to conduct nutrition screenings, manage food service operations, develop and teach nutrition classes, and develop recipes and menus.

"According to the Academy of Nutrition and Dietetics 2007 Dietetic Compensation and Benefits Survey, half of all DTRs in the U.S., who have been working in the field full-time for four years or less earn between \$30,000 and \$40,000 per year...According to the U.S. Bureau of Labor and Statistics, employment is expected to grow about as fast as the average for all occupations through the year 2014."

For more career information, please contact the [Academy of Nutrition and Dietetics](#).



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PROGRAM INFORMATION

- Prerequisite and Course Work
- Accreditation Status
- Course Descriptions
- Mission Statement and Long Term Goals
- Student Outcomes
- Program Specific Calendar 2012-2013
- Program Specific Calendar 2013-2014

STUDENT INFORMATION

- Scholarships and Financial Aid
- Transfer Guide
- Professional Career Counseling
- Career Information
- Student Handbook 2012-2013
- Student Handbook 2013-2014



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EMERGENCY MEDICAL SERVICES (EMS)**PROGRAM OFFERINGS:**

- A.A.S. Paramedic degree
- EMT-Basic
- Basic Life Support (CPR)
- ALS/BLS Refresher
- C.E.U. for EMT'S
- IV Therapy
- EMT REACH (satellite instruction) classes
- EMT-First Responder
- EMT Endorsements
- Critical Care (CCEMTP) licensed site

Course offerings are based on sufficient demand.

Call 406-268-3718, or

e-mail jhenderson@gfcmsu.edu



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Course Descriptions

This section includes a brief description of each credit course offered on a regular basis by Great Falls College MSU.

Each listing includes a course number, course title, number of credits awarded, prerequisites, co-requisites, term(s) offered, and course descriptions. The following letters are used to specify the term each course is offered:

- F - Fall Semester
- S - Spring Semester
- SU - Summer Term

Please Note: Courses scheduled for any term may be cancelled due to low enrollment.

While the terms each course is offered are shown, students should consult the Schedule of Classes published prior to registration each term for the most up-to-date information on course offerings. Courses offered on "Sufficient Demand" are indicated as such in the course descriptions.

Definitions:

Co-requisite: A co-requisite is a control measure for enrollment in a particular course, group of courses, or a program. A co-requisite course must be taken at the same time as another course or series of courses. Some co-requisite courses are linked by content, and other times courses are designated as co-requisites to keep a cohort of students together. See specific program handbooks for the application of this tool in specific programs.

Prerequisite: A prerequisite is a course or placement score that is required before a student is eligible for the next process or course. Many programs have groups of courses that are prerequisites to their application process. Many courses have prerequisites that are another course or a score on a placement test (ACT/SAT/Compass). See each course description or program application documents for details.

Consult the Programs and Transfer sections of this catalog and/or an advisor for specific information about each course and which courses meet program or transfer requirements.

**Please note that most GFC MSU courses require you to utilize advanced technology. Examples include online research, library usage, computer communication, electronic submission of assignments, online quizzes, etc.





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Course Descriptions - Accounting (ACTG)

ACTG 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

ACTG 101 ACCOUNTING PROCEDURES I

Credits: 3

Term: (F,S)

Prerequisite: M 065 or qualifying math placement score

Content of the course covers the complete accounting cycle including creating source documents, journalizing transactions, posting to ledgers, preparing worksheets and basic financial statements including the income statement and balance sheet, end-of-period closing activities, payroll and special journals for both service and merchandising businesses.

ACTG 102 ACCOUNTING PROCEDURES II

Credits: 3

Term: (F,S)

Prerequisites: ACTG 101

Pre OR Co-requisite: M 090 or higher or qualifying math placement score

This course is a continuation of Accounting Procedures I. Additional topics covered include notes payable and notes receivable, valuation of receivables and uncollectible accounts, valuation of inventories, plant assets and depreciation, partnership accounting, corporate organization, capital stock, worksheets, taxes, dividends, and corporate bonds, statement of cash flows and comparative financial statements.

ACTG 180 PAYROLL ACCOUNTING

Credits: 3

Term: (F,S)

Prerequisites: ACTG 101

Pre OR Co-requisites: CAPP 120, M 090 or higher or qualifying math placement score

Students will become knowledgeable in the payroll records required to comply with various federal and state laws affecting payroll. The Federal Fair Labor Standards Act and the Montana Wage/Hour laws are studied. Students will develop skills in actual payroll preparation. Activities include computing gross salaries, social security, federal and state income tax deductions, journalizing payroll transactions, posting to ledgers and preparation of federal and state payroll tax returns, and reports.

ACTG 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

ACTG 201 PRINCIPLES OF FINANCIAL ACCOUNTING

Credits: 3

Term: (F)

Prerequisites: ACTG 102

Pre OR Corequisites: M 095, M 145, or qualifying math placement score

This course is an introduction to financial accounting principles. Specific topics studied include generally accepted accounting principles and concepts, the accounting cycle, financial statement preparation, internal controls, cash, short-term investments, receivables, inventory, plant and intangible assets, current and long-term liabilities including present value concepts, corporations and stockholders equity, the statement of cash flows, and financial statement analysis.

ACTG 202 PRINCIPLES OF MANAGERIAL ACCOUNTING

Credits: 3

Term: (S)

Prerequisite: ACTG 201

This course is an introduction to managerial accounting principles concerned with providing information to managers for use in planning and controlling operations and in decision making. Specific topics studied include manufacturing cost concepts for job and process cost accounting, service department cost allocation, cost-volume-profit analysis, master and flexible budgeting, standard costs and variance analysis, capital budgeting and relevant costs.

ACTG 205 COMPUTERIZED ACCOUNTING

Credits: 3

Term: (F)

Prerequisites: ACTG 102

Co-requisites: ACTG 201

Students will complete a variety of accounting projects using microcomputer accounting software.

ACTG 211 INCOME TAX FUNDAMENTALS

Credits: 3

Term: (S)

Prerequisites: ACTG 201

This course introduces students to the basic income taxation principles, concepts, and procedures of individuals, proprietorships, partnerships, and corporations.





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Course Descriptions - Allied Health: Medical Assisting (AHMA)

AHMA 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

AHMA 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

AHMA 201 MEDICAL ASSISTING CLINICAL PROCEDURES I

Credits: 4

Term: (S)

This course is part one of a two part clinical course which provides an introduction to Medical Assistant career and the duties and responsibilities within the clinical area of an ambulatory setting including theory and practice in equipment and supplies control. Emphasis will be toward medical asepsis, preparation and maintenance of exam rooms, vital sign assessment, assisting with routine and specialty examinations and performing respiratory testing.

AHMA 203 MEDICAL ASSISTING CLINICAL PROCEDURES II

Credits: 4

Term: (F)

Prerequisite: AHMA 201 and 250 with a grade of "C-" or higher

Co-requisite: AHMA 260 and 262

This course is designed to introduce students to additional skills and practices of the allied healthcare professional assisting in a clinical setting. Units include laboratory orientation, collecting and handling laboratory specimens, hematology, physical therapy, electrocardiography, emergencies, first aid, and nutrition.

AHMA 220 PHLEBOTOMY

Credits: 3

Term: (F,S)

Students will learn introduction to proper blood drawing, safety procedures, basic anatomy and physiology, special procedures, quality management and legal issues involved in blood collection. The course is intended for students taking the Phlebotomy/Pre-Medical Assistant

or other healthcare programs. Students will complete the required hours needed in order to sit for one of the certified phlebotomist exams, *if they desire to do so*. National Certificate requires additional: 100 hours clinical plus 100 sticks. (This course will not setup your clinical lab sites for hours and/or sticks.)

AHMA 250 ELECTRONIC MEDICAL PROCEDURES

Credits: 2

Term: (SU)

Prerequisite: AHMA 201

Co or Pre-requisite: AHMS 220

This course introduces student to Electronic Medical Software for both front and back office tasks. Student will learn to register patients, scheduling, patient authorizations, creating prescriptions for provider authorization, recording injections and laboratory tests, posting patient charges and follow up appointment using e-Medsys software.

AHMA 260 LABORATORY PROCEDURES I

Credits: 2

Term: (F) First 8 weeks of the semester

Prerequisite: AHMA 201, 250 and AHMS 220

Co-requisite: AHMA 203 and 262

This course introduces the student to the purpose of a clinical lab, introduction to microscopes, standard precautions, biohazard material safety, and quality control. In addition, basic laboratory function, routine CLIA Waived Chemistry, Urinalysis tests and bacteriological procedures are covered.

AHMA 262 LABORATORY PROCEDURES II

Credits: 2

Term: (F) Second 8 weeks of the semester

Prerequisite: AHMA 201, 250 and AHMS 220

Co-requisite: AHMA 203 and 260

This course is a continuation of Laboratory Procedures I. This course introduces the students to hematology testing, venipuncture, and immunology.

AHMA 280 MEDICAL ASSISTING EXAM PREPARATION

Credits: 2

Term: (S)

Prerequisite: AHMA 201, 203, 260, 262 and M 121 or any math course in MUS core

Co-requisite: AHMA 298

This course is designed for students completing the Medical Assisting Program. Current topics in Medical Assisting will be discussed and students will work on preparing for the AMT (American Medical Technologists) registration exam and/or AAMA (American Association of Medical Assistants) certification examination.

AHMA 298 MEDICAL ASSISTING EXTERNSHIP

Credits: 4

Term: (S)

Prerequisite: AHMA 201, 203, 260, and 262

Co-requisite: AHMA 280

Students gain practical experience in clinical medical environments where they have an opportunity to perform various clinical and administrative procedures under supervision. Students are expected to use competencies required for the medical assistant. (200 hours plus online homework.) (This course must be taken in the last term of enrollment in the program.)





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Course Descriptions - Allied Health: Medical Support (AHMS)

AHMS 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

AHMS 105 HEALTHCARE DELIVERY

Credits: 2
Term: (F, S, SU)

This introductory course acquaints students with an overall view of the healthcare system. Topics include organization, financing, and delivery of healthcare through various types of facilities, agencies, health organizations, and hospitals. Medical ethics, professional behavior, and patient rights are also covered.

AHMS 106 HEALTHCARE PROFESSIONAL

Credits: 2
Term: (F, S)

This course will help students learn effective time management, study aids, and note taking. Students will learn the difference between profession and occupation. The responsibility of having a membership in professional organizations, attending conferences, workshops, seminars, community involvement, and being a group member in health care. Student will also learn self-appraisal, creating a professional resume and cover letter, identify employment opportunities, and prepare for the interview process in a health care setting.

AHMS 108 HEALTH DATA CONTENT AND STRUCTURE

Credits: 3
Terms: (F, S, SU)
Prerequisites or Co-requisites: CAPP 120

This course provides orientation to the health information department and its organization interrelationships in healthcare facilities. This course also covers the content and format of the health record (both conventional and alternative formats), quantitative and qualitative analysis of the record according to regulatory and accreditation standards, numbering, filing, retention, storage, and destruction of records. Application will be provided using extensive discussion and assignments designed to approximate real life situations.

AHMS 109 DISEASE CONCEPTS

Credits: 2
Terms: (F, S, SU)
Prerequisites: BIOH 104 or BIOH 112

This course is designed to provide students in the Health Sciences field with foundational knowledge of the general mechanisms of disease, and the clinical manifestations of disease

commonly seen in the health care environment. Disease processes specific to each body system are studied, and treatment interventions and prognosis discussed.

AHMS 118 HEALTH CARE PERSONNEL AND SUPERVISION

Credits: 2

Term: (S)

Legal requirements, theories, and techniques for supervision at the first- and mid-management level are the topics of this course. Supervision processes, including communicating, organizing, directing, motivating, controlling, and evaluating are assessed for application in healthcare organizations through the use of case studies.

AHMS 142 INTRODUCTION TO MEDICAL TERMINOLOGY

Credits: 1

Terms: (F, S, SU)

This course promotes knowledge of the elements of medical terminology for professional and personal development. Exercises in each unit will stress definitions, spelling, and pronunciation of medical words. The course is designed to build an understanding of the logical method used to form medical terms, including word analysis and word building.

AHMS 144 MEDICAL TERMINOLOGY

Credits: 3

Terms: (F, S, SU)

The goals of this course are to promote knowledge of the elements of medical terminology for professional and personal development, the ability to spell and pronounce medical terms, an understanding of medical abbreviations, and an appreciation of the logical method found in medical terminology. This includes word analysis and word building. Knowledge of terms relating to body structures, positions, directions, divisions and planes will be required. An awareness of current health events is encouraged, as is knowledge of basic scientific and specialty areas in healthcare practice.

AHMS 156 MEDICAL BILLING FUNDAMENTALS

Credits: 4

Terms: (F, S, SU)

Prerequisites or Corequisites: AHMS 144

This course is designed to introduce students to the major national medical insurance programs, including Medicare, Medicaid, Blue Cross/Blue Shield, and TRICARE. Topics covered will include plan options, carrier requirements, state and federal regulations, abstracting from source documents, manual claim form completion, legal and ethical issues, and a review of diagnostic and procedural coding. Inpatient and outpatient billing will be covered. Inpatient and outpatient billing will be covered.

AHMS 158 LEGAL AND REGULATORY ASPECTS OF HEALTHCARE

Credits: 3

Term: (F, S)

Prerequisites: WRIT 095 or higher

This course covers basic knowledge of the legal, regulatory, and ethical aspects of healthcare including: doctrines, principles, and processes of civil law; state licensure and national accreditation standards; and professional requirements for personal liability, confidentiality, and documentation of the health record. Application will be provided using extensive discussion and assignments designed to approximate real life situations.

AHMS 160 BEGINNING PROCEDURAL CODING

Credits: 3

Term: (F, S)

Prerequisites or Co-requisites: BIOH 112, AHMS 201

The structure, format and use of CPT coding for physician and non-physician services is the purpose of this course. Case studies and lab exercises are used to develop basic procedural coding skills that cover all sections of the CPT coding manual with a focus on the interpretation of CPT manual section guidelines and proper modifier usage.

AHMS 162 BEGINNING DIAGNOSIS CODING

Credits: 3

Term: (F,S)

Prerequisites or Co-requisites: BIOH 112, AHMS 201

This course covers basic and intermediate levels of theory and application of ICD-CM principles and guidelines for coding and sequencing diagnoses and procedures. Students perform basic and intermediate coding using real health records, case studies, and scenarios. Application will focus on the use of the electronic ICD-9-CM with an overview of encoder software. This coding class involves hands-on coding, and knowledge of basic use of applicable coding books or the electronic ICD-9-CM.

AHMS 164 BEG DIAGNOSIS CODING: ICD-10

Credits: 3

Term: THIS COURSE IS NOT BEING TAUGHT FALL 2014 OR SPRING 2015 DUE TO THE DELAYED IMPLEMENTATION OF ICD-10, BUT WE TENTATIVELY EXPECT TO TEACH IN THE NEAR FUTURE.

Prerequisites or Co-requisites: BIOH 112, AHMS 201

This course covers basic and intermediate levels of theory and application of ICD-CM principles and guidelines for coding and sequencing diagnoses and procedures. Students perform basic and intermediate coding using real health records, case studies, and scenarios. Application will focus on the use of the electronic ICD-10-CM with an overview of encoder software. This coding class involves hands-on coding, and knowledge of basic use of applicable coding books or the electronic ICD-10-CM.

AHMS 191 SPECIAL TOPICS: RESEARCH IN HIM 1

Credits: 1

Term: (F, S, SU)

Those who work and study in the rapidly changing HIM field rely heavily on information gathered from the Internet. This course will help student develop search strategies to obtain effective search results. It will provide students with the knowledge of how to determine the credibility of the information. Students will learn to develop, organize, and maintain a portfolio of useful HIM websites.

AHMS 194 PCE TOPIC

Credits: VARIES

Term: (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

AHMS 201 MEDICAL SCIENCE

Credits: 3

Terms: (F, S)

Prerequisites: AHMS 144 and either BIOH 112 or BIOH 201

This course provides basic knowledge of the most common diseases, anomalies, treatments,

and procedures needed to analyze healthcare documentation for various health science support functions including abstracting, coding, transcription, auditing, and reimbursement. Drug classification, diagnostic tests, pathology, laboratory, radiology, nuclear medicine, and ultrasound procedures are also included.

AHMS 208 HEALTHCARE STATISTICS

Credits: 2

Term: (F, others based on sufficient demand)

Prerequisites or Co-requisites: M 090 or M 108, CAPP 120

This course will include gathering, compilation, and computing of healthcare-related statistics, use of research, surveys, and statistical methods for developing healthcare data into information for various requesters.

AHMS 212 CPT CODING

Credits: 3

Term: (F,S)

Prerequisite: AHMS 160

A basic understanding of the CPT, coding principles should already be established. This course covers extensive procedural coding protocols that apply to interpreting and abstracting data from case studies and authentic outpatient-based medical records. Proper use of HCPCS level II codes, ASC modifiers and code sequencing is stressed. Applications include the use of encoder software to determine APC and RBRVS calculations as well as CCI compliance.

AHMS 213 ICD-10 CODING

Credits: 3

Terms: (F,S)

Prerequisite: AHMS 164

Basic understanding of diagnostic and procedural coding principles should already be established. The course requires interpreting ICD-10-CM coding and reporting guidelines to sequence and assign appropriate diagnostic codes for both inpatient and various outpatient settings. Compliance issues associated with various IPPS reimbursement systems such as MS-DRGs, as well as APCs are covered. Encoder software will complement the ICD-10-CM manual in the application of coding processes. Clinical information will be interpreted from brief case studies and progress to the coding of health record excerpts.

AHMS 220 MEDICAL OFFICE PROCEDURES

Credits: 3

Term: (F,S, SU)

Co-requisite: CAPP 120 and AHMS 144, or instructor approval

Students will utilize medical office software to perform basic administrative procedures in the medical office. These include: scheduling, managing patient accounts, and office documentation. An emphasis will be placed on professionalism, legal and ethical issues, and HIPAA standards.

AHMS 227 HEALTH INFORMATION MANAGEMENT

Credits: 3

Term: (F, others based on sufficient demand)

Prerequisite or Co-requisite: AHMS 108

General and financial management topics are studied in this course. The management functions of planning, organizing, directing, and controlling are related to the healthcare environment. Specific healthcare examples of budgeting, managerial accounting and selection, procurement, and maintenance of equipment and supplies are provided through extensive application of healthcare-related case studies and student projects.

AHMS 240 CLINICAL QUALITY ASSESSMENT

Credits: 3

Term: (S, others based on sufficient demand)

Prerequisites: CAPP 120 AND M 090 or M 108

The principles and procedures of quality, utilization, risk, and compliance processes used to improve the quality of patient health care are taught in this course. Quality assessment and improvement standards and requirements of licensing, accrediting, fiscal and other regulatory agencies are presented. Methods for identifying variations and deficiencies for follow-up action will be achieved using extensive discussion and assignments designed to approximate real life situation.

AHMS 252 COMPUTERIZED MEDICAL BILLING

Credits: 3

Term: (S)

Prerequisites: AHMS 156

This course will build on topics covered in AHMS 156. Students will study characteristics and requirements of each type of insurance including: indemnity plans, HMOs, PPOs, Worker's Compensation (state by state variances). Students will also discuss the adjudication process, resolve reimbursement problems and respond to claims reviews and appeals. Students will use medical office software package to complete assignments.

AHMS 255 MEDICAL TRANSCRIPTION I

Credits: 3

Terms: (F)

Prerequisite OR Coreqs: AHMS 144 and CAPP 120, or instructor approval

Students are introduced to ethical considerations, rules, regulations, forms, and techniques in recording medical documents. Transcription of various medical reports is required with emphasis on competency in medical vocabulary, spelling, punctuation, and extensive usage of medical reference materials.

AHMS 256 MEDICAL TRANSCRIPTION II

Credits: 3

Term: (S)

Prerequisites: AHMS 255 with "C-" or better

This course is designed to increase speed and accuracy in transcribing medical data with exposure to advanced technical language in a variety of specialties. Special attention is on speed, accuracy, production, style, and formats. The AHDI Book of Style will be utilized throughout the course.

AHMS 257 MEDICAL TRANSCRIPTION III

Credits: 3

Terms: (F)

Prerequisites: AHMS 256 with "C-" or better

This is a capstone class in medical transcription. Students will transcribe a variety of provider-generated medical reports in all specialty areas, demonstrating progressively demanding accuracy and productivity standards. Emphasis will be placed on proofreading and correcting transcribed documents, noting and correcting inconsistencies and inaccuracies, and utilizing the AHDI Book of Style and other references appropriately. Professionalism and job seeking techniques will also be discussed.

AHMS 258 PRACTICUM IN MEDICAL TRANSCRIPTION

Credits: 3

Term: (S)

Prerequisites: Successful completion of AHMS 257

During the medical transcription practicum, students will transcribe a minimum of 10 dictated hours of actual healthcare provider-generated dictation. This may occur in an externship setting or in a simulated professional practice setting. The focus will be on building speed and accuracy, applying the guidelines of the Book of Style, and using productivity tools appropriately.

AHMS 280 OVERVIEW OF HEALTH INFORMATICS SYSTEMS

Credits: 4

Term: (F, S, SU)

Prerequisites: AHMS 144, CAPP 120

This course will cover the principles of analysis, design, evaluation, selection, acquisition, and utilization of information systems in healthcare. Also included in this course are the technical specifications of computer hardware, software, networks, and telecommunications. Furthermore, this course will provide an understanding of technology's role in healthcare. The course will emphasize the intellectual use of information strategic planning, decision support, program management, high quality patient care, and continuous quality improvement. Application will be provided using extensive discussion and assignments designed to approximate real life situations.

AHMS 288 HIT EXAM PREPARATION

Credits: 3

Term: (S)

Prerequisite or Co-requisites: AHMS 298

The course provides a forum for students to prepare for the Registered Health Information Technician (RHIT) national examination sponsored through AHIMA. Reviewing and integrating new knowledge, regulations, and standards in the field of health information technology will be achieved. Guidance on the completion of job applications, preparing a resume, writing cover and follow-up letters, and job interviews (as both applicant and interviewer) are studied and practiced.

AHMS 298 HIT - PROFESSIONAL PRACTICE EXPERIENCE

Credits: 2

Term: (S)

Prerequisite: AHMS 108, 158, 160, 164, 208, 227

Students in this course will gain professional practice experience in their program of study. Students create written records of their experiences and will complete assigned projects as indicated.

AHMS 298A HICS/CODING - PROFESSIONAL PRACTICE EXPERIENCE

Credits: 1

Term: (S)

Prerequisite: AHMS 108, 156, 160, 164,

Corequisite: AHMS 212, 213

Lab based course in which students utilize the AHIMA virtual Lab. The Virtual Lab exposes students to software utilized in health information management and healthcare reimbursement. This course is a mastery-level course, where students utilize skills acquired in previous programmatic courses. Coding of authentic records will be included. This course serves as a virtual practical experience.

AHMS 298B Medical Billing/Coding Professional Practice Experience

Credits: 2

Term: (S)

Prerequisites: AHMS 108, 156, 160, 164

Corequisites: AHMS 212, 213

Students in this course will gain professional practice experience in their program of study.

Students will complete coding/reimbursement assignments using a virtual lab. The virtual lab exposes students to software utilized in health information management and healthcare reimbursement. This is a capstone course in which students solve problems and apply knowledge from previous coursework.



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Course Descriptions - Allied Health: Physical Therapy (AHPT)

AHPT 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

AHPT 101 PHYSICAL THERAPIST ASSISTING I / LAB

Credits: 5 (3 Lecture, 2 Lab - 45 Lecture Hours/60 Lab Hours)

Term: (F)

Prerequisites: Acceptance Into Physical Therapy Assistant Program

Co requisites: AHPT 205, 206, 210 and 218

This is the first of two sequential skills and procedures courses in the Physical Therapy Assistant program. The following topics are covered: basic principles and procedures of physical therapy; basic care skills and application techniques; use of assistive devices; architectural and environment barriers; introduction to range of motion (ROM); introduction to pain theories, conditions, and assessment; and physiological principles, indications/contraindications, and application of physical agents discussed in lecture.

AHPT 105 INTRODUCTION TO PHYSICAL THERAPIST ASSISTING

Credits: 3 (45 Lecture Hours)

Terms: (F,S,SU)

This course is designed to give the student an overview of the Physical Therapy profession by providing a historical perspective and an understanding of its philosophy in relation to the professional organization; an overview of the roles of the Physical Therapy staff members in the clinical setting and members of the health care team in various delivery systems; development of interpersonal communication skills relating to the profession, cultural diversity, and an understanding of the commitment of the graduate to continued personal and professional development. This course provides an overview of ethical/legal/professional issues relating to the role of the Physical Therapist Assistant in health care delivery. It includes such topics as the financing of physical therapy; regulations governing Physical Therapist Assistants; APTA's code of ethics and core values; scope of PT and PTA practice; and the Physical Therapist Assistant's role in research and continued education.

AHPT 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

AHPT 201 PHYSICAL THERAPIST ASSISTING II / LAB

Credits: 5 (3 Lecture, 2 Lab - 45 Lecture Hours/60 Lab Hours)

Term: (S)

Prerequisites: AHPT 101, AHPT 205, AHPT 206 and AHPT 218 all with a grade of "76%" or higher and AHPT 210 with a grade of "Pass"

Co requisites: AHPT 213, 215, and 220

This is the second in the series of procedures and application courses. The following topics are covered: theoretical principles and application of cardiopulmonary rehab, industrial rehab, ergonomics, prosthetic and orthotic application and treatment, biofeedback, topical applications, electrotherapy, ultrasound; procedure and application of cervical and lumbar traction; gait analysis and training; theory and application of massage/manual therapy.

AHPT 205 ANATOMY AND KINESIOLOGY FOR THE PTA

Credits: 6 (4 Lecture, 2 Lab - 45 Lecture Hours/60 Lab Hours)

Term: (F)

Prerequisites: Acceptance into Physical Therapy Assistant program

Co requisites: AHPT 101, 206, 210, and 218

This course is designed to provide the student with an understanding of: the human musculoskeletal system relative in the biomechanical elements of normal and abnormal human motion; osteology and arthrology in relation to muscle action and joint mechanics. The study and skills of goniometry and manual muscle testing will also be covered.

AHPT 206 PATHOPHYSIOLOGY FOR THE PHYSICAL THERAPIST ASSISTANT

Credits: 3 Lecture Hours - 45 Lecture Hours

Term: (F)

Prerequisites: Acceptance into the Physical Therapy Assistant Program

Co requisites: AHPT 101, 205, 210 and 218

This course introduces the student to the pathophysiology; etiology; clinical signs and symptoms; and management of selected pathological and injury-related disorders treated in physical therapy. Other pathologies discussed include: diabetes mellitus, immune system disorders, neoplasms, disorders related to pregnancy, and vestibular pathologies. The course includes student presentations on disorders pertinent to physical therapy.

AHPT 210 CLINICAL EXPERIENCE I

Credits: 3 (160 Clinical Hours - 4 weeks)

Term: (F)

Prerequisites: Acceptance into the Physical Therapy Assistant program

Co requisites: AHPT 101, 205, 206, and 218

The purpose of this clinical affiliation is to provide the student with an opportunity to apply skills and techniques learned in AHPT 101, 105, 205, 206 and 218 under the appropriate supervision of the clinical instructor. This course will include a four-week clinical rotation at an approved site.

AHPT 213 NEUROREHABILITATION FOR THE PTA

Credits: 6 (4 Lecture Hour, 2 Lab - 60 Lecture Hours/60 Lab hours)

Term: (S)

Prerequisites: AHPT 101, 205, 206, and 218 with a grade of "76%" or higher and AHPT 210 with a grade of "Pass"

Co requisites: AHPT 201, 215, and 220

This course is an introduction to neuroanatomy and neurophysiology in relationship to neurological pathologies of the brain and spinal cord commonly treated by physical therapy. Through this course the student is also introduced to neurological development: normal vs. abnormal - birth through adult; disease processes and outcomes; and neurophysiological routines used for treatment. Principles and treatment of specific disabilities are also presented.

AHPT 215 INTRODUCTION TO ORTHOPEDICS

Credits: 4 (3 Lecture, 1 Lab - 45 Lecture Hours and 30 Lab Hours)

Term: (S)

Prerequisites: AHPT 101, 205, 206, and 218 with a grade of "76%" or higher and AHPT 210 with a grade of "Pass"

Co requisites: AHPT 201, 213, 220

This course introduces students to pediatric and adult musculoskeletal pathologies and management of orthopedic and surgical problems commonly seen by physical therapy. Course content will include:

1. Basic biomechanics and mechanisms of orthopedic injuries and diseases
2. Survey of surgical repair with emphasis on rehabilitation
3. Evaluation techniques and treatments used by physical therapists
4. Theoretical application of therapeutic exercise programs and equipment commonly used for treatment of various orthopedic conditions and surgical procedures, and
5. Orthopedic pediatric treatment routines.

AHPT 218 THERAPEUTIC EXERCISE FOR THE PTA

Credits: 2 (30 Lecture Hours)

Term: (F)

Prerequisites: Acceptance into the Physical Assistant Program

Co requisites: AHPT 101, 205, 206, and 210

This course introduces the physical therapist assistant student to topics such as exercise physiology, exercise prescription tailored to the individual, general therapeutic exercises, aquatic therapy, relaxation techniques, group therapy, and setting up a home exercise program. Current health practices and theory will be addressed in relation to nutrition/wellness within special populations emphasizing preventative practice.

AHPT 220 CLINICAL EXPERIENCE II

Credits: 3 (160 Clinical Hours, 4 weeks in length)

Term: (S)

Prerequisites: AHPT 101, 205, 206, and 218 with a grade of "76%" or higher and AHPT 210 with a grade of "Pass"

Co requisite: AHPT 201, 213, 215

The students will continue to build on their clinical experiences from AHPT 210 previous coursework. This will consist of a four-week clinical rotation at an approved site.

AHPT 225 SEMINAR AND PROJECT IN PHYSICAL THERAPIST ASSISTING

Credits: 2

Term: (SU)

Prerequisites: AHPT 101, 201, 205, 206, 213, 215, 218 with a grade of "76%" or higher and AHPT 210, 220 with a grade of "Pass"

Co requisite: AHPT 230

This concentrated course is designed to integrate skills and techniques from previous clinical experiences and from the course work presented throughout the PTA program. It focuses on presentation of comprehensive treatment plans utilizing all treatment skills and techniques learned during the previous semesters. The students will be expected to provide written reports including complete patient information and treatment plans and then present this information in the form of a case study/project. Research and current issues are discussed and presented. Students will be required to relate sociological, physical, and psychological aspects of illness and injury to their projects. A cumulative exam of the PTA curriculum, as well, as preparation for the state's licensure exam is covered in this course. A cumulative practice exam of the PTA curriculum, as well, as preparation for the national and state's licensure exams are covered in this course. Students are required to develop and present on their program portfolios. Student questions and concerns are also addressed. Preparation for the National Physical Therapy Assistant Examination (NPTAE) is covered in this course utilizing a two day course.

AHPT 230 CLINICAL EXPERIENCE III

Credits: 6 (360 Clinical Hours, 9 weeks in length)

Term: (SU)

Prerequisites: AHPT 101, 201, 205, 206, 213, 215, 218 with a grade of "76%" or higher and AHPT 210, 220 with a grade of "Pass"

Co requisite: AHPT 225

This is the third of three full-time affiliations/clinical experiences during which the student develops proficiency in physical therapy procedures, understanding of clinical responsibilities and supervisory relationships with a minimum competence necessary to graduate as an entry level physical therapist assistant and become an active participant of the health care team. This course will include a nine-week clinical rotation at an approved site.



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Course Descriptions - Allied Health: Radiologic Technology (AHXR)

AHXR 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

AHXR 101 PATIENT CARE IN RADIOLOGY

Credits: 2

Term: (S)

Prerequisite: Successful completion of the first semester RAD Program

This course is designed to introduce the student to techniques and procedures utilized to provide care to the patient in the Radiology Department. It will provide instruction in the areas of infection control, vital signs, venipuncture, and patient communication. This instruction is necessary to meet some of the General Patient Care requirements of the American Registry of Radiologic Technologists. The course concludes with a study of interactions between radiation and the body atoms.

AHXR 105 INTRODUCTION TO RADIOLOGIC TECHNOLOGY

Credits: 2

Term: (F)

Prerequisite: Acceptance into RAD program

This course will introduce the student to the field of radiography and its various imaging modalities to prepare the student for what they will see and experience during their clinical rotations. It includes instruction in the areas of medical ethics and medico-legal aspects of radiographic imaging that will increase the awareness of the student to the legal responsibilities associated with radiographic imaging and an overview of pharmacology including contrast media, reactions to contrast media and electrical safety to aid the student in their clinical experience for those procedures that require the use of contrast media.

AHXR 130 RADIOGRAPHIC POSITIONING/PROCEDURES I

Credits: 2

Term: (F)

Prerequisite: Acceptance into RAD Program

In this course the student is introduced to the principles of radiographic positioning including the terminology involved, bone classifications, bone anatomy, bone pathology, and arthrology. Positioning, pathology, and radiographic procedures related to the abdomen and chest are also covered. Instruction will include lecture, audio/visual media and positioning demonstrations in a radiographic room.

AHXR 131 RADIOGRAPHIC POSITIONING/PROCEDURES II

Credits: 3

Term: (S)

Prerequisite: AHXR 130

This unit of instruction provides the student with the opportunity to learn the radiographic procedures associated with examinations of the upper extremity, lower extremity, and vertebral column. Modification of routine positioning to accommodate traumatized patients is also presented. Methods of instruction include lecture, audio/visual media, and positioning demonstrations in a radiographic room.

AHXR 132 ELEMENTS OF IMAGING I

Credits: 3

Term: (F)

Prerequisite: Acceptance into RAD Program

This course begins with a study of film and film processing procedures. It then takes the student through the analysis of a radiographic image from a quality standpoint and the various factors that influence the quality of the final radiographic image. Image evaluation and knowing how to correct poor images is essential in the performance of the radiologic technologist. Instruction methods will include lecture, audio/visual media, and the review of radiographic images to reinforce the information presented during the lectures.

AHXR 133 ELEMENTS OF IMAGING II

Credits: 3

Term: (S)

Prerequisite: AHXR 132

This course begins with basic principles of physics to prepare the student for instruction related to x-ray circuitry. As a technologist an understanding of x-ray circuitry helps to realize when machine failures occur and what can be done to reduce the likelihood of machine failure. Having a basic knowledge of x-ray circuitry can aid the technologist in describing machine problems to repair personnel so that repairs may be made more efficiently. Instruction methods will include lecture and audio/visual media.

AHXR 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

AHXR 195A RADIOGRAPHIC CLINICAL I

Credits: 7 (300 Clinical Hours)

Term: (F)

Prerequisite: Acceptance into RAD Program

This aspect of the curriculum will involve time spent at the clinical education sites assisting with the performance of radiographic examinations on patients. Students will be given clinical rotations at each clinical site and attendance is mandatory. Students will be required to demonstrate competency in the operation and manipulation of the various types of radiographic equipment found at each clinical site during this time. Students will begin to document competencies on radiographic procedures during this time as well to meet the clinical competency requirements of the ARRT and the COT program.

AHXR 195B RADIOGRAPHIC CLINICAL II

Credits: 8 (360 Clinical Hours)

Term: (S)

Prerequisite: AHXR 195

The student will continue assisting in the performance of radiographic examinations on

patients at the clinical sites. Students are expected to continue to improve clinical skills and to demonstrate competency in additional radiographic procedures involving the chest, abdomen including digestive and urinary systems, upper extremities, lower extremities, and vertebral column to meet the clinical competency requirements of the ARRT and the COT program. Students will be given clinical rotations at each clinical site and attendance is mandatory.

AHXR 225 RADIOBIOLOGY / RADIATION PROTECTION

Credits: 3

Term: (F)

Prerequisite: Acceptance into RAD Program

This course will introduce the student to the concepts of radiation, sources of radiation, and the production of x-rays that are used for imaging areas of the body. The effects of radiation exposure on living tissues and the risks to both the exposed individual and the individual's offspring are also included. Methods utilized to reduce exposures to patients and personnel are also covered. Instruction methods will include both lectures and audio/visual presentations.

AHXR 230 RADIOGRAPHIC POSITIONING/PROCEDURES III

Credits: 4

Term: (F)

Prerequisite: AHXR 131

This unit of instruction will provide the student with positioning and procedures involving the cerebral cranium, visceral cranium, urinary system, digestive system, biliary tract, and mammography. Methods of instruction include lecture, audio/visual media, and positioning demonstrations in a radiographic room.

AHXR 231 RADIOGRAPHIC POSITIONING/PROCEDURES IV

Credits: 2

Term: (S)

Prerequisite: AHXR 230

This course introduces the student to the anatomy of the circulatory system and angiographic imaging. It includes instruction related to angiographic procedures and the equipment necessary to perform angiographic procedures. It will also include common pathologic conditions that require angiographic studies and the radiographic appearance of these pathologic conditions. Several therapeutic procedures performed with angiographic methods are also included.

AHXR 233 ELEMENTS OF IMAGING III

Credits: 2

Term: (F)

Prerequisite: AHXR 133

This course will include instruction covering computer applications in radiology including computer terminology applicable to radiology systems, and an introduction to quality assurance testing that is performed within the radiology department to insure quality imaging can be provided. Instruction methods will include lecture and audio/visual media.

AHXR 270 RADIOGRAPHIC REGISTRY REVIEW

Credits: 2

Term: (S)

This course will begin the review process to prepare the student for the certification examination provided by the American Registry of Radiologic Technologists (A.R.R.T.) which is taken after graduation from the clinical portion of the program. It will involve review testing to identify those areas of the didactic curriculum in which the students have their greatest weaknesses followed by classroom discussion. This allows the review to be more focused to the needs of the students. Computerized testing is also utilized to prepare the student for the testing format utilized by the A.R.R.T.

AHXR 295A RADIOGRAPHIC CLINICAL III

Credits: 8 (360 Clinical Hours)

Term: (F)

Prerequisite: AHXR 298

This course is a continuation of AHXR 298 and provides the student with the opportunity to improve clinical skills learned during their first year and to demonstrate clinical competency in more advanced radiographic procedures. In addition to previous clinical assignments, the students will be scheduled for clinical observation in areas of specialized imaging including CT, MRI, ultrasonography, nuclear medicine and angiography. The student will be required to continue to demonstrate competency in new radiographic procedures to meet the clinical competency requirements of the ARRT and the COT program.

AHXR 295B RADIOGRAPHIC CLINICAL IV

Credits: 10 (480 Clinical Hours)

Term: (S)

Prerequisite: AHXR 295

This is the final clinical rotation period for the student. This semester provides the student with a clinical observation in radiation therapy in addition to those in diagnostic imaging. It is expected that the student will finish documentation of the completion of the clinical competency requirements of the ARRT and the COT program.

AHXR 298 RADIOGRAPHIC INTERNSHIP

Credits: 8 (320 Clinical Hours)

Term: (SU)

Prerequisite: AHXR 195

This course provides the student with the opportunity to practice in an internship setting completing 40 hours of clinical time per week during the 10 week summer session. During this session the student is given the opportunity to set up a two-week externship to another clinical site if they wish to or to do a one-week rotation at an orthopedic office in Great Falls and a week of evening rotation. The student will be required to continue to demonstrate competency in new radiographic procedures to meet the clinical competency requirements of the ARRT and COT program.





changing lives – achieving dreams [2014-2015 catalog]

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Course Descriptions - Allied Health: Respiratory Care (AHRC)

AHRC 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

AHRC 140 RESPIRATORY CARE CLINIC I

Credits: 3

Term: (S)

Prerequisite: Completion of 1st semester of RT program

Students will gain knowledge through supervised experiences in hospital patient care, techniques, and equipment. Emphasis is on patient contact, medical gases, hyperinflation, equipment, percussion, humidity and aerosol therapy, airway management, and secretion management. Safety and environmental awareness will be covered in all clinical courses.

AHRC 141 RESPIRATORY CARE CLINIC II

Credits: 4

Term: (SU)

Prerequisite: Completion of 2nd semester of RT program

Students will have supervised experiences in hospital patient care, techniques, and equipment. The previous clinical techniques will be expanded with emphasis on IPPB, artificial airway suctioning, chest physiotherapy, medication nebulization, EKGs, chest assessment, and continuous mechanical ventilation.

AHRC 152 RESPIRATORY CARE

Credits: 3

Term: (F)

Prerequisite: Acceptance into RT program

The course is an introduction course to the field of Respiratory Care. The topics covered are essential for the student to enter the clinical portion of the Respiratory Therapist Program. Course content includes gases, the field of Respiratory Care as it relates to the entire health care delivery system, medical terminology, communication, ethics, effects of tobacco on health, and respiratory medications.

AHRC 155 RESPIRATORY PHYSIOLOGY

Credits: 3

Term: (F)

Prerequisite: Acceptance into RT program

Respiratory Physiology covers anatomy and physiology of the cardio-pulmonary systems. Topics studied are blood, the heart, vessels, respiratory structure, the physics of gas

pressure, ventilation, regulation of ventilation, O₂ and CO₂ transport, ventilation and perfusion balance, acid-base balance, and interpretation of arterial blood gases.

AHRC 170 RESPIRATORY CARE TECHNIQUES & PROCEDURES I

Credits: 5

Term: (F)

Prerequisite: Acceptance into RT program

Knowledge and skills taught will provide students with the theories, principles, and laboratory experience in the areas of medical gas therapy and aerosol and humidification therapy in the use of hyperinflation devices and chest physical therapy. An introduction to infection control, body mechanics, gas analyzers, artificial airways, manual resuscitators, secretion removal, and safety and environmental awareness will be studied.

AHRC 171 RESPIRATORY CARE TECHNIQUES & PROCEDURES II

Credits: 5

Term: (S)

Prerequisite: Completion of the 1st semester of the RT program

Knowledge and skills taught will provide students with the theories, principles, and laboratory experience in the areas of adult and infant mechanical ventilation. Ventilators including but not limited to: Respironics V60 & BiPAP Vision, Puritan Bennett 840, Hamilton Galileo Gold, Sensormedics 3100A High Frequency Oscillator. Other areas such as arterial blood gas techniques, transcutaneous gas monitoring, hyperbaric oxygen therapy, mixed gas therapy, discontinuance of mechanical ventilation, troubleshooting during mechanical ventilation, techniques of ventilation, ventilator waveforms and high frequency ventilation will also be investigated.

AHRC 180 VENTILATOR MANAGEMENT

Credits: 2

Term: (S)

Prerequisite: Completion of the 1st semester of the RT program

Ventilator Management prepares Respiratory Therapist students to care for the respiratory needs of adult patients in the intensive care setting. Content includes: relating physiologic measurements to patients' ventilation and oxygenation status, establishing the need for mechanical ventilation, selecting initial ventilator parameters and settings, assessing and modifying ventilator parameters and settings, monitoring mechanically ventilated patients, physiologic effects and complications of mechanical ventilation, weaning from ventilators.

AHRC 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

AHRC 240 RESPIRATORY CARE CLINIC III

Credits: 5

Term: (F)

Prerequisite: Completion of the 3rd semester of the RT program

Students will be supervised in an in-hospital practice advanced therapeutic and diagnostic respiratory care procedures including pulmonary function testing, arterial blood gases, intubations, continuing education, pulmonary rehabilitation, newborn and adult intensive care, and supervisory management. This course with RC 241 extended through two semesters.

AHRC 241 RESPIRATORY CARE CLINIC IV

Credits: 4

Term: (S)

Prerequisite: Completion of the 4th semester of the RT program

Students will be supervised in an in-hospital practice advanced therapeutic and diagnostic respiratory care procedures including pulmonary function testing, arterial blood gases, intubations, continuing education, pulmonary rehabilitation, newborn and adult intensive care, and supervisory management. This course with RC 240 extended through two semesters.

AHRC 245 RESPIRATORY CARE CLINICAL SEMINAR I

Credits: 1

Term: (F)

Prerequisite: Completion of the 3rd semester of the RT program

The purpose for this course is to provide students with an opportunity to share significant clinical experiences, to present clinical problems, to practice communication skills, and the presentation of student in-services. The student will learn to succeed on the NBRC Clinical Simulation Examination and participate in taking the NBRC comprehensive self-assessment exam. Complete job seeking skills will be taught. This course is concurrent with Respiratory Therapy Clinical RC 240.

AHRC 246 RESPIRATORY CARE CLINICAL SEMINAR II

Credits: 1

Term: (S)

Prerequisite: Completion of the 4th semester of the RT program

The purpose for this course is to provide students with an opportunity to share significant clinical experiences, to present clinical problems, to practice communication skills, and the presentation of student in-services. The student will learn to succeed on the NBRC Clinical Simulation Examination and participate in taking the NBRC comprehensive self-assessment exam. Complete job seeking skills will be taught. This course is concurrent with Respiratory Therapy Clinical RC 240.

AHRC 251 HEMODYNAMIC MONITORING

Credits: 4

Term: (F)

Prerequisite: Completion of the 3rd semester of the RT program

Hemodynamic Monitoring covers topics about the circulatory system necessary Respiratory Therapist to work in adult intensive care settings. Course content includes: cardiac dysrhythmias and management of the circulatory system based on hemodynamic measurements.

AHRC 254 PULMONARY ASSESSMENT

Credits: 3

Term: (S)

Prerequisite: Completion of the 1st semester of the RT program

This course covers diagnostic techniques and procedures including interview and history taking, chest assessment, chest radiology, laboratory tests, arterial blood gases and an introduction to pulmonary function testing. This information is used to investigate pulmonary diseases.

AHRC 262 NEONATAL RESPIRATORY CARE

Credits: 3

Term: (SU)

Prerequisite: Completion of the 2nd semester of the RT program

Neonatal Respiratory Care is an infant intensive care course. Topics studied are fetal to neonatal transition, assessment of the newborn, cardiopulmonary disorders of the newborn and respiratory therapeutic procedures for the newborn.

AHRC 264 ALTERNATE SITES FOR RESPIRATORY CARE

Credits: 1

Term: (S)

Prerequisite: Completion of the 4th semester of the RT program

Respiratory Care is performed in many sites outside of the traditional medical center setting. This course will provide the student with the knowledge and practice of respiratory care in pulmonary rehabilitation, home care, and subacute care skilled nursing facilities.

AHRC 273 PULMONARY FUNCTION TESTING

Credits: 2

Term: (S)

Prerequisite: Completion of the 4th semester of the RT program

Pulmonary Function Testing is a study of pulmonary diagnostic testing. The student will survey, and interpret spirometry, lung volumes, diffusion tests and perform spirometry, lung volumes tests.

AHRC 274 PULMONARY DISEASES

Credits: 2

Term: (F)

Prerequisite: Completion of the 1st semester of the RT program

Pulmonary Diseases surveys etiology, epidemiology, diagnosis, pathology, treatment, and prognosis of diseases of the lungs and diseases which affect the lungs.

AHRC 280 SUPERVISORY MANAGEMENT

Credits: 2

Term: (S)

Prerequisite: Completion of the 4th semester of the RT program

The objective of this course is to provide students with the information and skills to facilitate the transition from respiratory therapist to respiratory supervisor. The areas investigated include interpersonal communications, planning, organizing, staffing, influencing, motivating, and controlling. Practical respiratory supervisory scenarios provide student participation requiring role-play in interpersonal communications, problem solving and critical thinking.





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Course Descriptions - Allied Health: Surgical Technician (AHST)

AHST 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

AHST 101 INTRODUCTION TO SURGICAL TECHNOLOGY

Credits: 3

Term: (S)

Prerequisite: Acceptance into Surg Tech Program

Co-requisites: AHST 115; AHST 154

This course introduces the career field by discussing the history and development of surgical technology, surgical patients, standards of conduct, hospital administration and organization, communication and teamwork, the operating room environment, safety standards, and biomedical science as it relates to surgical technology. The course provides an orientation to the scrub and circulatory roles of the surgical technologist in the preoperative, intraoperative and postoperative periods. Entry level skills and theories are emphasized and associated skills are presented and practiced in the co-requisite AHST 115.

AHST 115 SURGICAL LAB I

Credits: 3

Term: (S)

Co-requisite: AHST 101, AHST 154

Prerequisite: Acceptance into Surgical Technology Program

This course is designed to go hand-in-hand with the AHST 101 course. The course is a hybrid, which means certain aspects of the course, such as, assignments, homework, discussions, and communication will be in an on-line format; the skills will be learned on campus in a mock operating room. This course will present entry level responsibilities and competencies of the surgical technologist and related nursing procedures in both the scrub and circulator roles. This course will include lecture, as well as, hands-on, role playing, videos, problem-solving sessions, and clinical observation experiences. The class is limited to small groups, so there will be time for one-on-one teaching and assessment with each student. Each group is responsible for teaching and assisting their fellow lab members. One of the first lessons learned is teamwork and being critiqued by your team, which is a basic concept of the operating room team.

AHST 154 SURGICAL PHARMACOLOGY

Credits: 3

Term: (S)

Prerequisite: Formal acceptance into Surg Tech Program

Co-requisites: AHST 101, AHST 115

This course will provide the student with general pharmacological information of medications commonly used in a surgical setting, what laws pertain to them, how medications are measured, the use, dosages, routes, actions, adverse reactions, how they are labeled, and other considerations of administration. This course is an on-line internet course. This course is to be taken concurrently with Surgical Lab I where the hands-on skills will be presented.

AHST 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

AHST 200 OPERATING ROOM TECHNIQUES

Credits: 5

Term: (F)

Prerequisites: AHST 101, AHST 115, AHST 154

Corequisite: AHST 201, AHST 250

This course builds on the introductory foundational surgical technology knowledge and presents more complex knowledge and associated competencies of the surgical technologist. The course provides a continuation of the responsibilities of the surgical technologist in the scrub and circulatory roles in the preoperative, intraoperative, and postoperative periods. This course provides the knowledge base that correlates with Surgical Lab II.

AHST 201 SURGICAL PROCEDURES I

Credits: 4

Term: (F)

Prerequisites: AHST 101, AHST 115, AHST 154

Corequisites: AHST 200, AHST 215, AHST 250

This course familiarizes students with the surgical technologist's role during surgical procedures in the preoperative, intraoperative, and postoperative phases of diagnostic, general obstetrical/ gynecological, genitourinary, orthopedic and plastic procedures. This course will be an integration of face-to-face lecture and on-line presentations.

AHST 202 SURGICAL PROCEDURES II

Credits: 5

Term: (S)

Prerequisites: AHST 200, AHST 201, AHST 215, AHST 250

Corequisites: AHST 251, AHST 298

This course familiarizes students with the surgical technologist's role during surgical procedures in the preoperative, intraoperative, and postoperative phases of Otorhinolaryngologic, Oral/Maxillofacial, Ophthalmic, Cardiothoracic, Peripheral Vascular, and Neurosurgical procedures. This course will be an integration of face-to-face lecture and online-presentations.

AHST 215 SURGICAL LAB II

Credits: 3

Term: (F)

Prerequisites: AHST 101, AHST 115, and AHST 154

Co-requisite: AHST 250, AHST 200, AHST 201

This course is designed to go hand-in-hand with the AHST 200 course. The course is a hybrid, which means certain aspects of the course, such as, assignments, homework, discussions, and communication will be in an on-line format; the skills will be learned on campus in a mock operating room. This course will present entry level responsibilities and competencies of the surgical technologist and related nursing procedures in the first scrub, second scrub and circulator roles. This course will include lecture, as well as, hands-on, role playing, videos, problem-solving sessions, and clinical observation experiences. The class is limited to small groups, so there will be time for one-on-one teaching and assessment with

each student. Each group is responsible for teaching and assisting their fellow lab members. One of the first lessons learned is teamwork and being critiqued by your team, which is a basic concept of the operating room team.

AHST 250 SURGICAL CLINICAL I

Credits: 4 (168 Contact Hours)

Term: (F)

Prerequisites: AHST 101, AHST 115, AHST 154

This course will provide a supervised clinical experience in surgical settings providing first scrub, second scrub and circulating experience in surgical procedures. Each student will be assigned to a specific surgical facility. The facility will provide preceptors who will mentor the student through the clinical experience.

In addition to the clinical experience students will have a debriefing weekly to share clinical experiences and learn from each other facilitated by instructor.

AHST 251 SURGICAL CLINICAL II

Credits: 5 (216 Contact Hours)

Term: (S)

Prerequisites: AHST 200, AHST 201, AHST 215, AHST 250

Corequisites: AHST 202

This course will provide a supervised clinical experience in surgical settings providing first scrub, second scrub and circulating experience in surgical procedures. However, a greater degree of proficiency and independence will be expected from students than in AHST 250. Each student will be assigned to a specific surgical facility. The facility will provide preceptors who will mentor the student through the clinical experience.

AHST 298 SURGICAL INTERNSHIP

Credits: 5 (240 Contact Hours)

Term: (S)

Prerequisites: AHST 200, AHST 201, AHST 215, AHST 250

Corequisites: AHST 202, AHST 251

This course will provide a *minimally* supervised clinical experience in surgical settings providing first scrub, second scrub and circulating experience in surgical procedures. A greater degree of proficiency and independence will be expected from student than in previous clinicals. Each student will be assigned to a specific surgical facility. The facility will provide preceptors who will mentor the student through the clinical experience.

The internship develops the student's competencies as a first scrub on surgical procedures and acquaints them with the professional expectations of surgical technologists as a capstone experience preparing them for initial employment. The course provides the student with the actual experience in surgical procedures, teamwork, flexibility, organization, economy in time, motion and materials, preparation of all supplies and equipment used in the operating room in preparation for surgical procedures.





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Course Descriptions - Anthropology (ANTY)

ANTY 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

ANTY 101 ANTHRO & THE HUMAN EXPERIENCE

Credits: 3

Terms: (F, S, SU based on sufficient demand)

Core Class: Cultural Diversity

This course provides an introductory survey of the basic theory and practice of the four classic fields of anthropology: physical anthropology, archaeology, linguistics, and cultural anthropology. The focus of the course is on the evolution of the human species, theories of early culture, reconstruction of the past through archaeological analysis, and structure and usage of language and its relationship to culture. The student will become familiar with the basic concepts of anthropology, its sub-disciplines, methods used to study and understand other cultures, and the general theories of cultures.

ANTY 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.



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Course Descriptions - Art History (ARTH)

ARTH 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

ARTH 160 GLOBAL VISUAL CULTURE

Credits: 3

Terms: (F, S, SU)

Core Class: Fine Arts

This slide lecture course will introduce the students to forms of creative expression within visual arts, encouraging the students to more actively explore art verbally and in written form. The course material will focus on various issues of aesthetic expression rather than the historical development of the arts.

ARTH 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.





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Course Descriptions - Art - Visual and Studio Arts (ARTZ)

ARTZ 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

ARTZ 101 ART FUNDAMENTALS

Credits: 3
Terms: (F, S)

Core Class: Fine Arts

This course is an exploration of visual concepts through studio projects supplemented by lecture, discussion, and writing assignments. Art fundamentals will be investigated through drawing, color theory, and 3-dimensional processes.

ARTZ 105 VISUAL LANGUAGE - DRAWING

Credits: 3
Terms: (F, S, SU)

Core Class: Fine Arts

This course introduces the fundamentals of drawing with consideration for line, form, space and perspective in rendering from three-dimensional shapes, still life, landscape or the human form utilizing a variety of drawing materials. Emphasis will be placed on learning to see and render basic shapes, line quality, value, light and shadow, texture, mass, perspective and composition. Students will be encouraged to apply these skills to develop a personal style of drawing.

ARTZ 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.





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Course Descriptions - Biology (BIO)

BIO 080 BASIC SCIENTIFIC CONCEPTS & SKILLS

Credits: 3 (3 lecture)

Terms: (F, S based on sufficient demand)

This course is intended for students with limited exposure to biology, chemistry, and/or physical sciences. This course introduces students to basic scientific principles and processes in preparation for further study in the sciences.

BIO 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

BIO 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.



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Course Descriptions - Biology: General (BIOB)

BIOB 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

BIOB 101 DISCOVER BIOLOGY/LAB

Credits: 4 (3 lecture, 1 lab)

Terms: (F,S,SU)

Placement required: Students must place into M 090 or higher AND place into WRIT 101 or higher.

Core Class: Natural Science

This course introduces basic biological principles including the cell, the interrelationship of structure and function, and the characteristics and classification of living things. Students will examine the five kingdoms of organisms (monera, protista, fungi, plants, animals), concentrating on vascular plants and vertebrate animals, as well as reproduction and basic ecological concepts. This general education course is designed for non-science majors. Laboratory experience will include experimentation, microscope work, observation, and dissection.

BIOB 160 PRINCIPLES OF LIVING SYSTEMS/LAB

Credits: 4 (3 lecture, 1 lab)

Term: (Based on sufficient demand)

Prerequisites: CHMY 121 or CHMY 141

Placement required: Students must place into M 090 or higher AND place into WRIT 101 or higher.

Core Class: Natural Science

This course is designed to help students understand and apply major concepts in molecular and cellular biology including: biological macromolecules, cell structure and function, major biochemical pathways (cellular respiration and photosynthesis), cell division, Mendelian genetics, modern biotechnology, early development, and major control mechanisms within the body. Students will also examine the scientific method.

BIOB 170 PRINCIPLES OF BIOLOGICAL DIVERSITY/LAB

Credits: 4 (3 lecture, 1 lab)

Term: (Based on sufficient demand)

Placement required: Students must place into M 090 or higher AND place into WRIT 101 or higher.

Core Class: Natural Science

This course is designed to help students understand and apply major concepts in organismal biology including the diversity, evolution, and ecology of organisms. The origin of life and the evolution of cells, classification and evolution of organisms, major domains and kingdoms of life, natural selection and evolution, species diversity, ecosystems organization and energy flow, community interactions, population ecology and behavioral ecology will be discussed. CHMY 121 or higher is highly recommended.

BIOB 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.





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Course Descriptions - Biology: Human (BIOH)

BIOH 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

BIOH 104 BASIC HUMAN BIOLOGY/LAB

Credits: 4 (3 lecture, 1 lab)

Terms: (F,S,SU)

Core Class: Natural Science

Placement required: Students must place into M 090 or higher AND place into WRIT 101 or higher.

This course introduces students to the structure and function of the human body. Topics such as the fundamental principles in organic and inorganic chemistry, cellular metabolism, cellular anatomy, cellular biology and histology will be covered and subsequently applied to the physiology of the body as whole. Organ systems to be covered in this course include cardiovascular, lymphatic, respiratory, nervous, musculoskeletal, and endocrine.

Completion of this course and/or CHMY 121 with a C or better is **strongly recommended** before enrolling in BIOH 201 Anatomy & Physiology I & Lab.

BIOH 112 HUMAN FORM AND FUNCTION I

Credits: 4 (Lecture only, no lab)

Terms: (F,S)

This course is the first in an online, two-course sequence for non-clinical health majors which provides a comprehensive study of the anatomy and physiology of the human body. The course will take a systemic approach covering all body systems. Topics will include structure, function and interrelationships of organ systems. The course will provide a foundation for students entering non-clinical health careers.

BIOH 113 HUMAN FORM AND FUNCTION II

Credits: 3 (Lecture only, no lab)

Terms: (F,S)

Prerequisites: BIOH 104 or BIOH 112

This course is the second in a two-course sequence for non-clinical health majors. The course will build on the topics explored in the first semester. Body systems will be covered in greater depth, and the focus will be on the interrelationships between systems. In addition to structure and function, an emphasis will be placed on the body processes which maintain homeostasis. The course will take a problem based approach allowing students to use critical thinking skills and apply knowledge from both semesters.

BIOH 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

BIOH 201 HUMAN ANATOMY AND PHYSIOLOGY I/LAB (EQUIV TO 301)

Credits: 4 (3 lecture, 1 lab)

Terms: (F,S)

Placement required: Students must place into M 095 or higher AND place into WRIT 101 or higher.

This course is an integrated study of the human body in which histology, anatomy and physiology of each system is covered. The first semester (part I) of this sequence incorporates molecular, cellular and tissue levels of organization for the integumentary, skeletal with articulations, muscular, and nervous systems. Laboratory experience will include experimentation, microscope work, observations, and dissection. BIOH 104 and CHMY 121 strongly recommended.

BIOH 211 ANATOMY AND PHYSIOLOGY II/LAB (EQUIV TO 311)

Credits: 4 (3 lecture, 1 lab)

Terms: (F,S)

Prerequisites: BIOH 201 with a grade of "C-" or higher

This course is an integrated study of the human body in which the histology, anatomy and physiology of each system is covered. The second part of this two semester course sequence involves the study of the following systems: sensory, endocrine, cardiovascular with hematology, lymphatic with immunology, respiratory, urinary with water, electrolyte and acid base balance, digestive with nutrition and reproductive systems. Laboratory experience will include experimentation, microscope work, observations, and dissection. Upon completion of CHMY 121, Anatomy & Physiology I and II, with labs, will transfer to MSU–Bozeman as Anatomy & Physiology I and II.





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Course Descriptions - Biology: Micro (BIOM)

BIOM 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

BIOM 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

BIOM 250 MICROBIOLOGY FOR HEALTH SCIENCES/LAB

Credits: 4 (3 lecture, 1 lab)

Terms: (F,S)

Prerequisites: BIOH 104 or BIOH 201 or CHMY 121 or instructor permission

Aspects of microbial life are examined in relation to growth requirements, reproduction, and disease-producing capabilities. Topics include basic biochemistry, prokaryotic, and eukaryotic morphology, microbial metabolism, genetics, and classification. In addition to the previous topics, mechanisms of infection, epidemiology, immune response and the major microbial pathogens of the human body will be explored. Emphasis will be placed on the control and spread of microorganisms and disease prevention. This course includes a required lab component.



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Course Descriptions - Business: General (BGEN)

BGEN 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

BGEN 105 INTRODUCTION TO BUSINESS

Credits: 3

Terms: (F,S)

This course provides an overview of business from a broad perspective. Topics covered include business ownership, free enterprise, management, human resources, marketing, finance, and accounting and data systems.

BGEN 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

BGEN 235 BUSINESS LAW

Credits: 3

Term: (S)

Prerequisite: BGEN 105

This course is designed to increase students' level of awareness of law in the business environment. Topics covered include contract law, sales contracts, agency and employer/employee relationships, torts, securities regulations, antitrust law, and product liability.





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Course Descriptions - Business: Management (BMGT)

BMGT 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

BMGT 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

BMGT 210 SMALL BUSINESS ENTREPRENEURSHIP

Credits: 3

Term: (S)

Prerequisite: BMGT 235, BMKT 225, ACTG 201, WRIT 122, or Instructor consent.

This course guides students through the development of a business plan, concentrating on market and industry analysis, competitive analysis, site selection, cash flow analysis, marketing, finance, and management. Students will develop a competition quality business plan for a company of their choice.

BMGT 215 HUMAN RESOURCE MANAGEMENT

Credits: 3

Term: (F)

Prerequisite: BMGT 235

This course explores the human resource management function in a corporate setting and focuses on the development of knowledge and skills that human resource managers employ. Emphasis will be placed on such subjects as the selection process, employment law, labor relations, compensation, performance development, corporate training and maintaining effective environments. The classes are designed to familiarize participants with current human resource practices and laws that apply to human resource careers regardless of their field.

BMGT 235 MANAGEMENT

Credits: 3

Terms: (S)

Prerequisite: BGEN 105

This course is a study of basic management and organizational principles of business firms. Emphasis is on effectively working through others to achieve objectives. This is done by exploring planning, decision making, organizing, leading, staffing, controlling, EEOC requirements, appraising performance, handling disciplinary problems, and stress and time management.

BMGT 277 PRINCIPLES OF STRATEGIC MANAGEMENT

Credits: 3

Term: (S)

Prerequisite: BMGT 235, BMGT 215, ACTG 201

This course explores the issues of defining corporate-level mission, objectives, and goals, and is intended to provide students with a pragmatic approach that will guide the formulation and implementation of corporate, business, and functional strategies. It includes a focus on the analysis of the firm's external and internal environment to identify and create competitive advantage in a changing business climate.





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Course Descriptions - Business: Marketing (BMKT)

BMKT 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

BMKT 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

BMKT 225 MARKETING

Credits: 3

Terms: (F)

Prerequisite: BGEN 105

This course is designed to develop students' knowledge of marketing terminology and strategies. Subject areas covered include product development, the marketing concept, consumer behavior, research, pricing, channels of distribution, and promotion.

BMKT 240 ADVERTISING

Credits: 3

Term: (S)

Prerequisite: BGEN 105

This course is designed to acquaint students with the fundamentals and terminology of advertising. Topics covered are the role of advertising, demographic segmentation, advertising psychology, advertising strategies, media strengths and weaknesses, layout and design, and careers in advertising. Class participants will develop their own advertisements using a variety of media.

BMKT 242 INTRODUCTION TO GLOBAL MARKETS

Credits: 3

Term: (Sufficient Demand)

Core Class: Cultural Diversity

This course will explore the historical and current perspective of international trade focusing on structures, strengths and weaknesses, marketing environment and regulation, currency issues, and factors affecting success and failure in international marketing.



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Course Descriptions - Computer Applications (CAPP)

CAPP 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

CAPP 101 SHORT COURSES: THE INTERNET

Credits: 2
Terms: (F,S,SU)

This course will teach skills in using the Internet as an information and educational resource as well as its impact on global society. Internet components explored will include the World Wide Web, FTP, Email, and basics of creating a web page. Social implications of the Internet and its impact on issues such as copyright and fair use will be explored. Thoughtful examination and research on the future of the Internet will conclude the class.

CAPP 105 SHORT COURSES: COMPUTER CALCULATORS

Credits: 1 (1/2 semester)
Term: (S)
Prerequisite: M 108

Students master the touch method of entering data on the ten-key numeric keyboard. Speed and accuracy are emphasized on computer ten-keys using the desktop calculator. Ten-key functions will be used to solve common mathematical problems.

CAPP 112 SHORT COURSES: MS POWERPOINT

Credits: 1
Term: (Based on sufficient demand)
Prerequisite: CAPP 120

This course is an introduction to the use of presentation software to create and design group presentations and slide shows. Students will be required to create group presentations to be delivered to an audience.

CAPP 120 INTRODUCTION TO COMPUTERS

Credits: 3
Terms: (F,S,SU)

Using both lecture and lab experience, this course introduces the technology and terminology of computer systems and demonstrates how computers have impacted individuals and society. The course also provides instruction in the basics of the operating system and word processing, spreadsheet, database, and presentation software.

CAPP 152 WORDPERFECT

Credits: 3

Term: (S)

Prerequisite: CAPP 120, OO 107, or consent of faculty

Corel WordPerfect software is used to create documents used in academic, professional, and business environments. These functions include formatting and editing documents, revising documents, managing documents, printing documents, using projects, creating headers and footers, inserting footnotes, creating columns, formatting tables and inserting formulas, using styles, changing fonts, sorting and extracting text, merging documents, formatting macros, creating graphics, and creating charts.

CAPP 154 MS WORD

Credits: 3

Terms: (F,S)

Prerequisite: CAPP 120

Word processing software is used to create documents used in academic, professional, and business environments. These functions include editing, selecting, find and replace, document assembly, graphics, printing, headers and footers, columns, file management styles, math features, fonts and other print features, tables, sort and select, merges, macros, and reference tools.

CAPP 156 MS EXCEL

Credits: 3

Terms: (F,S,SU)

Prerequisite: CAPP 120

This course introduces students to business applications using spreadsheets. Emphasis will be placed on the essential functions of spreadsheet operation, as well as an introduction to some advanced spreadsheet features such as lookup functions and list management. This course covers expert level skills for the Microsoft Certified Application Specialist (MCAS) certification in Microsoft Excel.

CAPP 158 MS ACCESS

Credits: 3

Terms: (F,S,SU)

Prerequisite: CAPP 120

This course covers expert level skills for the Microsoft Certified Application Specialist (MCAS) certification in Microsoft Access. Use of application software focuses on data queries (both Query-By-Example and Structured Query Language), report and form generation, multiple table relationships, and interface techniques. Database administration and customization techniques will also be covered.

CAPP 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.





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Course Descriptions - Chemistry (CHMY)

CHMY 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

CHMY 101 DISCOVER CHEMISTRY

Credits: 3

Terms: (F)

Prerequisite: M 065 or qualifying math placement assessment score

Core Class: Natural Science

This course is an introduction to chemistry that emphasizes the influence of chemistry on one's everyday life. Topics may include food chemistry, dyes and fibers, home products, acid rain, air pollution, medicines, and beauty aids. Common household products, such as soap, aspirin, toothpaste, face cream, and fertilizers are prepared in the lab.

CHMY 121 INTRO TO GENERAL CHEMISTRY/LAB

Credits: 4 (3 lecture, 1 lab)

Terms: (F, S, SU)

Prerequisite: M 065 or qualifying math placement assessment score

Core Class: Natural Science

This course is a survey of the principles of inorganic chemistry with emphasis on scientific measurement; atomic structure; chemical periodicity; chemical bonding and nomenclature; chemical reactions and stoichiometry; gas laws; properties of liquids, solids, and solutions; acid-base chemistry; and some electrochemistry and nuclear chemistry. This course is designed for students entering health science or nursing programs. The laboratory portion of the course provides hands-on experience dealing with the topics covered in the lecture portion. In order to have the greatest success in this course, it is highly recommended that students possess strong algebra skills.

CHMY 123 INTRO TO ORGANIC & BIOCHEMISTRY/LAB

Credits: 4 (3 lecture, 1 lab)

Terms: (F, S)

Prerequisite: CHMY 121 with a grade of "C-" or higher

This course is a survey of the principles of organic chemistry and biochemistry with emphasis on nomenclature; structure and classification; properties; and applications of organic and biological compounds. Some discussions of metabolism and cellular processes are also included. This course is designed for students entering health science or nursing programs. The laboratory portion of the course provides hands-on experience dealing with the topics covered in the lecture portion.

CHMY 141 COLLEGE CHEMISTRY I/LAB

Credits: 4 (3 lecture, 1 lab)

Terms: (F)

Prerequisites: M 095 or qualifying math placement assessment score

Core Class: Natural Science

The first course in the two-semester general chemistry sequence covering the general principles of modern chemistry. Topics covered include: atomic structure, stoichiometry, chemical reactions, chemical bonding, the periodic table, and the states of matter. The laboratory portion of the course provides hands-on experience dealing with the topics covered in the lecture portion. The experimental nature of the science of chemistry and the mathematical treatment of data are emphasized.

CHMY 143 COLLEGE CHEMISTRY II/LAB

Credits: 4 (3 lecture, 1 lab)

Term: (S)

Prerequisite: CHMY 141 with a grade of "C-" or higher

Core Class: Natural Science

The second course in the two-semester general chemistry sequence. Topics covered include: solutions, chemical equilibrium, acids and bases, thermodynamics, and kinetics. The laboratory portion of the course provides hands-on experience dealing with the topics covered in the lecture portion.

CHMY 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.





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Course Descriptions - College Studies (COLS)

COLS 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

COLS 103 BECOMING A SUCESSFUL STUDENT

Credits: 1
Term: (F, S, SU)

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

COLS 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.



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Course Descriptions - Communication (COMX)

COMX 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

COMX 102 INTERPERSONAL SKILLS IN THE WORKPLACE

Credits: 1
Term: (S)

This course covers the basic elements of communication in the business environment, including listening, speaking, and reading. It also looks at the importance of nonverbal communication, ethics, and professional courtesy. It discusses the importance of internal skills within the business and external skills with customers. Skills of the employment process are also included.

COMX 111 INTRODUCTION TO PUBLIC SPEAKING

Credits: 3
Terms: (F,S, SU)

Core Class: Verbal Communication

Public Speaking is a course designed to aid students in overcoming speech anxiety through preparation and presentation of speeches in a variety of formats.

COMX 115 INTRODUCTION TO INTERPERSONAL COMMUNICATION

Credits: 3
Terms: (F,S,SU)

Core Class: Verbal Communication

This course is designed to show some of the difficulties that language and understanding present us. It is concerned with better understanding of ourselves and our semantic and interpersonal environments. It attempts to develop meaningful, effective, and sensitive means of relating to others. Varied group experiences and oral presentations provide students the opportunity to explore current topics.

COMX 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.



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Course Descriptions - Computer Science/Programming (CSCI)

CSCI 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

CSCI 111 Programming with Java I

Credits: 3

Term: (F)

Prerequisites: CAPP 120, CAPP 158 and M095, or instructor approval

This course is designed to introduce the concepts of programming using JAVA. Areas of study will include design of the program including the use of flowcharts; analysis of the program requirements, implementation of the program and troubleshooting where necessary. Programs will use basic java objects, methods and classes in programming, arrays, control structures, basic data types, iteration, and sequencing will be utilized to accomplish the design requirements of the program.

CSCI 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.





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Course Descriptions - Construction Trades (CSTN)

CSTN 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

CSTN 100 FUND OF CONSTRUCTION TECHNOLOGY

Credits: 3

Term: (F)

Co-Requisites: CSTN 115, CSTN 120, CSTN 160

This course covers basic safety obligations of workers, supervisors and managers; reviews the role of company policies and OSHA regulations; introduces trainees to hand and power tools widely used in the construction industry, and their proper uses. Students will also become familiarized with basic blueprint terms, components and symbols.

CSTN 115 CONSTRUCTION CALCULATORS & ESTIMATING

Credits: 1

Term: (F)

Co-Requisites: CSTN 110, CSTN 120, CSTN 160

This course is specific to the uses of calculator specific to construction. (I.e. Master Pro) for task such as weight, volume, rises/run, diagonals, slopes etc. Also included is basic estimating specific to the carpentry field.

CSTN 120 CARPENTRY BASICS & ROUGH-IN FRAMING

Credits: 6 (59 lecture hours/75 shop hours)

Term: (F)

Co-requisites: CSTN 100, CSTN 115, CSTN 160

This course introduces the carpentry trade, including history, career opportunities, and requirements. The course includes study and practice required for framing a simple structure. Specific topics are building materials, fasteners and adhesives, hand and power tools, reading plans & elevations, floor systems, wall and ceiling framing, roof framing and windows and exterior doors.

CSTN 135 BASIC RIGGING

Credits: 2

Term: (S)

Co-Requisites: CSTN 145, CSTN 161, CSTN 171

Pre-Requisites: CSTN 100, CSTN 115, CSTN 120, CSTN 160

The student will cover the basics of slings, hitches, rigging hardware, sling stress, hoist and rigging operations and practices. It also includes industry standard OSHA 10-hour

construction training. Students who successfully complete the OSHA training will earn a course completion card recognized and generally required by most construction sites.

CSTN 145 EXTERIOR FINISHING, STAIR CONSTRUCTION & METAL STUD FRAMING

Credits: 4 (37 lecture hours/70.5 shop hours)

Term: (S)

Co-Requisites: CSTN 135, CSTN 161, CSTN 141

Pre-Requisites: CSTN 100, CSTN 115, CSTN 120, CSTN 160

This course introduces students to materials and methods for thermal & moisture barriers, sheathing, exterior siding, stairs, and interior finish. Students will layout and build a simple stair system as well as a metal stud wall with door and window openings.

CSTN 160 CONSTRUCTION CONCEPTS & BUILDING LAB

Credits: 3 (90 shop hours)

Term: (F)

Co-Requisites: CSTN 100, CSTN 115, CSTN 120

Provides hands-on experience in which the student applies, with minimal supervision the basic skills and knowledge presented thus far. This course is designed as a practical task-oriented application utilizing the basic skills covered in prerequisite classes.

CSTN 161 CONSTRUCTION CONCEPTS & BUILDING LAB II

Credits: 3 (90 shop hours)

Term: (S)

Co-Requisites: CSTN 135, CSTN, 145, CSTN 171

Pre-Requisites: CSTN 100, CSTN 115, CSTN 120, CSTN 160

Provides hands-on experience in which the student applies with supervision the basic skills and knowledge presented thus far in the Carpentry Program. The course is designed as a practical task-oriented application.

CSTN 171 SITE PREP, FOUNDATIONS & CONCRETE INSTALLATION

Credits: 3

Term: (S)

Co-Requisites: CSTN 135, CSTN 145, CSTN 161

Pre-Requisites: CNST 100, CSTN 115, CSTN 120, CSTN 160

A study of the various techniques for concrete utilization in residential and light construction from the theoretical concepts of hydration to the practical experience of verifying site conditions; interpreting data used to establish conditions of level, square, plumb, parallel; and perpendicular; tying steel; and placing and finishing a concrete slab.

CSTN 173 ARCHITECTURAL CONSTRUCTION AND MATERIALS (CURRENTLY NOT BEING OFFERED)

Credits: 3

Term: (F)

This course is an introduction to construction materials and methods, building systems and construction details. Emphasis is placed on selection of materials and methods. Laboratory section includes site investigations observing materials and their properties

CSTN 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

CSTN 201 ADVANCED CONCRETE WORKING

Credits: 5

Term: (S)

Co-Requisites: CSTN 220, CSTN 299

Pre-Requisites: WLDG 103, CSTN 230, CSTN 260

Provides basic knowledge of concrete materials and tools and provides hands-on experience in which the student applies with supervision those basic skills and knowledge presented in the area of concrete. The course is designed as a practical task-orientated application utilizing the basic skills learned in CSTN 171. The course will emphasize the advanced application in the area of concrete foundations, flatwork, forms, reinforcing, handling, and placing concrete.

CSTN 220 INTERIOR FINISHING

Credits: 5 (32 lecture hours/85.5 shop hours)

Term: (S)

Co-Requisites: CSTN 201, CSTN 299

Pre-Requisites: WLDG 103, CSTN 230, CSTN 260

This course studies interior building materials. Course material ranges from installation techniques for interior trim, countertop, base & wall cabinets, suspended ceiling, wood & metal doors.

CSTN 230 ADVANCED ROOF, FLOOR, WALL & STAIR SYSTEMS

Credits: 5 (62 lecture hours/43 shop hours)

Term: (F)

Co-Requisites: WLDG 103, CSTN 260

Pre-Requisites: CSTN 135, CSTN 145, CSTN 161, CSTN 171

This class takes off from where CSTN 120 & 130 finished. Students will elevate their study in various installation methods and materials for various roofing, & flooring systems. Under wall systems students will study interior & exterior wall construction methods for residential and commercial structures. To add to the student's knowledge learned in CSTN 145, Stair Construction & Metal stud framing, students will study staircase construction and metal building construction.

CSTN 260 CONSTRUCTION CONCEPTS & BUILDING LAB III

Credits: 3 (90 shop hours)

Term: (F)

Co-Requisites: WLDG 103, CSTN 230

Pre-Requisites: CSTN 120, CSTN 145, CSTN 161, CSTN 171

Provides students the opportunity to practice skills they have acquired in the entire carpentry program. It includes task-oriented projects in which students can apply many of the skills and knowledge that they have been presented throughout the NCCER Carpentry Program. This course is designed as a practical task-oriented exercise utilizing a variety of the skills covered in all the NCCER Modules and provides the necessary time for taking the 'Performance assessments' for certification under NCCER.

CSTN 298 INTERNSHIP: CARPENTRY

Credits: 3-6 (135 - 270 hours)

Term: (SU)

Pre-Requisites: CSTN 135, CSTN 145, CSTN 161, CSTN 171

An internship is individually based. The intent is to allow students who have meet the prerequisites an opportunity to experience work out in the industry before committing to full-time employment. Some students may use it as an opportunity to get employment within a company while many students will use it as a means of broadening their perspective as to types of construction work available and the daily operations of companies.

CSTN 299 CAPSTONE: CARPENTRY

Credits: 4 (120 shop hours)

Term: (S)

Co-Requisites: CSTN 201, CSTN 220

Pre-Requisites: WELD 151, CSTN 230, CSTN 260

The course is designed as a practical task-oriented application utilizing the ADVANCED skills learned in CSTN 220 & 230. The course will emphasize advanced application in the area of exterior and interior finishing. This course provides hands-on experience in which the students take the Performance Assessments for certification under NCCER with MINIMAL supervision using the skills and knowledge presented in the NCCER Carpentry program.



Great Falls College MSU | 2100 16th Ave. South | Great Falls, MT 59405

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Course Descriptions - Creative Writing (CRWR)

CRWR 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

CRWR 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

CRWR 240 INTRODUCTION TO CREATIVE WRITING WORKSHOP

Credits: 3

Term: (F)

Core Class: Humanities

This course provides the student an opportunity to develop creative writing skills in the context of poetry and short fiction. Students will respond to the works of published authors, including selections by and about minorities and women. Conducted in a workshop atmosphere, students will write, revise, and respond and review their original work, and then submit a final portfolio containing three revised poems and a revised short story.



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Course Descriptions - Criminal Justice (CJUS)

CJUS 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

CJUS 121 INTRODUCTION TO CRIMINAL JUSTICE

Credits: 3
Term: (F)

Core Class: Social Sciences

This course offers exposure to the fundamental perspectives and terminology of the criminal justice system in the United States. It includes the study of the interaction of the individual with the criminal justice system. Students will also examine the causes of criminal behavior and the history, influences, and related fields of knowledge that are connected to the criminal justice system. Topics will include responsibilities of agencies, roles of personnel, and the inter-relationships of criminal justice to political agencies and other factors that influence the criminal justice system.

CJUS 125 FUNDAMENTALS OF FORENSIC SCIENCE

Credits: 2
Term: (SU, Based on Sufficient Demand)

In Fundamentals of Forensic Science, students will examine the philosophical, rational and practical framework that supports a case investigation. The unifying principles of forensic science to the pure sciences will be examined, and students will be introduced to the unique ways in which a forensic scientist must think. Topics will include the experimental method and some of the ways in which a forensic analysis can be confounded. The various forensic science occupations will also be explored.

CJUS 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.





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Course Descriptions - Culinary Arts (CULA)

CULA 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

CULA 105 FOOD SERVICE SANITATION (CURRENTLY NOT BEING OFFERED)

Credits: 1

Terms: (F)

Preparation for and certification in a national food sanitation and food safety program.

CULA 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.



EMT-INTERMEDIATE 99**CERTIFICATE OF APPLIED SCIENCE DEGREE**

Program Director: Joel Henderson

NOTE: This program is in moratorium and will not be accepting new students.

Upon completion of the EMT-Intermediate 99 and the EMT-Basic program, students will be prepared to begin a successful career in emergency care and transportation in emergency and non-emergency settings. Students will be prepared to sit for the National Registry Certification Examination to gain licensure.

GRADUATES WILL BE PREPARED TO:

- Upon completion the student of MSUGF Intermediate Program will demonstrate the ability to comprehend, apply, and evaluate the clinical information as it relates to the pathologies of patients with pulmonary, neurological, endocrine, allergies and anaphylaxis, gastroenterological, and urological prehospital emergencies.
- Upon completion the student of MSUGF Intermediate Program will demonstrate technical proficiency in all skills necessary assess and care for patients with pathologies relating to pulmonary, neurological, endocrine, allergies and anaphylaxis gastroenterological, and urological pre-hospital emergencies.
- Upon completion the student of MSUGF Intermediate Program will demonstrate personal behaviors consistent with professional and employer expectation.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|-----------------------|-----------|--------------|
| Tuition and Fees | \$ | 4,616 |
| Application Fee | \$ | 30 |
| Insurance | \$ | 15 |
| Lab Fees | \$ | 351 |
| Ambulance Third Rider | \$ | 196 |
| Books/Supplies | \$ | 856 |
| TOTAL | \$ | 6,064 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

STUDENTS START THE INTERMEDIATE SERIES IN THE FALL OR THE SPRING AND COMPLETE INTERMEDIATE SERIES THE FOLLOWING SEMESTER, AS SHOWN BELOW WITH SEMESTER ONE AND SEMESTER TWO. STUDENTS MUST HAVE **APPROVAL BY PROGRAM DIRECTOR** PRIOR TO SIGNING UP FOR INTERMEDIATE COURSES AND HAVE A **CURRENT EMT BASIC CERTIFICATE CARD**. GENERAL EDUCATION CLASSES CAN BE TAKEN BEFORE, DURING, OR AFTER COMPLETION OF ACTUAL EMS INTERMEDIATE CLASSES.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|-------------------------------|----------------|------------------|
| COLS 103 | Becoming a Successful Student | 1† | _____ |

GENERAL EDUCATION COURSES: (REQUIREMENT FOR THE C.A.S)

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|-------------------------------------|----------------|------------------|
| M 116** | Mathematics for Health Careers | 3+ | _____ |
| AH 140* | Pharmacology | 2† | _____ |
| AHMS 142 | Introduction to Medical Terminology | 1† | _____ |
| WRIT 095** | Developmental Writing | 4† | _____ |
| COMM 135 | Interpersonal Communication | 3† | _____ |
| EMS 127 | EMT-Basic | <u>7†</u> | _____ |
| | Subtotal | 20 | |

(MUST HAVE EMS 127 PRIOR TO STARTING INTERMEDIATE CLASSES)

SERIES ONE (F,S)

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|-------------------------------|----------------|------------------|
| EMS 140* | EMT - Intermediate I | 4† | _____ |
| EMS 155* | EMT - Intermediate II | 3† | _____ |
| EMS 222* | EMT - Intermediate I Clinical | <u>1†</u> | _____ |
| | Subtotal | 8 | |

SERIES TWO (S, SU)

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|--------------------------------|----------------|------------------|
| EMS 217* | EMT - Intermediate III | 4† | _____ |
| EMS 227* | EMT - Intermediate II Clinical | 2† | _____ |
| EMS 233* | EMT-Intermediate Internship | <u>1+</u> | _____ |
| | Subtotal | 7 | |

TOTAL PROGRAM CREDITS – 35-

~ Many students need preliminary math, biology and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

EMT-Intermediate 99

Program Level - Undergraduate certificate

Program Length - 1 years

COST

Q. How much will this program cost me?*

A. Tuition and fees: \$4,997

Books and supplies: \$856

On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *

Private education loans: *

Institutional financing plan: *

* Less than 10 graduates received loans. Median amounts are withheld to preserve the confidentiality of the loan recipients.

SUCCESS

Q. How long will it take me to complete this program?

A. The program is designed to take 1 years to complete. Of those that completed the program in 2012-2013, *% finished in 1 years.


*Less than 10 students completed this program in 2012-13. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

A. The job placement rate for students who completed this program in 2012-2013 is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

 For additional information related to this program and/or the information provided above, [click here](#).

Date Created: 1/24/2014

EMERGENCY SERVICES**FIRE AND RESCUE TECHNOLOGY****ASSOCIATE OF APPLIED SCIENCE DEGREE**

NOTE: This program is in moratorium and will not be accepting new students.

Today's firefighters not only respond to fire and medical emergencies but also participate in disaster response planning, hazardous material spill mitigation, enforcement of fire codes and standards, as well as delivery of safety, fire, and accident prevention programs. The work of the contemporary firefighter is multi-functional and requires a high level of expertise in relevant technical areas as well as proficiencies in written and oral communications, leadership, planning, and the ability to deal with a broad range of individuals and situations.

This degree program combines technical fire and rescue training with general education courses to fulfill Associate of Applied Science Degree requirements. It also incorporates the opportunity to transfer credits toward a four-year degree in Fire Science/Administration.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Demonstrate the skills required at the Fire Fighter 1 & 2, Hazmat Technician, Officer 1, and EMT-Basic levels of competency (this results in five professional certifications).
- Recognize and respond effectively to fire code and fire life safety issues.
- Use appropriate methods for fire suppression and extinguishment in a variety of settings.
- Detect arson.
- Provide basic emergency medical services.
- Assume supervisory responsibilities for a fire crew.
- Communicate effectively both orally and in writing.

The Fire and Rescue Technology Option is offered as a cooperative endeavor between Montana State University - Great Falls College of Technology and Montana State University Fire Services Training School—Great Falls.

The availability of on-line classes through GFC MSU will allow firefighters to complete general education degree requirements without having to relocate to Great Falls.

Program applicants should forward their requests for transfer of credit for general and technical education to the Registrar's Office at the College. Requests for transfer of credit should include official copies of transcripts. Technical credits that are not on a technical transcript need to send documents to the Registrar's Office at the College so the requests for transfer of technical credits can be reviewed.

Only the credits taken from GFC MSU are eligible for Financial Aid. FRS prefix classes are not eligible.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|----------------------|-----------|---------------|
| Tuition and Fees | \$ | 6,179 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 70 |
| Fire Training School | \$ | 6,000 |
| Books/Supplies | \$ | 1,236 |
| TOTAL | \$ | 13,516 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium

rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

A RESIDENCY OF 7 CREDIT HOURS MUST BE TAKEN AT GFC MSU TO QUALIFY FOR DEGREE.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

GENERAL EDUCATION REQUIREMENTS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|---------------------------------------|----------------|------------------|
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |
| WRIT | 122** | Intro to Business Writing | 3† | _____ |
| M | ---** | 090 or higher | 3-4† | _____ |
| PYSX | 105 | Fundamentals of Physical Science /Lab | 4† | _____ |
| PSYX | 100 | Intro to Psychology | 3† | _____ |
| | | Subtotal | 16-17 | |

Required technical courses are offered at locations throughout the state, mostly on weekends. Please visit the Fire Services Training School's website at www.montana.edu/wwwfire/ for the latest schedule of technical courses and costs.

TECHNICAL EDUCATION REQUIREMENTS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--|----------------|------------------|
| ECP | 131 | EMT with Clinical | 7† | _____ |
| FRS | 101 | Firefighter I | 5† | _____ |
| FRS | 102* | Firefighter II | 5† | _____ |
| FRS | 112* | Fire Inspection & Investigation | 3† | _____ |
| FRS | 241 | Fire Department Internship | 3† | _____ |
| FRS | 245* | Fire Service Training & Safety Education | 2† | _____ |
| FRS | 250* | Building Construction | 2† | _____ |
| FRS | 265* | Incident Management & Safety | 3† | _____ |
| FRS | 270* | Tactical Operations and Company Management | 5† | _____ |
| FRS | 285* | Hazardous Materials | 5† | _____ |
| | | Subtotal | 39 | |

TECHNICAL ELECTIVES – 6 CREDITS REQUIRED

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-----------------------------|----------------|------------------|
| CAPP | 120 | Introduction to Computers | 3 | _____ |
| FRS | 107 | Aircraft Fire & Rescue | 3 | _____ |
| FRS | 291 | Hydraulics & Water Supplies | 3 | _____ |
| FRS | 290 | Wildland Fire Protection | 3 | _____ |

S-215: Fire Operations in the Urban Interface

S-290: Intermediate Fire Behavior

S-336: Fire Suppression Tactics

TOTAL PROGRAM CREDITS – 62-63~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

GRAPHIC DESIGN**ASSOCIATE OF APPLIED SCIENCE DEGREE**

Program Director: Rhonda Kueffler

OUTCOMES: GRADUATES ARE PREPARED TO:

- Create appropriate typographic solutions for a variety of applications and situations;
- Decide the correct medium (printed materials, packages, manufacturing and fabrication techniques, environments, websites, kiosks, or virtual environments) based on use and overall intended effect on the viewer;
- Utilize aesthetics (principles of organization, composition, color, hierarchy, balance, contrast, emphasis, depth, rhythm, use of symbolism and overall level of craft in execution) to create an emotional impact;
- Maintain a structured approach to creative process development (research, observation, analysis, prototyping, testing, evaluation) while remaining flexible and adapting to changing circumstances and parameters and giving rigorous and unfailing attention to detail;
- Work with diverse teams (clients, audiences, content providers, researchers, administrative personnel) in an intense collaborative environment;
- Persuade clients, creative directors, sponsors and colleagues to go along with a plan, and deliver the results of the plan on time;
- Ask precise questions, convert research into design strategy, and successfully evaluate and discuss their own design efforts and the efforts of others.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 6,179 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 55 |
| Books/Supplies | \$ | 1,904 |
| TOTAL | \$ | 8,168 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|------------------------------|----------------|------------------|
| ARTZ | 105 | Visual Language - Drawing | 3† | _____ |
| BGEN | 105 | Intro to Business | 3† | _____ |
| CAPP | 120 | Introduction to Computers | 3† | _____ |
| GDSN | 101* | Design Topics and Principles | 3† | _____ |
| WRIT | 122** | Intro to Business Writing | <u>3±</u> | _____ |
| | | Subtotal | 15 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--------------------------------------|----------------|------------------|
| ARTZ | 101 | Art Fundamentals | 3† | _____ |
| BMKT | 240* | Advertising | 3† | _____ |
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |
| GDSN | 130 | Typography | 3† | _____ |
| MART | 231* | Interactive Web I | <u>4±</u> | _____ |
| | | Subtotal | 16 | |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------|----------------|------------------|
| BMKT | 225* | Marketing | 3† | _____ |
| GDSN | 248* | Digital Illustration II | 3† | _____ |
| GDSN | 249* | Digital Imaging II | 3† | _____ |
| MART | 232* | Interactive Web II | 3† | _____ |
| M | 108** | Business Mathematics | <u>4†</u> | _____ |
| | | Subtotal | 16 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------------|----------------|------------------|
| GDSN | 200* | Intro to Desktop Publishing | 3† | _____ |
| GDSN | 221* | Publishing and Pre-Press | 3† | _____ |
| ITS | 299* | Capstone: Internship | 3† | _____ |
| PHOT | 154* | Exploring Digital Photography | 4† | _____ |
| | | Elective Option | <u>3</u> | _____ |
| | | Subtotal | 16 | |

SUGGESTED ELECTIVES

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---------------------|----------------|------------------|
| CAPP | 158* | MS Access | 3† | _____ |
| MART | 233* | Interactive Web III | 3† | _____ |

TOTAL PROGRAM CREDITS – 63~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

HEALTH INFORMATION CODING SPECIALIST**CERTIFICATE OF APPLIED SCIENCE DEGREE**

Program Director: Kathryn Peterson

This program is offered completely on-line.

Health information coding is the transformation of verbal descriptions of diseases, injuries and procedures into alphanumeric designations used for data retrieval, analysis, and claims processing.

Upon completion of the Certificate in Health Information Coding Specialist, students will be prepared to begin a successful career as a health information coding specialist. Students are prepared to sit for the National Certified Coding Associate exam administered through AHIMA (www.ahima.org).

OUTCOMES: GRADUATES ARE PREPARED TO:

- Use computer applications and software in maintaining health information in health records.
- Research and rely on knowledge in correct medical terminology, anatomy and physiology, pharmacology, and disease processes.
- Identify and apply accurate diagnostic and procedural codes for reimbursement.
- Exhibit professional communication skills in oral, written, and electronic formats.
- Maintain confidentiality of health information while developing a commitment to adhering to the standards of professional integrity, honesty, and fairness.
- Interact professionally in the healthcare environment with healthcare providers, patients/clients, and the public while understanding diversity among cultures and societies.
- Apply knowledge of health information technology to solve problems while utilizing critical thinking skills.

The Health Information Coding Specialist Certificate program is approved through AHIMA and the Assembly on Education.

A grade of "C-" or above must be achieved in all courses to advance in the program and to graduate. Students must complete several prerequisite courses prior to completing some program courses.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 4616 |
| Application Fee | \$ | 30 |
| Lab/Program Fees | \$ | - |
| Books/Supplies | \$ | 2700 |
| TOTAL | \$ | 7,345 |

***Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.**

NOTE: Curriculum is based on a full time schedule.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

SUMMER SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---|----------------|------------------|
| AHMS | 108* | Health Data Content and Structure | 3+ | _____ |
| AHMS | 144 | Medical Terminology | 3† | _____ |
| BIOH | 112 | Human Form and Function I | 4+ | _____ |
| CAPP | 120 | Introduction to Computers | 3† | _____ |
| HTH | 180 | Pharmaceuticals for Health Care Providers | <u>1†</u> | _____ |
| | | Subtotal | 14 | |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|----------------------------------|----------------|------------------|
| AHMS | 156* | Medical Billing Fundamentals | 4+ | _____ |
| AHMS | 162* | Beg Diagnosis Coding | 3+ | _____ |
| AHMS | 160* | Beginning Procedural Coding | 3+ | _____ |
| AHMS | 201* | Medical Science | 3+ | _____ |
| WRIT | 122** | Introduction to Business Writing | <u>3†</u> | _____ |
| | | Subtotal | 16 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--|----------------|------------------|
| AHMS | 158* | Legal and Regulatory Aspects of Healthcare | 3† | _____ |
| AHMS | 213* | ICD-10 Coding | 3+ | _____ |
| AHMS | 212* | CPT Coding | 3+ | _____ |
| AHMS | 298A* | HICS/Coding – Professional Practice Exp | 1+ | _____ |
| M | 090** | Introductory Algebra OR | | |
| M | 108** | Business Math OR higher | 4+ | _____ |
| PSYX | 100 | Introduction to Psychology OR | | |
| SOCI | 101 | Introduction to Sociology OR | | |
| COMX | 115 | Intro to Interpersonal Communication | <u>3†</u> | _____ |
| | | Subtotal | 17 | |

****Recommended Course: CCA Exam Preparatory Course****

TOTAL PROGRAM CREDITS – 47~

~ Many students need preliminary math, biology and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.



GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ABOUT GFC MSU | ACADEMICS | ADMISSIONS + RECORDS | CAMPUS LIFE | GIVING TO GFC MSU | BECOME A STUDENT

HEALTH INFORMATION TECHNOLOGY: HIC Certificates

The Health Information Medical Coding Specialist Certificate program at Great Falls College MSU is delivered completely online. **This is not a self-paced program**; institution deadlines are followed.

The Great Falls College MSU coding program is approved by the [American Health Information Management Association \(AHIMA\)](#) through 2014. The CCA distinguishes coders by exhibiting commitment and demonstrating coding competencies across all settings, including both hospitals and physician practices. Based upon job analysis standards and state-of-the-art test construction, the CCA is creating a larger pool of qualified coders ready to meet potential employers' needs. The CCA designation has been a nationally accepted standard of achievement in the health information management field since 2002. More than 8,000 people have attained the certification since inception. The CCA is the only HIM credential worldwide currently [accredited by the National Commission for Certifying Agencies \(NCCA\)](#).

Entry-level coders analyze health records and assign the appropriate code to each diagnosis and procedure according to national and international guidelines. They perform research and rely on their knowledge of medical terminology, anatomy, and disease processes to determine the correct codes and sequences.

Coders then use a software program to assign the patient to one of several hundred "diagnosis-related groups," or DRG's or APC's. Those who specialize in coding are called health information coders, medical record coders, coder/ abstractors, or coding specialists. In addition to the DRG system, coders use other coding systems known as encoders.

Students that complete the medical coding specialist certificate can easily transfer into the [Health Information Technology](#) two-year degree program at Great Falls College MSU.

The completion of the medical coding specialist certificate will assist the student in qualifying for the [Certified Coding Associate \(CCA\)](#) credential national exam; sponsored by AHIMA.

Students that achieve the medical coding specialist certificate, can expect to obtain jobs in inpatient facilities, outpatient clinics, physician offices, or insurance companies as entry-level coders (see the graphic below).



CONTACT INFORMATION

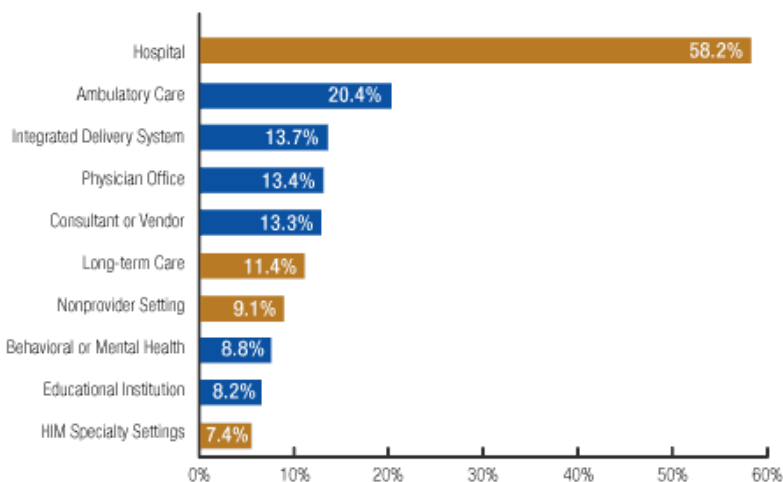
Lynn Ward
lynn.ward@gfcmsu.edu

QUICK LINKS

- [HIT Home](#)
- [HIT Degree](#)
- [HIT Curriculum](#)
- [HIC Certificates](#)
- [HIC Curriculum](#)
- [HICS GE Information](#)
- [RHIA](#)
- [Health Informatics](#)
- [Health Informatics](#)
Tech Professional
Certificate

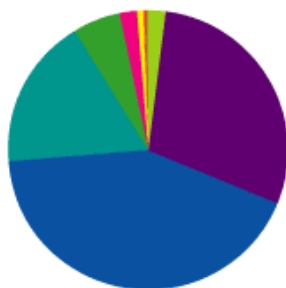
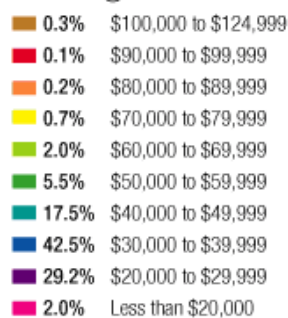


Work Settings



According to the most recent [AHIMA job profile \(2000\)](#), the majority of coders working out in the profession (national level) with a certificate and/or a two-year degree, can expect to make between \$20,000 and \$39,000 annually (see the display below).

Coding Professionals



For more information on the field of medical coding, click on the associations below:

- [American Health Information Management Association \(AHIMA\)](#)
- [American Academy of Professional Coders \(AAPC\)](#)

[TOP]



Health Information Coding Specialist

Program Level - Undergraduate certificate

Program Length - 1 years

COST

Q. How much will this program cost me?*

A. Tuition and fees: \$4,646

Books and supplies: \$2,700

On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *

Private education loans: *

Institutional financing plan: *

.....
* Less than 10 graduates received loans. Median amounts are withheld to preserve the confidentiality of the loan recipients.

SUCCESS

Q. How long will it take me to complete this program?

A. The program is designed to take 1 years to complete. Of those that completed the program in 2012-2013, *% finished in 1 years.


*Less than 10 students completed this program in 2012-13. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

A. The job placement rate for students who completed this program in 2012-2013 is 0%.

For futher information about this job placement rate, [click here](#).

Click here for more information on jobs related to this program.

 For additional information related to this program and/or the information provided above, [click here](#).

Date Created: 1/24/2014

HEALTH INFORMATION TECHNOLOGY**ASSOCIATE OF APPLIED SCIENCE DEGREE**

Program Director: Lynn Ward

This program is offered completely on-line.

The Health Information Technology program is designed to prepare individuals to organize and evaluate health records for completeness and accuracy. Upon completion of the AAS degree in Health Information Technology, students will be prepared to begin a successful career as a health information technologist. Students are prepared to sit for the National Registered Health Information Technologist exam administered by AHIMA (www.ahima.org)

OUTCOMES: GRADUATES ARE PREPARED TO:

- Use computer applications and software in maintaining health information in health records.
- Research and rely on knowledge in medical terminology, anatomy and physiology, pharmacology, and disease processes.
- Identify and apply accurate diagnostic and procedural codes for reimbursement.
- Exhibit professional communication skills in oral, written, and electronic formats.
- Maintain confidentiality of health information, while developing a commitment to adhering to the standards of professional integrity, honesty and fairness.
- Interact professionally in the healthcare environment with healthcare providers, patients/clients and the public, while understanding diversity among cultures and societies.
- Analyze qualitative and quantitative information, including graphic numerical and verbal data.
- Apply knowledge of health information technology to solve problems, while utilizing critical thinking skills.

The Health Information Technology program is accredited by the Commission on the Accreditation for Health Informatics and Information Management (CAHIIM).

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|---------------|
| Tuition and Fees | \$ | 7463 |
| Application Fee | \$ | 30 |
| Books/Supplies | \$ | 3286 |
| TOTAL | \$ | 10,779 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

NOTE: Curriculum is based on a full time schedule. The courses listed below do not have to be taken in the specified order. However, if you do take them in this order, it will ensure that you have completed all prerequisites for each course. And, since not every course is offered every semester, it will ensure that you do not have to delay graduation because a certain course is not offered when you decide to take it.

** Please note that if you attend part-time and/or require remediation courses in Math and/or English, it will take longer to complete your program.

A grade of "C-" or above must be achieved in all courses to advance in the program and to graduate. Students must complete several prerequisite courses prior to completing some program courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|-------------------------------|----------------|------------------|
| COLS 103 | Becoming a Successful Student | 1† | _____ |

FALL SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|-----------------------------------|----------------|------------------|
| AHMS 105 | Healthcare Delivery | 2† | _____ |
| AHMS 144 | Medical Terminology | 3† | _____ |
| AHMS 191 | Special Topics: Research in HIM 1 | 1+ | _____ |
| BIOH 112 | Human Form and Function I | 4† | _____ |
| CAPP 120 | Introduction to Computers | 3† | _____ |
| WRIT 101** | College Writing I OR | | |
| WRIT 122** | Introduction to Business Writing | 3+ | _____ |
| | Subtotal | 16 | |

SPRING SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|--|----------------|------------------|
| AHMS 108* | Health Data Content and Structure | 3† | _____ |
| AHMS 158* | Legal and Regulatory Aspects of Healthcare | 3† | _____ |
| AHMS 201* | Medical Science | 3† | _____ |
| BIOH 113* | Human Form and Function II | 3† | _____ |
| HTH 180 | Pharmaceuticals for Health Care Providers | 1† | _____ |
| | Subtotal | 13 | |

SUMMER SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|--|----------------|------------------|
| COMX 115 | Intro to Interpersonal Communication OR | | |
| PSYX 100 | Introduction to Psychology OR | | |
| SOCI 101 | Introduction to Sociology | 3+ | _____ |
| HIT 265* | Electronic Health Record in Med Practice | 3+ | _____ |
| M 090** | Introductory Algebra OR | | |
| M 108** | Business Math OR higher | 4+ | _____ |
| | Subtotal | 10 | |

FALL SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|--|----------------|------------------|
| AHMS 156* | Medical Billing Fundamentals | 4† | _____ |
| AHMS 162* | Beg Diagnosis Coding | 3† | _____ |
| AHMS 208* | Healthcare Statistics | 2† | _____ |
| AHMS 227* | Health Information Management | 3† | _____ |
| AHMS 280* | Overview of Health Informatics Systems | 4† | _____ |
| | Subtotal | 16 | |

SPRING SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|--|----------------|------------------|
| AHMS 160* | Beginning Procedural Coding | 3† | _____ |
| AHMS 213* | ICD-10 Coding | 3† | _____ |
| AHMS 240* | Clinical Quality Assessment | 3† | _____ |
| AHMS 288* | HIT Exam Preparation | 3† | _____ |
| AHMS 298* | HIT – Professional Practice Experience | 2† | _____ |
| | Subtotal | 14 | |

TOTAL PROGRAM CREDITS –69~

~ Many students need preliminary math, biology and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

This degree has articulated coursework designed for students interested in a baccalaureate degree in Health Information Administration at Stephens College. Please contact the program director or advisor for more information.



GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



HEALTH INFORMATION TECHNOLOGY: HIT Degree

The Health Information Technology program at Great Falls College MSU is committed to providing students with the required skills and abilities to perform at high levels in the health information technology field. The Health Information Technology program's goals are also geared to support the community with highly skilled and educated professionals.

HIM professionals can expect to be in high demand. The Bureau of Labor Statistics cites health information technology as one of the 20 fastest growing occupations in the US.

Hottest Careers US News

Health information professionals are vital in organizing and evaluating medical data by ensuring that all of the health information is complete, accurate, and protected. This involves acquiring and analyzing the data, while also ensuring the data is protected. Having the latest skills in information technology and being familiar with the workflow in a healthcare setting are essential tools to this professional.

Careers in HIT

The Health Information Technology two-year degree at Great Falls College MSU is delivered completely online. This is not a self-paced program; institution deadlines are followed. The program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIM).

Graduates of the program are eligible to take the national certification examination for Registered Health Information Technician (RHIT) given through the American Health Information Management Association (AHIMA).

RHIT



CONTACT INFORMATION

Lynn Ward
lynn.ward@gfcmu.edu

QUICK LINKS

- [HIT Curriculum](#)
- [Health Information Coding Curriculum](#)
- [HICS GE Information](#)
- [RHIA](#)
- [Health Informatics](#)
- [Health Informatics Tech Professional Certificate](#)
- [Program Costs](#)



Our Health Information Technology Program at Great Falls College MSU is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIM).

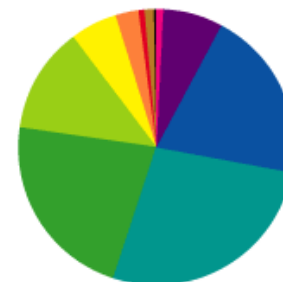
Supervisor

- 0.4% \$80,000 to \$89,999
- 0.4% \$70,000 to \$79,999
- 3.1% \$60,000 to \$69,999
- 11.6% \$50,000 to \$59,999
- 33.1% \$40,000 to \$49,999
- 38.4% \$30,000 to \$39,999
- 12.0% \$20,000 to \$29,999
- 1.0% Less than \$20,000



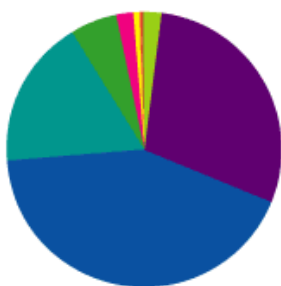
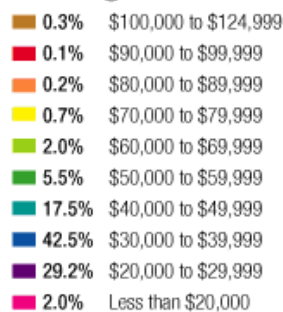
Manager

- 0.3% More than \$125,000
- 1.1% \$100,000 to \$124,999
- 0.7% \$90,000 to \$99,999
- 2.7% \$80,000 to \$89,999
- 5.5% \$70,000 to \$79,999
- 12.4% \$60,000 to \$69,999
- 22.2% \$50,000 to \$59,999
- 27.1% \$40,000 to \$49,999
- 20.1% \$30,000 to \$39,999
- 7.0% \$20,000 to \$29,999
- 0.8% Less than \$20,000

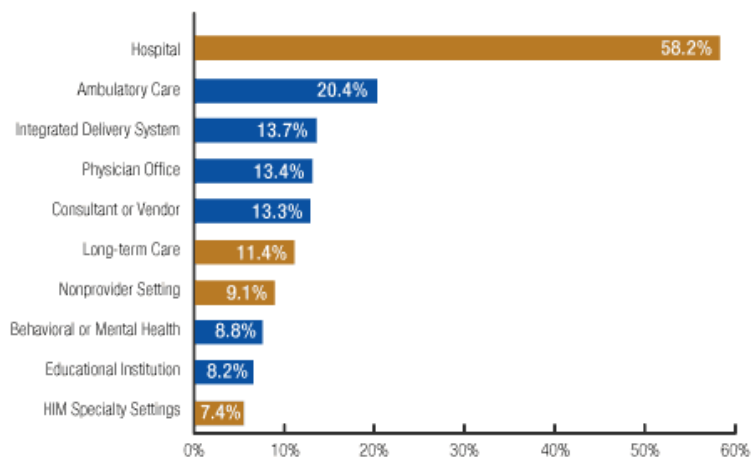


Most HIT graduates can expect to work in inpatient facilities, outpatient clinics, and physician offices (see the graphic below).

Coding Professionals



Work Settings



For more information on the field of Health Information Technology, click on the health information management association links below.

- [American Health Information Management Association \(AHIMA\)](#)
- [Healthcare Information and Management Systems Society \(HIMSS\)](#)

Scholarships are available through AHIMA and MHIMA (Montana Health Information Management Association). [Click here](#) for the Merit Scholarship application

Here is what our students are saying about the HIT program:

"Great Falls College MSU has given me the knowledge, skills and inspiration to succeed in the HIM field. The powerful HIT program I completed in 2011 has produced multiple, exciting employment opportunities. I could not possibly be happier with my HIT degree, RHIT certification and my chosen career field. Thank you Great Falls College MSU!" - Matthew Eby, RHIT

"The education I received from Great Falls College MSU paved the way to my dream job!" Audrey Schanck, RHIT

"Great Falls College MSU's online course allowed me to work full-time and achieve my goal of obtaining a degree in Health Information Technology. The education I received has prepared me for the exciting and challenging HIM field." Thank you GF-MSU! Kim Gordon, RHIT, CCA

"I am proud of my education I received from the school especially in my program. I have no complaints at all with the level of education I attained through my instructors. With an online program, I also feel it depends on how much effort the student is willing to delegate to the task of learning." Mary McMann, RHIT, CCA

[TOP]





Great Falls College MSU • 2100 16th Avenue South • Great Falls, MT 59405 | [MAPIT](#)
406.771.4300 • 800.446.2698 • FAX: 406.771.4317 • TDD: 406.771.4311

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HEALTHCARE INFORMATICS TECH PROFESSIONAL CERTIFICATE

Program Director: Kathryn Peterson

Healthcare Informatics Tech Professional Certificate – Online

The Healthcare Informatics Tech Professional Certificate program has been developed in response to an estimated need for 10,000 new Health Information Technology professionals to assist in the transition of the nation's health information management from paper-based systems to electronic medical record applications and other, higher-level, systems of health information exchange. The Professional Certificate program is intended to target technology professionals and recent graduates of technology/CS programs who are transitioning to work in the health care system or allied health and healthcare professionals who currently work in the health care delivery system, but who are transitioning to Health Information Technology implementation and support roles. Both information technology and healthcare have relatively high "barriers to entry" and the professional certificate will provide an orientation to multiple aspects of the healthcare industry and healthcare informatics for these trainees.

OUTCOMES - GRADUATES ARE PREPARED TO:

- Document the workflow and information management models of the practice.
- Conduct user requirements analysis to facilitate workflow design.
- Develop revised workflow and information management models for the practice, based on meaningful use of a certified EHR product.
- As the practice implements the EHR, work directly with practice personnel to implement the revised workflow and information management model.
- Working with practice staff, develop a set of plans to keep the practice running if the EHR system fails.
- Working with practice staff, evaluate the new processes as implemented, identify problems and changes that are needed, and implement these changes.
- Design processes and information flows for the practice that accommodate quality improvement and reporting.
- Ensure that the patient/consumer perspective is incorporated into EHR deployments and that full attention is paid in the deployment to critical issues of patient privacy.
- Train practitioners in best use of the EHR system, conforming to the redesigned practice workflow.

PREREQUISITES:

- All applicants must have already applied to and been accepted as students at GFC MSU **THEN**
- A completed Application Packet Cover and Check-Off Sheet must be included by **all** students entering the program (Check-Off Sheet included in this packet) **AND**
- Fit **one** of the bulleted intake criteria listed below:

Informatics Tech Intake Criteria

- Recent (completed within the past 3 years) one of the following degree programs: Associate degree in Medical Office Management, Health Information Management, Medical Assistant, Medical Technician, Computer Science, Network Technology, Information Technology, allied health and/or related fields. *Provide Official College transcript**;
- Older (completed within the past 4 or more years) one of the following degree programs: Associate degree in Medical Office Management, Health

Information Management, Medical Assistant, Medical Technician, Computer Science, Network Technology, Information Technology, allied health with recent (past 3 years) related field and relevant work experience. *Provide Official College transcript* and proof of relevant work experience in the form of resume and a reference questionnaire from at least two work-related individuals, one being a direct supervisor;*

- Currently enrolled in a two- or four-year Medical Office Management, Health Information Management, Medical Assistant, Medical Technician, Computer Science, Network Technology, and Information Technology, allied health and/or related fields and consent of Program Director. *Provide most recent transcripts;*
- Related field work experience with consent of program director. *Provide proof of relevant work experience in the form of resume and a reference questionnaire from at least two work-related individuals, one being a direct supervisor;*

**Unofficial transcripts may serve as the basis for provisional admission to the program, but official transcripts must be provided prior to the end of the first semester of study*

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 1543 |
| Application Fee | \$ | 30 |
| Books/Supplies | \$ | 840 |
| TOTAL | \$ | 2,413 |

***Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.**

NOTE: Curriculum is based on a full time schedule. The courses should be taken in the specified order to ensure that you have completed all prerequisites for each course.

FIRST SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|---|-----------|-----------|
| AHMS | 105 | Healthcare Delivery | 2+ | _____ |
| AHMS | 144 | Medical Terminology | 3+ | _____ |
| CAPP | 120 | Introduction to Computers | 3+ | _____ |
| HIT | 101* | Introduction to Health Care Informatics | <u>3+</u> | _____ |
| | | Subtotal | 11 | |

SECOND SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|---------------------------------------|-----------|-----------|
| AHMS | 108* | Healthcare Data Content and Structure | 3+ | _____ |
| AHMS | 280* | Overview Health Informatics Systems | 4+ | _____ |
| HIT | 260* | Workflow Process & Redesign | 3+ | _____ |
| HIT | 265* | Elect Health Record in Med Practice | <u>3+</u> | _____ |
| | | Subtotal | 13 | |

TOTAL PROGRAM CREDITS – 24~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.



APPLICATION PROCESS FOR
HEALTH CARE INFORMATICS TECH. PROFESSIONAL CERTIFICATE
GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY

Dear Prospective Health Care Informatics Technologist:

The primary purpose of the Health Care Informatics Tech. Professional Certificate Program is to (1) allow current Information Technology professionals to transition to work in the healthcare sector by familiarizing them with work processes, practices, and culture of the healthcare delivery system; and (2) to permit current health professionals and allied health professionals to transition into the discipline of healthcare informatics and the meaningful use of health information technology by familiarizing them with the use of information and computer systems to effectively support the delivery of medical care. This program is delivered totally online through Great Falls College Montana State University.

This Professional Certificate is a challenging program, and to help ensure that applicants to the program are prepared for what will be taught, the following must be complete and provided to the Admissions Department at Great Falls College Montana State University, for consideration by Program faculty.

- All applicants must be admitted to the College and be in good academic standing prior to applying to the HIT Professional Certificate program. Acceptance to Great Falls College MSU requires a completed admissions application file which may be obtained by visiting the campus, calling Student Central 406-771-4414 or 800-446-2698, or downloading the Application for Admission form from the institution's website at: www.gfmsu.edu/admissions_records/BecomeAStudent2.html. All applicants must have already applied to and been accepted as students at Great Falls College Montana State University.

THEN

- A completed Application Packet Cover and Check-Off Sheet must be included by **all** students entering the program (Check-Off Sheet included in this packet)

AND

- Fit **one** of the bulleted intake criteria listed below:

Healthcare Informatics Tech Intake Criteria

- Recent (completed within the past 3 years) one of the following degree programs: Associate degree in Medical Office Management, Health Information Management, Medical Assistant, Medical Technician, Computer Science, Network Technology, Information Technology, allied health and/or related fields. *Provide Official College transcript**,
- Older (completed within the past 4 or more years) one of the following degree programs: Associate degree in Medical Office Management, Health Information Management, Medical Assistant, Medical Technician, Computer Science, Network Technology, Information Technology, or allied health with recent (past 3 years) related field and relevant work experience. *Provide*

Official College transcript and proof of relevant work experience in the form of resume and a reference questionnaire from at least two work-related individuals, one being a direct supervisor;*

- Currently enrolled, with at least one semester of study completed with good academic standing, in a two- or four-year degree in Medical Office Management, Health Information Management, Medical Assistant, Medical Technician, Computer Science, Network Technology, Information Technology, allied health and/or related fields with consent of Program Director. *Provide most recent transcripts;*
- Related field work experience with consent of program director. *Provide proof of relevant work experience in the form of resume and a reference questionnaire from at least two work-related individuals, one being a direct supervisor;*

**Unofficial transcripts may serve as the basis for provisional admission to the program, but official transcripts must be provided prior to the end of the first semester of study*

Provide all applicable application materials in one envelope to:

Great Falls College MSU Admissions Department
Health Care Informatics Tech Professional Certification
2100 16th Avenue South
Great Falls, MT 59405

*Please send all application items as a complete package. Items sent separately and at random are easily lost or misfiled. We are not responsible for any late, lost, or misfiled information.

**All application materials will be subject to the approval of the Healthcare Informatics Tech Professional Program Director.

Please direct questions about the program to the Program Director, Kathryn Peterson at kathryn.peterson@gfcmsu.edu

For questions about admission to the College, please call 406-771-4414 or 800-446-2698, or email admissions@gfcmsu.edu

Equal Opportunity Policy

Great Falls College MSU is committed to the provision of equal opportunity for education, employment, and participation in all College programs and activities without regard to race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran status, gender, age, political ideas, marital or family status, physical or mental disability, genetic information, gender identity, gender expression or sexual orientation.

The College's Equal Opportunity Officers are the Executive Director of Human Resources and the Associate Dean of Student Services, 2100 16th Ave South, Great Falls, MT 59405. Telephone: (406) 771-4300.

Health Insurance

Program students are strongly advised to carry their own medical health insurance. Students will be financially responsible for their health care if they become ill or injured.

All GFC MSU students enrolled for 6 or more credits are required to have health insurance. For students without coverage, GFC MSU offers a program developed especially for students by Blue Cross & Blue Shield of Montana. This plan provides coverage for injuries and illnesses on or off campus. Coverage includes hospitalization, maternity, prescription drugs, surgical services, emergency room charges, and immunizations, among others. See <http://www.gfcmsu.edu/students/HealthInsurance/index.html> for more information about the plan. **This insurance coverage is subject to change for 2014-2015.*

Please contact Student Central for more information about enrolling in the plan through registration.

Student Central
Great Falls College MSU
Phone: 406-771-4414



GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY HEALTH INFORMATICS TECH PROFESSIONAL CERTIFICATE

APPLICATION PACKET COVER & CHECK-OFF SHEET

NAME _____

ADDRESS _____

CITY _____ ST _____ Zip Code _____

TELEPHONE (Home) _____ (Other) _____

E-Mail ADDRESS _____

GFC MSU STUDENT IDENTIFICATION NUMBER: _____

Check-off List for **New Applicants** to Great Falls College MSU

| √ | Items Needed |
|---|--|
| | Application Packet Cover and Check-off Sheet (personal information must be complete) |
| | Complete application and documentation for admission to GF College MSU (including a photocopy of your acceptance letter to Great Falls College MSU). |
| | Copies of Transcripts for all post-secondary education completed outside of Great Falls College MSU. (Official Transcripts should be sent directly to the Registrar and not included in the packet. Official Transcripts will be required prior to the end of the first semester of study). |
| | Most recent College transcript if currently enrolled outside of Great Falls College MSU but not finished with related degree (student must have at least one semester of study complete in related degree program). |
| | Documentation of applicable work history (if other degree is not recent or is not in a health or IT field) Documentation must include: Current resume and a reference questionnaire from at least two work-related individuals, one being a direct supervisor. |

Check-off List for **Applicants Currently Enrolled** at Great Falls College MSU in Related Degree

| √ | Items Needed |
|---|---|
| | Application Packet Cover and Check-off Sheet (personal information must be complete) |
| | Student has completed at least one semester of study in related degree program. |



GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY HEALTH INFORMATICS TECH PROFESSIONAL CERTIFICATE

PROFESSIONAL REFERENCE QUESTIONNAIRE

Applicant Instructions:

The purpose of the Professional Reference Questionnaire is to enable you, the applicant, to provide independent evidence that your work experience fits the definition of qualifying work and that your skills, knowledge and attitudes are consistent with the core competencies of the Health Informatics Tech Certification Program.

Applicants for the Professional Certificate Program designation are asked to provide professional references according to the criteria set forth below. If references do not meet the criteria, they will not be accepted as part of this application. **Please choose references carefully according to the following:**

Criteria for Acceptance of Professional References:

- the entire questionnaire must be completed by the professional reference him/herself (not by the applicant or a third party)
- one reference must be the applicant's current supervisor/manager (person who conducts the applicant's performance evaluation)
- a minimum of two references must work in the Health Information Management field, or Health Information Technology field
- a reference must have known the applicant for a minimum of one year
- a reference must have direct and up-to-date knowledge of the applicant's practice (i.e., should have directly observed the applicant in practice within the past three years)
- applicants' family members, employees and subordinates are not eligible to act as references
- more weight will be given to the information provided by references who
 - (a) are acting or have acted in a supervisory role with the applicant
 - (b) have directly observed the applicant in practice
 - (c) have recent knowledge (within the past one year) of the applicant's practice
 - (d) are knowledgeable about the scope of the Health Information Management Profession or Information Technology Profession
 - (e) have broad knowledge of the applicant's scope of practice and competency
 - (f) work in the Health Information or Information Technology fields

Please direct questions about the program to the Program Director, Kathryn Peterson at Kathryn.Peterson@gfmsu.edu

For questions about admission to the College, please call 406-771-4414 or 800-446-2698, or email admissions@gfmsu.edu



GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY HEALTH INFORMATICS TECH PROFESSIONAL CERTIFICATE

PROFESSIONAL REFERENCE QUESTIONNAIRE

Reference Instructions:

Thank you for agreeing to assist Great Falls College Montana State University in its application process. **The purpose of the Professional Reference Questionnaire is to enable the applicant to provide independent evidence that his/her work experience fits the definition of qualifying work and that his/her skills, knowledge and attitudes are consistent with the core competencies of the Health Informatics Tech Certification Program. All information provided in this document is strictly confidential and will only be used to assess the applicant's qualifications.**

Note: References may not be family members and references must have known the applicant in a professional capacity for at least one year.

PLEASE PROVIDE THE FOLLOWING INFORMATION:

Name of Applicant for whom you are providing a reference: _____

Your Name: _____

Address: _____

Street / P.O. Box City / Town Zip Code

Phone/Fax: _____

Phone Fax Email

1. Do you work in the Health Information Management Field? Yes No

a. If you answered "YES" to question 1 above, how many years have you worked in the field? _____

b. If you answered "NO" to question 1 above, what is your profession? _____

If you answered "NO" to question 1 above, rate your knowledge of the scope of the Health Information Management Profession on a scale of 1 to 10 (10 being highest). _____

2. What is your job/position title: _____

3. Company Name: _____

Address: _____

Street / PO Box City / Town Zip Code

4. Is the applicant an immediate family member, employer or supervisor? Yes No

5. What is your relationship to the applicant? (supervisor, colleague, etc.) _____

6. How long have you known the applicant in a professional capacity? _____
From: Month Year

7. When is the last time you directly observed the applicant in practice? _____
From: Month Year

8. How frequently have you directly observed the applicant in practice? _____

9. Please review the descriptions of qualifying work experience below and indicate with a “√” in the box(es) at the right the category or categories which best describe your observation of the type(s) of qualifying experiences the applicant provides.

Qualifying Areas of Work Experience

1. Adhere to the Code of Ethics

- a. follows the Code of Ethics and apply Ethical Decision-Making

2. Demonstrate professional attributes

- a. demonstrates professional attributes

3. Demonstrate a Commitment to Professional Development

- a. develops relationships with other professionals
- b. demonstrates a commitment to lifelong learning
- c. keeps up-to-date with technology

4. Use Analytical Skills

- a. applies a solution-focused framework
- b. collects, analyzes and uses information

5. Manage Work

- a. uses planning and time management skills
- b. follows case and project management procedures
- c. document client’s interactions and progress
- d. evaluates the service provided to clients

10. Please indicate with a “√” in the box at the right how you rank the applicant as a candidate for successful completion of the academic challenges of the Health Informatics Tech Certificate Program.

| | | | |
|-----------------------------|------------------|--------------------------|----------------------------|
| HIGHLY RECOMMEND | RECOMMEND | NOT RECOMMEND | UNABLE TO JUDGE |
|-----------------------------|------------------|--------------------------|----------------------------|

Printed Name

Signature

Date

Print Entire questionnaire and initial each page to indicate you completed this reference yourself. To ensure confidentiality and credibility, please seal this questionnaire in an envelope, sign over the seal and return it to the applicant to include with his/her application.

Thank you for completing this Professional Reference Questionnaire.

Note: we only accept professional references if included with the application. We do not accept professional references submitted directly to us. References received in advance of an application will be returned to sender. If you require additional information or have questions please contact the Great Falls MSU at admissions@gfcmsu.edu.

Please direct questions about the reference questionnaire to the Program Director, Kathryn Peterson at Kathryn.Peterson@gfcmsu.edu



GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



HEALTHCARE INFORMATICS TECH Professional Certificate

The healthcare industry stands on the brink of exciting new change as the transition from paper-based records systems gives way to electronic record applications and other higher-level systems of health information exchange.

The Healthcare Informatics Tech Professional Certificate was designed and developed to provide guidance to technology professionals, recent graduates of information technology or computer science, and allied health or healthcare professionals currently working in the healthcare system. The courses are designed to provide support and guidance in the transition to the Electronic Health Record.

The certificate program is constructed to enhance the learning opportunities of all existing healthcare workforce as well as those students entering the healthcare workforce in all fields of study. This is a 24 credit Certificate program delivered totally online. It has been designed to be completed by full time students in two semesters of study. **This is not a self-paced program;** institution deadlines are followed.

In seeking admission into the program, the student is required to complete all the Application Requirements found to the right on this page. The Intake Form provides specific guidance with regard to the student's educational and work related experiences.

[TOP]



CONTACT INFORMATION

Kathryn Peterson
RHIT
kathryn.peterson@gfcmsu.edu

APPLICATION REQUIREMENTS:

- Apply to Great Falls College MSU
- Application Packet

OTHER IMPORTANT QUICK LINKS:

- Curriculum
- Tuition/Fees
- HIT Program
- HIC Program
- Gainful Employment



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Healthcare Informatics Tech

Program Level - Undergraduate certificate

Program Length - 1 years

COST

Q. How much will this program cost me?*

A. Tuition and fees: \$2,961

Books and supplies: \$1,046

On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

SUCCESS

Q. How long will it take me to complete this program?

A. The program is designed to take 1 years to complete. Of those that completed the program in 2012-2013, 30% finished in 1 years.

Q. What are my chances of getting a job when I graduate?

A. The job placement rate for students who completed this program in 2012-2013 is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

FINANCING

Q. What financing options are available to help me pay for this program?

A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *


Private education loans: *

Institutional financing plan: *

* Less than 10 graduates received loans. Median amounts are withheld to preserve the confidentiality of the loan recipients.

The school has elected to provide the following additional information: 40% of program graduates used loans to help finance their costs for this program.

Click here for more information on jobs related to this program.

 For additional information related to this program and/or the information provided above, [click here](#).

Date Created: 1/24/2014

HEALTHCARE OFFICE**PROFESSIONAL CERTIFICATE**

Program Director: Pam Christianson

This program is offered completely on-line.

According to the U.S. Bureau of Labor and Statistics, office assistants update and file patients' medical records, fill out insurance forms, and arrange for hospital admissions and laboratory services. They also perform tasks less specific to medical settings, such as answering telephones, greeting patients, handling correspondence, scheduling appointments, and handling billing and bookkeeping.

Employment is projected to grow about as fast as the average. Secretaries and administrative assistants will have among the largest number of job openings due to growth and the need to replace workers who transfer to other occupations or leave this occupation. Opportunities should be best for applicants with extensive knowledge of computer software applications.

The Healthcare Office Professional Certificate prepares students with the skills necessary to enter the medical workforce in clinics, hospitals, and other health care facilities. Students gain skills in basic computer, medical terminology, professional and career responsibilities, interpersonal communication, records management, written communications, financial administration, managing the office and employment.

OUTCOMES GRADUATES ARE PREPARED TO:

- Perform administrative tasks including patient scheduling, filing, medical office accounting systems, medical records management, and telephone procedures.
- Respond to and initiate written and oral communication in a professional manner to patients, healthcare providers, allied health professionals, and medical facilities.
- Follow legal guidelines in maintaining documentation and patient records and understand and apply HIPPA guidelines in the medical office setting.
- Utilize computer software competently for various medical office functions.
- Demonstrate knowledge and use of medical terminology and how electronic medical records fit into health care.

ESTIMATED RESIDENT PROGRAM COST*:

| | |
|------------------|-----------------|
| Tuition and Fees | \$ 1543 |
| Application Fee | \$ 30 |
| Books/Supplies | \$ 979 |
| TOTAL | \$ 2,552 |

***Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.**

PREREQUISITE SKILLS:

Students wishing to enter the Healthcare Office Professional Certificate are strongly advised to be proficient in keyboarding and typing.

There are some health care facilities that require you to have CPR and or First Aid, I strongly suggest that you take a Basic Life Support CPR course before you graduate.

A grade of "C-" or above must be achieved in all courses to advance and graduate from the program.

FIRST SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--------------------------------------|----------------|------------------|
| AHMS | 106 | Healthcare Professional | 2† | _____ |
| AHMS | 108 | Health Data Content and Structure | 3† | _____ |
| AHMS | 144 | Medical Terminology | 3† | _____ |
| AHMS | 220 | Medical Office Procedures | 3† | _____ |
| CAPP | 120 | Intro to Computers | 3† | _____ |
| COMX | 115 | Intro to Interpersonal Communication | <u>3±</u> | _____ |
| | | Subtotal | 17 | |

TOTAL PROGRAM CREDITS – 17~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

Healthcare Office

Program Level - Undergraduate certificate

Program Length - 16 weeks

COST

Q. How much will this program cost me?*

A. Tuition and fees: \$1,569

Books and supplies: \$799

On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *

Private education loans: *

Institutional financing plan: *

* Less than 10 graduates received loans. Median amounts are withheld to preserve the confidentiality of the loan recipients.

SUCCESS

Q. How long will it take me to complete this program?

A. The program is designed to take 16 weeks to complete. Of those that completed the program in 2012-2013, *% finished in 16 weeks.


*Less than 10 students completed this program in 2012-13. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

A. The job placement rate for students who completed this program in 2012-2013 is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

 For additional information related to this program and/or the information provided above, [click here](#).

Date Created: 1/24/2014

INTERIOR DESIGN**ASSOCIATE OF APPLIED SCIENCE DEGREE**

Program Director: Julie Myers

NOTE: PROGRAM IS UNDER REVIEW AND IS NOT INTAKING NEW STUDENTS.

The Interior Design program has been developed to prepare students with a wide variety of skills and competencies for entry into various areas of the design field, ranging from residential to commercial design. Great Falls College MSU is a National Kitchen and Bath Association (NKBA) Accredited School. Students will complete 160 internship hours.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Understand the theory and history of design and apply design principles and elements to their projects.
- Communicate in the language of interior design using listening, verbal, and written skills to interact with clients.
- Communicate graphically according to current architectural and NKBA standards using both hand-drafting and AutoCAD techniques.
- Demonstrate research abilities and critical thinking in space planning, selection of finish materials, and application of codes for residential and commercial projects.
- Increase their body of knowledge in a wide variety of areas including construction and finish materials, color and lighting technologies, NKBA guidelines, residential and commercial codes, sustainability, and professional practice.
- Employ creative skills to create presentations of their projects using hand- and CAD drafting and rendering and professional sample boards and finish schedules.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 6,953 |
| Application Fee | \$ | 30 |
| Lab Fee | \$ | 14 |
| Program Fee | \$ | 50 |
| Books/Supplies | \$ | 2,432 |
| TOTAL | \$ | 9,478 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

Students are strongly advised to enter the program with good computer and key-boarding skills.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|-------------------------------|----------------|------------------|
| COLS 103 | Becoming a Successful Student | 1† | _____ |

FALL SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|---|----------------|------------------|
| CSTN 173 | Architectural Construction & Materials | 3† | _____ |
| IDSN 101 | Introduction to Interior Design | 3† | _____ |
| IDSN 110 | History of Interior Design I Ancient-1900 | 3† | _____ |
| IDSN 122 | Textiles & Interior Finishes | 3† | _____ |
| IDSN 130 | Interior Design Graphics | <u>3±</u> | _____ |
| | Subtotal | 15 | _____ |

SPRING SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|--|----------------|------------------|
| IDSN 111* | History of Interior Design II 1900-Contemp | 3† | _____ |
| IDSN 131* | Presentation Drawing | 3† | _____ |
| IDSN 135* | Fundamentals of Space Planning | 3† | _____ |
| IDSN 225* | Light, Color, and Lighting Systems | 3† | _____ |
| IDSN 230 | Interior Architectural CAD | <u>4†</u> | _____ |
| | Subtotal | 16 | _____ |

FALL SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|---------------------------|----------------|------------------|
| IDSN 232* | Advanced Digital Graphics | 2+ | _____ |
| IDSN 240* | Studio I Residential | 4+ | _____ |
| IDSN 266* | Kitchen and Bath I | 3+ | _____ |
| IDSN 275* | Professional Practices | 3† | _____ |
| WRIT 101** | College Writing I OR | | _____ |
| WRIT 122** | Business Writing | <u>3†</u> | _____ |
| | Subtotal | 15 | _____ |

SPRING SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|--------------------------------------|----------------|------------------|
| COMX 115 | Intro to Interpersonal Communication | 3† | _____ |
| IDSN 250* | Studio II Commercial | 4† | _____ |
| IDSN 267* | Kitchen & Bath II | 3† | _____ |
| IDSN 298* | Internship | 5† | _____ |
| M 108** | Business Mathematics | <u>4±</u> | _____ |
| | Subtotal | 19 | _____ |

TOTAL PROGRAM CREDITS – 65~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

MEDICAL ASSISTANT**ASSOCIATE OF APPLIED SCIENCE DEGREE**

Program Director: Pamela Christianson, CMA (AAMA), CPhT (PTCB), BS

Medical Assistants are specially trained to work in ambulatory medical settings such as physicians' offices, clinics, and surgical centers. These multi-skilled allied health personnel can function in both administrative and clinical areas. The Great Falls College MSU Medical Assistant Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB). CAAHEP 1361 Park Street, Clearwater, FL 33756, (727) 210-2350. Upon graduation from an accredited program, students are eligible to sit for the certifying examination through the AAMA.

Outcomes: Graduates are prepared to:

- Perform many "front office" tasks including insurance billing, bookkeeping, and scheduling appointments and procedures.
- Collect and prepare laboratory specimens and perform basic laboratory tests.
- Perform diagnostic tests, such as suture removal, electrocardiography, and "back office" duties.
- Assist in patient care: screen patients, take vital signs, assist with office procedures, and patient exams.
- Administer medications applying pharmacology principles; maintain medical and immunization records under medical provider's supervision.
- Respond to and initiate written communications in a professional manner to patients and medical facilities.
- Follow legal guidelines in maintaining documentation and patient records and understand and apply HIPAA guidelines in the office setting.
- Utilize computer software competently for various medical office functions.

Estimated Resident Program Cost*:

| | | |
|------------------|-----------|---------------|
| Tuition and Fees | \$ | 7,340 |
| Application Fee | \$ | 30 |
| Insurance | \$ | 38 |
| Lab Fee | \$ | 344 |
| Books/Supplies | \$ | 3,089 |
| TOTAL | \$ | 10,840 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

PREREQUISITE SKILLS:

Students wishing to enter the Medical Assistant program are strongly advised to be proficient in keyboarding and typing.

Completion of the Health Science Orientation is required.

A grade of "C-" or above must be achieved in all courses to advance and graduate from the program.

AHMA 260 and AHMA 262 must register at the same time. AHMA 260 will be offered the first half of the semester, and AHMA 262 will be offered the second half of the semester.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|-------------------------------|---------|-----------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|--------------------------------------|---------|-----------|
| ACTG | 101** | Accounting Procedures I | 3† | _____ |
| AHMS | 144 | Medical Terminology | 3† | _____ |
| CAPP | 120 | Introduction to Computers | 3† | _____ |
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |
| WRIT | 122** | Intro to Business Writing OR | | |
| WRIT | 101** | College Writing I | 3† | _____ |
| | | Subtotal | 15 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|---|---------|-----------|
| AHMA | 201* | Medical Assisting Clinical Procedures I | 4† | _____ |
| AHMS | 156* | Medical Billing Fundamentals | 4† | _____ |
| BIOH | 112 | Human Form & Function I | 4† | _____ |
| HTH | 140* | Pharmacology for Health Care Providers | 2† | _____ |
| M | 121** | College Algebra OR | | |
| | | Any math course in the MUS Core | 3-4† | _____ |
| | | Subtotal | 17 | |

SUMMER SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|-------------------------------|---------|-----------|
| AHMA | 250* | Electronic Medical Procedures | 2† | _____ |
| AHMS | 220* | Medical Office Procedures | 3† | _____ |
| PSYX | 100 | Introduction to Psychology | 3† | _____ |
| | | Subtotal | 8 | |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|--|---------|-----------|
| AHMA | 203* | Med Asst Clinical Procedures II | 4† | _____ |
| AHMA | 260* | Laboratory Procedures I | 2† | _____ |
| AHMA | 262* | Laboratory Procedures II | 2† | _____ |
| AHMS | 158* | Legal and Regulatory Aspects of Healthcare | 3† | _____ |
| BIOH | 113* | Human Form & Function II | 3† | _____ |
| | | Subtotal | 14 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|-----------------------------|---------|-----------|
| AHMA | 280* | Medical Assistant Exam Prep | 2+ | _____ |
| AHMA | 298* | Medical Assistant Practicum | 4† | _____ |
| AHMS | 160* | Beginning Procedural Coding | 3† | _____ |
| AHMS | 201* | Medical Science | 3† | _____ |
| | | Subtotal | 12 | |

TOTAL PROGRAM CREDITS – 67~

~ Many students need preliminary math, biology and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.



GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



MEDICAL ASSISTANT Associate of Applied Science Degree

Medical Assistants are specially trained to work in ambulatory medical settings such as physicians' offices, clinics, and surgical centers. These multiskilled allied health personnel can function in both administrative and clinical areas. *The Medical Assistant Program offered at Great Falls College MSU is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) on the recommendation of the Medical Assisting Education Review Board (MAERB). The Commission on Accreditation of Allied Health Education Programs, 1361 Park Street, Clearwater, Florida 33756, phone (727)210-2350, fax (727) 210-2354.* Upon graduation from an accredited program, students are eligible to sit for the certifying examination through the AAMA.

What is a Medical Assistant

Outcomes: Graduates are prepared to:

1. Perform many "front office" tasks including insurance billing, bookkeeping, and scheduling appointments and procedures;
2. Collect and prepare laboratory specimens and perform basic laboratory tests;
3. Perform diagnostic tests, such as suture removal, electrocardiography, and "back office" duties;
4. Assist in patient care: screen patients, take vital signs, assist with office procedures, and patient exams;
5. Administer medications applying pharmacology principles; maintain medical and immunization records under medical provider's supervision;
6. Respond to and initiate written communications in a professional manner to patients and medical facilities;
7. Follow legal guidelines in maintaining documentation and patient records and understand and apply HIPPA guidelines in the office setting; and
8. Utilize computer software competently for various medical office functions.

[TOP]



CONTACT INFORMATION:

Pam Christianson
Medical Assistant Program
Director
406-771-4411
pamela.christianson@gfcmsu.edu

Emily Peterson
Administrative Associate
406-771-4350
emily.peterson@gfcmsu.edu

QUICK LINKS

- [AAMA](#)
- [Curriculum](#)
- [CAAHEP](#)
- mt-sma.org

CAREER OPTIONS

- Audiology Assistant
- Dental Aide
- Departmental Supervisor
- EEG Technician
- EMG Technician
- Histology Assistant
- Home Care Aide
- In-Serv. Educator-Medical
- Medical Admin. Assistant
- Medical Lab Technician
- Medical Records Clerk
- Medical Transcriptionist
- Office Manager
- Optometric Assistant
- Phlebotomist
- Receptionist

Potential advancement generally requires further education



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MEDICAL BILLING SPECIALIST**CERTIFICATE OF APPLIED SCIENCE DEGREE**

Program Director: Deborah Newton

This program is offered completely on-line.

The Medical Billing Specialist works in a variety of settings including medical management organizations, physician offices, hospitals, clinics, group practices, billing companies, and education. Students in this Certificate program are trained as entry-level billing specialists. All courses in this curriculum can be applied to the AAS in Medical Billing and Coding.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Abstract information from patient records for reimbursement purposes;
- Use current ICD and CPT coding appropriately;
- Complete "clean" claims, CMS/UB-92, for private insurances and government programs such as TRICARE, Medicare, Medicaid, and Worker's Compensation;
- Analyze explanations of benefits (EOBs) and Remittance Advice (RA) forms and post to patient accounts;
- Amend incorrect claims, appeal claims that did not pay correctly, and trace outstanding claims;
- Understand and work within HIPPA guidelines for medical facilities; and
- Interact and communicate with other healthcare workers in a professional manner, following medicolegal and ethical standards.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 4369 |
| Application Fee | \$ | 30 |
| Books/Supplies | \$ | 2331 |
| TOTAL | \$ | 6,731 |

***Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.**

Students wishing to enter the Medical Billing Specialist program are strongly advised to be proficient in keyboarding and typing.

A grade of "C-" or above must be achieved in all courses to advance and graduate from the program.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-----------------------------------|----------------|------------------|
| AHMS | 108* | Health Data Content and Structure | 3† | _____ |
| AHMS | 144 | Medical Terminology | 3† | _____ |
| AHMS | 156* | Medical Billing Fundamentals | 4† | _____ |
| BIOH | 112 | Human Form and Function I | 4† | _____ |
| CAPP | 120 | Introduction to Computers | <u>3†</u> | _____ |
| | | Subtotal | 17 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--|----------------|------------------|
| AHMS | 158* | Legal & Regulatory Aspects of Healthcare | 3† | _____ |
| AHMS | 160* | Beginning Procedural Coding | 3† | _____ |
| AHMS | 162* | Beg Diagnosis Coding | 3† | _____ |
| AHMS | 201* | Medical Science | 3† | _____ |
| AHMS | 252* | Computerized Medical Billing | <u>3†</u> | _____ |
| | | Subtotal | 15 | |

SUMMER SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--------------------------------------|----------------|------------------|
| M | ---** | 090 or Higher | 4† | _____ |
| PSYX | 100 | Introduction to Psychology OR | | |
| SOCI | 101 | Introduction to Sociology | 3† | _____ |
| WRIT | 101** | College Writing I OR | | |
| WRIT | 122** | Introduction to Business Writing | <u>3†</u> | _____ |
| | | Subtotal | 10 | |

TOTAL PROGRAM CREDITS – 42~

~ Many students need preliminary math, biology and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

Medical Billing Specialist

Program Level - Undergraduate certificate

Program Length - 1 years

COST

Q. How much will this program cost me?*

A. Tuition and fees: \$4,384

Books and supplies: \$1,901

On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *

Private education loans: *

Institutional financing plan: *

* Less than 10 graduates received loans. Median amounts are withheld to preserve the confidentiality of the loan recipients.

SUCCESS

Q. How long will it take me to complete this program?

A. The program is designed to take 1 years to complete. Of those that completed the program in 2012-2013, *% finished in 1 years.


*Less than 10 students completed this program in 2012-13. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

A. The job placement rate for students who completed this program in 2012-2013 is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

 For additional information related to this program and/or the information provided above, [click here](#).

Date Created: 1/24/2014

MEDICAL BILLING AND CODING SPECIALIST**ASSOCIATE OF APPLIED SCIENCE DEGREE**

Program Director: Deborah Newton

This program is offered completely on-line.

Health information coding is the transformation of verbal descriptions of diseases, injuries, and procedures into alphanumeric designations used for data retrieval, analysis and claims processing. The billing/coding specialist works in a variety of settings including medical management organizations, physician offices, hospitals, clinics, group practices, billing companies, and education. Students in this program are trained as entry-level billing/coding specialists.

Upon completion of the Billing/Coding program, students will be prepared to begin successful careers as reimbursement specialists in a variety of healthcare settings. Students completing this program are prepared to sit for the Certified Medical Reimbursement Specialist exam (CMRS). In addition, students are prepared to sit for the National Certified Coding Associate Exam.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Abstract information from patient records for reimbursement purposes.
- Research and rely on knowledge of correct medical terminology, anatomy and physiology, and disease processes to assign appropriate codes according to national and international guidelines.
- Complete clean claims for private and government insurances.
- Analyze Explanations of Benefits and Remittance Advice forms and take appropriate action.
- Use computer applications and software specific to the billing/coding environment.
- Maintain confidentiality of health information and adhere to regulations pertaining to privacy laws and guidelines.
- Professionally interact in the healthcare environment with healthcare providers, patients/clients and the public.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 6566 |
| Application Fee | \$ | 30 |
| Books/Supplies | \$ | 3180 |
| TOTAL | \$ | 9,776 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

Students wishing to enter the Medical Billing/Coding Specialist program are strongly advised to be proficient in keyboarding.

A grade of "C-" or above must be achieved in all courses to advance and graduate from the program.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---------------------------|----------------|------------------|
| AHMS | 105 | Healthcare Delivery | 2+ | _____ |
| AHMS | 144 | Medical Terminology | 3+ | _____ |
| BIOH | 112 | Human Form and Function I | 4+ | _____ |
| CAPP | 120 | Introduction to Computers | 3† | _____ |
| M | ---** | 090 or Higher | 4† | _____ |
| | | Subtotal | 16 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---|----------------|------------------|
| AHMS | 160* | Beginning Procedural Coding | 3† | _____ |
| AHMS | 162* | Beg Diagnosis Coding | 3† | _____ |
| AHMS | 201* | Medical Science | 3† | _____ |
| BIOH | 113* | Human Form and Function II | 3† | _____ |
| HTH | 180 | Pharmaceuticals for Health Care Providers | 1† | _____ |
| WRIT | 101** | College Writing I OR | | |
| WRIT | 122** | Intro to Business Writing | 3† | _____ |
| | | Subtotal | 16 | |

SUMMER SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--|----------------|------------------|
| AHMS | 108* | Health Data Content and Structure | 3+ | _____ |
| HIT | 265* | Electronic Health Record in Med Practice | 3† | _____ |
| | | Subtotal | 6 | |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--------------------------------|----------------|------------------|
| AHMS | 156* | Medical Billing Fundamentals | 4† | _____ |
| AHMS | 212* | CPT Coding | 3† | _____ |
| AHMS | 213* | ICD-10 Coding | 3† | _____ |
| AHMS | 280* | Overview of Health Informatics | 4† | _____ |
| | | Subtotal | 14 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--------------------------------------|----------------|------------------|
| AHMS | 158* | Legal & Regulatory Aspects | 3† | _____ |
| AHMS | 252* | Computerized Medical Billing | 3† | _____ |
| AHMS | 298B* | Prof Practice Exp in Billing/Coding | 2† | _____ |
| PSYX | 100 | Introduction to Psychology OR | | |
| SOCI | 101 | Introduction to Sociology | 3† | _____ |
| | | Subtotal | 10-12 | |

TOTAL PROGRAM CREDITS -62-64~

~ Many students need preliminary math, biology and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

MEDICAL TRANSCRIPTION**ASSOCIATE OF APPLIED SCIENCE DEGREE**

Program Director: Susan Whatley

This program is offered completely on-line.

Medical Transcriptionists are part of the healthcare team, working primarily with medical documents and reports. Upon completion of the program, students have the skills and knowledge necessary to perform as entry-level transcriptionists.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Use current word processing software efficiently and effectively, including developing and utilizing macros and shortcuts.
- Use medical language appropriately and understand anatomy, physiology, pharmacology, pathophysiology, laboratory tests, and diagnostic tests.
- Spell, proofread, and use correct grammar, punctuation, and syntax in medical reports.
- Understand HIPPA and follow guidelines to protect patient confidentiality and patient records.
- Transcribe reports for a variety of specialty areas, thereby increasing understanding of medical language and procedures for those specialty areas.
- Practice transcribing reports from doctors who are not native English speakers.
- Use medical references appropriately and efficiently, particularly the Book of Style.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|---------------|
| Tuition and Fees | \$ | 6,566 |
| Application Fee | \$ | 30 |
| Books/Supplies | \$ | 3,522 |
| TOTAL | \$ | 10,118 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

TASK 090 Introductory Keyboarding is recommended for students with keyboarding skills less than 45 wpm.

A grade of "C-" or above must be achieved in all courses to advance and graduate from the program.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

FALL SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-----------------------------------|----------------|------------------|
| AHMS | 105 | Healthcare Delivery | 2† | _____ |
| AHMS | 144 | Medical Terminology | 3† | _____ |
| AHMS | 255 | Medical Transcription I | 3† | _____ |
| CAPP | 120 | Introduction to Computers | 3† | _____ |
| M | 090** | Introduction to Algebra OR | | |
| M | 108** | Business Mathematics | <u>4†</u> | _____ |
| | | Subtotal | 15 | |

SPRING SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|---|----------------|------------------|
| AHMS | 256* | Medical Transcription II | 3† | _____ |
| BIOH | 112 | Human Form and Function I | 4+ | _____ |
| CAPP | 154* | MS Word | 3† | _____ |
| HTH | 180 | Pharmaceuticals for Health Care Providers | 1† | _____ |
| WRIT | 122** | Intro to Business Writing | <u>3±</u> | _____ |
| | | Subtotal | 14 | |

FALL SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-----------------------------------|----------------|------------------|
| AHMS | 108* | Health Data Content and Structure | 3† | _____ |
| AHMS | 109* | Disease Concepts | 2† | _____ |
| AHMS | 201* | Medical Science | 3† | _____ |
| AHMS | 257* | Medical Transcription III | 3† | _____ |
| BIOH | 113* | Human Form and Function II | <u>3±</u> | _____ |
| | | Subtotal | 14 | |

SPRING SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--|----------------|------------------|
| AHMS | 106 | Healthcare Professional | 2† | _____ |
| AHMS | 118 | Health Care Personnel and Supervision | 2† | _____ |
| AHMS | 158* | Legal and Regulatory Aspects of Healthcare | 3† | _____ |
| AHMS | 258* | Medical Transcription Practicum | 3† | _____ |
| HIT | 265 | Electronic Health Record in Medical Practice | 3† | _____ |
| HTH | 150 | Personal Health and Fitness | 2† | _____ |
| PSYX | 100 | Introduction to Psychology OR | | |
| SOCI | 101 | Intro to Sociology | <u>3†</u> | _____ |
| | | Subtotal | 18 | |

TOTAL PROGRAM CREDITS - 61~

~ Many students need preliminary math, biology and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

MEDICAL TRANSCRIPTION**CERTIFICATE OF APPLIED SCIENCE DEGREE**

Program Director: Susan Whatley

This program is offered completely on-line.

Medical Transcriptionists are part of a health care team, working primarily with medical documents and reports. The College currently offers a Certificate of Applied Science program and an AAS degree. Both programs provide students with skills and knowledge necessary to perform as entry-level transcriptionists.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Use medical language appropriately and understand anatomy, physiology, pharmacology, pathophysiology, laboratory tests, and diagnostics tests.
- Spell, proofread, and use correct grammar, punctuation, and syntax in medical reports.
- Understand HIPPA and follow guidelines to protect patient confidentiality and patient records.
- Transcribe, format, and edit the most common medical reports: progress notes, history and physical reports, consultations, discharge summaries, and operative reports.
- Use medical references appropriately and efficiently, particularly the Book of Style

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 3,859 |
| Application Fee | \$ | 30 |
| Books/Supplies | \$ | 1,998 |
| TOTAL | \$ | 5,887 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

A grade of "C-" or above must be achieved in all courses to advance and graduate from the program.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--------------------------------|----------------|------------------|
| AHMS | 144 | Medical Terminology | 3† | _____ |
| AHMS | 255* | Med Transcription I | 3† | _____ |
| BIOH | 112 | Human Form and Function I | 4+ | _____ |
| CAPP | 120 | Introduction to Computers | 3† | _____ |
| M | 090** | Introductory Algebra OR | | |
| M | 108** | Business Mathematics | <u>4†</u> | _____ |
| | | Subtotal | 17 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---|----------------|------------------|
| AHMS | 158* | Legal & Regulatory Aspects of Healthcare | 3† | _____ |
| AHMS | 201* | Medical Science | 3† | _____ |
| AHMS | 256* | Med Transcription II | 3† | _____ |
| HTH | 180 | Pharmaceuticals for Health Care Providers | 1† | _____ |
| PSYX | 100 | Introduction to Psychology OR | | |
| SOCI | 101 | Intro to Sociology | 3† | _____ |
| WRIT | 122** | Intro to Business Writing | <u>3†</u> | _____ |
| | | Subtotal | 16 | |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--|----------------|------------------|
| AHMS | 108* | Health Data Content and Structure | 3† | _____ |
| CAPP | 154* | Microsoft Word | 3† | _____ |
| HIT | 265* | Electronic Health Record in Medical Practice | <u>3†</u> | _____ |
| | | Subtotal | 9 | |

TOTAL CREDITS – 42~

~ Many students need preliminary math, biology and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

Transition to the Associate of Applied Science (AAS) Degree:

The Medical Transcription Certificate program is designed to train entry-level Medical Transcriptionists. The curriculum can be completed online so that students across the state can take advantage of this opportunity. However, the Medical Transcription profession is complex, and students should recognize the need for continuing education, even as they begin their careers. The Associate of Applied Science degree in Medical Transcription provides that opportunity.

All courses from the certificate program transfer into the AAS program. Students who continue into the AAS degree program in Medical Transcription must take an additional semester of Anatomy and Physiology to increase their understanding of human body structures and functions. In addition, students in the AAS program have the opportunity to increase computer skills, understand the entire medical record, and expand English skills - all essential to their continued success as Medical Transcriptionists. Students should discuss their long-term goals with the Program Director to determine the best course of study. The AAS degree can also be completed online

Medical Transcription/Transcriptionist

Program Level - Undergraduate certificate

Program Length - 1 years

COST

Q. How much will this program cost me?*

A. Tuition and fees: \$3,876

Books and supplies: \$1,971

On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *

Private education loans: *

Institutional financing plan: *

* Less than 10 graduates received loans. Median amounts are withheld to preserve the confidentiality of the loan recipients.

SUCCESS

Q. How long will it take me to complete this program?

A. The program is designed to take 1 years to complete. Of those that completed the program in 2012-2013, *% finished in 1 years.


*Less than 10 students completed this program in 2012-13. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

A. The job placement rate for students who completed this program in 2012-2013 is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

 For additional information related to this program and/or the information provided above, [click here](#).

Date Created: 1/24/2014

PARAMEDIC**ASSOCIATE OF APPLIED SCIENCE DEGREE**

Program Director: Joel Henderson

Emergency Medical Services (EMS) personnel play a primary role in providing care and transportation of the sick and injured in a pre-hospital setting. GFC MSU offers an A.A.S. degree for the EMT-Paramedic.

Upon completion of each EMT course, students will be prepared to sit for the National Registry Certification Examination to gain licensure and begin a successful career as a pre-hospital care provider.

The Paramedic program is nationally accredited through **CAAHEP**, the Commission on Accreditation of Allied Health Education Programs in collaboration with **CoAEMSP**, the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions.

OUTCOMES: GRADUATES ARE PREPARED TO:

Program Cognitive Objective:

- At the completion of the program, the graduate of MSUGF Paramedic program will demonstrate the ability to comprehend, apply, and evaluate the clinical information relative to his role as an entry level Paramedic in Cascade County, the State of Montana, and the U.S.

Program Psychomotor Objective:

- At the completion of this program, the Paramedic student will demonstrate technical proficiency in all skill necessary to fulfill the role of entry level Paramedic in Cascade County, the State of Montana, and the U.S.

Program Affective Objective:

- At the completion of the program, the Paramedic student will demonstrate professional and employer expectations for the entry level Paramedic in Cascade County, the State of Montana, and the U.S.

ADMISSION REQUIREMENTS

The Great Falls College MSU Paramedic Program is a limited enrollment program, accepting a restricted number of students each year. Interested students are urged to contact the Program Director or the Advising & Career Center Advisors for student advising specific to program admission requirements and criteria for program acceptance.

• Minimum Requirements/prerequisite courses of Program Application

Application minimum requirement do not fully fulfill AAS degree requirements upon completion of Paramedic courses. Students will be expected to work with advisor to attain AAS Paramedic degree plan of study.

- [Current National Registry Certification as an EMT.](#)
- [Current Certification BLS HCP](#)
- [M 121 or any math in MUS Core with a C- or higher](#)
- [WRIT 101 \(College Writing\)](#), or higher with a grade of at least a C-
- [BIOH 104 \(Basic Human Biology/Lab\)](#), or higher with a grade of at least a C-

• The following are estimated fees and a suggested course of study; however students may enter in the fall, spring and summer for general education requirements.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|-----------------------|-----------|--------------|
| Tuition and Fees | \$ | 6953 |
| Application Fee | \$ | 30 |
| Insurance | \$ | 23 |
| Lab Fees | \$ | 682 |
| Ambulance Third Rider | \$ | 480 |
| Books/Supplies | \$ | 1319 |
| TOTAL | \$ | 9,486 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|-------------------------------|---------|-----------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

GENERAL EDUCATION PREREQUISITE REQUIREMENTS**FALL SEMESTER**

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|--|-----------|-----------|
| AHMS | 142 | Intro to Med Terms | 1† | _____ |
| ECP | 131 | Emergency Medical Tech with Clinical | 7† | _____ |
| M | 121** | College Algebra OR Any math course in the MUS Core | 3-4+ | _____ |
| WRIT | 101** | College Writing I | <u>3†</u> | _____ |
| | | Subtotal | 14 | _____ |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|--|----------|-----------|
| BIOH | 104** | Basic Human Biology and Lab | 4† | _____ |
| COMX | 115 | Intro to Interpersonal Communication OR | | |
| PSYX | 100 | Introduction to Psychology OR | | |
| SOCI | 101 | Introduction to Sociology | 3† | _____ |
| | | Electives*** | <u>7</u> | _____ |
| | | Subtotal | 14 | _____ |

***: PROGRAM ADVISOR will work with student to choose appropriate electives

REQUIREMENTS ONCE FORMALLY ACCEPTED AS A PARAMEDIC STUDENT.**SEMESTER ONE (FALL)**

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|---------------------------------------|-----------|-----------|
| ECP | 203* | Fundamentals of Adv Care | 3† | _____ |
| ECP | 209* | Paramedic I | 3† | _____ |
| ECP | 210* | Paramedic II | 3† | _____ |
| ECP | 211* | Paramedic I/II Lab | 2† | _____ |
| ECP | 212* | Advanced Cardiac Life Support | 1† | _____ |
| ECP | 215* | Clinical I | 3† | _____ |
| HTH | 140 | Pharmacology for Health Care Provider | <u>2†</u> | _____ |
| | | Subtotal | 17 | _____ |

SEMESTER TWO (SPRING)

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|---------------------------------|-----------|-----------|
| ECP | 237* | Paramedic III | 3† | _____ |
| ECP | 238* | Paramedic IV | 3† | _____ |
| ECP | 239* | Paramedic III/IV Lab | 2† | _____ |
| ECP | 241* | Pediatric Advanced Life Support | 1† | _____ |
| ECP | 245* | Clinical II | <u>4†</u> | _____ |
| | | Subtotal | 13 | _____ |

SEMESTER THREE (SUMMER)

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|----------------------------------|-----------|-----------|
| ECP | 240* | Pre-Hospital Trauma Life Support | 1† | _____ |
| ECP | 298* | Field Internship | <u>6†</u> | _____ |
| | | Subtotal | 7 | _____ |

TOTAL PROGRAM CREDITS – 65~

~ Many students need preliminary math, biology and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.



**GREAT FALLS
COLLEGE**

**MONTANA STATE
UNIVERSITY**

Paramedic Program

PROGRAM APPLICATION

Fall 2014

(Application is subject to change year to year)



**GREAT FALLS
COLLEGE**

**MONTANA STATE
UNIVERSITY**

Dear Prospective Paramedic Student,

We welcome your interest in Great Falls College MSU Paramedic Program. Paramedics are the leaders and standard-bearers of professionalism in providing help to the sick and injured in the pre-hospital setting. A Paramedic's primary responsibility is to respond to medical emergencies, quickly assess, treat, and transport patients who are acute or severely sick or have been injured. A Paramedic works with other emergency responders and agencies such as police and fire to coordinate efforts in the event of an emergency.

Attributes of a Paramedic include: have a sense of empathy or caring for others, a desire to make a difference in the lives of others, as well as having an outgoing personality. A Paramedic must act and behave in a professional manner, be able to handle and perform in stressful environments, and have the desire and drive for learning and maintaining knowledge necessary to perform at a high level in a demanding job.

If you feel this is the career field for you and you possess the right set of skills necessary to be successful in a very exciting, fast-paced world of paramedicine, please complete this application. Along with the minimum admission requirements below, our program utilizes a point system based on pre-requisite classes, experience, and education. An applicant's completion of pre-requisite classes is recommended, though not required, prior to admission. Anatomy and Physiology I & II are strongly recommended. Student healthcare and emergency responder experience are also evaluated, along with other educational background considerations.

Great Falls College MSU Paramedic Program is a limited enrollment program. Once in the program, students attend classes in the fall and spring, with a summer internship. Authorization is given to sit for the national exam upon completion of requirements and with the approval of the Program and Medical Director.

Please feel free to contact me if you have any questions.

Joel Henderson ,EMS Program Director
2100 16th Avenue S, Great Falls, MT 59405
406-268-3718
jhenderson@gfmsu.edu

Educational Program:

This program utilizes traditional classroom and laboratory learning as well as clinical practice. It is rigorous, fast-paced and challenging, with many tests, quizzes, and assignments. Students find it necessary to spend substantial study time outside of the classroom, lab and clinic. Generally, for every class hour, at least 3 hours in preparation or in the completion of assignments are needed.

Program Expenses:

Paramedic Students are required to obtain some personal equipment and supplies, purchase uniforms, pay lab fees, and are responsible for transportation to clinic sites. Students that are accepted into the program are required to purchase an electronic notebook device such as an IPAD or Android tablet for clinical reports/evaluations, online testing, and eBook capabilities. Students will also have to purchase uniforms which will include shirts, pants, boots, and patches. Students should begin planning early for financial aid to meet their educational expenses. Approximate program costs can be found in the current catalog online at www.gfcmsu.edu.

Admission to the Great Falls College MSU:

Students must be admitted to the College and in good academic standing prior to the submission of the Paramedic Program Application. Program Applications will not be reviewed until applicants have been admitted to Great Falls College MSU and official transcripts have been reviewed by the Registrar.

Acceptance to Great Falls College MSU requires a completed admissions application file, which may be obtained by visiting the campus, calling the College (406) 771-4300, or downloading it from the institution's web site, www.gfcmsu.edu (select **Admissions & Records** then **Getting Started**)

Eligibility for Admission into the Paramedic Program:

All eligibility forms and documents are enclosed in the Paramedic Program Information and Application Packet.

To be eligible to apply for admission into the Paramedic Program, applicants must:

- Show that they have been admitted to Great Falls College MSU.
- Only students in Good Academic Standing will be eligible for program acceptance.

Minimum Paramedic Program Admission Requirements

- Current National Registry Certification as an EMT.
- Current certification in BLS HCP (CPR)
- Any math course in the MUS Core
- WRIT 101 (Composition I), or higher with a grade of at least a C-.
- BIOH 104* (Basic Human Biology), or higher with a grade of at least a C-.
- Completed all prerequisite course work with a minimum grade of "C-" in each course and a minimum cumulative GPA in prerequisite course work of 2.0.
- Prerequisite coursework can be taken at other institutions but it is the applicant's responsibility to confirm those courses are equivalent to the program's prerequisites and are transferable to this institution.
- Current students may apply during the spring semester before the fall program intake. They can apply before finishing their prerequisites and may be considered for conditional acceptance if space is available. Final determination will be made after satisfactory completion of the prerequisite courses.
- If an applicant is in the process of completing application minimum requirements, they can still be in consideration; however it is contingent on the applicant successfully fulfilling the requirements. Applicants that have completely fulfilled requirements will have precedence over those that are in the process. An example of students in the process would be those that completed EMT Classes and are in the certification process, or those that are enrolled in summer course(s) but have not yet completed course(s).

- It is the applicant's responsibility to ensure that all requirements are met by the established deadline. Deadlines, guidelines, and policies apply equally to all students; thus, there will be no exceptions.
- Great Falls College MSU Paramedic Program does not maintain a waiting list. Applicants must reapply each year.

Program Admission Process:

The Paramedic Program Admissions Committee reviews application packets and uses established admissions criteria to rank applicants for admission. The Application Evaluation form used by the committee is enclosed. Criteria for selection emphasize academic performance in prerequisite course work, previous education, and work experience.

Mailing Instructions

Application packets must be postmarked on or before June 1st, 2014 to be considered eligible for priority admission into the Paramedic Program for the 2014-2015 academic year. Application packets should be sent by certified mail or hand delivered. Please only send required documentation as other supplemental items will be discarded.

Contact Information
 Emily Peterson
 Health Science Program Assistant R227
emily.peterson@gfcmsu.edu
 406-771-4350 or 1-800-446-2698

Mailing address:
 Paramedic Program Admissions Committee
 Great Falls College MSU
 2100 16th Avenue South
 Great Falls, MT 59405

- Please send all application items as a completed packet. Items sent separately and at random are easily lost or misfiled. We are not responsible for any late, lost or misfiled information. Please only send required documentation as other supplemental items will be discarded. **Priority Application Due Date: June 1, 2014.**
- Submission of false material in this Application Packet will be grounds for non-admission or, if discovered after admission, grounds for expulsion.
- You may submit your application as soon as you complete it, prior to the deadline.
- Only complete application packets will be processed. Missing information or documents will result in processing delay or possibly non-review of your application to the program.

Application Scoring:

- For applicants, who have taken courses multiple times; the most recent verifiable grade will be used for scoring /GPA calculations.
- Points and GPAs will be calculated by the Registrar's Office and grade points will be calculated using the current catalog criteria which includes +/- weighing. Plus or minus is equivalent to the following:

| | |
|------------|------------|
| (A) = 4 | (B-) = 2.7 |
| (A-) = 3.7 | (C+) = 2.3 |
| (B+) = 3.3 | (C) = 2 |
| (B) = 3 | (C-) = 1.7 |

- For students, who have Tech Prep (TP) credits, the student's high school transcript will be evaluated. If the TP course was a semester course, then that grade will be used in scoring/GPA. If the TP course was a yearlong course, then the two semester grades will be averaged to get a final grade for scoring/GPA calculations.
- For students, who have been awarded credit for successful performance in subject examinations of the CLEP or DSST programs, the credits will be accepted, however there is no grade for calculation for scoring or GPA. In this situation, the total points will convert to percentages for ranking.
- For students, who have been awarded credit for successful performance in subject examinations of the AP program, the credits will be accepted for scores of 3, 4 or 5, however there is no grade for calculation for scoring or GPA. In this situation, the total points will convert to percentages for ranking.
- For students, who have been awarded credit for Experiential Learning, the credits will be accepted for Passing (P) grades, however there is no grade for calculation for scoring or GPA. In this situation, the total points will convert to percentages for ranking.
- For students, who have additional educational attainment, the Registrar's Office will verify degrees awarded from official transcripts.

Notification of Acceptance: Students will be notified of acceptance into the program by June 25, 2014.

HEALTH INSURANCE:

Program students entering the clinic setting are strongly advised to carry their own medical health insurance. Students will be financially responsible for their health care if they become ill or injured in the clinical setting.

All GFC MSU students enrolled for 6 or more credits are required to have health insurance. For students without coverage, GFC MSU offers a program developed especially for students by Blue Cross & Blue Shield of Montana. This plan provides coverage for injuries and illnesses on or off campus. Coverage includes hospitalization, maternity, prescription drugs, surgical services, emergency room charges, and immunizations, among others. See <http://www.gfcmsu.edu/students/HealthInsurance/index.html> for more information about the plan. **This insurance coverage is subject to change for 2014-2015.*

Please contact Student Central for more information about enrolling in the plan through registration.

Student Central
Great Falls College MSU
Phone: 406-771-4414

HEALTH SCIENCES DIVISION POLICY: STUDENT BACK GROUND CHECKS

- To promote patient safety and decrease institutional liability, most clinical agencies require students to have cleared a background check and/or drug screening before they will permit the students in the clinical setting. To meet these requirements, the College requires that the check/screening be done prior to placement in any clinical agency.
- Background checks/drug screenings are done at the student's expense. Students with background checks that reveal a finding will be evaluated individually to determine whether they will be eligible for clinical placement and state licensure for their respective degree program.
- Students are encouraged to go through [Verifiedcredentials.com](http://www.Verifiedcredentials.com) for their background check.

EQUAL OPPORTUNITY POLICY:

Great Falls College MSU is committed to the provision of equal opportunity for education, employment, and participation in all College programs and activities without regard to race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran status, gender, age, political ideas, marital or family status, physical or mental disability, genetic information, gender identity, gender expression or sexual orientation.

The College's Equal Opportunity Officers are the Executive Director of Human Resources and the Associate Dean of Student Services, 2100 16th Ave South, Great Falls, MT 59405. Telephone: (406) 771-4300.

Paramedic Curriculum:

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|-------------------------------|---------|-----------|
| COLS 103 | Becoming a Successful Student | 1† | _____ |

GENERAL EDUCATION PREREQUISITE REQUIREMENTS

FALL SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|--|-----------|-----------|
| AHMS 142 | Intro to Med Terms | 1† | _____ |
| ECP 131 | Emergency Medical Tech with Clinical | 7† | _____ |
| M 121** | College Algebra OR Any math course in the MUS Core | 3-4+ | _____ |
| WRIT 101** | College Writing I | <u>3†</u> | _____ |
| | Subtotal | 14 | |

SPRING SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|--|----------|-----------|
| BIOH 104** | Basic Human Biology and Lab | 4† | _____ |
| COMX 115 | Intro to Interpersonal Communication OR | | |
| PSYX 100 | Introduction to Psychology OR | | |
| SOCI 101 | Introduction to Sociology | 3† | _____ |
| | Electives*** | <u>7</u> | _____ |
| | Subtotal | 14 | |

***: PROGRAM ADVISOR will work with student to choose appropriate electives

REQUIREMENTS ONCE FORMALLY ACCEPTED AS A PARAMEDIC STUDENT.

SEMESTER ONE (FALL)

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|---------------------------------------|-----------|-----------|
| ECP 203* | Fundamentals of Adv Care | 3† | _____ |
| ECP 209* | Paramedic I | 3† | _____ |
| ECP 210* | Paramedic II | 3† | _____ |
| ECP 211* | Paramedic I/II Lab | 2† | _____ |
| ECP 212* | Advanced Cardiac Life Support | 1† | _____ |
| ECP 215* | Clinical I | 3† | _____ |
| HTH 140 | Pharmacology for Health Care Provider | <u>2†</u> | _____ |
| | Subtotal | 17 | |

SEMESTER TWO (SPRING)

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|----------------------------------|-----------|-----------|
| ECP 237* | Paramedic III | 3† | _____ |
| ECP 238* | Paramedic IV | 3† | _____ |
| ECP 239* | Paramedic III/IV Lab | 2† | _____ |
| ECP 240* | Pre-Hospital Trauma Life Support | 1† | _____ |
| ECP 241* | Pediatric Advanced Life Support | 1† | _____ |
| ECP 245* | Clinical II | <u>4†</u> | _____ |
| | Subtotal | 14 | |

SEMESTER THREE (SUMMER)

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|------------------|---------|-----------|
| ECP 298* | Field Internship | 6† | _____ |

TOTAL PROGRAM CREDITS – 65~

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.



**GREAT FALLS
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**MONTANA STATE
UNIVERSITY**

Paramedic Program

APPLICATION PACKET COVER & CHECK-OFF SHEET

NAME _____

ADDRESS _____

CITY _____ STATE _____ Zip Code _____

TELEPHONE (Home) _____ (Other) _____

E-Mail ADDRESS (If applicable) _____

GFC MSU STUDENT IDENTIFICATION NUMBER: _____

Check-off List (please check off all completed)

| √ | Item |
|---|---|
| | Completed Admissions File. A completed admissions file includes a completed application, payment of the \$30 application fee (if applicable), copies of high school/GED transcripts or diplomas, proof of MMR shots, and completion of placement testing or submit official college transcript(s) verifying placement. Complete admissions files will be verified by the registrar's office and applicants with incomplete files will not be admitted to the program. Students are encouraged to check with the admissions office to confirm that their admissions file is complete. |
| | In Good Academic Standing All students must be in good academic standing which means they are not on academic probation OR academic probation continued, OR academic suspension. Good academic standing will be verified by the registrar and any applicants who are not in good academic standing will not be admitted to the program. Students are encouraged to check with the registrar's or admissions office to confirm that they are in good academic standing. |
| | Application Packet Cover & Check-off sheet (<i>this page 7</i>) |
| | Copies of Certifications: NREMT and BLS HCP (CPR) cards |
| | Completion of Minimum Paramedic Program Admissions Requirements (<i>see page 8</i>) |
| | Official Transcripts for all completed post-secondary education and Prerequisite courses completed at another institution – By June 1, 2014 (<i>Send transcripts to Registrar- No need to include in packet</i>) |
| | Great Falls College MSU Health Student Immunization and Verification Form (<i>page 12</i>) |
| | Application Evaluation (<i>this page 8-9</i>) |
| | Signed Technical Standards form (<i>page 12</i>) |
| | Work Experience Verification form required for points to be granted (<i>page 10</i>) |

PARAMEDIC APPLICATION EVALUATION 2014

Applicant Name _____

- Admitted to Great Falls College MSU _____
- In Good Academic Standing _____
- Meet Minimum Paramedic Program Admissions Requirements below _____
- Current Health Care Provider CPR certification _____ Expiration Date: _____
- Current NREMT Certification card _____ Expiration Date: _____

Admissions Criteria Scores:

Minimum Paramedic Program Admission Requirements

- Current National Registry Certification as an EMT.
- Current certification in BLS HCP (CPR)
- Any math course in the MUS Core
- WRIT 101 (Composition I), or higher with a grade of at least a C-.
- BIOH 104* (Basic Human Biology), or higher with a grade of at least a C-.

Bonus Points

Only 12 Paramedic students are accepted for each year’s cohort. Applicants must have the minimum Requirements above. Fill out sections A, B, and C below. Top 12 scoring applicants will be selected for Fall Cohort. Each Prerequisite course completed with minimum grade of “C-”

A. College courses (60 points possible) fill in grade (See grade scoring on page 4-5)

| <u>Course #</u> | <u>Course Title</u> | <u>Credits</u> | <u>Grade</u> | <u>Points</u> |
|---------------------------------|--|----------------|--------------|---------------|
| *BIOH 201 | Human Anatomy & Physiology I & Lab | 4 | x _____ | = _____ |
| *BIOH 211 | Human Anatomy & Physiology II & Lab | 4 | x _____ | = _____ |
| M 121 | College Algebra (<u>Or any math</u> <u>In the MUS core, 100 or above</u>) | 3 | x _____ | = _____ |
| COMX 115 | Intro to Interpersonal Communications 3 <u>(Or PSYX 100 or SOCI 101)</u> | 3 | x _____ | = _____ |
| AHMS 142 | Intro to Med Terms | 1 | x _____ | = _____ |
| Total foundational score | | | | |

*** These classes must be completed within 5 years of applying**

B. Previous Educational Attainment

(5 points max possible) may only circle one

- Bachelor’s Degree in Science/Allied Health Field 5
- Bachelor’s Degree in Unrelated Field 4
- Associate Degree in Science/Allied Health Field 3
- Certificate in Allied Health Field 2
- Associate Degree in Unrelated Field 1

Educational Attainment Score:

C. Certification/Endorsement

(15 points max) circle those that apply

- EMT-I99 15
- Advance EMT 13
- OR EMT with endorsements**
- EMT-Basic Airway (DLT) Endorsement 2
- EMT-Basic IV / IO Initiation Endorsement 2
- EMT-Basic IV / IO Maintenance Endorsement 2
- EMT-Basic Monitoring Endorsement 2
- EMT-Basic Endotracheal Intubation Endorsement 2
- EMT-Basic Medication Endorsement 2

Certification/Endorse Score:

D. Experience

(10 points max) circle those that apply

- One year or more on a paid Ambulance service in the last 3 years
- OR** experience in the last 3 years on a volunteer Ambulance service 10
- OR**
- Other Healthcare Professional experience 5

Experience Score:

Submission date will be used in the event of a tie.

TOTAL: (90 points max)



**GREAT FALLS
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MONTANA STATE
UNIVERSITY

**VERIFICATION OF
WORK EXPERIENCE
AS EMT or Healthcare Professional**

_____ was employed /volunteered
(PRINT) Last Name, First, Middle Initial *(please circle)*

from _____ to _____ working an average of ____ hours per week.
(Month/Day/Year) *(Month/Day/Yea)*

Total number of months of Experience: _____

JOB TITLE _____

COMMENTS/DESCRIPTION OF DUTIES:

Signature of Employer/Supervisor/HR Representative

Date

Name of Employer (Please Print)

Mailing Address (Street Address, P.O Box)

City, State, Zip Code

Applicants may make copies of this form if they have been employed or volunteered at more than one site.

Name _____
 Address _____ City _____ Zip _____
 Program of Study _____ Phone # _____
 Email Address: _____

IMMUNIZATIONS: PLEASE LIST DATES

Measles, Mumps, Rubella _____ Diphtheria _____ Tetanus (within last 7-10 years) _____
 Hepatitis B Series (proof of test results required) 1) _____ 2) _____ 3) _____
 Titer _____ (STRONGLY recommended by OSHA, CDC, and Great Falls College MSU)
 TB (proof of test results required) _____ positive _____ negative _____ Tine _____
 PPD _____ Date completed _____ (two-step TB test required)
 Varicella (Proof of Chicken Pox or Vaccination date) _____

VERIFY THE FOLLOWING

| | YES | NO | Initials |
|--|-----|----|----------|
| CPR for Health Care Providers verification, completed and current upon admission: Online courses not accepted. (Photocopy of certification card, both sides, showing expiration and instructor's signature). | | | |
| I have read the Technical Standards Sheet for the program of application. | | | |
| I have provided proof of all immunizations or test results required. | | | |
| | | | |

Technical Standards

GREAT FALLS COLLEGE MSU PARAMEDIC PROGRAM

Students must show competency for in the following NREMT style stations throughout program and as a unit as required by program terminal competencies. More detail on practical skills stations can be found at <http://www.nremt.org/>

1. Dynamic and Static Cardiology
 - a. Student must appropriately assess and manage a patient having a variety of cardiac emergency involving the interpretation of patient's ECG rhythm as well as perform the following skills: defibrillation, cardioversion, and external pacing.
2. IV Therapy and IV Medication Bolus
 - a. Student must appropriately prepare of and successfully start an IV and correctly administer a medication based on information provided.
3. Assessment and Management Trauma and Medical Patient
 - a. Student must perform necessary assessment techniques and use information to appropriately manage and treat a medical or traumatic patient.
4. Pediatric IO
 - a. Student must appropriately perform an Intraosseous (IO) cannulation and infusion on a pediatric patient.
5. Ventilatory Management Adult and Pediatric
 - a. Student must appropriately ventilate and suction an adult and pediatric patient using both BLS and ALS techniques including: OPA/NPAs, endotracheal intubation, supraglottic airway devices, an oral and endotracheal suctioning.
6. Spinal Immobilization (seated and supine)
 - a. Students must appropriately immobilize a patient's spine both in a seated and supine position using appropriate equipment.
7. Bleeding Control/Shock management
 - a. Student must appropriately control bleeding and manage shock using both ALS and BLS procedures.
8. Oral Station
 - a. Student must do the following:
 - i. **Scene management**; thoroughly assess and take deliberate action to control the scene.
 - ii. **Patient Assessment**; complete an organized assessment and integrate findings to expand further assessment.
 - iii. **Patient Management**; manage all aspects of the patient's condition and anticipate further needs.
 - iv. **Interpersonal Relations**; establish rapport and interact in an organized, therapeutic manner
 - v. **Integration**; state correct field impression, succinct and accurate verbal report, and appropriate transport decision.

Student Signature _____ Date _____



Emergency Medical Services

Great Falls College MSU

[HOME](#) | [APPLICATION](#) | [FACULTY](#) | [GFC MSU](#) | [MT EMS](#) | [NREMT](#) | [CAAHEP](#) | [COAEMSP](#) |

WANTED: INDIVIDUALS TO SAVE LIVES!

Can you see yourself as a **Paramedic**, working on an ambulance, or at a fire department, maybe as a Flight Medic?

Great Falls College Montana State University's Paramedic Program may have a spot for you. We need individuals that are high in energy, strong minded, good communicators, and most of all caring. Our Paramedic Program offers an A.A.S degree as an EMT Paramedic, with personalized instruction, high end **simulated Hospital** experience, and progressive clinical sites.

GFC MSU Paramedic Program has an outstanding pass rate of the NREMT exam.

For details on how to become a Paramedic student check out the requirements in our application, click on link above "APPLICATION", or in our catalog.

Job Outlook

Employment for EMTs and paramedics is expected to grow faster than the average for all occupations through 2016 (by 19%). Job prospects should be good, particularly in cities and private ambulance services. EMTs and paramedics who have advanced education and certifications, such as Paramedic level certification, should enjoy the most favorable job prospects as clients and patients demand higher levels of care before arriving at the hospital.

NEWS

- **Nationally ACCREDITED Paramedic PROGRAM !!**
- **UMBC CCEMTP SITE**
- **SIMULATED HOSPITAL!!**
 - Montana/region's only institution with a fully functional simulated hospital housing an actual ambulance.
 - Take a virtual tour of the Simulated Hospital and the Great Falls College MSU campus [HERE](#).
- **Inquire about our *EMT-Basic* courses.**
- **Download *Paramedic Application*** Application deadline is June 1st. See application TAB above.

Who to Contact

Joel Henderson

EMS Program Director

PHARMACY TECHNICIAN**PROFESSIONAL CERTIFICATE – Online (except for on-site clinical)**

Program Director: Pam Christianson

As a pharmacy technician, you help licensed pharmacists provide medication and other health care products to patients. Technicians usually perform routine tasks to help prepare medication, such as counting tablets and labeling bottles. They also perform administrative duties, such as answering phones, stocking shelves, and operating cash registers. Any questions regarding prescriptions, drug information, or health matters are referred to the pharmacist. When you complete this program you will have the skills and knowledge required for an entry-level pharmacy technician position and will be prepared to take the national certification exam. Courses are online with an on-site clinical component and can be completed in as little as one, 16-week semester.

JOB OPPORTUNITIES:

About 72 percent of pharmacy technicians work in retail pharmacies that are independently owned or part of a drugstore chain, grocery store, department store, or mass retailer. The other 18 percent are employed in hospitals and a small proportion work in mail-order and Internet pharmacies, offices of physicians, pharmaceutical wholesalers, and the federal government.

The U.S. Bureau of Labor and Statistics predicts the employment of pharmacy technicians to increase by 32 percent from 2006 to 2016, which is much faster than the average for all occupations. The 2008 median hourly wage in Montana was \$13.78/hr with a median annual salary of \$24, 289.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Practice as a qualified, licensed pharmacy technicians working with pharmacists to provide medication and other healthcare products to patients.
- Demonstrate positive work ethic, professionalism and appropriate interpersonal skills whether in a hospital, clinical or retail setting.
- Demonstrate knowledge of medical terminology, pharmacy calculations, ethics, pharmacology and healthcare delivery methods pertaining to pharmacy law, practice and calculations.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|---|-----------|--------------|
| Tuition and Fees | \$ | 3085 |
| Application Fee | \$ | 30 |
| Montana Board of Pharmacy Licensing Fee | \$ | 60 |
| Books/Supplies | \$ | 1129 |
| TOTAL | \$ | 4,304 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

The Great Falls College MSU Pharmacy Tech Program is a limited enrollment program, accepting a 23 of students each year. Interested students are urged to contact the Program Director or the Advising & Career Center Advisors for student advising specific to program admission requirements and criteria for program acceptance.

FALL SEMESTER (PRE-REQUISITE COURSES)

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|---------------------------------------|----------------|------------------|
| AHMS | 144 | Medical Terminology | 3+ | _____ |
| CAPP | 120 | Introduction to Computers | 3+ | _____ |
| HTH | 180 | Pharmaceutical s for Health Providers | 1+ | _____ |
| PHAR | 100 | Intro to Pharm Practice for Techs | 2+ | _____ |
| PHAR | 101 | Pharmacy Calculations | 3+ | _____ |
| WRIT | 122** | Introduction to Business Writing | <u>3+</u> | _____ |
| | | Subtotal | 15 | |

SPRING SEMESTER (PROGRAM COURSE REQUIREMENT AFTER FORMAL ACCEPTANCE)

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------------|----------------|------------------|
| AHMS | 105 | Healthcare Delivery | 2+ | _____ |
| PHAR | 112 * | Pharmacy Practice, Law, & Calc | 4+ | _____ |
| PHAR | 198* | Internship | 4+ | _____ |
| PHL | 221 | Intro to Philosophy & Biomed Ethics | <u>3+</u> | _____ |
| | | Subtotal | 13 | |

TOTAL PROGRAM CREDITS - 28~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.



**GREAT FALLS
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Pharmacy Technician Program

**Student Information and Application Packet
Spring 2014 Intake**

(Applications are subject to change from year to year)

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**GREAT FALLS
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Dear Prospective Pharmacy Technician Student,

Thank you for your interest in the Pharmacy Technician Professional Certificate program here at Great Falls College Montana State University. With the program's inception spring 2010, our college and the local pharmacists on our advisory board were pleased to learn of the interest in this program by hundreds of potential students!

Although the Pharmacy Technician Professional Certificate program is not itself accredited, Great Falls College MSU is accredited by The Northwest Commission on Colleges and Universities as an institution. The program will prepare you to enter the profession and work toward completion of your pharmacy technician certification upon graduation. As a part of the Introduction to Pharmacy Technician Course, you will be expected to complete a "Pharmacy Technician/Technician-In-Training" application in order to work at your chosen clinical sites. Once you complete the program and graduate, you will have approximately 12 months to sit for the Pharmacy Technician Certification Board (PTCB) exam or the Exam for the Certification of Pharmacy Technicians (ExCPT) to become a nationally certified pharmacy technician.* As a graduate of the program, having completed 90 hours of hands-on training split between retail and acute care pharmacies and having successfully passed your certification exam, you will have a competitive advantage over other potential Pharmacy Technician applicants and would likely be hired at a higher wage and have more promotion opportunities due to your education and experience.

The Pharmacy Technician program is available completely online with 90 hours of required clinical experience in pharmacy settings. The pharmacy experience if at all possible is scheduled in pharmacies in or close to your location. The program has a limited enrollment capacity of **twenty-three new students in the spring of each year**. The small class size is advantageous to you as a student, allowing you more individualized attention and more opportunity for hands-on experience as well as a greater opportunity for employment after graduation. The student selection process is done by points, in the event of two students reaching the 23rd spot, having the same point value, then, the first applicant turned in will be chosen. Information regarding the profession, the program, and application materials for spring 2014 entry are enclosed in this packet. **Please read the materials carefully. Only COMPLETE applications will be considered.**

For additional information, answers to specific questions, or to set up an appointment, please contact Pam Christianson at 406) 771-4411 or pamela.christianson@gfmsu.edu Please don't hesitate to contact us.

Sincerely,

Pamela Christianson, CMA (AAMA), CPhT (PTCB), BS
Medical Assisting & Pharmacy Technology Program Director
Great Falls College MSU
2100 16th Ave S
Great Falls, MT 59405
406-771-4411

**Note: National PTCB or ExCPT Certification does not substitute for state licensure through the Montana Board of Pharmacy.*

GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY PHARMACY TECHNICIAN PROFESSIONAL CERTIFICATE

Job description and Occupational Outlook

Pharmacy technicians help licensed Pharmacists provide medication and other health care products to patients. Technicians usually perform routine tasks to help prepare prescribed medication, such as counting pills, verifying prescription information, mixing medications and labeling bottles. They also perform administrative duties, such as answering phones, preparing insurance claims for patients, stocking shelves, taking inventory and operating cash registers. When working in a clinical setting, Pharmacy Techs must work under a Pharmacist's supervision to read charts and prepare medications for patients. Technicians refer any questions regarding prescriptions, drug information, or health matters to a pharmacist. Upon graduation, you will have the skills and knowledge that will enable you to qualify for entry-level positions in pharmacies as well to sit for one of the national certification exams. Courses are online with on-site clinical in pharmacies close to students' homes.

About 75 percent of Pharmacy Technician jobs are in retail pharmacies, either independently owned or part of a drugstore chain, grocery store, department store, or mass retailer. About 20 percent of jobs are in hospitals and about 5 % are in mail-order and Internet pharmacies, offices of physicians, pharmaceutical wholesalers, or with the Federal Government. Employment of pharmacy technicians is expected to increase by 32 percent from 2006 to 2016, which is much faster than the average for all occupations. The median salary in Montana in 2010 was \$13.78/ hr. with a median annual salary of \$24,289.

Educational Program Description

The Great Falls College MSU Pharmacy Technician Professional Certificate program is a limited enrollment program accepting up to 23 students each spring semester. Interested students must complete a current application to the program (**separate from the institution application**) for acceptance and are urged to contact Student Central, Advising and Career Center staff or the Program Director for student advising specific to program admission requirements.

Following acceptance to the program, Pharmacy Technician program students will receive their training through a variety of methods including online discussions, practice in mock procedures, and actual clinical experience in pharmacies in their local communities. All Pharmacy Technician program coursework must be completed with a "C-" or better and must be either completed prior to, or concurrently with PHAR 198 Internship, to continue in and/or graduate from the program. Students must arrange their own clinical sites and schedules with the assistance of their instructor. Program fees do not cover certification examination, transportation or lodging costs (if necessary) during clinical practice. Students will be required to arrange and pay for their transportation and lodging for their clinical experiences. There may also be additional immunization requirements beyond the initial ones required with the college application depending on the clinical site.

Pharmacy Technician Program Characteristics/Expectations

You can expect to commit to a busy semester when accepted into the Pharmacy Technician Professional Certificate program at Great Falls College MSU (GFC MSU). One of the first things you will be expected to do following acceptance in to the program is to attend a mandatory orientation in person or via teleconference. When the semester begins it will be important for you to remember that most online courses include assignments that require you to prioritize and dedicate time to program course work, clinical experiences and any other program requirements that may arise. It will be necessary at times for you to be able to balance your coursework deadlines with family, social and work obligations. Students should expect to log in to their courses regularly, several times each week to ensure they receive all communications from instructors in a timely manner and keep up with course requirements.

There are a variety of learning activities within the program which make for an exciting and challenging experience. You should read assigned material and complete any other assignments online. A good rule of thumb is that for every class hour, a student will spend *at least* 2 hours outside of class in preparation for class and/or completion of assignments. A full-time load for college students is 12 credits and a 14 or 15 credit load is equivalent to working a full-time 40 hour a week job.

Pharmacy Technician Program Expenses

The Pharmacy Technician program is a relatively inexpensive program. However, students should begin planning early for financial aid or other arrangements to meet their educational needs. Beyond tuition and fees, students will be required to purchase the following:

- Books and classroom & clinic supplies (approx. \$500)
- Montana Board of Pharmacy - Pharmacy Technician in Training Application (\$60.00)
- Certification examination fee (approx. \$129)
- Medical liability insurance
- Budgeted time for clinical experience and class work
- Transportation and lodging at distant clinical experience sites, if applicable

Note: Students must arrange their own clinical sites with the assistance of the instructor.

Admission to Great Falls College MSU

Students must be admitted to the College and in good academic standing prior to the submission of the Pharmacy Technician program application. Applications will not be reviewed until applicants have been admitted to GFC MSU.

Acceptance to GFC MSU requires a completed admissions application file, which may be obtained by visiting the campus, calling the College (406) 771-4300 or 1-800-446-2698, or downloading it from the institution's website, www.gfcmsu.edu (select **Admissions & Records** then **Forms** then **Application for Admission**.)

Student Health Insurance

Program students entering the Pharmacy Technician program are strongly advised to carry their own medical insurance. Students will be financially responsible for their health care if they become ill or injured in the clinical setting.

All GFC MSU students enrolled for 6 or more credits are required to have health insurance. For students without coverage, GFC MSU offers a program developed especially for students by Blue Cross & Blue Shield

of Montana. This plan provides coverage for injuries and illnesses, on or off campus. Coverage includes hospitalization, maternity, prescription drugs, surgical services, emergency room charges, and immunizations among others. Please contact Student Central for more information.

Student Central
Great Falls College MSU
Phone – 406-771-4414

Eligibility for Admission to the Pharmacy Technician Professional Certificate Program

All eligibility forms and documents are enclosed in the Pharmacy Technician Information and Application Packet.

To be eligible to apply for admission into the Pharmacy Technician Program, applicants must:

- Be admitted to GFC MSU and be currently in good standing
- Complete all prerequisite coursework with a minimum grade of “C-“ in each course.
- Students who apply to the Pharmacy Technician Professional Certificate program must have already have successfully completed (“C-“ or better) **M 065—Pre-Algebra**, or have tested into **M 090—Introductory Algebra or higher**.
- Prerequisite coursework can be taken at other institutions, but it is the applicant’s responsibility to confirm those courses are equivalent to the program’s prerequisites and are transferable to this institution.
- Current students may apply during the fall semester before the spring intake. They can apply before finishing their prerequisites and maybe be considered for conditional acceptance if space is available. Final determination will be made after satisfactory completion of the prerequisite courses.
- Must be at least 18 years of age and have a high school diploma or equivalency certificate.

Program Admission Process

The Pharmacy Technician Program admissions committee will review only completed application packets and uses established admissions criteria to rank applicants for admission. The Application Evaluation form used by the committee is enclosed. Criteria for selection emphasize academic performance in prerequisite course work.

The priority deadline for applications to the Pharmacy Technician Program is November 1, 2013. Completed Program Application Packets may be hand delivered to the Health Science Program Assistant or mailed to the College. Applications will be date/time stamped upon receipt.

Contact Information:

Emily Peterson
Health Science Program Assistant
emily.peterson@gfcmsu.edu
406-771-4350 or 1-800-446-2698

Mailing address:

Pharmacy Technician Program Admissions Committee
Great Falls College MSU
2100 16th Ave S

Please send all application items as a complete packet. Items sent separately and a random are easily lost or misfiled. We are not responsible for any late, lost or misfiled information. Please only send required documentation as other supplemental items will be discarded.

- **Priority Application Due Date: November 1, 2013**
- It is the applicant's responsibility to ensure that all requirements are met by the established deadline. Deadlines, guidelines, and policies apply equally to all students; thus, there can be no exceptions. Only students in Good Academic Standing will be eligible for program acceptance.
- GFC Pharmacy Technician program does not maintain a waiting list. Applicants must reapply each year.

Notification of Acceptance

Students will be notified of acceptance into the Program by November 30, 2013. Accepted students will be required to provide proof of required immunizations before the start of spring semester. If slots not filled in 1st selection process, applications may be accepted until Dec 1.

Accepted students must return their Intent to Enroll by December 15, 2013 and attend a Mandatory Orientation online (when available). Details will be provided in acceptance letters for accepted students.

Information Regarding Transferable Courses

Coursework taken at other educational institutions may be designated as equivalent courses for Great Falls College MSU. For a current listing of approved equivalent courses, visit the Transfer Guide under Student Information at: https://atlas.montana.edu:9001/pls/gfagent/hwzkxfer.p_selstate

If you have additional questions about transferability of courses, send a written request for evaluation of your prior transcript to the Registrar at Great Falls College MSU. Please include appropriate course descriptions and official transcripts from former colleges with your request for evaluation.

Pharmacy Technician Professional Certificate Curriculum

Students who apply to the Pharmacy Technician Professional Certificate program must have already have successfully completed (B- or better) **M 065—Pre-Algebra**, or have tested into **M 090—Introductory Algebra**.

FALL SEMESTER (PRE-REQUISITE COURSES)

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--------------------------------------|----------------|------------------|
| AHMS | 144 | Medical Terminology ____ | 3+ | _____ |
| CAPP | 120 | Introduction to Computers | 3+ | _____ |
| HTH | 180 | Pharmaceuticals for Health Providers | 1+ | _____ |
| PHAR | 100 | Intro to Pharm Practice for Techs | 2+ | _____ |
| PHAR | 101 | Pharmacy Calculations ____ | 3+ | _____ |
| WRIT | 122** | Introduction to Business Writing | <u>3+</u> | _____ |
| | | Subtotal | 15 | |

SPRING SEMESTER (PROGRAM COURSE REQUIREMENT AFTER FORMAL ACCEPTANCE)

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|---|----------------|------------------|
| AHMS | 105 | Healthcare Delivery | 2+ | _____ |
| PHAR | 112 * | Pharmacy Practice, Law, & Calc | 4+ | _____ |
| PHAR | 198* | Internship | 4+ | _____ |
| PHL | 221 | Intro to Philosophy & Biomedical Ethics | <u>3+</u> | _____ |
| | | Subtotal | 13 | |

TOTAL PROGRAM CREDITS - 28~

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.

+ A grade of "C-" or above is required for graduation * Indicates prerequisites needed **Placement in course(s) is determined by placement assessment

Equal Opportunity Policy

Great Falls College Montana State University is committed to the provision of equal opportunity for education, employment, and participation in all College programs and activities without regard to race, color, gender, marital status, disability, age, disadvantage, religion, political affiliation and/or national origin.

The College's Equal Opportunity Officers are the Executive Director of Human Resources and the Associate Dean of Student Services, 2100 16th Avenue South, Great Falls, MT 59405. Telephone: 406-771-4300.

GFC MSU Pharmacy Technician Program

APPLICATION PACKET COVER & CHECK-OFF SHEET

NAME _____

ADDRESS _____

CITY _____ ST _____ Zip Code _____

TELEPHONE (Home) _____ (Cell/Other) _____

E-Mail ADDRESS _____

STUDENT ID NUMBER _____

Note: Turn all application materials in **at one time** so as not to risk misplacement of any items. **Incomplete applications will not be reviewed for Pharmacy Technician Program slots.**

Check-off List (please check off all completed)

| √ | Items |
|---|--|
| | Completed Admissions File A completed admissions file includes a completed application, payment of the \$30 application fee (if applicable), copies of high school/GED transcripts or diplomas, proof of MMR shots, and completion of placement testing or submit official college transcript(s) verifying placement. Complete admissions files will be verified by the registrar's office and applicants with incomplete files will not be admitted to the program. Students are encouraged to check with the admissions office to confirm that their admissions file is complete. |
| | In Good Academic Standing All students must be in good academic standing which means they are not on academic probation OR academic probation continued, OR academic suspension. Good academic standing will be verified by the registrar and any applicants who are not in good academic standing will not be admitted to the program. Students are encouraged to check with the registrar's or admissions office to confirm that they are in good academic standing. |
| | Have completed with a B- or better M 065 Pre-Algebra or tested into M 090 Introductory Algebra |
| | At least 18 years of age and have a high school diploma or equivalency certificate. |
| | Application Packet Cover & Check-Off Sheet (page 9) |
| | Great Falls College MSU Student Immunization and Verification Form * (page 10) |
| | Official Transcripts for all completed post-secondary education/certification's or degrees (Send official transcripts to GFC MSU Registrar – no need to include in packet) |
| | Signed copy of the Pharmacy Technical Standards form (page 11) |
| | Application Evaluation (complete form for submission) (page 12) |

**It is ideal to have your TB and Hepatitis B Vaccinations completed when submitting the application. It is absolutely necessary that it be started prior to entering clinical in the spring semester.*

Great Falls College MSU Student Immunization and Verification Form

Name _____ Male _____ Female _____

Address _____ City _____ Zip _____

Program of Study _____ Phone # _____

Email Address: _____

IMMUNIZATIONS: PLEASE LIST DATES

Measles, Mumps, Rubella _____ TD _____ (within last 7-10 years)

Hepatitis B Series (proof of test results required) 1) _____ 2) _____ 3) _____

TB (proof of test results required) _____ positive _____ negative _____ Time _____

Date completed ___1st _____ 2nd _____ (two-step TB test required)

Varicella (Proof of Chicken Pox or Vaccination date) _____

Influenza Vaccine _____ (required)

VERIFY THE FOLLOWING....

| | YES | NO | Initials |
|---|-----|----|----------|
| CPR for Health Care Providers verification , completed and current upon admission: Online courses not accepted. (Photocopy of certification card, sides, showing expiration and instructor's signature). | | | |
| I have read the Technical Standards Sheet for the program of application. | | | |
| I have provided proof of all immunizations or test results required. | | | |



Technical Standards for the Pharmacy Technician Program

To successfully complete the Pharmacy Technical Program, students must demonstrate their competency in carrying out tasks necessary for safe and effective practice in the field, including:

- Effectively communicate patient information in a culturally sensitive matter.
- Move bulk quantities of supplies for storage.
- Safely and accurately handle pharmaceutical medications.
- Discern shades of colors; distinguish markings on tablets/capsules.
- Respond appropriately to patients' and other health care workers' questions, requests, and directions.
- Perform entry data tasks and acquire information using available technology.
- Distinguish fine print on various medication labels.
- Operate and manipulate equipment effectively.
- Accurately calculate dosages from instructions given.
- Respond to emergencies consistently, accurately, and quickly.
- Maintain professional manner and decorum regardless of times pressure or frequent interruptions often present in the pharmacy settings.
- Accurately perform mathematical calculations.
- Demonstrate understanding and adhere to professional standards of pharmacy technician.

I understand that I will be expected to demonstrate competency in the technical standards stated above in order to successfully complete the program.

Student Signature _____

Date _____



Pharmacy Technician Program APPLICATION EVALUATION for spring 2014

NAME _____

Eligibility Assessment: (Place "Y" in blank to indicate requirement has been met)

- Admitted to Great Falls College MSU
In Academic Good Standing at GFC
Each Prerequisite course completed with a minimum grade of "C-"
Have completed with a B- or better M 065 Pre-Algebra or tested into M 090 Introductory Algebra
It is ideal to have your TB and Hepatitis B Vaccinations completed when submitting the application.
Must be at least 18 years of age and have a high school diploma or equivalency certificate.

Admissions Criteria Score: Performance in Prerequisite Courses (60 points possible)

(Grade of A= 4 pts, A- 3.7 pts, B+ 3.3 pts, B=3 pts, B- 2.7pts, C+ 2.3 pts, C=2 pts, and C- 1.7 pts)

Table with 7 columns: Course #, Course Title, Grade, Points, Credit/Weight, Points. Rows include AHMS 144, CAPP 120, HTH 180, PHAR 100, PHAR 101, WRIT 122.

Total Prerequisite score _____

Performance in Additional Coursework (20 points possible)

(Grade of A= 4 pts, A- 3.7 pts, B+ 3.3 pts, B=3 pts, B- 2.7pts, C+ 2.3 pts, C=2 pts, and C- 1.7 pts)

Table with 7 columns: Course #, Course Title, Grade, Points, Credit/Weight, Points. Rows include AHMS 105, PHL 221.

Total Additional Coursework score _____

TOTAL APPLICATION SCORE (80 points possible) _____

In case of a tie at the raw point level, the tie-breaking criteria submission date/time.

Pharmacy Technician/Assistant

Program Level - Undergraduate certificate

Program Length - 1 years

COST

Q. How much will this program cost me?*

A. Tuition and fees: \$3,167

Books and supplies: \$1,042

On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *

Private education loans: *

Institutional financing plan: *

* Less than 10 graduates received loans. Median amounts are withheld to preserve the confidentiality of the loan recipients.

The school has elected to provide the following additional information: 60% of program graduates used loans to help finance their costs for this program.

SUCCESS

Q. How long will it take me to complete this program?


A. The program is designed to take 1 years to complete. Of those that completed the program in 2012-2013, 60% finished in 1 years.

Q. What are my chances of getting a job when I graduate?

A. The job placement rate for students who completed this program in 2012-2013 is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

 For additional information related to this program and/or the information provided above, [click here](#).

Date Created: 1/24/2014

PHYSICAL THERAPIST ASSISTANT**ASSOCIATE OF APPLIED SCIENCE DEGREE**

Program Director: Brad Bechard

Program Faculty: Lisa Machuga

The formal portion of the Physical Therapist Assistant (PTA) program begins fall semester with a limited enrollment of 20 students. There are 32 credits of pre-requisite courses which may take one year or longer to complete. All pre-requisite coursework must be completed with a grade of "C-" or higher and a minimal GPA of 2.5 or higher. The student must apply for acceptance into the formal portion of the PTA program and be accepted. A grade of "76%" "C-" or "pass" is required for all coursework within the PTA program after formal acceptance.

The formal portion of the PTA program is challenging and consists of fall, spring, and summer semesters; taking one full year. This time includes built-in clinical experiences which may or may not be in the Great Falls area. Upon completion of the PTA program, the graduate is prepared to take the National Physical Therapist Assistant Examination (NPTAE) provided by the Federation of State Boards of Physical Therapy and must receive a passing score in order to become a licensed PTA. Licensure is required to practice as a physical therapist assistant in Montana and is overseen by the State of Montana Board of Physical Therapy Examiners.

The PTA program is designed to graduate individuals who are knowledgeable, competent, self-assured, adaptable, and service-oriented patient/client care providers performing their duties within the ethical and legal guidelines of the physical therapy profession as an entry-level PTA having successfully passed the NPTAE. Graduates are prepared to work in a variety of healthcare settings including acute care, outpatient, rehabilitation, and extended care.

The Great Falls College Montana State University Physical Therapist Assistant program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

OUTCOMES: GRADUATES ARE PREPARED TO:

- Demonstrate a combination of critical thinking skills, intervention, documentation, patient safety awareness, confidentiality, and ethical guidelines under the direction and supervision of a licensed physical therapist as outlined in the Guide to Physical Therapy Practice.
- Effectively demonstrate in the areas of education, communication, and provision of skilled interventions towards various special populations in regards to their cultural and individual needs.
- Address an area of need within the PTA scope of practice utilizing audio/visual aids and demonstration to accommodate different learning styles of the patient or community.
- Apply mathematical/statistical knowledge to help augment learning experiences through current healthcare literature and research studies.
- Display a commitment to lifelong learning, ongoing professional development, and high quality care in the realm of physical therapy practice.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|---------------|
| Tuition and Fees | \$ | 7726 |
| Application Fee | \$ | 30 |
| Insurance | \$ | 23 |
| Course Fees | \$ | 820 |
| Program Fee | \$ | 123 |
| Books/Supplies | \$ | 2582 |
| TOTAL | \$ | 11,304 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium

rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

Background in basic sciences and proficiency in keyboarding are essential to success in the Physical Therapy Assistant Program.

Prior to fall admission into the PTA program students must:

- Have completed high school physics AND chemistry with a "C-" or better (students without high school coursework in these areas should consult the PTA Program Director as to the appropriate college courses needed to meet this requirement)
- Provide proof of keyboarding must be completed at the high school or collegiate level with a "C-" or better. If these courses are to be taken at the collegiate level, contact the PTA program director to assure that you take the appropriate course/courses to meet the requirements for admission to the formal PTA program.
- Be admitted to GFC MSU and be in good academic standing. Application information may be acquired at the College, or by calling Student Central at (406) 771-4414 or toll free at 1-800-446-2698 or via the Internet at <http://www.gfmsu.edu>
- Complete 40 hours or more of observation with a licensed physical therapist or physical therapist assistant. Please note that higher point values for admission to the PTA Program are awarded at 10 hour intervals. Refer to section "Observation Hours" in the application packet.
- Earn a Grade Point Average of 2.5 or higher on pre-requisite courses
- Earn a grade of "C-" or higher in all pre-requisite courses.

The Great Falls College PTA Program is a limited enrollment program, accepting a restricted number of students each year. Interested students are urged to contact the PTA Program Director or Advising and Career Center Advisors for student advising specific to admission requirements and criteria for program acceptance.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|-------------------------------|---------|-----------|
| COLS | 103 | Becoming a Successful Student | 1+ | _____ |

PREREQUISITE COURSES

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|--------------------------------------|---------|-----------|
| AHMS | 144 | Medical Terminology | 3+ | _____ |
| AHPT | 105 | Intro to Physical Therapy Assisting | 3+ | _____ |
| BIOH | 201** | Human Anatomy & Phys I Lecture/Lab | 4+ | _____ |
| BIOH | 211* | Human Anatomy & Phys II Lecture/Lab | 4+ | _____ |
| COMX | 111 | Intro to Public Speaking OR | | |
| COMX | 115 | Intro to Interpersonal Communication | 3+ | _____ |
| M | 121** | College Algebra OR | | |
| | | any math course in the MUS Core | 3+ | _____ |
| PSYX | 100 | Introduction to Psychology | 3+ | _____ |
| PSYX | 230 | Developmental Psychology | 3+ | _____ |
| SOCI | 101 | Introduction to Sociology | 3+ | _____ |
| WRIT | 101** | College Writing I | 3+ | _____ |
| | | Subtotal | 32 | _____ |

(CONTINUED ON NEXT PAGE)

PHYSICAL THERAPIST ASSISTANT (CONT)**ASSOCIATE OF APPLIED SCIENCE DEGREE****Program Course Requirements after Formal Acceptance****FALL SEMESTER**

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--|----------------|------------------|
| AHPT | 101* | Physical Therapist Assisting I/Lab | 5† | _____ |
| AHPT | 205* | Anatomy & Kinesiology for the PTA/Lab | 6+ | _____ |
| AHPT | 206* | Pathophysiology for the PTA | 3+ | _____ |
| AHPT | 210* | Clinical Experience I (4-week) ~ 160 hours | 3+ | _____ |
| AHPT | 218* | Therapeutic Exercise for the PTA | <u>2±</u> | _____ |
| | | Subtotal | 19 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---|----------------|------------------|
| AHPT | 201* | Physical Therapist Assisting II/Lab | 5+ | _____ |
| AHPT | 213* | Neurorehabilitation for the PTA/Lab | 6† | _____ |
| AHPT | 215* | Introduction to Orthopedics/Lab | 4† | _____ |
| AHPT | 220* | Clinical Experience II (4-week) ~ 160 hours | <u>3†</u> | _____ |
| | | Subtotal | 18 | |

SUMMER SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--|----------------|------------------|
| AHPT | 225* | Seminar & Project in PTA | 2† | _____ |
| AHPT | 230* | Clinical Experience III (9-week) ~ 360 hours | <u>6†</u> | _____ |
| | | Subtotal | 8 | |

TOTAL PROGRAM CREDITS – 77 ~

~ Many students need preliminary math, science and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

A grade of 76% or better is required to pass each class within the professional phase of the program.

Physical Therapist Assistant Program



**GREAT FALLS
COLLEGE**

**MONTANA STATE
UNIVERSITY**

Student Information & Application Packet Fall 2014 Enrollment

(Application is subject to change year to year)

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Dear Prospective Physical Therapist Assistant Student,

I am thrilled that you are interested in the Great Falls College Montana State University's (GFC MSU) Physical Therapist Assistant Program. Physical therapy is a wonderful profession. As a physical therapist for over ten years, I have found it to be a very challenging and rewarding career.

Physical Therapist Assistants (PTAs) work closely with the physical therapist (PT) and with many other healthcare providers. PT and PTAs are dedicated to using their knowledge, expertise, and compassion in the treatment and prevention of disease processes affecting an individual's function. Observing either a PT or PTA is a necessary and essential part of learning about the physical therapy profession. The experience will give you a better understanding of the commitment needed to be successful during your education in the physical therapist assistant program and ultimately in the profession.

Great Falls College MSU's Physical Therapist Assistant Program has a limited enrollment capacity. **Twenty new students are enrolled in the fall of each year.** The small size is advantageous to our students, allowing more individualized attention and a greater amount of hands-on experience. Of course, with all advantages there are disadvantages. Limited enrollment lends itself to a competitive student selection process. It is important to review and understand our selection process when exploring this area of study.

Information about the profession, the program itself, and application materials for **Fall 2014** entry are enclosed. **Please read these materials carefully.** For additional information, answers to specific questions, a campus tour, or to set up an appointment, please contact Student Services at (406) 771-4414 or Brad Bechard PT, DPT, Physical Therapist Assistant Program Director at (406) 771-5134. Information can also be found at www.gfcmsu.edu.

With increasing life expectancy and improved medical technology, access to physical therapy services is more important than ever. Making a commitment to becoming a physical therapy professional will not prove to be just a job, but a lifelong fulfilling career. I want to thank you for your interest in the Physical Therapist Assistant Program; hopefully the following information will enlighten you about our program and the profession.

Sincerely,



Brad Bechard, PT, DPT

Director, Physical Therapist Assistant Program

PTA Program Director Contact Information:

Brad Bechard, PT, DPT
Director, Physical Therapist Assistant Program
Great Falls College MSU
2100 16th Avenue South
Great Falls, MT 59405
Office: A214
Ph: (406) 771-5134
Fax: (406) 771-4317
bradley.bechard@gfcmsu.edu

What is Physical Therapy?

Physical Therapy is the care and services provided by or under the direction and supervision of a physical therapist. More than 750,000 individuals are treated every day in the United States. The practice of physical therapy consists of diagnosing and managing movement dysfunction by enhancing physical and functional abilities. It consists of clinical applications that help to alleviate pain, prevent the onset or progression of limitations or disability, and prevent changes in health status that occur as a result of disease, disorders, conditions and injuries. Physical therapy interventions can also restore health, maintain overall wellness, improve fitness, and provide quality of life as it relates to movement and health.

7 Core Values of Professional Conduct in Physical Therapy:

- Accountability
- Altruism
- Compassion/Caring
- Excellence
- Integrity
- Professional Duty
- Social Responsibility

Who is the Physical Therapist Assistant?

Physical therapist assistants (PTAs) provide physical therapy services under the direction and supervision of a physical therapist. PTAs help people of all ages who have medical problems, or other health-related conditions that limit their ability to move and perform functional activities in their daily lives. PTAs work in a variety of settings including hospitals, private practices, outpatient clinics, home health, nursing homes, schools, sports facilities, and more. PTAs must complete a 2-year associate of applied science degree and are licensed, certified, or registered in most states. Care provided by a PTA may include teaching patients/clients exercise for mobility, strength and coordination, training for activities such as walking with crutches, canes, or walkers, massage, and the use of physical agents and electrotherapy such as ultrasound and electrical stimulation.

The PTA contributes to society and the PT profession through the provision of physical therapy services, teaching, and administration.

Physical Therapist Assistant Program Goals and Objectives:

The Physical Therapist Assistant program is designed to graduate individuals who are knowledgeable, competent, self-assured, adaptable, and service-oriented patient/client care providers performing their duties within the ethical and legal guidelines of the physical therapy profession as entry-level physical therapist assistants having successfully passed the National Physical Therapist Assistant Examination (NPTAE). Graduates from the program are prepared to work in a variety of healthcare settings including acute care, outpatient, rehabilitation, and extended care.

Following graduation from the PTA program, students will have accomplished these 5 objectives:

- 1. Demonstrate a combination of critical thinking skills, provision of skilled interventions, documentation, patient safety awareness, confidentiality, and ethical guidelines under the direction and supervision of a licensed physical therapist as outlined in the Guide to Physical Therapy Practice.**
- 2. Effectively demonstrate in the areas of education and communication towards various special populations in regards to their cultural, community, and individual needs.**

3. **Address an area of need within the PTA scope of practice utilizing demonstration, audio and visual aids to accommodate different learning styles of the patient or community.**
4. **Apply mathematical knowledge to help augment learning experiences through current healthcare literature and research studies.**
5. **Display a commitment to lifelong learning, ongoing professional development, and high quality care in the realm of physical therapy practice.**

Mission and Philosophy of the Physical Therapist Assistant Program:

Mission

The PTA program of Great Falls College MSU will provide students with quality education, using didactic and clinical experiences to assist students in becoming competent and confident entry level physical therapist assistants, who will perform their duties within the ethical and legal guidelines of the profession.

Philosophy

All students, regardless of race, creed, color, age, or gender, have a right to an education that stimulates their curiosity and challenges their intellect. The faculty of the PTA program is committed to student success, and pursuit of excellence within the educational environment. Students will be encouraged to embrace the concept that learning is a lifetime experience, as well as a critical component of their continued professional development in the field of health care delivery.

History of PTA Program at Great Falls College:

From 1996 - 2003, Great Falls College MSU offered the only physical therapist assistant postsecondary education program in Montana graduating six classes. From 2003 to 2007, the PTA program was in a state of moratorium. Due to high demand in Montana for the physical therapist assistant in the workforce, the program has been reactivated.

Following an on-site visit, the Physical Therapist Assistant (PTA) Program at Great Falls College MSU was reinstated and has earned accreditation from the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association (APTA) in April of 2009. The next on-site visit will occur in 2019.

CAPTE can be contacted as follows: Commission on Accreditation in Physical Therapy Education, 1111 North Fairfax Street, Alexandria, Virginia 22314, accreditation@apta.org, (703) 684-2782 or (703) 706- 3245.

Program Cost:

Costs are subject to change. The below information is based on the 2013-14 Academic Year. Costs are estimates only. Costs include listed specific pre-requisite courses and requirements after formal acceptance into the PTA Program. It DOES NOT include costs associated with obtaining courses equivalent to high school physics, chemistry, or keyboarding, any repetition of courses, or any courses needed to build-up skills in Math and English so the student can take the required courses in these two subjects. Appropriate attire, transportation costs, room and board, relocation costs to Great Falls for class work and other locations for clinical experiences including room and board, immunizations, and costs associated with the national board exam are not included in the below costs. There may be other costs not included in this list.

Tuition (in-state) and Fees

\$7726.00

| | |
|---------------------|-------------------|
| Insurance | 23.00 |
| Application Fee | 30.00 |
| Course/Program Fees | 943.00 |
| Book / Supplies | 2582.00 |
| TOTAL | \$11304.00 |

Information on student scholarships and financial aid is provided by the Office of Financial Aid: (406) 771-4334 or 1-800-446-2698. Please refer to the College catalog for complete information available online at <http://www.gfcmsu.edu/>.

PTA Program Requirements Prior to Admission:

Prior to being considered for admissions into the program:

- Have completed high school physics AND chemistry with a “C-“ or better (students without high school coursework in these areas should consult the PTA Program Director as to the appropriate college courses needed to meet this requirement)
- Provide proof of keyboarding completed at the high school or collegiate level with a “C-” or better. If these courses are to be taken at the collegiate level, contact the PTA program director to assure that you take the appropriate course/courses to meet the requirements for admission to the formal PTA program.
- Be admitted to GFC MSU and be in good academic standing. Application information may be acquired at the office, or by calling Student Central at (406) 771-4414 or toll free at 1-800-446-2698 or via the Internet at <http://www.gfcmsu.edu/>.
- Complete 40 hours or more of observation with a licensed physical therapist or physical therapist assistant. Please note that higher point values for admission to the PTA Program are awarded at 10 hour intervals. Refer to section “Observation Hours” in this packet.
- Earn a Grade Point Average of 2.5 or higher on pre-requisite courses
- Earn a grade of “C-” or higher in all pre-requisite courses.

Additional Steps for PTA Program Application:

- A representative from the Registrar’s office will be involved in verifying grades, transcripts, and compiling the scoring process of this program.
- Submit official high school transcript or HiSET (GED), and college transcripts, to the Registrar (**Please ensure all transcripts which are required to prove completion of prerequisite courses have been submitted to the Registrar’s Office**). If completing spring or summer courses, final transcripts will need to be sent. You are NOT required to send transcripts from GFC MSU as we have access to these.
- Send official transcripts to:
Dena Wagner-Fossen, Registrar
Great Falls College MSU
2100 16th Avenue South
Great Falls, MT 59405
- Only students in Good Academic Standing will be eligible for program acceptance.
- Course work will be evaluated as follows: **Anatomy/physiology courses need to be taken within 5 years of application to the program and all other courses need to be taken within 15 years of application to the program.** Program directors at their discretion may accept courses that are older than the 5 years for Anatomy/physiology courses and/or the 15 years for

pre-requisite courses. Students may be asked to take a placement test to determine if their Math and English skills are at the appropriate level for the program.

- For applicants, who have taken courses multiple times; the most recent verifiable grade will be used for scoring /GPA calculations.
- Points and GPAs will be calculated by the Registrar’s Office and grade points will be calculated using the current catalog criteria which includes +/- weighing. **See page 12 for grade breakdown.**
- For students who have taken a higher level course than the pre-requisite course requirement, he/she may utilize the grade for that course for admissions purposes if the grade is higher than that of the required course.
- For students, who have Tech Prep (TP) credits, the student’s high school transcript will be evaluated. If the TP course was a semester course, then that grade will be used in scoring/GPA. If the TP course was a yearlong course, then the two semester grades will be averaged to get a final grade for scoring/GPA calculations.
- For students, who have been awarded credit for successful performance in subject examinations of the CLEP or DSST programs, the credits will be accepted, however there is no grade for calculation for scoring or GPA. In this situation, the total points will convert to percentages for ranking.
- For students, who have been awarded credit for successful performance in subject examinations of the AP program, the credits will be accepted for scores of 3, 4 or 5, however there is no grade for calculation for scoring or GPA. In this situation, the total points will convert to percentages for ranking.
- For students, who have been awarded credit for Experiential Learning, the credits will be accepted for Passing (P) grades, however there is no grade for calculation for scoring or GPA. In this situation, the total points will convert to percentages for ranking.
- For students, who have additional educational attainment, the Registrar’s Office will verify degrees awarded from official transcripts.
- Admission will constitute the top 20 completed applicants with the highest percentage of total points earned.
- In case of a tie, this is the tie breaking criteria:
 1. Highest subtotal GPA within Anatomy and Physiology classes
 2. Highest prerequisite GPA
 3. Highest total observation hours recorded

Physical Therapist Assistant Program Curriculum:

High school level or college equivalent courses are required in Chemistry, Physics, and keyboarding with a C- or higher.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT
COLS 103 Becoming a Successful Student 1 credit

Prerequisite Courses

| Course No. | Course Title | Credit |
|-------------------|---------------------|---------------|
| AHMS 144 | Medical Terminology | 3 |

| | | |
|------------|--|---|
| SOCI 101 | Introduction to Sociology | 3 |
| BIOH 201** | Human Anatomy & Phys I Lecture/Lab | 4 |
| BIOH 211* | Human Anatomy & Phys II Lecture/Lab | 4 |
| COMX 115 | Intro to Interpersonal Communication OR | |
| COMX 111 | Intro to Public Speaking | 3 |
| WRIT 101** | College Writing I | 3 |
| M121** | College Algebra OR | |
| | Any math course in the MUS Core | 3 |
| PSYX 100 | Introduction to Psychology | 3 |
| PSYX 230 | Developmental Psychology | 3 |
| AHPT 105 | Intro to Physical Therapy | 3 |

Subtotal: 32

Fall Courses

| Course No. | Course Title | Credits |
|------------|------------------------------------|---------|
| AHPT 101* | Physical Therapist Assisting I/Lab | 5 |
| AHPT 205* | Anatomy and Kinesiology /Lab | 6 |
| AHPT 206* | Pathophysiology for the PTA | 3 |
| AHPT 218* | Therapeutic Exercise for the PTA | 2 |
| AHPT 210* | Clinical Experience I (4-week) | 3 |

Subtotal: 19

Spring Courses

| Course No. | Course Title | Credits |
|------------|-------------------------------------|---------|
| AHPT 201* | Physical Therapist Assisting II Lab | 5 |
| AHPT 213* | Neurorehabilitation for the PTA Lab | 6 |
| AHPT 215* | Introduction to Orthopedics/Lab | 4 |
| AHPT 220* | Clinical Experience II (4-week) | 3 |

Subtotal: 18

Summer Courses

| Course No. | Course Title | Credits |
|------------|----------------------------------|---------|
| AHPT 225* | Seminar & Project in PTA | 2 |
| AHPT 230* | Clinical Experience III (9-week) | 6 |

Subtotal: 8

TOTAL PROGRAM CREDITS – 77 ~

* Indicates prerequisites needed

** Indicates placement in course(s) is determined by placement test ~Many students need preliminary math, English and biology courses before enrolling in the program requirements.

Observation Hours:

Students are required to complete a minimum of 40 observation hours. Observation must occur with a licensed physical therapist or physical therapist assistant. This observation should be completed **in at least two or more different practice settings. At least 10 hours need to be in an acute, rehab, or sub-acute environment.** Please contact the program director if you have questions. Suggestions to help you to meet this requirement:

- Request a list of clinical sites from the PTA Program Director if needed. Most facilities are willing to allow prospective physical therapist assistant students to observe their physical therapy practice. Any facilities can be contacted and asked if they would be willing to allow you to observe.
- Select several sites and telephone them early in the day- between 8:00 and 8:30 am. This is usually the best time to speak with them. Have your calendar available with possible dates and times that will work for your schedule. Please remember, you will need to be flexible and accommodate their schedules. **DO NOT** automatically expect to observe the day you contact them.
- **When you visit the site, dress professionally casual (no jeans).** Wear comfortable shoes with no open toe, no or minimal fragrances, and minimal jewelry. Remember, you are in a professional environment!
- Provide your healthcare professional with the Observation Form with the upper portion completed. When you have completed your hours at that site, the professional you're observing will need to fill-out a portion of this form and sign it. It will then need to be signed by the healthcare professional on the form and over the seal of the envelope and submitted with your PTA Program Application. The Observation Form may be copied if needed or additional copies can be obtained on the College website at www.gfcmsu.edu under the PTA Program section.
- Remember, as you are observing, they are also observing you!
- We suggest that during or shortly after you have completed each observation that you take the time to jot down your impressions of the experience. This may include your thoughts, diagnosis observed, what was good or bad, etc.
- **DO NOT WAIT** to obtain observation hours. Practicing Physical Therapists and Physical Therapist Assistants are busy people, so fit in the observation time when you can and early.
- Finally, you may want to send out a thank you note to the healthcare professional for taking time out of their schedule to assist with your educational experience.

Optional Experiences to Earn Additional Points:

- Additional points may be earned through employment within a healthcare field that involves direct patient contact or billing/coding services.
- Additional points may be earned through employment or volunteer in a fitness environment as a trainer working with clients on various exercise programs or instructor, including such experiences in coaching.
- The applicant must include a letter substantiating hours of employment as a healthcare worker or employment in a fitness environment within the community. The letter must be from a direct supervisor in order to receive points in the application process. Hours worked, the description/nature of the work, and dates must be included. **This letter must be signed by the supervisor across the back outside seal of the envelope and submitted with the applicant's application.**
- Contact the PTA Program Director for any questions regarding these experiences.

Enrollment in the Physical Therapist Assistant Program:

The formal portion of the Physical Therapist Assistant (PTA) program begins fall semester with a limited enrollment of 20 students. There are 32 credits of pre-requisite courses which may take one year or longer to complete. All pre-requisite coursework must be completed with a grade of "C-" or higher. The student must apply for acceptance into the formal portion of the PTA program and be accepted. The formal portion of the PTA program is challenging and consists of fall, spring, and summer semesters; taking one full year. This time includes built-in clinical experiences, which may or may NOT be in the Great Falls area. Upon completion of the PTA program, the graduate is

prepared to take the national board examination for physical therapist assistants provided by the Federation of State Boards of Physical Therapy and must receive a passing score in order to become a licensed PTA. Licensure is required to practice as a physical therapist assistant in Montana and is overseen by the State of Montana Board of Physical Therapy Examiners.

- Physical Therapist Assistant Program Admission Application is included in this packet. It should include your name, address, telephone number, e-mail address, proof of requirements (see Application Packet Cover and Check-off Sheet below). This should be submitted to the Administrative Assistant of the Health Science Division by ***May 30, 2014*** for prospective admission to the PTA program for fall 2014. **Application material submitted after that date will not be considered for the initial selection process, and would only be considered if the initial process does not yield a full class. It is the applicant's responsibility to ensure that all requirements are met by the established deadline and that all necessary materials have been submitted. All application items should be sent as a complete packet (as able) via certified mail or physically brought in to the Health Sciences Administrative Assistant. Items sent separately and at random are easily lost or misfiled. Great Falls College MSU is not responsible for any late, lost or misfiled information.**
- Successful applicants will be notified of their admission status by letter by **approximately June 27, 2014**. These individuals will need to notify the College in writing of their choice to accept or decline admission into the PTA Program. A form will be provided for the prospective student to fill-out and return.
- If a space becomes available for a PTA student, the next highest scoring applicant will be notified and offered admission to the PTA Program.

Note: Submission of false material in this Application Packet will be grounds for non-admission or, if discovered after admission, grounds for expulsion.

Helpful Phone Numbers:

- Student Central: (406) 771-4300 or 1-800-446-2698
- Bookstore: (406) 771-4367
- Financial Aid: (406) 771-4334
- Physical Therapist Assistant Program Director – Brad Bechard, PT, DPT: (406) 771-5134
- Registrar - Dena Wagner - Fossen: (406) 771-4312

Transferability of Courses:

It is essential that you speak with the PTA Program Director if you have questions about transferability of courses from other institutions. The best way to assure that your courses transfer and that you have all the pre-requisites for the PTA program is to apply to the College (general admission process) and then to have your official transcripts evaluated by the Registrar's Office. Only the courses that apply toward the degree and have met the criteria will be accepted.

General education coursework taken at other education institutions may be designated as equivalent courses for Great Falls College MSU. For a current listing of approved equivalent courses, visit the Transfer Guide under Student Information at:

https://atlas.montana.edu:9001/pls/gfagent/hwzkxfer.p_selstate

The transferring student must initiate the request for evaluation of credit during the admission process by furnishing an official transcript from the transferring institution(s) and the necessary materials, including copies of the appropriate catalog descriptions or course syllabi, to Registrar. Official transcripts must be sent directly by the issuing institution to the following address:

Admissions
Great Falls College MSU
2100 16th Ave S
Great Falls, MT 59405

Requirements following acceptance to the PTA Program:

- Every student entering any Health Sciences program **MUST ATTEND** the Health Sciences Orientation. This mandatory session is held in August prior to classes starting. It includes information on Standard Precautions, Confidentiality, and Privacy in healthcare. Students are not allowed to attend any clinical affiliations in their program until they have completed this session. Students may call (406) 771-4350 for more information.
- All formal PTA students must attend the PTA Program Orientation. This mandatory orientation is held in August prior to classes starting. Information about the PTA program will be provided and reviewed at this time. If accepted into the formal portion of the PTA program, you will be informed of the date and specifics of this orientation.
- All Health Science students will complete the required immunizations (see attached) to their Program Director after acceptance into their program prior to starting classes. It is strongly suggested that students carry some form of comprehensive health insurance. There are health risks inherent in working in a clinical environment. Students are urged to use good sense in acquiring and maintaining health insurance coverage. Student policy forms are available in Academic Resources and there are companies which offer students a discounted rate.
- Hepatitis B series inoculation (HBV) is required. This can be obtained for a fee at the City-County Health Department, 115 4th Street South, Great Falls, MT, (406) 454-6950. If for some reason you elect not to have this three shot series, a signed Declination form will be kept in your file. This form is available from the Health Sciences Administrative Assistant.
- You must be **Health Care Provider CPR certified**, and retain this certification throughout your collegiate career as a PTA student, and then as a PTA. CPR/First Aid classes are provided each semester at the College or can be obtained elsewhere. The CPR Certification must be current during any clinical affiliation experience (scheduled toward the end of the fall semester).
- **Health Sciences Division Policy: Student Back Ground Checks and Drug Screening**
To promote patient safety and decrease institutional liability, most clinical agencies require students to have cleared a background check and/or drug screening before they will permit the students in the clinical setting. To meet these requirements, the College requires that the check/screening be done prior to placement in any clinical agency. Background checks/drug screenings are done at the student's expense. Students with background checks that reveal a finding will be evaluated individually to determine whether they will be eligible for clinical placement and state licensure for their respective degree program. There is a zero tolerance for positive findings regarding the drug test resulting in non-admittance or dismissal from the program (please see PTA program student handbook). Students are encouraged to go through Verifiedcredentials.com for their background and drug screenings yet may go through other vendors upon the approval from the program director.

Copies of your required immunizations, CPR card, background check, and drug screen are all due by September 30th. It is encouraged to start on these as soon as possible once admitted into the program.

Essential Functions for the Physical Therapist Assistant:

Students will be required to perform certain physical, intellectual, and conceptual tasks required in the classroom, during lab activities, and at clinical sites. A student must have the ability to perform these

tasks with or without reasonable accommodation as outlined by the Americans with Disabilities Act. A student requiring accommodation in order to perform any of these tasks should request them through Kathy Meier, Disability Services Director at (406) 771-4311. She will then work closely with PTA faculty to provide reasonable accommodation. Please see the attached Technical Standards document to sign for application.

PTA Program Selection Criteria:

The Physical Therapist Assistant Program Selection Committee will be the individuals to consider the applications submitted by prospective PTA students. They will utilize the following point scale, maximum of 204 points. The applicants with the top 20 percentage point totals demonstrated within the completed applications will be accepted for admission. Grade Point Average (GPA) will be calculated (see Application Evaluation Sheet below) to determine total points for each pre-requisite course. Please remember that plus and minus will affect the GPA utilized as per the College catalog.

Plus or minus is equivalent to the following:

| | | | | | |
|------|---|-----|------|---|-----|
| (A) | = | 4 | (B-) | = | 2.7 |
| (A-) | = | 3.7 | (C+) | = | 2.3 |
| (B+) | = | 3.3 | (C) | = | 2 |
| (B) | = | 3 | (C-) | = | 1.7 |

- The program may accept Pass/Fail classes upon the program director's approval.

HEALTH INSURANCE:

Program students entering the clinic setting are strongly advised to carry their own medical health insurance. Students will be financially responsible for their health care if they become ill or injured in the clinical setting.

All GFC MSU students enrolled for 6 or more credits are required to have health insurance. For students without coverage, GFC MSU offers a program developed especially for students by Blue Cross & Blue Shield of Montana. This plan provides coverage for injuries and illnesses on or off campus. Coverage includes hospitalization, maternity, prescription drugs, surgical services, emergency room charges, and immunizations, among others. See

<http://www.gfcmsu.edu/students/HealthInsurance/index.html> for more information about the plan.

****This insurance coverage is subject to change for 2014-2015.***

Please contact Student Central for more information about enrolling in the plan through registration.

Student Central
Great Falls College MSU
Phone: 406-771-4414



Physical Therapist Assistant Program

Application Packet Cover & Check-off Sheet 2014-15

Name _____ GFC MSU Student ID Number _____

Address _____

City _____ State _____ Zip Code _____

Telephone (Home) _____ Other _____

E-mail address _____

| ✓ | Item |
|---|---|
| | Completed Admissions File. A completed admissions file includes a completed application, payment of the \$30 application fee (if applicable), copies of high school/GED transcripts or diplomas, proof of MMR shots, and completion of placement testing or submit official college transcript(s) verifying placement. Complete admissions files will be verified by the registrar's office and applicants with incomplete files will not be admitted to the program. Students are encouraged to check with the admissions office to confirm that their admissions file is complete. |
| | In Good Academic Standing All students must be in good academic standing which means they are not on academic probation OR academic probation continued, OR academic suspension. Good academic standing will be verified by the registrar and any applicants who are not in good academic standing will not be admitted to the program. Students are encouraged to check with the registrar's or admissions office to confirm that they are in good academic standing. |
| | Official Transcripts from all high school, GED, or college institutions (send official transcripts to Registrar). |
| | Cumulative GPA of 2.5 or higher for all pre-requisite courses |
| | "C-" achieved on all pre-requisite courses |
| | Complete 40 or more hours of observation with a licensed PT or PTA providing written proof of observation on "Observation Form for the Pre-physical Therapist Assistant" included in this packet. Observation hours must be in at least 2 different TYPES of settings (includes 10 hours of acute, rehab, or sub-acute settings). |
| | Verification of employment in a healthcare field, and/or employment in a fitness environment (OPTIONAL) |
| | Read and submit this completed PTA Application Packet Cover and Check-off Sheet, Application Evaluation Sheet, and signed Technical Standards of the PTA to the Health Science Administrative Assistant, Room R277. |

Application Evaluation Sheet

(204 total points possible-please fill out completely)

| Item | College or University Completed | Points (see page 11) | Point Value Scored per Item |
|---|---------------------------------|---|---|
| Introduction to PTA (PTA 105) | | ___ grade x 3 | |
| Medical Terminology (AHMS 144) | | ___ grade x 3 | |
| Introduction to Sociology (SOCI 101) | | ___ grade x 3 | |
| Human Anatomy & Physiology I Lecture (BIOH 201) | | ___ grade x 3 | |
| Human Anatomy & Physiology I Lab (BIOH 201) | | ___ grade x 3 | |
| Human Anatomy & Physiology II Lecture (BIOH 211) | | ___ grade x 3 | |
| Human Anatomy & Physiology II Lab (BIOH 211) | | ___ grade x 3 | |
| Intro to Interpersonal Communication (COMX 115) OR Intro to Public Speaking (COMX 111) | | ___ grade x 3 | |
| College Writing I (WRIT 101) | | ___ grade x 3 | |
| College Algebra (M121) OR any math course in MUS Core | | ___ grade x 3 | |
| Introduction to Psychology (PSYX 100) | | ___ grade x 3 | |
| Developmental Psychology (PSYX 230) | | ___ grade x 3 | |
| Physical therapy observations hours (60 hours max) 40 hours required from 2 different settings (10 hours must come from acute, rehab, or sub-acute) *Bonus hours may include any healthcare discipline (eg PT, ST, OT, RT) | | *20 points (60 hours), Bonus *15 points (50 hours), Bonus 10 points (40 hours), Required | Faculty will calculate these points. |
| Employment in a healthcare field. (Contact Program Director for questions) (1040 hours max) Optional | | 20 points (1040 hours+), 15 points (520 hours), 10 points (260 hours), 5 points (130 hours) | Faculty will calculate these points. |
| Employment/volunteer in a fitness environment. (Contact Program Director for questions) (1040 hours max) Optional | | 20 points (1040 hours+), 15 points (520 hours), 10 points (260 hours), 5 points (130 hours) | Faculty will calculate these points. |

Total: _____

GREAT FALLS COLLEGE MSU

Student Immunization and Verification Form

Name _____

Address _____ City _____ Zip _____

Program of Study _____ Phone # _____

Email Address: _____

IMMUNIZATIONS: PLEASE LIST DATES

Measles, Mumps, Rubella _____ Diphtheria _____ Tetanus (within last 7-10 years) _____

Hepatitis B Series (proof of test results required) 1) _____ 2) _____ 3) _____
 Titer _____ (STRONGLY recommended by OSHA, CDC, and Great Falls College MSU)

TB (proof of test results required) _____ positive _____ negative _____ Time _____
 PPD _____ Date completed _____ (two-step TB test required)

Varicella (Proof of Chicken Pox or Vaccination date) _____

VERIFY THE FOLLOWING....

| | YES | NO | Initials |
|--|-----|----|----------|
| CPR for Health Care Providers verification, completed and current upon admission: Online courses not accepted. (Photocopy of certification card, both sides, showing expiration and instructor's signature). | | | |
| I have read the Technical Standards Sheet for the program of application. | | | |
| I have provided proof of all immunizations or test results required. | | | |
| | | | |

Technical Standards for the Physical Therapist Assistant Program

| <i>Technical Standards</i> |
|---|
| <i>Demonstrate safe transferring and gait training of patients of various sizes from a variety of surfaces.</i> |
| <i>Effective set up and use of</i> assistive devices such as wheelchairs, canes, and walkers. |
| <i>Demonstrate safe</i> positioning patients, and positioning of equipment. |
| <i>Effective</i> palpation skills and taking measurements of various patients in a culturally sensitive manner. |
| <i>Effectively</i> perform chart reviews and continuous assessment of the patient's status. |
| <i>Effectively</i> communicate with patients, families, caregivers, coworkers, and healthcare providers regarding instruction, questions, and or requests in a culturally sensitive manner. |
| <i>Effectively take and record</i> doctors' orders, patient histories, and subjective/objective findings. |
| <i>Demonstrate</i> appropriate time management regarding treatment and documentation. |
| <i>Provide</i> effective and safe treatment interventions within the established plan of care as set by the physical therapist with emphasis on critical thinking skills. |
| <i>Perform</i> safely, effectively, and calmly under stressful situations. |
| <i>Maintain</i> composure while managing multiple tasks simultaneously. |
| <i>Effectively</i> prioritize multiple tasks. |
| Display respect, professionalism, politeness, discretion/confidentially, teamwork, legal, and ethical standards of the profession of physical therapy. |
| <i>Consistently adhere to standard precautions for infection control.</i> |

I understand that I will be expected to demonstrate competency in the technical standards stated above in order to successfully complete my program.

Student Signature

Date

OBSERVATION FORM

PRE- PHYSICAL THERAPIST ASSISTANT

Potential PTA Student Name: _____

Facility Name: _____

| Dates of Observation | # of Hours | Printed Name of Clinician | Clinician's Phone # |
|----------------------|------------|---------------------------|---------------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Type of Setting (circle the setting that applies): acute, rehab, sub-acute, nursing home, home health, schools, and/or out-patient

Total Hrs Observed _____

Clinician to fill-out the remainder of this form:

Please help evaluate this potential PTA student by filling in the following:

| | Yes | No |
|---|-------|-------|
| 1) Courteous when establishing appointment time for clinical visit. | _____ | _____ |
| 2) Punctual in attendance for clinical observation. | _____ | _____ |
| 3) Respectful of clinicians time and schedule. | _____ | _____ |
| 4) Appropriate attire worn during observation. | _____ | _____ |
| 5) Demonstrated interest in the clinical setting. | _____ | _____ |
| 6) Asked appropriate questions of clinician. | _____ | _____ |
| 7) Exhibited respect and courtesy toward clinicians, patients and others. | _____ | _____ |
| 8) Demonstrated positive and appropriate interpersonal skills. | _____ | _____ |
| 9) Demonstrated true interest in the physical therapy profession. | _____ | _____ |
| 10) HIPPA compliant. | _____ | _____ |
| 11) Followed clinical site policies and procedures. | _____ | _____ |

Please provide comments about this individual and their potential for success in the Physical Therapist Assistant Program at Great Falls College MSU. **When completed please enclose within an envelope with your signature across the seal and returned to the student as part of his/her application towards the PTA Program.**

Signature of Clinician:

Thank you for your support of the PTA Program and for allowing this potential student to observe your work. Please contact Brad Bechard, PTA Program Director at (406) 771-5134 with any questions or comments.

Mailing Instructions

Application packets must be postmarked on or before May 30, 2014 to be considered eligible for admission into the Physical Therapist Assistant program for the 2014-2015 academic year. From the pool of completed applications, the prospective PTA students will be screened. **In the event that a full class of 20 PTA students cannot be initially attained, then incomplete or late applications may be looked at for possible admission.** Applications with requirements not met at the time of the program deadline may be provisionally admitted pending fulfillment of ALL requirements. All persons submitting an application will be notified of their admission status following the selection process, approximately 4 weeks later.

Please only send required documentation as other supplemental items will be discarded.

It is recommended that application packets be sent by certified mail, or hand delivered and date stamped.

Hand-deliver or mail the Physical Therapist Assistant Program
Application Packet to:

**Physical Therapist Assistant Program
Attention: Health Science Administrative Assistant
Great Falls College MSU
2100 16th Avenue South
Great Falls, MT 59405**

EQUAL OPPORTUNITY POLICY:

Great Falls College MSU is committed to the provision of equal opportunity for education, employment, and participation in all College programs and activities without regard to race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran status, gender, age, political ideas, marital or family status, physical or mental disability, genetic information, gender identity, gender expression or sexual orientation.

The College's Equal Opportunity Officers are the Executive Director of Human Resources and the Associate Dean of Student Services, 2100 16th Ave South, Great Falls, MT 59405. Telephone: (406) 771-4300.



GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ABOUT GFC MSU | ACADEMICS | ADMISSIONS + RECORDS | CAMPUS LIFE | GIVING TO GFC MSU | BECOME A STUDENT

PHYSICAL THERAPIST ASSISTANT Associate of Applied Science Degree

Physical Therapist Assistants (PTAs) provide physical therapy services under the direction and supervision of a Physical Therapist. PTAs help people of all ages who have medical problems, or other health-related conditions that limit their ability to move and perform functional activities in their daily lives. The program is based from the 4 main areas of physical therapy which include: musculoskeletal, neuromuscular, cardiopulmonary, and integumentary as outlined in the Guide to Physical Therapy. PTAs work in a variety of settings including hospitals, private practices, outpatient clinics, home health, nursing homes, schools, sports facilities, and more. PTAs must complete a 2-year associate of applied science degree and are licensed, certified, or registered in most states. Care provided by a PTA may include teaching patients/clients exercise for mobility, strength and coordination, training for activities such as walking with crutches, canes, or walkers, massage, and the use of physical agents and electrotherapy such as ultrasound and electrical stimulation.

The PTA contributes to society and the PT profession through the provision of physical therapy services, teaching, and administration.

PTA duties include:

1. Implement selected components of patient interventions (i.e. exercise, massage, electrical stimulation, paraffin bath, hot and cold pack, traction, and ultrasound)
2. Make modifications to progress the patient as directed by the PT
3. Ensure patient safety and comfort
4. Educate and interact with other health care providers, patients, the patient's families, and caregivers
5. Respond to patient and environmental emergency situations.

The PTA contributes to society and the PT profession through the provision of physical therapy services, teaching and administration.

Physical Therapy is the care and services provided by or under the direction and supervision of a physical therapist. More than 750,000 individuals are treated every day in the United States. The practice of physical therapy consists of diagnosing and managing movement dysfunction by enhancing physical and functional abilities. It consists of clinical applications that help to alleviate pain, prevent the onset or progression of limitations or disability, and prevent changes in health status that occur as a result of disease, disorders, conditions and injuries. Physical therapy interventions can also restore health, maintain overall wellness, improve fitness, and provide quality of life as it relates



CONTACT INFORMATION:

Brad Bechard

PT, DPT
Program Director
Office: A214
Ph: 406.771.5134
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bradley.bechard@gfcmsu.edu

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BS, PTA
Faculty
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Ph: 406.771.4383
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Emily Peterson

Administrative Associate
406-771-4350
emily.peterson@gfcmsu.edu

PTA PROGRAM INFORMATION

- [Advisory Sheets](#)
- [Program Application for fall 2014 will be available February 14, 2014.](#)

OBSERVATION MATERIALS

- [Observation Form](#)
- [Observation Information](#)
- [Potential Local Observation Sites](#)

PTA CLASS OF 2014



[Click Here to Enlarge](#)

to movement and health.

The Physical Therapist Assistant program is designed to graduate individuals who are knowledgeable, competent, self-assured, adaptable, and service-oriented patient/client care providers performing their duties within the ethical and legal guidelines of the physical therapy profession as entry-level physical therapist assistants having successfully passed the National Physical Therapist Assistant Examination (NPTAE). Graduates from the program are prepared to work in a variety of healthcare settings including acute care, outpatient, rehabilitation, and extended care.

Program Outcomes

The program prepares graduates to:

1. **Demonstrate a combination of critical thinking skills, provision of skilled interventions, documentation, patient safety awareness, confidentiality, and ethical guidelines under the direction and supervision of a licensed physical therapist as outlined in the Guide to Physical Therapy Practice.**
2. **Effectively demonstrate in the areas of education and communication towards various special populations in regards to their cultural, community, and individual needs.**
3. **Address an area of need within the PTA scope of practice utilizing demonstration, audio and visual aids to accommodate different learning styles of the patient or community.**
4. **Apply mathematical knowledge to help augment learning experiences through current healthcare literature and research studies.**
5. **Display a commitment to lifelong learning, ongoing professional development, and high quality care in the realm of physical therapy practice.**

The formal portion of the Physical Therapist Assistant (PTA) program begins fall semester with a limited enrollment of **20** students. Enrollment is a competitive process. There are 32 credits of prerequisite courses which may take one year or longer to complete. All prerequisite coursework must be completed with a grade of "C-" or higher. The student must apply for acceptance into the formal portion of the PTA program and be accepted. A grade of "76%" or "pass" is required for all courses within the PTA program after formal acceptance. The formal portion of the PTA program is challenging and consists of fall, spring, and summer semesters; taking one full year. This time includes built-in clinical experiences which may or may not be in the Great Falls area. Upon completion of the PTA program, the graduate is prepared to take the national board examination for physical therapist assistants provided by the **Federation of State Boards of Physical Therapy and must receive a passing score** in order to become a licensed PTA. Licensure is required to practice as a physical therapist assistant in Montana and is overseen by the State of Montana Board of Physical Therapy Examiners.

After completion of the program, the graduate is eligible to take the national licensure examination for physical therapist assistants through the Federation of State Boards of Physical Therapy. Montana does require licensure to practice as a physical therapist assistant.

In seeking admission into the program, the student is required to complete all requirements listed in the Physical Therapist Assistant Program Information and Application Packet.

PTA Program Requirements Prior to Admission:

Prior to Fall admission into the PTA program students must:

- Have completed high school physics AND chemistry with a "C-" or better (students without high school coursework in these areas should consult the PTA Program Director as to the appropriate college courses needed to meet this requirement)
- Provide proof of keyboarding must be completed at the high school or collegiate level with a "C-" or better. If these courses are to be taken at the collegiate level, contact the PTA program director to assure that you take the appropriate course/courses to meet the requirements for admission to the formal PTA program.
- Be admitted to Great Falls College MSU COT and in good academic standing. Application information may be acquired at the office, or by calling Student Central at (406) 771-4414 or toll free at 1-800-446-2698 or via the Internet at <http://www.gfcmsu.edu/>.
- Complete 40 hours or more of observation with a licensed physical therapist or physical therapist assistant. Please note that higher point values for admission to the PTA Program are awarded at 10 hour intervals. Refer to section "Observation Hours" in the application packet.
- Earn a Grade Point Average of 2.5 or higher on pre-requisite courses
- Earn a grade of "C-" or higher in all pre-requisite courses

Accreditation Status:

The Physical Therapist Assistant Program at Great Falls College Montana State University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>.

The next onsite visit will occur in 2019.

PTA Program Statistics as of 1/30/13:

| | '09-'10 | '10-'11 | '11-'12 |
|---|---------|---------|---------|
| Acceptance Rate | 100% | 83.3% | 100% |
| Graduates who entered the program | 17 | 20 | 18 |
| Graduates who completed the program | 17 | 20 | 17 |
| % Completion Rate | 100% | 100% | 94.4% |
| 3-year average graduation rate | 97% | 100% | 98.1% |
| Graduates who took the NPTE | 15 | 20 | 17 |
| Graduates who passed the NPTE on first attempt | 14 | 19 | 16 |
| Graduates who passed the NPTE on second attempt | 1 | 1 | 0 |
| Ultimate NPTE Pass Rate | 100% | 100% | 100% |
| 3-year average Ultimate NPTE Pass Rate | 100% | 100% | 100% |
| Employment Rate (within 6 months of passing the exam) | 88% | 100% | 82.4% |
| 3-year average Employment Rate | 93.3% | 93.3% | 90.1% |

*Has not been surveyed as of this time.

PTA Programmatic Student Demographic Characteristics:

| | '11-'12 | '12-'13 | '13-'14 |
|---|---------|---------|---------|
| Number of Students Admitted to Program | 18 | 21 | 19 |
| Average Age in years | 32 | 28 | 30 |
| Gender: Number of Females | 14 | 17 | 18 |
| Gender: Number of Males | 4 | 4 | 1 |
| Race : African-American/Black (Non-Hispanic) | 0 | 0 | 0 |
| Race : American Indian/Alaskan Native: | 0 | 0 | 0 |
| Race: Asian/Pacific Islander: | 0 | 0 | 1 |
| Race: Hispanic/Latino: | 1 | 0 | 0 |
| Race: White (not of Hispanic origin): | 17 | 21 | 18 |
| Race: Other: | 0 | 0 | 0 |
| Race: Unknown: | 0 | 0 | 0 |
| Number of Students with no College Degree | 10 | 11 | 7 |
| Number of Students with Associate Degree | 2 | 2 | 6 |
| Number of Students with Bachelor Degree | 6 | 8 | 6 |
| Number of Students with Master Degree | 0 | 1 | 0 |

Complaints:

Complaints from the community, faculty, or students regarding the program or the program graduates should be first addressed by contacting the PTA Program Director. Unresolved complaints or complaints about the Program Director should be directed to Dr Frankie Lyons- Director of Health Sciences. Dr. Lyon's e-mail address is frankie.lyons@gfcmsu.edu and her contact number is (406) 771-4361. All complaints will be documented, including the projected outcome, and kept on file at the program facility.

Complaints regarding accreditation of this program should be addressed to the Commission for Accreditation for Physical Therapy Education. This Commission is located at 1111 North Fairfax Street, Alexandria, Virginia, 22314.

[TOP]



PRACTICAL NURSE**ASSOCIATE OF APPLIED SCIENCE DEGREE****Program Director:** Kim Martin**Program Faculty:** Sandy Heyward

The Practical Nurse program prepares individuals to function as entry-level practical nurses with the ability to give safe, effective nursing care. The Practical Nurse program at Great Falls College Montana State University is currently approved by the Montana State Board of Nursing.

Upon completion of the Associate of Applied Science Degree in Practical Nursing, students will be prepared to begin a successful career as a practical nurse. Students are prepared to sit for the national licensure examination for practical nursing.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Administer effective and ethical individual patient care.
- Communicate professionally with all medical and supportive staff.
- Integrate bio-psychosocial and scientific principles while providing technically competent care in a variety of healthcare settings.
- Work in a variety of health care settings such as hospitals, ambulatory care, physician's offices, home healthcare, dialysis, assisted living facilities, and other geriatric environments.
- Promote lifelong learning fostering the development of professional growth, critical thinking, and leadership.
- Demonstrate knowledge of the major health problems affecting our society.

The Practical Nurse program is a limited enrollment program. Interested students must apply for entry into the program. An application packet is available on the program website after February 15th of each year. The length of the program is two consecutive semesters. Accepted students will be required to provide proof of Health Care Provider CPR certification, negative Tuberculosis test, and complete the Student Immunization and Verification form before the beginning of the fall semester of the practical nurse courses. Computer skills are highly recommended.

The Hepatitis B immunization series is strongly recommended before entrance into the program. A student may be denied access to clinical rotations without an adequate Hepatitis B titer. Students having religious or personal conflicts against receiving Hepatitis B vaccine must sign a release form.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 6566 |
| Application Fee | \$ | 30 |
| Insurance | \$ | 23 |
| Uniforms | \$ | 225 |
| Course Fees | \$ | 257 |
| Program Fee | \$ | 135 |
| Books/Supplies | \$ | 1714 |
| TOTAL | \$ | 8,950 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

PREREQUISITE COURSEWORK

The following courses must be completed prior to admission into the Practical Nurse Program. All prerequisite course work must be completed with a minimum grade of "C" (not a "C-") in each course and a minimum cumulative GPA in prerequisite course work of 2.0. Grades in prerequisite courses are a major factor in ranking applications for program acceptance.

Science courses must be completed within five (5) years of application to the program and other courses must be completed within 15 years of applying to the Practical Nurse Program.

FIRST SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--|----------------|------------------|
| BIOH | 201** | Human Anatomy & Physiology I/Lab | 4† | _____ |
| CHMY | 121** | Introduction to General Chemistry/ Lab | 4† | _____ |
| M | 121** | College Algebra OR | | |
| M | 152** | Precalculus Algebra OR | | |
| M | 153** | Precalculus Trigonometry OR | | |
| M | 171** | Calculus I | 3-4† | _____ |

(NOTE: STAT 216 Intro to Statistics will no longer be accepted as a math substitution effective for the Fall 2014 intake and for transfer students M 115 Probability and Linear Math will be accepted.)

| | | | | |
|------|-----|-------------------------|-------|-------|
| NRSG | 100 | Introduction to Nursing | 1† | _____ |
| | | Subtotal | 12-13 | |

SECOND SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|------------------------------------|----------------|------------------|
| BIOH | 211* | Human Anatomy & Physiology II/Lab | 4† | _____ |
| NUTR | 121* | Clinical Human Nutrition OR | | |
| NUTR | 221 | Basic Human Nutrition | 2-3† | _____ |
| PSYX | 100 | Intro to Psychology | 3† | _____ |
| WRIT | 101** | College Writing I | 3† | _____ |
| | | Subtotal | 12-13 | |

(CONTINUED ON NEXT PAGE)

PRACTICAL NURSE (CONT)**ASSOCIATE OF APPLIED SCIENCE DEGREE****PROGRAM COURSE REQUIREMENTS AFTER FORMAL ACCEPTANCE**

Once enrolled in nursing courses, a minimum of a grade of "C" in all courses is required to continue in the program. In the clinical setting, students must achieve a grade of 75% in all rotations of each clinical experience.

The courses listed below are required in the program of study for the Associate of Applied Science degree in Practical Nursing. The courses are offered at GFC MSU in the following sequence:

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------|----------------|------------------|
| NRSG | 130* | Fundamentals of Nursing | 7+ | _____ |
| NRSG | 135* | Nursing Pharmacology | 3+ | _____ |
| NRSG | 138* | Gerontology for Nursing | <u>2</u> † | _____ |
| | | Subtotal | 12 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---|----------------|------------------|
| NRSG | 140* | Core Concepts of Adult Nursing | 7+ | _____ |
| NRSG | 142* | Core Concepts of Maternal Child Nursing | 3+ | _____ |
| NRSG | 144* | Core Concepts of Mental Health Nursing | 2† | _____ |
| NRSG | 148* | Leadership Issues | <u>2</u> † | _____ |
| | | Subtotal | 14 | |

SUGGESTED ELECTIVES

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--------------------------------------|----------------|------------------|
| HTH | 120* | IV Therapy for Health Care Providers | 1 | _____ |

* This class is a highly recommended addition to the standard nursing curriculum. It will provide you with IV certification which many employers value or require for employment.

TOTAL PROGRAM CREDITS – 50-52~

~ Many students need preliminary math, science and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

Great Falls College MSU **PRACTICAL NURSING**



Student Information and Application Packet Fall 2014

(Application is subject to change year to year)



**GREAT FALLS
COLLEGE**

MONTANA STATE
UNIVERSITY



Dear Prospective Practical Nurse Student:

I am delighted that you are interested in the Great Falls College MSU Practical Nurse Program. Nursing is a profession that awards you a career for a lifetime. Practical Nursing is the practice of nursing under the supervision or direction of a registered nurse, licensed physician, osteopath, podiatrist, or dentist. The Practical Nurse provides a unique contribution in the care of the individual throughout the life span. This care is based on the knowledge and application of principles and skills in the prevention of illness and the promotion, maintenance, and restoration of health.

The health service field is one of the fastest growing occupational areas in the nation today. The overall demand for practical nurses is expected to continue to rise. Licensed Practical Nurses (LPN) care for the sick, injured, convalescing, and handicapped, under the direction of physicians and registered nurses. Practical nurses are highly sought after graduates and have an excellent rate of job placement. Achieving LPN status initiates the nursing career for many graduates; but may represent the first step to an advanced nursing education for others.

The goal of the program is to prepare the student for the NCLEX – PN licensing exam, which can be taken upon successful completion of the course. Completion of the program does not guarantee eligibility to take the licensure exam and/or become licensed.

The Great Falls College MSU has a limited enrollment capacity. Thirty new students are enrolled in the fall each year. The small size is advantageous to our students, allowing more individualized attention and a greater amount of hands-on experience. Due to clinical space competition and lab space, the small class size is a necessity. Limited enrollment can create a competitive student selection process. It is important to review and understand our selection process. Please refer to the Application Evaluation located in this information packet.

Information about the program and application materials for the fall entry is enclosed. Please read these materials carefully. For additional information or answers to specific questions, please contact the Health Science Administrative Associate, Emily Peterson at 771-4350 or Dr. Frankie Lyons at 406-771-4361.

Thank you for your interest in the Practical Nurse Program.

Sincerely,

Frankie Lyons, Ed.D.
Great Falls College MSU
Director, Division of Health Science
406-771-4361
frankie.lyons@gfcmsu.edu

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Great Falls College MSU
Certificate of Applied Science Degree
Practical Nursing

Educational Program:

The Practical Nurse program is approved by the Montana State Board of Nursing. The College is also accredited by the Northwest Commission on Colleges and Universities. After prerequisite coursework is completed, the Great Falls College MSU's Practical Nurse program consists of three consecutive semesters. The actual coursework for the Practical Nurse program is competency-based and has the primary goal to prepare graduates with the knowledge, skills, and values to enter the workforce.

Students commit to a full week at Great Falls College MSU each week. They are in class or at clinical for the fall, and spring. This program, while very exciting, is extremely fast-paced and challenging. There are many tests, quizzes, and assignments each week to complete prior to class/clinical outside of class time. The majority of students will find it necessary to spend outside classroom time as well as practicing lab/clinical skills. A good rule of thumb is that for every class hour, at least 3 hours in preparation or in the completion of assignments will be needed.

Program Expenses:

The Practical Nurse Students will be required to obtain some personal equipment and supplies, ATI; a computer based learning module, purchase uniforms, pay lab fees, and pay for transportation to field experience sites. If needed, students should begin planning early for financial aid to meet their educational needs. Approximate program costs can be found in the current catalog.

Admission to the Great Falls College MSU

Students must be admitted to the College prior to the submission of the Practical Nurse Program Application. Therefore, no applications will be reviewed unless the applicant applies first to the College and the official transcripts are reviewed by the Registrar.

Acceptance to Great Falls College MSU requires a completed admissions application file, which may be obtained by visiting the campus, calling the College (406) 771-4300, or downloading it from the institution's web site, www.gfcmu.edu (select **Admissions & Records** then **Forms** then **Application for Admission**)

Eligibility for Admission into the Practical Nurse Program

All eligibility forms and documents are enclosed in the Practical Nurse Program Information and Application Packet for 2014.

To be eligible to apply for admission into the Practical Nurse Program, applicants must:

- Show that they have been admitted to Great Falls College MSU and are currently in good standing
- Completed all prerequisite course work with a minimum grade of "C" in each course (***"C- does not qualify"***) and and a minimum GPA in prerequisite course work of 2.0. Prerequisite coursework can be taken at other institutions but it is the applicant's responsibility to confirm those courses are equivalent to the program's prerequisites and are transferable to this institution.
- Only students in Good Academic Standing will be eligible for program acceptance.
- Provide documentation for applicable degrees or medical work experience

Current students may apply in the semester in which they are finishing their prerequisites and may be considered for conditional acceptance if space is available. Final determination will be made after completion of grades at the end of the semester.

Program Admission Process

The Practical Nurse Program Admissions Committee reviews application packets and uses established admissions criteria to rank applicants for admission. The Application Evaluation form used by the committee is enclosed. Criteria for selection emphasize academic performance in prerequisite course work, previous education, medical work experience, and Community or Health Related Volunteerism. All prerequisite courses must be taken prior to submission of an application. Students who have not completed all of their prerequisite courses by the deadline, and are taking summer courses to complete, will only be admitted if there are slots remaining after the committee has reviewed all of the complete application packets.

EQUAL OPPORTUNITY POLICY:

Great Falls College MSU is committed to the provision of equal opportunity for education, employment, and participation in all College programs and activities without regard to race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran status, gender, age, political ideas, marital or family status, physical or mental disability, genetic information, gender identity, gender expression or sexual orientation.

The College's Equal Opportunity Officers are the Executive Director of Human Resources and the Associate Dean of Student Services, 2100 16th Ave South, Great Falls, MT 59405. Telephone: (406) 771-4300.

The deadline for applications to the Practical Nursing Program is May 02, 2014. Completed Program Application Packets may be hand delivered to the Health Science Program Assistant at the College or mailed to the College.

Contact Information

Health Science Administrative Associate
Emily Peterson, Room R 227
406.771.4350 or
1.800.446.2698

Mailing address:

Frankie Lyons, Ed.D.
Practical Nurse Program Admissions Committee
Great Falls College MSU
2100 16th Avenue South
Great Falls, MT 59405

- Please send all application items as a completed packet. Items sent separately and at random are easily lost or misfiled. We are not responsible for any late, lost or misfiled information. Please only send required documentation as other supplemental items will be discarded.
Application Due Date: May 02, 2014.
- **Note: Submission of false material in this Application Packet will be grounds for non-admission or, if discovered after admission, grounds for expulsion.**
- It is the applicant's responsibility to ensure that all requirements are met by the established deadline. Deadlines, guidelines, and policies apply equally to all students; thus, there can be no exceptions.
- Great Falls College MSU's Practical Nurse Program does not maintain a waiting list. Applicants must reapply each year.

Clinical Practice is an invaluable part of your nursing education at Great Falls College MSU. Hands-on nursing experience is what brings nursing education to life for each student in our program. It is a privilege for Great Falls College MSU to work with many community health care facilities in the Cascade County area which provide clinical experiences.

HEALTH SCIENCES DIVISION POLICY: STUDENT BACK GROUND CHECKS

- To promote patient safety and decrease institutional liability, most clinical agencies require students to have cleared a background check and/or drug screening before they will permit the students in the clinical setting. To meet these requirements, the College requires that the check/screening be done prior to placement in any clinical agency.
- Background checks/drug screenings are done at the student's expense. Students with background checks that reveal a finding will be evaluated individually to determine whether they will be eligible for clinical placement and state licensure for their respective degree program.
- Students are encouraged to go through Verifiedcredentials.com for their background check.

Notification of Acceptance

Accepted students will be notified of their acceptance into the Program by the week of June 30, 2014. Accepted students will be required to provide proof of CPR certification, negative Tuberculosis test, and immunizations, including flu shots, before the beginning of the fall semester, at the nursing orientation. Students not accepted will be notified by the week of July 16th.

Accepted students should plan on registering for courses in August and attending the mandatory Practical Nurse Orientation (date and time to be announced).

HEALTH INSURANCE:

Program students entering the clinic setting are strongly advised to carry their own medical health insurance. Students will be financially responsible for their health care if they become ill or injured in the clinical setting.

All GFC MSU students enrolled for 6 or more credits are required to have health insurance. For students without coverage, GFC MSU offers a program developed especially for students by Blue Cross & Blue Shield of Montana. This plan provides coverage for injuries and illnesses on or off campus. Coverage includes hospitalization, maternity, prescription drugs, surgical services, emergency room charges, and immunizations, among others. See <http://www.gfcmsu.edu/students/HealthInsurance/index.html> for more information about the plan. **This insurance coverage is subject to change for 2014-2015.*

Please contact Student Central for more information about enrolling in the plan through registration.

Student Central
Great Falls College MSU
Phone: 406-771-4414

Practical Nurse Curriculum

Prerequisite Coursework

The following courses must be completed or be in progress prior to admission into the Practical Nurse Program. Grades in prerequisite courses are a major factor in ranking applications for admissions. These courses must be completed with a "C" or better ("C- *does not qualify*").

| Course Number | Course Title | Credits |
|---------------|---------------------------------------|-----------------|
| BIOH 201 | Human Anatomy & Physiology I/ Lab | 4 |
| CHMY 121 | Introduction to General Chemistry/Lab | 4 |
| M 121 | College Algebra | 3 |
| NRSG 100 | Introduction to Nursing | 1 |
| Total | | <hr/> 12 |

| Course Number | Course Title | Credits |
|---------------|------------------------------------|-----------------|
| BIOH 211 | Human Anatomy & Physiology II/ Lab | 4 |
| WRIT 101 | College Writing I | 3 |
| NUTR 121 | Clinical Human Nutrition | 2 |
| PSYX 100 | Introduction to Psychology | 3 |
| Total | | <hr/> 12 |

Science courses must be completed within five (5) years of and other courses must be completed within 15 years of applying to the Practical Nurse Program.

Transferable Courses

General education coursework taken at other education institutions may be designated as equivalent courses for Great Falls College MSU. For a current listing of approved equivalent courses, visit the Transfer Guide under Student Information at: https://atlas.montana.edu:9001/pls/gfagent/hwzkxfer.p_selstate

The transferring student must initiate the request for evaluation of credit during the admission process by furnishing an official transcript from the transferring institution(s) and the necessary materials, including copies of the appropriate catalog descriptions or course syllabi, to Registrar. Official transcripts must be sent directly by the issuing institution to the following address:

Admissions
Great Falls College MSU
2100 16th Ave S
Great Falls, MT 59405

Program Coursework

The courses listed below are required in the program of study for the Associate of Applied Science in Practical Nursing. The courses are offered at Great Falls College MSU in the following sequence:

FALL SEMESTER

| Course Number | Course Title | Credits |
|---------------|-------------------------|-----------------|
| NRSG 135 | Nursing Pharmacology | 3 |
| NRSG 130 | Fundamentals of Nursing | 7 |
| NRSG 138 | Gerontology for Nursing | 2 |
| Total | | <hr/> 12 |

SPRING SEMESTER

| Course Number | Course Title | Credits |
|---------------|-----------------------------------|----------------------------------|
| NRS 140 | Core Concepts of Adult Nursing | 7 |
| NRS 144 | Core Concepts of Mental Health | 2 |
| NRS 142 | Core Concepts of Maternal / Child | 3 |
| NRS 148 | Leadership Issues | 2 |
| | Total | 12 |
| | | Total Program Credits: 50 |

Once enrolled in nursing courses, a minimum of a grade of "C" in all courses is required to continue in the program. In the clinical setting, students must achieve a grade of 75% in all rotations of each clinical experience in order to continue in the program.

Application Scoring:

- Only students in Good Academic Standing will be eligible for program acceptance.
- For applicants, who have taken courses multiple times; the most recent verifiable grade will be used for scoring /GPA calculations.
- Points and GPAs will be calculated by the Registrar's Office and grade points will be calculated using the current catalog criteria which includes +/- weighing. Plus or minus is equivalent to the following:

| | | | | | |
|------|---|-----|------|---|-----|
| (A) | = | 4 | (B-) | = | 2.7 |
| (A-) | = | 3.7 | (C+) | = | 2.3 |
| (B+) | = | 3.3 | (C) | = | 2 |
| (B) | = | 3 | | | |
- For students, who have Tech Prep (TP) credits, the student's high school transcript will be evaluated. If the TP course was a semester course, then that grade will be used in scoring/GPA. If the TP course was a yearlong course, then the two semester grades will be averaged to get a final grade for scoring/GPA calculations.
- For students, who have been awarded credit for successful performance in subject examinations of the CLEP or DSST programs, the credits will be accepted, however there is no grade for calculation for scoring or GPA. In this situation, the total points will convert to percentages for ranking.
- For students, who have been awarded credit for successful performance in subject examinations of the AP program, the credits will be accepted for scores of 3, 4 or 5, however there is no grade for calculation for scoring or GPA. In this situation, the total points will convert to percentages for ranking.
- For students, who have been awarded credit for Experiential Learning, the credits will be accepted for Passing (P) grades, however there is no grade for calculation for scoring or GPA. In this situation, the total points will convert to percentages for ranking.
- For students, who have additional educational attainment, the Registrar's Office will verify degrees awarded from official transcripts.



GREAT FALLS COLLEGE MSU PRACTICAL NURSE PROGRAM

NAME _____

ADDRESS _____

CITY _____ ST _____ Zip Code _____

TELEPHONE (Home) _____ (Other) _____

E-Mail ADDRESS (If applicable) _____

GFC MSU STUDENT IDENTIFICATION NUMBER: _____

Check-off List

| √ | Item |
|---|---|
| | Completed Admissions File. A completed admissions file includes a completed application, payment of the \$30 application fee (if applicable), copies of high school/GED transcripts or diplomas, proof of MMR shots, and completion of placement testing or submit official college transcript(s) verifying placement. Complete admissions files will be verified by the registrar's office and applicants with incomplete files will not be admitted to the program. Students are encouraged to check with the admissions office to confirm that their admissions file is complete. |
| | In Good Academic Standing. All students must be in good academic standing which means they are not on academic probation OR academic probation continued, OR academic suspension. Good academic standing will be verified by the registrar and any applicants who are not in good academic standing will not be admitted to the program. Students are encouraged to check with the registrar's or admissions office to confirm that they are in good academic standing. |
| | Application Packet Cover & Check-off sheet (<i>this page 8</i>) |
| | Application Evaluation (complete form for submission) (<i>page 13-14</i>) |
| | Technical Standards Form (signed) (<i>page 10</i>) |
| | Verification of Work Experience in a medical field (<i>page 11 if appropriate</i>) |
| | Verification of Volunteer experience in community and/or health related areas (<i>page 12 if appropriate</i>) |
| | Official Transcripts for all completed secondary education/certifications (Send transcripts to Registrar – no need to include in packet) |

Important Note:

The Montana Board of Nursing may not allow you to take the national exam following the completion of this program. Acceptance for taking national exams, if you have a felony conviction, is approved or denied by the Montana Board of Nursing on an individual basis. If you have a felony conviction, contact the Montana Board of Nursing for further information before making an application to the program. Nursing:

http://mt.gov/dli/bsd/license/bsd_boards/nur_board/board/_page.asp

Technical Standards

Practical Nurse Program Great Falls College Montana State University

To successfully complete the Practical Nursing Program, students must demonstrate their competency in carrying out tasks necessary for safe and effective practices in the field.

- Perform entry data tasks using available technology.
- Provide all aspects of patient care including medication administration and treatments according to nursing unit guidelines.
- Turn/reposition bedfast patient, alone or with assistance, to prevent hazard of immobility.
- Transfer patients from bed to chair, bed to stretcher, chair to bed as needed throughout shift alone or with assistance.
- Transport patients in wheelchairs as necessary.
- Answer patient call lights or intercom system to determine patient needs.
- Perform CPR – ventilation/compression.
- Assist others in nursing procedures that may result in the need to assemble equipment and supplies.
- Maintain professional manner and decorum regardless of time pressures or frequent interruptions often present in the clinical setting.
- Maintain confidentiality with regard to all phase of work.
- Accurately perform mathematical calculations.
- Effectively communicate patient information in a culturally sensitive manner.
- Respond appropriately to patients' and other healthcare workers' questions, requests, and directions.
- Accurately document treatment information.
- Accurately differentiate colors.
- Accurately assess conditions of the human body.
- Demonstrate understanding and adherence to professional standards of nursing.

I understand that I will be expected to demonstrate competency in the technical standards stated above in order to successfully complete the program.

Student Signature

Date



GREAT FALLS COLLEGE MSU
PRACTICAL NURSE PROGRAM
2100 16th Avenue South
Great Falls, Montana 59405
406.771.4362 800.446.2698 ext. 4362

PRACTICAL NURSE PROGRAM VERIFICATION OF WORK EXPERIENCE IN MEDICAL FIELD

_____ was employed
(PRINT) Last Name, First, Middle Initial

From _____ to _____ working an average of _____ hours per week.
Month/Day/Year Month/Day/Year

Total hours of Occupational Experience: _____

COMMENTS/DESCRIPTION OF DUTIES: **JOB TITLE** _____

Signature of Employer/Supervisor/HR Representative **Date**

Name of Employer (Please Print)

Mailing Address (Street Address, P.O Box)

City, State, Zip Code

Applicants may make copies of this form if they have been employed at more than one site.

| | |
|---------------------------|--------------------|
| OFFICE USE ONLY | |
| TYPE: _____ | TIME: _____ |
| REVIEWED BY: _____ | DATE: _____ |



GREAT FALLS COLLEGE MSU
PRACTICAL NURSE PROGRAM
2100 16th Avenue South
Great Falls, Montana 59405

PRACTICAL NURSE PROGRAM
VERIFICATION OF VOLUNTEER EXPERIENCE
IN COMMUNITY AND/OR HEALTH RELATED AREAS

_____ volunteered
(PRINT) Last Name, First, Middle Initial

From _____ to _____ working an average of ____ hours per week.
Month/Day/Year Month/Day/Year

Total hours of Volunteer Experience: _____

COMMENTS/DESCRIPTION OF DUTIES: JOB TITLE _____

Signature of Employer/Supervisor/HR Representative Date

Name of Employer (Please Print)

Mailing Address (Street Address, P.O Box)

City, State, Zip Code

Applicants may make copies of this form if they have volunteered at more than one site.

| | |
|---------------------------|--------------------|
| OFFICE USE ONLY | |
| TYPE: _____ | TIME: _____ |
| REVIEWED BY: _____ | DATE: _____ |



GREAT FALLS COLLEGE MSU
PRACTICAL NURSE PROGRAM
Application Evaluation Form (2 pages)

Please Complete

Applicant Name: _____

Submission Date: _____

Eligibility Assessment: (Place “Y” in blank to indicate requirement has been met)

- Admitted to Great Falls College MSU and in good academic standing _____
- Each Prerequisite course completed with minimum grade of “C”, “C-“ does not qualify _____
- 2.0 Cumulative Prerequisite GPA _____

Admissions Criteria Score:

A. Check if successfully completed the following three (3) prerequisite courses; add grade

- | | | | | |
|--------------------------|----------------------|---|-------------|---------------------|
| <input type="checkbox"/> | NRSG 100 | Introduction to Nursing | Grade _____ | College taken _____ |
| <input type="checkbox"/> | NUTR 121 NUTR 221 | Clinical Human Nutrition OR Basic Human Nutrition | Grade _____ | College taken _____ |
| <input type="checkbox"/> | PSYX 100 | Intro to Psychology | Grade _____ | College taken _____ |

B. Performance in Science Prerequisites (24 points possible) (See application scoring criteria on page 7)

| Course # | Course Title | Grade | Emphasis | Points | College taken |
|----------------------------|-----------------------------------|---------|----------|--------|---------------|
| *BIOH 201 | Human Anatomy & Physiology I/Lab | _____ x | 2 | = | _____ |
| *BIOH 211 | Human Anatomy & Physiology II/Lab | _____ x | 2 | = | _____ |
| *CHMY 121 | Intro to Gen. Chemistry/Lab | _____ x | 2 | = | _____ |
| Total Science Score | | | | | _____ |

*These classes must be completed within 5 years of applying.

C. Performance in Foundational Composition and Mathematics Courses (16 points possible)

| Course # | Course Title | Grade | Emphasis | Points | College taken |
|--------------------------------|------------------------------------|---------|----------|--------|---------------|
| WRIT 101 | College Writing I | _____ x | 2 | = | _____ |
| M 121 | College Algebra OR | | | | |
| M 152 | Precalculus Algebra OR | | | | |
| M 153 | Precalculus Trigonometry OR | | | | |
| M 171 | Calculus I OR | | | | |
| M 115 | Probability and Linear Math | _____ x | 2 | = | _____ |
| Total Foundations Score | | | | | _____ |

D. *Previous Educational Attainment (5 points maximum –points awarded for one degree only)*
Verification required –transcript with degree or certification posted - on file with registrar

| Degree Attained | Points | Total |
|---|---------------|--------------|
| Bachelor’s Degree | 5 | = _____ |
| Associate Degree | 4 | = _____ |
| Degree Certification | 3 | = _____ |
| | | = _____ |
| Total Educational Attainment Score | | _____ |

E. *Certified Nurse’s Assistant (15 points maximum) Verification required*

| Years of Certified Nurse’s Assistant Experience | Points | Total |
|--|---------------|--------------|
| Less than 1 year | 5 | = _____ |
| 1 – 3 years | 10 | = _____ |
| Over 3 years | 15 | = _____ |
| Total CNA Experience Score | | _____ |

F. *Work Experience, other than CNA, in Health Field (5 points maximum) Verification required*

| Years of Occupational Experience | Points | Total |
|--|---------------|--------------|
| Less than 1 year | 2 | = _____ |
| 1 – 3 years | 4 | = _____ |
| Over 3 years | 5 | = _____ |
| Total Occupational Experience Score | | _____ |

G. *Volunteer Experience IN Community and/or health related areas (5 point possible) Verification required*

| Years of Volunteer Experience | Points | Total |
|---|---------------|--------------|
| Less than 1 year | 2 | = _____ |
| 1 – 3 years | 4 | = _____ |
| Over 3 years | 5 | = _____ |
| Total Volunteer Experience Score | | _____ |

TOTAL APPLICATION SCORE (total 70 points possible) _____

In case of a tie at the raw point level, these are the tie-breaking criteria:

- ✓ CNA experience
- ✓ Highest Prerequisite GPA



GREAT FALLS COLLEGE
MONTANA STATE UNIVERSITY



ABOUT GFC MSU | ACADEMICS | ADMISSIONS + RECORDS | CAMPUS LIFE | GIVING TO GFC MSU | BECOME A STUDENT

Practical Nurse - Associate of Applied Science Degree

Changing lives - achieving dreams

Start your health care career as a practical nurse at Great Falls College.

Learn from highly qualified nursing faculty in the largest simulated hospital in Montana. State-of-the-art high fidelity patient simulators provide a realistic health-care experience designed to supplement your on-site clinical experiences. Computerized patient simulation experience enhances assessment, decision making skills, and clinical competency within a risk free environment.

Entrance to this program is competitive and enrollment limited. Through a 9 month, intensive program of theory and clinical experience students are provided with a firm foundation in professionalism, communication, critical thinking, and caring. The practical nursing program has a 100% NCLEX pass rate

Licensed Practical Nurses play a vital role in healthcare, providing care to their patients in a variety of healthcare environments, including hospitals, physicians' offices, clinics, nursing homes, assisted living facilities, rehabilitation centers, and home healthcare settings.

Once you earn your degree as a practical nurse, the option for transition in becoming a registered nurse with an Associate of Science in Nursing is available to you, in Great Falls, through our partner, MSU-Northern.

Practical Nurse - Program Staff



Kim Martin, RN, BSN, MSN, is the GFC MSU Practical Nursing Program Director. "My vision for the Great Falls College Practical Nurse program is to shape, mold, and graduate professional, competent nurses - nurses whose caring is holistic and compassionate," says Kim. Her first impression of the new GFC Simulated Hospital is that it is an educator's dream, an all-inclusive lifetime facility.



Sandy Heyward, RN, BSN, MSN, holds a Master's in Nursing Education from Chamberlain College of Nursing. Sandy is excited to share her work experience with her students. She has worked as a nurse in the areas of gastrointestinal general medicine, surgery, and hemodialysis.



CONTACT INFORMATION

Health Sciences Program
Emily Peterson, Program Assistant
406-771-4350
800-446-2698
Fax: 406-771-4317
emily.peterson@gfcmsu.edu

QUICK LINKS

- [Course Sequence](#)
- [Nursing Curriculum](#)
- [Program Application for fall 2014 will be available February 14th, 2014](#)

Status of Nursing Programs

Talking Points: July 2013

Start Your Health Care Career as a Practical Nurse at Great Falls College MSU

- Learn from highly qualified nursing faculty in the largest simulated hospital in Montana. State-of-the-art high fidelity patient simulators provide a realistic health-care experience designed to supplement your on-site clinical experiences. Computerized patient simulation experience enhances assessment, decision making skills, and clinical competency within a risk free environment.
- Entrance to this program is competitive and enrollment limited. Through a 9 month, intensive program of theory and clinical experience students are provided with a firm foundation in professionalism, communication, critical thinking, and caring. The practical nursing program has a 100% NCLEX pass rate.
- Licensed Practical Nurses play a vital role in healthcare, providing care to their patients in a variety of healthcare environments, including hospitals, physicians' offices, clinics, nursing homes, assisted living facilities, rehabilitation centers, and home healthcare settings.
- Once you earn your degree as a practical nurse, the option for transition in becoming a registered nurse with an Associate of Science in Nursing is available to you, in Great Falls, through our partner, MSU-Northern.

Nursing at GFC MSU: Facts and Figures

- Since 2002, GFC MSU has graduated 201 Practical Nursing Students. We graduated, on average, approximately 20 students per year.
- We have achieved a 100% pass rate on the NCLEX-PN (National Council of Licensing Exams-Practical Nurse) exam every year since 2002 as well. We also have a 100% placement rate for our graduates with the majority of them taking their first jobs in Great Falls or the immediate surrounding area.
- In fall of 2012, the College officially postponed both the practical nurse and registered nurse programs for the academic year 2012-2013. The decision was necessary due to staffing changes.
- In January 2013 The Board of Nursing voted to reinstate the program based on the hiring of the Program Director and faculty member. GFC MSU's primary focus is to restore and revitalize the practical nurse program.
- A new, collaborative partnership between Great Falls College MSU and Montana State University Northern will allow 20 students to earn their Associate of Science in Nursing (ASN) entirely in Great Falls. The two colleges have agreed that twenty (20) slots in the ADN program will be designated for GFC MSU Practical Nurse graduates.



Great Falls College MSU • 2100 16th Avenue South • Great Falls, MT 59405 | [MAPIT](#)
406.771.4300 • 800.446.2698 • FAX: 406.771.4317 • TDD: 406.771.4311

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RADIOLOGIC TECHNOLOGY**ASSOCIATE OF APPLIED SCIENCE DEGREE**

Program Director: Frankie Lyons

Program Faculty: Tom Liston

NOTE: PROGRAM IS UNDER REVIEW AND IS NOT INTAKING NEW STUDENTS.

Radiologic Technologists, also referred to as Radiographers, work in a professional environment at a hospital, private office, or clinic. Radiologic Technologists are trained to perform radiologic examinations in accordance with radiation safety standards for themselves, clinical staff and their patients. Skill sets include: patient care, positioning, operating X-ray equipment, film quality assessment, technical factors, interacting with the general public, ancillary workers, healthcare workers, and physicians.

The Radiologic Technology student learns how to accurately demonstrate body structures by determining proper exposure factors, manipulating medical imaging equipment, evaluating the radiographic image quality; and providing for patient protection, safety, and comfort during radiographic procedures. Some technologists choose to specialize in computed tomography, magnetic resonance imaging, mammography, ultrasound, nuclear medicine, positron emission tomography or radiation therapy. Some of these modalities require additional certification. The student will be introduced to these specialty areas. Radiologic Technology is an expanding field in the area of medical diagnosis and treatment. Imaging methods and procedures are updated and implemented on a regular basis.

The Radiologic Technology Program is a two-year program designed to prepare individuals with the knowledge, skills, and professional attitude necessary for successful employment as a Radiologic Technologist.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Employ professional judgment, problem solving, and critical thinking to identify, assess, and analyze the situation providing quality patient care in a safe and ethical manner.
- Demonstrate effective interpersonal skills through verbal and written communication.
- Practice within the standards established by the profession.
- Demonstrate appropriate cultural, legal, ethical, and professional values.
- Practice as a qualified registered technologist in any type of patient care facility.

Accreditation for the Radiologic Technology Program is through Northwest Commission on Colleges and Universities coursework. This regional accrediting agency is the organization that accredits Great Falls College MSU. After completion of the program the graduate is eligible to take a nationally recognized certification examination administered by the American Registry of Radiologic Technologist (ARRT).

The Great Falls College MSU Radiologic Technology Program is a limited enrollment program, accepting a restricted number of students each year. Interested students are urged to contact the Admissions Office, Program Director or the Advising & Career Center Advisors for student advising specific to program admission requirements and criteria for program acceptance.

Students in the Radiologic Technology Program must earn a "C-" or better in ALL classes in the two-year program. Any grade less than a "C-" in any class will result in the student having to retake that class.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 7340 |
| Application Fee | \$ | 30 |
| Insurance | \$ | 38 |
| Books/Supplies | \$ | 1693 |
| TOTAL | \$ | 9,100 |

***Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.**

Computer skills, Anatomy and Physiology I & II, and Chemistry are highly recommended.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

NOTE: Applicants must complete the following courses with a minimum grade of "C-" in each course prior to formal acceptance into the program.

PREREQUISITE COURSES

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--------------------------------------|----------------|------------------|
| AHMS | 142 | Intro to Medical Terminology | 1† | _____ |
| BIOH | 104** | Basic Human Biology/Lab | 4† | _____ |
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |
| M | 121** | College Algebra OR higher | 3-4† | _____ |
| WRIT | 101** | College Writing I | <u>3†</u> | _____ |
| | | Subtotal | 14 | _____ |

PROGRAM COURSE REQUIREMENTS AFTER FORMAL ACCEPTANCE

The courses below are to be taken in the order that they are listed.

Admission into the Radiologic Technology program is mandatory to qualify to take the courses below.

A grade of "C-" or above must be achieved in all courses to advance and graduate from the program.

FALL SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|---------------------------------------|----------------|------------------|
| AHXR | 105* | Intro to Radiologic Technology | 2† | _____ |
| AHXR | 130* | Radiographic Positioning/Procedures I | 2† | _____ |
| AHXR | 132* | Elements of Imaging I | 3† | _____ |
| AHXR | 225* | Radiobiology/Radiation Protection | 3† | _____ |
| AHXR | 195A* | Radiographic Clinical I | <u>7†</u> | _____ |
| | | Subtotal | 17 | _____ |

CONTINUED ON NEXT PAGE...

RADIOLOGIC TECHNOLOGY (CONT)**ASSOCIATE OF APPLIED SCIENCE DEGREE****SPRING SEMESTER**

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--|----------------|------------------|
| AHXR | 131* | Radiographic Positioning/Procedures II | 3† | _____ |
| AHXR | 133* | Elements of Imaging II | 3† | _____ |
| AHXR | 101* | Patient Care in Radiology | 2† | _____ |
| AHXR | 195B* | Radiographic Clinical II | <u>8†</u> | _____ |
| | | Subtotal | 16 | |

SUMMER SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------|----------------|------------------|
| AHXR | 298* | Radiographic Internship | <u>8†</u> | _____ |
| | | Subtotal | 8 | |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---|----------------|------------------|
| AHXR | 230* | Radiographic Positioning/Procedures III | 4† | _____ |
| AHXR | 233* | Elements of Imaging III | 2† | _____ |
| AHXR | 295A* | Radiographic Clinical III | <u>8†</u> | _____ |
| | | Subtotal | 14 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--|----------------|------------------|
| AHXR | 231* | Radiographic Positioning/Procedures IV | 2† | _____ |
| AHXR | 295B* | Radiographic Clinical IV | 10† | _____ |
| AHXR | 270* | Radiographic Registry Review | <u>2†</u> | _____ |
| | | Subtotal | 14 | |

TOTAL PROGRAM CREDITS - 82-83~

~ Many students need preliminary math, biology and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.



RADIOLOGIC TECHNOLOGY

Associate of Applied Science Degree

The Radiologic Technology program is not intaking new students.

The Radiologic Technology Associate of Applied Science (AAS) program is under review. The purpose of the review is to assure that the program is aligned with local industry job needs to give program graduates the greatest possibility of obtaining employment. The review includes conversations with local employers and potential employers as well as other regional colleges that offer similar programs. Our preliminary findings indicate the need for further study.

Current Decisions:

The decision has been made to not do a new intake of Radiologic Technology students for Fall 2014. Students currently enrolled in the program will continue taking classes until completion.

If you have additional questions, please contact:

Pre-Rad Tech Students - Contact the Advising & Career Center at 406-771-5100 or advising@gfcmsu.edu

Current Rad Tech Students – Contact the Health Sciences Division at 406-771-4350 or emily.peterson@gfcmsu.edu.

New Student Inquires – Contact the Admissions Office at 406-771-4300 or admissions@gfcmsu.edu

Radiologic Technologists also referred to as Radiographers, work in a professional environment at a hospital, private office or clinic. Radiologic Technologists are trained to perform radiologic examinations in accordance with radiation safety standards for themselves, clinical staff and their patients. Skill sets include; patient care, positioning, operating X-ray equipment, film quality assessment, technical factors, and interacting with the general public, ancillary workers, healthcare workers, and physicians.

The Radiologic Technology student learns how to accurately demonstrate body structures by determining proper exposure factors, manipulating medical imaging equipment, evaluating the radiographic image quality; and providing for patient protection, safety, and comfort during radiographic procedures. Some technologists choose to specialize in computed tomography, magnetic resonance imaging, mammography, ultrasound, nuclear medicine, positron emission tomography or radiation therapy. Some of these modalities require additional certification. The student will be introduced to these specialty areas. Radiologic Technology is an expanding field in the area of medical diagnosis and treatment. Imaging methods and procedures are updated and implemented on a regular basis.

The Radiologic Technology Program is a two-year program designed to prepare individuals with the knowledge, skills and professional attitude necessary for successful employment as a Radiologic Technologist.

Accreditation for the Radiologic Technology Program is presently acquired through Northwest Association Commission on Colleges.



CONTACT INFORMATION

Dr. Frankie Lyons
406.771.4361
frankie.lyons@gfcmsu.edu

Thomas M. Liston
R.T. (R)
406.731.8419
thomas.liston@gfcmsu.edu

Emily Peterson
Administrative Associate
406-771-4350
emily.peterson@gfcmsu.edu

QUICK LINKS

- [Catalog Information](#)

OTHER LINKS

- [American Society of Radiologic Technologists](#)
- [US Department of Labor](#)

This regional accrediting agency is the organization that accredits Great Falls College MSU.

After completion of the program the graduate is eligible to take a nationally recognized certification examination administered by the American Registry of Radiologic Technologists (ARRT).

Students in the Radiologic Technology Program must earn a "C-" or better in ALL classes in the two-year program. Any grade less than a "C-" in any class will result in the student having to retake that class. Computer skills, Medical Terminology, Physics, and Chemistry are highly recommended.

[TOP]



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REGISTERED NURSE**ASSOCIATE OF SCIENCE DEGREE**

Program Director: TBA

Program Faculty: TBA

NOTE: This program has been terminated and will not be accepting new students.

Registered nurses (RNs) work to promote good health and prevent illness. They educate patients and the public about various medical conditions; treat patients and help in their rehabilitation; and provide advice and emotional support to patients' families. RNs use considerable judgment in providing a wide variety of services. The Registered Nurse program at Great Falls College MSU is currently approved by the Montana State Board of Nursing. Upon completion of the Associate of Science Degree in Registered Nursing, students will be prepared to begin a successful career as a registered nurse. Students are prepared to sit for the national licensure examination for registered nursing.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Administer effective and ethical individual patient care utilizing human needs as a foundation for assessing behaviors, assigning priorities to desired outcomes, and planning and prioritization nursing interventions
- Incorporate knowledge of cultural, religious, and socioeconomic factors in providing nursing care for individuals in a variety of healthcare settings
- Coordinate, delegate, and prioritize the delivery of care aimed at meeting the needs of patients, communities of patients and their families
- Practice collaboratively within the proper scope of practice, legal, and ethical frameworks, and within national and state standards of nursing practice
- Use communication that is effective and therapeutic, along with information technology, to implement problem solving processes in the evidence base management of patient care
- Provide competent, evidence based nursing care recognizing the values and beliefs of the patient

The Registered Nurse program is a limited enrollment program. Interested students must apply for entry into the program. An application packet with the criteria for admission is available on the program website and from the Health Science Program Assistant.

- Currently licensed LPN applicants must present a copy of current unencumbered Montana LPN license
- Spring 2012 graduates of a PN program may submit their applications without the LPN license, but must have the Montana license number submitted no later than June 22, 2012 to remain eligible
- The length of the program is two consecutive semesters.
- Accepted students will be required to provide proof of Health Care Provider CPR certification, negative Tuberculosis test, and complete the Student Immunization and Verification form before the beginning of the fall semester.
- Computer skills are highly recommended.
- The Hepatitis B immunization series is strongly recommended before entrance into the program. A student may be denied access to clinical rotations without an adequate Hepatitis B titer. Students having religious or personal conflicts against receiving Hepatitis B vaccine must sign a release form.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|---------------|
| Tuition and Fees | \$ | 9608 |
| Application Fee | \$ | 30 |
| Insurance | \$ | 38 |
| Uniforms | \$ | 225 |
| Course Fees | \$ | 211 |
| Program Fee | \$ | 225 |
| Books/Supplies | \$ | 2,225 |
| TOTAL | \$ | 12,731 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

Coursework

The following courses must be completed prior to admission into the Registered Nurse Program. All prerequisite course work must be completed with a minimum grade of "C" NOT "C-" in each course. Grades in prerequisite courses are a major factor in ranking applications for program acceptance.

FIRST SEMESTER

| COURSE | NO. | TITLE | CREDITS | SEM/GRADE |
|--------|-------|--|-----------|-----------|
| BIOH | 201** | Anatomy & Physiology I/Lab | 4+ | _____ |
| CHMY | 121* | Introduction to General Chemistry/ Lab | 4+ | _____ |
| M | 121** | College Algebra | 3+ | _____ |
| NRSB | 100 | Introduction to Nursing | <u>1+</u> | _____ |
| | | Subtotal | 12 | |

SECOND SEMESTER

| COURSE | NO. | TITLE | CREDITS | SEM/GRADE |
|--------|-------|-----------------------------|-----------|-----------|
| NUTR | 121* | Clinical Human Nutrition | 2+ | _____ |
| BIOH | 211* | Anatomy & Physiology II/Lab | 4+ | _____ |
| WRIT | 101** | College Writing I | 3+ | _____ |
| PSYX | 100 | Intro to Psychology | <u>3+</u> | _____ |
| | | Subtotal | 12 | |

For those LPNs with an active unencumbered Montana license, there is no age limit on the prerequisite credits.

COMPLETION OF AN LPN PROGRAM IS REQUIRED FOR AN ADDITIONAL 26 CREDITS

LPN program curriculum can be found at:

<http://www.gfcmu.edu/catalog/>

PROGRAM COURSE REQUIREMENTS AFTER FORMAL ACCEPTANCE

Once enrolled in Registered Nurse program, a minimum of a grade of "C" in all courses is required to continue in the program. In the clinical setting, students must achieve a grade of 75% in all rotations of each clinical experience.

The courses listed below are required in the program of study for the Associate of Science degree in Registered Nursing. The courses are offered at MSU—Great Falls College of Technology in the following sequence:

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | SEM/GRADE |
|--------|------|-----------------------------|-----------|-----------|
| NRSB | 250* | LPN to RN Transition | 3+ | _____ |
| NRSB | 252* | Complex Care Maternal/Child | 3+ | _____ |
| NRSB | 254* | Complex Care Mental Health | 2+ | _____ |
| NRSB | 256* | Pathophysiology | 3+ | _____ |
| BIOM | 250 | Microbiology/Lab | <u>4+</u> | _____ |
| | | Subtotal | 15 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | SEM/GRADE |
|--------|------|------------------------------|-----------|-----------|
| NRSB | 262* | Complex Care Adult | 4+ | _____ |
| NRSB | 265* | Advanced Clinical Skills Lab | 1+ | _____ |
| NRSB | 266* | Managing Client Care | 4+ | _____ |
| SOCI | 101 | Introduction to Sociology | <u>3+</u> | _____ |
| | | Subtotal | 12 | |

TOTAL PROGRAM CREDITS - 77~

~ Many students need preliminary math, science and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

RESPIRATORY CARE

ASSOCIATE OF APPLIED SCIENCE DEGREE

Program Director: Leonard Bates

Program Faculty: Brian Cayko

Most people take breathing for granted. It's second nature, an involuntary reflex. But for the thousands, who suffer from breathing problems, each breath is a major accomplishment. Those people include patients: with chronic lung problems, such as asthma, bronchitis, and emphysema; heart attack and accident victims; premature infants; and people with cystic fibrosis, lung cancer, and AIDS.

In each case the patient will likely receive treatment from a Respiratory Therapist (RT) under the direction of a physician. RTs work to evaluate, treat and care for patients with breathing disorders. They are a vital part of a hospital's lifesaving response team that answers patient emergencies.

While most RTs work in hospitals, an increasing number have branched out into alternative care sites, such as nursing homes, physicians' offices, home health agencies, specialized care hospitals, medical equipment supply companies, and patients' homes.

RTs perform both diagnostic and therapeutic procedures, such as:

- Obtaining and analyzing sputum and breath specimens;
- Take blood specimens and analyze them to determine levels of oxygen, carbon dioxide, and other gases;
- Interpreting data obtained from specimens;
- Measuring the capacity of patients lungs to determine if there is impaired function;
- Performing studies on the cardiopulmonary system;
- Studying disorders of people with disruptive sleep patterns;
- Operating mechanical ventilators for patients who cannot breathe adequately;
- Delivering inhaled medications and medical gases;
- Teaching patients with lung disorders to maintain meaningful and active life systems.

RTs work collaboratively with other health care practitioners. Critical thinking and problem solving skills are mandatory for success in this environment. Strong verbal and written communication skills are necessary when interacting with other members of the multidisciplinary health care team as well as the patients and families. Such a role also requires a broad educational background in English composition, communication, and interpersonal relations. Computer literacy is especially important in today's health care environment.

The RT Program is a two-year program designed to help students develop the knowledge, skills and professional attitude necessary for a successful career in RT. Upon completion of the AAS degree in RT, graduates will be prepared to begin a career as an Advanced Practitioner RT. Graduates are eligible to take the National Board for Respiratory Care (NBRC) Entry Level and the Advanced Practitioner examinations.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Practice as a registered RT in the healthcare delivery system;
- Comply with standards-of-practice, and ethical code of the American Association for Respiratory Care;
- Apply critical thinking and problem solving skills to patient care.
- Demonstrate effective verbal and written communication as well as good interpersonal skills; and
- Safely and correctly utilize current technology and equipment in the practice of Respiratory Care.

The RT program is accredited by the Commission on Accreditation of Respiratory Care Program.

Information about Great Falls College MSU's Respiratory Therapist Program is posted on the Commission on Accreditation for Respiratory Care (CoARC) web site, <http://www.coarc.com/47.html>. You can see information about our program by selecting interactive map of CoARC program data and then Great Falls from the map. Graduate job placement, and credentialing success as well as program attrition data for all CoARC accredited program is also posted at this site. Click on Outcomes data from the Annual Report of Current Status. Programs are listed by state.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|---------------|
| Tuition and Fees | \$ | 8628 |
| Application Fee | \$ | 30 |
| Insurance | \$ | 38 |
| Course Fees | \$ | 376 |
| Program Fee | \$ | 280 |
| Books/Supplies | \$ | 1715 |
| TOTAL | \$ | 11,067 |

***Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.**

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1+ | _____ |

PRE-RESPIRATORY COURSES AND SKILLS

Background in basic science and math is essential to prepare applicants to succeed in the RT program.

Recommended courses, but not required:

- BIOM 250 Microbiology for Health Sciences
- HTH 140 Pharmacology
- AHMS 144 Medical Terminology

Prior to admission to the RT program students must have completed high school chemistry with a grade of "B" or above within the past five (5) years and demonstrate computer literacy. (Students without high school courses should consult the RT Program Director about the appropriate college coursework to meet this requirement.)

The Great Falls College MSU RT Program is a limited enrollment program, accepting a restricted number of students each year. Interested students are urged to contact the RT Program Director or Advising and Career Center Advisors for student advising specific to admission requirements and criteria for program acceptance.

Prior to formal program acceptance, the applicant must successfully complete all of the program prerequisites with a minimum grade of "C-".

PREREQUISITE COURSES

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--|----------------|------------------|
| BIOH | 201** | Human Anat & Phys I/Lab | 4+ | _____ |
| COMX | 115 | Intro to Interpersonal Communication OR | | |
| PSYX | 100 | Introduction to Psychology OR | | |
| PSYX | 230 | Developmental Psychology | 3+ | _____ |
| M | 121** | College Algebra | 3+ | _____ |
| WRIT | 101** | College Writing I | <u>3+</u> | _____ |
| | | Subtotal | 13 | |

CONTINUED ON NEXT PAGE...

RESPIRATORY CARE (CONT)**ASSOCIATE OF APPLIED SCIENCE DEGREE**

The courses below are to be taken in the order that they are listed. Admission into the RT program and completion of the previous semester are required.

Program Course Requirements After Formal Acceptance

A grade of "C-" or above must be earned in all required courses to continue in and graduate from the program. CPR is a prerequisite for entrance into clinical courses. Each student is required to sign a clinical contract defining their professional responsibilities and behavior and must complete two to four weeks of clinic outside of Great Falls during the summer semester.

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--------------------------------------|----------------|------------------|
| AHRC | 152* | Respiratory Care | 3† | _____ |
| AHRC | 155* | Respiratory Physiology | 3† | _____ |
| AHRC | 170* | Respiratory Care Tech & Procedures I | 5† | _____ |
| BIOH | 211* | Human Anat & Phys II/Lab | <u>4†</u> | _____ |
| | | Subtotal | 15 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---------------------------------------|----------------|------------------|
| AHRC | 140* | Respiratory Care Clinic I | 3† | _____ |
| AHRC | 171* | Respiratory Care Tech & Procedures II | 5† | _____ |
| AHRC | 180* | Ventilator Management | 2† | _____ |
| AHRC | 254* | Pulmonary Assessment | <u>3†</u> | _____ |
| | | Subtotal | 13 | |

SUMMER SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|----------------------------|----------------|------------------|
| AHRC | 141* | Respiratory Care Clinic II | 4† | _____ |
| AHRC | 262* | Neonatal Respiratory Care | <u>3†</u> | _____ |
| | | Subtotal | 7 | |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------------------|----------------|------------------|
| AHRC | 240* | Respiratory Care Clinic III | 5† | _____ |
| AHRC | 245* | Respiratory Care Clinical Seminar I | 1† | _____ |
| AHRC | 251* | Hemodynamic Monitoring | 4† | _____ |
| AHRC | 274* | Pulmonary Disease | <u>2†</u> | _____ |
| | | Subtotal | 12 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--------------------------------------|----------------|------------------|
| AHRC | 241* | Respiratory Care Clinic IV | 4† | _____ |
| AHRC | 246* | Respiratory Care Clinical Seminar II | 1† | _____ |
| AHRC | 264* | Alternate Sites for Respiratory Care | 1† | _____ |
| AHRC | 273* | Pulmonary Function Testing | 2† | _____ |
| AHRC | 280* | Supervisory Management | 2† | _____ |
| ECP | 241* | Pediatric Advanced Life Support | 1† | _____ |
| HTH | 120 | IV Therapy for Health Care Providers | <u>1†</u> | _____ |
| | | Subtotal | 12 | |

TOTAL PROGRAM CREDITS - 72~

~ Many students need preliminary math, science and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

GREAT FALLS COLLEGE MSU

RESPIRATORY THERAPIST PROGRAM



**GREAT FALLS
COLLEGE**

**MONTANA STATE
UNIVERSITY**

Student Information and Application Packet

(Application is subject to change year to year)

Fall 2014



**GREAT FALLS
COLLEGE**

**MONTANA STATE
UNIVERSITY**

Respiratory Therapist Program Student Information and Application Packet

Dear Prospective Respiratory Therapist Student:

I am pleased that you are interested in the Great Falls College MSU Respiratory Therapist Program. The Respiratory Care profession can provide you with a lifelong career. As a Respiratory Therapist you will care for patients with diseases of the lungs and heart ranging in age from premature infants to the elderly. You will be a vital part of a hospital's lifesaving response team that answers patient emergencies. While most Respiratory Therapists work in acute care hospitals, a substantial number are employed alternative care sites, such as nursing homes, physicians' offices, home health agencies, specialized care hospitals, medical equipment supply companies, and patients' homes.

Our Respiratory Therapist program has limited enrollment. Fifteen students are accepted into the program each year. The small size creates the opportunity individual attention to each student. This class size is set by available clinical opportunities. Limited enrollment creates a competitive student selection process. It is important to review and understand this process. Please refer to the Application Evaluation located in this information packet.

Information about the program and application materials for the fall entry is enclosed. Please read these materials carefully.

For additional information or answers to specific questions, please contact Emily Peterson, Program Assistant at 771-4350 or Leonard Bates, Program Director, at 771-4360.

Thank you for your interest in our Respiratory Therapist Program.

Sincerely,

Leonard Bates
Respiratory Therapist Program Director

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Great Falls College MSU
Associate of Applied Science Degree
Respiratory Care

EDUCATION PROGRAM:

The Respiratory Therapist program is accredited by the Commission on Accreditation for Respiratory Care. Graduates of this program are eligible to take the National Board for Respiratory Care's Certification Examination and the Advanced Practitioner Examination.

After completion of prerequisite coursework, the Respiratory Therapist program is five consecutive semesters. The program is competency-based and has the goal of preparing graduates with the knowledge, skills, and values to work as a Respiratory Therapist.

This program utilizes traditional classroom and laboratory learning as well as clinical practice. It is rigorous, fast-paced and challenging, with many tests, quizzes, and assignments. Students find it necessary to spend substantial study time outside of the classroom, lab and clinic. Generally, for every class hour, at least 3 hours in preparation or in the completion of assignments are needed.

PROGRAM EXPENSES:

Respiratory Therapist Students are required to obtain some personal equipment and supplies, purchase uniforms, pay lab fees, and are responsible for transportation to clinic sites. Students should begin planning early for financial aid to meet their educational expenses. Approximate program costs can be found in the current catalog online at

<http://www.gfcmsu.edu/catalog/Programs/Respiratory%20Care%202013-2014.pdf>

ADMISSIONS TO GREAT FALLS COLLEGE MSU :

Students must be admitted to the College and in good academic standing prior to the submission of the Respiratory Therapist Program Application. Applications will not be reviewed until applicants have been admitted to Great Falls College MSU and official transcripts have been reviewed by the Registrar.

Acceptance to Great Falls College MSU requires a completed admissions application file, which may be obtained by visiting the campus, calling the College (406) 771-4300, or downloading it from the institution's web site, www.gfcmsu.edu (select **Admissions & Records** then **Forms** then **Application for Admission**)

ELIGIBILITY FOR ADMISSION INTO THE RESPIRATORY THERAPIST PROGRAM:

All eligibility forms and documents are enclosed in the Respiratory Therapist Program Information and Application Packet.

To be eligible to apply for admission into the Respiratory Therapist Program, applicants must:

- Be admitted to Great Falls College MSU and currently in good academic standing
- Completed all prerequisite course work with a minimum grade of "C-" in each course and a minimum cumulative GPA in prerequisite course work of 2.0.
- Prerequisite coursework can be taken at other institutions but it is the applicant's responsibility to confirm those courses are equivalent to the program's prerequisites and are transferable to this institution.
- Current students may apply during the spring semester before the fall program intake. They can

apply before finishing their prerequisites and may be considered for conditional acceptance if space is available. Final determination will be made after satisfactory completion of the prerequisite courses.

HEALTH SCIENCES DIVISION POLICY: STUDENT BACK GROUND CHECKS

- To promote patient safety and decrease institutional liability, most clinical agencies require students to have cleared a background check and/or drug screening before they will permit the students in the clinical setting. To meet these requirements, the College requires that the check/screening be done prior to placement in any clinical agency.
- Background checks/drug screenings are done at the student's expense. Students with background checks that reveal a finding will be evaluated individually to determine whether they will be eligible for clinical placement and state licensure for their respective degree program.
- Students are encouraged to go through Verifiedcredentials.com for their background check.

PROGRAM ADMISSIONS PROCESS:

The Respiratory Therapist Program Admissions Committee reviews application packets and uses established admissions criteria to rank applicants for admission. The Application Evaluation form used by the committee is enclosed. Criteria for selection emphasize academic performance in prerequisite course work and previous education.

The priority deadline for applications to the Respiratory Therapist Program is May 15, 2014. Completed Program Application Packets may be hand delivered to Emily Peterson at the College or mailed to the College.

Contact Information

Emily Peterson
Health Science Program Assistant
emily.peterson@gfcmu.edu
406-771-4350 or 1-800-446-2698

Mailing address:

Respiratory Therapist Program Admissions Committee
Great Falls College MSU
2100 16th Avenue South
Great Falls, MT 59405

- Please send all application items as a completed packet. Items sent separately and at random are easily lost or misfiled. We are not responsible for any late, lost or misfiled information. Please only send required documentation as other supplemental items will be discarded. **Priority Application Due Date: May 15, 2014.**
- It is the applicant's responsibility to ensure that all requirements are met by the established deadline. Deadlines, guidelines, and policies apply equally to all students; thus, there can be no exceptions.
- Great Falls College MSU's Respiratory Therapist Program does not maintain a waiting list. Applicants must reapply each year.

APPLICATION SCORING:

- For applicants, who have taken courses multiple times; the most recent verifiable grade will be used for scoring /GPA calculations.
- Points and GPAs will be calculated by the Registrar's Office and grade points will be calculated using the current catalog criteria which includes +/- weighing. Plus or minus is equivalent to the following:

| | | | | | |
|------|---|-----|------|---|-----|
| (A) | = | 4 | (B-) | = | 2.7 |
| (A-) | = | 3.7 | (C+) | = | 2.3 |
| (B+) | = | 3.3 | (C) | = | 2 |
| (B) | = | 3 | (C-) | = | 1.7 |

- For students, who have Tech Prep (TP) credits, the student's high school transcript will be evaluated. If the TP course was a semester course, then that grade will be used in scoring/GPA. If the TP course was a yearlong course, then the two semester grades will be averaged to get a final grade for scoring/GPA calculations.
- For students, who have been awarded credit for successful performance in subject examinations of the CLEP or DSST programs, the credits will be accepted, however there is no grade for calculation for scoring or GPA. In this situation, the total points will convert to percentages for ranking.
- For students, who have been awarded credit for successful performance in subject examinations of the AP program, the credits will be accepted for scores of 3, 4 or 5, however there is no grade for calculation for scoring or GPA. In this situation, the total points will convert to percentages for ranking.
- For students, who have been awarded credit for Experiential Learning, the credits will be accepted for Passing (P) grades, however there is no grade for calculation for scoring or GPA. In this situation, the total points will convert to percentages for ranking.
- For students, who have additional educational attainment, the Registrar's Office will verify degrees awarded from official transcripts.

NOTIFICATION OF ACCEPTANCE:

Students will be notified of acceptance into the Program by June 15, 2014. Accepted students will be required to provide proof of CPR certification and immunizations before the beginning of the fall semester

Accepted students must attend the Respiratory Therapist program orientation and Health Science Division orientation August 21, 2014. Respiratory Therapist Program orientation and registration for fall classes will be at 10:00 AM and the Health Science Orientation at 1:00 PM. Both are mandatory.

HEALTH INSURANCE:

Program students entering the clinic setting are strongly advised to carry their own medical health insurance. Students will be financially responsible for their health care if they become ill or injured in the clinical setting.

All GFC MSU students enrolled for 6 or more credits are required to have health insurance. For students without coverage, GFC MSU offers a program developed especially for students by Blue Cross & Blue Shield of Montana. This plan provides coverage for injuries and illnesses on or off campus. Coverage includes hospitalization, maternity, prescription drugs, surgical services, emergency room charges, and immunizations, among others. See <http://www.gfcmsu.edu/students/HealthInsurance/index.html> for more information about the plan. **This insurance coverage is subject to change for 2014-2015.*

Please contact Student Central for more information about enrolling in the plan through registration.

Student Central
Great Falls College MSU
Phone: 406-771-4414

EQUAL OPPORTUNITY POLICY:

Great Falls College MSU is committed to the provision of equal opportunity for education, employment, and participation in all College programs and activities without regard to race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran status, gender, age, political ideas, marital or family status, physical or mental disability, genetic information, gender identity, gender expression or sexual orientation.

The College's Equal Opportunity Officers are the Executive Director of Human Resources and the Associate Dean of Student Services, 2100 16th Ave South, Great Falls, MT 59405. Telephone: (406) 771-4300.

RESPIRATORY THERAPIST CURRICULUM

Prerequisite High School courses and competencies

A background in related instruction and basic science is essential to succeed in the Respiratory Care program. All applicants must have completed high school chemistry with a grade of "B" or above within the past five (5) years or complete a college chemistry course. Computer competency is required.

Prerequisite courses

The following courses must be completed or be in progress prior to admission into the Respiratory Therapist Program. Grades in prerequisite courses are a major factor in ranking applications for admissions.

These courses must be completed with a “C-” or better before official acceptance into the Respiratory Therapist program.

| Course # | Course Name | Credits |
|----------|--|---------|
| BIOH 201 | Human Anat & Phys I/Lab | 4 |
| M 121 | College Algebra | 3 |
| WRIT 101 | College Writing I | 3 |
| COMX 115 | Intro to Interpersonal Communication OR | |
| PSYX 100 | Introduction to Psychology OR | |
| PSYX 230 | Developmental Psychology | 3 |

Recommended Prerequisite course, not required

| Course # | Course Title | Credits |
|----------|--------------------------------------|---------|
| BIOM 250 | Microbiology for Health Sciences/Lab | 4 |
| HTH 140 | Pharmacology | 2 |
| AHMS 144 | Basic Medical Terminology | 3 |

Science courses must be completed within five (5) years of and other courses must be completed within 15 years of applying to the Respiratory Therapist Program.

TRANSFERABLE COURSES:

General education coursework taken at other education institutions may be designated as equivalent courses for Great Falls College MSU. For a current listing of approved equivalent courses, visit the Transfer Guide under Student Information at:

https://atlas.montana.edu:9001/pls/gfagent/hwzkxfer.p_selstate

The transferring student must initiate the request for evaluation of credit during the admission process by furnishing an official transcript from the transferring institution(s) and the necessary materials, including copies of the appropriate catalog descriptions or course syllabi, to Registrar. Official transcripts must be sent directly by the issuing institution to the following address:

Admissions
 Great Falls College MSU
 2100 16th Ave S
 Great Falls, MT 59405

RESPIRATORY THERAPIST PROGRAM COURSES:

Fall Semester 1st year

| Course # | Course Title | Credits |
|----------|--------------------------------------|---------|
| BIOH 211 | Human Anat & Phys II w/ Lab | 4 |
| AHRC 150 | Respiratory Care | 3 |
| AHRC 155 | Respiratory Physiology | 3 |
| AHRC 170 | Resp. Care Techniques & Procedures I | 5 |

Spring Semester 1st year

| Course # | Course Title | Credits |
|-----------------|---------------------------------------|----------------|
| AHRC 140 | Respiratory Care Clinic I | 3 |
| AHRC 171 | Resp. Care Techniques & Procedures II | 5 |
| AHRC 180 | Ventilator Management | 2 |
| AHRC 254 | Pulmonary Assessment | 3 |

Summer Semester 1st year

| Course # | Course Title | Credits |
|-----------------|----------------------------|----------------|
| AHRC 141 | Respiratory Care Clinic II | 4 |
| AHRC 260 | Neonatal Respiratory Care | 3 |

Fall Semester 2nd year

| Course # | Course Title | Credits |
|-----------------|-------------------------------|----------------|
| AHRC 240 | Respiratory Care Clinic III | 4 |
| AHRC 245 | Resp. Care Clinical Seminar I | 1 |
| AHRC 251 | Hemodynamic Monitoring | 4 |
| AHRC 274 | Pulmonary Disease | 2 |

Spring Semester 2nd year

| Course # | Course Title | Credits |
|-----------------|--------------------------------------|----------------|
| AHRC 241 | Respiratory Care Clinic IV | 5 |
| AHRC 246 | Resp. Care Clinical Seminar II | 1 |
| AHRC 264 | Alternative Sites for Resp Care | 1 |
| AHRC 273 | Pulmonary Function Testing | 2 |
| AHRC 280 | Supervisory Management | 2 |
| ECP 241 | Pediatric Advanced Life Support | 1 |
| HTH 120 | IV Therapy for Health Care Providers | 1 |

Students must earn a minimum grade of "C-" in all required courses to continue in the program.

GREAT FALLS COLLEGE MSU RESPIRATORY THERAPIST PROGRAM

APPLICATION PACKET COVER & CHECK-OFF SHEET

NAME _____

ADDRESS _____

CITY _____ ST _____ Zip Code _____

TELEPHONE (Home) _____ (Other) _____

E-Mail ADDRESS (If applicable) _____

GFCMSU STUDENT IDENTIFICATION NUMBER: _____

Check-off List

| √ | Item |
|---|---|
| | Completed Admissions File. A completed admissions file includes a completed application, payment of the \$30 application fee (if applicable), copies of high school/GED transcripts or diplomas, proof of MMR shots, and completion of placement testing or submit official college transcript(s) verifying placement. Complete admissions files will be verified by the registrar's office and applicants with incomplete files will not be admitted to the program. Students are encouraged to check with the admissions office to confirm that their admissions file is complete. |
| | In Good Academic Standing All students must be in good academic standing which means they are not on academic probation OR academic probation continued, OR academic suspension. Good academic standing will be verified by the registrar and any applicants who are not in good academic standing will not be admitted to the program. Students are encouraged to check with the registrar's or admissions office to confirm that they are in good academic standing. |
| | Application Packet Cover & Check-off sheet (<i>this page 10</i>) |
| | Application Evaluation (<i>page 12</i>) |
| | Signed Technical Standards form (<i>page 11</i>) |
| | Official Transcripts for all completed post-secondary education and Prerequisite courses completed at another institution – By May 15, 2013 (<i>Send transcripts to Registrar- No need to include in packet</i>) |

Important Note:

The program specific professional organization may not allow you to take the national exam following the completion of this program. Acceptance for taking national exams or granting of a state license if you have a felony conviction is approved or denied by the professional organization or the state board on an individual basis. If you have a felony conviction, contact the appropriate organization for further information before making an application to the program.

Respiratory Therapist:

National Board for Respiratory Care <http://www.nbAHC.org/> and Montana Respiratory Care Practitioner Board http://www.mt.gov/dli/bsd/license/bsd_boards/AHCp_board/board_page.asp

Technical Standards for the Respiratory Therapist Programs

To successfully complete the Respiratory Therapist Program, students must demonstrate their competency in carrying out tasks necessary for safe and effective practice in the field, including:

- Lift and transport patients from bed to gurney or wheelchair and back to bed.
- Assist patients from bed to chair and back to bed.
- Position patients in bed.
- Perform respiratory therapeutic and diagnostic procedures from a standing position.
- Perform respiratory therapeutic and diagnostic procedures from a variety of positions such as standing, sitting or stooping.
- Adjust and operate diagnostic or therapeutic devices by manipulating knobs, dials and keyboards.
- Move both small and large respiratory equipment.
- Perform CPR.
- Assess patients by interviewing, seeing, feeling and listening through a stethoscope.
- Effectively communicate with patients and family members in a culturally sensitive manner.
- Effectively communicate with and respond appropriately to other healthcare professionals' questions, requests, and directions.

I have read the above requirements and understand that my inability to comply with these may result in my failure to successfully complete the program I have chosen.

Signature

Date

**GREAT FALLS COLLEGE MSU
RESPIRATORY THERAPIST PROGRAM
APPLICATION EVALUATION FORM**

Applicant Name: _____ **Submission Date:** _____

Eligibility Assessment: (Place "Y" in blank to indicate requirement has been met)

- Admitted to Great Falls College MSU _____
- In Good Academic Standing _____
- Each Prerequisite course completed with minimum grade of "C-" _____
- 2.0 Cumulative Prerequisite GPA _____

Admissions Criteria Score:

A. Check if successfully completed the following prerequisites

- Chemistry – High School or College (circle one) _____
- Computer competency – High School or College (circle one) _____

**B. Performance in Prerequisite Courses (26 points possible)
(See grade scoring on page 6)**

| Course # | Course Title | Grade | Emphasis | Points |
|-----------------|--------------------------------------|--------------|-----------------|---------------------------------|
| BIOH 201 | Human Anatomy & Physiology I/Lab | _____ x | 2 | = _____ |
| M 121 | College Algebra | _____ x | 1.5 | = _____ |
| WRIT 101 | College Writing I | _____ x | 1.5 | = _____ |
| PSYX 100 | Introduction to Psychology OR | | | |
| PSYX 230 | Developmental Psychology OR | | | |
| COMX 115 | Intro to Interpersonal Communication | _____ x | 1.5 | = _____ |
| | | | | Total Prerequisites score _____ |

C. Recommended Prerequisite course, not required (5 point possible, must have at least a C-)

| Course # | Course Title | Points | Total |
|-----------------|--------------------------------------|---------------|---|
| BIOM 250 | Microbiology for Health Sciences/Lab | 3 | _____ |
| HTH 140 | Pharmacology | 1 | _____ |
| AHMS 144 | Medical Terminology | 1 | _____ |
| | | | Total Recommended Prerequisites score _____ |

**E. Previous Educational Attainment (5 points maximum –points awarded for one degree only)
(Verification required –transcript with degree or certification posted - on file with registrar)**

| Degree Attained | Points | Total |
|------------------------|---------------|--|
| Bachelor's Degree | 5 | _____ |
| Associate Degree | 3 | _____ |
| | | Total Educational Attainment score _____ |

TOTAL APPLICATION SCORE (total 36 points possible) _____

In case of a tie at the raw point level, these are the tie-breaking criteria highest cumulative prerequisite GPA



Respiratory Care



About Respiratory Care

Orientation Packet

Application Process

Testimonials

Professional Observation

Employment Outlook

Other Links

Professional Accreditations

Contact Information

Our Mission and Our Goal

Our Mission

To provide high-quality Respiratory Care education. It is through the balance of classroom instruction, laboratory investigation, and clinical practice at local and out-of-town sites that provide our students with a well rounded, advanced knowledge of Respiratory Therapy.

Our Goal

A graduating Respiratory Therapist has the ability to:

- Think critically.
- Place the patient first.
- Practice Respiratory Care at the highest level.
- Be a health care professional.
- Continue to advance his/her education.
- Be a positive representative of the profession.



SURGICAL TECHNOLOGY**ASSOCIATE OF APPLIED SCIENCE DEGREE****Program Director: TBD**

What is a Surgical Technologist? Are you a detail-oriented person looking for a rewarding health career? Would you like a job where you can make a real difference in a patient's life? If you think you would thrive in the fast-paced world of a hospital operating room, consider a career as a surgical technologist! You may be able to hold a beating heart in your hand. You may be part of a team in the operating room that works on replacing a total hip or knee in the orthopedic rotation at your site. You will certainly hand many different instruments to the surgeon in the correct fashion and at the correct time. You will be the keeper of the sterile field. The goal is for surgical technologists to be able to anticipate the next move the surgeon is going to make in order to make the surgical procedure as smooth and efficient as possible. This is a very rewarding career in the Health Science Field. It is not nursing; you do a very specific technical job and work under the RN and Surgeon.

Surgical Technologists, often referred to as "scrub nurse", "scrub tech" or "operating room tech", are integral members of the operating room team. Their role includes assisting the physician during surgery by preparing and handling instruments, equipment, supplies and medications.

Job Opportunities: Surgical Technologists usually work within the operating room itself which may offer specialization in specific fields such as orthopedics, plastics, ENT, ophthalmic or cardiovascular. However technologists may qualify for work within various medical fields such as: dental assistants, veterinary assistants, procurement technicians and instrument processing technicians without much more education than on the job training. As medical technology advances, so do the opportunities for the working surgical technologist.

Curriculum: The curriculum is designed as hybrid courses of lab, classroom, online instruction and surgery clinicals to provide theoretical foundations of operating room techniques. The student will learn skills in a competency-based clinical lab and apply learned skills in the clinical facilities. Within the operating room, the student will observe, and then participate in a supervised position. The student will then be expected to advance to a high level of independence by their internship.

Students who enter the program are required to rotate through clinical sites. Some clinical rotations are outside of the Great Falls area. Transportation and housing costs are the responsibility of the student.

Upon completion of the Surgical Technology Program, students will be prepared to begin a career as a surgical technologist. Students are prepared to sit for the national examination to become a Certified Surgical Technologist (CST).

The Surgical Technology Program will meet or exceed Accreditation Review Committee on Education in Surgical Technology & Surgical Assisting (ARC-STSA) benchmark standards on student retention, CST exam results, graduate job placement, employer satisfaction, and graduate satisfaction.

OUTCOMES – GRADUATES ARE PREPARED TO:

- Work with surgeons, anesthesiologists, nurses, and other health professionals in providing direct or indirect patient care while demonstrating positive work ethic, professionalism and appropriate interpersonal skills in the surgical setting.
- Practice professional, value directed actions based on didactic and clinical knowledge, ethical principles and legal standards as a member of the surgical team.
- Organize surgical instrumentation, supplies, and equipment in an efficient manner while utilizing principles of aseptic technique for physical preparation and maintenance of the surgical environment.
- Promote lifelong learning fostering the development of professional and personal growth, critical thinking and leadership
- Demonstrate understanding of biomedical sciences and technology as they apply to the patient focused events that occur in the operating room.
- Meet the ARCSTSA benchmark pass rate for the CST exam.

Application and Registration: The Surgical Technology Program has a limited number of students per year due to clinical space and various other factors. This requires the student to complete a program application one semester prior to the semester they plan to begin the program. Program begins only in the spring semester. Interested students are urged to contact the Program Director or the Advising & Career Center Advisors for student advising specific to admission requirements and criteria for program acceptance.

For more detailed information please visit the program website.

Program Accreditation: This program is nationally accredited through CAAHEP, the Commission on Accreditation of Allied Health Education Programs, 1361 Park Street, Clearwater, FL 33756, 727-210-2350, mail@caahep.org in collaboration with the Accreditation Review Committee on Education in Surgical Technology & Surgical Assisting (ARC-STSA).

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|---------------|
| Tuition and Fees | \$ | 7713 |
| Application Fee | \$ | 30 |
| Insurance | \$ | 23 |
| Lab/Program Fees | \$ | 719 |
| Books/Supplies | \$ | 2444 |
| TOTAL | \$ | 10,929 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

PREREQUISITE COURSES

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--|----------------|------------------|
| AHMS | 144 | Medical Terminology | 3† | _____ |
| BIOH | 201** | Human Anatomy & Physiology I & lab | 4† | _____ |
| BIOM | 250* | Microbiology for Health Sciences/Lab | 4† | _____ |
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |
| M | 090** | Introductory Algebra OR higher | 4† | _____ |
| PSYX | 100 | Introduction to Psychology | 3† | _____ |
| WRIT | 095** | Developmental Writing OR higher | 4† | _____ |
| | | Subtotal | 25 | _____ |

PROGRAM COURSE REQUIREMENTS AFTER FORMAL ACCEPTANCE

The courses below are to be taken in the order that they are listed. Admission into the Surgical Technology program is mandatory to qualify to take the courses below.

A grade of "C-" or above must be achieved in all courses to advance and graduate from the program.

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---|----------------|------------------|
| AHST | 101* | Introduction to Surgical Technology | 3† | _____ |
| AHST | 115* | Surgical Lab I | 3† | _____ |
| AHST | 154* | Surgical Pharmacology | 3† | _____ |
| BIOH | 211* | Human Anatomy & Physiology II & lab | 4† | _____ |
| PHL | 221 | Intro to Philosophy and Biomedical Ethics | 3† | _____ |
| | | Subtotal | 16 | _____ |

CONTINUED ON NEXT PAGE...

SURGICAL TECHNOLOGY (CONT)**ASSOCIATE OF APPLIED SCIENCE DEGREE****FALL SEMESTER**

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---------------------------|----------------|------------------|
| AHST | 200* | Operating Room Techniques | 5† | _____ |
| AHST | 201* | Surgical Procedures I | 4† | _____ |
| AHST | 215* | Surgical Lab II | 3† | _____ |
| AHST | 250* | Surgical Clinical I | <u>4†</u> | _____ |
| | | Subtotal | 16 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|------------------------|----------------|------------------|
| AHST | 202* | Surgical Procedures II | 5† | _____ |
| AHST | 251* | Surgical Clinical II | 5† | _____ |
| AHST | 298* | Surgical Internship | <u>5†</u> | _____ |
| | | Subtotal | 15 | |

TOTAL PROGRAM CREDITS – 72 ~

~ Many students need preliminary math, science and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

Great Falls College MSU Surgical Technology Program

Student Information and Application Packet for Spring 2014 Intake

(Applications are subject to change from year to year)

Due 10/25/2013



Prior to completing this application you should have a personal meeting with the program director to cover in detail information on the program and the surgical technology career field. Since this is one of the most important decisions of your life, our desire is to make sure it is an 'informed' decision.

Sandra I. Allen, RN, CNOR, CST
Surgical Technology Program Director
sandra.allen@ gfcmsu.edu
(406) 771-4355

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Brief Description of a Surgical Technologist

The surgical technologist functions as an integral member of the surgical team working closely with surgeons, anesthesiologists, registered nurses, and other surgical personnel (AST 1996). Some of the responsibilities include preparation of the operating room, instruments, supplies and equipment prior to the surgical procedure. During the surgical procedure, the technologist passes instruments, supplies, and suture to the surgeon and surgical assistant. The surgical technologist must maintain strong knowledge of human anatomy, allowing them to anticipate the needs of the surgeon in an ever-changing environment.

Surgical technologists are allied health professionals, who are an integral part of the team of medical practitioners providing surgical care to patients. Surgical technologists work under the supervision of a surgeon to facilitate the safe and effective conduct of invasive surgical procedures, ensuring that the operating room environment is safe, that equipment functions properly, and that the operative procedure is conducted under conditions that maximize patient safety. Surgical technologists possess expertise in the theory and application of sterile and aseptic technique and combine the knowledge of human anatomy, surgical procedures, and implementation tools and technologies to facilitate a physician's performance of invasive therapeutic and diagnostic procedures. (AST 2013)

This is an exciting career choice for anyone who desires a career in the medical field. The surgical technology field has historically been a stable high paying job for the amount of education required. Job opportunities have been plentiful world-wide.

Surgical Technologist Job Outlook

According to the Bureau of Labor Statistics (<http://www.bls.gov/oco/ocos106.htm>), employment of surgical technologists is expected to grow 19 percent between 2010 and 2020, much faster than the average for all occupations, as the volume of surgeries increases. The number of surgical procedures is expected to continue to rise as the population grows and ages.

In Montana, the average hourly pay for a surgical technologist is approximately \$18.93 per hour (AST). The following information is according to the Bureau of Labor Statistics, <http://www.bls.gov/oes/current/oes292055.htm>:

| | |
|------------------|----------|
| Mean hourly wage | \$19.69 |
| Mean annual wage | \$40,950 |

There is also opportunity to earn additional hourly pay with on-call schedules and shift differentials. The certified technologist can work in various environments such as a large trauma center, out-patient surgical center, surgeon's office, or veterinarian office. After about one year of experience the certified surgical technologist can work as a 'traveler' and travel the world with your lodging expenses paid for.

GFC MSU Surgical Technology Program Mission, Philosophy & Outcomes

The Surgical Technology Program provided by Great Falls College Montana State University is a student-centered program responsive to the needs of the community, state and nation. The program strives to provide a quality education through lecture, laboratory and preceptor-model clinical experience to produce competent entry-level graduates who will perform their duties ethically and professionally within the guidelines of the profession.

It is the belief of the program that all students regardless of race, creed, age, gender or ethnic origin have the right to a quality education, which challenges their intellect and curiosity and prepares them to become effective members of a health care team.

The program is an outcomes based program intended to prepare the student to function in the field of the operating room and successfully complete the certification test resulting in a Certified Surgical Technologist, CST. The graduates of this program will be prepared to:

- ✦ Work with surgeons, anesthesiologists, nurses and other health professionals in providing direct or indirect patient care while demonstrating positive work ethic, professionalism and appropriate interpersonal skills in the surgical setting.
- ✦ Practice professional, value directed actions based on didactic and clinical knowledge, ethical principles and legal standards as member of the surgical team.
- ✦ Organize surgical instrumentation, supplies and equipment in an efficient manner while utilizing principles of aseptic technique for physical preparation and maintenance of the surgical environment.
- ✦ Promote lifelong learning fostering the development of professional and personal growth, critical thinking and leadership.
- ✦ Demonstrate understanding of biomedical sciences and technology as it applies to the patient focused events that occur in the operating room.
- ✦ Meet the Accreditation Review Council on Surgical Technology and Surgical Assisting (ARCSTSA) benchmark pass rate for the national Certified Surgical Technologist exam.

Commitment

The commitment to this program is made not only by you, but by your family and loved ones. You will be investing as much as 12 to 15 hours a day during clinical rotations and that is without adding the ‘call’ factor. You will be required to take one weekend of call which means you will be available to work in the operating room within 20 minutes of a phone call from Saturday at 6am until the following Monday at 7am.

Graduation Degree: Associate of Applied Science (AAS)

Students will graduate with an Associate of Applied Science degree upon completion from this program. The Association of Surgical Technologist (AST) and all governing bodies look at students who graduate from accredited programs as equal in qualifications in the working field. This program became accredited in 2002 by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and is recognized by the AST.

How to Become ‘Certified’

To become a *Certified* Surgical Technologist (CST) you will have to take and pass the national certification test. Once you become certified you will be required to maintain that certification by retesting or obtaining 60 continuing education units (CEU’s) every four years. For detailed information on CERTIFICATION please go to:

<http://www.lcc-st.org/certifyingexam/index.html>

Demands: Technical Standards

The surgical technologist has strenuous demands placed on them routinely. These demands are called Technical Standards.

To successfully complete the Surgical Technology program, students must demonstrate their competency in carrying out the tasks necessary for safe and effective practice in the field including:

1. Maintain appropriate professional decorum in high stress situations and when exposed to unusual sights and smells.
2. Follow ethical guidelines of the profession in all patient and professional interactions.

3. Respond appropriately to patients' and healthcare workers' questions, requests, and directions.
4. Acknowledge and perform based on instructions in surgical settings.
5. Move and position heavy and/or large surgical trays and equipment.
6. Provide safe and effective direct care and emergency treatment to patients.
7. Manipulate sutures finer than a human hair.
8. Accurately assess patient data created by equipment impacting care and treatment.
9. Effectively follow instructions given in the surgical suite.
10. Detect and respond appropriately to activation/warning signals on equipment.
11. Detect odors sufficient to maintain environmental safety and patient needs.
12. Manipulate instruments, supplies, and equipment.
13. Demonstrate necessary stamina to forego nourishment or restroom breaks for long periods during surgical procedures.

Requirements Prior to Clinical Rotations

A current Flu vaccination, CPR card and TB test are prerequisites for entrance into the first clinical experience. Computer skills are highly recommended. The Hepatitis B immunization series is **strongly** recommended before entrance into the program. A student may be denied access to clinical rotations without an adequate Hepatitis B titer. Students having religious or personal conflicts against receiving Hepatitis B vaccine must sign a release form.

Surgical Technology Program Expenses

Students should begin planning early for financial aid to meet their educational goals. See the campus catalog for program tuition. In addition to regular college tuition and fees, students will be required to fund/purchase the following during the program:

- textbooks
- workbooks
- one scrub uniform
- identification name tag
- lab fees
- surgical scrubs, 2 pair
- comfortable professional shoes
- transportation costs
- relocation costs, including room and board at distant clinical sites (all considerations will be reviewed before decisions are made for relocating)
- Certification Exam fees(CST)
- Fob deposit \$15.00 (allows entry into Benefis' surgical department)

Surgical Technology Curriculum

Prerequisite Courses for the Surgical Technology Program

***These classes must be completed within 5 years of applying to the Surgical Technology Program. Other classes must be completed within 15 years.**

These courses must be completed with a minimum grade of "C-" prior to formal acceptance into the Surgical Technology program.

| Course # | Course Title | Credits |
|---------------------------------|---|-----------|
| AHMS 144 | Medical Terminology | 3 |
| BIOH 201 | *Human Anatomy & Physiology I/lab | 4 |
| BIOM 250 | *Microbiology for Health Sciences | 4 |
| COMX 1115 | Intro to Interpersonal Communication | 3 |
| M 090 | Introductory Algebra or higher | 4 |
| PHL221 | Intro to Philosophy & Biomedical Ethics | 3 |
| PSYX 100 | Introductory Psychology | 3 |
| WRIT 095 | Developmental Writing or higher | 3 |
| PREQUISITE TOTAL CREDITS | | 25 |

*It is strongly encouraged, but not required that students also complete BIOH 211 *Human Anatomy & Physiology II/Lab & PHL 221 Intro to Philosophy and Biomedical Ethics prior to applying for the program.*

PROGRAM COURSE REQUIREMENTS AFTER FORMAL ACCEPTANCE

Surgical Technology Program: 1st Spring Semester

| Course # | Course Title | Credits |
|----------------------|---|-----------|
| AHST 101 | Introduction to Surgical Technology | 3 |
| AHST 115 | Surgical Lab I | 3 |
| AHST 154 | Surgical Pharmacology | 3 |
| BIOH 211 | *Human A&P II with lab | 4 |
| PHL 221 | Intro to Philosophy and Biomedical Ethics | 3 |
| TOTAL CREDITS | | 16 |

Surgical Technology Program: Fall Semester

| Course # | Course Title | Credits |
|----------------------|---------------------------|-----------|
| AHST 200 | Operating Room Techniques | 5 |
| AHST 201 | Surgical Procedures I | 4 |
| AHST 215 | Surgical Lab II | 3 |
| AHST 250 | Surgical Clinical I | 4 |
| TOTAL CREDITS | | 16 |

Surgical Technology Program: 2nd Spring Semester

| Course # | Course Title | Credits |
|----------------------|------------------------|-----------|
| AHST 202 | Surgical Procedures II | 5 |
| AHST 251 | Surgical Clinical II | 5 |
| AHST 298 | Surgical Internship | 5 |
| TOTAL CREDITS | | 15 |

PROGRAM TOTAL CREDITS 72

Surgical Technology Program Grading

ALL program courses require a grade of “C-” or higher. If a student obtains less than a grade of “Satisfactory” (80%) *in any portion* of the Surgical Technology Program, the entire Surgical Technology Program will have to be repeated. This is a very intense program.

Surgical Technology Program Schedule

Flexibility is a requirement. Due to your preceptors’ schedule, operating room schedules, etc., schedules will vary; however your schedule will stay within the confines of Monday through Friday, 5:30am to 7pm, unless you are on call. You will only be required to work one weekend while on call.

Information on Background Checks

Great Falls College Montana State University does not require background checks. Please be aware that most health care facilities **do require** background checks. If you do not pass the background check you may not be able to obtain employment regardless of your education.

Admission to Great Falls College MSU

Students must be admitted to the College prior to the submission of the Surgical Technology Program Application. Therefore, no applications will be reviewed unless the applicant applies first to the College and the official transcripts are reviewed by the Registrar.

Acceptance to Great Falls College MSU requires a completed admissions application file, which may be obtained by visiting the campus, calling the College (406) 771-4300, or downloading it from the institution’s web site, www.gfcmu.edu (select **Admissions & Records** then **Forms** then **Application for Admission**)

Eligibility for Admission into the Surgical Technology Program

All eligibility forms and documents are enclosed in the Surgical Technology Program Information and Application Packet for 2014.

To be eligible to apply for admission into the Surgical Technology Program, applicants must:

- Must be admitted to Great Falls College MSU.
- Only students in Good Academic Standing will be eligible for program acceptance.
- Applicants should contact the Surgical Technology Program Director for a face-to-face meeting and specific instructions for application to the Surgical Technology Program.
- Job shadowing is an opportunity to go to the operating room and watch surgery. This should be scheduled with the program director during the fall semester of application to the program.
- Completed all prerequisite course work with a minimum grade of “C-”
- Prerequisite coursework can be taken at other institutions but it is the applicant’s responsibility to confirm those courses are equivalent to the program’s prerequisites and are transferable to this institution.
- Provide documentation for medical work/volunteer experience.
- Please note that any documents submitted to the College for application to the Surgical Technology Program become part of the student program file and will not be returned to the student. Applicants should keep copies of all documents for their own records. **Please only submit copies of the original documents.**
- It is the responsibility of the student to correctly follow all procedures for application and see that all required materials are submitted. Any late or incomplete applications will not be considered in the application process. Do not send any portion separately; only applicants meeting all requirements will be further evaluated by the selection committee.

- Submission of false material in this Application Packet will be grounds for non-admission or, if discovered after admission, grounds for expulsion.
- Great Falls College MSU does not forward unsuccessful applications to the following year. Applicants must reapply each year.
- Current students may apply in the semester in which they are finishing their prerequisites and may be considered for conditional acceptance if space is available. Final determination will be made after completion of grades at the end of the semester.

Transferable Courses

General education coursework taken at other education institutions may be designated as equivalent courses for Great Falls College MSU. For a current listing of approved equivalent courses, visit the Transfer Guide under Student Information at: https://atlas.montana.edu:9001/pls/gfagent/hwzkxfer.p_selstate

The transferring student must initiate the request for evaluation of credit during the admission procedure by furnishing an official transcript from the transferring institution(s) and the necessary materials, including copies of the appropriate catalog descriptions or course syllabi, to Registrar. Official transcripts must be sent directly by the issuing institution to the following address:

Admissions
Great Falls College MSU
2100 16th Ave S
Great Falls, MT 59405

Student Health Insurance

Program students entering the Surgical Technology program are strongly advised to carry their own medical insurance. Students will be financially responsible for their health care if they become ill or injured in the clinical setting.

All GFC MSU students enrolled for 6 or more credits are required to have health insurance. For students without coverage, GFC MSU offers a program developed especially for students by Blue Cross & Blue Shield of Montana. This plan provides coverage for injuries and illnesses, on or off campus. Coverage includes hospitalization, maternity, prescription drugs, surgical services, emergency room charges, and immunizations among others. Please contact Student Central for more information.

Student Central
Great Falls College MSU
Phone – 406-771-4414

Equal Opportunity Policy

Great Falls College Montana State University is committed to the provision of equal opportunity for education, employment, and participation in all College programs and activities without regard to race, color, gender, marital status, disability, age, disadvantage, religion, political affiliation and/or national origin.

The College's Equal Opportunity Officers are the Executive Director of Human Resources and the Associate Dean of Student Services, 2100 16th Avenue South, Great Falls, MT 59405. Telephone: 406-771-4300.

Surgical Technology Application Requirements

- Surgical Technology Program applications are accepted in the fall of the year. Due in October.

The following requirements should be paper clipped (not stapled) together and be delivered to the Program Director or Health Science Administrative Assistant. Make sure you keep a copy for your records. Please do not put in any type of folder.

| Check when completed | Application Requirement |
|----------------------|--|
| | Application Cover Letter <ul style="list-style-type: none"> - Typed in a business format, include the following and be signed - Name, current address, phone number, cell phone number, email address. - A brief paragraph explaining why surgical technology interests you. - Describe your personal long term goals. - A brief paragraph explaining why you should be accepted into the program |
| | Completed Admissions File A completed admissions file includes a completed application, payment of the \$30 application fee (if applicable), copies of high school/GED transcripts or diplomas, proof of MMR shots, and completion of placement testing or submit official college transcript(s) verifying placement. Complete admissions files will be verified by the registrar's office and applicants with incomplete files will not be admitted to the program. Students are encouraged to check with the admissions office to confirm that their admissions file is complete. |
| | In Good Academic Standing All students must be in good academic standing which means they are not on academic probation OR academic probation continued, OR academic suspension. Good academic standing will be verified by the registrar and any applicants who are not in good academic standing will not be admitted to the program. Students are encouraged to check with the registrar's or admissions office to confirm that they are in good academic standing. |
| | Official Transcripts for all completed post-secondary education/certification's or degrees (Send official transcripts to GFC MSU Registrar – no need to include in packet) |
| | Hepatitis B Vaccination Form, page 12 |
| | Confidentiality Agreement, page 13 |
| | Clinical Contract, page 14 |
| | Physical Contact Statement, page 15 |
| | Documentation and Verification of volunteer work or health field work, if applicable, page 16 |
| | Application Cover Sheet, page 17 |
| | Do NOT include health or vaccination forms at this time. They are included in this packet in order to inform you they will be required prior to clinicals. |

If accepted into the program additional requirements must be met:

1. Immunization records
2. 'Health Care Provider' CPR card
3. Health Insurance, proof (available through Student Services)
4. Background check if the clinical facility requires it.

Notification of Acceptance

All applicants will be notified of their status by letter after the selection process is complete. The letter should arrive within two weeks after the application deadline. A 'letter of intent' will be enclosed for the *accepted* applications and must be signed and returned by the specified date.

Surgical Technology Criteria & Selection Process

The number of students accepted by the program is determined by the number of clinical slots available in the participating clinical facilities.

The selection process is based on a point system. The higher the points, the more likely you are to be selected for the program. The table below reflects how points are accumulated.

Grades: A= 4, B=3,C=2, “+” add .5 point to ‘grade’ points. “-“ deduct .5 point from ‘grade’ points.

| Prerequisite Course Name & Number | Course Title | Substitution | Grade (see above scale) | Point Value | Total Points (grade x point value) |
|--|---|--------------|-------------------------|-------------|------------------------------------|
| AHMS 144 | Medical Terminology | | | 3 | |
| BIOH 201 | Human Anatomy & Physiology I/lab | | | 6 | |
| BIOM 250 | Microbiology for Health Sciences/lab | | | 4 | |
| COMX 115 | Intro to Interpersonal Communication | | | 3 | |
| M 090 <i>or higher</i> | Introductory Algebra or HIGHER | | | 3 | |
| PSYX 100 | Introductory to Psychology | | | 3 | |
| WRIT 095 <i>or higher</i> | Developmental Writing or HIGHER | | | 3 | |
| Prerequisite Subtotal: | | | | | |
| <i>ADDITIONAL POINTS (Recommend having these prior to beginning ST program, but not REQUIRED prior to beginning program)</i> | | | | | |
| BIOH 211 | Human Anatomy & Physiology II/lab | | | 6 | |
| PHL 221 | Intro to Philosophy & Biomedical Ethics | | | 3 | |
| Additional Points Subtotal: | | | | | |
| PREVIOUS DEGREES (Award points for one degree or certificate only) (maximum of 5 points) | | | | | |
| Bachelor’s degree in Science/Allied Health Field | | | | 5 | |
| Bachelor’s degree in Unrelated Field | | | | 3 | |
| Associate Degree in Science/Allied Health Field | | | | 3 | |
| Associate Degree in Unrelated Field | | | | 2 | |
| Certificate in Accredited Allied Health Field | | | | 1 | |
| Previous Degree Subtotal: | | | | | |
| WORK/VOLUNTEER EXPERIENCE (Maximum of 1 point) | | | | | |
| Clinical work experience in the health care field | | | | 1 | |
| Volunteer work in the health care field/or HOSA member | | | | .5 | |
| Work/Volunteer Experience Subtotal: | | | | | |
| TOTAL POINTS: | | | | | |

Student Immunization and Verification Form: Not due until FALL semester



Name _____ Male _____ Female _____ Date of Birth _____
 Address _____ City _____ Zip _____
 Program of Study _____ Phone # _____
 Email Address: _____

IMMUNIZATIONS: PLEASE LIST DATES....

Measles, Mumps, Rubella _____ Diphtheria _____ Tetanus (within last 7-10 years) _____
 Hepatitis B Series (proof of test results required) 1) _____ 2) _____ 3) _____
 Titer _____ (STRONGLY recommended by OSHA, CDC, and GFC MSU)
 TB (proof of test results required) _____ positive _____ negative _____
 PPD Date completed _____ Two-step TB test required Date completed _____
 PPD Date completed _____ Two-step TB test required Date completed _____
 Varicella (Proof of Chicken Pox or Vaccination date) _____
 Current Influenza 1.) _____ 2.) _____

VERIFY THE FOLLOWING....

| | YES | NO | Initials |
|--|-----|----|----------|
| <p>CPR for Health Care Providers verification, Completed and current upon program admission: Online courses not accepted. (Photocopy of certification card, both sides, showing expiration and instructor's signature).</p> | | | |
| <p>I have read the Technical Standards Sheet for the program of application.</p> | | | |
| <p>I have provided proof of all immunizations or test results required.</p> | | | |

Surgical Technology Program

Hepatitis B Vaccine Status
(Not required prior to acceptance into program)

I understand that as a student in a healthcare program, I have an increased risk of contacting this serious illness and that it can be prevented by a hepatitis vaccine.

Check one:

- I am already completely immunized. Appropriate documentation is attached.
- I have received at least the first of the series of three vaccines as required before beginning program.
- I have decided not to pursue immunization for Hepatitis B. I am signing this **waiver** releasing Great Falls College Montana State University and/or any clinical facility of any responsibility in the possibility that I contract Hepatitis B.

Student signature

Date

Only needs to be notarized if your choice is to waive the immunization.

The above agreement was signed before me, a Notary Public on this ____ day of _____, 201__.

Notary Seal

Notary Public for the State of Montana

My commission expires: _____

Surgical Technology Program

CONFIDENTIALITY AGREEMENT

I hereby agree to keep all matters concerning the clinical facility, personnel (surgeons, nurses, surgical technicians, etc.) and patients strictly confidential.

I hereby agree to keep all matters concerning the Surgical Technology Program instructors and fellow students confidential.

Printed student name

Signature

The above agreement was signed before me, a Notary Public on this ____ day of _____, 201__.

Notary Seal

Notary Public for the State of Montana

My commission expires: _____

Include this page in the application

**Great Falls College Montana State University
2100 16th Ave. South, Great Falls, MT 59405**

Surgical Technology Program

CLINICAL CONTRACT

As a student of this program I will not approach any clinical facility unless scheduled to do so by the GFC MSU instructor. Requests to observe surgical procedures and questions concerning the clinical rotations are to be addressed by the instructor.

I have read and understand the above statements. I agree to abide by these statements.

Printed student name

Signature

The above agreement was signed before me, a Notary Public on this ____ day of _____, 201__.

Notary Seal

Notary Public for the State of Montana

My commission expires: _____

Include this page in the application

Surgical Technology Program

PHYSICAL CONTACT STATEMENT

As a student of this program, I understand that there will be situations in which I will participate in role playing the positions of the patient or any surgical team member. During these situations physical touching is required and I understand that it is my responsibility to communicate verbally to the instructor immediately if I experience any mental, emotional, or physical discomfort.

Printed student name

Signature

The above agreement was signed before me, a Notary Public on this ____ day of _____, 200__.

Notary Seal

Notary Public for the State of Montana

My commission expires: _____

Include this page in the application

Surgical Technology Program

VERIFICATION OF HEALTH CARE EMPLOYMENT OR VOLUNTEER EXPERIENCE

_____ was employed /volunteer
(PRINT) Last Name First Middle (please circle)

from _____ to _____ working an average of _____ hours per/wk.
Month/Day/Year Month/Day/Year

Approximate Total hrs of Experience: _____

COMMENTS:

Signature of Employer *Date*

Name of Employer (Please Print)

Mailing Address (Street Address, P.O Box)

City State Zip Code

Applicants may make copies of this form if they have been employed/volunteered in more than one location.

Include this page in the application only if applicable.

Application Cover Sheet

Name _____, _____
Last
First
M.I.

Student ID: _____

Home Address _____

E-mail Address _____

Home Phone _____ Work Phone _____

Cell Phone _____

Do you have a High School Diploma or G.E.D.? _____ yes _____ no

Have you been accepted to Great Falls College Montana State University? _____ yes _____ no

Are you in Academic Good Standing at Great Falls College MSU? _____ yes _____ no

Have you attended other colleges or institutions of Higher Education? _____ yes _____ no

If answered "yes", please list the other colleges or institutions.

Have credits been transferred from these colleges or institutions? _____ yes _____ no

To be completed by program director:

| | Date | Notes |
|---|------|-------|
| Student's admission to the program verified | | |
| Student notified of admission to program | | |

Include this page in the application

**Great Falls College Montana State University
2100 16th Ave. South, Great Falls, MT 59405**

Surgical Technology Program

CONTACT INFORMATION

Office of Admissions
Phone: (406) 771-4420
information@gfcmsu.edu

Financial Aid
Phone: (406) 771-4334
finaid@gfcmsu.edu

If you have any questions regarding the program or application please do not hesitate to call or email.

Sandra I. Allen, RN, CNOR, CST
Surgical Technology Program Director
(406) 771-4355
sandra.allen@gfcmsu.edu





GREAT FALLS COLLEGE
MONTANA STATE UNIVERSITY

Surgical Technology Program



Pre-Surgical Technology Student Info

- [Questions](#)
 - [Forms](#)
 - [Links](#)
-

SUSTAINABLE ENERGY TECHNICIAN**CERTIFICATE OF APPLIED SCIENCE DEGREE**

Program Director: Cody Strunk

The Sustainable Energy Technician Certificate of Applied Science program prepares students for operation and maintenance jobs in the rapidly expanding sustainable energy industry. Program graduates have general skills in industrial safety, electrical troubleshooting, hydraulic and pneumatic system operation, and mechanical system repair. These skills are built on a strong educational foundation in math, writing, communications, and computing.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Identify and practice safe workplace habits.
- Demonstrate familiarity with basic electrical tools and the ability to troubleshoot a basic electrical system.
- Demonstrate familiarity with basic mechanical tools and the ability to repair a basic mechanical system.
- Demonstrate a basic understanding of hydraulic and pneumatic systems.
- Demonstrate an understanding of both conventional and renewable energy sources.
- Demonstrate the ability to use personal computers and common operating systems and applications software.
- Develop and practice professional standards of workplace communication and interpersonal skills.

PARTNERSHIPS:

This program was developed as a workforce development project funded by the Department of Labor's Community-Based Jobs Training Grant program. Project partners include the Wind Montana project industrial advisory board and four units of the Montana University System: Highlands College Montana Tech, Montana State University-Northern, City College Montana State University, and Great Falls College Montana State University. The program is available on all four campuses.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 3085 |
| Application Fee | \$ | 30 |
| Program Fee | \$ | 500 |
| Books/Supplies | \$ | 1239 |
| TOTAL | \$ | 4,854 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|------------------------------------|----------------|------------------|
| ETEC | 101** | AC/DC Electronics I | 3† | _____ |
| M | 095** | Intermediate Algebra OR | | |
| M | 121** | College Algebra OR | | |
| M | 152** | Precalculus Algebra OR | | |
| M | 171** | Calculus | 3-4† | _____ |
| NRGY | 101** | Introduction to Sustainable Energy | 3+ | _____ |
| NRGY | 120** | Industrial Safety and Rigging | 3+ | _____ |
| NRGY | 130** | Fundamentals of Mechanical Systems | <u>3+</u> | _____ |
| | | Subtotal | 15-16 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---|----------------|------------------|
| CAPP | 120 | Introduction to Computers | 3+ | _____ |
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |
| ETEC | 103* | AC/DC Electronics II | 3† | _____ |
| ELCT | 130* | Electric Motors and Generators | 3† | _____ |
| NRGY | 110* | Fundamentals of Hydraulic/Pneumatic Sys | 3† | _____ |
| WRIT | 104 | Workplace Communication | <u>2+</u> | _____ |
| | | Subtotal | 17 | |

TOTAL PROGRAM CREDITS – 32/33~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

Sustainable Energy Technician CAS

Program Level - Undergraduate certificate

Program Length - 1 years

COST

Q. How much will this program cost me?*

A. Tuition and fees: \$3,607

Books and supplies: \$1,198

On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *

Private education loans: *

Institutional financing plan: *

* Less than 10 graduates received loans. Median amounts are withheld to preserve the confidentiality of the loan recipients.

SUCCESS

Q. How long will it take me to complete this program?

A. The program is designed to take 1 years to complete. Of those that completed the program in 2012-2013, *% finished in 1 years.


*Less than 10 students completed this program in 2012-13. The number who finished within the normal time has been withheld to preserve the confidentiality of the students.

Q. What are my chances of getting a job when I graduate?

A. The job placement rate for students who completed this program in 2012-2013 is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

 For additional information related to this program and/or the information provided above, [click here](#).

Date Created: 1/24/2014

SUSTAINABLE ENERGY TECHNICIAN**ASSOCIATE OF APPLIED SCIENCE DEGREE**

Program Director: Cody Strunk

The Sustainable Energy Technician Associate of Applied Science degree program prepares graduates for technician jobs in the rapidly expanding sustainable energy industry. Program graduates have general skills in industrial safety, electrical troubleshooting, hydraulic and pneumatic system operation, and mechanical system repair. They also have specialized skills in programmable logic controls, digital electronics, and wind turbine operations and maintenance. These specialized skills are built on a strong educational foundation in math, writing, communications, and computing.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Identify and practice safe workplace habits.
- Demonstrate familiarity with basic electrical tools and the ability to troubleshoot a basic electrical system.
- Demonstrate familiarity with basic mechanical tools and the ability to repair a basic mechanical system.
- Demonstrate a basic understanding of hydraulic and pneumatic systems.
- Demonstrate an understanding of both conventional and renewable energy sources.
- Demonstrate the ability to use personal computers and common operating systems and applications software.
- Develop and practice professional standards of workplace communication and interpersonal skills.
- Demonstrate wind industry safety skills including climbing, rescue, and confined space procedures.
- Demonstrate a basic understanding of AC & DC variable speed motor drives.
- Demonstrate a basic understanding of programmable logic controllers.
- Demonstrate a basic understanding of digital electronics.
- Demonstrate an understanding of wind turbine operations and maintenance procedures.
- Demonstrate an understanding of college-level algebra.

PARTNERSHIPS:

This program was developed as a workforce development project funded by the Department of Labor's Community-Based Jobs Training Grant program. Project partners include the Wind Montana project industrial advisory board and four units of the Montana University System: Highlands College Montana Tech, Montana State University-Northern, City College Montana State University, and Great Falls College Montana State University. The program is available on all four campuses.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 6179 |
| Application Fee | \$ | 30 |
| Program Fee | \$ | 1000 |
| Books/Supplies | \$ | 1887 |
| TOTAL | \$ | 9,097 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|-------------------------------|---------|-----------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|------------------------------------|-----------|-----------|
| ETEC | 101** | AC/DC Electronics I | 3† | _____ |
| M | 095** | Intermediate Algebra OR | | _____ |
| M | 121** | College Algebra OR | | _____ |
| M | 152** | Precalculus Algebra OR | | _____ |
| M | 171** | Calculus | 3-4† | _____ |
| NRGY | 101** | Introduction to Sustainable Energy | 3+ | _____ |
| NRGY | 120** | Industrial Safety and Rigging | 3+ | _____ |
| NRGY | 130** | Fundamentals of Mechanical Systems | <u>3+</u> | _____ |
| | | Subtotal | 15-16 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|---|-----------|-----------|
| CAPP | 120 | Introduction to Computers | 3+ | _____ |
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |
| ETEC | 103* | AC/DC Electronics II | 3† | _____ |
| ELCT | 130* | Electric Motors and Generators | 3† | _____ |
| NRGY | 110* | Fundamentals of Hydraulic/Pneumatic Sys | 3† | _____ |
| WRIT | 104 | Workplace Communication | <u>2+</u> | _____ |
| | | Subtotal | 17 | |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|-------------------------------------|-----------|-----------|
| CAPP | 156* | MS Excel | 3+ | _____ |
| ETEC | 220* | Electrical Power and Distribution I | 3† | _____ |
| ELCT | 250* | Programmable Electronic Controllers | 3† | _____ |
| NRGY | 210* | Wind Technician Safety | 4+ | _____ |
| NRGY | 220* | Wind Turbine Equipment | <u>3+</u> | _____ |
| | | Subtotal | 16 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|---|-----------|-----------|
| ETEC | 230* | Electrical Power and Distribution II | 3† | _____ |
| ETEC | 245* | Digital Electronics | 4† | _____ |
| ELEC | 231* | Electric Drive Systems | 3† | _____ |
| NRGY | 230* | Wind Turbine Operations and Maintenance | <u>3+</u> | _____ |
| | | Subtotal | 13 | |

TOTAL PROGRAM CREDITS – 61/62~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

WELDING TECHNOLOGY**CERTIFICATE OF APPLIED SCIENCE DEGREE**

Program Director: Kyle Gillespie

Faculty: Brian Wergin, Sean Bragg

NOTE: The Welding program is a limited enrollment program. Interested students must apply for entry into the program. An application packet is available on the GFC MSU catalog website and from the Business, Trades, and Technology Administrative Assistant (Room B116). To be accepted into this program, students must have a qualifying placement assessment score or have completed M065 within the last 3 years.

This program follows the National Center for Construction Education and Research (NCCER) curriculum.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Meet safety requirements.
- Produce welds in all positions that meet industry standards using the following process(es):
 - Shielded Metal Arc Welding (SMAW)
 - Flux Cored Arc Welding (FCAW)
- Will be exposed to:
 - Gas Metal Arc Welding (GMAW)
 - Gas Tungsten Arc Welding (GTAW)
- Make cuts that meet industry standards in the following process(es):
 - Oxy-Fuel Cutting (OFC)
 - Plasma Arc Cutting (PAC)
 - Air Carbon Arc Cutting (CAC-C)
- Understand the use of measuring instruments and their purpose.
- Understand power sources and current types.
- Interpret welding blueprints and weld symbols.
- Utilize basic welding metallurgy.
- Utilize oral and written communication skills in the workplace, including terminology in the welding industry.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|---------------|
| Tuition and Fees | \$ | 3085 |
| Application Fee | \$ | 30 |
| Program Fees | \$ | 700 |
| Tools/clothing | \$ | varies |
| Books/Supplies | \$ | 619 |
| TOTAL | \$ | 4,434+ |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

FIRST SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------------------|----------------|------------------|
| M | 191B** | Special Topics: Math for Welding | 3† | _____ |
| WLDG | 110 | Welding Theory I | 2† | _____ |
| WLDG | 111 | Welding Theory I Practical | 3† | _____ |
| WLDG | 117 | Blueprint Reading & Welding Symbols | 2† | _____ |
| WLDG | 121 | Welding Theory II Practical | 3† | _____ |
| WLDG | 205 | Applied Metallurgy | <u>2†</u> | _____ |
| | | Subtotal | 15 | |

SECOND SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---------------------------------------|----------------|------------------|
| COMX | 102 | Interpersonal Skills in the Workplace | 1+ | _____ |
| WRIT | 104 | Communication Skills in the Workplace | 2+ | _____ |
| WLDG | 106* | Welding Fabrication Methods | 3† | _____ |
| WLDG | 120* | Welding Theory II | 1† | _____ |
| WLDG | 122* | Welding Theory III Practical | 3† | _____ |
| WLDG | 130* | Intro to Structural Welding | 3† | _____ |
| WLDG | 185* | Welding Qualification Prep | <u>2†</u> | _____ |
| | | Subtotal | 15 | |

TOTAL PROGRAM CREDITS – 30~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.



GREAT FALLS COLLEGE
MONTANA STATE UNIVERSITY



ABOUT GFC MSU | ACADEMICS | ADMISSIONS + RECORDS | CAMPUS LIFE | GIVING TO GFC MSU | BECOME A STUDENT

Welding Technology Program FAQ

Q: What content will be covered in the welding coursework?

- Graduates of the Welding CAS program are prepared to produce welds in all positions that meet industry standards using the following processes:
 - Shielded Metal Arc Welding (SMAW)
 - Gas Metal Arc Welding (GMAW)
 - Flux Cored Arc Welding (FCAW)
- Graduates are also able to interpret welding blueprints and weld symbols, understand power sources and current types, and gain other skills necessary for entry-level welding jobs.
- For a complete list of courses, course descriptions, and program outcomes, you can view the GFC MSU catalog at:
 - <http://www.gfcmsu.edu/catalog>

Q: When will the Great Falls College MSU Welding Technology program start?

- The Summer Semester welding cohort begins May 12, and the two Fall Semester cohorts start August 25.
- The Welding Technology program is two semesters long, so a cohort will complete their program and earn their Certificate of Applied Science degree (CAS) at the end of the second semester depending on which semester they start the program.

Q: Is there an application to get into the Welding Technology program?

- Yes, applicants must apply to the College and get accepted, and also complete a separate application for acceptance into the welding program. The current welding application is available on the welding website, which can be found at [HERE](#)
- Application requirements of the Welding Program include completion of a mathematics placement test, admission to GFC MSU with a complete admissions file, good academic standing and a signed statement of understanding of the requirements of the Welding Technology program.

Q: Is there a waiting list for the Welding Technology program.

- All new cohorts will be filled on a first-come, first-served basis. Students who submit a complete welding application and are accepted into the program will be placed into specific cohorts on a first-come, first-served basis. There are a limited number of spots in each cohort. Applications that are received after the cohorts are filled will be kept on file in case a student who was accepted is unable to fulfill his/her commitment.

Q: What if I apply to the program and am not selected or am denied admission?

- Due to the nature of this program being a competitive entry program, there is no guarantee of admission to this program in the semester for which an application is submitted. Students are



QUICK LINKS

- [Program Application](#)
- [Gainful Employment](#)

CONTACT INFORMATION

Pam Buckheit

Administrative Assistant
Business, Tech & Trades
406-771-4391
pbuckheit@gfcmsu.edu

Bruce Gottwig

Division Director (Interim)
406-771-4381
bgottwig@msugf.edu

accepted on a first-come, first-served basis as long as all items on the checklist portion of the Welding application are complete.

- If a student is not admitted to the program for the semester desired, options include but are not limited to:
 - Wait for the next semester welding intake and complete a change of term application at Admissions
 - Select, begin, and complete another program offered by the College
- If your educational goal of becoming a welder is delayed, we will be happy to discuss your educational options with you in Admissions. Contact us at info@gfmsu.edu or call 406-771-5132.

Q: If I enroll in the GFC Welding Technology program, do I have to take other classes besides welding?

- Yes. First semester students will take a course called 'Math for Welding,' which focuses on the math skills needed to read blueprints, perform welding processes and pass welding certification tests. Second semester students will take Communication and Writing courses that emphasize skills that employers tell us they want in their employees. In addition, all students must complete COLS 103: Becoming a Successful Student prior to graduation.
- All welding courses are taught in a block schedule of 6.5 hours (fall and spring) or 8.5 hours (summer), 5 days per week. The required math, writing, and communication courses will be taught during this same block schedule.

Q: Why do I need placement testing or proof of high school graduation for a trades program?

- We want students to be successful and the placement test lets us know that you are ready for the Math for Welding course. A high school diploma, GED, or high school equivalency assessment score is an admissions entry requirement for all GFC MSU students.

Q: Is the Welding CAS program eligible for financial aid? How much does the program cost?

- Yes, the Welding CAS program is eligible for financial aid. You can contact the GFC MSU financial aid office at 771-4334 or finaid@gfmsu.edu to determine your eligibility.
- The total estimated cost for resident tuition, fees, books, and supplies for the Welding CAS program is \$4,434.

Q: What is the difference between certification and qualification?

- **Qualification** is determined by an employer in accordance with their requirements.
- **Certification** is a credential from the American Welding Society (AWS) or Canadian Welding Bureau (CWB). These are the welding industry standard organizations for the United States (AWS) and Canada (CWB). AWS and CWB certifications are recognized by employers and are required for many entry-level welding jobs.

Q: Is GFC MSU an American Welding Society Accredited Test Facility (AWS-ATF)?

- Yes, Great Falls College MSU was certified by the American Welding Society as an accredited testing facility on March 1, 2013.
- Students and community members can come to GFC MSU to take their AWS certification tests and receive their AWS certification. We will be posting times, dates, and prices for testing soon.

Q: Is GFC MSU a Canadian Welding Bureau Accredited Test Facility (CWB-ATF)?

- Great Falls College MSU was certified by the Canadian Welding Bureau as an accredited testing facility on April 12, 2013.
- Canadian Welding Bureau certification tests will be administered by Great Falls College MSU and times, dates, and prices for testing will be available soon.
- GFC MSU is one of the first public educational institutions in the U.S. to be accredited as both a U.S. and Canadian welding testing center. This dual accreditation is a foundational aspect of the GFC MSU Trans-Border Industrial Trades Training and Testing Center. In July 2013, GFC MSU was awarded a \$1.4 million grant by the federal Economic Development Agency (EDA) to expand our training and testing capacity.

Q: If I finish the GFC MSU Welding Technology program, will I be a certified welder?

- Upon completion of the GFC MSU Welding Technology program, you will be prepared to take both AWS and CWB certification tests.

Q: Do you know what skills are required by the welding fabrication companies moving into the north central Montana?

- Each employer will have specific requirements that will be included in job opening information available from the Great Falls Job Service. The job openings listed at jobs.mt.gov will include employment listings for welders needed by new companies in north central Montana. To contact an Employment Specialist about job openings, call 406-791-5800 or email GreatFallsJSC@mt.gov.

Q: How much money do beginning welders make?

- According to the Montana Department of Labor, the 2010 statewide hourly wage ranged from \$14 to \$21 per hour, with regional variations. Your salary will depend on your education, skill level and certification.
- Information on employment in the Great Falls region and north central Montana is available from Great Falls Job Service. The job openings listed at jobs.mt.gov include all openings including those for welders needed by new companies in north central Montana. To contact an Employment Specialist about job openings, call 406-791-5800 or email GreatFallsJSC@mt.gov.

Great Falls College Montana State University
2100 16th Avenue South
Great Falls, MT 59405

Website: www.gfcmsu.edu

Phone: (406) 771-4300 or 800-446-2698

Email: information@gfcmsu.edu



Great Falls College MSU • 2100 16th Avenue South • Great Falls, MT 59405 | [MAPIT](#)
406.771.4300 • 800.446.2698 • FAX: 406.771.4317 • TDD: 406.771.4311

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Great Falls College Montana State University Welding Technology Program



Student Information and Application Packet Summer and Fall 2014

(Application is subject to change year to year)



**GREAT FALLS
COLLEGE**

**MONTANA STATE
UNIVERSITY**

Dear Prospective Welding Technology student,

I am pleased by your interest in the Welding Technology program at Great Falls College Montana State University. This is an exciting time for welders in our region. We expect a high number of job openings for welding program graduates based on new employers coming to the Great Falls area. Both ADF group and Yates construction have told us they plan on hiring welders to create production modules for oil fields and other metal fabrication components.

Our welding program is recognized by both the American Welding Society (AWS) and the Canadian Welding Bureau (CWB). The skills that you will have as a graduate of the Welding Technology program are highly valued by these industry standard organizations and also by employers. As a graduate, you will be prepared to produce welds in all positions that meet industry standards using the following processes:

Shielded Metal Arc Welding (SMAW)
Gas Metal Arc Welding (GMAW)
Flux Cored Arc Welding (FCAW)

During the time you will spend as a GFC MSU student, you will learn to interpret welding blueprints and weld symbols, understand power sources and current types, and gain other skills necessary for entry-level welding jobs.

The Welding Technology program has a limited enrollment capacity. Twenty new students are enrolled in each intake. The small class size will be advantageous to you as a student, allowing you more individualized attention and more opportunity for hands-on experience. Students will be selected for the program on a first come, first served basis from the pool of completed applications received by the application priority deadline.

Information regarding the profession, the program, and application materials is enclosed in this packet. Please read the materials carefully. For additional information, answers to specific questions, or to set up an appointment, please contact Student Central at (406) 771-4414 or Pam Buckheit, Administrative Assistant for Business, Trades & Technology, at (406) 771-4391.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Kyle Gillespie', with a horizontal line underneath.

Kyle Gillespie, CWI
Welding Technology Program Director
Great Falls College Montana State University
2100 16th Ave S
Great Falls, MT 59405
(406)771-5139

Great Falls College Montana State University
Welding Technology
One-year Certificate of Applied Science Program

Job Description and Occupational Outlook:

If you are looking for a one-year education that will lead to a career in high demand, Welding Technology might be for you. Welders are typically employed in settings that have shift work, some overtime, and may require work indoors and outdoors. You will oversee welding tasks before, during, and after the process to make sure that a quality job is done. Typical job tasks include interpreting welding blueprints and weld symbols, preparing metal fabrication components and performing industry standard welds in all positions (SMAW, GMAW, FCAW). If you have good concentration skills, steady hands, the ability to work unsupervised, and high standards of accuracy, this is the career for you.

According to the Montana Department of Labor, the 2009 hourly wage ranged from \$13.87-\$21.15. Great Falls area employers tell us that their entry-level welders and fitters will start in the \$15-18 per hour range with a full benefits package.

Welding Technology Curriculum:

See the Great Falls College MSU Catalog for specific information on the Welding Technology Program: www.gfcmu.edu/catalog/index.htm

This program follows the National Center for Construction Education and Research (NCCER) curriculum.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Meet safety requirements.
- Produce welds in all positions that meet industry standards using the following process(es):
 - Shielded Metal Arc Welding (SMAW)
 - Flux Cored Arc Welding (FCAW)
- Will be exposed to:
 - Gas Metal Arc Welding (GMAW)
 - Gas Tungsten Arc Welding (GTAW)
- Make cuts that meet industry standards in the following process(es):
 - Oxy-Fuel Cutting (OFC)
 - Plasma Arc Cutting (PAC)
 - Air Carbon Arc Cutting (CAC-C)
- Understand the use of measuring instruments and their purpose.
- Understand power sources and current types.
- Interpret welding blueprints and weld symbols.
- Utilize basic welding metallurgy.
- Utilize oral and written communication skills in the workplace, including terminology in the welding industry.

Estimated Resident Program Cost*:

| | | |
|------------------|-----------|---------------|
| Tuition and Fees | \$ | 3085 |
| Application Fee | \$ | 30 |
| Program Fees | \$ | 700 |
| Tools/clothing | \$ | varies |
| Books/Supplies | \$ | 619 |
| TOTAL | \$ | 4,434+ |

*Fall 2014, MUS Student Health Insurance Premium may be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$20 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-----------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student ___ | 1† | _____ |

FIRST SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------------|----------------|------------------|
| M | 191B** | Special Topics: Math for Welding | 3† | _____ |
| WLDG | 110 | Welding Theory I ___ | 2† | _____ |
| WLDG | 111 | Welding Theory I Practical ___ | 3† | _____ |
| WLDG | 117 | Blueprint Reading & Welding Symbols | 2† | _____ |
| WLDG | 121 | Welding Theory II Practical ___ | 3† | _____ |
| WLDG | 205 | Applied Metallurgy ___ | <u>2†</u> | _____ |
| | | Subtotal | 15 | |

SECOND SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|---------------------------------------|----------------|------------------|
| COMX | 102 | Interpersonal Skills in the Workplace | 1+ | _____ |
| WRIT | 104 | Communication Skills in the Workplace | 2+ | _____ |
| WLDG | 106* | Welding Fabrication Methods ___ | 3† | _____ |
| WLDG | 120* | Welding Theory II ___ | 1† | _____ |
| WLDG | 122* | Welding Theory III Practical ___ | 3† | _____ |
| WLDG | 130* | Intro to Structural Welding ___ | 3† | _____ |
| WLDG | 185* | Welding Qualification Prep ___ | <u>2†</u> | _____ |
| | | Subtotal | 15 | |

TOTAL PROGRAM CREDITS – 30~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.

† A grade of "C-" or above is required for graduation * Indicates prerequisites needed **Placement in course(s) is determined by placement assessment

Welding Technology Program Admissions Process Summer and Fall 2014 Intake Cohort

The Welding Technology Program admissions committee will review completed application packets after March 1, 2014. WLDG cohort courses are restricted entry courses. Only students who have been admitted into the program will be able to enter courses with WLDG prefixes and other cohort courses.

Completed Welding Technology program application packets must be submitted to:

Pam Buckheit, Administrative Assistant
Division of Business, Trades & Technology (Room B116)
Great Falls College Montana State University
2100 16th Avenue South
Great Falls, MT 59405

Note: Applications will be date and time stamped as they are received. The first 20 completed applications will be accepted into the program. Only complete applications will be considered.

To be considered complete, the applicant must:

1. Have a completed Admissions File with GFC MSU
2. Submit all of the required application materials for the Welding Technology Program by the priority deadline
3. Be in Good Academic Standing. Currently enrolled students, who are not in Good Academic Standing at time of Welding application submission, will only be eligible for conditional admission if there are intake spots available after acceptance of applicants currently in Good Academic Standing.

Priority:

Priority applicants will be notified of their admission acceptance by April 1, 2014 for Summer 2014 semester entry to the program and by July 1, 2014 for Fall 2014 entry to the program. Applications received after the priority deadline of March 1, 2014 will be considered only if any of the 20 admission positions remain open. Again, the earliest date and time stamps on complete applications will determine admission for any of these remaining openings. *No incomplete applications will be considered until they are completed.*

Dates and Times for Summer and Fall 2014 Cohorts:

The Summer 2014 cohort will meet during the following days and times:

- 1st semester courses: May 12th to July 25th, Monday through Friday, 2pm-10pm
- 2nd semester courses: August 25th to December 12th, Monday through Friday, 5:30pm-12midnight

The Fall 2014 morning cohort will meet during the following days and times:

- 1st semester courses: August 25th to December 12th, Monday through Friday, 7am-1:30pm
- 2nd semester courses: January 14th to May 8th (2015) Monday through Friday, 7am-1:30pm

The Fall 2014 afternoon cohort will meet during the following days and times:

- 1st semester courses: August 25th to December 12th, Monday through Friday, 12noon-6:30pm
- 2nd semester courses: January 14th to May 8th (2015) Monday through Friday, 12noon-6:30pm

Admission to Great Falls College MSU:

Students must be admitted to the College and be in good academic standing prior to the submission of the Welding Technology program application. Applications will not be reviewed until applicants have been admitted to GFC MSU and have a complete Admissions file.

Acceptance to Welding program requires a completed admissions application, which may be obtained by visiting the campus, calling the College (406) 771-4300 or 1-800-446-2698, or downloading it from the institution's website, www.gfcmsu.edu (select **Admissions & Records** then **Forms** then **Application for Admission**.)

Health Insurance:

Program students entering the clinic setting are strongly advised to carry their own medical health insurance. Students will be financially responsible for their health care if they become ill or injured.

All GFC MSU students enrolled for 6 or more credits are required to have health insurance. For students without coverage, GFC MSU offers a program developed especially for students by Blue Cross & Blue Shield of Montana. This plan provides coverage for injuries and illnesses on or off campus. Coverage includes hospitalization, maternity, prescription drugs, surgical services, emergency room charges, and immunizations, among others. See <http://www.gfcmsu.edu/students/HealthInsurance/index.html> for more information about the plan. ****This insurance coverage is subject to change for 2014-2015.***

Please contact Student Central for more information about enrolling in the plan through registration.

Student Central
Great Falls College MSU
Phone: 406-771-4414

Equal Opportunity Policy:

Great Falls College MSU is committed to the provision of equal opportunity for education, employment, and participation in all College programs and activities without regard to race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran status, gender, age, political ideas, marital or family status, physical or mental disability, genetic information, gender identity, gender expression or sexual orientation.

The College's Equal Opportunity Officers are the Executive Director of Human Resources and the Associate Dean of Student Services, 2100 16th Ave South, Great Falls, MT 59405. Telephone: (406) 771-4300.

Information Regarding Transferable Courses:

General education coursework taken at other education institutions may be designated as equivalent courses for Great Falls College MSU. For a current listing of approved equivalent courses, visit the Transfer Guide under Student Information at:

https://atlas.montana.edu:9001/pls/gfagent/hwzkxfer.p_selstate

If you have additional questions about transferability of courses, send a written request for evaluation to: Registrar, Great Falls College MSU, 2100 16th Avenue South, Great Falls, MT 59405. Please include appropriate course descriptions and official transcripts from former colleges with your request for evaluation.

**GREAT FALLS COLLEGE MSU - WELDING TECHNOLOGY PROGRAM
SUMMER AND FALL 2014 INTAKE
APPLICATION PACKET COVER AND CHECK-OFF SHEET**

Name _____

Address _____

City _____ State _____ Zip Code _____

Telephone (Home) _____ (Other) _____

E-Mail Address _____

GFC MSU Student ID Number _____

Please rank your cohort preference (1 through 3, with 1 being your first choice and 3 being your last choice):

_____ Summer 2014 cohort (2pm-10pm, MAY 12 - JUL 25 and 5:30pm-12midnight AUG 25 – DEC 12)

_____ Fall 2014 morning cohort (7am-1:30pm, AUG 25 – DEC 12 and JAN 14 – MAY 8)

_____ Fall 2014 afternoon cohort (12:00noon-6:30pm, AUG 25 – DEC 12 and JAN 14 – MAY 8)

Please note: in order to facilitate processing applications, it will not be possible for students to change cohort choices after submitting this application.

Check-Off List

| √ | Item |
|---|---|
| ✓ | Complete and submit your Welding Technology Application Packet Cover & Check-off sheet. <i>Personal information must be complete.</i> (page 7-8) |
| ✓ | Good Academic Standing. <ul style="list-style-type: none"> • All students must be in good academic standing which means they are not on academic probation OR academic probation continued, OR academic suspension. • Good academic standing will be verified by the Registrar and any applicants, who are not in good academic standing will not be admitted to the program. • Currently enrolled students, who are not in Good Academic Standing at time of Welding application submission, will only be eligible for conditional admission if there are intake spots available after acceptance of applicants currently in Good Academic Standing. • Applicants are encouraged to check with the Registrar's or Admissions Office to confirm that they are in good academic standing. |

| | |
|--|---|
| | <p>All applicants must have a Complete Admissions File. A completed admissions file includes:</p> <ol style="list-style-type: none"> 1. Completed application to GFC MSU 2. Payment of the \$30 application fee (if applicable) 3. Copies of high school/GED transcripts or diplomas 4. Proof of MMR shots 5. Completion of placement testing or submission of official college transcript(s) verifying placement. <p>Complete admissions files will be verified by the Registrar's Office and applicants with incomplete admissions files will not be admitted to the program. Students are encouraged to check with the Admissions Office to confirm that their admissions file is complete.</p> |
| | <p>Submit a math placement test score or Official College Transcript that shows completion of Math 065 or higher level math. Applicants must have either completed M065, Pre-Algebra, or have a math placement score that places them in M065, Pre-Algebra, or a higher level math course.</p> |
| | <p>Sign and submit the <i>Statement of Understanding</i> to show your understanding of participating in the mandatory 3-day Welding Success Session that will be held during the first 3 days of your first semester in the program. <i>(page 9)</i></p> |
| | <p>Sign and submit the <i>Technical Standards</i> <i>(pages 10-11)</i></p> |

Note: Turn all application materials in at one time so as not to risk misplacement of any items. Incomplete welding applications will not be reviewed.

Statement of Understanding

Great Falls College MSU Welding Technology Program

The Welding Technology Program is a popular program. We have many more students who want to take the program than our capacity allows. Therefore, it is important that all students who start the program are serious about completing it and are aware of program expectations. With that in mind, all students are required to complete a 3-day **Welding Success Session** during the first 3 days of their first semester in the program.

Specific details of the Welding Success Session are as follows:

- The Welding Success Session will be offered in the welding lab of the Trades building on the Great Falls College campus.
- Welding Success Sessions consist of three 8-hour days. Schedule to be determined.
- 100% attendance for every hour of every day is required. Any student who misses any part of the Welding Success Session will not be allowed to continue the Welding Technology program.
- If any student misses any part of the Welding Success Session, his/her spot in the Welding Technology program will be forfeited and given to the next student on the waiting list.
- Exceptions to the 100% attendance requirement will be extremely rare and must be approved by the Business, Trades, and Technology Division Director.
- All Personal Protective Equipment (PPE) and necessary tools for the welding success session will be provided by the college.

I have read and understand the Welding Success Session attendance requirements above. I realize that if I do not attend every hour of every day of the Welding Success Session, my spot in the program will be forfeited and given to the next student on the waiting list.

Name (print)

GFC MSU Student ID number

Signature

Date

Welding Technology Technical Standards

Students will need to demonstrate the following specific technical functions, with or without reasonable accommodation, in order to progress through and successfully complete the Welding Technology program at Great Falls College MSU.

In order to meet the requirements for admission and perform the skills/duties of a Welding Technician the student must meet the following technical standards:

Thinking skills

General: Apply standard welding principles and practices to perform practical work assignments.

Specific:

- Understand/interpret information from textbooks, handouts, diagrams, charts, and tables.
- Recognize welding terminology and symbols.
- Interpret blueprints and sketches.
- Distinguish shapes, forms, and patterns, including three-dimensional objects.
- Take accurate measurements and do conversions.
- Calculate slopes, circumferences, and decimal equivalents.
- Estimate materials and costs.
- Identify names and uses of tools and machines.
- Explain characteristics and uses of different types of metals.
- Describe standard welding methods and practices.
- Follow safety procedures.
- Explain the proper care of equipment.
- Formulate fabrication plans.
- Perform procedures according to proper specifications.
- Conduct tests of welding work.
- Distinguish indicators of poor vs. quality construction.

Sensory/Observation skills

General: Use sensory cues to maintain standards of quality welding.

Specific:

- Take precise measurements of 1/16 of an inch.
- Recognize and compare shapes and forms of objects.
- Detect fabrication problems.
- Survey and select appropriate materials, tools and equipment for welding work.

Motor skills

General: Possess physical strength, flexibility, and dexterity to safely perform welding techniques.

Specific:

- Operate necessary tools, equipment, and machinery.
- Remove and replace metal pieces.
- Position and maneuver in confined spaces.
- Work at varying heights.
- Lift and transport equipment and materials as necessary.

Communication skills

General: Communicate to gather and convey information.

Specific:

- Effectively respond to and communicate information from a variety of sources.
- Express information coherently.

Behavioral skills

General: Behave appropriately and safely in a cooperative learning environment.

Specific:

- Fulfill personal and shared responsibilities.
- Work cooperatively with partners and groups.
- Exercise good judgment.
- Follow safety procedures.

Environmental Tolerance

General: Function safely in a welding shop environment.

Specific:

Work for prolonged periods exposed to:

- Extreme noise
- Extreme heat
- Sharp tools and materials
- Electrical equipment
- Chemicals and toxins
- Dust and fumes
- Machinery with moving parts
- Slippery or uneven surfaces
- Variations in lighting

Student Signature _____ **Date** _____

Welding Technology/Welder

Program Level - Undergraduate certificate

Program Length - 1 years

COST

Q. How much will this program cost me?*

A. Tuition and fees: \$3,657

Books and supplies: \$592

On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *

Private education loans: *

Institutional financing plan: *

* Less than 10 graduates received loans. Median amounts are withheld to preserve the confidentiality of the loan recipients.

The school has elected to provide the following additional information: 42% of program graduates used loans to help finance their costs for this program.

SUCCESS

Q. How long will it take me to complete this program?


A. The program is designed to take 1 years to complete. Of those that completed the program in 2012-2013, 83% finished in 1 years.

Q. What are my chances of getting a job when I graduate?

A. The job placement rate for students who completed this program in 2012-2013 is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

 For additional information related to this program and/or the information provided above, [click here](#).

Date Created: 1/24/2014



changing lives – achieving dreams [2014-2015 catalog]

>GFCMSU >Catalog

Programs of Study

Great Falls College MSU has a number of Programs of Study with Montana public and private colleges and universities. These make it possible for students to plan a program of study that begins with a series of courses at Great Falls College MSU and leads to a two or four-year degree from another college or university. These Programs of Study are designed to maximize the number of credits students will be able to transfer and to minimize students' time to degree.

Students interested in attending Great Falls College MSU and utilizing a Program of Study listed in the catalog are encouraged to indicate their interest in one of the Programs of Study to an Academic Advisor prior to or during their first term in attendance.



Great Falls College MSU | 2100 16th Ave. South | Great Falls, MT 59405
Toll Free 800.446.2698 | FAX: 406.771.4317 | TTY: 406.771.4424 | Copyright 2008. All rights reserved.

**THIS PROGRAM OF STUDY IS DESIGNED FOR STUDENTS PLANNING
TO APPLY TO THE MSU-BOZEMAN
BSN NURSING PROGRAM**

This program of study is designed for students planning to apply to the MSU Bozeman BSN Nursing program. Students must earn a grade of 'C' or better (not "C-") in each of the courses with no more than one repeat per course. Students must apply to Montana State University-Bozeman's College of Nursing and go through the placement process. The College of Nursing has 2 separate application rounds. Please contact Wendy Minster, Program Assistant at 406-771-4451 for more information.

**THE INFORMATION ON TRANSFER PROGRAMS IS SUBJECT TO CHANGE.
STUDENTS SHOULD CONTACT: MSU-Bozeman College of Nursing, Great Falls Campus at 771-4450 or the main campus at 406-994-3783.**

| Estimated Resident Program Cost: | |
|----------------------------------|------------------|
| Tuition and Fees | \$ 7,726 |
| Application Fee | \$ 30 |
| Lab/Course Fees | \$ 245 |
| Books | \$ 2,371 |
| TOTAL: | \$ 10,372 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

I. MONTANA UNIVERSITY SYSTEM CORE - 32 CREDITS

COMMUNICATION--6 CREDITS (3 credits written, 3 credits verbal)

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|----------------|-------|---|---------|-----------|
| Written | | | | |
| WRIT | 101** | College Writing I | 3† | _____ |
| Verbal | | | | |
| COMX | 111 | Introduction to Public Speaking OR | | |
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |

MATHEMATICS--4 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|----------------------------|---------|-----------|
| STAT | 216** | Introduction to Statistics | 4† | _____ |

HUMANITIES - 3 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|------------------------------------|---------|-----------|
| CRWR | 240 | Intro to Creative Writing Workshop | 3† | _____ |
| LIT | 110 | Intro to Literature | 3† | _____ |
| LIT | 291 | Special Topics - Literature | 3† | _____ |
| PHL | 101 | Introduction to Philosophy | 3† | _____ |
| PHL | 110 | Introduction to Ethics | 3† | _____ |
| WGSS | 242 | Gender and Equality | 3† | _____ |

FINE ARTS - 3 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|---------------------------------|---------|-----------|
| ARTH | 160 | Global Visual Culture | 3† | _____ |
| ARTZ | 101 | Art Fundamentals | 3† | _____ |
| ARTZ | 105 | Visual Language - Drawing | 3† | _____ |
| IDSN | 101 | Introduction to Interior Design | 3† | _____ |
| MUSI | 101 | Enjoyment of Music | 3† | _____ |
| MUSI | 103 | Fundamentals of Music Creation | 3† | _____ |
| MUSI | 203 | American Popular Music | 3† | _____ |
| MUSI | 207 | World Music | 3† | _____ |

NATURAL SCIENCE--7 CREDITS (Must include 1 lab course)

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|--------------------------------|---------|-----------|
| CHMY | 121** | Intro to General Chemistry/Lab | 4† | _____ |
| NUTR | 221 | Basic Human Nutrition | 3† | _____ |

SOCIAL SCIENCES --6 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|----------------------------|---------|-----------|
| PSYX | 100 | Introduction to Psychology | 3† | _____ |
| PSYX | 230 | Developmental Psychology | 3† | _____ |

CULTURAL DIVERSITY--3 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|---|---------|-----------|
| ANTY | 101 | Anthropology – The Human Experience | 3† | _____ |
| BUS | 249 | Global Marketing | 3† | _____ |
| LSH | 244 | American Cultural Values | 3† | _____ |
| NASX | 204N | Intro to Native American Beliefs & Phil | 3† | _____ |
| NASX | 232N | Montana Indians: Cultures, Hist, & Issues | 3† | _____ |
| NASX | 240N | Native American Literature (equiv to 390) | 3+ | _____ |
| SIGN | 101 | Intro to American Sign Lang | 3† | _____ |

II. ADDITIONAL REQUIRED COURSES – 19 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|------------------------------------|---------|-----------|
| BIOH | 201** | Human Anat Phys I/Lab | 4+ | _____ |
| BIOH | 211* | Human Anat Phys II & Lab | 4+ | _____ |
| BIOM | 250* | Microbiology for Hlth Sciences/Lab | 4+ | _____ |
| CHMY | 123* | Intro to Organic and Biochem/Lab | 4+ | _____ |
| SOCI | 101 | Introduction to Sociology | 3+ | _____ |

A student must complete CHMY 121 prior to, or concurrently with, Anatomy & Physiology I.

If you are interested in completing an Associate of Science with Great Falls College Montana State University, please contact your advisor to determine the additional courses needed.

~ Many students need preliminary math, science and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

**THIS PROGRAM OF STUDY IS DESIGNED
FOR STUDENTS PLANNING TO APPLY TO THE
UM WESTERN – ASSOCIATE OF APPLIED SCIENCE DEGREE
IN EARLY CHILDHOOD EDUCATION**

Students may begin pursuit of a baccalaureate degree from UM-Western by following the plan of study below. By completing the plan of study, students can be dually enrolled into UM-Western's Associate of Applied Science degree in Early Childhood Education program.

THE INFORMATION ON TRANSFER PROGRAMS IS SUBJECT TO CHANGE. STUDENTS SHOULD CONTACT Dr. Julie Bullard, ECE Program Director, AT UM-WESTERN FOR POTENTIAL CHANGES: 406-683-7809, j_bullard@umwestern.edu

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 7,726 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books/Supplies | \$ | 1266 |
| TOTAL: | \$ | 9,057 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

PROGRAM COURSE REQUIREMENTS:**I. GENERAL EDUCATION COURSES – 15/16 CREDITS****FOUNDATIONS OF LANGUAGE -6 CREDITS** (3 credits written, 3 credits verbal)

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|----------------|--------------------------------------|---------|-----------|
| Written | | | |
| WRIT 101** | College Writing I | 3† | _____ |
| Verbal | | | |
| COMX 115 | Intro to Interpersonal Communication | 3† | _____ |

MATHEMATICS- 3-4 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|--------------------------|---------|-----------|
| M 121** | College Algebra | 3+ | _____ |
| M 145** | Math for Liberal Arts | 3† | _____ |
| M 152** | Precalculus Algebra | 4† | _____ |
| M 153** | Precalculus Trigonometry | 3† | _____ |
| M 171** | Calculus I | 4† | _____ |

BEHAVIORIAL/ SOCIAL SCIENCES --3 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|----------------------------|---------|-----------|
| PSYX 100 | Introduction to Psychology | 3† | _____ |
| SOCI 101 | Introduction to Sociology | 3† | _____ |

INTRODUCTION TO COMPUTERS --3 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE |
|------------|---------------------------|---------|-------|
| CAPP 120 | Introduction to Computers | 3† | _____ |

II. EARLY CHILDHOOD CORE COURSES - 9 CREDITS**SAFETY, HEALTH AND/OR NUTRITION --3 CREDITS**

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|-----------------------------|---------|-----------|
| HTH 201 | Health Issues for Educators | 3† | _____ |

CULTURAL COURSE--3 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|-------------------------|---------|-----------|
| HSTA 101N | American History I | 3† | _____ |
| HSTA 102N | American History II | 3† | _____ |
| HSTR 101 | Western Civilization I | 3† | _____ |
| HSTR 102 | Western Civilization II | 3† | _____ |

CREATIVE ARTS - 3 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|---------------------------|---------|-----------|
| ARTH 160 | Global Visual Culture | 3† | _____ |
| ARTZ 101 | Art Fundamentals | 3† | _____ |
| ARTZ 105 | Visual Language - Drawing | 3† | _____ |

III. PROFESSIONAL ELECTIVES – 7-14 CREDITS

In consultation with UM Western's Early Childhood advisor

TOTAL CREDITS – 36-39

OUTLINE FOR COMPLETION OF ASSOCIATE OF APPLIED SCIENCE DEGREE IN EARLY CHILDHOOD WITH UM WESTERN**IV. Early Childhood Core Courses – taken with UM Western**

| Course No. | Title | Credits |
|------------|--------------------------------|---------|
| EDEC 109 | Introduction to EC Education | 1 |
| EDEC 110 | Intro to EC Education Lab | 1 |
| EDEC 210 | Meeting the Needs of Families | 2 |
| EDEC 211 | Mtng the Needs of Families Lab | 1 |
| EDEC 220 | Crtng Envrnmnt for Lrnng, EC | 2 |
| EDEC 221 | Crtng Envrnmnt Lrnng, EC Lab | 1 |
| EDEC 230 | Positive Child Guidance | 2 |
| EDEC 231 | Positive Child Guidance Lab | 1 |
| EDEC 247 | Child and Adolescent Dvlpmnt | 3 |
| EDEC 248 | Child and Adolesc Dvlpmnt Lab | 1 |
| EDEC 265 | Ldrshp & Professnlsm in EC Ed | 2 |
| EDEC 266 | Ldrshp & Profess in EC Ed Lab | 1 |
| EDEC 281 | EC Curr Dsgn & Implemnt I | 2 |
| EDEC 282 | EC Curr Dsgn & Implemnt I Lab | 1 |
| EDEC 283 | EC Curr Dsgn & Implemnt II | 2 |
| EDEC 284 | EC Curr Dsgn & Implemnt II Lab | 1 |

TOTAL CREDITS – 24

TOTAL PROGRAM CREDITS – 60-63~

~ Many students need preliminary math, science and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

THIS PROGRAM OF STUDY IS DESIGNED FOR STUDENTS PLANNING TO APPLY TO THE UM WESTERN – BACHELOR OF SCIENCE IN EARLY CHILDHOOD EDUCATION

Students may begin pursuit of a baccalaureate degree from UM-Western by following the plan of study below. By completing the plan of study, students can be dually enrolled into UM-Western's Bachelor of Science in Early Childhood Education program.

THE INFORMATION ON ALL TRANSFER PROGRAMS IS SUBJECT TO CHANGE. STUDENTS SHOULD CONTACT **Dr. Julie Bullard, ECE program director, AT UM-WESTERN FOR POTENTIAL CHANGES: 406-683-7809, j_bullard@umwestern.edu**

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 7,726 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books/Supplies | \$ | 1984 |
| TOTAL: | \$ | 9,850 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

MONTANA UNIVERSITY SYSTEM CORE COURSES- 31 SEMESTER HOURS

COMMUNICATION--6 CREDITS (3 credits written, 3 credits verbal)

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|----------------|-------|--------------------------------------|---------|-----------|
| Written | | | | |
| WRIT | 101** | College Writing I | 3† | _____ |
| Verbal | | | | |
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |

MATHEMATICS—3-4 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|--------------------------|---------|-----------|
| M | 121** | College Algebra | 3+ | _____ |
| M | 145** | Math for Liberal Arts | 3† | _____ |
| M | 152** | Precalculus Algebra | 4† | _____ |
| M | 153** | Precalculus Trigonometry | 3† | _____ |
| M | 171** | Calculus I | 4† | _____ |

HUMANITIES/FINE ARTS--6 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------------------------|-----|--|---------|-----------|
| MUSI | 101 | Enjoyment of Music OR | | |
| MUSI | 103 | Fundamentals of Music Creation OR | | |
| MUSI | 203 | American Popular Music OR | | |
| MUSI | 207 | World Music OR | | |
| CRWR | 240 | Intro to Creative Writing Workshop | 3† | _____ |
| AND one of the following | | | | |
| LIT | 110 | Intro to Literature | 3† | _____ |
| LIT | 291 | Special Topics - Literature | 3† | _____ |
| PHL | 101 | Introduction to Philosophy | 3† | _____ |

NATURAL SCIENCE--7 CREDITS (Must include 1 lab course)

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------------------------|-------|--|---------|-----------|
| CHMY | 101 | Discover Chemistry OR | | |
| NUTR | 221 | Basic Human Nutrition | 3† | _____ |
| AND one of the following | | | | |
| BIOB | 101** | Discover Biology | 4† | _____ |
| BIOB | 160** | Principles of Living Systems/Lab | 4† | _____ |
| BIOB | 170** | Principles of Biological Diversity/Lab | 4† | _____ |
| BIOH | 104** | Basic Human Biology/Lab | 4† | _____ |
| CHMY | 121** | Intro to General Chemistry/Lab | 4† | _____ |
| CHMY | 141** | College Chemistry I/Lab | 4† | _____ |
| CHMY | 143* | College Chemistry II/Lab | 4† | _____ |
| GEO | 101 | Introduction to Physical Geology/Lab | 4† | _____ |
| PHSX | 105 | Fund Physical Science w/Lab | 4† | _____ |
| PHSX | 205** | College Physics I w/Lab | 4† | _____ |
| PHSX | 220** | Physics I w/Lab (w/ Calculus) | 4† | _____ |

SOCIAL SCIENCES / HISTORY--6 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------------------------|------|--------------------------------------|---------|-----------|
| Social Sciences | | | | |
| PSYX | 100 | Introduction to Psychology OR | | |
| SOCI | 101 | Introduction to Sociology | 3† | _____ |
| AND one of the following | | | | |
| History | | | | |
| HSTA | 101N | American History I | 3† | _____ |
| HSTA | 102N | American History II | 3† | _____ |
| HSTA | 255N | Montana History | 3† | _____ |
| HSTR | 101 | Western Civilization I | 3† | _____ |
| HSTR | 102 | Western Civilization II | 3† | _____ |

CULTURAL DIVERSITY--3 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|---|---------|-----------|
| ANTY | 101 | Anthropology – The Human Experience | 3† | _____ |
| BMKT | 242 | Introduction to Global Markets | 3† | _____ |
| LSH | 244 | American Cultural Values | 3† | _____ |
| NASX | 204N | Intro to Native American Beliefs & Phil | 3† | _____ |
| NASX | 232N | Montana Indians: Cultures, Hist, & Issues | 3† | _____ |
| NASX | 240N | Native American Literature (equiv to 390) | 3+ | _____ |
| SIGN | 101 | Intro to American Sign Lang | 3† | _____ |

CULTURAL HERITAGE OF AMERICAN INDIANS--3 CREDITS †

Courses with an "N" behind the course title will fulfill the Cultural Heritage of American Indians requirement as well as a designated core area requirement.

II. COMPUTER LITERACY – 3 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE |
|--------|-----|---------------------------|---------|-------|
| CAPP | 120 | Introduction to Computers | 3† | _____ |

III. ADDITIONAL COURSEWORK – 6 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE |
|------------|-----|---------------------------------|---------|-------|
| ARTH | 160 | Global Visual Culture OR | | |
| ARTZ | 101 | Art Fundamentals OR | | |
| ARTZ | 105 | Visual Language - Drawing | 3† | _____ |
| AND | | | | |
| HTH | 201 | Health Issues for Educators | 3† | _____ |

CONTINUED ON NEXT PAGE

IV. AREA OF EMPHASIS COURSES - 12 CREDITS

In consultation with UM Western's Early Childhood advisor

V. ELECTIVE COURSES – 5-6 CREDITS

In consultation with UM Western's Early Childhood advisor

TOTAL PROGRAM CREDITS – 58~

~ Many students need preliminary math, science and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

If you are interested in completing an Associate of Arts with Great Falls College MSU, please contact your advisor to determine the additional courses needed.

OUTLINE FOR COMPLETION OF BACHELOR OF SCIENCE DEGREE IN EARLY CHILDHOOD – WITH UM -WESTERN

I. Early Childhood Core

| Course | No. | Title | Credits |
|--------|-----|--------------------------------|---------|
| EDEC | 109 | Introduction to EC Education | 1 |
| EDEC | 110 | Intro to EC Education Lab | 1 |
| EDEC | 210 | Meeting the Needs of Families | 2 |
| EDEC | 211 | Mtng the Needs of Families Lab | 1 |
| EDEC | 220 | Crting Envrnmnt for Lrnng, EC | 2 |
| EDEC | 221 | Crtng Envrnmnt Lrnng, EC Lab | 1 |
| EDEC | 230 | Positive Child Guidance | 2 |
| EDEC | 231 | Positive Child Guidance Lab | 1 |
| EDEC | 247 | Child and Adolescent Dvlpmnt | 3 |
| EDEC | 248 | Child and Adolesc Dvlpmnt Lab | 1 |
| EDEC | 265 | Ldrshp & Professnism in EC Ed | 2 |
| EDEC | 266 | Ldrshp & Profess in EC Ed Lab | 1 |
| EDEC | 281 | EC Curr Dsgn & Implemnt I | 2 |
| EDEC | 282 | EC Curr Dsgn & Implemnt I Lab | 1 |
| EDEC | 283 | EC Curr Dsgn & Implemnt II | 2 |
| EDEC | 284 | EC Curr Dsgn & Implemnt II Lab | 1 |

II. Early Childhood Specialty Courses

| Course | No. | Title | Credits |
|--------|-----|--------------------------------|---------|
| EDEC | 249 | Infant/Toddler Dev&Group Care | 4 |
| ED | 341 | Exceptional Learner | 3 |
| EDEC | 450 | Literacy in the EC Classroom | 3 |
| EDEC | 352 | Math and Science for EC | 3 |
| EDEC | 353 | Fostering Movement in Yng Ch | 1 |
| EDEC | 430 | Soc/Emot Dvlpmnt in Yng Child | 3 |
| EDEC | 452 | Reggio Emilia & Project Apprch | 3 |
| EDEC | 410 | Family, Communities, Culture | 3 |
| EDEC | 405 | Assessment in EC | 3 |
| EDEC | 445 | Child Dev Research | 3 |
| EDEC | 460 | Mentoring and Coaching in ECE | 3 |
| EDEC | 496 | EC Advanced Practicum | 6 |

Total Credits - 62

TOTAL PROGRAM CREDITS – 120~

**THIS PROGRAM OF STUDY IS DESIGNED
FOR STUDENTS PLANNING TO APPLY TO
THE UNIVERSITY OF GREAT FALLS**

Students may begin pursuit of a baccalaureate degree from UGF by following the articulated plan of study below.

THE INFORMATION ON TRANSFER PROGRAMS IS SUBJECT TO CHANGE. STUDENTS SHOULD CONTACT THE ADMISSIONS OFFICE AT UGF FOR POTENTIAL CHANGES: 406-791-5202

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 3,085 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books/Supplies | \$ | 1217 |
| TOTAL: | \$ | 4,442 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

I. GENERAL EDUCATION CORE COURSES – 23 CREDITS

COMMUNICATION--6 CREDITS (Need 3 credits written and 3 credits verbal)

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|----------------|------------|---------------------------------|----------------|------------------|
| <u>Written</u> | | | | |
| WRIT | 101** | College Writing I | 3† | _____ |
| <u>Verbal</u> | | | | |
| COMX | 111 | Introduction to Public Speaking | 3† | _____ |

MATHEMATICS--3 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|----------------------------|----------------|------------------|
| STAT | 216** | Introduction to Statistics | 4† | _____ |

HUMANITIES/FINE ARTS--6 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|------------------|------------|--------------------------------|----------------|------------------|
| <u>Fine Arts</u> | | | | |
| ARTH | 160 | Global Visual Culture | 3† | _____ |
| ARTZ | 101 | Art Fundamentals | 3† | _____ |
| ARTZ | 105 | Visual Language - Drawing | 3† | _____ |
| MUSI | 101 | Enjoyment of Music | 3† | _____ |
| MUSI | 103 | Fundamentals of Music Creation | 3† | _____ |
| MUSI | 203 | American Popular Music | 3† | _____ |
| MUSI | 207 | World Music | 3† | _____ |

And one of the following

| <u>Humanities</u> | | | | |
|-------------------|------------|----------------------------|----------------|------------------|
| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
| LIT | 110 | Intro to Literature | 3† | _____ |
| PHL | 101 | Introduction to Philosophy | 3† | _____ |
| WGSS | 242 | Gender and Equality | 3† | _____ |

NATURAL SCIENCE--4 CREDITS (Must include 1 lab course)

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--|----------------|------------------|
| BIOB | 101** | Discover Biology/Lab | 4† | _____ |
| BIOB | 160** | Principles of Living Systems/Lab | 4† | _____ |
| BIOB | 170** | Principles of Biological Diversity/Lab | 4† | _____ |
| BIOH | 104** | Basic Human Biology/Lab | 4† | _____ |
| CHMY | 121** | Intro to General Chemistry/Lab | 4† | _____ |
| CHMY | 141** | College Chemistry I/Lab | 4† | _____ |
| CHMY | 143* | College Chemistry II/Lab | 4† | _____ |
| GEO | 101 | Introduction to Physical Geology/Lab | 4† | _____ |
| PHSX | 105 | Fund Physical Science w/Lab | 4† | _____ |
| PHSX | 205** | College Physics I w/Lab | 4† | _____ |
| PHSX | 220** | Physics I w/Lab (w/ Calculus) | 4† | _____ |

SOCIAL SCIENCES / HISTORY--6 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|----------------------------|----------------|------------------|
| PSYX | 100 | Introduction to Psychology | 3† | _____ |
| SOCI | 101 | Introduction to Sociology | 3† | _____ |

II. COMPUTER SKILLS/USAGE – 3 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|---------------------------|----------------|------------------|
| CAPP | 120 | Introduction to Computers | 3† | _____ |

III. ARTICULATION COURSEWORK – 3 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--------------------|----------------|------------------|
| WRIT | 201* | College Writing II | 3† | _____ |

TOTAL PROGRAM CREDITS - 29

~ Many students need preliminary math, science and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

OUTLINE FOR THE COMPLETION OF THE UNIVERSITY CORE CURRICULUM FROM THE UNIVERSITY OF GREAT FALLS

FOUNDATION SKILLS COURSES – 6 CREDITS

| <u>Course</u> | <u>No.</u> | <u>Title</u> | <u>Credits</u> |
|---------------|------------|-------------------------------|----------------|
| CPS | 110 | Conquering the Digital Divide | 3+ |
| TRL | 200 | Fund. Of Christian Theology | 3+ |

GREAT QUESTIONS COURSES – 8 CREDITS

| <u>Course</u> | <u>No.</u> | <u>Title</u> | <u>Credits</u> |
|---------------|------------|-------------------------|----------------|
| ILC | 330x | What is Truth | 4+ |
| ILC | 350x | What is the Common Good | 4+ |

UPPER DIVISION WRITING COURSE – 3 CREDITS

| <u>Course</u> | <u>No.</u> | <u>Title</u> | <u>Credits</u> |
|---------------|------------|----------------------------|----------------|
| ENG | 300-319 | Upper level writing course | 3+ |



changing lives – achieving dreams [2014-2015 catalog]

>GFCMSU >Catalog

Articulation Agreements

Great Falls College MSU has a number of articulation agreements with Montana public and private colleges and universities. These agreements make it possible for students to plan a program of study that begins with an associate degree at Great Falls College MSU and leads to a four-year degree from a college or university. These agreements are designed to maximize the number of credits students will be able to transfer and to minimize students' time to degree. Areas of concern such as admissions, financial aid, course requirements, and contact information are clearly discussed.

Articulation agreements are made with specific programs at the four-year colleges and universities. Each agreement specifies how coursework in the associate degree program applies to the baccalaureate degree program at the four-year college or university. Each agreement outlines the appropriate and recommended courses to complete at Great Falls College MSU and also specifies courses that must be taken at the four-year college or university to complete the program. Any deviation from the articulation agreement will nullify the guarantee they provide.

Students interested in attending Great Falls College MSU and utilizing an articulation agreement listed in the catalog are encouraged to indicate their interest in one of the articulation agreements to an Academic Advisor prior to or during their first term in attendance.

Great Falls College MSU | 2100 16th Ave. South | Great Falls, MT 59405
Toll Free 800.446.2698 | FAX: 406.771.4317 | TTY: 406.771.4424 | Copyright 2008. All rights reserved.



ASSOCIATE OF ARTS DEGREE

WITH ACCOUNTING COURSEWORK TRANSFER TO MSU BILLINGS

The Associate of Arts with articulated coursework in Accounting is designed for students interested in a baccalaureate degree in Accounting at Montana State University Billings.

The Associate of Arts (AA) focuses on education across academic disciplines.

Focusing on integration of information while increasing a student's employability, the AA focuses on transferability to a baccalaureate program.

To receive the AA degree, the following requirements must be completed:

- Montana University System Core Requirements (31 semester hours);
- Computer Skills/Usage requirement (3 semester hours);
- 9 credits of coursework in the arts, humanities and social sciences;
- 17 credits of Electives; and
- A final cumulative grade point average of at least 2.0.

Courses taken to fulfill one specific requirement, including courses in the Concentration or Elective blocks, may not be used to fulfill another specific

requirement; thus, a course taken to fulfill the Cultural Diversity requirement in the Montana University System Core may not be used as an Elective.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Demonstrate the outcomes achievable by completing the Montana University System Core;
- Select and use the appropriate technologies for personal, academic or career tasks;
- Think critically about theories and applications from multiple disciplines when evaluating information, solving problems, and making decisions.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 7,726 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books/Supplies | \$ | 1984 |
| TOTAL: | \$ | 9,850 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| <u>COURSE NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|-------------------|-------------------------------|----------------|------------------|
| COLS 103 | Becoming a Successful Student | 1† | _____ |

MONTANA UNIVERSITY SYSTEM CORE COURSES- 32 SEMESTER HOURS

COMMUNICATION--6 CREDITS (3 credits written, 3 credits verbal)

| <u>COURSE NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|-------------------|---------------------------------|----------------|------------------|
| Written | | | |
| WRIT 101** | College Writing I | 3† | _____ |
| Verbal | | | |
| COMX 111 | Introduction to Public Speaking | 3† | _____ |

MATHEMATICS--3 CREDITS

| <u>COURSE NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|-------------------|---------------------------|----------------|------------------|
| M 145** | Math for the Liberal Arts | 3† | _____ |
| M 171** | Calculus I | 4† | _____ |

HUMANITIES/FINE ARTS--6 CREDITS

| <u>COURSE NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------------------------|---------------------------|----------------|------------------|
| Fine Arts | | | |
| ARTH 101 | Art Fundamentals | 3† | _____ |
| ARTZ 105 | Visual Language - Drawing | 3† | _____ |
| MUSI 101 | Enjoyment of Music | 3† | _____ |
| AND ONE OF THE FOLLOWING | | | |
| Humanities | | | |
| LIT 110 | Intro to Literature | 3† | _____ |
| PHL 110 | Introduction to Ethics | 3† | _____ |

NATURAL SCIENCE--8 CREDITS (Must include 1 lab course)

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|---------------------------------|--------------------------------------|----------------|------------------|
| BIOB 101** | Discover Biology | 4† | _____ |
| BIOB 160** | Principles of Living Systems/Lab | 4† | _____ |
| AND ONE OF THE FOLLOWING | | | |
| CHMY 121** | Intro to General Chemistry/Lab | 4† | _____ |
| CHMY 141** | College Chemistry I/Lab | 4† | _____ |
| GEO 101 | Introduction to Physical Geology/Lab | 4† | _____ |
| PHSX 105 | Fund Physical Science w/Lab | 4† | _____ |

SOCIAL SCIENCES / HISTORY--6 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|---------------------------------|------------------------------|----------------|------------------|
| ECNS 201 | Principles of Microeconomics | 3† | _____ |
| AND ONE OF THE FOLLOWING | | | |
| HSTA 101N | American History I | 3† | _____ |
| HSTA 102N | American History II | 3† | _____ |
| HSTR 101 | Western Civilization I | 3† | _____ |
| HSTR 102 | Western Civilization II | 3† | _____ |

CULTURAL DIVERSITY--3 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|---|----------------|------------------|
| ANTY 101 | Anthropology – The Human Experience | 3† | _____ |
| BMKT 242 | Introduction to Global Markets | 3† | _____ |
| LSH 244 | American Cultural Values | 3† | _____ |
| NASX 204N | Intro to Native American Beliefs & Phil | 3† | _____ |
| NASX 232N | Montana Indians: Cultures, Hist, & Issues | 3† | _____ |
| NASX 240N | Native American Literature (equiv to 390) | 3+ | _____ |

CULTURAL HERITAGE OF AMERICAN INDIANS--3 CREDITS †

Courses with an “N” behind the course title will fulfill the Cultural Heritage of American Indians requirement as well as a designated core area requirement.

II. COMPUTER SKILLS/USAGE--3 CREDITS †

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|---------------------------|----------------|------------------|
| CAPP 120 | Introduction to Computers | 3† | _____ |

**III. CONCENTRATION IN ACCOUNTING, ARTS, BUSINESS, HUMANITIES,
AND SOCIAL SCIENCES--9 CREDITS†**

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|--------------------------|----------------|------------------|
| ACTG 101** | Accounting Procedures I | 3† | _____ |
| ACTG 102** | Accounting Procedures II | 3† | _____ |
| BGEN 105 | Introduction to Business | 3† | _____ |

IV. ARTICULATED COURSEWORK - 16 CREDITS**ANY OF THE FOLLOWING:**

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|-------------------------------|----------------|------------------|
| ACTG 201* | Principles of Fin Accounting | 3† | _____ |
| ACTG 202* | Principles of Mang Accounting | 3† | _____ |
| BGEN 235* | Business Law | 3† | _____ |
| ECNS 202 | Principles of Macroeconomics | 3† | _____ |
| STAT 216** | Basic Statistics | 4† | _____ |
| WRIT 122* | Intro to Business Writing | 3† | _____ |

TOTAL PROGRAM CREDITS - 60-63

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of pro-gram credits. Students should review their math and writing placement before planning out their full program schedules.

CONTINUED ON NEXT PAGE

**OUTLINE FOR COMPLETION OF THE BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION - ACCOUNTING OPTION
FROM MSU BILLINGS**

The Associate of Arts with articulated coursework in Business is designed for students interested in a baccalaureate degree in Business Administration – Accounting Option at MSU Billings. The following courses would be taken at MSU Billings after transfer with the Associate of Arts coursework completed at GFC MSU.

| | | | |
|--|-----|--|---|
| COB Productivity Application Software Proficiency Exam | | | |
| BUS | 315 | Applied Business Decisions | 3 |
| MGMT | 321 | Principles of Management | 3 |
| MIS | 330 | Principles of Management Information Systems | 3 |
| MKT | 340 | Principles of Marketing | 3 |
| FIN | 351 | Principles of Financial Management | 3 |
| MGMT | 322 | Operations Management | 3 |
| MGMT | 488 | Business Strategy | 3 |
| ACTG | 301 | Intermediate Accounting I | 3 |
| ACTG | 302 | Intermediate Accounting II | 3 |
| ACTG | 303 | Intermediate Accounting III and Theory | 3 |
| ACTG | 410 | Cost/Management Accounting I | 3 |
| ACTG | 415 | Government and Not-for-Profit Accounting I | 3 |
| BUS | 405 | Business Law II | 3 |
| ACTG | 321 | Accounting Information Systems I | 3 |
| ACTG | 401 | Principles of Fed Tax - Individuals | 3 |
| ACTG | 411 | Auditing I | 3 |
| ACTG | 436 | Advanced Accounting | 3 |
| Restricted Electives | | | 6 |
| Electives | | | 7 |

Total Program Credits – 120

ASSOCIATE OF ARTS DEGREE**WITH ACCOUNTING COURSEWORK TRANSFER TO UNIVERSITY OF GREAT FALLS**

The Associate of Arts with articulated coursework in Accounting is designed for students interested in a baccalaureate degree in Accounting at the University of Great Falls.

The Associate of Arts (AA) focuses on education across academic disciplines. Focusing on integration of information while increasing a student's employability, the AA focuses on transferability to a baccalaureate program.

To receive the AA degree, the following requirements must be completed:

- Montana University System Core Requirements (31 semester hours);
- Computer Skills/Usage requirement (3 semester hours);
- 9 credits of coursework in the arts, humanities and social sciences;
- 17 credits of Electives; and
- A final cumulative grade point average of at least 2.0.

Courses taken to fulfill one specific requirement, including courses in the Concentration or Elective blocks, may not be used to fulfill another specific requirement; thus, a course taken to fulfill the Cultural Diversity requirement in the Montana University System Core may not be used as an Elective.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Demonstrate the outcomes achievable by completing the Montana University System Core;
- Select and use the appropriate technologies for personal, academic or career tasks;
- Think critically about theories and applications from multiple disciplines when evaluating information, solving problems, and making decisions.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 7,726 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books/Supplies | \$ | 1984 |
| TOTAL: | \$ | 9,850 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|-------------------------------|---------|-----------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

MONTANA UNIVERSITY SYSTEM CORE COURSES- 33 SEMESTER HOURS**COMMUNICATION--6 CREDITS** (3 credits written, 3 credits verbal)

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|----------------|-------|---------------------------------|---------|-----------|
| Written | | | | |
| WRIT | 101** | College Writing I | 3† | _____ |
| Verbal | | | | |
| COMX | 111 | Introduction to Public Speaking | 3† | _____ |

MATHEMATICS--4 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|----------------------------|---------|-----------|
| STAT | 216** | Introduction to Statistics | 4† | _____ |

HUMANITIES/FINE ARTS--6 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|------------------|-----|--------------------------------|---------|-----------|
| Fine Arts | | | | |
| ARTH | 160 | Global Visual Culture | 3† | _____ |
| ARTZ | 101 | Art Fundamentals | 3† | _____ |
| ARTZ | 105 | Visual Language - Drawing | 3† | _____ |
| MUSI | 101 | Enjoyment of Music | 3† | _____ |
| MUSI | 103 | Fundamentals of Music Creation | 3† | _____ |
| MUSI | 203 | American Popular Music | 3† | _____ |
| MUSI | 207 | World Music | 3† | _____ |

AND ONE OF THE FOLLOWING**Humanities**

| | | | | |
|------|-----|----------------------------|----|-------|
| LIT | 110 | Intro to Literature | 3† | _____ |
| PHL | 101 | Introduction to Philosophy | 3† | _____ |
| WGSS | 242 | Gender and Equality | 3† | _____ |

NATURAL SCIENCE--8 CREDITS (Must include 1 lab course)

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|--|---------|-----------|
| BIOB | 101** | Discover Biology | 4† | _____ |
| BIOB | 160** | Principles of Living Systems/Lab | 4† | _____ |
| BIOB | 170** | Principles of Biological Diversity/Lab | 4† | _____ |
| BIOH | 104** | Basic Human Biology/Lab | 4† | _____ |
| CHMY | 121** | Intro to General Chemistry/Lab | 4† | _____ |
| CHMY | 141** | College Chemistry I/Lab | 4† | _____ |
| CHMY | 143* | College Chemistry II/Lab | 4† | _____ |
| GEO | 101 | Introduction to Physical Geology/Lab | 4† | _____ |
| PHSX | 105 | Fund Physical Science w/Lab | 4† | _____ |
| PHSX | 205** | College Physics I w/Lab | 4† | _____ |
| PHSX | 220** | Physics I w/Lab (w/ Calculus) | 4† | _____ |

SOCIAL SCIENCES / HISTORY--6 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|-----------|-----|------------------------------|---------|-----------|
| ECNS | 201 | Principles of Microeconomics | 3† | _____ |
| PSYX | 100 | Introduction to Psychology | | _____ |
| OR | | | | |
| SOCI | 101 | Introduction to Sociology | 3† | _____ |

CULTURAL DIVERSITY--3 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|---|---------|-----------|
| NASX | 240N | Native American Literature (equiv to 390) | 3+ | _____ |

CULTURAL HERITAGE OF AMERICAN INDIANS--3 CREDITS †

Courses with an "N" behind the course title will fulfill the Cultural Heritage of American Indians requirement as well as a designated core area requirement.

II. COMPUTER SKILLS/USAGE--3 CREDITS †

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|---------------------------|---------|-----------|
| CAPP | 120 | Introduction to Computers | 3† | _____ |

III. CONCENTRATION IN ARTS, HUMANITIES, AND SOCIAL SCIENCES--9 CREDITS†

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|------------------------------|---------|-----------|
| ACTG | 101** | Accounting Procedures I | 3† | _____ |
| ECNS | 202 | Principles of Macroeconomics | 3† | _____ |
| WRIT | 201* | College Writing II | 3† | _____ |

CONTINUED ON NEXT PAGE

IV. ARTICULATED COURSEWORK - 16 CREDITS

ANY OF THE FOLLOWING:

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| ACTG | 102* | Accounting Procedures II | 3† | _____ |
| ACTG | 201* | Principles of Fin Accounting | 3† | _____ |
| ACTG | 202* | Principles of Mang Accounting | 3† | _____ |
| BGEN | 105 | Introduction to Business | 3† | _____ |
| BGEN | 235* | Business Law | 3† | _____ |
| BMGT | 235* | Management | 3† | _____ |
| CAPP | 156* | MS Excel | 3† | _____ |

TOTAL PROGRAM CREDITS - 61

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

| | | | | |
|-----|-----|------------------------------|---|-------|
| ACC | 481 | Advanced Cost Management | 3 | _____ |
| ACC | 485 | Seminar on Accounting Issues | 1 | _____ |
| BUS | 240 | Management & Leadership | 3 | _____ |
| BUS | 306 | Management Science | 3 | _____ |
| BUS | 335 | Commercial Law | 3 | _____ |
| BUS | 400 | Financial Analysis | 3 | _____ |
| CPS | 205 | Spreadsheets | 3 | _____ |

III. TOTAL CREDITS TOWARDS DEGREE

61 CREDITS (AA from GFC MSU)

17 CREDITS (UGF CORE)

37 CREDITS (BS – UGF)

13 CREDITS (ELECTIVES)

128 TOTAL CREDITS

UGF GRADUATION REQUIREMENTS:

1. Complete a minimum of 128 credits.
2. Maintain a cumulative University of Great Falls grade point average of 2.00 or higher.
3. Complete the University Core curriculum.
4. Complete a major. All courses used to complete the requirements of a major, minor, or concentration must have a grade of C or better. Some majors may require completion of a minor or concentration.
5. Complete thirty of the last forty semester hours of coursework at the University of Great Falls. Students enrolled in an approved Servicemembers Opportunity Colleges Army Degree (SOCAD) program may satisfy the academic residency requirements with coursework taken at any time during their enrollment at the university.
6. Complete a minimum of 40% or 15 credits of their major (whichever is greater) and a minimum of 40% of their minor in residency at the University of Great Falls. Completion of credits within a concentration will not count toward residency in the major. This requirement does not apply to those completing an approved major or minor in University Studies.
7. Complete at least thirty-two credits in upper division coursework (courses numbered 300 or higher), at least sixteen of which must be from the University of Great Falls. (Students should complete at least twelve of these credits in coursework outside the student's major and minor or concentration.)
8. Apply for graduation in accordance with the prescribed deadlines.
9. Comply with all university policies, rules, and regulations.
10. Pay all indebtedness to the university.

OUTLINE FOR COMPLETION OF THE BACHELOR OF SCIENCE IN ACCOUNTING DEGREE FROM THE UNIVERSITY OF GREAT FALLS

The Associate of Arts with articulated coursework in Accounting is designed for students interested in a baccalaureate degree in Accounting at the University of Great Falls.

I.UGF CORE - 17 CREDITS

Foundation Skills Courses– 6 credits

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| CPS | 110 | Conquering the Digital Divide | 3 | _____ |
| TRL | 200 | Fund of Christian Theology | 3 | _____ |

Great Questions Courses – 8 credits

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------|----------------|------------------|
| ILC | 330x | What is Truth | 4 | _____ |
| ILC | 330x | What is the Common Good | 4 | _____ |

Upper Division Writing Course – 3 credits

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|----------------------------|----------------|------------------|
| ENG | 312 | Writing in Business & Prof | 3 | _____ |

II. ACCOUNTING MAJOR

Credits & Courses dependent upon articulation course taken at GFC MSU

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--------------------------------------|----------------|------------------|
| ACC | 201 | Principles of Financial Accounting | 3 | _____ |
| ACC | 202 | Principles Managerial Accounting | 3 | _____ |
| ACC | 341 | Fundamentals of Taxation | 3 | _____ |
| ACC | 371 | Intermediate Financial Acct I | 4 | _____ |
| ACC | 372 | Intermediate Financial Acct II | 4 | _____ |
| ACC | 380 | Principles of Cost Management | 3 | _____ |
| ACC | 422 | Principles of Attestation & Audit | 3 | _____ |
| ACC | 425 | Advanced Financial Acct I | 3 | _____ |
| ACC | 442 | Principles of Fed Taxation – Bus Ent | 3 | _____ |

Course Equivalencies

| <u>GFC MSU Course</u> | | <u>UGF Course</u> | |
|-----------------------|-----|-------------------|-----|
| ACTG | 201 | ACC | 201 |
| ACTG | 202 | ACC | 202 |
| BGEN | 235 | BUS | 335 |
| BMGT | 235 | BUS | 240 |
| CAPP | 156 | CPS | 205 |

ASSOCIATE OF ARTS DEGREE**WITH TRANSFER TO A BACHELOR OF ARTS AT PARK UNIVERSITY**

The Associate of Arts with articulated coursework is designed for students interested in a baccalaureate degree in Park University.

The Associate of Arts (AA) focuses on education across academic disciplines. Focusing on integration of information while increasing a student's employability, the AA focuses on transferability to a baccalaureate program. To receive the AA degree, the following requirements must be completed:

- Montana University System Core Requirements (31 semester hours);
- Computer Skills/Usage requirement (3 semester hours);
- 9 credits of coursework in Arts, Humanities, and Social Sciences
- 17 credits of Electives; and
- A final cumulative grade point average of at least 2.0.

Courses taken to fulfill one specific requirement, including courses in the Elective block, may not be used to fulfill another specific requirement; thus, a course taken to fulfill the Natural Science requirement in the Montana University System Core may not be used as an Elective.

OUTCOMES: GRADUATES are PREPARED TO:

- Demonstrate the outcomes achievable by completing the Montana University System Core;
- Select and use the appropriate technologies for personal, academic or career tasks;
- Think critically in evaluating information, solving problems and decision-making;
- Consider the application of the natural and physical sciences and mathematics in the context of today's world.

Estimated Resident Program Cost*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 7,726 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books/Supplies | \$ | 1984 |
| TOTAL: | \$ | 9,850 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

OFFERED ONLINE AND ON CAMPUS**GFC MSU ADDITIONAL GRADUATION REQUIREMENT**

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|-------------------------------|---------|-----------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

MONTANA UNIVERSITY SYSTEM CORE COURSES- 31 SEMESTER HOURS**COMMUNICATION--6 CREDITS (3 credits written, 3 credits verbal)**

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|----------------|-------|--------------------------------------|---------|-----------|
| Written | | | | |
| WRIT | 101** | College Writing I | 3† | _____ |
| Verbal | | | | |
| COMX | 111 | Introduction to Public Speaking | 3† | _____ |
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |

MATHEMATICS--3 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|----------------------------|---------|-----------|
| M | 121** | College Algebra | 3+ | _____ |
| M | 145** | Math for Liberal Arts | 3† | _____ |
| M | 152** | Precalculus Algebra | 4† | _____ |
| M | 153** | Precalculus Trigonometry | 3† | _____ |
| M | 171** | Calculus I | 4† | _____ |
| STAT | 216** | Introduction to Statistics | 4† | _____ |

HUMANITIES/FINE ARTS--6 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|-----|------------------------------------|---------|-----------|
| Humanities | | | | |
| CRWR | 240 | Intro to Creative Writing Workshop | 3† | _____ |
| LIT | 110 | Intro to Literature | 3† | _____ |
| LIT | 291 | Special Topics - Literature | 3† | _____ |
| PHL | 101 | Introduction to Philosophy | 3† | _____ |
| PHL | 110 | Introduction to Ethics | 3† | _____ |
| WGSS | 242 | Gender and Equality | 3† | _____ |

Fine Arts

| | | | | |
|------|-----|---------------------------------|----|-------|
| ARTH | 160 | Global Visual Culture | 3† | _____ |
| ARTZ | 101 | Art Fundamentals | 3† | _____ |
| ARTZ | 105 | Visual Language - Drawing | 3† | _____ |
| IDSN | 101 | Introduction to Interior Design | 3† | _____ |
| MUSI | 101 | Enjoyment of Music | 3† | _____ |
| MUSI | 103 | Fundamentals of Music Creation | 3† | _____ |
| MUSI | 203 | American Popular Music | 3† | _____ |
| MUSI | 207 | World Music | 3† | _____ |

NATURAL SCIENCE--7 CREDITS (Must include 1 lab course)

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|--|---------|-----------|
| BIOB | 101** | Discover Biology | 4† | _____ |
| BIOB | 160** | Principles of Living Systems/Lab | 4† | _____ |
| BIOB | 170** | Principles of Biological Diversity/Lab | 4† | _____ |
| BIOH | 104** | Basic Human Biology/Lab | 4† | _____ |
| CHMY | 101 | Discover Chemistry | 3† | _____ |
| CHMY | 121** | Intro to General Chemistry/Lab | 4† | _____ |
| CHMY | 141** | College Chemistry I/Lab | 4† | _____ |
| CHMY | 143* | College Chemistry II/Lab | 4† | _____ |
| GEO | 101 | Introduction to Physical Geology/Lab | 4† | _____ |
| NUTR | 221 | Basic Human Nutrition | 3† | _____ |
| PHSX | 105 | Fund Physical Science w/Lab | 4† | _____ |

SOCIAL SCIENCES / HISTORY--6 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|------------------------|------|----------------------------------|---------|-----------|
| Social Sciences | | | | |
| CJUS | 121 | Introduction to Criminal Justice | 3† | _____ |
| PSCI | 210 | Intro to American Government | 3† | _____ |
| PSYX | 100 | Introduction to Psychology | 3† | _____ |
| PSYX | 230 | Developmental Psychology | 3† | _____ |
| SOCI | 101 | Introduction to Sociology | 3† | _____ |
| History | | | | |
| HSTA | 101N | American History I | 3† | _____ |
| HSTA | 102N | American History II | 3† | _____ |
| HSTA | 255N | Montana History | 3† | _____ |
| HSTR | 101 | Western Civilization I | 3† | _____ |
| HSTR | 102 | Western Civilization II | 3† | _____ |

CULTURAL DIVERSITY--3 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|---|---------|-----------|
| ANTY 101 | Anthropology – The Human Experience | 3† | _____ |
| BMKT 242 | Introduction to Global Markets | 3† | _____ |
| LSH 244 | American Cultural Values | 3† | _____ |
| NASX 204N | Intro to Native American Beliefs & Phil | 3† | _____ |
| NASX 232N | Montana Indians: Cultures, Hist, & Issues | 3† | _____ |
| NASX 240N | Native American Literature (equiv to 390) | 3+ | _____ |
| SIGN 101 | Intro to American Sign Lang | 3† | _____ |

CULTURAL HERITAGE OF AMERICAN INDIANS--3 CREDITS †

Courses with an "N" behind the course title will fulfill the Cultural Heritage of American Indians requirement as well as a designated core area requirement.

II. COMPUTER SKILLS/USAGE--3 CREDITS †

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|---------------------------|---------|-----------|
| CAPP 120 | Introduction to Computers | 3† | _____ |

OR any CIT, CSCI, ITS, or CAPP 3 credit hour course that has CAPP 120 as a prerequisite

NO MORE THAN 5 CREDITS OF COURSES NUMBERED 194 MAY BE APPLIED TOWARD THE DEGREE.

III. CONCENTRATION IN ARTS, HUMANITIES, AND SOCIAL SCIENCES--9 CREDITS†

Students may choose coursework numbered 100 or above from any of the following discipline areas to complete the required 9 credits of coursework in arts, humanities, and social sciences. (ACTG) Accounting, (ART, ARTH, ARTZ) Art, (ANTY) Anthropology, (BGEN, BMGT, BMKT) Business, (COMM) Communication, (ECNS) Economics, Educational Psychology (EDPY or EDU 221 only), (ENGL) English (except ENGL 118, ENGL 119 or ENGL 120), (HSTA, HSTR) History, (HUM) Humanities, (LIT) Literature, (MUSI) Music, (NASX) Native American Studies, (PHL) Philosophy, (PSCI) Political Science, (PSYX) Psychology, (SIGN) American Sign Languages, (SOC) Sociology, and (WRIT) Writing.

COURSES NUMBERED 194 WILL NOT BE APPLIED TO THE CONCENTRATION AREA

IV. ELECTIVES--17 CREDITS

Transferrable credit for specific degree plans may be located on the course equivalency guide on the Registrar's web page at:

<http://www.park.edu/registrar/equivalency.aspx>

Students may choose coursework numbered 100 or above from any discipline area to complete the required 17 credits of electives. Students may not choose or may not count the following courses: MATH 100, MATH 101, MATH 103, MATH 104,

MATH 108, M 108, M 111, M191A, M191B, ENGL 118, ENGL 119, ENGL 120

TOTAL PROGRAM CREDITS - 60

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

OUTLINE FOR COMPLETION OF BACHELOR OF ARTS DEGREE FROM PARK UNIVERSITY**I. LIBERAL EDUCATION**

| | |
|---|-------|
| Writing Competency Test | P |
| EN 306 Professional Writing in Discipline | 3 cr. |
| Two semesters of Modern Foreign Language | 8 cr. |

II. CORE COURSES

| | |
|---|--------|
| Determined by selected BA degree | |
| Upper division credits required | 45 cr. |
| (some GFC MSU courses may transfer as upper division credits) | |

TOTAL PARK UNIVERSITY CREDITS 62

TOTAL CREDITS 122

ASSOCIATE OF SCIENCE DEGREE**WITH TRANSFER TO A BACHELOR OF ARTS AT PARK UNIVERSITY**

The Associate of Science with articulated coursework is designed for students interested in a baccalaureate degree in Park University.

The Associate of Science (AS) Degree focuses on education in specific knowledge areas, most typically in math and natural sciences. Focusing on integration of information while increasing a student's employability, the AS focuses on transferability to a baccalaureate program.

To receive the AS degree, the following requirements must be completed:

- Montana University System Core Requirements (31 semester hours);
- Computer Skills/Usage requirement (3 semester hours);
- 9 credits of coursework in Math and Science
- 17 credits of Electives; and
- A final cumulative grade point average of at least 2.0.

Courses taken to fulfill one specific requirement, including courses in the Elective block, may not be used to fulfill another specific requirement; thus, a course taken to fulfill the Natural Science requirement in the Montana University System Core may not be used as an Elective.

Students who complete the Associate of Science degree will:

- Demonstrate the outcomes achievable by completing the Montana University System Core;
- Select and use the appropriate technologies for personal, academic or career tasks;
- Think critically in evaluating information, solving problems and decision-making;
- Consider the application of the natural and physical sciences and mathematics in the context of today's world.

Estimated Resident Program Cost*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 7,726 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books/Supplies | \$ | 1984 |
| TOTAL: | \$ | 9,850 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

OFFERED ONLINE AND ON CAMPUS**GFC MSU ADDITIONAL GRADUATION REQUIREMENT**

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

MONTANA UNIVERSITY SYSTEM CORE COURSES- 31 SEMESTER HOURS**COMMUNICATION--6 CREDITS** (3 credits written, 3 credits verbal)

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|----------------|------------|--------------------------------------|----------------|------------------|
| Written | | | | |
| WRIT | 101** | College Writing I | 3† | _____ |
| Verbal | | | | |
| COMX | 111 | Introduction to Public Speaking | 3† | _____ |
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |

MATHEMATICS--3 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|----------------------------|----------------|------------------|
| M | 121** | College Algebra | 3+ | _____ |
| M | 145** | Math for Liberal Arts | 3† | _____ |
| M | 152** | Precalculus Algebra | 4† | _____ |
| M | 153** | Precalculus Trigonometry | 3† | _____ |
| M | 171** | Calculus I | 4† | _____ |
| STAT | 216** | Introduction to Statistics | 4† | _____ |

HUMANITIES/FINE ARTS--6 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|-------------------|------------|------------------------------------|----------------|------------------|
| Humanities | | | | |
| CRWR | 240 | Intro to Creative Writing Workshop | 3† | _____ |
| LIT | 110 | Intro to Literature | 3† | _____ |
| LIT | 291 | Special Topics - Literature | 3† | _____ |
| PHL | 101 | Introduction to Philosophy | 3† | _____ |
| PHL | 110 | Introduction to Ethics | 3† | _____ |
| WGSS | 242 | Gender and Equality | 3† | _____ |
| Fine Arts | | | | |
| ARTH | 160 | Global Visual Culture | 3† | _____ |
| ARTZ | 101 | Art Fundamentals | 3† | _____ |
| ARTZ | 105 | Visual Language - Drawing | 3† | _____ |
| IDSN | 101 | Introduction to Interior Design | 3† | _____ |
| MUSI | 101 | Enjoyment of Music | 3† | _____ |
| MUSI | 103 | Fundamentals of Music Creation | 3† | _____ |
| MUSI | 203 | American Popular Music | 3† | _____ |
| MUSI | 207 | World Music | 3† | _____ |

NATURAL SCIENCE--7 CREDITS (Must include 1 lab course)

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--|----------------|------------------|
| BIOB | 101** | Discover Biology | 4† | _____ |
| BIOB | 160** | Principles of Living Systems/Lab | 4† | _____ |
| BIOB | 170** | Principles of Biological Diversity/Lab | 4† | _____ |
| BIOH | 104** | Basic Human Biology/Lab | 4† | _____ |
| CHMY | 101 | Discover Chemistry | 3† | _____ |
| CHMY | 121** | Intro to General Chemistry/Lab | 4† | _____ |
| CHMY | 141** | College Chemistry I/Lab | 4† | _____ |
| CHMY | 143* | College Chemistry II/Lab | 4† | _____ |
| GEO | 101 | Introduction to Physical Geology/Lab | 4† | _____ |
| NUTR | 221 | Basic Human Nutrition | 3† | _____ |
| PHSX | 105 | Fund Physical Science w/Lab | 4† | _____ |

SOCIAL SCIENCES / HISTORY--6 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|------------------------|------------|----------------------------------|----------------|------------------|
| Social Sciences | | | | |
| CJUS | 121 | Introduction to Criminal Justice | 3† | _____ |
| PSCI | 210 | Intro to American Government | 3† | _____ |
| PSYX | 100 | Introduction to Psychology | 3† | _____ |
| PSYX | 230 | Developmental Psychology | 3† | _____ |
| SOCI | 101 | Introduction to Sociology | 3† | _____ |
| History | | | | |
| HSTA | 101N | American History I | 3† | _____ |
| HSTA | 102N | American History II | 3† | _____ |
| HSTA | 255N | Montana History | 3† | _____ |
| HSTR | 101 | Western Civilization I | 3† | _____ |
| HSTR | 102 | Western Civilization II | 3† | _____ |

CULTURAL DIVERSITY--3 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|---|---------|-----------|
| ANTY 101 | Anthropology – The Human Experience | 3† | _____ |
| BMKT 242 | Introduction to Global Markets | 3† | _____ |
| LSH 244 | American Cultural Values | 3† | _____ |
| NASX 204N | Intro to Native American Beliefs & Phil | 3† | _____ |
| NASX 232N | Montana Indians: Cultures, Hist, & Issues | 3† | _____ |
| NASX 240N | Native American Literature (equiv to 390) | 3+ | _____ |
| SIGN 101 | Intro to American Sign Lang | 3† | _____ |

CULTURAL HERITAGE OF AMERICAN INDIANS--3 CREDITS †

Courses with an "N" behind the course title will fulfill the Cultural Heritage of American Indians requirement as well as a designated core area requirement.

II. COMPUTER SKILLS/USAGE--3 CREDITS †

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|---------------------------|---------|-----------|
| CAPP 120 | Introduction to Computers | 3† | _____ |

OR any CIT, CSCI, ITS, or CAPP 3 credit hour course that has CAPP 120 as a prerequisite

NO MORE THAN 5 CREDITS OF COURSES NUMBERED 194 MAY BE APPLIED TOWARD THE DEGREE.

III. CONCENTRATION IN MATH AND SCIENCE--9 CREDITS†

Students may choose coursework numbered 100 or above from any of the following discipline areas to complete the required 9 credits of electives. (BIOB) (BIOH) (BIOM) Biology, (CAPP) Computer Applications, (CHMY) Chemistry, (CSCI) Computer Science/Programming, (GEO) Geology, (ITS) Information Technology Systems, (M) Math** (except MATH 100, MATH 101, MATH 103, MATH 104, MATH 108, M 108 or M 111, M 191A, M 191B), (PHSX) Physics, (PHYS) Physical Science, (STAT) Statistics

COURSES NUMBERED 194 WILL NOT BE APPLIED TO THE CONCENTRATION AREA.

IV. ELECTIVES--17 CREDITS

Transferrable credit for specific degree plans may be located on the course equivalency guide on the Registrar's web page at:

<http://www.park.edu/registrar/equivalency.aspx>

Students may choose coursework numbered 100 or above from any discipline area to complete the required 17 credits of electives. Students may not choose or may not count the following courses: MATH 100, MATH 101, MATH 103, MATH 104, MATH 108, M 108, M 111, M191A, M191B, ENGL 118, ENGL 119, ENGL 120

TOTAL PROGRAM CREDITS - 60

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

OUTLINE FOR COMPLETION OF BACHELOR OF ARTS DEGREE FROM PARK UNIVERSITY**I. LIBERAL EDUCATION**

| | |
|---|-------|
| Writing Competency Test | P |
| EN 306 Professional Writing in Discipline | 3 cr. |
| Two semesters of Modern Foreign Language | 8 cr. |

II. CORE COURSES

| | |
|---|--------|
| Determined by selected BA degree | |
| Upper division credits required | 45 cr. |
| (some GFC MSU courses may transfer as upper division credits) | |

TOTAL PARK UNIVERSITY CREDITS 62

TOTAL CREDITS 122

ASSOCIATE OF ARTS DEGREE**WITH TRANSFER TO A BACHELOR OF SCIENCE AT PARK UNIVERSITY**

The Associate of Arts with articulated coursework is designed for students interested in a baccalaureate degree in Park University.

The Associate of Arts (AA) focuses on education across academic disciplines. Focusing on integration of information while increasing a student's employability, the AA focuses on transferability to a baccalaureate program. To receive the AA degree, the following requirements must be completed:

- Montana University System Core Requirements (31 semester hours);
- Computer Skills/Usage requirement (3 semester hours);
- 9 credits of coursework in Arts, Humanities, and Social Sciences
- 17 credits of Electives; and
- A final cumulative grade point average of at least 2.0.

Courses taken to fulfill one specific requirement, including courses in the Elective block, may not be used to fulfill another specific requirement; thus, a course taken to fulfill the Natural Science requirement in the Montana University System Core may not be used as an Elective.

OUTCOMES: GRADUATES are PREPARED TO:

- Demonstrate the outcomes achievable by completing the Montana University System Core;
- Select and use the appropriate technologies for personal, academic or career tasks;
- Think critically in evaluating information, solving problems and decision-making;
- Consider the application of the natural and physical sciences and mathematics in the context of today's world.

Estimated Resident Program Cost*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 7,726 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books/Supplies | \$ | 1984 |
| TOTAL: | \$ | 9,850 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

OFFERED ONLINE AND ON CAMPUS**GFC MSU ADDITIONAL GRADUATION REQUIREMENT**

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|-------------------------------|---------|-----------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

MONTANA UNIVERSITY SYSTEM CORE COURSES- 31 SEMESTER HOURS**COMMUNICATION--6 CREDITS (3 credits written, 3 credits verbal)**

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|----------------|-------|--------------------------------------|---------|-----------|
| Written | | | | |
| WRIT | 101** | College Writing I | 3† | _____ |
| Verbal | | | | |
| COMX | 111 | Introduction to Public Speaking | 3† | _____ |
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |

MATHEMATICS--3 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|----------------------------|---------|-----------|
| M | 121** | College Algebra | 3+ | _____ |
| M | 145** | Math for Liberal Arts | 3† | _____ |
| M | 152** | Precalculus Algebra | 4† | _____ |
| M | 153** | Precalculus Trigonometry | 3† | _____ |
| M | 171** | Calculus I | 4† | _____ |
| STAT | 216** | Introduction to Statistics | 4† | _____ |

HUMANITIES/FINE ARTS--6 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|-----|------------------------------------|---------|-----------|
| Humanities | | | | |
| CRWR | 240 | Intro to Creative Writing Workshop | 3† | _____ |
| LIT | 110 | Intro to Literature | 3† | _____ |
| LIT | 291 | Special Topics - Literature | 3† | _____ |
| PHL | 101 | Introduction to Philosophy | 3† | _____ |
| PHL | 110 | Introduction to Ethics | 3† | _____ |
| WGSS | 242 | Gender and Equality | 3† | _____ |
| Fine Arts | | | | |
| ARTH | 160 | Global Visual Culture | 3† | _____ |
| ARTZ | 101 | Art Fundamentals | 3† | _____ |
| ARTZ | 105 | Visual Language - Drawing | 3† | _____ |
| IDSN | 101 | Introduction to Interior Design | 3† | _____ |
| MUSI | 101 | Enjoyment of Music | 3† | _____ |
| MUSI | 103 | Fundamentals of Music Creation | 3† | _____ |
| MUSI | 203 | American Popular Music | 3† | _____ |
| MUSI | 207 | World Music | 3† | _____ |

NATURAL SCIENCE--7 CREDITS (Must include 1 lab course)

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|--|---------|-----------|
| BIOB | 101** | Discover Biology | 4† | _____ |
| BIOB | 160** | Principles of Living Systems/Lab | 4† | _____ |
| BIOB | 170** | Principles of Biological Diversity/Lab | 4† | _____ |
| BIOH | 104** | Basic Human Biology/Lab | 4† | _____ |
| CHMY | 101 | Discover Chemistry | 3† | _____ |
| CHMY | 121** | Intro to General Chemistry/Lab | 4† | _____ |
| CHMY | 141** | College Chemistry I/Lab | 4† | _____ |
| CHMY | 143* | College Chemistry II/Lab | 4† | _____ |
| GEO | 101 | Introduction to Physical Geology/Lab | 4† | _____ |
| NUTR | 221 | Basic Human Nutrition | 3† | _____ |
| PHSX | 105 | Fund Physical Science w/Lab | 4† | _____ |

SOCIAL SCIENCES / HISTORY--6 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|------------------------|------|----------------------------------|---------|-----------|
| Social Sciences | | | | |
| CJUS | 121 | Introduction to Criminal Justice | 3† | _____ |
| PSCI | 210 | Intro to American Government | 3† | _____ |
| PSYX | 100 | Introduction to Psychology | 3† | _____ |
| PSYX | 230 | Developmental Psychology | 3† | _____ |
| SOCI | 101 | Introduction to Sociology | 3† | _____ |
| History | | | | |
| HSTA | 101N | American History I | 3† | _____ |
| HSTA | 102N | American History II | 3† | _____ |
| HSTA | 255N | Montana History | 3† | _____ |
| HSTR | 101 | Western Civilization I | 3† | _____ |
| HSTR | 102 | Western Civilization II | 3† | _____ |

CULTURAL DIVERSITY--3 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|---|---------|-----------|
| ANTY 101 | Anthropology – The Human Experience | 3† | _____ |
| BMKT 242 | Introduction to Global Markets | 3† | _____ |
| LSH 244 | American Cultural Values | 3† | _____ |
| NASX 204N | Intro to Native American Beliefs & Phil | 3† | _____ |
| NASX 232N | Montana Indians: Cultures, Hist, & Issues | 3† | _____ |
| NASX 240N | Native American Literature (equiv to 390) | 3+ | _____ |
| SIGN 101 | Intro to American Sign Lang | 3† | _____ |

CULTURAL HERITAGE OF AMERICAN INDIANS--3 CREDITS †

Courses with an "N" behind the course title will fulfill the Cultural Heritage of American Indians requirement as well as a designated core area requirement.

II. COMPUTER SKILLS/USAGE--3 CREDITS †

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|---------------------------|---------|-----------|
| CAPP 120 | Introduction to Computers | 3† | _____ |

OR any CIT, CSCI, ITS, or CAPP 3 credit hour course that has CAPP 120 as a prerequisite

NO MORE THAN 5 CREDITS OF COURSES NUMBERED 194 MAY BE APPLIED TOWARD THE DEGREE.

III. CONCENTRATION IN ARTS, HUMANITIES, AND SOCIAL SCIENCES--9 CREDITS†

Students may choose coursework numbered 100 or above from any of the following discipline areas to complete the required 9 credits of coursework in arts, humanities, and social sciences. (ACTG) Accounting, (ART, ARTH, ARTZ) Art, (ANTY) Anthropology, (BGEN, BMGT, BMKT) Business, (COMM) Communication, (ECNS) Economics, Educational Psychology (EDPY or EDU 221 only), (ENGL) English (except ENGL 118, ENGL 119 or ENGL 120), (HSTA, HSTR) History, (HUM) Humanities, (LIT) Literature, (MUSI) Music, (NASX) Native American Studies, (PHL) Philosophy, (PSCI) Political Science, (PSYX) Psychology, (SIGN) American Sign Languages, (SOC) Sociology, and (WRIT) Writing.

IV. ELECTIVES--17 CREDITS

Transferrable credit for specific degree plans may be located on the course equivalency guide on the Registrar's web page at:

<http://www.park.edu/registrar/equivalency.aspx>

Students may choose coursework numbered 100 or above from any discipline area to complete the required 17 credits of electives. Students may not choose or may not count the following courses: MATH 100, MATH 101, MATH 103, MATH 104, MATH 108, M 108, M 111, M191A, M191B, ENGL 118, ENGL 119, ENGL 120

TOTAL PROGRAM CREDITS - 60

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

OUTLINE FOR COMPLETION OF BACHELOR OF SCIENCE DEGREE FROM PARK UNIVERSITY**I. LIBERAL EDUCATION**

| | |
|---|-------|
| Writing Competency Test | P |
| EN 306 Professional Writing in Discipline | 3 cr. |

II. CORE COURSES

| | |
|---|--------|
| Determined by selected BS degree | |
| Upper division credits required | 45 cr. |
| (some GFC MSU courses may transfer as upper division credits) | |

TOTAL PARK UNIVERSITY CREDITS 60

TOTAL CREDITS 120

ASSOCIATE OF SCIENCE DEGREE**WITH TRANSFER TO A BACHELOR OF SCIENCE AT PARK UNIVERSITY**

The Associate of Science with articulated coursework is designed for students interested in a baccalaureate degree in Park University.

The Associate of Science (AS) Degree focuses on education in specific knowledge areas, most typically in math and natural sciences. Focusing on integration of information while increasing a student's employability, the AS focuses on transferability to a baccalaureate program.

To receive the AS degree, the following requirements must be completed:

- Montana University System Core Requirements (31 semester hours);
- Computer Skills/Usage requirement (3 semester hours);
- 9 credits of coursework in Math and Science
- 17 credits of Electives; and
- A final cumulative grade point average of at least 2.0.

Courses taken to fulfill one specific requirement, including courses in the Elective block, may not be used to fulfill another specific requirement; thus, a course taken to fulfill the Natural Science requirement in the Montana University System Core may not be used as an Elective.

Students who complete the Associate of Science degree will:

- Demonstrate the outcomes achievable by completing the Montana University System Core;
- Select and use the appropriate technologies for personal, academic or career tasks;
- Think critically in evaluating information, solving problems and decision-making;
- Consider the application of the natural and physical sciences and mathematics in the context of today's world.

Estimated Resident Program Cost*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 7,726 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books/Supplies | \$ | 1984 |
| TOTAL: | \$ | 9,850 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

OFFERED ONLINE AND ON CAMPUS**GFC MSU ADDITIONAL GRADUATION REQUIREMENT**

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

MONTANA UNIVERSITY SYSTEM CORE COURSES- 31 SEMESTER HOURS**COMMUNICATION--6 CREDITS** (3 credits written, 3 credits verbal)

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|----------------|------------|--------------------------------------|----------------|------------------|
| <u>Written</u> | | | | |
| WRIT | 101** | College Writing I | 3† | _____ |
| <u>Verbal</u> | | | | |
| COMX | 111 | Introduction to Public Speaking | 3† | _____ |
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |

MATHEMATICS--3 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|----------------------------|----------------|------------------|
| M | 121** | College Algebra | 3+ | _____ |
| M | 145** | Math for Liberal Arts | 3† | _____ |
| M | 152** | Precalculus Algebra | 4† | _____ |
| M | 153** | Precalculus Trigonometry | 3† | _____ |
| M | 171** | Calculus I | 4† | _____ |
| STAT | 216** | Introduction to Statistics | 4† | _____ |

HUMANITIES/FINE ARTS--6 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|-------------------|------------|------------------------------------|----------------|------------------|
| <u>Humanities</u> | | | | |
| CRWR | 240 | Intro to Creative Writing Workshop | 3† | _____ |
| LIT | 110 | Intro to Literature | 3† | _____ |
| LIT | 291 | Special Topics - Literature | 3† | _____ |
| PHL | 101 | Introduction to Philosophy | 3† | _____ |
| PHL | 110 | Introduction to Ethics | 3† | _____ |
| WGSS | 242 | Gender and Equality | 3† | _____ |
| <u>Fine Arts</u> | | | | |
| ARTH | 160 | Global Visual Culture | 3† | _____ |
| ARTZ | 101 | Art Fundamentals | 3† | _____ |
| ARTZ | 105 | Visual Language - Drawing | 3† | _____ |
| IDSN | 101 | Introduction to Interior Design | 3† | _____ |
| MUSI | 101 | Enjoyment of Music | 3† | _____ |
| MUSI | 103 | Fundamentals of Music Creation | 3† | _____ |
| MUSI | 203 | American Popular Music | 3† | _____ |
| MUSI | 207 | World Music | 3† | _____ |

NATURAL SCIENCE--7 CREDITS (Must include 1 lab course)

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--|----------------|------------------|
| BIOB | 101** | Discover Biology | 4† | _____ |
| BIOB | 160** | Principles of Living Systems/Lab | 4† | _____ |
| BIOB | 170** | Principles of Biological Diversity/Lab | 4† | _____ |
| BIOH | 104** | Basic Human Biology/Lab | 4† | _____ |
| CHMY | 101 | Discover Chemistry | 3† | _____ |
| CHMY | 121** | Intro to General Chemistry/Lab | 4† | _____ |
| CHMY | 141** | College Chemistry I/Lab | 4† | _____ |
| CHMY | 143* | College Chemistry II/Lab | 4† | _____ |
| GEO | 101 | Introduction to Physical Geology/Lab | 4† | _____ |
| NUTR | 221 | Basic Human Nutrition | 3† | _____ |
| PHSX | 105 | Fund Physical Science w/Lab | 4† | _____ |

SOCIAL SCIENCES / HISTORY--6 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|------------------------|------------|----------------------------------|----------------|------------------|
| <u>Social Sciences</u> | | | | |
| CJUS | 121 | Introduction to Criminal Justice | 3† | _____ |
| PSCI | 210 | Intro to American Government | 3† | _____ |
| PSYX | 100 | Introduction to Psychology | 3† | _____ |
| PSYX | 230 | Developmental Psychology | 3† | _____ |
| SOCI | 101 | Introduction to Sociology | 3† | _____ |
| <u>History</u> | | | | |
| HSTA | 101N | American History I | 3† | _____ |
| HSTA | 102N | American History II | 3† | _____ |
| HSTA | 255N | Montana History | 3† | _____ |
| HSTR | 101 | Western Civilization I | 3† | _____ |
| HSTR | 102 | Western Civilization II | 3† | _____ |

CULTURAL DIVERSITY--3 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|---|---------|-----------|
| ANTY 101 | Anthropology – The Human Experience | 3† | _____ |
| BMKT 242 | Introduction to Global Markets | 3† | _____ |
| LSH 244 | American Cultural Values | 3† | _____ |
| NASX 204N | Intro to Native American Beliefs & Phil | 3† | _____ |
| NASX 232N | Montana Indians: Cultures, Hist, & Issues | 3† | _____ |
| NASX 240N | Native American Literature (equiv to 390) | 3+ | _____ |
| SIGN 101 | Intro to American Sign Lang | 3† | _____ |

CULTURAL HERITAGE OF AMERICAN INDIANS--3 CREDITS †

Courses with an "N" behind the course title will fulfill the Cultural Heritage of American Indians requirement as well as a designated core area requirement.

II. COMPUTER SKILLS/USAGE--3 CREDITS †

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|---------------------------|---------|-----------|
| CAPP 120 | Introduction to Computers | 3† | _____ |

OR any CIT, CSCI, ITS, or CAPP 3 credit hour course that has CAPP 120 as a prerequisite

NO MORE THAN 5 CREDITS OF COURSES NUMBERED 194 MAY BE APPLIED TOWARD THE DEGREE.

III. CONCENTRATION IN MATH AND SCIENCE --9 CREDITS†

Students may choose coursework numbered 100 or above from any of the following discipline areas to complete the required 9 credits of electives. (BIOB) (BIOH) (BIOM) Biology, (CAPP) Computer Applications, (CHMY) Chemistry, (CIT) Computer Information Technology, (CSCI) Computer Science/Programming, (GEO) Geology, (ITS) Information Technology Systems, (M) Math** (except MATH 100, MATH 101, MATH 103, MATH 104, MATH 108, M 108 or M 111), (PHYS) Physical Science

COURSES NUMBERED 194 WILL NOT BE APPLIED TO THE CONCENTRATION AREA

IV. ELECTIVES--17 CREDITS

Transferrable credit for specific degree plans may be located on the course equivalency guide on the Registrar's web page at:

<http://www.park.edu/registrar/equivalency.aspx>

Students may choose coursework numbered 100 or above from any discipline area to complete the required 17 credits of electives. Students may not choose or may not count the following courses: MATH 100, MATH 101, MATH 103, MATH 104, MATH 108, M 108, M 111, M191A, M191B, ENGL 118, ENGL 119, ENGL 120

TOTAL PROGRAM CREDITS - 60

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

OUTLINE FOR COMPLETION OF BACHELOR OF SCIENCE DEGREE FROM PARK UNIVERSITY**I. LIBERAL EDUCATION**

| | |
|---|-------|
| Writing Competency Test | P |
| EN 306 Professional Writing in Discipline | 3 cr. |

II. CORE COURSES

| | |
|---|--------|
| Determined by selected BS degree | |
| Upper division credits required | 45 cr. |
| (some GFC MSU courses may transfer as upper division credits) | |

TOTAL PARK UNIVERSITY CREDITS 60

TOTAL CREDITS 120

ASSOCIATE OF ARTS DEGREE**WITH ACCOUNTING AND BUSINESS COURSEWORK TRANSFER TO MSU BILLINGS**

The Associate of Arts with articulated coursework in Accounting and Business is designed for students interested in a baccalaureate degree in Accounting at Montana State University Billings.

The Associate of Arts (AA) focuses on education across academic disciplines.

Focusing on integration of information while increasing a student's employability, the AA focuses on transferability to a baccalaureate program.

To receive the AA degree, the following requirements must be completed:

- Montana University System Core Requirements (31 semester hours);
- Computer Skills/Usage requirement (3 semester hours);
- 9 credits of coursework in the arts, humanities and social sciences;
- 17 credits of Electives; and
- A final cumulative grade point average of at least 2.0.

Courses taken to fulfill one specific requirement, including courses in the

Concentration or Elective blocks, may not be used to fulfill another specific

requirement; thus, a course taken to fulfill the Cultural Diversity requirement in the Montana University System Core may not be used as an Elective.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Demonstrate the outcomes achievable by completing the Montana University System Core;
- Select and use the appropriate technologies for personal, academic or career tasks;
- Think critically about theories and applications from multiple disciplines when evaluating information, solving problems, and making decisions.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 7,726 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books/Supplies | \$ | 1,984 |
| TOTAL: | \$ | 9,850 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

MONTANA UNIVERSITY SYSTEM CORE COURSES- 32 SEMESTER HOURS**COMMUNICATION--6 CREDITS** (3 credits written, 3 credits verbal)

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|----------------|------------|---------------------------------|----------------|------------------|
| Written | | | | |
| WRIT | 101** | College Writing I | 3† | _____ |
| Verbal | | | | |
| COMX | 111 | Introduction to Public Speaking | 3† | _____ |

MATHEMATICS--3 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|---------------------------|----------------|------------------|
| M | 145** | Math for the Liberal Arts | 3† | _____ |
| M | 171** | Calculus I | 4† | _____ |

HUMANITIES/FINE ARTS--6 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|------------------|------------|---------------------------|----------------|------------------|
| Fine Arts | | | | |
| ARTH | 101 | Art Fundamentals | 3† | _____ |
| ARTZ | 105 | Visual Language - Drawing | 3† | _____ |
| MUSI | 101 | Enjoyment of Music | 3† | _____ |

AND ONE OF THE FOLLOWING

| Humanities | | | | |
|-------------------|------------|------------------------|----------------|------------------|
| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
| LIT | 110 | Intro to Literature | 3† | _____ |
| PHL | 110 | Introduction to Ethics | 3† | _____ |

+ A grade of "C-" or above is required for graduation * Indicates prerequisites needed **Placement in course(s) is determined by placement assessment

NATURAL SCIENCE--8 CREDITS (Must include 1 lab course)

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------------------------|------------|--------------------------------------|----------------|------------------|
| BIOB | 101** | Discover Biology | 4† | _____ |
| BIOB | 160** | Principles of Living Systems/Lab | 4† | _____ |
| AND ONE OF THE FOLLOWING | | | | |
| CHMY | 121** | Intro to General Chemistry/Lab | 4† | _____ |
| CHMY | 141** | College Chemistry I/Lab | 4† | _____ |
| GEO | 101 | Introduction to Physical Geology/Lab | 4† | _____ |
| PHSX | 105 | Fund Physical Science w/Lab | 4† | _____ |

SOCIAL SCIENCES / HISTORY--6 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------------------------|------------|------------------------------|----------------|------------------|
| ECNS | 201 | Principles of Microeconomics | 3† | _____ |
| AND ONE OF THE FOLLOWING | | | | |
| HSTA | 101N | American History I | 3† | _____ |
| HSTA | 102N | American History II | 3† | _____ |
| HSTR | 101 | Western Civilization I | 3† | _____ |
| HSTR | 102 | Western Civilization II | 3† | _____ |

CULTURAL DIVERSITY--3 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|---|----------------|------------------|
| ANTY | 101 | Anthropology – The Human Experience | 3† | _____ |
| BMKT | 242 | Introduction to Global Markets | 3† | _____ |
| LSH | 244 | American Cultural Values | 3† | _____ |
| NASX | 204N | Intro to Native American Beliefs & Phil | 3† | _____ |
| NASX | 232N | Montana Indians: Cultures, Hist, & Issues | 3† | _____ |
| NASX | 240N | Native American Literature (equiv to 390) | 3+ | _____ |

CULTURAL HERITAGE OF AMERICAN INDIANS--3 CREDITS †

Courses with an "N" behind the course title will fulfill the Cultural Heritage of American Indians requirement as well as a designated core area requirement.

II. COMPUTER SKILLS/USAGE--3 CREDITS †

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|---------------------------|----------------|------------------|
| CAPP | 120 | Introduction to Computers | 3† | _____ |

**III. CONCENTRATION IN ACCOUNTING, ARTS, BUSINESS, HUMANITIES,
AND SOCIAL SCIENCES--9 CREDITS†**

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--------------------------|----------------|------------------|
| ACTG | 101** | Accounting Procedures I | 3† | _____ |
| ACTG | 102** | Accounting Procedures II | 3† | _____ |
| BGEN | 105 | Introduction to Business | 3† | _____ |

IV. ARTICULATED COURSEWORK - 16 CREDITS**ANY OF THE FOLLOWING:**

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| ACTG | 201* | Principles of Fin Accounting | 3† | _____ |
| ACTG | 202* | Principles of Mang Accounting | 3† | _____ |
| BGEN | 235* | Business Law | 3† | _____ |
| ECNS | 202 | Principles of Macroeconomics | 3† | _____ |
| STAT | 216** | Basic Statistics | 4† | _____ |
| WRIT | 122* | Intro to Business Writing | 3† | _____ |

TOTAL PROGRAM CREDITS - 60-63

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

CONTINUED ON NEXT PAGE

**OUTLINE FOR COMPLETION OF THE BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION – GENERAL BUSINESS OPTION
FROM MSU BILLINGS**

The Associate of Arts with articulated coursework in Business is designed for students interested in a baccalaureate degree in Business Administration – General Business Option at MSU Billings. The following courses would be taken at MSU Billings after transfer with the Associate of Arts coursework completed at GFC MSU.

| | |
|---|---|
| COB Productivity Application Software Proficiency Exam | |
| FIN 316 Quantitative Methods in Business and Economics | 3 |
| FIN 351 Principles of Financial Management | 3 |
| MGMT 321 Principles of Management | 3 |
| MGMT 322 Operations Management | 3 |
| BUS 347 Integrated Business Cases and Simulation | 3 |
| MKT 340 Principles of Marketing | 3 |
| MKT 341 Consumer Behavior | 3 |
| MIS 330 Principles of Management Information Systems | 3 |
| MIS 310 Web Design, Development and Implementation | 3 |
| MIS 352 Microcomputer Database Design & Implementation | 3 |
| BUS 440 Business and the Environment | 3 |
| BUS 485 Capstone | 3 |
| MGMT 439 Entrepreneurship | 3 |
| FIN 352 Microcomputer Database Design & Implementation | 3 |
| MGMT 422 Microcomputer Database Design & Implementation | 3 |
| Restricted Electives | 6 |
| Electives | 7 |

Total Program Credits – 120

ASSOCIATE OF ARTS DEGREE**WITH BUSINESS COURSEWORK TRANSFER TO MSU-NORTHERN**

The Associate of Arts with articulated coursework in Accounting and Business is designed for students interested in a baccalaureate degree in Business Administration at MSU-Northern.

The Associate of Arts (AA) focuses on education across academic disciplines. Focusing on integration of information while increasing a student's employability, the AA focuses on transferability to a baccalaureate program.

To receive the AA degree, the following requirements must be completed:

- Montana University System Core Requirements (31 semester hours);
- Computer Skills/Usage requirement (3 semester hours);
- 9 credits of coursework in the arts, humanities and social sciences;
- 17 credits of Electives; and
- A final cumulative grade point average of at least 2.0.

Courses taken to fulfill one specific requirement, including courses in the Concentration or Elective blocks, may not be used to fulfill another specific requirement; thus, a course taken to fulfill the Cultural Diversity requirement in the Montana University System Core may not be used as an Elective.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Demonstrate the outcomes achievable by completing the Montana University System Core;
- Select and use the appropriate technologies for personal, academic or career tasks;
- Think critically about theories and applications from multiple disciplines when evaluating information, solving problems, and making decisions.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 7,726 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books/Supplies | \$ | 1984 |
| TOTAL: | \$ | 9,850 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|-------------------------------|---------|-----------|
| COLS 103 | Becoming a Successful Student | 1+ | _____ |

MONTANA UNIVERSITY SYSTEM CORE COURSES- 31 SEMESTER HOURS**COMMUNICATION--6 CREDITS (3 credits written, 3 credits verbal)**

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|----------------|--------------------------------------|---------|-----------|
| Written | | | |
| WRIT 101** | College Writing I | 3+ | _____ |
| Verbal | | | |
| COMX 111 | Introduction to Public Speaking | 3+ | _____ |
| COMX 115 | Intro to Interpersonal Communication | 3+ | _____ |

MATHEMATICS--3 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|--------------------------|---------|-----------|
| M 121** | College Algebra | 3+ | _____ |
| M 145** | Math for Liberal Arts | 3+ | _____ |
| M 152** | Precalculus Algebra | 4+ | _____ |
| M 153** | Precalculus Trigonometry | 3+ | _____ |
| M 171** | Calculus I | 4+ | _____ |

HUMANITIES/FINE ARTS--6 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|------------------------------------|---------|-----------|
| Humanities | | | |
| CRWR 240 | Intro to Creative Writing Workshop | 3+ | _____ |
| LIT 110 | Intro to Literature | 3+ | _____ |
| LIT 291 | Special Topics - Literature | 3+ | _____ |
| PHL 101 | Introduction to Philosophy | 3+ | _____ |
| PHL 110 | Introduction to Ethics | 3+ | _____ |
| WGSS 242 | Gender and Equality | 3+ | _____ |
| Fine Arts | | | |
| ARTH 160 | Global Visual Culture | 3+ | _____ |
| ARTZ 101 | Art Fundamentals | 3+ | _____ |
| ARTZ 105 | Visual Language - Drawing | 3+ | _____ |
| IDSN 101 | Introduction to Interior Design | 3+ | _____ |
| MUSI 101 | Enjoyment of Music | 3+ | _____ |
| MUSI 103 | Fundamentals of Music Creation | 3+ | _____ |
| MUSI 203 | American Popular Music | 3+ | _____ |
| MUSI 207 | World Music | 3+ | _____ |

NATURAL SCIENCE--7 CREDITS (Must include 1 lab course)

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|--|---------|-----------|
| BIOB 101** | Discover Biology | 4+ | _____ |
| BIOB 160** | Principles of Living Systems/Lab | 4+ | _____ |
| BIOB 170** | Principles of Biological Diversity/Lab | 4+ | _____ |
| BIOH 104** | Basic Human Biology/Lab | 4+ | _____ |
| CHMY 101 | Discover Chemistry | 3+ | _____ |
| CHMY 121** | Intro to General Chemistry/Lab | 4+ | _____ |
| CHMY 141** | College Chemistry I/Lab | 4+ | _____ |
| CHMY 143* | College Chemistry II/Lab | 4+ | _____ |
| GEO 101 | Introduction to Physical Geology/Lab | 4+ | _____ |
| NUTR 221 | Basic Human Nutrition | 3+ | _____ |
| PHSX 105 | Fund Physical Science w/Lab | 4+ | _____ |
| PHSX 205** | College Physics I w/Lab | 4+ | _____ |
| PHSX 220** | Physics I w/Lab (w/ Calculus) | 4+ | _____ |

SOCIAL SCIENCES / HISTORY--6 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|---------------------------------|----------------------------------|---------|-----------|
| ECNS 201 | Principles of Microeconomics | 3+ | _____ |
| AND ONE OF THE FOLLOWING | | | |
| Social Sciences | | | |
| CJUS 121 | Introduction to Criminal Justice | 3+ | _____ |
| ECNS 202 | Principles of Macroeconomics | 3+ | _____ |
| PSCI 210 | Intro to American Government | 3+ | _____ |
| PSYX 100 | Introduction to Psychology | 3+ | _____ |
| PSYX 230 | Developmental Psychology | 3+ | _____ |
| SOCI 101 | Introduction to Sociology | 3+ | _____ |
| OR | | | |
| History | | | |
| HSTA 101N | American History I | 3+ | _____ |
| HSTA 102N | American History II | 3+ | _____ |
| HSTA 255N | Montana History | 3+ | _____ |
| HSTR 101 | Western Civilization I | 3+ | _____ |
| HSTR 102 | Western Civilization II | 3+ | _____ |

CONTINUED ON NEXT PAGE

CULTURAL DIVERSITY--3 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|---|----------------|------------------|
| ANTY | 101 | Anthropology – The Human Experience | 3† | _____ |
| BMKT | 242 | Introduction to Global Markets | 3† | _____ |
| LSH | 244 | American Cultural Values | 3† | _____ |
| NASX | 204N | Intro to Native American Beliefs & Phil | 3† | _____ |
| NASX | 232N | Montana Indians: Cultures, Hist, & Issues | 3† | _____ |
| NASX | 240N | Native American Literature (equiv to 390) | 3+ | _____ |
| SIGN | 101 | Intro to American Sign Lang | 3† | _____ |

CULTURAL HERITAGE OF AMERICAN INDIANS--3 CREDITS †

Courses with an “N” behind the course title will fulfill the Cultural Heritage of American Indians requirement as well as a designated core area requirement.

II. COMPUTER SKILLS/USAGE--3 CREDITS †

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|---------------------------|----------------|------------------|
| CAPP | 120 | Introduction to Computers | 3† | _____ |

III. CONCENTRATION IN ARTS, HUMANITIES, AND SOCIAL SCIENCES--9 CREDITS†

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|---------------------------|----------------|------------------|
| ACTG | 101** | Accounting Procedures I | 3† | _____ |
| ACTG | 102* | Accounting Procedures II | 3† | _____ |
| BGEN | 105 | Introduction to Business | 3+ | _____ |
| WRIT | 122** | Intro to Business Writing | 3† | _____ |

IV. ELECTIVES - 17 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| ACTG | 201* | Principles of Fin Accounting | 3† | _____ |
| ACTG | 202* | Principles of Mang Accounting | 3† | _____ |
| BGEN | 235* | Business Law | 3† | _____ |
| BMGT | 235* | Management | 3† | _____ |
| STAT | 216** | Introduction to Statistics | 4† | _____ |

TOTAL PROGRAM CREDITS - 60

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

OUTLINE FOR COMPLETION OF THE BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE FROM MSU-NORTHERN

The Associate of Arts with articulated coursework in Accounting and Business is designed for students interested in a baccalaureate degree in Business Administration at MSU-Northern.

Technical Requirements – 30 credits

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--|----------------|------------------|
| BFIN | 322 | Business Finance | 3 | _____ |
| BGEN | 468 | Contemporary Issues in Business Ethics | 3 | _____ |
| BGEN | 494 | Seminar | 3 | _____ |
| BMGT | 322 | Operations Management | 3 | _____ |
| BMGT | 329 | Human Resource Management | 3 | _____ |
| BMGT | 335 | Management in Organizations | 3 | _____ |
| BMKT | 325 | Principles of Marketing | 3 | _____ |
| BMKT | 341 | Advanced Marketing Applications | 3 | _____ |
| BUS | 406 | Management Information Systems | 3 | _____ |
| BUS | 410 | International Business | 3 | _____ |

Minor – 30 credits

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|--------------------------|------------|--------------|----------------|------------------|
| Selected by the student. | | | | |

| | |
|-------------------------------|------------|
| Total Technical Requirements: | 30 |
| Minor: | 30 |
| Transferred Block: | 60 |
| TOTAL CREDITS: | 120 |

ASSOCIATE OF ARTS DEGREE**WITH BUSINESS COURSEWORK TRANSFER TO UNIVERSITY OF GREAT FALLS**

The Associate of Arts with articulated coursework in Business is designed for students interested in a baccalaureate degree in Business Administration at the University of Great Falls.

The Associate of Arts (AA) focuses on education across academic disciplines. Focusing on integration of information while increasing a student's employability, the AA focuses on transferability to a baccalaureate program.

To receive the AA degree, the following requirements must be completed:

- Montana University System Core Requirements (31 semester hours);
- Computer Skills/Usage requirement (3 semester hours);
- 9 credits of coursework in the arts, humanities and social sciences;
- 17 credits of Electives; and
- A final cumulative grade point average of at least 2.0.

Courses taken to fulfill one specific requirement, including courses in the Concentration or Elective blocks, may not be used to fulfill another specific requirement; thus, a course taken to fulfill the Cultural Diversity requirement in the Montana University System Core may not be used as an Elective.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Demonstrate the outcomes achievable by completing the Montana University System Core;
- Select and use the appropriate technologies for personal, academic or career tasks;
- Think critically about theories and applications from multiple disciplines when evaluating information, solving problems, and making decisions.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 7,726 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books/Supplies | \$ | 1984 |
| TOTAL: | \$ | 9,850 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|-------------------------------|---------|-----------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

MONTANA UNIVERSITY SYSTEM CORE COURSES- 33 SEMESTER HOURS**COMMUNICATION--6 CREDITS** (3 credits written, 3 credits verbal)

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|----------------|-------|---------------------------------|---------|-----------|
| Written | | | | |
| WRIT | 101** | College Writing I | 3† | _____ |
| Verbal | | | | |
| COMX | 111 | Introduction to Public Speaking | 3† | _____ |

MATHEMATICS--4 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|----------------------------|---------|-----------|
| STAT | 216** | Introduction to Statistics | 4† | _____ |

HUMANITIES/FINE ARTS--6 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|------------------|-----|--------------------------------|---------|-----------|
| Fine Arts | | | | |
| ARTH | 160 | Global Visual Culture | 3† | _____ |
| ARTZ | 101 | Art Fundamentals | 3† | _____ |
| ARTZ | 105 | Visual Language - Drawing | 3† | _____ |
| MUSI | 101 | Enjoyment of Music | 3† | _____ |
| MUSI | 103 | Fundamentals of Music Creation | 3† | _____ |
| MUSI | 203 | American Popular Music | 3† | _____ |
| MUSI | 207 | World Music | 3† | _____ |

AND ONE OF THE FOLLOWING**Humanities**

| | | | | |
|------|-----|----------------------------|----|-------|
| LIT | 110 | Intro to Literature | 3† | _____ |
| PHL | 101 | Introduction to Philosophy | 3† | _____ |
| WGSS | 242 | Gender and Equality | 3† | _____ |

NATURAL SCIENCE--8 CREDITS (Must include 1 lab course)

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|--|---------|-----------|
| BIOB | 101** | Discover Biology | 4† | _____ |
| BIOB | 160** | Principles of Living Systems/Lab | 4† | _____ |
| BIOB | 170** | Principles of Biological Diversity/Lab | 4† | _____ |
| BIOH | 104** | Basic Human Biology/Lab | 4† | _____ |
| CHMY | 121** | Intro to General Chemistry/Lab | 4† | _____ |
| CHMY | 141** | College Chemistry I/Lab | 4† | _____ |
| CHMY | 143* | College Chemistry II/Lab | 4† | _____ |
| GEO | 101 | Introduction to Physical Geology/Lab | 4† | _____ |
| PHSX | 105 | Fund Physical Science w/Lab | 4† | _____ |
| PHSX | 205** | College Physics I w/Lab | 4† | _____ |
| PHSX | 220** | Physics I w/Lab (w/ Calculus) | 4† | _____ |

SOCIAL SCIENCES / HISTORY--6 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|-----------|-----|------------------------------|---------|-----------|
| ECNS | 201 | Principles of Microeconomics | 3† | _____ |
| PSYX | 100 | Introduction to Psychology | | _____ |
| OR | | | | |
| SOCI | 101 | Introduction to Sociology | 3† | _____ |

CULTURAL DIVERSITY--3 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|---|---------|-----------|
| NASX | 240N | Native American Literature (equiv to 390) | 3+ | _____ |

CULTURAL HERITAGE OF AMERICAN INDIANS--3 CREDITS †

Courses with an "N" behind the course title will fulfill the Cultural Heritage of American Indians requirement as well as a designated core area requirement.

II. COMPUTER SKILLS/USAGE--3 CREDITS †

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|---------------------------|---------|-----------|
| CAPP | 120 | Introduction to Computers | 3† | _____ |

III. CONCENTRATION IN ARTS, HUMANITIES, AND SOCIAL SCIENCES--9 CREDITS†

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|------------------------------|---------|-----------|
| ACTG | 101** | Accounting Procedures I | 3† | _____ |
| ECNS | 202 | Principles of Macroeconomics | 3† | _____ |
| WRIT | 201* | College Writing II | 3† | _____ |

CONTINUED ON NEXT PAGE

IV. ARTICULATED COURSEWORK- 16 CREDITS

ANY OF THE FOLLOWING:

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| ACTG | 102* | Accounting Procedures II | 3† | _____ |
| ACTG | 201* | Principles of Fin Accounting | 3† | _____ |
| ACTG | 202* | Principles of Mang Accounting | 3† | _____ |
| BGEN | 105 | Introduction to Business | 3† | _____ |
| BGEN | 235* | Business Law | 3† | _____ |
| BMGT | 235* | Management | 3† | _____ |
| CAPP | 156* | MS Excel | 3† | _____ |

TOTAL PROGRAM CREDITS - 61

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

| | | | | |
|-------------------------------------|-----|--------------------------|---|-------|
| BUS | 495 | Internship | 3 | _____ |
| BUS | 496 | Commerce Integration | 3 | _____ |
| COM | 301 | The Art of Communication | 3 | _____ |
| CPS | 205 | Spreadsheets | 3 | _____ |
| Business Related Approved Electives | | | 6 | _____ |

III. TOTAL CREDITS TOWARDS DEGREE

61 CREDITS (AA from GFC MSU)
17 CREDITS (UGF CORE)
27 CREDITS (BS – UGF)
23 CREDITS (ELECTIVES)
128 TOTAL CREDITS

UGF GRADUATIO REQUIREMENTS:

1. Complete a minimum of 128 credits.
2. Maintain a cumulative University of Great Falls grade point average of 2.00 or higher.
3. Complete the University Core curriculum.
4. Complete a major. All courses used to complete the requirements of a major, minor, or concentration must have a grade of C or better. Some majors may require completion of a minor or concentration.
5. Complete thirty of the last forty semester hours of coursework at the University of Great Falls. Students enrolled in an approved Servicemembers Opportunity Colleges Army Degree (SOCAD) program may satisfy the academic residency requirements with coursework taken at any time during their enrollment at the university.
6. Complete a minimum of 40% or 15 credits of their major (whichever is greater) and a minimum of 40% of their minor in residency at the University of Great Falls. Completion of credits within a concentration will not count toward residency in the major. This requirement does not apply to those completing an approved major or minor in University Studies.
7. Complete at least thirty-two credits in upper division coursework (courses numbered 300 or higher), at least sixteen of which must be from the University of Great Falls. (Students should complete at least twelve of these credits in coursework outside the student’s major and minor or concentration.)
8. Apply for graduation in accordance with the prescribed deadlines.
9. Comply with all university policies, rules, and regulations.
10. Pay all indebtedness to the university.

Course Equivalencies

| <u>GFC MSU Course</u> | | <u>UGF Course</u> | |
|-----------------------|-----|-------------------|-----|
| ACTG | 201 | ACC | 201 |
| ACTG | 202 | ACC | 202 |
| BGEN | 235 | BUS | 335 |
| BMGT | 235 | BUS | 240 |
| BMKT | 225 | BUS | 260 |
| CAPP | 156 | CPS | 205 |

OUTLINE FOR COMPLETION OF THE BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION DEGREE FROM THE UNIVERSITY OF GREAT FALLS

The Associate of Arts with articulated coursework in Business is designed for students interested in a baccalaureate degree in Business Administration at the University of Great Falls.

I.UGF CORE - 17 CREDITS

Foundation Skills Courses– 6 credits

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| CPS | 110 | Conquering the Digital Divide | 3 | _____ |
| TRL | 200 | Fund of Christian Theology | 3 | _____ |

Great Questions Courses – 8 credits

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------|----------------|------------------|
| ILC | 330x | What is Truth | 4 | _____ |
| ILC | 330x | What is the Common Good | 4 | _____ |

Upper Division Writing Course – 3 credits

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|----------------------------|----------------|------------------|
| ENG | 312 | Writing in Business & Prof | 3 | _____ |

II. BUSINESS ADMINISTRATION MAJOR

Credits & Courses dependent upon articulation course taken at GFC MSU

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|------------------------------------|----------------|------------------|
| ACC | 201 | Principles of Financial Accounting | 3 | _____ |
| ACC | 202 | Principles Managerial Accounting | 3 | _____ |
| BUS | 201 | The Art of Thinking | 3 | _____ |
| BUS | 240 | Management & Leadership | 3 | _____ |
| BUS | 260 | Marketing | 3 | _____ |
| BUS | 335 | Commercial Law | 3 | _____ |
| BUS | 345 | Enactus (3 terms/1 credit each) | 3 | _____ |
| BUS | 400 | Financial Analysis | 3 | _____ |
| BUS | 401 | The Art of Leadership | 3 | _____ |



changing lives – achieving dreams [2014-2015 catalog]

›Great Falls College MSU ›Catalog

Course Descriptions - Dental (DENT)

DENT 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

DENT 101 INTRODUCTION TO DENTAL HYGIENE/PRECLINIC

Credits: 2 (30 Lecture Hours)

Term: (F)

Prerequisite: Acceptance into the Dental Hygiene Program

This course is an introduction to the dental clinic and dental hygiene profession. This course presents both the theoretical basis and the clinical application of the numerous procedures performed by the dental hygienist. Includes infection control, client management and positioning, ergonomics, assessment data gathering and documentation, as well as an introduction to the principles of basic dental instruments their application for basic dental hygiene treatment.

DENT 102 INTRODUCTION TO DENTAL HYGIENE/PRECLINIC LAB

Credits: 2 (60 Lab Hours)

Term: (F)

Prerequisite: Acceptance into the Dental Hygiene Program

Entry level practical experience to compliment the didactic information provided in DENT 101. The student is expected to perform all aspects of client assessment along with basic instrumentation. Competency evaluations will be given to each student assessing his/her own technical expertise. In addition to technical aspects of dental hygiene, the student will be evaluated on professionalism, infection control and efficiency.

DENT 104 INTRODUCTION TO DENTISTRY

NOTE: This is a pilot course.

Credits: 1 (15 lecture hours)

Terms: (F; S & SU Based on Sufficient Demand)

An introductory course in the history of dentistry along with its many facets including private and public health clinical settings. The various roles that make up the dental team along with their specific functions will be explored. Introduction to the levels of preventive dentistry as well as an introduction to dental terminology will be included.

DENT 110 THEORY OF INFECTION CONTROL AND DISEASE PREVENTION

Credits: 1 (15 Online Lecture Hours)

Term: (F)

Prerequisite: Acceptance into the Dental Hygiene or Dental Assistant Program

This course introduces the infection and hazard control procedures necessary for the safety of dental professionals and their clients during the practice of dentistry. Topics include microbiology, practical infection control, sterilization and monitoring, chemical disinfectants, aseptic techniques, infectious diseases, and OSHA standards.

DENT 115 HEAD, NECK AND ORAL ANATOMY

Credits: 4
Term: (F)

The majority of this course includes content in head, neck and dental anatomy. General, basic human biology concepts are also covered to provide the student an overall foundation to the dental sciences. Oral tissue embryology, histology, and anatomy and physiology are also introduced. Tooth numbering systems and cavity classifications are emphasized as a supplement to the dental anatomy portion. Students successfully completing this course will be able to apply basic oral anatomic theory to laboratory and clinical settings.

DENT 116 DENTAL OFFICE MANAGEMENT

Credits: 2
Term: (F)

This course exposes students to various front office procedures and dental practice management responsibilities commonly performed in a professional dental office. Students will learn the fundamentals of computer use in the dental practice by utilizing a dental practice management software package. Skills include creating patient records and a database to set up patient accounts, scheduling appointments, billing patient and third parties, and processing payments and reports. HIPAA regulations and other legal expectations within the healthcare field will also be discussed. This course is offered in hybrid format with both online and on-campus requirements.

DENT 118 ORAL ANATOMY FOR HYGIENISTS

Credits: 3 (45 Lecture Hours)
Term: (F)

Prerequisite: Acceptance into the Dental Hygiene Program

The majority of this course focuses on the anatomy of the head, neck, and dentition. Oral tissue histology is introduced and general anatomical concepts are reviewed by the instructor. Anatomic design and tooth numbering systems are emphasized as a supplement to the dental anatomy portion. Students successfully completing this course will be able to apply basic oral anatomic theory to laboratory and clinical settings.

DENT 120 ORAL RADIOLOGY/RADIOGRAPHY I

Credits: 3
Term: (F)

This course is the first of a series of two courses and includes both didactic and laboratory instruction. Content in this course includes the history of oral radiography, radiation, physics, infection control practice, radiology equipment, supplies, and darkroom procedures, biological effects of radiation, radiation protection, intraoral exposure technique, and landmark identification and mounting of radiographs. The practical component applies radiographic theory and technique in practice.

DENT 121 ORAL RADIOLOGY/RADIOGRAPHY II

Credits: 2
Term: (S)

Prerequisite: DENT 115, DENT 120

Oral Radiology II includes didactic, laboratory, and clinic instruction. Content in this course emphasizes perfection of intraoral techniques, extraoral radiography, quality assurance in radiography, radiograph interpretation and assessment, and application of theory in the lab/clinic setting. A student satisfies the practical portion of this course by successfully performing both paralleling and bisecting intraoral periapical techniques, by exposing

horizontal, vertical, pedodontic, and anterior bitewings, exposing occlusal radiographs, and demonstrating proper panoramic exposure. Other content sections include biological effects of radiation, radiation protection, specialty techniques, identification and correction of faulty radiographs, and digital radiography. Students are expected to obtain their own prescription patients for final full mouth series. Dental assistant program students will be prepared to sit for the oral radiology component of the Dental Assisting National Board (DANB) examination upon successful completion of this course.

DENT 122 ORAL RADIOLOGY/LAB

Credits: 3 (15 Lecture Hours / 30 Lab Hours)

Term: (S)

Prerequisite: Acceptance into the Dental Hygiene Program

This course provides a basic understanding of the fundamentals of dental radiology. Emphasis will be placed on the following foundational knowledge: radiation physics, radiation biology, and radiation health and protection. Students will be required to learn the diagnostic quality of dental radiographs, Intraoral and Extraoral radiographic techniques, processing and film mounting, quality control and assurance, special imaging techniques, interpretation of radiographs for exposure and processing errors as well as recognition of normal radiographic anatomy. Hands –on experience with both traditional and digital radiography will be provided via lab sessions. DXSTR manikins will be utilized by the students in lab sessions as well as community patients which will aid in better understanding and experience in all techniques.

DENT 123 CHAIRSIDE THEORY AND PRACTICE I

Credits: 4

Term: (F)

Corequisite: DENT 110, DENT 115

Chairside Theory and Practice I covers all aspects of the clinical dental assistant's duties in a general dental practice. It includes lecture, laboratory and clinical sessions covering infection control procedures, dental instruments, equipment, impression materials, basic lab procedures and chairside procedures (including patient preparation, medical history review, taking vital signs, dental charting, & taking impressions.) Occupational safety & infection control is emphasized throughout the course.

DENT 124 CHAIRSIDE THEORY AND PRACTICE II

Credits: 4

Term: (S)

Prerequisite: DENT 110, DENT 115, DENT 123

Chairside II is a continuation of Chairside I and includes lecture, laboratory and clinical sessions. Content includes emphasis on esthetic restorative procedures, rubber dam concepts, coronal polishing, pit and fissure sealant placement, fluoride treatments, dental cements, golds, waxes, and fabrication and placement of temporary crowns and restorations.

DENT 125 RADIOGRAPHIC INTERPRETATION

Credits: 1 (15 Lecture Hours)

Term: (S)

Prerequisite: Acceptance into the Dental Hygiene Program

This course will utilize all foundational knowledge received in DENT 122; Oral Radiology. This course will provide necessary skills to properly evaluate and interpret all radiographic series.

DENT 130 DENTAL MATERIALS

Credits: 2 (15 Lecture Hours / 30 Lab Hours)

Term: (F)

Prerequisite: Acceptance into the Dental Hygiene Program

Materials most often used in dentistry are studied focusing on the characteristics, physical properties, manipulation, and practical application of each material. Safety precautions relating to each material and procedure are emphasized.

DENT 140 DENTAL SCIENCES/PREVENTIVE DENTISTRY

Credits: 4

Term: (S)

Prerequisite: DENT 115, DENT 123

This course includes the study of the oral plaque diseases and their prevention as well as an introduction to the science-based subjects of oral pathology, pharmacology, nutrition, and medical emergencies. Focus will be on the theory of the oral plaque diseases processes, the identification of associated pathologies, and the prevention of the diseases. Specific content areas also include drug classifications and interactions, fluoride, oral hygiene technique, and patient education.

DENT 145 DENTAL SPECIALTIES

Credits: 3

Term: (S)

Prerequisites: DENT 115, DENT 123

The clinical specialties course includes an introduction to six dental specialties: periodontics; endodontics, fixed and removable prosthodontics, oral surgery, pediatric dentistry and orthodontics. It includes theory in the individual specialties along with procedure set-ups (armamentarium), materials used, and instrumentation. The student will also apply the knowledge in a laboratory procedures setting.

DENT 150 CLINICAL DENTAL HYGIENE THEORY I

Credits: 2 (30 Lecture Hours)

Term: (S)

Prerequisite: Acceptance into the Dental Hygiene Program

This course provides foundational knowledge and basic theory for the practice of Dental Hygiene. Topics include: defined roles of the dental hygienist, dental hygiene process of care, caries and periodontal risk assessment, dental hygiene care plan, oral hygiene assessment, use of fluoride, oral malodor, dentifrices, oral hygiene instruction/devices for oral self-care, proper documentation, charting and medical/dental emergencies. Theory background is used to support all clinical activities in DENT 151.

DENT 151 CLINICAL DENTAL HYGIENE PRACTICE I

Credits: 4 (180 Clinical Hours)

Term: (S)

Prerequisite: Acceptance into the Dental Hygiene Program

Practice in beginning instrumentation and client assessment by providing introductory comprehensive dental hygiene treatment to fellow students, healthy adults along with pediatric and adolescent clients. Ensuring that proper dental clinic procedures and policies are followed along with becoming competent in record management emphasized. This course accompanies DENT 150 Clinical Dental Hygiene Theory I.

DENT 160 PERIODONTOLOGY I

Credits: 3 (45 Lecture Hours)

Term: (S)

Prerequisite: Acceptance into the Dental Hygiene Program

An introduction to the science and management of periodontal diseases. Emphasis on the etiology and classification of the disease, along with an overview of the anatomy and histology of periodontal structures and dental accretions. The dental hygienists role in the recognition, prevention, and therapeutic procedures of the disease will be explored. This course will correlate theory with clinical activities in DENT 151.

DENT 165 ORAL HISTOLOGY AND EMBRYOLOGY

Credits: 2 (30 Lecture Hours)

Term: (S)

Prerequisite: Acceptance into the Dental Hygiene Program

This course provides a basic understanding of the histologic structures of the head and neck region and the amazing process of embryonic development. The field of oral histology and embryology and its pertinence to clinical dental hygiene will be explored.

DENT 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

DENT 195 CLINICAL OFFICE PRACTICE AND SEMINAR

Credits: 7

Term: (SU)

Prerequisites: Program director approval required to enroll.

This is the capstone course for the program and requires the student to integrate and apply all dental concepts from earlier coursework in the clinical setting. It involves rotated extramural clinical office experience in the dental community where students actively participate in the operation of the dental practice as dental assistants in training. The on-line component of the course introduces a student to job search strategies and preparation of personal resumes and cover letters. This course is offered in hybrid format having clinical, online, and on-campus requirements.

DENT 220 DENTAL NUTRITION HEALTH

Credits: 3 (45 Lecture Hours)

Term: (F)

Prerequisite: Acceptance into the Dental Hygiene Program

To understand the science of human nutrition and the application of basic nutrition principles to achieve optimal nutritional status throughout the life cycle. To understand the impact of nutrition on oral health and the impact of oral health on nutritional status. Enrollment limited to dental hygiene students and students with instructor permission.

DENT 223 CLINICAL DENTAL HYGIENE THEORY II

Credits: 2 (30 Lecture Hours)

Term: (SU)

Prerequisite: Acceptance into the Dental Hygiene Program

A continuation of DENT 150, this course increases the emphasis on the principles of instrumentation in periodontal therapy. Topics will include power scaling, air powered polishing, tobacco cessation, and effective ergonomic principles. Students will be introduced to various adjunctive services that can be integrated to provide comprehensive client care. Theory background is used to support activities in DENT 251.

DENT 232 COMMUNITY DENTAL HEALTH AND EDUCATION

Credits: 2 (30 Lecture and Community Service Hours)

Term: (S)

Prerequisite: Acceptance into the Dental Hygiene Program

A presentation of various methods and material used in community dental health education. The course provides an understanding of basic research and statistical concepts needed for sound community health practices. Emphasis on the use of evidenced based philosophy for

acquiring, assessing, interpreting, critically analyzing, and incorporating scientific literature into community health practices. Field assignments in selected social settings and the development of a community project including assessment, planning, implementation, and evaluation components will encourage lifelong participation in community dental health care and volunteerism.

DENT 235 PROFESSIONAL ISSUES & ETHICS IN DENTAL PRACTICE

Credits: 2 (30 Lecture Hours)

Term: (S)

A study of the legal and ethical responsibilities associated with the practice of dental hygiene and dentistry. Practice management and preparation for career longevity will also be explored.

DENT 237 GERONTOLOGY & SPECIAL NEEDS PATIENTS

Credits: 2 (30 Lecture Hours)

Term: (F)

Prerequisite: Acceptance into the Dental Hygiene Program

This course provides preparation for clinical experiences with geriatric and special needs patients. The course will explore the aging process from a physical, social, psychological and financial perspective as well as the disease processes of special needs individuals. Emphasis will be placed on accommodation and innovative management to help determine patient treatment.

DENT 240 LOCAL ANESTHESIA / NITROUS OXIDE THEORY AND LAB

Credits: 2 (15 Lecture Hours and 30 Lab Hours)

Term: (S)

Prerequisite: Acceptance into the Dental Hygiene Program

This course is a combination of didactic learning as well as hands-on experience with a lab component. The course builds upon prior foundational knowledge of neurophysiology and dental anatomy as well as introducing pharmacology of local anesthetics and vasoconstrictors. Considerable attention is spent on the following areas; specifically as they pertain to the proper administration of dental local anesthesia: the drugs, the armamentarium, the techniques, and the complications. Emphasis will be placed on Emergency Medicine in the dental office to assure proper preparation and management of common medical emergencies. Nitrous Oxide/Oxygen Sedation will focus on equipment and safety as well as systemic effects and administration techniques.

DENT 250 CLINICAL DENTAL HYGIENE THEORY III

Credits: 1 (15 Lecture Hours)

Term: (F)

Prerequisite: Acceptance into the Dental Hygiene Program

A continuation of DENT 223, this course expands beyond the basic concepts of dental hygiene theory with exposure to more difficult oral conditions and various modes of treatment. Topics include: effective patient communication, aspects of cultural diversity in regard to patient communication and treatment, dental hygiene care plan, phases of treatment, coding treatment, and root morphology, advanced instrumentation and advanced fulcrums.

Students will be introduced to formulating a case study and will utilize theory background to support all clinical activities in DENT 252.

DENT 251 CLINICAL DENTAL HYGIENE PRACTICE II

Credits: 4 (180 Clinic Hours)

Term: (SU)

Prerequisite: Acceptance into the Dental Hygiene Program

A continuation of DENT 151, this course provides additional practical experience in clinical patient treatment with an emphasis on early periodontal disease and subgingival deposits. Offered in conjunction with DENT 223.

DENT 252 CLINICAL DENTAL HYGIENE PRACTICE III

Credits: 5 (225 Clinical Hours)

Term: (F)

Prerequisite: Acceptance into the Dental Hygiene Program

A continuation of DENT 251, this course provides clinical activities with increased patient difficulty exhibiting moderate to advanced periodontal involvement and moderate deposits along with increased patient load. This course is offered in conjunction with DENT 250.

DENT 260 PERIODONTOLOGY II

Credits: 2

Term: (SU)

Prerequisite: Acceptance into the Dental Hygiene Program

This course is a continuation of DENT 160; Periodontology I. This course is an advance study of periodontology with special emphasis on various treatment modalities and their rationale in clinical dentistry. The course will include the fundamentals of building a case study which will prepare the student for further development of their capstone project in DENT 250, 252, 280, 281.

DENT 263 GENERAL AND ORAL PATHOLOGY

Credits: 3 (45 Lecture Hours)

Term: (F)

Prerequisite: Acceptance into the Dental Hygiene Program

Pathology is the science that studies diseases. This course will present various pathologic processes; including pathogenesis, etiology, inflammation, tumor development, systemic manifestations, and developmental disturbances. This course emphasis is the study of oral diseases and the recognition of their conditions. Students will utilize this information during their clinical practice.

DENT 280 CLINICAL DENTAL HYGIENE THEORY IV

Credits: 1 (15 Lecture Hours)

Term: (S)

Prerequisite: Acceptance into the Dental Hygiene Program

A continuation of DENT 250, this course includes advanced dental hygiene theory that will increase the student's knowledge of the profession. Attention will be given with preparation for the National Board and Regional Board exams. Students will continue to explore both Advanced and Reinforced instrumentation techniques as well as Extraoral Fulcruming techniques. Emphasis will be focused toward exploration of the Dental Specialties specifically; Periodontics, Pedodontics, Oral Surgery, and Prosthodontics. Students will continue building their case study and present the case to faculty and peers. Theory background will be used to support all activities in DENT 281.

DENT 281 CLINICAL DENTAL HYGIENE PRACTICE IV

Credits: 5 (225 Clinical Hours)

Term: (S)

Prerequisite: Acceptance into the Dental Hygiene Program

A continuation of DENT 252, this course provides multiple clinical experiences focused in time management, increased periodontally involved client treatment, and demonstration of being safe to practice by successfully completing required competency assessments. This course will challenge the students' critical thinking skills in the development of a personal clinical learning contract. This activity is designed to allow students in their last clinical course of the program to reflect on their weaknesses to set objectives and provide evidence that they have accomplished clinical improvements along with exploration of individual interest for future aspirations. This course is in conjunction with DENT 280, Clinical Dental Hygiene Theory IV.



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Course Descriptions - Economics (ECNS)

ECNS 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

ECNS 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

ECNS 201 PRINCIPLES OF MICROECONOMICS

Credits: 3
Term: (F)

Core Class: Social Sciences

This course examines the subsystems of the economy such as the economics of the individual, the firm, and the industry. Study includes analysis of the pricing mechanism of the economy and the theories of income distribution.

ECNS 202 PRINCIPLES OF MACROECONOMICS

Credits: 3
Term: (S)

Core Class: Social Sciences

This course presents the principles underlying the operation of a macroeconomic system through the study of the national and world economies as a whole. Topics explored include gross domestic product, full employment, economic growth, surplus and deficits, income distribution, balance of trade, protectionism, government policies, and international trade.





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Course Descriptions - Education (EDU)

EDU 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

EDU 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

EDU 200 INTRODUCTION TO EDUCATION

Credits: 3

Terms: (F, S)

This class explores the profession of teaching by connecting theory to real-life experiences in the field. Students will cover the development of students, diversity, learning strategies, motivation, classroom management, assessment of learning, and construction of a professional portfolio through seminar discussions, in school observations, interviews, and personal reflection.

EDU 211 MULTICULTURAL EDUCATION

Credits: 3

Terms: (S based on sufficient demand)

This course helps current and future teachers reflect on their own heritage and how it relates to people of other economic, social cultural, ethnic, gender, religious, and sexual orientation groupings. An emphasis is placed on democratic community building in a multicultural society.

EDU 221 EDUCATIONAL PSYCHOLOGY & MEASUREMENT

Credits: 3

Terms: (F, S based on sufficient demand)

This course explores the physical, psychological, and cognitive development in students of all ages within the contexts of education, family, and society. Emphasis is given to applying brain-based research, stages of learning, and psychological factors influencing the learning process to classroom management and educational evaluation.

EDU 270 INSTRUCTIONAL TECHNOLOGY

Credits: 3

Terms: (F based on sufficient demand, S)

Prerequisite: CAPP 120, challenge exam, or instructor approval

Prospective teachers are introduced to the uses of technology to enhance the education experience. Students will learn to use media software common in educational settings for a variety of instruction purposes.



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Course Descriptions - Electrical (ELEC)

ELEC 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

ELEC 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

ELEC 231 ELECTRONIC DRIVE SYSTEMS

Credits: 3

Terms: (S)

Prerequisites: EET 121

This is an advanced course in electronic drive systems used in industrial applications. Electronic control of Direct-Current and Alternating Current motors, transmission and solid-state controllers, and electronic control of power generation equipment will be discussed.



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Course Descriptions - Electrical Technology (ELCT)

ELCT 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

ELCT 130 ELECTRIC MOTORS AND GENERATORS

Credits: 3
Terms: (S)
Prerequisites: ETEC 101

This course covers an introduction to the terminology and basic principles of DC and AC motors and generators. Students will study single phase and three phase motors and generators and operational controls. Common AC and DC power generation equipment and testing techniques will also be covered.

ELCT 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

ELCT 250 PROGRAMMABLE LOGIC CONTROLLERS

Credits: 3
Terms: (F)
Prerequisites: ETEC 101

This course covers an introduction to a variety of programmable logic controllers (PLCs). The applications, operations, and programming of PLC's will be covered with an emphasis on programming. Computers and manual methods will be used to program PLCs.





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Course Descriptions - Electronics Technology (ETEC)

ETEC 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

ETEC 101 AC/DC ELECTRONICS I

Credits: 3
Term: (F)

Prerequisite: M 090 or higher OR a qualifying placement assessment score within the past 3 years

This course introduces safety rules, concepts, and operating characteristics of direct current (DC) and alternating current (AC) electrical circuits. Selection, inspection, use, and maintenance for common electrical test equipment is also covered.

ETEC 103 AC/DC ELECTRONICS II

Credits: 3
Term: (S)
Prerequisites: ETEC 101

This course is a continuation of the AC/DC Electronics I course. Safety rules, concepts, and operating characteristics of electrical circuits will continue to be emphasized. Capacitors, inductors, low voltage power supplies, diodes, transistors, and triodes will be introduced and analyzed.

ETEC 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

ETEC 220 ELECTRICAL POWER AND DISTRIBUTION I

Credits: 3
Term: (F)
Prerequisites: ETEC 103

This course covers an introduction to the generation of electrical power and moving that power through a local transmission system to a substation where a customer will purchase the generated power. Safely working with components of a high voltage transmission system

will also be covered.

EETC 230 ELECTRICAL POWER AND DISTRIBUTION II

Credits: 3

Term: (S)

Prerequisites: EETC 220

This course is a continuation of the Electrical Power and Distribution I course. It covers the generation of electrical power and moving that power through a local transmission system to a substation where a customer will purchase the generated power.

EETC 245 DIGITAL ELECTRONICS

Credits: 4

Term: (S)

Prerequisites: EETC 103

This course covers basic digital circuits and their use in microprocessors and other digital devices. Reading digital logic schematics and building, testing, and troubleshooting digital circuits is also covered.





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Course Descriptions - Emergency Care Provider (ECP)

ECP 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

ECP 100 FIRST AID & CPR

Credits: 1

Term: (F,S, SU) Based upon sufficient demand

This course is designed so students can receive their First Aid and BLS for Healthcare Providers CPR card. The students will be exposed to the skills of CPR for victims of all ages (including ventilation with a barrier device, a bag-mask device, and oxygen), use of an automated external defibrillator (AED), and relief of foreign-body airway obstruction (FBAO).

ECP 120 EMERGENCY MEDICAL RESPONDER

Credits: 3

Term: (Under Review)

Prerequisite: Must be 18 years of age to take certification examination

This course is the nationally recognized emergency medical entry level to the emergency services industry. The course provides didactic and practical experience concerning initial assessment and immediate management of trauma and medical patients. Successful course completion will allow the student to enter the Montana First Responder authorization process. All aspects of authorization/certification are the responsibility of the student.

ECP 131 EMERGENCY MEDICAL TECHNICIAN WITH CLINICAL

Credits: 7 (4 lecture, 2 skills lab, 1 clinical)

Term: (F, S)

Prerequisite: none

Note: Must be 18 years of age and a current BLS HCP card to take national certification examination, however a student may be younger to take course.

This course is the nationally recommended minimum level of training for ambulance personnel and is considered the desired level of medical training by many fire departments. The course focuses on skill development in the primary responsibilities of the EMT-B, which are to bring emergency medical care to victims of emergencies, to stabilize their condition, and to transport them safely and expeditiously to an appropriate facility. This course is a combination of classroom work and practical experience. Upon successful completion of the course, graduates are eligible to sit for the Montana and National Registry certification examinations. All aspects of authorization/certification are the responsibility of the student.

ECP 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

ECP 203 FUNDAMENTALS OF ADVANCED CARE

Credits: 3

Term: (F)

Prerequisite: Consent of faculty required.

Note: Formal acceptance into Paramedic program

This course provides an introduction to the practice of paramedicine and will provide the student with information regarding preparatory aspects of the pre-hospital environment. Topics include: role and responsibilities of the Paramedic, well being of the Paramedic, injury prevention, medical-legal issues, Ethics, assessment and management, communication and documentation, pharmacology, venous access and medication administration, as well as airway management and ventilation. .

ECP 209 PARAMEDIC I

Credits: 3

Term: (F)

Prerequisite: Instructor approval required

Note: Formal acceptance into Paramedic program

This course provides information as it relates to patient etiologies for medical emergencies in an out of hospital setting in the areas such as, neurological, and endocrine emergencies. This course also covers allergic reactions, infection and communicable diseases, gastrointestinal, toxicological and urological emergencies. Finally, this course will explore hematological, environmental, EENT, and behavioral emergencies. Assessment and management of the topic areas will be discussed and evaluated. An understanding of the assessment process and the pathophysiology will be vital in managing patients with these course topics.

ECP 210 PARAMEDIC II

Credits: 3

Term: (F)

Prerequisite: Instructor approval required.

Note: Formal acceptance into Paramedic program

This course provides information as it relates to patient etiologies for medical emergencies in an out of hospital setting in the area Shock and cardiac. The course provides a foundation and understanding in both basic and 12 ECG interpretation. Advance cardiac life support algorithms will be detailed and practiced. The Use of a manual defibrillator and cardiac monitor are also covered. Assessment and management of patients in shock or having cardiac emergencies will be discussed and evaluated. An understanding of the assessment process and the pathophysiology will be vital in managing patients with these course topics.

ECP 211 PARAMEDIC I/II LAB

Credits: 2

Term: (F)

Prerequisite: Instructor approval required

Note: Formal acceptance into Paramedic program

This course provides the student with laboratory experience in the areas of assessment, physical examination, history gathering, basic and advanced airway management skills, pharmacology and the initiation and management of fluid therapy (topics covered in Fundamentals of Advance Care), as well as reinforcement and application of the medical

emergencies covered in Paramedic I and II.

ECP 212 ADVANCED CARDIAC LIFE SUPPORT

Credits: 1

Term: (F)

Prerequisite: Instructor approval required.

This course provides instruction and assistance to students in preparing for the American Heart Association's Advanced Cardiac Support Provider Course. ACLS covers course topics of advance cardiac life support assessment and management of the patients with acute cardiac conditions including cardiac arrest, tachycardia, bradycardia, stroke, and acute coronary syndrome.

ECP 215 Clinical I

Credits: 3

Term: (F)

Prerequisite: Instructor approval required.

Note: Formal acceptance into Paramedic program

This course introduces Paramedic students into the introductory phases I (BLS) and phase II (initial ALS) of their clinical and internship experience with a focus of the ER, OR, Ambulance ride along.

ECP 237 PARAMEDIC III

Credits: 3

Term: (S)

Prerequisite: Successful completion of Paramedic I/II or Faculty approval

This course will introduce Traumatic emergencies in regards to Paramedic scope of practice focusing on trauma systems and mechanism of injury, hemorrhage and shock, soft tissue trauma, burns, head and facial trauma, spinal trauma, thoracic trauma, abdominal trauma, and finally musculoskeletal trauma. The second part of this course will focus on part seven of the Paramedic text which covers ambulance Operations, medical Incident command, rescue awareness and operations, crime scene awareness, hazardous materials incidents, and finally bioterrorism and weapons of mass destruction. Additionally, it will be within the scope of this course to prepare the successful candidate for the rigorous National Registry Certification examination, Fisdap Paramedic readiness examination will utilized as final for both Paramedic III and IV.

ECP 238 PARAMEDIC IV

Credits: 3

Term: (S)

Prerequisite: Successful completion of Paramedic I/II or instructor approval

This course will complete the student's investigation into medical emergencies including, gynecology, obstetrics, neonatology, pediatrics, and geriatrics. Other special considerations will include emergencies in the elderly, abuse and assault, patients with special challenges, and acute interventions for the chronic care patient. Students will be required to research an EMS related subject (as approved by Instructor) and present their findings to the class. Additionally, it will be within the scope of this course to prepare the successful candidate for the rigorous National Registry Certification examination, Fisdap Paramedic readiness examination will utilized as final for both Paramedic III and IV.

ECP 239 PARAMEDIC III/IV LAB

Credits: 2

Term: (S)

Prerequisite: Instructor approval required.

This course is a continuation of the fall skills lab with reinforcement and application of topics already covered. Paramedic spring skills lab will also introduce new skill sets, such as assessment and management of Pediatric Advance life Support (PALS), trauma, and

complete remaining medical emergencies covered in Paramedic III and IV classes.

ECP 240 PRE-HOSPITAL TRAUMA LIFE SUPPORT

Credits: 1

Term: (SU)

The PHTLS program is a 16 hour national standard curriculum which attempts to increase each student's understanding and skills in prehospital trauma management. This increased understanding of the kinematics, pathophysiology, systemic impact, and intervention techniques will result in improving the assessment and treatment of the multisystem trauma patient and offer a perspective to the patient's individual needs that may exceed traditional treatment modalities.

ECP 241 PEDIATRIC ADVANCED LIFE SUPPORT

Credits: 1

Term: (S)

This course provides instruction and assistance to students in preparing for the American Heart Association's Pediatric Advanced Cardiac Support Provider Course. PAL'S covers course topics of pediatric advance cardiac life support, as well as assessment and management of the pediatric with regards to respiratory emergencies and shock.

ECP 245 CLINICAL II

Credits: 4

Term: (S)

Prerequisite: Instructor approval required.

The clinical and field internship experience allows the students to integrate knowledge and skills from the classroom setting into actual patient care in the hospital and field domain. Students are expected to complete their clinical (in hospital) experience in anticipation of starting their internship. Students will continue to interact with hospital staff in clinical areas such as Pediatrics, OBGYN, ICU, CICU, Behavioral, OR, and ER. Students also continue ambulance ride along with an area of focus specific of advance life support.

ECP 298 FIELD INTERNSHIP

Credits: 6

Term: (SU)

This course is the final stage of the paramedic technical core classes, with 360 minimum numbers of hours. This course continues with the application of advance life support skills and assessment techniques (phase II), transitioning into team leadership (phase III) as a paramedic student.





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Course Descriptions - Fire & Rescue Technology (FRS)

NOTE: This program is in moratorium and will not be accepting new students. Please contact the Health Science department at 406-771-4350 for more information.

FRS 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

FRS 101 FIREFIGHTER I

Credits: 5

Term: (Contact Fire Training School)

This course requires the student to perform basic firefighter skills within the context of the fireground. Integration of skills is validated through successful completion of the State Certification Examination for Firefighter I.

FRS 102 FIREFIGHTER II

Credits: 5

Term: (Contact Fire Training School)

This course requires the student to perform advanced firefighter skills within the context of the fireground. Integration of skills is validated through successful completion of the State Certification Examination for Firefighter II.

FRS 107 AIRCRAFT FIRE AND RESCUE

Credits: 3

Term: (Contact Fire Training School)

Provides basic knowledge of aircraft types and systems, rescue equipment, airfield characteristics, and aircraft rescue and firefighting procedures (ARFF). Must meet the requirements of the class offered through the Helena College of Technology or equivalent.

FRS 112 FIRE INSPECTION AND INVESTIGATION

Credits: 3

Term: (Contact Fire Training School)

This course provides the student an overview of fire prevention activities including code enforcement, recognition of common fire hazards, and the basic techniques and procedures of fire investigation. Integration of knowledge is validated through completion of an approved project that applies to an actual situation or problem.

FRS 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

FRS 241 FIRE DEPARTMENT INTERNSHIP

Credits: 3

Term: (Contact Fire Training School and Program Advisor)

This 45 hour internship is designed to give the student experience in various aspects of fire department operations. The student, with approval from the fire chief and program advisor will develop a plan, goals and objectives for the internship.

FRS 245 FIRE SERVICE TRAINING & SAFETY EDUCATION

Credits: 3

Term: (Contact Fire Training School)

This course will introduce the student to adult education using contextual methodology, the basics of public fire safety education, and how education, enforcement, and prevention interact to mitigate community hazards. Students will apply their learning toward completion of an approved project.

FRS 250 BUILDING CONSTRUCTION

Credits: 2

Term: (Contact Fire Training School)

This course provides an introduction to the special characteristics of non-combustible, fire resistive, frame, and ordinary construction as they apply to fire services. The primary emphasis is on improving the fire officer's ability to ensure firefighter safety by recognizing common causes and indicators of structural collapse, component failure or other hazards related to building construction.

FRS 265 INCIDENT MANAGEMENT AND SAFETY

Credits: 3

Term: (Contact Fire Training School)

This course provides the student with an overview of the structure, function and expandability of an Incident Management System (IMS) as well as the command skills necessary to effectively utilize an IMS, guidelines and practice in applying an IMS, resources for implementation of a departmental IMS, and techniques and approaches related to firefighter safety and survival. Students will complete an approved project to demonstrate integration of learning.

FRS 270 TACTICAL OPERATIONS & COMPANY MANAGEMENT

Credits: 5

Term: (Contact Fire Training School)

NFPA 1021 Fire Officer 1: This intensive 80 hour course teaches the skills required to succeed at the first level of fire service supervision (NFPA 1021, level 1). Success in the course and testing results in certification as a Fire Officer 1. Simulations are used for both incident management and human relations skills.

FRS 285 HAZARDOUS MATERIALS

Credits: 5

Term: (Contact Fire Training School)

NFPA 472 Hazardous Materials Technician: This intensive 80 hour class teaches the skills required to perform at the hazardous materials technician level (NFPA 472).

FRS 290 WILDLAND FIRE PROTECTION

Credits: 3

Term: (Contact Fire Training School)

All classes offered through Montana DNRC. Refer to MT DNRC for course descriptions.

FRS 291 HYDRAULICS AND WATER SUPPLIES

Credits: 3

Term: (Contact Fire Training School)

Covers the scope of water supply operations in the fire service. Includes pre-planning operations, water supply requirements, source options, delivery systems and options, and hydraulic calculations.



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Course Descriptions - Geology (GEO)

GEO 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

GEO 101 INTRODUCTION TO PHYSICAL GEOLOGY/LAB

Credits: 4 (3 lecture, 1 lab)

Terms: (F,S)

Core Class: Natural Science

This course is an introduction to geologic principles, with an emphasis upon geologic processes (plate tectonics, mountain building, and weathering); rock types (igneous, sedimentary, and metamorphic); and geologic hazards (volcanoes and earthquakes). Some time will be spent discussing geologic time; water and mineral resources; landforms; and glaciers. The laboratory portion of this course will include mineral and rock identification; topographic map reading; basic interpretation of geologic maps; and other activities dealing with topics covered in lecture. In order to have the greatest success in this course, it is highly recommended that students possess strong algebra skills.

GEO 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.



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Course Descriptions - German (GRMN)

GRMN 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

GRMN 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.



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Course Descriptions - Graphic Design (GSDN)

GSDN 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

GSDN 101 DESIGN TOPICS AND PRINCIPLES

Credits: 3
Term: (F)

This course begins with an overview of the graphic and web design programs and shows how they prepare students to enter the career fields of graphic and web design. Students will gain insight on the different career opportunities, expectations of the profession and programs, job outlook and salaries. Then, to lay the foundation for the programs, students will engage in exploratory activities to survey and study the fundamentals and principles of design, as well as gaining an understanding of copyright and ethics issues.

GSDN 130 TYPOGRAPHY

Credits: 3
Term: (S)
Prerequisite: CAPP 120
Co-requisite: GSDN 101 or permission of instructor

The eye is trained to appreciate the sensibilities and subtleties of typographic conventions such as kerning, leading, style, and practice. Students will gain an understanding of the vocabulary surrounding letter forms and the design of text. Symbolic communication inherent in different typefaces will also be explored. Typographic relationships with other graphic elements will be investigated through brochures, posters and other two-dimensional projects.

GSDN 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

GSDN 200 INTRODUCTION TO DESKTOP PUBLISHING

Credits: 3
Term: (S)
Prerequisite: GSDN 130 and GSDN 249 or permission of instructor

This course focuses on layout, and the tools/equipment used to accomplish the

design/concept at hand. Students build their skills in brainstorming and producing publications such as newsletters, brochures, advertisements and résumés. Some publications are client driven. The course includes a thorough examination and implementation of Adobe InDesign.

GDSN 249 DIGITAL IMAGING II

Credits: 3

Term: (F)

Prerequisite: GDSN 130 or permission of instructor

This course focuses on raster-based graphics and layout, and the tools/equipment used to accomplish the design/concept at hand. Students build their skills in brainstorming, preparation, designing posters, billboards, slides and photo retouching and restoration by producing several projects. The course includes a thorough examination and implementation of Adobe Photoshop.

GDSN 248 DIGITAL ILLUSTRATION II

Credits: 3

Term: (F)

Prerequisite: GDSN 130 or permission of instructor

This course focuses on vector-based graphics and layout, and the tools/equipment used to accomplish the design/concept at hand. Students build their skills in brainstorming, preparation, designing, packaging, signing, and production of several projects. The course includes a thorough examination and implementation of Adobe Illustrator.

GDSN 221 PUBLISHING & PRE-PRESS

Credits: 3

Term: (S)

Co-requisite: GSDN 200 or permission of instructor

This course provides a technical background to the Designer. The course covers material related to actual design production, which is often overlooked during education and must often be learned by experience. Press-checks, color specifications and proofing, file preparation, and paper selections will all be addressed. Field trips may also be included.





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Course Descriptions - Health (HTH)

HTH 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

HTH 101 OPPORTUNITIES IN THE HEALTH PROFESSIONS

Credits: 2

Terms: (F, S, SU based on sufficient demand)

Students are introduced to the variety of professions in the healthcare industry and explore basic health care concepts and skills.

HTH 110 EXPLORING COMPLEMENTARY AND ALTERNATIVE MEDICINE

Credits: 2

Terms: (F, S, SU)

This course examines the vast selection of therapeutic interventions known as alternative or complementary medicines being presented to today's consumers.

HTH 120 IV THERAPY FOR HEALTH CARE PROVIDERS

Credits: 1

Terms: (F,S,SU Based on Sufficient Demand)

Prerequisites: Students must be enrolled the last semester of the

Practical Nurse program, or be enrolled in the second year of the Respiratory Care program, or obtain instructor approval.

Intravenous Therapy covers IV therapy principles including anatomy of the arm and hand with particular attention to the veins, IV equipment, IV solution flow rates calculation, infection control, potential complications and IV documentation. Each student will perform IV starts on a mannequin arm, and when proficient, initiate IVs on people.

HTH 140 PHARMACOLOGY FOR HEALTH CARE PROVIDERS

Credits: 2

Terms: (F,S)

Prerequisite: Successful completion of prerequisite courses for specific programs, or instructor approval.

This course reflects the ever-changing science of pharmacology and responsibilities in administering pharmacological agents. The purpose of this course is to promote safe and effective drug therapy by providing essential information that accurately reflects current practice in drug therapy and facilitating the comprehension and application of knowledge

related to drug therapy. Application requires the knowledge about the drug and the patient receiving it. General principles of drug administration, terminology, drug regulation, standard references and legal responsibilities are included as well as major drug classifications and therapeutic implications.

HTH 150 PERSONAL HEALTH AND FITNESS

Credits: 2
Terms: (F,S)

This course is designed to educate, support, and motivate individuals toward a life-long commitment to physical fitness including nutrition for health and weight management; establishing physical fitness goals; and planning for physical strength improvement and/or maintenance. Exercise laboratory experience allows students to apply physical fitness principles.

HTH 180 PHARMACEUTICALS FOR HEALTH CARE PROVIDERS

Credits: 1
Terms: (F, S, SU)

This course provides basic knowledge of the most commonly prescribed pharmaceuticals needed to analyze health care information for various health science support functions. Emphasis is on classification, indications, therapeutic effects, side effects, interactions, and contraindications of new, current, and newly introduced applications of existing medications.

HTH 201 HEALTH ISSUES FOR EDUCATORS

Credits: 3
Terms: (F, S, SU)

This course is a survey of drug education and health concerns for educators of school-aged children, including topics required by Montana's Board of Public Education for health-related teacher education.





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Course Descriptions - Health Information Technology (HIT)

HIT 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

HIT 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

HIT 101 INTRODUCTION TO HEALTH CARE INFORMATICS

Credits: 3

Terms: (F, S, SU)

Introduce the discipline of health care informatics. An overview of the subject including the history, basic knowledge of health care informatics and tools as applied in support of health care delivery. Students will understand an introductory level about the complexities of health care and how informatics fits within the US Health Care System. This course covers the different sectors of health care delivery in the United States today. The student will learn about the various aspects of the US delivery system and how the system functions on different levels from an industry and economic perspective.

HIT 260 WORKFLOW PROCESS & REDESIGN

Credits: 3

(F, S, SU)

Prerequisite: CAPP 120

This course covers fundamentals of health workflow process analysis and redesign as a necessary component of complete practice automation. Process validation and change management are also covered to include workflow analysis and process mapping to support an EHR that will lead to quality and performance improvement.

HIT 265 ELECTRONIC HEALTH RECORD IN MEDICAL PRACTICE

Credits: 3

Term: (F, S, SU)

Prerequisite: CAPP 120

Prerequisite or Corequisite: AHMS 108

Students will learn the personnel functions and associated workflows required in an ambulatory care physician clinic and how to prepare for, implement and use an electronic health record (EHR) to achieve a paperless office environment and improved quality of care. Office function, associated workflow and EHR use will include all office personnel roles from receptionist through nurse and physician. EHR use will include both in-office functions and its role in Health Information Exchange (HIE) with other health care providers and organizations including laboratories, pharmacies, consulting physicians and payers.





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Course Descriptions - History: American (HSTA)

HSTA 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

HSTA 101 AMERICAN HISTORY I

Credits: 3

Term: (F)

Core Class: History

This course surveys the history of the United States from the era of discovery to the Colonial Period and through the Civil War. Topics include the political, social, economic, cultural, and diplomatic developments that contributed to the formation of the North American civilization and to the position of the United States in the world's community of nations.

HSTA 102 AMERICAN HISTORY II

Credits: 3

Term: (S)

Core Class: History

This course is a survey of American history since the Civil War. The focus of the course will be on why events happened and what meaning they had for today's United States. The role of individuals and groups will be as important as the functioning of the more depersonalized economic and political forces of history. Themes of urbanization, industrialization and ethnicity will be emphasized. This course will stress social history as well as traditional political history.

HSTA 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

HSTA 255 MONTANA HISTORY

Credits: 3

Terms: (F, S, SU)

Core Class: History

This course is a study of the major political, social, cultural and economic developments that have contributed to the formation of Montana and to Montana's place within the region, the

nation, and the world, from prehistoric times to the present.



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Course Descriptions - History: World (HSTR)

HSTR 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

HSTR 101 WESTERN CIVILIZATION I

Credits: 3
Term: (F)

Core Class: History

This course examines the major political, economic, and cultural developments of western civilization from its inception in the Fertile Crescent in the fourth millennium B.C. through the era of the Renaissance and Reformation in the 16th Century.

HSTR 102 WESTERN CIVILIZATION II

Credits: 3
Term: (S)

Core Class: History

This course examines the major political, economic, and cultural developments of western civilization from the 17th century to the present.

HSTR 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.





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Course Descriptions - Information Technology Systems (ITS)

ITS 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

ITS 125 FUNDAMENTALS OF VOICE AND DATA CABLING

Credits: 3

Term: (F)

Fundamentals of Voice and Data Cabling is a lecture and hands on course which focuses on industry standards and techniques for the design and implementation of structured cabling systems. Students will demonstrate competency in the installation and termination of both copper and fiber optic cabling including the proper use of tools and test equipment. Course assessments are used to show the student's understanding of the course content. This course is designed around the hybrid learning model. All lab experiences will be on campus.

ITS 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

ITS 210 NETWORK OPERATING SYSTEMS - DESKTOP

Credits: 4

Term: (S)

Prerequisite: CAPP 120

This course examines the role of operating system software and various user interfaces. The primary focus will be on using a command line interface for file management tasks as well as creating and troubleshooting batch files. File management, troubleshooting, application, Internet and administrative functions in a graphical interface will also be examined. This course maps to the MCSE/MCSA Exam 70-270 certification.

ITS 215 NETWORK OPERATING SYSTEMS: DIRECTORY/INFRASTRUCTURE

Credits: 4

Term: (F)

Pre or Co-requisites: CAPP 120, ITS 210

This course provides students with the knowledge and skills that are required to manage accounts and resources, maintain server resources, monitor server performance, and safeguard data in a Microsoft Windows Server 2003 environment. This course will help the student prepare for the following Microsoft Certified Professional exam: 70-290: Managing and Maintaining a Microsoft Windows Servers 2003 Environment. This course will help the student prepare for two of the Microsoft Certified Professional exams.

ITS 217 NETWORK OPERATING SYSTEMS - SERVER ADMIN/APPS

Credits: 4

Term: (S)

Pre- or Co-requisites: CAPP 120, ITS 210, ITS 215

This course provides students with the knowledge and skills to implement, manage, and maintain a Microsoft Windows Server 2003 network infrastructure. The course is intended for systems administrator and systems engineer candidates who are responsible for implementing, managing, and maintaining server networking technologies. These tasks include implementing routing; implementing, managing, and maintaining Dynamic Host Configurations Protocol (DHCP), Domain Name System (DNS), and Windows Internet Name Service (WINS); securing Internet Protocol (IP) traffic with Internet Protocol security (IPSec) and certificates; implementing a network access infrastructure by configuring the connections for remote access clients; and managing and monitoring network access. This course will help the student prepare Microsoft Certified Professional exams.

ITS 220 FUNDAMENTALS OF WIRELESS LANS

Credits: 3

Term: (Based on sufficient demand)

Prerequisite: NTS 105 or CCNA 2 Techprep

The Fundamentals of Wireless LANs is an introductory course which focuses on the design, installation, configuration, operation, and troubleshooting of 802.11a, 802.11b, and 802.11g Wireless LANs. This course is a comprehensive overview of wireless technologies, devices, security, design, and best practices with a particular emphasis on real work applications and skills. Students will be doing a number of hands-on activities using Cisco wireless access points, NICs, and bridges.

ITS 224 INTRODUCTION TO LINUX

Credits: 4

Term: (S)

Prerequisite: CAPP 120, ITS 210

This course will help the student understand the many complex topics of Linux/Unix based systems and help students master Linux network administration. Students will use various learning tools, hands on projects and case projects to allow students to implement the practices they will be learning. This course will help prepare students to successfully complete the CompTIA Linus + exam.

ITS 255 IP TELEPHONY

Credits: 3

Term: (Based on sufficient demand)

Prerequisite: NTS 205 or instructor approval

IP Telephony is an introductory course into the technology and equipment used to provide telephone services by using LAN and WAN based technologies. Students in this highly hands-on course will develop voice over IP (VoIP) networks using the application software, protocols and equipment used in implementing IP telephony in both small and large businesses.

ITS 256 CCNA SECURITY

Credits: 3

Term: (Based on Sufficient Demand)

Prerequisites: NTS 205

CCNA Security aims to develop an in-depth understanding of network security principles as well as the tools and configurations available. The course covers the following concepts:

- Protocol sniffers/analyzers
- TCP/IP and common desktop utilities
- Cisco IOS® Software
- Cisco VPN client
- Packet Tracer
- Web-based resources

Various types of hands-on labs provide practical experience, including procedural and

troubleshooting labs, skills integration challenges, and model building. The curriculum also includes Packet Tracer-based skills integration challenges that build throughout the course and lead to an "exam-like" culminating activity in the last chapter.

ITS 260 CCNP 1: Routing (equiv to 362)

Credits: 4

Term: (F)

Prerequisites: NTS 205, CCNA TechPrep or CCNA certification

Advanced Routing is the first of four courses leading to the Cisco Certified Network Professional (CCNP) certification. Advanced Routing is a lecture and hands-on course which teaches students how to design, configure, maintain, and scale routed networks. Students learn to use VLSMs, private addressing, and NAT to enable more efficient use of IP addresses. This course teaches students how to implement routing protocols such as RIP v2, EIGRP, OSPF, IS-IS, and BGP. In addition, this course details the important techniques used for route filtering and route redistribution. After the completion of this class, students are encouraged to take the CCNP Routing (BSCI) certification exam which is one of the certification exams leading to the CCNP certification.

ITS 264 CCNP 3: Switching (equiv to 364)

Credits: 4

Term: (S)

Prerequisite: NTS 205, CCNA TechPrep or CCNA certification

Multilayer Switching is the third of four courses leading to the Cisco Certified Network Professional (CCNP) certification. Multilayer Switching is a lecture and hands-on course which introduces students about the deployment of the state-of-the-art campus LANs. This course focuses on the selection and implementation of the appropriate Cisco IOS services to build reliable scalable multilayer-switched LANs. Students will develop skills with VLANs, VTP, STP, inter-VLAN routing, redundancy, Cisco AVVID, QOS issues, campus LAN security, and transparent LAN services. After the completion of this class, students are encouraged to take the CCNP Switching certification exam (BCMSN) which is one of the certification exams leading to the CCNP certification.

ITS 280 COMPUTER REPAIR AND MAINTENANCE

Credits: 4

Term: (S)

Pre or Co-requisite: CAPP 120 or instructor approval

The primary purpose of this course is to prepare students to troubleshoot and repair microcomputer systems. This goal is achieved through a three-part effort: (1) theory presentation with regular assessment; (2) hands-on operation and exploration in lab experiments; and (3) troubleshooting applications in the lab. Hands-on training includes servicing microcomputers, identification, installation, and configuration of microprocessors, memory, system boards, power supplies, and floppy and disk drives. The emphasis of this course is both the hardware and operating systems for the CompTia A+ Essentials and IT Technician Certification tests.

ITS 291 CURRENT TOPICS

Credits: Variable

Term: (Based on sufficient demand)

Prerequisites: NTS 104, ITS 215, ITS 217 or instructor approval

This course provides students with supporting knowledge and advanced skills required to set up, configure, use, and support network operating systems. This course also helps prepare the student to meet requirements to become a certified professional. Topics vary and will be determined by industry changes, technological advances, and student interest.

ITS 294 SEMINAR

Credits: Variable

Term: (Based on sufficient demand)

Prerequisites: NTS 204 or instructor approval

Topics vary and will be determined by industry changes, technological advances, and student interest.

ITS 299 CAPSTONE

Credits: 3

Term: (S)

Prerequisites: Sophomore or instructor approval

This is the final course that completes the student's curriculum for the Graphic /Web Design, and the Computer Information Technology degrees. Students will pull together what they have learned in their previous classes and demonstrate their capabilities in preparation for dynamics involved in the preparation of a highly professional and competitive portfolio for interviewing purposes. Discussion and analysis of student work under consideration for portfolio inclusion is emphasized. The Technical track provides students with experience in training and supporting end users, techniques for developing and delivering training modules, and strategies for providing on-going technical support. Emphasis is on problem solving, such as debugging, troubleshooting and interaction with users. Both tracks will prepare and take a certification (geared toward their track), acquire firsthand experience by completing an internship, and study interviewing techniques including preparation of an appropriate resume, personal letterhead, and appropriate methods used for contacting potential employers, personal dress, and attitudes relating to the interview presentation process.



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Course Descriptions - Interior Design (IDSN)

IDSN 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

IDSN 101 INTRO TO INTERIOR DESIGN (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (F, S)

Core Class: Fine Arts

This course introduces design as it relates to interior design, architecture and related professions, through the study of the elements and principles of design and the ways in which humans interact with designed environments and elements.

IDSN 110 HISTORY OF INTERIOR DESIGN I ANCIENT-1900 (CURRENTLY NOT BEING OFFERED)

Credits: 3

Term: (F)

This course offers exposure to stylistic variations found in interior design of the ancient world and traditional Europe. Students will become aware of how these styles have been the impetus for pre-1900 architecture and decorative arts in America.

IDSN 111 HISTORY OF INTERIOR DESIGN II 1900-CONTEMPORARY (CURRENTLY NOT BEING OFFERED)

Credits: 3

Term: (S)

This course is a continuation of the study of the development of the interior environment from the 19th century to the present. The difference in the basic philosophy between 19th and 21st century design is emphasized.

IDSN 122 TEXTILES AND INTERIOR FINISHES (CURRENTLY NOT BEING OFFERED)

Credits: 3

Term: (F)

This course includes the study of textiles and interior finishes used by interior designers. Students will gain familiarity with a wide range of textile products used in both residential and commercial interiors including fiber content and yarn type, application and labeling, performance and maintenance. Students will also study the range and application of wall, ceiling and floor finish materials commonly used in interior design.

IDSN 130 INTERIOR DESIGN GRAPHICS (CURRENTLY NOT BEING OFFERED)

Credits: 3

Term: (F)

Interior Design Graphics provides interior design students with a basic knowledge of building structures, construction techniques and building materials. It introduces the technical skills needed to read and produce drawings used in the practice of interior design, including floor plans, interior elevations, reflected ceiling plans and detail drawings.

IDSN 131 PRESENTATION DRAWING (CURRENTLY NOT BEING OFFERED)

Credits: 3

Term: (S)

Prerequisite: IDSN 130 or equivalent

This course presents the elements of two- and three-dimensional design as related to interior representational drawings. Emphasis is on one- and two-point perspective drawings and sketching. Addition of color to drawings by use of hand and digital methods is introduced.

IDSN 135 FUNDAMENTALS OF SPACE PLANNING (CURRENTLY NOT BEING OFFERED)

Credits: 3

Term: (S)

This course explores the physical and psychological concepts pertaining to interior spaces. Students work with commercial design programs, schematic planning tools, commercial furniture, and universal design concepts to create functional space plans that meet program criteria. Students will explore space planning in relationship to plumbing and mechanical systems and apply NKBA kitchen and bath space planning guidelines. The basic space planning skills and terminology learned are applicable to the NCIDQ exam.

IDSN 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

IDSN 225 LIGHT, COLOR, AND LIGHTING SYSTEMS (CURRENTLY NOT BEING OFFERED)

Credits: 3

Term: (S)

Prerequisite: IDSN 101 and IDSN 130

This course is a continuation of previous experience in color and lighting systems. Students will explore color theory, human response to color, and the properties of light and color. Students will also gain knowledge in lighting systems and specification of lamps and fixtures. The student will learn practical methods for applying these elements of design and demonstrate competency in color usage and lighting systems by designing projects including reflected ceiling plans, lighting and color specification.

IDSN 230 INTERIOR ARCHITECTURAL CAD (CURRENTLY NOT BEING OFFERED)

Credits: 4

Term: (S)

The interior design student will learn basic commands in CAD, and then apply these applications to the creation of residential and commercial construction drawings, furniture plans and 3D rendering using computer-aided drafting. Topics covered include drawing set-up, creation, 2D and 3D color rendering, and plotting.

IDSN 232 ADVANCED DIGITAL GRAPHICS

Credits: 2

Term: (F)

The interior design student will explore advanced presentation techniques current computer-aided drafting and graphic design software. Skills learned will include accurate and realistic 2D and 3D rendering of interior design materials, finishes and lighting effects.

IDSN 240 STUDIO I RESIDENTIAL

Credits: 4

Term: (F)

Prerequisite: Completion of all 100-level technical courses and IDSN 225

This course is a laboratory experience with real-life & hypothetical design projects. The focus of Studio I is primarily residential. Students will develop 2 or 3 complete presentations including but not limited to floor plans, interior elevations, interior perspectives, color board, room finish schedule, and a budget. Students will make oral presentations using the presentation boards to illustrate their design solutions.

IDSN 250 STUDIO II COMMERCIAL

Credits: 4

Term: (S)

Prerequisite: Completion of all 100-level IDSN courses, IDSN 225, IDSN 230, and IDSN 240

Studio II is an advanced laboratory class which focuses on commercial design projects, some for actual clients. Advanced space planning, utilization of appropriate codes and specification writing will be covered. Students will develop 2-3 complete presentations including but not limited to floor plans, interior elevations, interior perspectives, color boards, and specification schedules. Students will make oral presentations using the presentation boards and CAD drawings to illustrate their design solutions.

IDSN 266 KITCHEN AND BATH I

Credits: 3

Term: (F)

Prerequisite: Completion of all 100-level technical courses.

Using the National Kitchen and Bath Association guidelines, students will learn the fundamentals of kitchen and bath design, using NKBA's drawing and presentation standards. Analysis of client needs, specifying products, creating design solutions, residential plumbing and mechanical systems, project drawing and documentation will also be covered.

IDSN 267 KITCHEN AND BATH II

Credits: 3

Term: (S)

Prerequisite: Completion of all 100-level technical courses, IDSN 240, IDSN 266.

This studio course is a continuation of IDSN 166 Kitchen and Bath I. There will be further exploration into products and more advanced design solutions with an emphasis on preparation for the AKBD certification exam.

IDSN 275 PROFESSIONAL PRACTICES

Credits: 3

Term: (F)

Prerequisite: Completion of all 100-level technical courses, IDSN 225, 230

This course is an introduction to business principles and practices related to the interior design profession. Topics include business procedures, methods of charging, and steps involved in business formation. Use of contracts and specifications to achieve desired objectives is covered, as is marketing of professional services and promotion of the firm.

Ethics and professional growth and organizations are discussed. A portfolios will be discussed, and a resume and cover letter will be completed during this class.

IDSN 298 INTERNSHIP

Credits: 5

Term: (S)

This course is a 5 credit class which gives the student 160 hours of experience in the daily operation of an interior design firm or a related business and assists the student in creating a professional portfolio. It provides monitored experience in dealing with clients, customers and other business persons. The student will encounter opportunities to utilize skills and knowledge acquired in previous interior design courses. The discussion and reporting component of this class will be managed online. Prior to graduation, students will be expected to give a brief presentation describing their internship experience and complete a final professional portfolio.



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Course Descriptions - Liberal Studies and Humanities (LSH)

LSH 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

LSH 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

LSH 201 INTRODUCTION TO HUMANITIES

Credits: 3

Term: (F,S,SU Based on sufficient demand)

Core Class: Humanities

This course will examine the major historical, political, and cultural developments of western civilization and the resultant creations of art -- music, art, drama, and literature.

LSH 244 AMERICAN CULTURAL VALUES

Credits: 3

Term: (S)

Core Class: Cultural Diversity

This course surveys change and continuity in American cultural traditions, values, and beliefs from the perspectives of familial, social, and economic organizations. Explores how values and beliefs have been shaped and modified in America's rise as a world power in the context of shifting demographics, class relations, and world economies.





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Course Descriptions - Literature (LIT)

LIT 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

LIT 110 INTRO TO LITERATURE

Credits: 3
Terms: (F,S)

Core Class: Humanities

This course provides the student an opportunity to study the three major literary forms – fiction, poetry, and drama including examples of works from several time periods. Selections will include works by and about minorities and women.

LIT 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

LIT 291 SPECIAL TOPICS - LITERATURE

Credits: 3
Term: (F)

Core Class: Humanities

This course provides the student an opportunity to study major literary forms including fiction, poetry, memoir, creative non-fiction, and drama ranging from a variety of literary movements and time periods. Selections may include works focused on a specific author, genre, theme, country, or historical period, e.g. science fiction, Irish literature, Western literature, short fiction, etc.





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Course Descriptions - Mathematics (M)

M 065 PRE-ALGEBRA

Credits: 4

Term: (F,S, SU)

Prerequisite: Qualifying placement assessment score within the past 3 years effective Fall 2012

Basic concepts relating to fractions, decimals, ratios, proportions, percent, simple equations, topics of signed numbers, and 1-variable linear equations are offered as a review and/or preparation for further studies in mathematics.

M 090 INTRODUCTORY ALGEBRA

Credits: 4

Term: (F,S, SU)

Prerequisite: M 065 with a grade of "B-" or higher, or PASS prior to Fall 2011, or a qualifying placement assessment score within the past 3 years

Introductory Algebra initiates development in students' ability to organize thought processes and systematically solve problems while preparing students for studies in other courses. Course emphasis includes manipulation of variables, exponential applications, introduction to and factoring of polynomials, solving equations, systems of equations, and radicals. This course is intended for students who have not studied algebra but have a firm background in basic mathematics or who wish it as a review.

M 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

M 095 INTERMEDIATE ALGEBRA

Credits: 4

Terms: (F,S, SU)

Prerequisite: M 090 with a grade of "C-" or higher, or a qualifying placement assessment score within the past 3 years

This course offers a review of elementary algebra with further emphasis on systems of equations, determinants, systems of inequalities, rational expressions, radical expressions, complex numbers, quadratic equations, and exponential and logarithmic functions.

M 098 INTRODUCTORY & INTERMEDIATE ALGEBRA

Credits: 5 (This course is comprised of five 1-credit modules)

Terms: (F,S)

Prerequisite: M 065 with a grade of "B-" or higher, or a qualifying placement assessment score within the past 3 years

This course is divided into 5 modules. A grade of 70% or better is required in each module to

satisfy the prerequisites for M 121, 135, 145, and STAT 216.

This course combines material from Introductory Algebra (M 090) and Intermediate Algebra (M 095) into one semester. Introductory Algebra initiates development in student's ability to organize thought processes and systematically solve problems while preparing students for studies in other courses. Course emphasis includes manipulation of variables, exponential applications, introduction to and factoring of polynomials, solving equations, systems of equations, radicals. Intermediate Algebra offers further emphasis on systems of equations, determinants, systems of inequalities, rational expressions, radical expressions, complex numbers, quadratic equations, and exponential and logarithmic functions.

M 108 BUSINESS MATHEMATICS

Credits: 4

Terms: (F, S, SU)

Prerequisite: M 065 with a grade of "B-" or higher, or PASS prior to Fall 2011, or a qualifying placement assessment score within the past 3 years

Students in this course will examine the mathematics of business ownership and will demonstrate an understanding of business decisions. Concepts include marketing, payroll, cash flow, simple and compound interest, credit, promissory notes, insurance, financial statements, ratio analysis, depreciation, annuities, and inventory valuation.

M 121 COLLEGE ALGEBRA

Credits: 3

Term: (F, S, SU)

Prerequisite: M 095 with a "C-" or higher or qualifying placement assessment score within the past 3 years. A grade of 70% or better is required in module of M 098 to satisfy the prerequisite for M 121.

Core Class: Mathematics

This course presents concepts, principles and methods of college-level algebra. Topics to be covered include polynomial, rational, radical, exponential, and logarithmic functions and their graphs, and real and complex numbers.

M 135 MATHEMATICS FOR K-8 TEACHERS I

Credits: 4

Terms: (F)

Prerequisite: M 095 with a "C-" or higher or qualifying placement assessment score within the past 3 years. A grade of 70% or better is required in module of M 098 to satisfy the prerequisite for M 135.

An introduction to problem solving, sets, rational and irrational numbers, operations, functions, numeration systems as mathematical structures, and introducing number theory for prospective elementary school teachers.

M 136 MATHEMATICS FOR K-8 TEACHERS II

Credits: 4

Term: (S)

Prerequisite: M135 with a "C-" or higher

Introductory coordinate geometry, constructions, congruence and similarity, concepts of measurement, problem solving, probability, and statistics for prospective elementary school teachers.

M 145 MATH FOR LIBERAL ARTS

Credits: 3

Term: (F,S)

Prerequisite: M 090 with a grade of "B-" or higher, or a qualifying placement assessment score within the past 3 years. A grade of 70% or better is required in module of M 098 to satisfy the prerequisite for M 145.

Core Class: Mathematics

Basic skills in applicable mathematics including linear quadratic and exponential models,

financial mathematic, trigonometry, and some elementary statistics.

M 151 PRECALCULUS

Credits: 4

Term: (F,S)

Prerequisite: M 121 with a grade of "C-" or higher, or qualifying placement assessment score within the past 3 years.

Core Class: Mathematics

This course prepares students for calculus. It covers polynomial, rational, exponential, logarithmic and trigonometric functions from an algebraic and a graphical perspective including solving related equations, inequalities and applications. Inverse functions, conics, polar coordinates and equations, parametric equations, and trigonometric laws and identities will also be covered.

M 161 SURVEY OF CALCULUS

Credits: 4

Term: (S)

Prerequisites: M 121 with grade of "C-" or higher, or qualifying placement assessment score within the past 3 years

Core Class: Mathematics

A survey of basic calculus including limits, differentiation, and integration with applications to business, biology and social science problems.

M 171 CALCULUS I

Credits: 4

Term: (F)

Prerequisites: M 151 with grade of "C-" or higher, or qualifying placement assessment score within the past 3 years

Core Class: Mathematics

Functions, elementary transcendental functions, limits and continuity, differentiation, applications of the derivative, and curve sketching studied.

M 172 CALCULUS II

Credits: 4

Term: (S)

Prerequisite: M 171 with a grade of "C-" or higher

Integration theory, methods of integration, applications of the integral, Taylor's theorem, infinite sequences, and series are studied.

M 191A Special Topics: Math for Carpentry

Credits: 3

Term: (F)

Prerequisite: Qualifying placement assessment score within the past 3 years

Basic concepts of fractions, decimals, ratios, measurement, and geometry are offered in conjunction with applications revolving around carpentry and construction on each topic.

M 191B Special Topics: Math for Welding

Credits: 3

Term: (F,S, SU)

Prerequisite: Qualifying placement assessment score within the past 3 years

This course reviews fundamental mathematical operations and explains their applications to

the field of welding. Course topics will include: decimal and fraction operations and conversions, the metric and English systems of measurement, and basic geometry as applied to common shapes and forms. Reading and using various measurement tools, including standard and metric rulers, tape measures, and the architect's and engineer's scales will also be covered.

M 273 Multivariable Calculus

Credits: 4

Term: (F)

Prerequisite: M 172 with a grade of "C-" or higher

Core Class: Mathematics

Topics in two and three dimensional geometry. Manipulation and application of vectors. Functions of several variables, contour maps, graphs, partial derivatives, gradients, double and triple integration, vector fields, line integrals, surface integrals, Green's Theorem, Stokes' Theorem, the Divergence Theorem.

M 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.





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Course Descriptions - Machining and Manufacturing Technology (MCH)

MCH 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

MCH 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

MCH 250 MANUFACTURING PROCESSES AND MATERIALS

Credits 3
Term: (F)

The fundamentals of manufacturing are introduced in this course. Capabilities, typical applications, advantages, and limitations of material and process selection for manufacturing are topics covered.





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Course Descriptions - Media Arts (MART)

MART 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

MART 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

MART 231 INTERACTIVE WEB I

Credits: 4

Term: (S)

Prerequisites: CAPP 120 or permission of instructor

This course focuses on the skills and concepts necessary to create effective web pages that include links, graphics, sound, tables, forms, and style sheets using common editors. It also stresses the effective use of search engine optimization, Section 508 compliance, buying a domain name and acquiring a hosting server. Various utilities, such as FTP and graphics editing software, will also be examined and utilized.

MART 232 INTERACTIVE WEB II

Credits: 3

Term: (F)

Prerequisites: GDSN 130 and MART 231, or permission of instructor

This course continues to utilize the skills developed in MART 231 to build Web pages, concentrating on high profile, advanced applications to develop students' skill sets. Students will plan, design, and develop a client web and mobile site. The course includes a thorough examination and implementation of Adobe Dreamweaver.

MART 233 INTERACTIVE WEB III

Credits: 3

Term: (S)

Prerequisites: MART 231

Among Web page builders and programmers there is a necessity to build pages that include programming to allow interaction between the visitor and the site as well as connectivity to databases that serve the client and site owner. This class will explore, examine, and evaluate currently used programming languages that allow Web interactivity and connectivity.



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Course Descriptions - Music (MUSI)

MUSI 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

MUSI 101 ENJOYMENT OF MUSIC

Credits: 3
Term: (F,S)

Core Class: Fine Arts

This course is a comprehensive introduction to the theory, history, and literature of music of Western Civilization. The course examines musical styles through several time periods and is designed to develop the students' aural acuity as well as their intellectual understanding of music as an important contribution to Western culture.

MUSI 103 FUNDAMENTALS OF MUSICAL CREATION

Credits: 3
Term: (F,S, SU)

Core Class: Fine Arts

Designed for the student with little or no musical background, this course introduces the fundamental elements of music reading and notation, including note and rhythmic reading, scales, intervals, and chords.

MUSI 112 COLLEGE CHOIR

Credits: 1
Term: (F,S)

The College Choir is a mixed voice (SATB) choral ensemble designed for students who wish to expand their musical experience. The choral ensemble will perform a range of choral music encompassing a variety of musical periods and styles. The final grade in this course is dependent upon attendance, participation, performance and completion of the written assignments. This course may be used as a concentration course for students earning an A.A. and as a non-concentration course elective for students earning an A.S. This course may be repeated four times for college credit.

MUSI 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification

requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

MUSI 203 AMERICAN POPULAR MUSIC

Credits: 3

Terms: (S, SU based on sufficient demand)

Core Class: Fine Arts

This course will survey musical idioms, styles and trends developed in the United States from 1492 to the present. Included are folk, sacred, country and western, blues, pop, rock and roll, jazz, and fine art music.

MUSI 207 WORLD MUSIC

Credits: 3

Terms: (F, SU based on sufficient demand)

Core Class: Fine Arts

World Music introduces the music of varied cultures of the world by presenting the music within its historical and societal contexts. The course includes topics and musical surveys from Asia, Africa, the Americas and Europe.





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Course Descriptions - Native American Studies (NASX)

NASX 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

NASX 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

NASX 204 INTRO TO NATIVE AMERICAN BELIEFS & PHILOSOPHY

Credits: 3

Term: (F based on sufficient demand)

Core Class: Cultural Diversity

This course will examine, explore, and describe selected Native American Religious systems focusing on origins, world views, religious beliefs, traditions and ceremonies, sacred songs and dance, and the way they have been affected by western civilization. A major focus will be on the Northern Plains People.

NASX 232 MONTANA'S INDIANS: CULTURES, HISTORIES, CURRENT ISSUES (EQUIV TO 332)

Credits: 3

Terms: (F, S, SU)

Core Class: Cultural Diversity

This course focuses on the interactions of Montana's American Indians in socioeconomic structures based on historical and current perspectives including cultural world views, religion, reservations, treaties, vested rights, sovereignty, contemporary tribal governments, and socioeconomic problems.

NASX 240 NATIVE AMERICAN LITERATURE (EQUIV TO 340)

Credits: 3

Term: (S)

Core Class: Cultural Diversity

This course will explore Native American Literature, especially the poetry, novels and fiction

written in the late nineteenth and twentieth centuries. Myths, legends, and songs from the oral tradition will be examined where relevant. Students will also learn the rudiments of a literary vocabulary.



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Course Descriptions - Networking Technology Systems (NTS)

NTS 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

NTS 104 CCNA 1: INTRODUCTION TO NETWORKS

Credits: 3

Term: (F)

Pre or Co-requisite: CAPP 120 or Instructor Approval

Introduces the architecture, structure, functions, components, and models of the Internet and computer networks. The principles of IP addressing and fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. By the end of the course, students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

NTS 105 CCNA 2: ROUTING AND SWITCHING ESSENTIALS

Credits: 3

Term: (F)

Pre or Corequisites: NTS 104

Describes the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with RIPV1, RIPV2, single-area and multi-area OSPF, virtual LANs, and inter-VLAN routing in both IPv4 and IPv6 networks.

NTS 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

NTS 204 CCNA 3: SCALING NETWORKS

Credits: 3

Term: (S)

Prerequisites: NTS 104 and 105

Describes the architecture, components, and operations of routers and switches in a large and complex network. Students learn how to configure routers and switches for advanced functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with OSPF, EIGRP, STP, and VTP in both IPv4 and IPv6 networks. Students will also develop the knowledge and skills needed to

implement DHCP and DNS operations in a network.

NTS 205 CCNA 4: CONNECTING NETWORKS

Credits: 3

Term: (S)

Prerequisites: NTS 104 and 105

Co-requisite: NTS 204

Discusses the WAN technologies and network services required by converged applications in a complex network. The course enables students to understand the selection criteria of network devices and WAN technologies to meet network requirements. Students learn how to configure and troubleshoot network devices and resolve common issues with data link protocols. Students also develop the knowledge and skills needed to implement IPsec and virtual private network (VPN) operations in a complex network.



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Course Descriptions - Nursing (NRSNG)

NRSNG 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

NRSNG 100 INTRODUCTION TO NURSING

Credits: 1 (1 credit Lecture)

Terms: (F,S,SU)

The purpose of this course is to initiate the student to the roles/functions/expectations of the nurse. The course will explore nursing history, current views of nursing, different types of nursing occupations, and educational requirements. The course will expose the students to issues surrounding the profession of nursing.

NRSNG 130 FUNDAMENTALS OF NURSING

Credits: 7 (4 credits Lecture / 3 credits Lab)

Term: (F)

This course introduces students to the clinical skills essential for the nursing role. Also includes complex concepts and behaviors of nursing roles within the context of the nursing process, holistic care and health care. The course emphasizes the theoretical and practical concepts of nursing skills required to meet the needs of patients in a variety of clinical settings. Students will be given the opportunity, in a lab setting, to practice these nursing skills.

NRSNG 135 NURSING PHARMACOLOGY

Credits: 3 (3 credits Lecture)

Term: (F)

This course introduces the principles of pharmacology, including drug classifications and their effects on the body. The course reflects general principles, theories, and facts about drugs and their administration. Principles of action, uses, side effects, and patient education are taught to facilitate the student's learning in the clinical setting. Specific drug information is discussed in relation to assessment, nursing diagnosis, patient monitoring, interventions, patient education and evaluation of safe and effective drug therapy. Emphasis is placed on utilizing the nursing process related to pharmacology and the nurse's ability to think critically.

NRSNG 138 GERONTOLOGY FOR NURSING

Credits: 2 (1 credit Lecture / 1 credit Clinical)

Term: (F)

This course will focus on the nursing management of the older adult. Theories of gerontology and aging will be emphasized. The course will examine the principles of gerontology, challenges of aging, nutrition, pharmacology, pain, elder mistreatment, dying, and

physiological basis of practice. The course will emphasize a holistic approach necessary to provide care for the older adult in diverse care settings. Ethical issues related to the care of the older adult will be explored. In the clinical component of this course, students will be able to safely deliver essential basic skills and show knowledge and concern to patients in the geriatric setting

NRSRG 140 CORE CONCEPTS OF ADULT NURSING

Credits: 7 (4 credits Lecture / 3 credits Clinical)
Term: (S)

This course prepares the student to care for patients experiencing common, well-defined health variations in settings where stable patients are anticipated. Students are introduced to standardized nursing procedures and customary nursing and collaborative therapeutic modalities. The course guides the student through the nursing process when planning nursing care for the common diseases of the following systems: urinary, endocrine, Integumentary, neurological, sensory, gastrointestinal, respiratory, cardiovascular, blood disorders, cancer, sensory, and musculoskeletal. The clinical component provides advancement from in-depth to complex nursing skills, knowledge, and attitudes necessary to care for the acutely ill patient.

NRSRG 142 CORE CONCEPTS OF MATERNAL/CHILD

Credits: 3 (2 credits Lecture / 1 credit Clinical)
Term: (S)

Emphasizing caring, communication, professionalism, and critical thinking, the course provides information about fetal development, prenatal and postnatal care of the mother and newborn. Role of the nurse in meeting the needs of the family is emphasized. Clinical application of caring for the mother and newborn will allow the student to demonstrate acquired knowledge. The course also includes growth and development patterns as well as care of the well and sick child.

NRSRG 144 CORE CONCEPTS OF MENTAL HEALTH

Credits: 2 (2 credits Lecture)
Term: (S)

This course will explore physiological, psychological, sociocultural, spiritual and environmental factors, associated with Mental Health/Illness. Focus will be placed on psychotherapeutic management in the continuum of care, milieu management and special populations with emphasis on individuals, families and communities.

NRSRG 148 LEADERSHIP ISSUES

Credits: 2 (1 credit Lecture / 1 credit Clinical)
Term: (S)

This capstone course provides the Practical Nursing student information regarding the current status of practical nursing. This course assists the nursing student to bridge the role between student and employee. Leadership/management skills, continuing educational needs, licensure requirements, job applications, advanced educational programs and charge nurse responsibilities are included. Students will take the National League of Nursing (NLN) test and receive an application for the State Board of Nursing Examination. There is a forty-five hour clinical to provide the student the experience of organizing the care for a small group of patients (5) in an extended care setting as a patient manager.

NRSRG 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

NRSRG 250 LPN to RN Transition (CURRENTLY NOT BEING OFFERED)

Credits: 3 (3 credits Lecture)

Terms: (F)

Prerequisite: Acceptance into RN program

This course assists students in the transition from LPN/LVN to the RN role. Includes components of lifelong learning, adapting to change, critical thinking, nursing process, legal and ethical issues, math for meds, IV therapy, APA format, scope of practice, and skill review to "socialize" the student into the Associate degree nursing.

NRSRG 252 Complex Care Maternal/Child (CURRENTLY NOT BEING OFFERED)

Credits: 3 (2 credits Lecture / 1 credit Clinical)

Terms: (F)

Prerequisite: Acceptance into RN program

This course prepares the student to provide care to maternal/child clients experiencing acutely changing conditions in settings where outcome is less predictable. Topics include care of the client during childbirth, high-risk pregnancies, obstetrical emergencies, neonatal emergencies, and infants and children requiring complex collaborative care.

NRSRG 254 Complex Care Mental Health Client (CURRENTLY NOT BEING OFFERED)

Credits: 2 (1 credit Lecture / 1 credit Clinical)

Terms: (F)

Prerequisite: Acceptance into RN program

This course will explore physiological, psychological, sociocultural, spiritual, and environmental factors associated with Mental Health/Illness. Focus will be placed on psychotherapeutic management in the continuum of care, milieu management, and special populations with emphasis on individuals, families and communities.

NRSRG 256 Pathophysiology (CURRENTLY NOT BEING OFFERED)

Credits: 3 (3 credits Lecture)

Terms: (F)

Prerequisite: Acceptance into RN program

This course will introduce the student to the basic principles and processes of pathophysiology including cellular communication, genes and genetic diseases, forms of cellular injury, fluid & electrolyte, acid base balance, immunity, stress coping and illness, and tumor biology. Pathophysiology of the most common alterations according to body system will also be discussed as well as the latest developments in research related to each area.

NRSRG 262 Complex Care Adult (CURRENTLY NOT BEING OFFERED)

Credits: 4 (2 credits Lecture / 2 credits Clinical)

Terms: (S)

Prerequisite: Completion of first semester of RN program

This course prepares the student to provide nursing care to adult clients experiencing acutely changing conditions in setting where outcomes are less predictable. Emphasis is placed on the nurse's response to emergent/life-threatening/rapidly changing conditions. Topics covered include collaborative therapeutic modalities related to acute/complex neurological, cardiac, respiratory, hematological, endocrinologic event, shock, sepsis/SIRS. Complex burns, etc.

NRSRG 265 Advanced Clinical Skills Lab (CURRENTLY NOT BEING OFFERED)

Credits: 1 (1 credit Lab)

Terms: (S)

Prerequisite: Completion of first semester of RN program

This course prepares the student to carry out complex nursing interventions across the lifespan. Topics covered include central venous therapy, parenteral nutrition, hemodynamic monitoring, advance airway/ventilator support, fetal heart monitoring, intracranial pressure monitoring, IV medication administration, high risk IV infusions, blood/blood product administration, conscious sedation, advanced wound care, etc.

NRSRG 266 Managing Client Care (CURRENTLY NOT BEING OFFERED)

Credits: 4 (2 credit Lecture / 2 credits Clinical)

Terms: (S)

Prerequisite: Completion of first semester of RN program

This course covers topics related to integrated nursing care of individual clients and groups of clients as well as basic principles related to supervision of nursing practice and management of resources. Topics include: role differentiation among care providers, organization & prioritization, delegation supervision and appropriate practice/practice settings, management of the needs of individual and groups of clients, management of health care resources. Additionally the course helps the student integrate didactic content from all other nursing courses and will help the student in his/her transition from the student role to the role of the Registered nurse. Students will examine legal/ethical issues in nursing, values clarification, conflict resolution & consensus building and effective communication techniques in the employment setting. NCLEX-RN preparation and process are also included as a component of the course. The preceptor-based clinical component allows the student to function in the role of a registered nurse while working one-on-one with a designated RN preceptor.





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Course Descriptions - Nutrition (NUTR)

NUTR 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

NUTR 121 CLINICAL HUMAN NUTRITION

Credits: 2

Term: (S)

Prerequisites: BIOH 201 or CHMY 121

An introduction to basic normal and clinical nutrition. The fundamentals of nutrition and the special nutritional needs throughout the various stages of life will be addressed. The appropriate uses of diet therapy in restoring and maintaining health will also be covered. This class is offered for nursing and pre-nursing students only.

NUTR 125 INTRODUCTION TO PROFESSIONS IN NUTRITION AND DIETETICS (CURRENTLY NOT BEING OFFERED)

Credits: 1

Terms: (S)

Role of dietetic technician in relation to other dietetic and health professions. Other topics include history, current practice, and future trends. Professional ethics, standards of practice, education requirements, and areas of practice for dietetic technicians is addressed. The integration of nutrition and dietetics within health care systems and public policy is discussed.

NUTR 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

NUTR 221 BASIC HUMAN NUTRITION

Credits: 3

Terms: (F,S)

Core Class: Natural Science

The purpose of this course is to understand the science of human nutrition and apply

nutrition and food concepts to the individual during critical stages of the life cycle. To demonstrate the consumer skills needed to achieve optimal nutritional status.

NUTR 222 INTRODUCTION TO NUTRITION SERVICES MANAGEMENT (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (F)

Prerequisite: Admission to the Dietetic Technician Program required

Focus on the management practice in dietetics and foodservice from conceptual to application.

NUTR 225 BASIC LIFE CYCLE NUTRITION (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (S)

Prerequisites: Admission to the Dietetic Technician Program required and NUTR 221

Nutritional needs and health concerns during different stages of life preconception, pregnancy, lactation, infancy, preschool years, middle childhood, preadolescence, adolescence, adulthood and late maturity.

NUTR 226 FOOD FUNDAMENTALS (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (F)

Prerequisites: Admission to the Dietetic Technician Program required and NUTR 22

To develop an understanding of the principles of food composition, preparation, selection, food safety and storage with special reference to physical and chemical changes which occur during normal food preparation.

NUTR 230 NUTRITION COUNSELING (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (F)

Prerequisites: Admission to the Dietetic Technician Program required and NUTR 22

Principles and the application of counseling skills are emphasized as it relates to dietetics.

NUTR 245 INTRODUCTION TO MEDICAL NUTRITION THERAPY (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (SU)

Prerequisites: Admission to the Dietetic Technician Program required and NUTR 22

Medical abbreviations and terminology. Interviewing, counseling and education principles applied to normal and therapeutic nutrition. Diabetic exchanges and calorie counts. Researching medical nutrition topics and the use of computer as applied to nutrition.

NUTR 251 COMMUNITY NUTRITION (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (SU)

Prerequisites: Admission to the Dietetic Technician Program required and NUTR 22

Develop an understanding of factors in the community that influence nutritional status with emphasis on understanding impact of culture on nutrition and health.

NUTR 252 COMMUNITY NUTRITION LABORATORY (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (F)

Prerequisites: NUTR 221 and NUTR 251

For DT Program Students only.

NUTR 260 FOOD SERVICE MANAGEMENT (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (S)

Prerequisites: Admission to the Dietetic Technician Program required and NUTR 221, CULA 105, NUTR 226

Principles of quantity food procurement, production, and presentation. Food safety and sanitation. A major focus on nutrition food service management.

NUTR 261 FOOD SERVICE MANAGEMENT LABORATORY (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (S)

Prerequisites: Admission to the Dietetic Technician Program required and NUTR 221, CULA 105, NUTR 226

Co-Requisites: NUTR 260

Engagement in a variety of food service lab experiences. Work approximately 10 hours per week.

NUTR 270 NUTRITION MEDICAL THERAPY (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (F)

Prerequisites: Admission to the Dietetic Technician Program required and NUTR 221, NUTR 230, NUTR 245

Disease state requiring modified diets. Medical nutrition therapy for various diseases, including diabetes, heart disease, cancer, AIDS, gastrointestinal disorders, renal disease and tube feedings.

NUTR 271 NUTRITION MEDICAL THERAPY LABORATORY (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (S)

Prerequisites: Admission to the Dietetic Technician Program required and NUTR 221, NUTR 230, NUTR 245, NUTR 270

Engagement in a variety of medical nutrition lab experiences. Work approximately 10 hours per week.





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Course Descriptions - Office Technology (OO)

OO 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

OO 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

OO 220 PREPARING RESUMES

Credits: 1

Term: (S)

Prerequisite: Recommended course be taken during students final semester of attendance

Students will study the components of a "winning" resume and go through the steps in preparing a resume. They will identify critical differences among traditional, scannable, and electronic resumes. Personal strengths will be identified and focused to improve marketability in targeted career areas.

OO 221 INTERVIEWING FOR JOBS

Credits: 1

Term: (S)

Prerequisite: Recommended course be taken during students final semester of attendance

This course will help the student master the art of interviews, develop strategies to market themselves, acquire successful interview techniques, navigate interview questions and answers, and utilize good follow-up moves.





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Course Descriptions - Pharmacy (PHAR)

PHAR 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

PHAR 100 INTRODUCTION TO PHARMACY PRACTICE FOR TECHNICIANS

Credits: 2

Terms: (F, S)

The purpose of this course is to initiate the student to the roles/functions/expectations of the pharmacy technician. This course will explore professional courtesy, behavior, dress, and communications, also ethical behavior and confidential communications. This course covers basic communication in the business environment, including: verbal and non-verbal communication, listening, speaking, reading, good customer service and appropriate answers to common interview questions. This course includes the shadowing of a pharmacy technician for 2-3 hours.

PHAR 101 PHARMACY CALCULATIONS

Credits: 3

Terms: (F)

This course teaches calculations used in pharmacy practice including: various systems of weights and measures, dosage determinations, percentage preparations, reducing and enlarging formulas, dilution and concentration. This course provides basic knowledge of the most commonly prescribed pharmaceuticals with an emphasis on classification, indications, therapeutic effects, side effects, interactions, and contraindications.

PHAR 112 INTRO TO PHARMACY PRACTICE, LAW, & CALCULATIONS

Credits: 4

Terms: (S)

Co-Requisites: PHAR 198

This course will be an introduction to the practice of pharmacy and, more specifically, a technician's role in pharmacy and as a career. A brief history of pharmaceutical services and the different areas there in will be covered including differing pharmacy personnel and their roles. Students will be introduced to basic concepts of pharmacy practice, service, and design and learn to develop the necessary skills needed for a technician to communicate effectively as a representative of pharmacy and the profession as well as an intermediary between patients, pharmacists, technicians, and other health care professionals.

PHAR 194 PCE TOPIC

Credits: VARIES

Term: (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

PHAR 198 INTERNSHIP: HOSPITAL & COMMUNITY PHARMACY PRACTICE

Credits: 4

Terms: (S)

Co-Requisites: PHAR 112

Observational training and practice in both acute and ambulatory care pharmacy settings all while under the supervision of a pharmacist. Students will experience dispensing, unit-dose systems, IV admixtures, bulk and sterile compounding, purchasing, control of inventory, order entry, patient profiles, and effective communication skills.



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Course Descriptions - Philosophy (PHL)

PHL 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

PHL 101 INTRODUCTION TO PHILOSOPHY

Credits: 3

Terms: (F, S, SU based on sufficient demand)

Core Class: Humanities

An introduction to philosophy through examination of the thought of selected great philosophers or of traditional positions on classical philosophical problems.

PHL 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

PHL 110 INTRODUCTION TO ETHICS

Credits: 3

Terms: (F, S, SU based on sufficient demand)

Core Class: Humanities

This course introduces ethical theory through an examination of the major schools and the fundamentals of decision-making. It examines general moral theory and applies this theory to moral problems of historical and current interest.

PHL 221 INTRODUCTION TO PHILOSOPHY & BIOMEDICAL ETHICS

Credits: 3


Terms: (F, S)

This course provides a broad overview of the field of biomedical ethics. Topics discussed will include issues such as death and dying, human and animal experimentation, abortion, confidentiality, AIDS, the allocation of medical resources, as well as an examination of the codes of ethics of various health professions.



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Course Descriptions - Photography (PHOT)

PHOT 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

PHOT 154 EXPLORING DIGITAL PHOTOGRAPHY

Credits: 4

Term: (S)

Prerequisite: CAPP 120 or permission of instructor

This course covers fundamental concepts and techniques of photography, including aesthetics and technical aspects as a basis for creating a photographic image. The student will learn to use the camera, practice digital processing, and examine composition. Students will be introduced to the techniques of digital photography and computer imaging. Students will learn how to use photography as a creative tool for self-expression, and still documentation.

PHOT 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.





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Course Descriptions - Physics (PHSX)

PHSX 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

PHSX 105 FUNDAMENTALS OF PHYSICAL SCIENCE/LAB

Credits: 4 (3 lecture, 1 lab)

Terms: (F, S, SU)

Core Class: Natural Science

This course is an introduction to the fundamental behavior of energy and matter. It is divided into two sections: physics and chemistry. Topics discussed in the physics portion include: scientific measurement; motion; work and energy; heat and temperature; and waves (including sound and light). Topics discussed in the chemistry portion include: atomic structure; the periodic table of elements; chemical bonding and nomenclature; chemical formulas and equations; and solutions. Several lab experiments relating to some of these topics will be performed. No prior work in physics or chemistry is assumed for this course, although in order to have the greatest success in this course, it is highly recommended that students possess strong algebra skills.

PHSX 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

PHSX 205 COLLEGE PHYSICS I w/ LAB

Credits: 4 (3 lecture, 1 lab)

Terms: (S)

Prerequisite: High school trigonometry, M 121 with C- or higher OR qualifying placement assessment score

Core Class: Natural Science

First semester of sequence. Topics include kinematics and dynamics of linear and rotational motion; work and energy; impulse and momentum; and fluids. Students will not receive credit if they have passed PHSX 220.

PHSX 220 PHYSICS I w/ LAB (w/ Calculus)

Credits: 4 (3 lecture, 1 lab)

Terms: (S)

Pre-or Co-requisite: M 171 OR qualifying placement assessment score

Core Class: Natural Science

First semester of a three-semester sequence primarily for engineering and physical science students. Covers topics in mechanics (such as motion, Newton's laws, conservation laws, work, energy, systems of particles, and rotational motion) and in mechanical waves (such as oscillations, wave motion, sound, and superposition).



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Course Descriptions - Political Science (PSCI)

PSCI 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

PSCI 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

PSCI 210 INTRODUCTION TO AMERICAN GOVERNMENT

Credits: 3

Terms: (F, S)

Core Class: Social Sciences

This course examines the major institutions of national government and politics. Special emphasis is placed on the Constitution and other political rules of the game as shapers of public consciousness and government policy.



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Course Descriptions - Psychology (PSYX)

PSYX 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

PSYX 100 INTRO TO PSYCHOLOGY

Credits: 3
Terms: (F,S,SU)

Core Class: Social Sciences

This course is an introduction to the nature and scope of the field of psychology as a scientific and human endeavor. Major topics include: historic development of the field; biological and developmental processes; consciousness and perceptions; learning, remembering, and thinking; motivation and emotion; personality and individuality; social behavior; normal stress and coping; and abnormal psychology and treatment methods.

PSYX 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)
Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

PSYX 230 DEVELOPMENT PSYCHOLOGY

Credits: 3
Terms: (F,S,SU)

Core Class: Social Sciences

This course presents the study of human development throughout the lifespan. Study will include: the three domains of development (physical, cognitive and psychosocial); major theories; the influence of genetics; and prenatal development. The overall framework of the course is chronological dividing the lifespan into seven parts: infancy; early childhood; middle childhood; adolescence; early adulthood; middle adulthood; and late adulthood. This organization emphasizes the whole person and assists students to appreciate the ways in which the three domains of development continuously interact.





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Course Descriptions - Reading (RD)

RD 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

RD 101 READING IMPROVEMENT FOR COLLEGE STUDENTS

Credits: 2
Terms: (F,S)

Provides instruction and practice in applying active reading strategies, improving comprehension in content areas, demonstrating critical thinking skills in responding to individual content area reading assignments, and increasing vocabulary to improve academic success. RD 101 prepares students for the demands of college-level reading.

RD 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.





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Course Descriptions - Spanish (SPNS)

SPNS 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

SPNS 101 ELEMENTARY SPANISH I

Credits: 4
Term: (F)

Core Class: Cultural Diversity

An elementary level Spanish course designed to help students acquire basic proficiency in communicating within culturally significant contexts. An integrated approach to teaching language skills with emphasis on vocabulary acquisition and basic grammatical structures.

SPNS 102 ELEMENTARY SPANISH II

Credits: 4
Term: (S)

Prerequisite: SPNS 101 or equivalent

Core Class: Cultural Diversity

This course builds upon the foundation established in SPNS 101. Greater emphasis is placed upon oral and written expression. Reading and discussions are designed to increase comprehension of more linguistically complex texts and more conceptually complex cultural issues.

SPNS 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.





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Course Descriptions - Sign Language (SIGN)

SIGN 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

SIGN 101 INTRO TO AMERICAN SIGN LANGUAGE

Credits: 3
Terms: (F,S)

Core Class: Cultural Diversity

In this course, the student will have an opportunity to develop a basic syntactic knowledge of American Sign Language (ASL), basic vocabulary and basic conversational skills. Vital aspects of deaf culture and community will be incorporated. The direct experience method, using ASL, will be used to enhance the learning process.

SIGN 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

SIGN 201 INTERMEDIATE AMERICAN SIGN LANGUAGE

Credits: 3
Prerequisite: SIGN 101
Terms: (Based on sufficient demand)

Intermediate Am Sign Lang continues the skill development started in SIGN 101. This course will cover instructions in the grammatical features of ASL, vocabulary development, conversational skills, and exposure to the culture of the deaf community.





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Course Descriptions - Sociology (SOCL)

SOCL 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

SOCL 101 INTRODUCTION TO SOCIOLOGY

Credits: 3

Terms: (F,S,SU)

Core Class: Social Sciences

This course offers exposure to fundamentals, perspectives, and terminology of sociology. It includes the study of society and human interaction as it is shaped by social structure and culture. Students also survey the interdependence of social institutions including family, religions, economics, politics, education and occupation, as well as population changes, social differentiation, inequality, deviance, conformity, modernization, social order, and social changes.

SOCL 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.





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Course Descriptions - Statistics (STAT)

STAT 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

STAT 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

STAT 216 INTRODUCTION TO STATISTICS

Credits: 4

Terms: (F,S)

Prerequisite: M 095 or M 116 with a grade of "C-" or higher, or qualifying placement assessment score within the past 3 years. A grade of 70% or better in required in each module of M 098 to satisfy the prerequisite for STAT 216.

Core Class: Mathematics

This course presents concepts, principles, and methods of statistics from two perspectives: descriptive and inferential. Statistical topics include organizing data, sampling, and measures of central tendency, probability, correlation, random variables, hypothesis testing, confidence intervals, and inference.





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Course Descriptions - Sustainable Energy (NRGY)

NRGY 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

NRGY 101 INTRODUCTION TO SUSTAINABLE ENERGY

Credits: 3

Terms: (F)

Prerequisite: M 090 or higher OR a qualifying placement assessment score within the past 3 years

This course provides an overview of sustainable energies including solar, wind, hydro, biomass, and geothermal. Students will learn the basic principles of each technology. Students will also investigate renewable resources and their associated technologies.

NRGY 110 FUNDAMENTALS OF HYDRAULIC/PNEUMATIC SYSTEMS

Credits: 3

Terms: (S)

This course introduces basic hydraulic concepts, formulas, and applications of hydraulic components used for directional, flow and pressure control of circuits. Students will identify and explain safety rules, precautions, test procedures, common components, and operating principles for hydraulic and pneumatic systems commonly found in the energy industry.

NRGY 120 INDUSTRIAL SAFETY AND RIGGING

Credits: 3

Terms: (F)

Prerequisite: M 090 or higher OR a qualifying placement assessment score within the past 3 years

This course provides an overview of safe industrial practices and basic rigging techniques.

NRGY 130 FUNDAMENTALS OF MECHANICAL SYSTEMS

Credits: 3

Terms: (F)

Prerequisite: M 090 or higher OR a qualifying placement assessment score within the past 3 years

This course covers energy industry mechanical systems at the component level. Topics covered include repairing a basic mechanical system, familiarity with basic tooling, and understanding gears and rotational relationships.

NRGY 194 PCE TOPIC

Credits: VARIES

Term: (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

NRGY 210 WIND TECHNICIAN SAFETY

Credits: 4
Terms: (F)
Prerequisites: NRGY 120

This course builds on the safety topics covered in the Industrial Safety and Rigging course and focuses on safety requirements and techniques common in wind energy technician jobs.

NRGY 220 WIND TURBINE EQUIPMENT

Credits: 3
Terms: (F)
Prerequisites: NRGY 120

This course introduces common wind turbine components and equipment. The mechanical systems that make up the subsystems of wind turbines will be covered in addition to structural characteristics and aerodynamic principles.

NRGY 230 WIND TURBINE OPERATIONS AND MAINTENANCE

Credits: 3
Terms: (S)
Prerequisites: NRGY 120

This course exposes students to real-world scenarios that may be encountered in the workplace. Practice of installation, operation, maintenance, troubleshooting, and repair of wind turbine electro-mechanical systems are all included in this course.





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Course Descriptions - Technical Administrative Skills (TASK)

TASK 090 INTRODUCTORY KEYBOARDING

Credits: 3

Term: (F, S)

This course is an introduction of microcomputer keyboarding techniques using the touch system. Lessons cover the keyboard—including the alphabet, number, and symbol keys—and also an introduction to common business formats for email, letters, memos, reports, and tables.

TASK 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

TASK 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.



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Course Descriptions - Welding Technology (WLDG)

WLDG 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

WLDG 103 WELDING FUNDAMENTALS FOR CONSTRUCTION TRADES

Credits: 2

Term: (F,S,SU)

Prerequisites: CSTN 135, CSTN 145, CSTN 161, CSTN 171

Corequisites: CSTN 230, CSTN 260

This course is specifically designed to teach students the basic welding methods that a carpenter might face (i.e. steel studs). Students will cover basic welding processes used in the trade applications.

WLDG 106 WELDING FABRICATION METHODS

Credits: 3

Term: (F,S,SU)

Prerequisites: WLDG 110, WLDG 111, WLDG 117, WLDG 121, WLDG 205

Corequisites: WLDG 120, WLDG 122

This course provides an introduction to basic fabrication of structural steel in accordance with industry standards.

WLDG 110 WELDING THEORY I

Credits: 2

Term: (F,S,SU)

This course covers welding safety, oxy-fuel cutting (OFC) and shielded metal arc welding (SMAW), definitions covering joining common metals, joint and weld classifications, welding positions, power source selection, plus manual and semiautomatic cutting principles, and terminology.

WLDG 111 WELDING THEORY I PRACTICAL

Credits: 3

Term: (F,S,SU)

Corequisite: WLDG 110

Oxy-fuel practical work will involve fusion welding and cutting. Shielded metal arc welding (SMAW) practical work will involve flat and horizontal, vertical, and overhead welding skills using a variety of electrodes.

WLDG 117 BLUEPRINT READING & WELDING SYMBOLS

Credits: 2

Term: (F,S,SU)

This course will introduce blueprints and emphasize reading and interpreting welding symbols. Topics covered include basic blueprint reading for welders; basic lines, basic views, title block information, dimensions, structural shapes, auxiliary views, section views, detail prints, welding symbols and other various blueprint information.

WLDG 120 WELDING THEORY II

Credits: 1

Term: (F,S,SU)

Prerequisites: WLDG 110, WLDG 111, WLDG 117, WLDG 121, WLDG 205

Corequisites: WLDG 122

This course will concentrate on the processes which use inert gas mixtures for shielding during welding. Gas Metal Arc Welding (GMAW), Gas Tungsten Arc Welding (GTAW), Shielded Metal Arc Welding (SMAW), Flux Core Arc Welding (FCAW), and Plasma Arc Cutting (PAC) operations will be thoroughly covered. Process selection and use for welding ferrous and nonferrous metals will be covered.

WLDG 121 WELDING THEORY II PRACTICAL

Credits: 3

Term: (F,S,SU)

Corequisite: WLDG 110, WLDG 111

Practical work involves the application of SMAW, FCAW, GMAW and GTAW as it is used in industry today. Use of the various modes of metal transfer, joint styles, welding positions, welding of carbon and stainless steels, and aluminum alloys on various joint styles and in various welding positions, and manipulation techniques will be emphasized.

WLDG 122 WELDING THEORY III PRACTICAL

Credits: 3

Term: (F,S,SU)

Prerequisites: WLDG 110, WLDG 111, WLDG 117, WLDG 121, WLDG 205

Corequisites: WLDG 120

This course continues skill development from WLDG 121. Practical work involves the application of SMAW, FCAW, GMAW and GTAW as it is used in industry today. Use of the various modes of metal transfer, joint styles, welding positions, welding of carbon and stainless steels, and aluminum alloys on various joint styles and in various welding positions, and manipulation techniques will be emphasized.

WLDG 130 INTRODUCTION TO STRUCTURAL WELDING

Credits: 3

Term: (F,S,SU)

Prerequisites: WLDG 110, WLDG 111, WLDG 117, WLDG 121, WLDG 205

Corequisites: WLDG 120, WLDG 122

This course covers Gas Metal Arc Welding (GMAW), Shielded Metal Arc Welding (SMAW), and Flux Core Arc Welding (FCAW) of structural steel and stresses certification code welding on plate and structural steel in all positions. Course instruction and related information will include Gas Metal and Flux Core Arc Welding equipment and welding variables, shielding gases, troubleshooting equipment and weld defects, welder certification and welding codes.

WLDG 185 WELDING QUALIFICATION TEST PREPARATION

Credits: 2

Term: (F,S,SU)

Prerequisites: WLDG 110, WLDG 111, WLDG 117, WLDG 121, WLDG 205

Corequisites: WLDG 120, WLDG 122

This is an advanced course in Gas Metal Arc Welding (GMAW), Shielded Metal Arc Welding (SMAW), and Flux Core Arc Welding (FCAW) procedures to prepare for industrial certification. This includes welding single v-groove butt joints with backing strips in the flat, horizontal, vertical, and overhead position following the American Welding Society (AWS) and the American Society of Mechanical Engineers (ASME) code specifications.

WLDG 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

WLDG 205 APPLIED METALLURGY

Credits: 2

Term: (F,S,SU)

This course covers basic metallurgical principles and their relationship to the following processes: welding, machining, forming, heat treating, and finishing of ferrous and nonferrous metals. Includes applied metallurgy lab testing exercises.



Great Falls College MSU | 2100 16th Ave. South | Great Falls, MT 59405

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Course Descriptions - Women's and Gender Studies (WGSS)

WGSS 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

WGSS 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

WGSS 242 GENDER AND EQUALITY

Credits: 3

Terms: (S, F, SU based on sufficient demand)

Core Class: Humanities

The human cultural role of gender is examined in relation to historical perspectives, business, social and familial organizations, world views, technology, and perception of self.



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Course Descriptions - Workshops (WKSP)

WKSP 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

WKSP 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.



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Course Descriptions - Writing (WRIT)

WRIT 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

WRIT 095 DEVELOPMENTAL WRITING

Credits: 4

Terms: (F, S, SU)

Prerequisite: Qualifying placement assessment score

Developmental Writing prepares students for college-level reading and composition in WRIT 101. The course introduces students to critical reading practices within thematic non-fiction, fosters student critical thinking based on textual analysis, and encourages questioning and exploration. Writing paragraphs and short essays provides a review and reinforcement of principles of English grammar and punctuation associated with successful college-level writing. Confidence and ability to write clear and effective sentences are assumed.

WRIT 098 ACCELERATED DEVELOPMENTAL WRITING

Credits: 1

Terms: (F,S)

Prerequisite: Qualifying placement assessment score

Co-requisite: WRIT 101

This course combined material from WRIT 095, Developmental Writing and WRIT 101, College Writing I into one semester. Students who score a 6 or higher on the COMPASS e-Write may enroll concurrently in Accelerated Developmental Writing and Writ 101, College Writing I. Emphasis is placed on pre-writing skills, organizational techniques, development of ideas, narrowing and expanding topics, improving grammar, and developing critical reading strategies. Confidence and ability to write clear and effective sentences are assumed. Students must meet entry requirements to enroll int this course.

WRIT 101 COLLEGE WRITING I

Credits: 3

Terms: (F,S,SU)

Prerequisite: WRIT 095 with a grade of "C-" or higher or qualifying placement assessment score

Core Class: Written Communication

This class develops students' skills in reading and writing for academic purposes through reading and writing expository essays, argumentative essays, and research papers. Essay assignments emphasize structure, argument, development of ideas, clarity, style, and diction. Students are expected to write without faults in grammar or usage.

WRIT 104 WORKPLACE COMMUNICATIONS

Credits: 2 Terms: (F, S)

This course reviews the basic elements of grammar and language arts skills in business writing. Emphasis is placed on writing business letters and emails for a variety of business applications. Letters of application and resumes are also covered.

WRIT 122 INTRO TO BUSINESS WRITING

Credits: 3

Terms: (F,S)

Prerequisite: WRIT 095 with a grade of "C-" or higher, qualifying placement assessment score, or instructor approval

This course emphasizes the importance of writing business documents that are clear, concise, correct, complete, and courteous. Emphasis is placed on format, tone, and organization of business letters, memos, emails, and reports for a variety of business situations.

Appropriate grammar and language arts skills are also taught.

WRIT 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

WRIT 201 COLLEGE WRITING II

Credits: 3

Terms: (F, S)

Prerequisite: WRIT 101

College Writing II, a continuation of WRIT 101: College Writing I, is designed for transfer students or for those who want to continue to develop critical reading and composition skills. In this course, students read advanced-level texts and discuss, think critically, and write analytical, argumentative, and persuasive essays about them. This class requires a research paper. Emphasis is placed on persuasive techniques, library research methods, and documentation. The ability to write short essays is assumed.

WRIT 220 BUSINESS & PROFESSIONAL WRITING

Credits: 3

Terms: (F,S)

Prerequisite: WRIT 095

Students will develop work-related skills producing both business communications and technical documents. Business letters and memos address a variety of business contexts. Instructions, technical descriptions, proposals, feasibility studies, and management plans reflect working documents that emphasize structure, format, and tone for a variety of professional audiences. This high-level course is taught by computer-assisted instruction. Business Admin - Entrepreneurship students should register for both BMGT 210 and WRIT 220 in their last semester. On-campus offering of WRIT 220 is recommended for Business Admin - Entrepreneurship students.





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Faculty & Administrative Staff

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

A

Sandra I. Allen, CST Surgical Technology A.S., Miami Dade Community College

B

Leonard Bates Respiratory Care M.Ed., Montana State University – Northern
B.A., State University of New York, Albany
A.S., San Antonio College

Sandra Bauman Academic Advisor M.S., Montana State University Billings
B.A., Montana State University

Kristen Bryson Librarian M.L.S., Texas Woman's University

Brad Bechard Physical Therapy Assistant
Program Director DPT, University of Montana
M.S. University of Mary
B.S. Montana State University

Marilyn Besich Business Management/
Entrepreneurship Ed.D., Montana State University
M.A.S. & B.A., University of Montana

Ed Binkley SWAMMEI Grant Fiscal
Manager M.B.A., Illinois State University
B.A., Millikin University

Richard Blevins Medical Director,
Respiratory Care M.D., University of Colorado
B.S., Montana State University

Mary Kay Bonilla Executive Director,
Human Resources B.S., University of Montana

Sean Bragg Welding Certified Welder

Brittany Budeski Director of Admissions &
Advising M.S., University of Great Falls
B.S., University of Great Falls

C

Brenda Canine NANSLO Lab Manager Ph.D., Washington State University
B.S., University of Idaho

Dan Casmier Chemistry Ph.D., University of Washington
B.S., Pacific Lutheran University

| | | |
|---------------------|--|---|
| Brian Cayko | Respiratory Care | M.B.A. University of Mary B.S. Montana State University A.A.S Great Falls College Montana State University |
| Pamela Christianson | Medical Assistant Program Director | M.S. National American University B.S. St. Cloud State University A.S. Cambridge Community College |
| Camille Consolvo | Associate Dean of Student Services | Ph.D., Florida State University M.S., Southwest Missouri State University B.S., Southwest Missouri State University |
| Susan Cooper | Health Sciences | M.S., University of Arizona B.A., University of Missouri – St. Louis |
| Tawnia Cummings | Instructional Designer | M.S., Grandview University B.A., University of Iowa |
| D | | |
| Dennis Devine | Facilities Director | B.S. Montana State University |
| Kerry Dolan | Accounting | MPAc., Montana State University B.S., Montana State University |
| E | | |
| Donna Eakman | Office Technology | M.S., University of Montana B.S., Montana State University |
| F | | |
| Matt Fisher | Biology | M.A., Western Washington University B.S., University of Oregon A.A., Chemeketa Community College |
| Clarice Flood | Mathematics | M.A., California State University, Sacramento B.S., University of California, Davis |
| Teri M. Ford Dwyer | Business Management/Entrepreneurship | M.B.A. & B.A., University of Montana |
| Leanne Frost | Developmental Education & Transfer Division Director | M.Ed., Montana State University Billings B.A., Brigham Young University |
| G | | |
| Kyle Gillespie | Welding | Certified Welder |
| Bruce Gottwig | Computer Information Technology | Ed. D., University of Montana M. Ed., Lesley University B.S., Montana State University Billings |
| Kristen Grue | Career Coach, Health Sciences | M.S., Montana State University B.S., Montana State University |

| H | | |
|--------------------|--|---|
| Leah Habel | Financial Aid Director | B.A., Carroll College |
| Jaime Hauer | Academic Advisor | M.A., Argosy University B.A., Carroll College A.S., Great Falls College Montana State University |
| Lori Ann Heinen | Surgical Technology | B.A., University of Great Falls A.A.S., Great Falls College Montana State University |
| Joel Henderson | Emergency Medical Services | B.A.S. Emphasis on EMS A.A.S., Great Falls College Montana State University |
| Sandra Heyward | Nursing | M.S.N., Chamberlain College of Nursing B.S.N., Eastern University A.A.S., Montgomery County Community College |
| J | | |
| Lorene Jaynes | Executive Assistant to the CEO/Dean | B.A., Montana State University - Billings A.A.S., Great Falls College Montana State University |
| Courtney Johnsrud | Director of Retention, Transfer, & Career Services | M.Ed., Montana State University – Northern M.A., John Jay College B.A., Beloit College |
| Jocelyn Juelfs | Dental Hygiene | B.A., Montana State University - Billings A.A.S., Great Falls College Montana State University |
| K | | |
| Jill Schaefer Keil | Mathematics | M.A.T., University of Montana B.S., University of Great Falls |
| Lanni Klasner | Interim Director of Communications and Marketing | B.S., Montana State University Billings |
| Kelsey Kojetin | SWAMMEI Workforce Navigator | B.A., University of Montana |
| Rhonda Kueffler | Web/Graphic Design | A.A.S., Great Falls College Montana State University |
| L | | |
| Amy LePage, M.D. | Medical Director, Emergency Services | M.D., University of Washington B.A., Carroll College |
| Thomas Liston, RT | Radiologic Technology | Montana State Licensed RT |
| Quincie Lords | Science Lab Instructor | B.S., Montana State University – Northern |
| Frankie W. Lyons | Health Sciences Division Director | Ed.D, North Carolina State University M.H.A., University of North Carolina-Charlotte B.S., University of Caroline-Chapel Hill |

| M | | |
|-------------------|---|--|
| Lisa Machuga | Physical Therapist Assistant | B.S., Tarleton State University A.A.S., Great Falls College Montana State University |
| Kim Martin | Director, Nursing Program | M.S.N., Walden University BSN, Messiah College |
| Cherie McKeever | Biology | D.V.M., University of Illinois B.S., University of Illinois College of Veterinary Medicine |
| Linda McNeill | Director, Customized Business Programs | B.S., Minot State College |
| Katherine Meier | Director of Disability and Learning Services | M.Ed. & B.A., University of Great Falls |
| Julie Myers | Interior Design | M.F.A., University of Montana B.A., Montana State University |
| N | | |
| Elfriede Neber | Behavioral Sciences | M.S., California State University, Fullerton B.A., City College of the City University of New York |
| Teresa Neuman | Nursing | B.S.N., Montana State University |
| Deborah Newton | Medical Billing & Coding | Ph.D., New Mexico State University M.A. & B.S., New Mexico State University |
| O | | |
| Thomas Oakberg | Mathematics | M.S. & B.S., Montana State University |
| Eleazar Ortega | Academic Advisor | M.S., California State University Fresno B.S., University of Southern California |
| P | | |
| Jana Parsons | English | M.A., Arizona State University B.A., Western Washington University A.A., Yakima Valley Community College |
| Heidi Pasek | Associate Dean of Instruction, Assessment and General Education | Ed. D., Montana State University M.P.C., University of Great Falls B.S., Utah State University |
| Roger Peffer | Biology | M.S., Eastern Washington University B.S. & B.A., Evergreen State College A.A., Green River Community College |
| Bridgette Pence | Pathways Advisor | B.A., Eastern Washington University |
| Christine Perkins | Pathways Advisor | M.S., Montana State University - Northern B.S. Montana State University Billings |
| Carmen Perry | Dental Assisting | M.Ed., Montana State University B.S. & A.A., University of Great Falls |
| Kathryn Peterson | Health Information Technology | M.A. The College of Scholastica B.S. Eastern Montana College A.A.S. Great Falls College Montana State University |
| Mark Plante | Mathematics | M.S., Montana State University B.A., University of Minnesota A.A., Lakewood Community College |

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| Jeri Pullum | Grant Writer | M.S., Nova Southeastern University B.A., University of Montana |
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| Leigh Ann Ruggiero | English | MFA, University of Maryland B.A., Wheaton College |
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| Teresa Rivenes | Director, Academic Support | Ph.D., Capella University M.S., Capella University B.A., Weber State University |
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| Patrick Schoenen | Carpentry | B.S. University of Montana-Western |
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| Valerie Smith | Mathematics | M.S., Montana State University B.S., Montana State University |
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| Matthew Springer | SWAMMEI Grant Project Director | M.P.A., University of Oregon B.A., Colorado College |
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| Cheryl Stanley | Instructional Designer | M.Ed., University of Phoenix B.A., Purdue University |
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| Gail Staples | Dental Hygiene | B.A., Carroll College |
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|-----------------|-------------------------|---|
| Cynthia Stevens | Fine Arts or Humanities | Master of Music, University of Tennessee Bachelor of Music, Maryville College B.A., Maryville College |
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| Darryl Stevens | CFO/Associate Dean of Administration & Finance | Ph.D., University of Houston M.A., University of Houston – Clear Lake B.A., Texas A&M University |
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|--------------|---------------------------|--------------------------|
| Greg Stivers | Academic Transfer Advisor | B.A., Grand View College |
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| Cody Strunk | Sustainable Energy Technology | A.A.S., Great Falls College Montana State University |
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T**V**

| | | |
|--------------------------|---------------|--|
| Lawrence J. Vaccaro, Jr. | Communication | M.Ed., Montana State University – Northern M.A., University of Northern Colorado M.S., Air Force Institute of Technology B.A.A.S., Southwest Texas State University |
|--------------------------|---------------|--|

W

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|--------------------|-----------|--|
| Dena Wagner-Fossen | Registrar | B.A., Wittenberg University B.S., University of Montana-Western |
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| Kayce Waite | Budget & Purchasing Officer | A.A.S., Great Falls College Montana State University |
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| Lynn Ward | Health Information Technology | M.S. Saint Joseph's College B.S., Southern New Hampshire University |
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| Kenneth Wardinsky | Chief Information Officer | M.S.M., Colorado Technical University B.A.S., Montana State University – Northern |
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A.A.S., Great Falls College Montana
State University

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|----------------|---|---|
| Brian Wergin | Welding | Certified Welder |
| Susan Whatley | Medical Transcription Program Director | B.S., Southeastern University |
| Laura Wight | Director of eLearning & Library Services | M. Ed., South Dakota State University M.S.L.S., Clarion University B.A. Norwich University |
| Robin Williams | Dental Assisting | M.S. & B.S., Montana State University |
| Susan Wolff | CEO/Dean | Ed.D., Oregon State University M.Ed., Oregon State University B.S. Montana State University |
| Kim Woloszyn | Dental Hygiene - Program Director | B.A., Carroll College |
| Mandy Wright | English | M.Ed., Montana State University M.A., Montana State University B.A., Carroll College |

Z





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Support Personnel

- Lisa Albert - Human Resources
- Kellie Anderson - Bookstore
- Carol Berg - Testing Services
- Jennifer Bergner - Developmental Education & Transfer Division
- Beryl Bonahoom - Student Central
- David Bonilla - Computer Support
- Wayne Breau - eLearning
- Courtney Brooks - Bookstore
- Pamela Buckheit - Business, Tech & Trades Division
- Mike Campbell - Veterans Success
- Jim Carrier - Facilities
- Marie Cherry - Accounting
- Monte Cobb - Welding
- Beth Cooper - Library
- Valerie Dobbs - Testing Services
- Jillian Ehnnot - Accounting
- Susana Ferdinand - Bookstore
- Julie Freshly - Associate Dean of Student Services Office
- John Frisbee - Computer Support
- Cynthia Gahagan - SWAMMEI Grant
- Kathleen Haggart - Payroll
- Steven Halsted - Bookstore
- Jan Hergesheimer – Financial Aid
- Lindsey Jones - Community Relations
- Mike Logan - Facilities
- Jim Lopuch - Construction Trades
- Stacy Lowry - Development Education & Transfer Division
- Craig Lucas - Facilities
- Loretta Marquis - Bookstore
- Alicia McCalla – Student Accounts
- Cheryl McGee - Facilities
- Charla Merja - Associate Dean of Academic Affairs Office
- Lee Ann Myllymaki - Financial Aid
- James Nieman - Facilities
- Emily Peterson - Health Science Division
- Bailey Pettit - Student Accounts
- David Pratt - Student Central
- Tyler Redding - Welding
- Juanita Reyes - Financial Wellness
- Deborah Richerson – Outreach
- Carmen Roberts - Associate Dean of Administration & Finance Office
- Erica Rominger - Recruiter
- Julie Rummel - Financial Aid
- Jo Ann Running Fisher - Isskiniip Project, Health Sciences
- Steven Schaefer - Testing Services
- Greg Schauer - Facilities
- Holly Schott – Dental Clinic Manager
- Brianne Sollid – Human Resources
- Eugene Stewart - Facilities
- EJ Suek - Computer Support
- James Sweat - Print Center
- Timothy Thomas - Facilities
- Benjamin Truman - Library
- Karen Vosen - eLearning
- Ali Winberry - Web/Graphic Designer
- Nicole Zimmerman - Student Central





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Accreditation - Regional Accreditation

Great Falls College MSU is accredited by the [Northwest Commission on Colleges and Universities \(NWCCU\)](#). Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

Northwest Commission on Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052
(425) 558-4224
www.nwccu.org

Detailed information may be found on the [Accreditation Process](#) and [Accreditation Reports](#) pages.

Program Accreditation

Dental Assisting

Accredited by the American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, Illinois 60611
Tel (312) 440-4653

Medical Assisting

The Great Falls College MSU Medical Assistant Program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB). CAAHEP
1361 Park Street, Clearwater, FL 33756,
(727) 210-2350.

Dental Hygiene

Accredited by the American Dental Association

Physical Therapist Assistant

Commission on Accreditation in Physical

Commission on Dental Accreditation
211 East Chicago Avenue
Chicago, Illinois 60611
Tel (312) 440-4653

Therapy Education (CAPTE)
American Physical Therapy Association
1111 North Fairfax Street
Alexandria, VA 22314
accreditation@apta.org
Tel (703) 684-2782 or (703) 706-3245

Paramedic

Accredited through Commission on Accreditation of Allied Health Education Programs (CAAHEP)
1361 Park Street
Clearwater, FL 33756
Tel (727) 210-2350
mail@caahep.org

In collaboration with Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)
8301 Lakeview Parkway Suite 111-312
Rowlett, TX 75088
Tel (214) 703-8445
Fax (214) 703-8992
<http://coaemsp.org/Contact.htm>

Health Information Coding Specialist

This program is approved by:
American Health Information Management Association (AHIMA)
Assembly on Education
233 N. Michigan Avenue, Suite 2150
Chicago, IL 60601-5800
Tel (312) 233-1100

Health Information Technology

Commission on Accreditation for Health Informatics & Information Management Education (CAHIIM)
Accreditation Services
c/o AHIMA
233 N. Michigan Ave, Suite 2150
Chicago, IL 60601-5800

Interior Design Program

National Kitchen and Bath Association
687 Will Grove Street
Hackettstown, NJ 07842
800-843-6522 www.nkba.org

Practical Nurse Program

Approved by the Montana State Board of Nursing
301 South Park, Room 430
PO Box 200513 Helena, MT 59620-0513
Tel (406) 841-2300 Receptionist

Respiratory Care

Commission on Accreditation for Respiratory Care (CoARC)
1248 Harwood Road
Bedford, TX 76021-4244
Tel (817) 283-2835
www.coarc.com

Surgical Technology

Commission on Accreditation of Allied Health Education Programs (CAAHEP)
1361 Park Street
Clearwater, FL 33756
Tel (727) 210-2350

Accreditation Review Committee on Education in Surgical Technology (ARC-ST)
6 West Dry Creek Circle
Suite 210 Littleton, CO 80120
Tel (800) 637-7433 or (303) 694-9130



Great Falls College MSU | 2100 16th Ave. South | Great Falls, MT 59405

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ASSOCIATE OF ARTS DEGREE**WITH ACCOUNTING AND BUSINESS COURSEWORK TRANSFER TO MONTANA TECH**

The Associate of Arts with articulated coursework in Accounting and Business is designed for students interested in a baccalaureate degree in Business & Information Technology with Management Option at Montana Tech.

The Associate of Arts (AA) focuses on education across academic disciplines. Focusing on integration of information while increasing a student's employability, the AA focuses on transferability to a baccalaureate program. To receive the AA degree, the following requirements must be completed:

- Montana University System Core Requirements (31 semester hours);
- Computer Skills/Usage requirement (3 semester hours);
- 9 credits of coursework in Arts, Humanities, and Social Sciences
- 17 credits of Electives; and
- A final cumulative grade point average of at least 2.0.

Courses taken to fulfill one specific requirement, including courses in the Elective block, may not be used to fulfill another specific requirement; thus, a course taken to fulfill the Natural Science requirement in the Montana University System Core may not be used as an Elective.

OUTCOMES: GRADUATES are PREPARED TO:

- Demonstrate the outcomes achievable by completing the Montana University System Core;
- Select and use the appropriate technologies for personal, academic or career tasks;
- Think critically in evaluating information, solving problems and decision-making;
- Consider the application of the natural and physical sciences and mathematics in the context of today's world.

Estimated Resident Program Cost*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 7,726 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books/Supplies | \$ | 1984 |
| TOTAL: | \$ | 9,850 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

OFFERED ONLINE AND ON CAMPUS**GFC MSU ADDITIONAL GRADUATION REQUIREMENT**

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

MONTANA UNIVERSITY SYSTEM CORE COURSES- 31 SEMESTER HOURS**COMMUNICATION--6 CREDITS (3 credits written, 3 credits verbal)**

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|----------------|------------|---------------------------------|----------------|------------------|
| Written | | | | |
| WRIT | 101** | College Writing I | 3† | _____ |
| Verbal | | | | |
| COMX | 111 | Introduction to Public Speaking | 3† | _____ |

MATHEMATICS--3 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|----------------------------|----------------|------------------|
| STAT | 216** | Introduction to Statistics | 4† | _____ |

HUMANITIES/FINE ARTS--6 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|------------|------------------------------------|----------------|------------------|
| Humanities | | | | |
| CRWR | 240 | Intro to Creative Writing Workshop | 3† | _____ |
| LIT | 110 | Intro to Literature | 3† | _____ |
| LIT | 291 | Special Topics - Literature | 3† | _____ |
| PHL | 101 | Introduction to Philosophy | 3† | _____ |
| PHL | 110 | Introduction to Ethics | 3† | _____ |
| WGSS | 242 | Gender and Equality | 3† | _____ |
| Fine Arts | | | | |
| ARTH | 160 | Global Visual Culture | 3† | _____ |
| ARTZ | 101 | Art Fundamentals | 3† | _____ |
| ARTZ | 105 | Visual Language - Drawing | 3† | _____ |
| IDSN | 101 | Introduction to Interior Design | 3† | _____ |
| MUSI | 101 | Enjoyment of Music | 3† | _____ |
| MUSI | 103 | Fundamentals of Music Creation | 3† | _____ |
| MUSI | 203 | American Popular Music | 3† | _____ |
| MUSI | 207 | World Music | 3† | _____ |

NATURAL SCIENCE--7 CREDITS (Must include 1 lab course)

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--|----------------|------------------|
| BIOB | 101** | Discover Biology | 4† | _____ |
| BIOB | 160** | Principles of Living Systems/Lab | 4† | _____ |
| BIOB | 170** | Principles of Biological Diversity/Lab | 4† | _____ |
| BIOH | 104** | Basic Human Biology/Lab | 4† | _____ |
| CHMY | 101 | Discover Chemistry | 3† | _____ |
| CHMY | 121** | Intro to General Chemistry/Lab | 4† | _____ |
| CHMY | 141** | College Chemistry I/Lab | 4† | _____ |
| CHMY | 143* | College Chemistry II/Lab | 4† | _____ |
| GEO | 101 | Introduction to Physical Geology/Lab | 4† | _____ |
| NUTR | 221 | Basic Human Nutrition | 3† | _____ |
| PHSX | 105 | Fund Physical Science w/Lab | 4† | _____ |

SOCIAL SCIENCES / HISTORY--6 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|------------------------|------------|----------------------------------|----------------|------------------|
| Social Sciences | | | | |
| CJUS | 121 | Introduction to Criminal Justice | 3† | _____ |
| PSCI | 210 | Intro to American Government | 3† | _____ |
| PSYX | 100 | Introduction to Psychology | 3† | _____ |
| PSYX | 230 | Developmental Psychology | 3† | _____ |
| SOCI | 101 | Introduction to Sociology | 3† | _____ |
| History | | | | |
| HSTA | 101N | American History I | 3† | _____ |
| HSTA | 102N | American History II | 3† | _____ |
| HSTA | 255N | Montana History | 3† | _____ |
| HSTR | 101 | Western Civilization I | 3† | _____ |
| HSTR | 102 | Western Civilization II | 3† | _____ |

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CULTURAL DIVERSITY--3 CREDITS

| <u>COURSE NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|-------------------|---|----------------|------------------|
| ANTY 101 | Anthropology – The Human Experience | 3† | _____ |
| BMKT 242 | Introduction to Global Markets | 3† | _____ |
| LSH 244 | American Cultural Values | 3† | _____ |
| NASX 204N | Intro to Native American Beliefs & Phil | 3† | _____ |
| NASX 232N | Montana Indians: Cultures, Hist, & Issues | 3† | _____ |
| NASX 240N | Native American Literature (equiv to 390) | 3+ | _____ |

CULTURAL HERITAGE OF AMERICAN INDIANS--3 CREDITS †

Courses with an "N" behind the course title will fulfill the Cultural Heritage of American Indians requirement as well as a designated core area requirement.

II. COMPUTER SKILLS/USAGE--3 CREDITS †

| <u>COURSE NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|-------------------|---------------------------|----------------|------------------|
| CAPP 120 | Introduction to Computers | 3† | _____ |

III. CONCENTRATION IN ARTS, ACCOUNTING, BUSINESS, HUMANITIES, AND SOCIAL SCIENCES--9 CREDITS†

| <u>COURSE NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|-------------------|--------------------------|----------------|------------------|
| ACTG 101** | Accounting Procedures I | 3+ | _____ |
| ACTG 102* | Accounting Procedures II | 3+ | _____ |
| BGEN 105 | Introduction to Business | 3+ | _____ |

IV. ARTICULATION COURSEWORK – 27 CREDITS**ANY OF THE FOLLOWING:**

| <u>COURSE NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE</u> |
|-------------------|------------------------------|----------------|--------------|
| ACTG 201* | Principles of Fin Acct | 3+ | _____ |
| ACTG 202* | Principles of Mang Acct | 3+ | _____ |
| BGEN 235* | Business Law | 3+ | _____ |
| BMGT 235* | Management | 3+ | _____ |
| BMKT 225* | Marketing | 3+ | _____ |
| CAPP 156* | MS Excel | 3+ | _____ |
| CAPP 158* | MS Access | 3+ | _____ |
| ECNS 201 | Principles of Microeconomics | 3+ | _____ |
| ECNS 202 | Principles of Macroeconomics | 3+ | _____ |

TOTAL PROGRAM CREDITS - 71

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

OUTLINE FOR COMPLETION OF BACHELOR OF SCIENCE IN BUSINESS & INFORMATION TECHNOLOGY WITH INFORMATION TECHNOLOGY OPTION FROM MONTANA TECH

The Associate of Arts with articulated coursework in Accounting and Business is designed for students interested in a Bachelor of Science in Business & Information Technology with Management Option degree at Montana Tech.

| <u>COURSE NO.</u> | <u>TITLE</u> | <u>CREDITS</u> |
|-------------------|--|----------------|
| ACTG 410 | COST/MGMT/ACCT I | 3 |
| ACTG 301 | INTERMEDIATE ACCOUNTING | 3 |
| ACTG 302 | INTERMEDIATE ACCOUNTING II | 3 |
| ACTG 321 | ACCOUNTING INFORMATION SYSTEMS 3 | 3 |
| ACTG 401 | PRINCIPLES OF FEDERAL TAXATION | 3 |
| ACTG 411 | AUDITING I | 3 |
| BUS 3636 | BUSINESS ETHICS | 3 |
| BUS 3516 | BUSINESS FINANCE | 3 |
| BUS 3666 | OPERATIONS AND PRODUCTION MANAGEMENT 3 | 3 |
| BUS 4516 | INTERNATIONAL BUSINESS | 3 |
| BUS 4566 | FINANCIAL MARKETS AND INSTITUTIONS | 3 |
| BUS 4936 | STRATEGIC MANAGEMENT | 3 |
| CSCI 110 | PROGRAMMING WITH VISUAL BASICS | 3 |
| CSCI 321 | SYSTEMS DESIGN PROCESS | 3 |
| M 141 | MATH FOR BUSINESS AND SOCIAL SCIENCE | 3 |
| M 142 | MATH FOR BUSINESS AND SOCIAL SCIENCE | 3 |
| WRIT 322 | ADVANCED BUSINESS WRITING | 3 |
| | CS/IT/HCI/PTC ELECTIVE | 6 |
| | CONCENTRATION ELECTIVE | 3 |

TOTAL MONTANA TECH PROGRAM CREDITS - 60

THIS 1 +3 AGREEMENT WITH ENGINEERING AND GENERAL EDUCATION COURSEWORK IS DESIGNED FOR STUDENTS PLANNING TO APPLY TO THE MONTANA STATE UNIVERSITY CIVIL ENGINEERING PROGRAM

The 1+3 Agreement with articulated coursework in Civil Engineering and General Education is designed for students interested in a Bachelor of Science degree in Civil Engineering at Montana State University.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 3,863 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books/Supplies | \$ | 992 |
| TOTAL: | \$ | 4,995 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

Year 1 – courses taken at GFC MSU – 32 CREDITS

~Many students need preliminary math, science and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedule.

FALL SEMESTER – 17 CREDITS**SPRING SEMESTER – 15 CREDITS**

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> | <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---|------------|------------------------------|----------------|------------------|---------------|------------|--------------------------------|----------------|------------------|
| CHMY | 141** | College Chemistry I w/Lab | 4† | _____ | CHMY | 143* | College Chemistry II w/Lab | 4† | _____ |
| M | 171** | Calculus I | 4† | _____ | M | 172* | Calculus II | 4† | _____ |
| PSCI | 210 | Intro to American Government | 3† | _____ | PHSX | 220* | Physics I w/ Lab (w/ Calculus) | 4† | _____ |
| WRIT | 101** | College Writing I | 3† | _____ | WRIT | 201* | College Writing II | 3† | _____ |
| One Art, Humanities or Diversity Core class | | | 3† | _____ | | | | | |

HUMANITIES OPTIONS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> |
|---------------|------------|------------------------------------|
| CRWR | 240 | Intro to Creative Writing Workshop |
| LIT | 110 | Intro to Literature |
| LIT | 291 | Special Topics - Literature |
| PHL | 101 | Introduction to Philosophy |
| PHL | 110 | Introduction to Ethics |
| WGSS | 242 | Gender and Equality |

OR**FINE ARTS OPTIONS**

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> |
|---------------|------------|---------------------------------|
| ARTH | 160 | Global Visual Culture |
| ARTZ | 101 | Art Fundamentals |
| ARTZ | 105 | Visual Language - Drawing |
| IDSN | 101 | Introduction to Interior Design |
| MUSI | 101 | Enjoyment of Music |
| MUSI | 103 | Fundamentals of Music Creation |
| MUSI | 203 | American Popular Music |
| MUSI | 207 | World Music |

OR**CULTURAL DIVERSITY OPTIONS**

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> |
|---------------|------------|---|
| ANTY | 101 | Anthropology – The Human Experience |
| BMKT | 242 | Introduction to Global Markets |
| LSH | 244 | American Cultural Values |
| NASX | 204N | Intro to Native American Beliefs & Phil |
| NASX | 232N | Montana Indians: Cultures, Hist, & Issues |
| NASX | 240N | Native American Literature (equiv to 390) |
| SIGN | 101 | Intro to American Sign Lang |

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**OUTLINE FOR COMPLETION OF THE BACHELOR OF SCIENCE IN CIVIL ENGINEERING DEGREE
FROM MONTANA STATE UNIVERSITY**

The 1+3 Agreement with articulated coursework in Engineering and General Education is designed for students interested in a Bachelor of Science degree in Civil Engineering at Montana State University. The following courses would be taken at MSU after transferring with Year 1 coursework from Great Falls College. These courses are all required for degree completion; the course sequencing indicated below is a general guide on when they can be taken.

| Year 2 | | | F | S |
|--|-------|---|----------|----------|
| SRVY | 230 | Intro to Surveying for Engineers | | 3 |
| ECIV | 202 | Appl Analysis/Tech Communication | | 2 |
| EGEN | 201 | Engineering Mechanics: Statics* | 3 | |
| EGEN | 202 | Engineering Mechanics-Dynamics † | | 3 |
| EGEN | 205 | Mechanics of Materials † | | 3 |
| M | 273Q | Multivariable Calculus* | 4 | |
| M | 274 | Intro to Differential Equations | | 4 |
| PHSX | 222 | Physics II | 4 | |
| EGEN | 115 | Engr Graphics* | 1 | |
| EGEN | 116 | Graphics Lab | 1 | |
| Take one of the following: | | | | |
| COM | 110US | Intro to Public Communication | 3 | |
| CLS | 201US | Knowledge and Community | 3 | |
| Take one of the following: | | | | |
| EGEN | 350 | Applied Engr Data Analysis † | | 2 |
| STAT | 332 | Statistics for Scientists & Engineers † | | 3 |
| Total semester credits | | | 16 | 17-18 |
| Year 3 | | | F | S |
| ECIV | 308 | Construction Practice † | | 3 |
| ECIV | 312 | Structures I † | 3 | |
| ECIV | 315 | Structures II † | | 3 |
| ECIV | 320 | Geotechnical Engineering † | 3 | |
| ECIV | 331 | Engineering Hydrology † | 2 | |
| ECIV | 332 | Engineering Hydraulics † | | 2 |
| EENV | 340 | Principles of Environmental Engineering † | | 3 |
| ECIV | 350 | Transportation Engineering † | | 3 |
| EGEN | 335 | Fluid Mechanics † | 3 | |
| EGEN | 325 | Engineering Economic Analysis † | 3 | |
| EGEN | 310R | Multidisc Engineering Design † | | 3 |
| Take one of the following Basic Sciences: | | | | |
| BIOB | 160 | Principles of Living Systems | 4 | |
| ENSC | 245 | Soils | 3 | |
| ERTH | 101 | Earth System Science | 4 | |
| GPHY | 264 | Intro to GIS Science and Cartography | 3 | |
| BIOM | 103 | Unseen Universe: Microbes | 3 | |
| Total semester credits: | | | 17-18 | 17 |

| Year 4 | | | F | S |
|---|------|---|-------|----|
| ECIV | 401 | Civil Engineering Practice and Ethics † | 1 | |
| ECIV | 489R | Civil Engineering Design I † | 2 | |
| ECIV | 499R | Capstone:Civil Engineering II † | | 2 |
| EGEN | 488 | Fundamentals of Engineering Exam † | | 0 |
| Take one of the following Engineering Sciences: | | | | |
| EMAT | 251 | Materials Structures and Properties | 3 | |
| EELE | 250 | Circuits, Devices, and Motors | 4 | |
| EMEC | 320 | Thermodynamics I | 3 | |
| EGEN | 324 | Applied Thermodynamics | 3 | |
| Analytical Elective (Contact the CE Dept for an approved list of courses) | | | 3 | |
| University Core (6 cr) and Professional Electives † (12 cr) | | | 6 | 12 |
| Total semester credits: | | | 15-16 | 14 |

See MSU catalog for acceptable elective courses. Electives must include: 12 credits of approved professional electives at the 300 level or above. A minimum of 2 courses in CE and not more than 3 courses in any one civil engineering sub-area are required. A maximum of 4 credits total from Individual Problems, Internships (max. 2 cr.), and Undergraduate Research may be counted toward professional electives. The professional electives program must contain a minimum of 2 design intensive courses. Students must successfully complete all key courses prior to taking any professional electives. A maximum of 3 credit-hours may be included from a completed MSU minor, a prior or concurrent BS/BA degree in another major, or courses in a completed MSU Honors Program. A student may petition to include other senior or graduate level courses consistent with the degree program but not listed here (requires Academic Advisor and Department Head approval).

A minimum of 128 credits is required for graduation; 42 of these credits must be in courses numbered 300 and above.

* Key courses – suite of courses that along with CHMY 141, M 171Q, M172Q, PHSX 220 and WRIT 101W taken at GFC must be completed with a grade of C- or better before proceeding to advanced courses

†Advanced course

ASSOCIATE OF SCIENCE DEGREE**WITH COMPUTERS COURSEWORK TRANSFER TO MSU-NORTHERN**

The Associate of Science with articulated coursework in Computers is designed for students interested in a baccalaureate degree in Computer Information Systems at MSU-Northern.

The Associate of Science (AS) Degree focuses on education in specific knowledge areas, most typically in math and natural sciences. Focusing on integration of information while increasing a student's employability, the AS focuses on transferability to a baccalaureate program.

To receive the AS degree, the following requirements must be completed:

- Montana University System Core Requirements (31 semester hours);
- Computer Skills/Usage requirement (3 semester hours);
- 9 credits of coursework in Math and Science
- 17 credits of Electives; and
- A final cumulative grade point average of at least 2.0.

Courses taken to fulfill one specific requirement, including courses in the Elective block, may not be used to fulfill another specific requirement; thus, a course taken to fulfill the Natural Science requirement in the Montana University System Core may not be used as an Elective.

Students who complete the Associate of Science degree will:

- Demonstrate the outcomes achievable by completing the Montana University System Core;
- Select and use the appropriate technologies for personal, academic or career tasks;
- Think critically in evaluating information, solving problems and decision-making;
- Consider the application of the natural and physical sciences and mathematics in the context of today's world.

Estimated Resident Program Cost*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 7,726 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books/Supplies | \$ | 1984 |
| TOTAL: | \$ | 9,850 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

MONTANA UNIVERSITY SYSTEM CORE COURSES- 31 SEMESTER HOURS**COMMUNICATION--6 CREDITS** (3 credits written, 3 credits verbal)

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|----------------|------------|--------------------------------------|----------------|------------------|
| Written | | | | |
| WRIT | 101** | College Writing I | 3† | _____ |
| Verbal | | | | |
| COMX | 111 | Introduction to Public Speaking | 3† | _____ |
| COMX | 115 | Intro to Interpersonal Communication | 3† | _____ |

MATHEMATICS--3 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|----------------------------|----------------|------------------|
| M | 121** | College Algebra | 3+ | _____ |
| M | 145** | Math for Liberal Arts | 3† | _____ |
| M | 152** | Precalculus Algebra | 4† | _____ |
| M | 153** | Precalculus Trigonometry | 3† | _____ |
| M | 171** | Calculus I | 4† | _____ |
| STAT | 216** | Introduction to Statistics | 4† | _____ |

HUMANITIES/FINE ARTS--6 CREDITS

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|-------------------|------------|------------------------------------|----------------|------------------|
| Humanities | | | | |
| CRWR | 240 | Intro to Creative Writing Workshop | 3† | _____ |
| LIT | 110 | Intro to Literature | 3† | _____ |
| LIT | 291 | Special Topics - Literature | 3† | _____ |
| PHL | 101 | Introduction to Philosophy | 3† | _____ |
| PHL | 110 | Introduction to Ethics | 3† | _____ |
| WGSS | 242 | Gender and Equality | 3† | _____ |
| Fine Arts | | | | |
| ARTH | 160 | Global Visual Culture | 3† | _____ |
| ARTZ | 101 | Art Fundamentals | 3† | _____ |
| ARTZ | 105 | Visual Language - Drawing | 3† | _____ |
| IDSN | 101 | Introduction to Interior Design | 3† | _____ |
| MUSI | 101 | Enjoyment of Music | 3† | _____ |
| MUSI | 103 | Fundamentals of Music Creation | 3† | _____ |
| MUSI | 203 | American Popular Music | 3† | _____ |
| MUSI | 207 | World Music | 3† | _____ |

NATURAL SCIENCE--7 CREDITS (Must include 1 lab course)

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--|----------------|------------------|
| BIOB | 101** | Discover Biology | 4† | _____ |
| BIOB | 160** | Principles of Living Systems/Lab | 4† | _____ |
| BIOB | 170** | Principles of Biological Diversity/Lab | 4† | _____ |
| BIOH | 104** | Basic Human Biology/Lab | 4† | _____ |
| CHMY | 101 | Discover Chemistry | 3† | _____ |
| CHMY | 121** | Intro to General Chemistry/Lab | 4† | _____ |
| CHMY | 141** | College Chemistry I/Lab | 4† | _____ |
| CHMY | 143* | College Chemistry II/Lab | 4† | _____ |
| GEO | 101 | Introduction to Physical Geology/Lab | 4† | _____ |
| NUTR | 221 | Basic Human Nutrition | 3† | _____ |
| PHSX | 105 | Fund Physical Science w/Lab | 4† | _____ |
| PHSX | 205** | College Physics I w/Lab | 4† | _____ |
| PHSX | 220** | Physics I w/Lab (w/ Calculus) | 4† | _____ |

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SOCIAL SCIENCES / HISTORY--6 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------------------|----------------------------------|---------|-----------|
| Social Sciences | | | |
| CJUS 121 | Introduction to Criminal Justice | 3† | _____ |
| ECNS 201 | Principles of Microeconomics | 3† | _____ |
| ECNS 202 | Principles of Macroeconomics | 3† | _____ |
| PSCI 210 | Intro to American Government | 3† | _____ |
| PSYX 100 | Introduction to Psychology | 3† | _____ |
| PSYX 230 | Developmental Psychology | 3† | _____ |
| SOCI 101 | Introduction to Sociology | 3† | _____ |
| History | | | |
| HSTA 101N | American History I | 3† | _____ |
| HSTA 102N | American History II | 3† | _____ |
| HSTA 255N | Montana History | 3† | _____ |
| HSTR 101 | Western Civilization I | 3† | _____ |
| HSTR 102 | Western Civilization II | 3† | _____ |

CULTURAL DIVERSITY--3 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|---|---------|-----------|
| ANTY 101 | Anthropology – The Human Experience | 3† | _____ |
| BMKT 242 | Introduction to Global Markets | 3† | _____ |
| LSH 244 | American Cultural Values | 3† | _____ |
| NASX 204N | Intro to Native American Beliefs & Phil | 3† | _____ |
| NASX 232N | Montana Indians: Cultures, Hist, & Issues | 3† | _____ |
| NASX 240N | Native American Literature (equiv to 390) | 3+ | _____ |
| SIGN 101 | Intro to American Sign Lang | 3† | _____ |

CULTURAL HERITAGE OF AMERICAN INDIANS--3 CREDITS †

Courses with an “N” behind the course title will fulfill the Cultural Heritage of American Indians requirement as well as a designated core area requirement.

II. COMPUTER SKILLS/USAGE--3 CREDITS †

| COURSE NO. | TITLE | CREDITS | GRADE |
|------------|---------------------------|---------|-------|
| CAPP 120 | Introduction to Computers | 3† | _____ |

III. CONCENTRATION IN ARTS, ACCOUNTING, BUSINESS, HUMANITIES AND SOCIAL SCIENCES--9 CREDITS†

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|-------------------------------|---------|-----------|
| CAPP 156* | MS Excel | 3† | _____ |
| CAPP 158* | MS Access | 3† | _____ |
| CSCI 110* | Programming w/ Visual Basic I | 3† | _____ |

IV. ARTICULATION COURSEWORK -17 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|---------------------------------|--------------------------------|---------|-----------|
| MART 231 | Interactive Web I | 3† | _____ |
| AND ANY OF THE FOLLOWING | | | |
| CAPP 101 | Short Courses: The Internet | 2† | _____ |
| CAPP 154* | MS Word | 3† | _____ |
| ITS 150* | CCNA1: Exploration | 3† | _____ |
| ITS 152* | CCNA2: Exploration | 3† | _____ |
| ITS 210* | Network OS - Desktop | 3† | _____ |
| ITS 215* | Network OS – Dir/Infrastructre | 4† | _____ |
| ITS 250* | CCNA3: Exploration | 3† | _____ |
| ITS 252* | CCNA4: Exploration | 3† | _____ |
| ITS 280* | Computer Repair & Maintenance | 4† | _____ |
| ITS 298* | Internship/Cooperative Edu | 3† | _____ |
| MART 232* | Interactive Web II | 3† | _____ |

TOTAL PROGRAM CREDITS - 60

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

OUTLINE FOR COMPLETION OF THE BACHELOR OF SCIENCE IN COMPUTER INFORMATION SYSTEMS FROM MSU-NORTHERN

The Associate of Arts with articulated coursework in Computers is designed for students interested in a baccalaureate degree in Computer Information Systems at MSU-Northern.

TECHNICAL REQUIREMENTS – 60 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|--------------------------|------------------------------------|---------|-----------|
| ACTG 201 | Principles of Financial Accounting | 3 | _____ |
| CAPP 266 | Advanced MS Excel Applications | 3 | _____ |
| CIS 401 | Interfacing | 3 | _____ |
| CIS 410 | Enterprise Resource Planning | 3 | _____ |
| CSCI 111 | Programming with JAVA I | 3 | _____ |
| CSCI 201 | JAVA for Experienced Programmers | 3 | _____ |
| CSCI 221 | System Analysis and Design | 3 | _____ |
| CSCI 232 | Data Structure and Algorithms | 3 | _____ |
| CSCI 340 | Database Design | 3 | _____ |
| CSCI 411 | Advanced Web Programming | 3 | _____ |
| CSCI 460 | Operating Systems | 3 | _____ |
| CSCI 476 | Computer Security | 3 | _____ |
| CSCI 498 | Cooperative Education | 3 | _____ |
| CSCI 499 | Senior Thesis/Capstone | 3 | _____ |
| ESOF 322 | Software Engineering | 3 | _____ |
| ITS 360 | Bus Telecommunications & Network | 3 | _____ |
| WRIT 350 | Technical Editing | 3 | _____ |
| Upper Division Electives | | 6 | _____ |
| Electives | | 3 | _____ |

| | |
|-------------------------------|-----------|
| Total Technical Requirements: | 60 |
| Gen Ed Taken at MSUN | 0 |
| <u>Transferred Block:</u> | <u>60</u> |
| TOTAL CREDITS: | 120 |

ASSOCIATE OF ARTS DEGREE**WITH ELEMENTARY EDUCATION TRANSFER TO MSU-NORTHERN**

The Associate of Arts with articulated coursework in Education is designed for students interested in a baccalaureate degree in Elementary Education at MSU-Northern.

The Associate of Arts (AA) focuses on education across academic disciplines. Focusing on integration of information while increasing a student's employability, the AA focuses on transferability to a baccalaureate program.

To receive the AA degree, the following requirements must be completed:

- Montana University System Core Requirements (31 semester hours);
- Computer Skills/Usage requirement (3 semester hours);
- 9 credits of coursework in the arts, humanities and social sciences;
- 17 credits of Electives; and
- A final cumulative grade point average of at least 2.0.

Courses taken to fulfill one specific requirement, including courses in the Concentration or Elective blocks, may not be used to fulfill another specific requirement; thus, a course taken to fulfill the Cultural Diversity requirement in the Montana University System Core may not be used as an Elective.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Demonstrate the outcomes achievable by completing the Montana University System Core;
- Select and use the appropriate technologies for personal, academic or career tasks;
- Think critically about theories and applications from multiple disciplines when evaluating information, solving problems, and making decisions.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 7,726 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books/Supplies | \$ | 1984 |
| TOTAL: | \$ | 9,850 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|-------------------------------|---------|-----------|
| COLS 103 | Becoming a Successful Student | 1+ | _____ |

MONTANA UNIVERSITY SYSTEM CORE COURSES- 34-35 SEMESTER HOURS**COMMUNICATION--6 CREDITS (3 credits written, 3 credits verbal)**

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|----------------|--------------------------------------|---------|-----------|
| Written | | | |
| WRIT 101** | College Writing I | 3+ | _____ |
| Verbal | | | |
| COMX 115 | Intro to Interpersonal Communication | 3+ | _____ |

MATHEMATICS--3 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|-----------------|---------|-----------|
| M 121** | College Algebra | 3+ | _____ |

HUMANITIES/FINE ARTS--6 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|---------------------|---------|-----------|
| LIT 110 | Intro to Literature | 3+ | _____ |

AND ONE OF THE FOLLOWING**Humanities**

| | | | |
|----------|------------------------------------|----|-------|
| CRWR 240 | Intro to Creative Writing Workshop | 3+ | _____ |
| PHL 101 | Introduction to Philosophy | 3+ | _____ |
| PHL 110 | Introduction to Ethics | 3+ | _____ |
| WGSS 242 | Gender and Equality | 3+ | _____ |

OR**Fine Arts**

| | | | |
|----------|---------------------------------|----|-------|
| ARTH 160 | Global Visual Culture | 3+ | _____ |
| ARTZ 101 | Art Fundamentals | 3+ | _____ |
| ARTZ 105 | Visual Language - Drawing | 3+ | _____ |
| IDSN 101 | Introduction to Interior Design | 3+ | _____ |
| MUSI 101 | Enjoyment of Music | 3+ | _____ |
| MUSI 103 | Fundamentals of Music Creation | 3+ | _____ |
| MUSI 203 | American Popular Music | 3+ | _____ |
| MUSI 207 | World Music | 3+ | _____ |

NATURAL SCIENCE--7 CREDITS (Must include 1 lab course)

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|--------------------|---------|-----------|
| BIOB 101** | Discover Biology | 4+ | _____ |
| CHMY 101 | Discover Chemistry | 3+ | _____ |

AND ONE OF THE FOLLOWING

| | | | |
|----------|--------------------------------------|----|-------|
| GEO 101 | Introduction to Physical Geology/Lab | 4+ | _____ |
| PHSX 105 | Fund Physical Science w/Lab | 4+ | _____ |

SOCIAL SCIENCES / HISTORY--6 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|------------------------------|---------|-----------|
| HSTA 255N | Montana History | 3+ | _____ |
| PSCI 210 | Intro to American Government | 3+ | _____ |

CULTURAL DIVERSITY--3 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|---|---------|-----------|
| NASX 232N | Montana Indians: Cultures, Hist, & Issues | 3+ | _____ |

CULTURAL HERITAGE OF AMERICAN INDIANS--3 CREDITS †

Courses with an "N" behind the course title will fulfill the Cultural Heritage of American Indians requirement as well as a designated core area requirement.

II. COMPUTER SKILLS/USAGE--3 CREDITS †

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|---------------------------|---------|-----------|
| CAPP 120 | Introduction to Computers | 3+ | _____ |

OR any CAPP, CIT, CSCI or ITS 3 credit course that has CAPP 120 as a prerequisite.

III. CONCENTRATION IN ARTS, HUMANITIES, AND SOCIAL SCIENCES--9 CREDITS†

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|--|---------|-----------|
| EDU 221 | Educational Psych & Measurement | 3+ | _____ |
| PSYX 230 | Developmental Psychology | 3+ | _____ |
| AND | any ARTH, ARTZ, MUSI, PSYX core course or SOCI 101 | 3+ | _____ |

CONTINUED ON NEXT PAGE

IV. ELECTIVES - 17 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---------------------------|----------------|------------------|
| EDU | 200 | Introduction to Education | 3† | _____ |
| EDU | 270* | Instructional Technology | 3† | _____ |
| HTH | 201 | Health Issues for Ed | 3† | _____ |
| M | 135** | Math for K-8 Teachers I | 4† | _____ |

Students may choose coursework numbered 100 or above from any discipline area to complete the required credits of electives. Students may not choose or may not count the following courses: M 111, M 090, M 095, M 108, WRIT 085, WRIT 090

RECOMMENDED ELECTIVES:

| COURSE | NO. | TITLE | CREDITS | GRADE/ |
|---|------------|--------------------------|----------------|---------------|
| EDU | 211 | Multicultural Education | 3† | _____ |
| M | 136* | Math for K-8 Teachers II | 4† | _____ |
| See Advisor for minor/concentration courses | | | 3† | _____ |

NO MORE THAN 5 CREDITS OF COURSES NUMBERED 194 MAY BE APPLIED TOWARD THE DEGREE.

TOTAL PROGRAM CREDITS - 60

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

OUTLINE FOR COMPLETION OF THE BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION FROM MSU-NORTHERN

The Associate of Arts with articulated coursework in Education is designed for students interested in a baccalaureate degree in Elementary Education at MSU-Northern.

EDUCATION COURSEWORK – 51 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|--|----------------|------------------|
| EDSP | 304 | Educational Psychology of the Exp Child | 3 | _____ |
| EDU | 311 | Cultures, Diversity & Ethics in Global Ed | 3 | _____ |
| EDU | 315 | Integrated IEFA Across the Curriculum | 2 | _____ |
| EDU | 335 | Fund and Corrective Strategies in Reading | 3 | _____ |
| EDU | 337 | Reading Materials for the Elem Child | 2 | _____ |
| EDU | 340 | Classroom Management | 3 | _____ |
| EDU | 380 | Intro to Curriculum Planning & Prac | 3 | _____ |
| EDU | 383 | Assessment in Education | 3 | _____ |
| EDU | 397 | MAMethods: K-8 Mathematics | 2 | _____ |
| EDU | 397 | SCMethods: K-8 Science | 2 | _____ |
| EDU | 397 | SSMethods: K-8 Social Science | 2 | _____ |
| EDU | 397 | CAMethods: K-8 Integrated Arts/All Learner | 2 | _____ |
| EDU | 397 | HEMethods: K-8 Health Enhancement | 2 | _____ |
| EDU | 452 | Advanced Practicum in Education | 3 | _____ |
| EDU | 495 | ELStudent Teaching K-8 | 12 | _____ |
| EDUC | 334 | Methods of Teaching Integrated Lang Arts | 3 | _____ |
| EDUC | 336 | Integrated Field Experience | 1 | _____ |

MINORS/CONCENTRATIONS/ELECTIVES - 21-30 CREDITS

Minors/Concentrations/Electives to be determined by the student in consultation with their advisor in MSU-Northern according to the University's current catalog/program sheet. Student with additional prior coursework not strictly identified in this articulation agreement that they believe may apply towards the Minors/Concentrations/Electives must contact the Dean of the College of Arts & Sciences, Education & Nursing, or his/her designee, at MSU-Northern to ascertain the course(s) acceptability toward satisfying a portion of this requirement.

ASSOCIATE OF ARTS DEGREE**WITH ELEMENTARY EDUCATION COURSEWORK TRANSFER TO UNIVERSITY OF GREAT FALLS**

The Associate of Arts with articulated coursework in Education is designed for students interested in a baccalaureate degree in Elementary Education at the University of Great Falls.

The Associate of Arts (AA) focuses on education across academic disciplines. Focusing on integration of information while increasing a student's employability, the AA focuses on transferability to a baccalaureate program.

To receive the AA degree, the following requirements must be completed:

- Montana University System Core Requirements (31 semester hours);
- Computer Skills/Usage requirement (3 semester hours);
- 9 credits of coursework in the arts, humanities and social sciences;
- 17 credits of Electives; and
- A final cumulative grade point average of at least 2.0.

Courses taken to fulfill one specific requirement, including courses in the Concentration or Elective blocks, may not be used to fulfill another specific requirement; thus, a course taken to fulfill the Cultural Diversity requirement in the Montana University System Core may not be used as an Elective.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Demonstrate the outcomes achievable by completing the Montana University System Core;
- Select and use the appropriate technologies for personal, academic or career tasks;
- Think critically about theories and applications from multiple disciplines when evaluating information, solving problems, and making decisions.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 7,726 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books/Supplies | \$ | 1984 |
| TOTAL: | \$ | 9,850 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|-------------------------------|---------|-----------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

MONTANA UNIVERSITY SYSTEM CORE COURSES- 33 SEMESTER HOURS**COMMUNICATION--6 CREDITS** (3 credits written, 3 credits verbal)

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|----------------|-------|---------------------------------|---------|-----------|
| Written | | | | |
| WRIT | 101** | College Writing I | 3† | _____ |
| Verbal | | | | |
| COMX | 111 | Introduction to Public Speaking | 3† | _____ |

MATHEMATICS--4 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|----------------------------|---------|-----------|
| STAT | 216** | Introduction to Statistics | 4† | _____ |

HUMANITIES/FINE ARTS--6 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|------------------|-----|--------------------------------|---------|-----------|
| Fine Arts | | | | |
| ARTH | 160 | Global Visual Culture | 3† | _____ |
| ARTZ | 101 | Art Fundamentals | 3† | _____ |
| ARTZ | 105 | Visual Language - Drawing | 3† | _____ |
| MUSI | 101 | Enjoyment of Music | 3† | _____ |
| MUSI | 103 | Fundamentals of Music Creation | 3† | _____ |
| MUSI | 203 | American Popular Music | 3† | _____ |
| MUSI | 207 | World Music | 3† | _____ |

AND ONE OF THE FOLLOWING**Humanities**

| | | | | |
|------|-----|----------------------------|----|-------|
| LIT | 110 | Intro to Literature | 3† | _____ |
| PHL | 101 | Introduction to Philosophy | 3† | _____ |
| WGSS | 242 | Gender and Equality | 3† | _____ |

NATURAL SCIENCE--8 CREDITS (Must include 1 lab course)

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|-----------------------------|---------|-----------|
| BIOB | 101** | Discover Biology | 4† | _____ |
| PHSX | 105 | Fund Physical Science w/Lab | 4† | _____ |

SOCIAL SCIENCES / HISTORY--6 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|---------------------|---------|-----------|
| HSTA | 101N | American History I | 3† | _____ |
| HSTA | 102N | American History II | 3† | _____ |

CULTURAL DIVERSITY--3 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|---|---------|-----------|
| NASX | 240N | Native American Literature (equiv to 390) | 3+ | _____ |

CULTURAL HERITAGE OF AMERICAN INDIANS--3 CREDITS †

Courses with an "N" behind the course title will fulfill the Cultural Heritage of American Indians requirement as well as a designated core area requirement.

II. COMPUTER SKILLS/USAGE--3 CREDITS †

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|---------------------------|---------|-----------|
| CAPP | 120 | Introduction to Computers | 3† | _____ |

III. CONCENTRATION IN ARTS, HUMANITIES, AND SOCIAL SCIENCES--9 CREDITS†

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|------------|------|--------------------------------------|---------|-----------|
| EDU | 221 | Educational Psychology & Measurement | 3† | _____ |
| WRIT | 201* | College Writing II | 3† | _____ |
| AND | | | | |
| PSYX | 100 | Introduction to Psychology OR | | |
| SOCI | 101 | Introduction to Sociology | 3† | _____ |

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IV. ARTICULATED COURSEWORK- 17 CREDITS

ANY OF THE FOLLOWING:

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|---------------------------------|---------|-----------|
| EDU | 200 | Introduction to Education | 3† | _____ |
| EDU | 211 | Multicultural Education | 3† | _____ |
| EDU | 270* | Instructional Technology | 3† | _____ |
| M | 135** | Mathematics for K-8 Teachers I | 4† | _____ |
| M | 136* | Mathematics for K-8 Teachers II | 4† | _____ |

ELECTIVES##

Please see your advisor in regard to elective credits that will transfer to an applicable major and/or minor at UGF.

TOTAL PROGRAM CREDITS - 62

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

**OUTLINE FOR COMPLETION OF THE BACHELOR OF ARTS IN
ELEMENTARY EDUCATION DEGREE
FROM THE UNIVERSITY OF GREAT FALLS**

The Associate of Arts with articulated coursework in Education is designed for students interested in a baccalaureate degree in Elementary Education at the University of Great Falls.

I. UGF CORE - 17 CREDITS

Foundation Skills Courses— 6 credits

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|-------------------------------|---------|-----------|
| CPS | 110 | Conquering the Digital Divide | 3 | _____ |
| TRL | 200 | Fund of Christian Theology | 3 | _____ |

Great Questions Courses – 8 credits

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|-------------------------|---------|-----------|
| ILC | 330x | What is Truth | 4 | _____ |
| ILC | 350x | What is the Common Good | 4 | _____ |

Upper Division Writing Course – 3 credits

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|---------|----------------------------|---------|-----------|
| ENG | 300-319 | Upper level writing course | 3 | _____ |

II. ELEMENTARY EDUCATION MAJOR (54 credits)

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|------------------------------|---------|-----------|
| EDU | 202 | Intro to Gifted Education | 2 | |
| EDU | 261 | Intro to Exceptionalities | 3 | |
| EDU | 315 | Assessment of Learning | 2 | |
| EDU | 341 | Methods in Elem Science | 2 | |
| EDU | 342 | Methods in Elem Soc. Studies | 2 | |
| EDU | 352 | Methods in Elem Math | 2 | |
| EDU | 353 | Methods in Elem Art | 2 | |
| EDU | 356 | Methods in Comm Arts I | 2 | |
| EDU | 357 | Methods in Comm Arts II | 3 | |
| EDU | 370 | Children’s Literature | 3 | |
| EDU | 462 | PPIE Elementary | 2 | |
| EDU | 472 | PPIE Middle School | 2 | |
| EDU | 489 | Elem/Sec Ed Internship | 2 | |
| EDU | 490 | Elementary Internship | 10 | |

Other required courses:

| | | | |
|-----|-----|--------------------------------|---|
| GSC | 158 | History of Science | 4 |
| HPE | 110 | Wellness Perspectives | 3 |
| HST | 230 | World and Regional Geography | 3 |
| HPE | 300 | Strategies in Hlth Enhancement | 3 |
| MUS | 250 | Elementary School Music | 2 |

II. DUAL MAJOR IN SPECIAL EDUCATION OR CONCENTRATION NECESSARY FOR COMPLETION OF ELEMENTARY EDUCATION DEGREE FROM UGF

III. TOTAL CREDITS TOWARDS DEGREE

61 CREDITS (AA from GFC MSU)

17 CREDITS (UGF CORE)

54 CREDITS (BS – UGF)

REMAINING CREDITS (Dual Major & Concentration)

128 TOTAL CREDITS necessary for Graduation

ART MINOR, HPE MINOR, READING INSTRUCTION CONCENTRATION, OR SPECIAL EDUCATION MAJOR – WILL RECEIVE A K-12 ENDORSEMENT FOR THAT SUBJECT AREA AND THEREFORE MUST SUBSTITUTE EDU 482 FOR EDU 472, PPIE MIDDLE SCHOOL AND MUST ALSO TAKE THE FOLLOWING COURSES:

- EDU 338 Teaching Reading in the Content Area 2
- EDU 430 Secondary Teaching Procedures 2

ELEMENTARY EDUCATION MAJORS MUST TAKE AN APPROVED CONCENTRATION OR COMPLETE A SECOND MAJOR IN SPECIAL EDUCATION. THE FOLLOWING ARE AVAILABLE OPTIONS:

- Art Concentration
- Communication Arts Concentration
- Gifted and Talented Education Concentration
- Health and Physical Education Concentration
- Mathematics Concentration
- Reading Instruction Concentration
- Science Concentration
- Social Science Concentration

CONTINUED ON NEXT PAGE

UGF GRADUATION REQUIREMENTS:

1. Complete a minimum of 128 credits.
2. Maintain a cumulative University of Great Falls grade point average of 2.00 or higher.
3. Complete the University Core curriculum.
4. Complete a major. All courses used to complete the requirements of a major, minor, or concentration must have a grade of C or better. Some majors may require completion of a minor or concentration.
5. Complete thirty of the last forty semester hours of coursework at the University of Great Falls. Students enrolled in an approved Servicemembers Opportunity Colleges Army Degree (SOCAD) program may satisfy the academic residency requirements with coursework taken at any time during their enrollment at the university.
6. Complete a minimum of 40% or 15 credits of their major (whichever is greater) and a minimum of 40% of their minor in residency at the University of Great Falls. Completion of credits within a concentration will not count toward residency in the major. This requirement does not apply to those completing an approved major or minor in University Studies.
7. Complete at least thirty-two credits in upper division coursework (courses numbered 300 or higher), at least sixteen of which must be from the University of Great Falls. (Students should complete at least twelve of these credits in coursework outside the student's major and minor or concentration.)
8. Apply for graduation in accordance with the prescribed deadlines.
9. Comply with all university policies, rules, and regulations.
10. Pay all indebtedness to the university.

ASSOCIATE OF ARTS DEGREE

WITH HIT COURSEWORK TRANSFER TO MSU BILLINGS

The Associate of Arts with articulated coursework in Health Information Technology is designed for students interested in a baccalaureate degree in Health Administration at Montana State University Billings.

The Associate of Arts (AA) focuses on education across academic disciplines.

Focusing on integration of information while increasing a student's employability, the AA focuses on transferability to a baccalaureate program.

To receive the AA degree, the following requirements must be completed:

- Montana University System Core Requirements (31 semester hours);
- Computer Skills/Usage requirement (3 semester hours);
- 9 credits of coursework in the arts, humanities and social sciences;
- 17 credits of Electives; and
- A final cumulative grade point average of at least 2.0.

Courses taken to fulfill one specific requirement, including courses in the Concentration or Elective blocks, may not be used to fulfill another specific

requirement; thus, a course taken to fulfill the Cultural Diversity requirement in the Montana University System Core may not be used as an Elective.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Demonstrate the outcomes achievable by completing the Montana University System Core;
- Select and use the appropriate technologies for personal, academic or career tasks;
- Think critically about theories and applications from multiple disciplines when evaluating information, solving problems, and making decisions.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 7,726 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books/Supplies | \$ | 1,984 |
| TOTAL: | \$ | 9,850 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|-------------------------------|---------|-----------|
| COLS 103 | Becoming a Successful Student | 1† | _____ |

MONTANA UNIVERSITY SYSTEM CORE COURSES- 32 SEMESTER HOURS

COMMUNICATION--6 CREDITS (3 credits written, 3 credits verbal)

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|----------------|---------------------------------|---------|-----------|
| Written | | | |
| WRIT 101** | College Writing I | 3† | _____ |
| Verbal | | | |
| COMX 111 | Introduction to Public Speaking | 3† | _____ |

MATHEMATICS--3 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|---------------------------|---------|-----------|
| M 145** | Math for the Liberal Arts | 3† | _____ |

HUMANITIES/FINE ARTS--6 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------------|---------------------------|---------|-----------|
| Fine Arts | | | |
| ARTH 101 | Art Fundamentals | 3† | _____ |
| ARTZ 105 | Visual Language - Drawing | 3† | _____ |
| MUSI 101 | Enjoyment of Music | 3† | _____ |

AND ONE OF THE FOLLOWING

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|------------------------|---------|-----------|
| Humanities | | | |
| LIT 110 | Intro to Literature | 3† | _____ |
| PHL 110 | Introduction to Ethics | 3† | _____ |

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NATURAL SCIENCE--8 CREDITS (Must include 1 lab course)

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|---------------------------------|--------------------------------------|----------------|------------------|
| BIOB 101** | Discover Biology | 4† | _____ |
| BIOB 160** | Principles of Living Systems/Lab | 4† | _____ |
| AND ONE OF THE FOLLOWING | | | |
| CHMY 121** | Intro to General Chemistry/Lab | 4† | _____ |
| CHMY 141** | College Chemistry I/Lab | 4† | _____ |
| GEO 101 | Introduction to Physical Geology/Lab | 4† | _____ |
| PHSX 105 | Fund Physical Science w/Lab | 4† | _____ |

SOCIAL SCIENCES / HISTORY--6 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|---------------------------------|------------------------------|----------------|------------------|
| ECNS 201 | Principles of Microeconomics | 3† | _____ |
| AND ONE OF THE FOLLOWING | | | |
| PSYX 100 | Introduction to Psychology | 3† | _____ |
| SOCI 101 | Introduction to Sociology | 3† | _____ |

CULTURAL DIVERSITY--3 CREDITS

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|---|----------------|------------------|
| ANTY 101 | Anthropology – The Human Experience | 3† | _____ |
| BMKT 242 | Introduction to Global Markets | 3† | _____ |
| LSH 244 | American Cultural Values | 3† | _____ |
| NASX 204N | Intro to Native American Beliefs & Phil | 3† | _____ |
| NASX 232N | Montana Indians: Cultures, Hist, & Issues | 3† | _____ |
| NASX 240N | Native American Literature (equiv to 390) | 3+ | _____ |

CULTURAL HERITAGE OF AMERICAN INDIANS--3 CREDITS †

Courses with an "N" behind the course title will fulfill the Cultural Heritage of American Indians requirement as well as a designated core area requirement.

II. COMPUTER SKILLS/USAGE--3 CREDITS †

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|---------------------------|----------------|------------------|
| CAPP 120 | Introduction to Computers | 3† | _____ |

**III. CONCENTRATION IN ACCOUNTING, ARTS, BUSINESS, HUMANITIES,
AND SOCIAL SCIENCES--9 CREDITS†**

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|---------------------------------|------------------------------|----------------|------------------|
| ECNS 202 | Principles of Macroeconomics | 3† | _____ |
| WRIT 122* | Intro to Business Writing | 3† | _____ |
| AND ONE OF THE FOLLOWING | | | |
| HSTA 101N | American History I | 3† | _____ |
| HSTA 102N | American History II | 3† | _____ |
| HSTR 101 | Western Civilization I | 3† | _____ |
| HSTR 102 | Western Civilization II | 3† | _____ |

IV. ARTICULATED COURSEWORK - 17 CREDITS**ANY OF THE FOLLOWING:**

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|--|----------------|------------------|
| AHMS 105 | Healthcare Delivery | 2† | _____ |
| AHMS 108* | Health Data Content and Structure | 3† | _____ |
| AHMS 158* | Legal and Regulatory Aspects of Healthcare | 3† | _____ |
| AHMS 227* | Health Information Management | 3† | _____ |
| AHMS 240* | Clinical Quality Assessment | 3† | _____ |
| HIT 265* | Electronic Health Record in Med Practice | 3† | _____ |

TOTAL PROGRAM CREDITS - 61

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

ASSOCIATE OF APPLIED SCIENCE DEGREE**IN HEALTH INFORMATION TECHNOLOGY TRANSFER TO STEPHENS COLLEGE**

The Associate Applied Science degree with articulated coursework in Health Information Technology is designed for students interested in a baccalaureate degree in Health Information Administration at Stephens College.

Program Director: Lynn Ward

This program is offered completely on-line.

The Health Information Technology program is designed to prepare individuals to organize and evaluate health records for completeness and accuracy. Upon completion of the AAS degree in Health Information Technology, students will be prepared to begin a successful career as a health information technologist. Students are prepared to sit for the National Registered Health Information Technologist exam administered by AHIMA (www.ahima.org)

OUTCOMES: GRADUATES ARE PREPARED TO:

- Use computer applications and software in maintaining health information in health records.
- Research and rely on knowledge in medical terminology, anatomy and physiology, pharmacology, and disease processes.
- Identify and apply accurate diagnostic and procedural codes for reimbursement.
- Exhibit professional communication skills in oral, written, and electronic formats.
- Maintain confidentiality of health information, while developing a commitment to adhering to the standards of professional integrity, honesty and fairness.
- Interact professionally in the healthcare environment with healthcare providers, patients/clients and the public, while understanding diversity among cultures and societies.
- Analyze qualitative and quantitative information, including graphic numerical and verbal data.
- Apply knowledge of health information technology to solve problems, while utilizing critical thinking skills.

The Health Information Technology program is accredited by the Commission on the Accreditation for Health Informatics and Information Management (CAHIIM).

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|---------------|
| Tuition and Fees | \$ | 7463 |
| Application Fee | \$ | 30 |
| Books/Supplies | \$ | 3286 |
| TOTAL | \$ | 10,779 |

***Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.**

NOTE: Curriculum is based on a full time schedule. The courses listed below do not have to be taken in the specified order. However, if you do take them in this order, it will ensure that you have completed all prerequisites for each course. And, since not every course is offered every semester, it will ensure that you do not have to delay graduation because a certain course is not offered when you decide to take it.

****** Please note that if you attend part-time and/or require remediation courses in Math and/or English, it will take longer to complete your program.

A grade of "C-" or above must be achieved in all courses to advance in the program and to graduate. Students must complete several prerequisite courses prior to completing some program courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|-------------------------------|----------------|------------------|
| COLS 103 | Becoming a Successful Student | 1† | _____ |

FALL SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|-----------------------------------|----------------|------------------|
| AHMS 105 | Healthcare Delivery | 2† | _____ |
| AHMS 144 | Medical Terminology | 3† | _____ |
| AHMS 191 | Special Topics: Research in HIM 1 | 1+ | _____ |
| BIOH 112 | Human Form and Function I | 4† | _____ |
| CAPP 120 | Introduction to Computers | 3† | _____ |
| WRIT 101** | College Writing I OR | | |
| WRIT 122** | Introduction to Business Writing | <u>3+</u> | _____ |
| | Subtotal | 16 | |

SPRING SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|--|----------------|------------------|
| AHMS 108* | Health Data Content and Structure | 3† | _____ |
| AHMS 158* | Legal and Regulatory Aspects of Healthcare | 3† | _____ |
| AHMS 201* | Medical Science | 3† | _____ |
| BIOH 113* | Human Form and Function II | 3† | _____ |
| HTH 180 | Pharmaceuticals for Health Care Providers | <u>1†</u> | _____ |
| | Subtotal | 13 | |

SUMMER SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|--|----------------|------------------|
| COMX 115 | Intro to Interpersonal Communication OR | | |
| PSYX 100 | Introduction to Psychology OR | | |
| SOCI 101 | Introduction to Sociology | 3+ | _____ |
| HIT 265* | Electronic Health Record in Med Practice | 3+ | _____ |
| M 090** | Introductory Algebra OR | | |
| M 108** | Business Math OR higher | <u>4+</u> | _____ |
| | Subtotal | 10 | |

FALL SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|--|----------------|------------------|
| AHMS 156* | Medical Billing Fundamentals | 4† | _____ |
| AHMS 162* | Beg Diagnosis Coding | 3† | _____ |
| AHMS 208* | Healthcare Statistics | 2† | _____ |
| AHMS 227* | Health Information Management | 3† | _____ |
| AHMS 280* | Overview of Health Informatics Systems | <u>4†</u> | _____ |
| | Subtotal | 16 | |

SPRING SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|--|----------------|------------------|
| AHMS 160* | Beginning Procedural Coding | 3† | _____ |
| AHMS 213* | ICD-10 Coding | 3† | _____ |
| AHMS 240* | Clinical Quality Assessment | 3† | _____ |
| AHMS 288* | HIT Exam Preparation | 3† | _____ |
| AHMS 298* | HIT – Professional Practice Experience | <u>2†</u> | _____ |
| | Subtotal | 14 | |

TOTAL PROGRAM CREDITS –69~

~ Many students need preliminary math, biology and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

CONTINUED ON NEXT PAGE

**OUTLINE FOR COMPLETION OF THE BACHELOR OF SCIENCE IN HEALTH INFORMATION ADMINISTRATION DEGREE
FROM STEPHENS COLLEGE**

The Health Information Administration (HIA) Program is designed to assist women and men in their quest to become Registered Health Information Administrators (RHIA's). Satisfactory completion of the HIA Program establishes a student's eligibility to sit for the national registration examination (RHIA). The HIA Program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). This degree is available online.

I. HIA Core Courses - 33 credits**II.**

| Course | No. | Title | Credits |
|---------------|------------|--|----------------|
| BUS | 305 | Human Resource Management | 3 |
| HIA | 330 | Legal Issues in HIA | 3 |
| HIA | 347 | Mgmt/Clinical Classification & Reimbursement Systems | 3 |
| HIA | 351 | Health Information Systems | 3 |
| HIA | 354 | Accounting & Finance for HIA | 3 |
| HIA | 355 | Integrated Quality Management | 3 |
| HIA | 375 | Advanced Information Systems | 3 |
| HIA | 401 | Management of Health Information Centers | 3 |
| HIA | 450 | Professional Practice Experience | 3 |
| HIA | 491 | Senior Seminar | 3 |
| HIA | 492 | Senior Capstone | 3 |

III. LBA Coursework – 27 credits

Cultural Studies
 English Composition I
 English Composition II
 Historical Studies
 Literary Studies
 Mathematics (College Algebra or higher)
 Natural Science
 PHL350: Global Ethics
 Social Science

TOTAL – 120 CREDITS

ASSOCIATE OF ARTS DEGREE**WITH SECONDARY EDUCATION COURSEWORK TRANSFER TO
UNIVERSITY OF GREAT FALLS**

The Associate of Arts with articulated coursework in Education is designed for students interested in a baccalaureate degree in Secondary Education at the University of Great Falls.

The Associate of Arts (AA) focuses on education across academic disciplines. Focusing on integration of information while increasing a student's employability, the AA focuses on transferability to a baccalaureate program.

To receive the AA degree, the following requirements must be completed:

- Montana University System Core Requirements (31 semester hours);
- Computer Skills/Usage requirement (3 semester hours);
- 9 credits of coursework in the arts, humanities and social sciences;
- 17 credits of Electives; and
- A final cumulative grade point average of at least 2.0.

Courses taken to fulfill one specific requirement, including courses in the Concentration or Elective blocks, may not be used to fulfill another specific requirement; thus, a course taken to fulfill the Cultural Diversity requirement in the Montana University System Core may not be used as an Elective.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Demonstrate the outcomes achievable by completing the Montana University System Core;
- Select and use the appropriate technologies for personal, academic or career tasks;
- Think critically about theories and applications from multiple disciplines when evaluating information, solving problems, and making decisions.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 7,726 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 110 |
| Books/Supplies | \$ | 1984 |
| TOTAL: | \$ | 9,850 |

*Fall 2014, MUS Student Health Insurance Premium will be changing. Please check the Health Insurance website and/or Student Central for confirmed premium rates. Students will be charged an additional fee of \$21 per credit for online/hybrid courses.

GFC MSU ADDITIONAL GRADUATION REQUIREMENT

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|-------------------------------|---------|-----------|
| COLS | 103 | Becoming a Successful Student | 1† | _____ |

MONTANA UNIVERSITY SYSTEM CORE COURSES- 33 SEMESTER HOURS**COMMUNICATION--6 CREDITS** (3 credits written, 3 credits verbal)

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|----------------|-------|---------------------------------|---------|-----------|
| Written | | | | |
| WRIT | 101** | College Writing I | 3† | _____ |
| Verbal | | | | |
| COMX | 111 | Introduction to Public Speaking | 3† | _____ |

MATHEMATICS--4 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|----------------------------|---------|-----------|
| STAT | 216** | Introduction to Statistics | 4† | _____ |

HUMANITIES/FINE ARTS--6 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|------------------|-----|--------------------------------|---------|-----------|
| Fine Arts | | | | |
| ARTH | 160 | Global Visual Culture | 3† | _____ |
| ARTZ | 101 | Art Fundamentals | 3† | _____ |
| ARTZ | 105 | Visual Language - Drawing | 3† | _____ |
| MUSI | 101 | Enjoyment of Music | 3† | _____ |
| MUSI | 103 | Fundamentals of Music Creation | 3† | _____ |
| MUSI | 203 | American Popular Music | 3† | _____ |
| MUSI | 207 | World Music | 3† | _____ |

AND ONE OF THE FOLLOWING**Humanities**

| | | | | |
|------|-----|----------------------------|----|-------|
| LIT | 110 | Intro to Literature | 3† | _____ |
| PHL | 101 | Introduction to Philosophy | 3† | _____ |
| WGSS | 242 | Gender and Equality | 3† | _____ |

NATURAL SCIENCE--8 CREDITS (Must include 1 lab course)

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|--|---------|-----------|
| BIOB | 101** | Discover Biology | 4† | _____ |
| BIOB | 160** | Principles of Living Systems/Lab | 4† | _____ |
| BIOB | 170** | Principles of Biological Diversity/Lab | 4† | _____ |
| BIOH | 104** | Basic Human Biology/Lab | 4† | _____ |
| CHMY | 101 | Discover Chemistry | 3† | _____ |
| CHMY | 121** | Intro to General Chemistry/Lab | 4† | _____ |
| CHMY | 141** | College Chemistry I/Lab | 4† | _____ |
| CHMY | 143* | College Chemistry II/Lab | 4† | _____ |
| GEO | 101 | Introduction to Physical Geology/Lab | 4† | _____ |
| PHSX | 105 | Fund Physical Science w/Lab | 4† | _____ |

SOCIAL SCIENCES / HISTORY--6 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|-------------------------|---------|-----------|
| HSTR | 101 | Western Civilization I | 3† | _____ |
| HSTR | 102 | Western Civilization II | 3† | _____ |

CULTURAL DIVERSITY--3 CREDITS

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|---|---------|-----------|
| NASX | 240N | Native American Literature (equiv to 390) | 3+ | _____ |

CULTURAL HERITAGE OF AMERICAN INDIANS--3 CREDITS †

Courses with an "N" behind the course title will fulfill the Cultural Heritage of American Indians requirement as well as a designated core area requirement.

II. COMPUTER SKILLS/USAGE--3 CREDITS †

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-----|---------------------------|---------|-----------|
| CAPP | 120 | Introduction to Computers | 3† | _____ |

**III. CONCENTRATION IN ARTS, HUMANITIES,
AND SOCIAL SCIENCES--9 CREDITS†**

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------------------------|------|--------------------------------------|---------|-----------|
| EDU | 221 | Educational Psychology & Measurement | 3† | _____ |
| WRIT | 201* | College Writing II | 3† | _____ |
| AND ONE OF THE FOLLOWING | | | | |
| PSYX | 100 | Introduction to Psychology | | |
| SOCI | 101 | Introduction to Sociology | 3† | _____ |

CONTINUED ON NEXT PAGE

IV. ARTICULATED COURSEWORK- 16 CREDITS

ANY OF THE FOLLOWING:

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|---------------------------|----------------|------------------|
| EDU | 200 | Introduction to Education | 3† | _____ |
| EDU | 211 | Multicultural Education | 3† | _____ |
| EDU | 270* | Instructional Technology | 3† | _____ |
| | | ELECTIVES## | 7† | _____ |

Please see your advisor in regard to elective credits that will transfer to an applicable major and/or minor at UGF.

TOTAL PROGRAM CREDITS - 61

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedules.

**OUTLINE FOR COMPLETION OF THE BACHELOR OF ARTS IN
SECONDARY EDUCATION DEGREE
FROM THE UNIVERSITY OF GREAT FALLS**

The Associate of Arts with articulated coursework in Education is designed for students interested in a baccalaureate degree in Secondary Education at the University of Great Falls.

I.UGF CORE - 17 CREDITS

Foundation Skills Courses– 6 credits

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------|----------------|------------------|
| CPS | 110 | Conquering the Digital Divide | 3 | _____ |
| TRL | 200 | Fund of Christian Theology | 3 | _____ |

Great Questions Courses – 8 credits

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------|----------------|------------------|
| ILC | 330x | What is Truth | 4 | _____ |
| ILC | 350x | What is the Common Good | 4 | _____ |

Upper Division Writing Course – 3 credits

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|----------------------------|----------------|------------------|
| ENG | 300-319 | Upper level writing course | 3 | _____ |

II. SECONDARY EDUCATION MAJOR (25 credits)

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|---------------------------------|----------------|------------------|
| EDU | 261 | Intro to Exceptionalities | 3 | |
| EDU | 315 | Assessment of Learning | 2 | |
| EDU | 338 | Teaching Reading – Content Area | 2 | |
| EDU | 430 | Secondary Schl Teaching Prof | 2 | |
| EDU | 472 | PPIE - Middle School | 2 | |
| EDU | 482 | PPIE - High School | 2 | |
| EDU | 489 | Elem/Sec Ed Internship | 2 | |
| EDU | 498 | Secondary/Internship | 10 | |
| *EDU | 462 | Pre-Prof Integ Experiences ES | 2 | |

*Secondary education students majoring or minoring in Art, HPE, or Special Education or completing the Reading Instruction concentration will receive a K-12 endorsement for that subject area and must therefore complete EDU 462 PPIE Elementary in lieu of EDU 472 PPIE Middle School.

II. DUAL MAJOR NECESSARY FOR COMPLETION OF SECONDARY EDUCATION DEGREE FROM UGF

III. MINOR NECESSARY FOR COMPLETION OF SECONDARY EDUCATION DEGREE FROM UGF

IV. TOTAL CREDITS TOWARDS DEGREE

61 CREDITS (AA from GFC MSU)

17 CREDITS (UGF CORE)

25 CREDITS (BS – UGF)

REMAINING CREDITS (Dual Major & Concentration)

128 TOTAL CREDITS necessary for Graduation

UGF GRADUATION REQUIREMENTS:

1. Complete a minimum of 128 credits.
2. Maintain a cumulative University of Great Falls grade point average of 2.00 or higher.
3. Complete the University Core curriculum.
4. Complete a major. All courses used to complete the requirements of a major, minor, or concentration must have a grade of C or better. Some majors may require completion of a minor or concentration.
5. Complete thirty of the last forty semester hours of coursework at the University of Great Falls. Students enrolled in an approved Servicemembers Opportunity Colleges Army Degree (SOCAD) program may satisfy the academic residency requirements with coursework taken at any time during their enrollment at the university.
6. Complete a minimum of 40% or 15 credits of their major (whichever is greater) and a minimum of 40% of their minor in residency at the University of Great Falls. Completion of credits within a concentration will not count toward residency in the major. This requirement does not apply to those completing an approved major or minor in University Studies.
7. Complete at least thirty-two credits in upper division coursework (courses numbered 300 or higher), at least sixteen of which must be from the University of Great Falls. (Students should complete at least twelve of these credits in coursework outside the student’s major and minor or concentration.)
8. Apply for graduation in accordance with the prescribed deadlines.
9. Comply with all university policies, rules, and regulations.
10. Pay all indebtedness to the university.



GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



YOUR ATTENTION PLEASE!

Great Falls College MSU is currently undergoing a phone system upgrade. You may experience some difficulties in calling our main phone number or sending faxes to us. If you are experiencing these issues, please email admissions@gfcmsu.edu for assistance. Please be sure to include your name, the city your are calling from, phone number and/or fax number so that we can resolve your issue faster. We apologize for any inconvenience this may be causing and are working to have the system fully operational soon.

LATEST NEWS

Great Falls College MSU 2014 Commencement - Record Breaking Year

Posted Date:05/01/2014

Dr. Gould Gives Interactive Casting Presentation to Medical Asst. students

Posted Date:04/17/2014

Welding Open House Events - April 22 and May 15

Posted Date:04/11/2014

1 + 3 Civil Engineering Courses and Scholarships

Posted Date:04/09/2014

ALL NEWS

- OUTREACH + WORKFORCE DEVELOPMENT
- ELEARNING [D2L]

- TESTING CENTER
- CAMPUS CALENDAR
- CAMPUS NEWS SIGN-UP | CURRENT & PAST ISSUES
- GFC ALERT
- NET PRICE CALCULATOR
- WANT TO HOST AN EVENT AT GFCMSU?



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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



INSTITUTIONAL INFORMATION & RESOURCES

- Accreditation
- Annual Report to the Community
- Assessment
- Building Hours
- Common Ground
- Community Relations
- Consumer Information
- Core Indicators of Institutional Effectiveness
- Emergency Response Manual
- Events Services
- History
- Mission, Vision, Values & Core Themes
- Organizational Structure [PDF]
- Policies and Procedures
- Sexual Misconduct Reporting
- Strategic Plan
- Fact Book 2011-2012 [PDF]

ADMINISTRATIVE LEADERSHIP

Office of the CEO/Dean

- CEO/Dean's Home Page

Executive Leadership

- Associate Dean of Academic Affairs
- Associate Dean of Student Services
- Associate Dean of Administration & Finance
- Interim Executive Director of Business & Community Development
- Interim Executive Director of Communications & Marketing
- Executive Director of Human Resources
- Institutional Research & Planning

CAMPUS GOVERNANCE

- College Planning, Budget & Analysis Committee [CPBAC]
- Executive Team
- Faculty Senate
- Dean's Advisory Council
- Student Government

"ONE MSU" - MONTANA'S LAND GRANT

MISSION

- MSU Campuses Role & Scope [PDF]

Affiliated Campuses

- Montana State University
- MSU Billings
- MSU-Northern

MONTANA UNIVERSITY SYSTEM

- Board of Regents
- Office of the Commissioner of Higher Education
- *College!Now* Initiative

PUBLICATIONS

- The Confluence Fall 2012



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[ABOUT GFC MSU](#) | [ACADEMICS](#) | [ADMISSIONS + RECORDS](#) | [CAMPUS LIFE](#) | [GIVING TO GFC MSU](#) | [BECOME A STUDENT](#)

ACADEMICS

Great Falls College MSU prides it self on the diversity of its offerings and the rigor of its curriculum.

The College offers a variety of programs. Besides the popular Associate of Applied Science (AAS), Associate of Science (AS), Associate of Arts (AA) degrees, certificate programs are available through all three departments as well as specialized certifications and endorsements.

Explore our online options by selecting 'Distance Learning' on the menu to your left. Great Falls College MSU offers a number of online degrees and numerous courses online. As an online student, you will find our online faculty to have a very personal, professional approach to course delivery via the Internet.

Our on-campus testing center provides an efficient way to obtain industry-standard certifications. Be sure to contact the college for more information.

DUAL ENROLLMENT

- Dual Enrollment
- MPSEOC
- Webwriters - MUSWA Preparation

QUICK LINKS

- [Academic Calendars](#)
- [Campus Calendar](#)
- [Catalog \[Archives\]](#)
- [Find a Program](#)
- [More Information](#)
- [Transfer Options](#)
- [Common Course Numbering](#)

OTHER OPPORTUNITIES

- [Outreach + Workforce Dev.](#)
- [GFC MSU Online](#)



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ADMISSIONS + RECORDS

Great Falls College MSU offers a variety of academic (program/degree) choices to help you prepare for your future. Come and join our students and start your future right here. Changing Lives - Achieving Dreams is what we do! Choose the category below that best describes you for additional information.

If you are interested in learning more about our campus [Request More Information](#) or contact the campus today to set up a time to visit in person or on the phone with our recruiter. Drop in to Student Central or Call 406-771-4414 or 800-446-2698 or information@gfcmso.edu to set up your appointment today!

First Time/Freshman Students

With 40 associate degree and certificate programs, students thrive at Great Falls College MSU. Take the first step toward your Great Falls College MSU education by completing an application for admission. Applicants who are current seniors in high school or who have earned a high school diploma or GED but have not attended college after graduation should start the admissions process by talking to your pathway advisor or the recruiter at Great Falls College MSU or by completing an [application for admission](#) and submitting other [application materials](#).

Transfer Students

If you would like to make Great Falls College MSU your new academic home, you've reached the right place. Click on the [link](#) for application materials if you are an applicant who has earned a high school diploma or GED and who has attended college for any length of time after high school. Transfer students are still **required** to complete all [application materials](#).

Readmit (returning) Students

Coming back to Great Falls College MSU after taking time off? Former degree-seeking students who have not been enrolled for the previous semester (not including summer), or who were placed on academic suspension, will need to [apply](#) and complete the admissions process again. If you were placed on Academic Suspension, you will need to complete the [Academic Progress Appeal Form](#) as well as any other [materials requested](#). If you have attended in the last 5 years Great Falls College MSU should have your [applicaton materials](#), if it has been longer than 5 years you will need to provide them again (you will NOT be required to pay the \$30.00 application fee again)

Non-Degree Seeking Students

At Great Falls College MSU, opportunities abound for life-long learners and individuals interested in professional development. Great Falls College MSU has full semester long courses as well as short term training opportunities. Many students will take

QUICK LINKS

- [Getting Started](#)
- [Admissions and Records Personnel](#)
- [Experiential Learning](#)
- [Financial Aid Services](#)
- [Forms](#)
- [Graduating Students](#)
- [GFC-MSU Online](#)
- [Scholarships](#)
- [Transcripts](#)
- [Visit Great Falls College MSU](#)

MORE INFORMATION

- [College Vocab. Handbook](#)
- [COMPASS Test](#)
- [Dual Enrollment](#)
- [Educational Opport. Center](#)
- [FAQ's](#)
- [FYI on Grades](#)
- [GPA Calculator](#)
- [Home School Admission](#)
- [Housing & Childcare](#)
- [International Admission / Nonimmigrant Foreign Students](#)
- [Tuition + Fees](#)
- [Online Transfer Guide](#)

OFFICE HOURS

Monday - Friday
8:00 am - 5:00 pm

Tuesday, Wednesday
7:30 am - 5:30 pm

classes as non-degree seeking at Great Falls College MSU while attending another college or university, to fulfill graduation requirements at their home school. Non degree seeking students have the same opportunities to speak with the recruiter or advisors prior to registering for course work. [Applications for Admission](#) are available [here](#) as well as in Student Central on the Great Falls College MSU campus.

Dual Enrollment Students

[Dual enrollment](#) is the broad term for various types of opportunities for high school students to take college coursework while they are enrolled in high school. The [dual enrollment](#) portion of the Great Falls College MSU website has many valuable resources to assist you.

Home School Students

Great Falls College MSU welcomes home school students to our campus along with all other students. Home school students will be required to submit all [application materials](#) as well as a notarized copy of the home school curriculum, two letters of recommendation from people other than family members, and a parental approval form if the student is under 18. Currently home school students must complete the ACT, SAT, or COMPASS test prior to enrolling at the college to determine the students [Ability to Benefit](#) from attendance in post-secondary education.

International Students

Click on the [link](#) if you are a non-U.S. citizen who does not hold or has not applied for U.S. permanent resident status and who wishes to pursue a degree at Great Falls College MSU.

International students must complete all [general application materials](#) as well as specific [international application materials](#). Canadian Students are "Foreign Students"

Records/Registrar's Office

The Office of the Registrar at Great Falls College MSU is the official custodian of unabridged student academic records past, present and future. Academic records and official transcripts of academic attendance and activity are maintained and provided upon written request. This office has extensive contact with students after their formal admission to the college, throughout enrollment, and finally to graduation. Perhaps no other office on campus has responsibilities of this variety and magnitude: to work closely with students, faculty, administrators and the general public. The Registrar's staff maintains and updates academic records, interprets and applies academic policies, certifies eligibility for degrees, schedules all academic classes, provides the Advising & Career Center, academic departments and faculty with student information for grading and advising purposes, verifies enrollment and degrees awarded, plans and directs the commencement ceremony. Contact information for the Registrar's Office is [here](#).

The Office of the Registrar evaluates and reviews all [official college transcripts](#) for transfer students; please note students must be admitted to Great Falls College MSU as a degree seeking student prior to the evaluation.

Financial Aid

Great Falls College MSU offers many [financial aid](#) options to help you pay for college. Find more information about applying for financial assistance, types of aid, estimated costs, and more.

Worried about money? Contact [Marty Foxman](#) by stopping by Student Central or calling 406.771.4326 today and he can help you apply for Financial Aid.



[TOP]



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CAMPUS LIFE

"This one step, choosing a goal and sticking to it, changes everything." - Scott Reed This is the feeling of many of the students at Great Falls College MSU. Taking that step, the first one to apply to college is the first of many on your educational journey.

"Visualize this thing you want. See it, feel it, believe in it. Make your mental blueprint and begin." - Robert Collier

As a student at Great Falls College MSU, you will find opportunities to make new friends, build your leadership and teamwork skills through campus organizations and clubs.

Associated Students of GFCMSU (Student Government)

Student Government is an important part of campus life at Great Falls College MSU. Weekly meetings keep students informed and provide an avenue for students to impact campus policy. You are welcome to attend at any time - check the postings at the Student Government Publications Board next to the Cafeteria. If you would like to become more involved, the Great Falls College MSU Associated Students are always looking for new Senators. Get involved today! For more information stop by the Student Government office adjoining the cafeteria, email studgov@gfcmsu.edu, call 771-4322, or [check out our website](#).

Phi Theta Kappa

Phi Theta Kappa is the largest honor society in American higher education with more than 2 million members and 1,200 chapters located in all 50 of the United States, U.S. territories, British Virgin Islands, Canada, Germany, Marshall Islands, Micronesia, United Arab Emirates and Palau. Currently more than 600 colleges and universities in all 50 states, the District of Columbia, Canada and Great Britain offer more than \$36 million in transfer scholarships to Phi Theta Kappa members. In addition, each year Phi Theta Kappa administers and awards up to \$590,000 to students and advisors. The club participates in a variety of activities during the year, including fundraisers, community service and volunteerism on and off-campus, and mentoring of fellow students. Each semester, a membership invitation into our local chapter, Beta Eta Omicron, is extended to Great Falls College MSU students who have completed a minimum of twelve hours of associate degree course work in which they have a cumulative GPA of 3.5 or higher. Part-time and full-time students are eligible for membership. The average age of a new member is 29, ranging from 18 to 80. The average Phi Theta Kappan is enrolled full-time with a GPA of 3.8. If you are interested in becoming a member, feel free to contact us, or for further information visit www.ptk.org For information, email phithetakappa@gfcmsu.edu or call 406-771-4322 or 1-800-446-2698 ext 4322

Campus Calendar

Subscribe to Great Falls College MSU online Campus News

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For Email Newsletters you can trust

STUDENT GOVERNMENT Contact Information

- 406.771.4322
- 800.446.2698 ext 4322
- studgov@gfcmsu.edu
- [Learn more](#)

Inquire about setting up an Organization or Club

Organizations may include special interest clubs such as Health Occupations Students of America (HOSA), Literary Guild or Art Club. Contact your Program Director or Student Government for more information.



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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ABOUT GFC MSU | ACADEMICS | ADMISSIONS + RECORDS | CAMPUS LIFE | GIVING TO GFC MSU | BECOME A STUDENT

GIVING TO GFCMSU

Every gift you make to Great Falls College MSU makes a difference to students, faculty, and all who are touched by this dynamic experiment in innovative higher education.

Your generosity helps us meet our mission of sustaining a vibrant academic community and offering students an unparalleled education that will help them excel in their intellectual, creative, professional and community service goals.

Give Every Year... Make an Impact Every Day

Pacific Steel's Investment in Our Future



In August 2008 Pacific Steel generously contributed \$50,000 to Great Falls MSU. While this donation represented the College's largest, single private gift

to date, it was far more than just a major contribution. The gift symbolized the beginning of a new and unique project that would serve our many student-parents.

Thanks to this generous gift, Great Falls College MSU is proud to announce the development of a childcare center on campus that has the promise of making daycare more convenient and financially accessible for students. Often the costs of childcare rival those of tuition and fees. In some instances this can be such a large financial hurdle that one's academic and career goals are delayed or never fully explored. The establishment of this center is aimed at easing this challenge. While planning and development are in the early stages, Great Falls College MSU salutes Pacific Steel for their commitment to this project and their investment in the unique students who choose to pursue their higher education and career goals on our campus.

[TOP]



QUICK LINKS

- [Contact](#)
- [Doors You've Opened](#)
- [How Can You Help?](#)
- [Pledge Form](#)

[DONATE](#)

OUR THANKS

- Faculty & Staff Giving
- Our Donors
- Steering Committee



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MONTANA STATE UNIVERSITY



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ADMISSIONS & NEW STUDENTS

Great Falls College MSU offers a variety of academic (program/degree) choices to help you prepare for your future. Come and join our students and start your future right here. Changing Lives - Achieving Dreams is what we do! Choose the category below that best describes you for additional information.

If you are interested in learning more about our campus [Request More Information](#) or contact the campus today to set up a time to visit in person or on the phone with our recruiter. Drop in to Student Central or Call 406-771-4414 or 800-446-2698 or information@gfcmsu.edu to set up your appointment today!

First Time/Freshman Students

With 40 associate degree and certificate programs, students thrive at Great Falls College MSU. Take the first step toward your Great Falls College MSU education by completing an application for admission. Applicants who are current seniors in high school or who have earned a high school diploma or GED but have not attended college after graduation should start the admissions process by talking to your pathway advisor or the recruiter at Great Falls College MSU or by completing an [application for admission](#) and submitting other [application materials](#).

Transfer Students

If you would like to make Great Falls College MSU your new academic home, you've reached the right place. Click on the [link](#) for application materials if you are an applicant who has earned a high school diploma or GED and who has attended college for any length of time after high school. Transfer students are still required to complete [all application materials](#).

Readmit (returning) Students

Coming back to Great Falls College MSU after taking time off? Former degree-seeking students who have not been enrolled for the previous semester (not including summer), or who were placed on academic suspension, will need to [apply](#) and complete the admissions process again. If you were placed on Academic Suspension, you will need to complete the [Academic Progress Appeal Form](#) as well as any other [materials requested](#). If you have attended in the last 5 years Great Falls College MSU should have your [applicaiton materials](#), if it has been longer than 5 years you will need to provide them again (you will NOT be required to pay the \$30.00 application fee again)

Non-Degree Seeking Students

At Great Falls College MSU, opportunities abound for life-long learners and individuals interested in professional development. Great Falls College MSU has full semester long courses as well as short term training opportunities. Many students will be take



QUICK LINKS

- [Getting Started](#)
- [Admissions and Records Personnel](#)
- [Financial Aid Services](#)
- [Forms](#)
- [Graduating Students](#)
- [GFC MSU Online](#)
- [Scholarships](#)
- [Transcripts](#)
- [Visit GFC MSU](#)

MORE INFORMATION

- [College Vocab. Handbook](#)
- [COMPASS Test](#)
- [Dual Enrollment](#)
- [Educational Opport. Center](#)
- [FAQ's](#)
- [FYI on Grades](#)
- [GPA Calculator](#)
- [Home School Admission](#)
- [Housing & Childcare](#)
- [International Admission / Nonimmigrant Foreign Students](#)
- [Tuition + Fees](#)
- [Online Transfer Guide](#)

classes as non-degree seeking at Great Falls College MSU while attending another college or university, to fulfill graduation requirements at their home school. Non degree seeking students have the same opportunities to speak with the recruiter or advisors prior to registering for course work. [Applications for Admission](#) are available [here](#) as well as in Student Central on the Great Falls College MSU campus.

Dual Enrollment Students

[Dual enrollment](#) is the broad term for various types of opportunities for high school students to take college coursework while they are enrolled in high school. The [dual enrollment](#) portion of the Great Falls College MSU website has many valuable resources to assist you.

Home School Students

Great Falls College MSU welcomes home school students to our campus along with all other students. Home school students will be required to submit all [application materials](#) as well as a notarized copy of the home school curriculum, two letters of recommendation from people other than family members, and a parental approval form if the student is under 18. Currently home school students must complete the ACT, SAT, or COMPASS test prior to enrolling at the college to determine the students [Ability to Benefit](#) from attendance in post-secondary education.

International Students

Click on the [link](#) if you are a non-U.S. citizen who does not hold or has not applied for U.S. permanent resident status and who wishes to pursue a degree at Great Falls College MSU.

International students must complete all [general application materials](#) as well as specific [international application materials](#). [Canadian Students](#) are "Foreign Students" too.

Records/Registrar's Office

The Office of the Registrar at Great Falls College MSU is the official custodian of unabridged student academic records past, present and future. Academic records and official transcripts of academic attendance and activity are maintained and provided upon written request. This office has extensive contact with students after their formal admission to the college, throughout enrollment, and finally to graduation. Perhaps no other office on campus has responsibilities of this variety and magnitude: to work closely with students, faculty, administrators and the general public. The Registrar's staff maintains and updates academic records, interprets and applies academic policies, certifies eligibility for degrees, schedules all academic classes, provides the Advising & Career Center, academic departments and faculty with student information for grading and advising purposes, verifies enrollment and degrees awarded, plans and directs the commencement ceremony. Contact information for the Registrar's Office is [here](#).

The Office of the Registrar evaluates and reviews all [official college transcripts](#) for transfer students; please note students must be admitted to Great Falls College MSU as a degree seeking student prior to the evaluation.

Financial Aid

Great Falls College MSU offers many [financial aid](#) options to help you pay for college. Find more information about applying for financial assistance, types of aid, estimated costs, and more.

Worried about money? Contact [Marty Foxman](#) by stopping by Student Central or calling 406.771.4326 today and he can help you apply for Financial Aid.

[TOP]



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FIND BOOKS/VIDEOS:

- Library Catalog
- Course Reserves
- Online Course Reserves
- New Books

FIND ARTICLES:

- Indexes + Databases
- Full-Text Journal Finder

RESEARCH TOOLS:

- Online Reference Shelf
- Research By Subject
- Interlibrary Loan
- Off Campus Services
- Citing Resources
- Your Library Account
- Homework MT
- Other Libraries

WEAVER LIBRARY

About the Library



ONLINE NOW!
LIVE CHAT HOURS
 Mon-Thur 12 - 9pm
 Friday 12 - 5pm
 Sunday 12:30 - 9pm
 Chat live with library staff




Great Falls College MSU eLearning and Library Services

Like 547

SUGGEST A PURCHASE | QUESTIONS OR COMMENTS?
We'd love to hear from you! Call 406.771.4398 or [Email Us.](#)

LIBRARY HOURS

INTERSESSION

MAY 2 - MAY 11

Mon. - Fri. 8:00 - 5:00

Sat. - Sun. Closed

SUMMER 2014

MAY 12 - JULY 25

Mon. - Fri. 8:00 - 6:30

Sat. - Sun. Closed

Closed Dates

May 26

July 4

Bookspine Poetry Contest Voting is Closed!





GREAT FALLS COLLEGE MSU BOOKSTORE & CAFE

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login

My Cart
0 items



- Home
- Store Info
- Textbooks
- Merchandise
- Faculty
- GFC MSU



**GREAT FALLS COLLEGE MSU
BOOKSTORE**

Welcome to the Great Falls College MSU Bookstore and Cafe website! We look forward to seeing you in our store, Please stop by our cafe to refuel and recharge between classes!

**GREAT FALLS COLLEGE MSU
BOOKSTORE**

CAFE
Daily Specials!

**GREAT FALLS COLLEGE
CLOTHING!**

**BUY
BACK
DATES!**

**BUY
TEXTBOOKS!**

**WHAT'S
NEW!**

**SELL
BOOKS
NOW!**

Sell your old books for cash!

Location

2100 16th Ave S
Great Falls, MT 59405

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[PRIVACY POLICY](#)

Store Hours

[Fall and Spring terms](#)
MON-THUR: 7:30am - 7pm
FRI: 7:30am - 5pm

[Summer and Intersessions](#)
MON-FRI: 7:30am - 5:00pm

[SAT/SUN: CLOSED](#)

Textbooks

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[BOOKSTORE BUY BACKS](#)
[SELL TEXTBOOKS ONLINE](#)
[HOW TO ORDER](#)
[ORDER POLICY](#)
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Merchandise

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[GIFT CARDS](#)
[MEAL CARDS](#)

Contact Us

406.771.4367
[E-MAIL](#)
[FACULTY](#)
[GFC MSU](#)



GREAT FALLS COLLEGE

MONTANA STATE UNIVERSITY



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DIRECTORY

Quick Search:

Key Contacts Numbers

Great Falls College MSU

| | |
|------------|--------------|
| Toll Free: | 800.446.2698 |
| Local: | 406.771.4300 |
| Fax: | 406.771.4317 |
| TDD: | 406.771.4311 |

| | |
|---------------------------------------|--------------|
| ABLE - Adult Basic Literacy Education | 406.771.5108 |
| Fax: | 406.771.5109 |

| | |
|----------------------|--------------|
| Admissions + Records | 406.771.4420 |
|----------------------|--------------|

| | |
|---------------------------|--------------|
| Arts & Science Department | 406.268.3705 |
|---------------------------|--------------|

| | |
|--------------------|--------------|
| Bookstore and Cafe | 406.771.4367 |
|--------------------|--------------|

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|-----------------------------------|--------------|
| Bright Beginnings Learning Center | |
| 1900 23rd Street South | 406.205.3222 |
| Great Falls, MT 59405 | |

| | |
|------------------------------------|--------------|
| Business, Tech & Trades Department | 406.771.4391 |
|------------------------------------|--------------|

| | |
|-----------------|--------------|
| Business Office | 406.771.4315 |
|-----------------|--------------|

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| Customized Training | 406.454.3217 |
|---------------------|--------------|

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|---|--------------|
| Dental Clinic - Teeth Cleaning Appointments | 406.268.3726 |
|---|--------------|

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|-----------|--------------|
| eLearning | 406.771.4440 |
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| Toll Free: | 800.254.2815 |
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| Financial Aid | 406.771.4334 |
|---------------|--------------|

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| MSU-Extension Fire Services | 406.771.4336 |
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| Fax: | 406.268.3735 |
|------|--------------|

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|---------------------------|--------------|
| Health Science Department | 406.771.4350 |
|---------------------------|--------------|

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| Help Desk | 406.771.4433 |
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| Human Resources | 406.268.3712 |
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| Fax: | 406.268.3709 |
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| Information Desk | 406.771.4300 |
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| | |
|-------------------|--------------|
| KGPR Public Radio | 406.268.3739 |
|-------------------|--------------|

| | |
|------|--------------|
| Fax: | 406.268.3736 |
|------|--------------|

| | |
|-----------------|--------------|
| Learning Center | 406.771.5121 |
|-----------------|--------------|

| | |
|---------|--------------|
| Library | 406.771.4398 |
|---------|--------------|

| | |
|---------------|--------------|
| Media Contact | 406.771.4314 |
|---------------|--------------|



QUICK LINKS

- [Browse by Department](#)
- [Browse Entire Campus](#)
- [Browse Faculty Only](#)
- [Key Contact Numbers](#)
- [Faculty Webpages](#)
- [Human Resources](#)

OTHER NOTES

Great Falls College MSU
2100 16th Ave. S.
Great Falls, MT 59405

To mail to any person/department on our campus please use the above address. The individuals name followed by the Department or Office may be added as the second line of the address.

| | |
|--|--------------|
| MetNet | 406.268.3731 |
| ----- | |
| MSU-Bozeman College of Nursing 400 15th Ave. S., Suite 106 Great Falls, MT 59405 | 406.771.4450 |
| ----- | |
| Fax: | 406.771.4449 |
| ----- | |
| MSU-Northern | 800.662.6132 |
| ----- | |
| Outreach + Workforce Dev. | 406.771.4303 |
| ----- | |
| Payroll | 406.771.4308 |
| ----- | |
| Student Accounts | 406.771.5129 |
| ----- | |
| Fax: | 406.771.5117 |
| ----- | |
| Student Central | 406.771.4414 |
| ----- | |
| Student Government | 406.771.4322 |
| ----- | |
| Testing Center | 406.268.3711 |
| ----- | |

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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



CONTACT

Great Falls College MSU
2100 16th Avenue South
Great Falls, Montana 59405

Main Switchboard: 406.771.4300
Toll Free: 800.446.2698
Main Office Fax: 406.771.4317
Student Central Fax: 406.771.4329
Student Accounts Fax: 406.771.5117

NOTE: If you are experiencing any technical difficulties please refer to the Help Desk contact information first and they will direct you to the appropriate department. Thank you.

Help Desk helpdesk@gfcmsu.edu 406.771.4433

| Office | Email | Phone |
|---------------------------|--|--------------|
| Admissions + Records | admissions@gfcmsu.edu | 406.771.4420 |
| COTtage Bookstore | bookstore@gfcmsu.edu | 406.771.4367 |
| Financial Aid | finaid@gfcmsu.edu | 406.771.4334 |
| Information Desk | information@gfcmsu.edu | 406.771.4300 |
| Learning Center | learningcenter@gfcmsu.edu | 406.771.5127 |
| Library | library@gfcmsu.edu | 406.771.4398 |
| Media Contact | pparsons@gfcmsu.edu | 406.771.4314 |
| eLearning | distance@gfcmsu.edu | 406.771.4440 |
| Outreach + Workforce Dev. | outreach@gfcmsu.edu | 406.268.3734 |
| Visit MSU–GF | information@gfcmsu.edu | 406.771.5132 |

Social Media Contacts

-  [Subscribe to MSUGF](#)
-  [Subscribe to Pathways Advising](#)
-  [Subscribe to MSUGF Advising & Career Center](#)
-  [Subscribe to MSUGF Campus Corps](#)
-  [Subscribe to MSUGF eLearning & Library Services](#)
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QUICK LINKS

- [Directories](#)
- [Request Information](#)
- [Use Our Facilities](#)
- [Campus Map](#)

IMPORTANT NOTES

Due to privacy concerns, the Financial Aid Office will not respond to specific questions about an individual's financial aid using email. Be sure to include your phone number!!

For our Campus Mailing Address or to look up the email address or phone number of a specific faculty or staff member please go to our [Campus Directory](#).

Email addresses and phone numbers of students are not available on the web due to privacy and security concerns.

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STUDENT QUICK LINKS

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- Banner Web [My Info]
- Campus Calendar
- Child Care Center
- Course Schedule
- Current Catalog [Archives]
- eLearning [D2L]
- Faculty Webpages
- Graduation
- Help Desk Request
- Policies & Procedures
- Sexual Misconduct Reporting
- Student Email
- Student Government
- Student Health Insurance
- Student Health Magazine
- Testing Center
- Transfer Options
- Tuition and Fees

STUDENT RESOURCES

- ABLE
- Disability Services
- Educational Links
- GPA Calculator
- Student Handbook
- Student Assistance Foundation
- Your Guide
- Weaver Library

CURRENT STUDENTS

STUDENT SERVICES


- Advising & Career Center
- Career Services
- Degree Works FAQs
- Disability Services
- Financial Aid Services
- Forms
- Help Desk
- Military
- Online Resources
- Your Right To Know



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QUICK LINKS

- Banner Web [My Info]
- Faculty Webpages
- Help Desk
- Intranet [on campus only]
- My MSU [Portal]
- Off Campus Email Access
- Campus Events
- eLearning[D2L]
- Student Success Alert (GradesFirst)
- Testing Center
- Policies & Procedures
- Your Right To Know
- Car Reservations

OTHER RESOURCES

- Building Hours
- College Aid
- College Relations
- Faculty Guidance for Incident Response
- FERPA
- Final Exam Schedule
- Help Desk Request
- MSUGF Alert
- Web Space Request

FACULTY + STAFF

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FACULTY RESOURCES

- Academic Calendars
- Campus Calendar
- Schedule of Courses Faculty
- Advising + Career Center
- Course Schedule
- Current Catalog [Archives]
- Disability Services
- For Adjunct Faculty
- Learning Center
- Tech 4 Teaching
- Student Learning Outcomes
- Admissions & Records
- Common Course Numbering

HUMAN RESOURCES + PAYROLL ITEMS

- Human Resources
- New Adjunct Faculty Packet
- 2014 Payroll Calendar
- Payroll Disbursement
- Timesheets [2014]



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JOB LISTINGS

Director of Development

Apply By: Open until filled; for best consideration, apply by May 30, 2014.

Practical Nursing Faculty

Apply By: Open until filled; for best consideration, apply by May 30 2014.

Network and Microcomputer Support Faculty

Apply By: Open until filled; for best consideration, apply by May 30, 2014.

Welding Faculty

Apply By: Open until filled; for best consideration, apply by April 28, 2014.

Executive Director for Communications and Marketing

Apply By: Open until filled; for best consideration, apply by April 25, 2014.

Research Analyst

Apply By: Open until filled; for best consideration, apply by April 25, 2014

[ALL JOBS](#)

ADJUNCT FACULTY POSITIONS

- Learn how to apply & join our adjunct faculty pool!

[ALL ADJUNCT JOBS](#)

OUR COMMUNITY: GREAT FALLS, MONTANA

- GF Chamber
- GF Development Authority
- GF Online
- GF Quick Facts

JOB SEEKERS

FUN FACT: At the Rocky Mountain Front Eagle Migration Area west of Great Falls more golden eagles have been seen in a single day than anywhere else in the country.

APPLICATION MATERIALS AND OTHER INFORMATION

- Background Check Authorization
- Employment Preference
- Employment Application
- Applicant Survey
- Human Resources

OTHER OPPORTUNITIES

- GF Job Service
- MUS Job Postings
- Student Worker
- Workstudy Positions





GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



MILITARY AND VETERAN STUDENTS

Great Falls College MSU is a **Military Friendly School**. With a staff dedicated to serving military and veterans, GFC MSU will provide resources, scholarship and benefit information to you and your family.

The GFC faculty and staff greatly appreciate your time in service to our nation. You have many choices during and after your military service and we are pleased you are considering Great Falls College to continue your education. We know that balancing college life with military obligations, career, family and personal responsibilities can be extremely challenging.

Great Falls College MSU would like to assist you in achieving your personal and educational goals and will facilitate your success by providing the support, resources and information that meet your unique needs as a student.

For prospective and current students:

Call Julie Rummel at 406-771-4431 for transition questions and assistance with issues such as the admissions process and financial support.



CONTACT INFORMATION

Julie Rummel
Financial Aid
Specialist/Veterans
Coordinator
Student Central
406-771-4431
jrummel@gfcmsu.edu

QUICK LINKS

- [College Credit for Military Service](#)
- [Disability Services](#)
- [Educational Benefits](#)
- [FAQs](#)
- [GI Bill Pay Rates](#)
- [License & Certification Tests](#)
- [Local Services](#)
- [Military Records](#)
- [MUS Veterans Info](#)
- [Tuition Assistance](#)
- [VA Work Study](#)
- [WAVE Verification](#)



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GREAT FALLS COLLEGE
MONTANA STATE UNIVERSITY

eLEARNING [D2L]

LOGIN TO YOUR ONLINE CLASS

D2L LOGIN:

NetID: Password:

[FORGOT PASSWORD?](#)

[GET STARTED HERE](#)

[D2L SUPPORT](#)

[SYSTEM CHECK](#)

[VIDEO TUTORIALS](#)

ONLINE PROGRAMS



ONLINE COURSES



SELECT COURSE TYPE 'ONLINE'

MOBILE APPS



eLearning Office Hours

Spring 2014



M-F 8am-5pm
Sat CLOSED
Sun CLOSED

Live D2L Support

Online



M-R 8am-9pm
F 8am-5pm

Click here to chat with eLearning staff



Digital eLearning Guide

Atomic Learning

Online Software Tutorials



Phone: 406-771-4440 | Toll-Free: 800-254-2815 | E-Mail: elearning@gfcmsu.edu

D2L Status: There are no known issues with D2L at this time. If you are experiencing any problems, please do not hesitate to contact the eLearning Department.

Note: The D2L Server will be unavailable due to regular maintenance starting on **Saturday, May 24 at 11:00pm to 5:00am Sunday, May 25**. This maintenance takes place on the fourth Saturday of each month. Please plan accordingly.

[Like](#) [Share](#) 547 people like this. [Sign Up](#) to see what your friends like.



- COURSE SCHEDULE - TO SEARCH FOR ONLINE COURSES, CLICK 'COURSE SCHEDULE' AND SEARCH BY 'COURSE TYPE: ONLINE'.
- MUS.EDU/ONLINE



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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ADMISSIONS + RECORDS: Become a Student

Are you interested in Great Falls College MSU?

[Request More Information](#) or Contact the campus today to set up a time to visit in person or on the phone with our recruiter. Drop in to Student Central or Call 406-771-4414 or 800-446-2698 or information@gfcmsu.edu to set up your appointment today!

Apply and Register for your classes in 4 easy steps:

1. Apply for Admissions

Applications available on campus in Student Central or you can download it here. [[Download Application](#)]

A \$30.00 application fee must accompany the application if you have never applied at a Montana University System School

A copy of your high school transcript or diploma with date of graduation or GED scores or diplomas with date of completion **required**

Proof of 2 MMR (Measles, Mumps and Rubella) shots

Additional information on these requirements can be found in our [online](#) catalog.

2. Placement Testing

All students will be required to submit placement test scores or official college transcripts before enrolling in classes

Students may take the COMPASS test on campus if they do not have prior test scores within the last 3 years. To request an appointment to take the proctored Compass Exam, complete a registration form [HERE](#). There is a fee to take the test that must be paid prior to testing. **OR**

Submit ACT or SAT scores within the last 3 years **OR**

Submit college transfer credit in math and writing. College transcripts must come in a sealed envelope from the College or University attended and must be official.

3. Attend Registration

Required for all new/transfer or readmit students prior to registering for their classes at Great Falls College MSU

Students will be able to attend daytime/evening or online sessions to accommodate their schedule

Admissions files and placement testing must be complete before signing up for a registration session

Stop by or call Student Central at 406-771-4414 or 800-446-2698 to sign up for your session



QUICK LINKS

- [Getting Started](#)
- [Admissions and Records Personnel](#)
- [Financial Aid Services](#)
- [Forms](#)
- [Graduating Students](#)
- [GFC MSU Online](#)
- [Scholarships](#)
- [Transcripts](#)
- [Visit GFC MSU](#)

MORE INFORMATION

- [College Vocab. Handbook](#)
- [COMPASS Test](#)
- [Dual Enrollment](#)
- [Educational Opport. Center](#)
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- [GPA Calculator](#)
- [Home School Admission](#)
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- [International Admission / Nonimmigrant Foreign Students](#)
- [Tuition + Fees](#)
- [Online Transfer Guide](#)

4. **Attend Orientation Events**

Scheduled before each fall and spring semester to help introduce students to campus.

Worried about money?

Contact [Marty Foxman](#) by stopping by Student Central or calling 406.771.4326 today and he can help you apply for Financial Aid.

[TOP]



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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ABOUT GFC MSU | ACADEMICS | ADMISSIONS + RECORDS | CAMPUS LIFE | GIVING TO GFC MSU | BECOME A STUDENT

CONTACT: Request Information

Please use the following form to request information from our campus. Requests are processed by email and your request should be addressed promptly.

| | | |
|---|--|------------|
| First Name: | | [Required] |
| Middle Name: | | [Required] |
| Last Name: | | [Required] |
| Address: | | [Required] |
| City: | | [Required] |
| State: | Choose a State | [Required] |
| Zip: | | [Required] |
| Phone: | | [Required] |
| E-Mail: | | [Required] |
| Date of Birth: | Day: Day Month: Month Year: Year | [Required] |
| Current High School Graduation Date (Approximate) | | |
| Are you a transfer student? | yes no | |



QUICK LINKS

- [Directories](#)
- [Request Information](#)
- [Use Our Facilities](#)
- [Campus Map](#)

IMPORTANT NOTES

Due to privacy concerns, the Financial Aid Office will not respond to specific questions about an individual's financial aid using email. Be sure to include your phone number!!

For our Campus Mailing Address or to look up the email address or phone number of a specific faculty or staff member please go to our [Campus Directory](#).

Email addresses and phone numbers of students are not available on the web due to privacy and security concerns.

Program of Interest (Check all that apply):

Area of Interest: Program of Interest:

Any

General/Transfer
Studies

Any

Business, Tech
& Trades

Any

Health
SciencesDistance
LearningVeterans
Support

Note: *Indicates Certificate program only. All others are Associate of Applied Science Degree offerings.

If you require information about multiple programs, please list

them here:

Additional Information Available (Check all that Apply):

- Program Guide
- Financial Aid Information
- College Application for Admission
- Montana Residency Guide
- Housing and Childcare Guide
- Dual Enrollment Information for Montana High School Students
- Academic Calendars
- COMPASS / Placement Testing Information
- Health Science Program Application Packet (Please type program of interest above)
- Outreach Catalog for non-credit Personal Enrichment & Professional Growth

Anticipated Term of Enrollment:

Spring

Fall

Summer

Other/Additonal Request:

If you would like additional information on Great Falls College MSU programs please see the Current Catalog [HERE](#).



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changing lives – achieving dreams [2014-2015 catalog]

>GFCMSU

Great Falls College Catalog for 2014-2015

This catalog contains general information about the campus and specific information about degree programs. If you have questions or comments, please contact admissions@gfcmsu.edu.

* Indicates Catalog Update GEPI = Gainful Employment Programs Information

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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ABOUT GFC MSU | ACADEMICS | ADMISSIONS + RECORDS | CAMPUS LIFE | GIVING TO GFC MSU | BECOME A STUDENT

COLLEGE RELATIONS: All News - Details

Great Falls College MSU 2014 Commencement - Record Breaking Year

Posted Date: 05/01/2014

Great Falls College MSU will be honoring 384 graduates at the 2014 Commencement Ceremony on Saturday, May 3th at 10:00 am. Sixty - seven graduates will receive multiple awards bring the degree and certificate award total to 448. New records were set this year in both the number of graduates and number of degrees awarded. Great Falls College MSU also has 12 dual credit welding students that will be graduating from college a month before they graduate from high school.

The Commencement Ceremony will be held at the University of Great Falls McLaughlin Center. A reception will follow the ceremony on the Great Falls College MSU Campus in Heritage Hall.

Platform Party:

- Dr. Darryl Stevens, Chief Financial Officer, Reader
- Dr. Sue Fuson, MSU Northern Education Faculty
- Dr. John Cech, Deputy Commissioner of Two Year and Community College Education
- Tim Reese, Associated Student President
- Max Sherritt, Student soloist
- Lt Governor Angela McLean, Keynote Speaker
- Dr. Susan Wolff, CEO/Dean
- Dr. Heidi Pasek, Assoc. Dean and Chief Academic Officer
- Dr. Frankie Lyons, Division Director, Health Sciences
- Dr. Bruce Gottwig, Division Director of Business, Trades & Technology
- Leanne Frost, Division Director, General Education and Transfer

Graduate Demographics

384 graduates (**new record**)

- 269 female
- 115 male
- 67 grads have multiple degrees
- 25 Native American
- 12 dual credit/high school students
- graduates planning to attend commencement 233

448 degrees/certificates awarded (**new record**)

- 140 Associate degrees
- 199 AAS degrees
- 79 CAS
- 30 Professional Certificates

Average age = 24.9



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RESOURCES

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- [Design Tips + Style Guide](#)
- [FORM: Marketing/Design Request](#)
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- [Photo Release - Single](#)
- [Photo Release - Group](#)
- [Scholarship News Release](#)

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Youngest grad = 17

- Oldest = 63

GPA/Honors

- 3.34 Average GPA
- 29 - 4.00 gpa,
- 73-High Honors (3.75-4.00 gpa)
- 90 - Honors (3.50-3.749 gpa)

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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



COLLEGE RELATIONS: All News - Details

Dr. Gould Gives Interactive Casting Presentation to Medical Asst. students

Posted Date: 04/17/2014

Our medical assisting students had a special guest in class today. Dr. Aimee Hachigian-Gould, Orthopedic surgeon, provided an interactive presentation on casting techniques. While setting the cast, she explained how medical assistants support doctors and patients during these procedures. Thank you for sharing your expertise Dr. Gould!

Photos: <https://www.facebook.com/media/set/?set=a.635839039821358.1073741853.155584394513494&type=1>

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COLLEGE RELATIONS: All News - Details

Welding Open House Events - April 22 and May 15

Posted Date: 04/11/2014

Great Falls College MSU is hosting two Welding Open House events; the first is on April 22 (5:30-6:30pm) and second is May 15 (5:30-6:30pm). Both will take place on the Great Falls College MSU Campus in the Trades Building (located on the south side of campus). The open house events are free and open to anyone interested in the Welding Technology Certificate of Applied Science (CAS), testing services, basic welding or refresher courses. Tours of Great Falls College MSU Trades Building and Welding Shop will also be offered.

Great Falls College MSU welding program is still accepting applications for the Summer and Fall semesters and has openings in the Canadian Welding Bureau Transborder Welder Course that will be offered this summer. For more information please contact Erica Rominger at 771.5132 or erica.rominger@gfcmsu.edu.

Agenda for April 22 and May 15

Introduction / Welcome

Welding Technology CAS Program

- Program Overview and Expectations
- Employer Expectations
- Starting Pay & Areas for Growth in the Profession

Welding Courses and Testing Services

- Courses, Professional Development, and Certifications Testing
- Upcoming Opportunities

Application Process

- College application & Program application
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Paying for College

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- Free Application for Federal Student Aid

Tours of Trades Building and Welding Shop

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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



COLLEGE RELATIONS: All News - Details

1+3 Civil Engineering Courses and Scholarships

Posted Date: 04/09/2014

Great Falls College MSU is happy to announce a new partnership between with Montana State University's College of Engineering . The 1+3 civil engineering partnership will allow students to complete the first year of their civil engineering coursework at Great Falls College MSU and then transfer into the civil engineering degree at MSU in Bozeman for the remaining three years.

This is an exciting opportunity, student benefits include: lower tuition, smaller class sizes, and scholarship opportunities. For more information, contact Erica at 406-771-5132 erica.rominger@gfcmsu.edu.

[1+ 3 Coursework](#)

[Scholarship Application](#)

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Posted Date: 04/17/2014

Welding Open House Events - April 22 and May 15

Posted Date: 04/11/2014

1 + 3 Civil Engineering Courses and Scholarships

Posted Date: 04/09/2014

Great Falls College MSU sponsors a Piatigorsky Foundation Concert - April 28th at 7 pm

Posted Date: 04/08/14

Bright Beginnings Learning Center Open House

Posted Date: 04/07/2014

Governor Awards \$325,000 GFC MSU for Job Training Program in Great Falls

Posted Date: 03/12/2014

Governor's Announcement Scheduled for Wednesday, March 12 in GFC MSU Trades Building

Posted Date: 03/10/2014

GFC MSU Annual Report Available Online

Posted Date: 03/07/2014

Juneau, Bullock and ACT Honor Great Falls College MSU and Bozeman High School

Posted Date: 03/07/2014

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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY OUTREACH & WORKFORCE DEVELOPMENT

ABOUT OUTREACH | COURSES | **HOW TO REGISTER** | CONTRACT TRAINING | FOR INSTRUCTORS | JOIN OUR MAILING LIST



FEATURED COURSES

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- Sumopaint - Image Editor
- Beginning Digital Photography

[ONLINE COURSES AND CAREER PROGRAMS]



the
new
summer
2014
brochure
coming

SOON!

Check
out
the
brochure
to
the
right
so
you

can
start
making
your
plans
now!

[
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]

MIET IS COMING JUNE 16-20!
[MORE INFO]



**NEW
THIS
SUMMER!**

**BRAINIA
MANIA**

**AUGUST
4
-
15,
2014**

[DETAILS]





Montana State University - Great Falls College of Technology • Outreach + Workforce Development
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GREAT FALLS COLLEGE
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eLEARNING [D2L]

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TESTING CENTER SERVICES

To schedule an appointment or for more information please use the buttons on the right side of this page.

The Testing Center is located in room R274 and provides a variety of examination proctoring for Great Falls College MSU courses and programs including:

1. Fully online or hybrid/mixed-mode course exams (includes courses taught using D2L and MyMathLab).
2. Make-up exams for all courses, regardless of delivery.
3. Exams for students requiring extra time or a distraction-free environment (students must see the Disability Services Coordinator first).
4. COMPASS Testing.
5. Pearson VUE and Prometric Testing.
6. ASE (Automotive Service Excellence) Testing.
7. Examination proctoring for non Great Falls College MSU students.

Examination proctoring is by appointment only. **Appointments should be requested using the forms found by clicking the appropriate button on the right side of this page at least 24 business hours in advance of the desired date/time.** Appointments will be confirmed via email.

Please view the student and/or faculty procedures and Academic Integrity Policy prior to using Testing Center facilities. By making an appointment to use the eLearning Testing Center or walking in to use the Testing Center services, you are verifying that you have read and understand the procedures.

[Student Testing Center Procedures](#)

[Academic Honesty Policy](#)

CONTACT INFORMATION

Location: R274
etesting@gfcmsu.edu
406.268.3711

Testing Center Staff

Carol Berg
Testing Services Coordinator

Valerie Dobbs
Exam Proctor

Steven Schaefer
Exam Proctor

[Testing Center Hours](#)

[Student Test Request](#)

[Faculty Exam Request](#)

[COMPASS Test Request](#)

[Other Proctoring](#)

[ASE Testing](#)

Laura Wight
Division Director of eLearning & Library Services



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EMS Master Calendar

Events



 Day

 Week

 Month

 Display as

 Add Event



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***Your email address:**

Getting it done right. Great Falls College MSU uses  SafeUnsubscribe®, which reliably removes your email address from our lists.



Campus News Archives

Campus News is an online newsletter that provides news about Great Falls College MSU. You will find campus events, program and personnel updates and other news of interest here.

Campus News 2013

Special Edition: Paulauskis Retires!
June 19, 2013
May 3, 2013
Special Edition: GFC Community Service
April 15, 2013
Special Edition - Collaboration: GFC and GFPS
March 29, 2013
March 21, 2013
March 4, 2013
February 14, 2013
January 30, 2013
January 24, 2013
January 14, 2013

Campus News 2012

December 13, 2012
November 28, 2012
November 14, 2012
November 7, 2012
October 24, 2012
October 10, 2012
October 3, 2012
September 26, 2012
September 19, 2012
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September 6, 2012
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March 7, 2012
February 27, 2012
February 20, 2012
February 13, 2012
Opinions on renaming MSU - Great Falls
February 2, 2012
January 27, 2012
2012_01_24_Listening Session
January 19, 2012

Outreach Newsletters

Outreach Newsletter #16_June2013
Outreach Newsletter #14_April 2013
Outreach Newsletter #13_March 2013
Outreach Newsletter #12_February 2013
Outreach Newsletter #11_January 2013
Outreach Newsletter #10_December2012
Outreach Newsletter #9_November2012
Outreach Newsletter #8-October2012
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Campus News 2011

Seasons Greetings 2011
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December 5, 2011 Campus News
November 21, 2011 Campus News
Dedication of MSU - Great Falls Simulated Hospital
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September 6, 2011 Campus News
August 29, 2011 Campus News
May 2 2011
April 25 2011
April 18 2011

Campus News 2010

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2009 April 20 Correction
2009 April 20 Campus News
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Campus News 2008

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2008-07-28 Campus News

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EMERGENCY NOTIFICATION SYSTEM

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

What is GFC Alert?

GFC Alert is the emergency notification text messaging system for Great Falls College MSU. It is used by the College as a way to instantly reach mobile devices when an urgent situation needs to be communicated.

How do I register?

You can register by clicking the SIGN UP link to the right and entering your cell phone number and/or email address. You will receive a text confirming that you have opted into the alert system to receive emergency notifications.

How will I know when a text is from MSUGF Alert?

Your GFC Alert messages will come to you from the number 69310. Program this number as "GFC Alert" in your phone. That way, you will know when Great Falls College MSU is texting you.

Does GFC Alert cost anything to use?

There is no cost for an individual who has registered for the alerts; however, your cell phone carrier might charge you to receive text messages, so please check your plan.

What type of alerts will I receive?

You will only receive emergency notifications and campus closings issued by Great Falls College MSU. If you choose, you may also receive weather advisories. To receive severe weather advisories, be sure and check 'NOAA Severe Weather Alerts' on the sign-up form. You will receive one test message each month in addition to weather alerts (if you choose them) and emergency notifications.

Will all cell phone carriers deliver GFC Alert messages?

Yes. Great Falls College MSU is using a service provider that works with all major cell phone providers. Text messages will be sent to your carrier for delivery to your phone. While it is extremely unlikely that you would not receive a GFC Alert message, signal strength and other issues with your carrier could impact delivery to your phone.



QUICK LINKS

- [SIGN UP](#)
- [Other Alert Systems](#)

Will I receive ads or SPAM on my phone?

No. Inspiron Logistics, the company behind the Wireless Emergency Notification System (WENS), does not tolerate spam text or email messages.

I don't use text messages. Can I receive GFC Alert by email?

Yes. When you sign up online, fill in your email address in the proper field. You will be sent emergency notifications from Great Falls College MSU through the email address that you registered.

What if I change my mobile carrier and receive service through another company?

You will still receive alerts as long as you have the same phone number.

What happens if I change my phone number?

You will need to re-register so that you can resume receiving alerts.

How can I stop receiving the alerts?

There are a few ways to stop receiving alerts:

- You can simply text STOP to 69310 from your phone.
 - You can send an email to: remove@wensnetwork.com
 - You can return to the location where you signed up and click on "unsubscribe."
-

Who do I contact if I have further questions?

Community Relations Department, 406-771-4314

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Net Price Calculator

Net Price Calculator

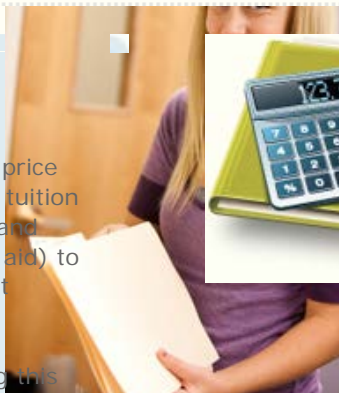
Please read. This calculator is intended to provide *estimated* net price information (defined as estimated cost of attendance — including tuition and required fees, books and supplies, room and board (meals), and other related expenses — minus estimated grant and scholarship aid) to current and prospective students and their families based on what similar students paid in a previous year.

By clicking below, I acknowledge that the estimate provided using this calculator does not represent a final determination, or actual award, of financial assistance, or a final net price; it is an estimate based on cost of attendance and financial aid provided to students in a previous year. Cost of attendance and financial aid availability change year to year. The estimates shall not be binding on the Secretary of Education, the institution of higher education, or the State.

Students must complete the Free Application for Federal Student Aid (FAFSA) in order to be eligible for, and receive, an actual financial aid award that includes Federal grant, loan, or work-study assistance. For more information on applying for Federal student aid, go to <http://www.fafsa.ed.gov/>

Note: Any information that you provide on this site is confidential. The Net Price Calculator does not store your responses or ask for personal identifying information of any kind.

I AGREE



TITLE IV SCHOOL CODE

009314

OFFICE HOURS

Monday - Friday
8:00 am - 5:00 pm
Call for evening hours.

- Dates to Remember
- Aid Info
- Scholarships
- Tuition Waivers
- Workstudy
- FAFSA
- SAF

MORE INFORMATION

- FAQ's
- Helpful Links
- Financial Aid Info Guide
- MT Campus Compact
- Veteran's Benefits





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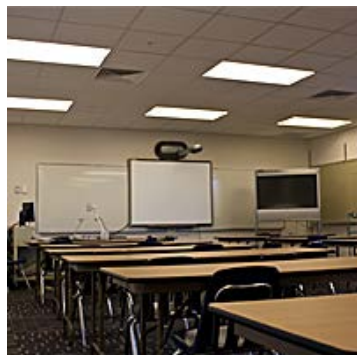
GREAT FALLS COLLEGE MSU EVENTS SERVICES

Events Services welcomes you to consider Great Falls College MSU for your meeting space. The Events Services staff will assist you in planning and facilitating your event on campus. We will support you as you plan the details that will make your event at Great Falls College MSU a success.

Process for Reserving Space

1. Take a [Virtual Tour](#) of Great Falls College MSU facility.
2. Complete the [Room Request Form](#) with dates and times needed.
3. Events Services will notify you of space available for your event.
4. A member of the Events Services staff will contact you to verify room set-up and other details.
5. If you are considering using campus catering, you will be referred to the Catering staff at MSU - Great Falls. If you do not need catering services or plan to use another caterer, please inform Events Services that campus catering services are not needed.

View Our Rooms



[Regular Classroom](#)



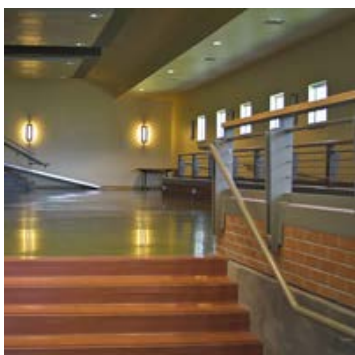
[Tiered Classroom](#)



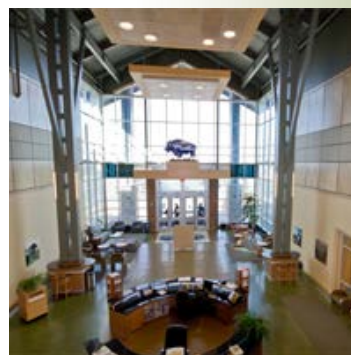
[Computer Classroom](#)



[Heritage Hall](#)



[Breakout Area](#)



[Atrium](#)



CONTACT INFORMATION
Carmen Roberts
carmen.roberts@gfcmu.edu
 406.771.2271

TO PRINT OR DOWNLOAD

some items on this page you will need [Adobe](#)

DON'T FORGET

- [Room Request Form](#)
- [Building Hours](#)
- [Virtual Tour](#)
- [Evaluate Us](#)

CATERING

- [Catering Menu](#)
- [Catering Request](#)
- [Catering Policies](#)

CAMPUS POLICIES & PROCEDURES

- [Firearms](#)
- [Alcohol](#)
- [Food and Drink](#)
- [Tobacco](#)

OTHER NOTES

- Please use only mylar balloons for decoration to protect those with latex sensitivity.
- Bringing extension cords will provide you with flexibility in room set up.
- Accommodations for those who are hearing, sight, or mobility impaired may be made through Disability Services. Please be aware that, in some cases, there will be a charge for services. For example, should a sign language interpreter be required, there is an hourly rate available from Disability Services.
- Please ask permission prior to posting materials on walls or any other surface

Great Falls College MSU is committed to full inclusion of individuals with disabilities

Great Falls College MSU is committed to full inclusion of individuals with disabilities and granting the opportunity to participate in the university's academic and non-academic activities and/or events by providing access and reasonable accommodations that may be necessary to ensure access.

Persons with disabilities may request accommodations for academic and non-academic activities or events through:

Kathy Meier, M. Ed.
Director of Disability and Learning Support Services
406.771.4311
katherine.meier@gfcmsu.edu

If costs are anticipated for accommodating the disabled at a non-campus event, the external meeting planner will be notified ahead and invoiced for the charges.

Internal Events

Maintenance: Upon confirmation of your room request, complete a [work order request](#) and submit if for your setup.

Catering: All tablecloths, centerpieces, coffee, pop and water need to be requested through the bookstore. [\[link\]](#)

[\[TOP\]](#)



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Youth Job Fair

Wednesday, May 07, 2014

3:00 PM - 6:00 PM (MT)

Heritage Hall

Event Type

Featured Event

Department

GFC MSU Student Services



Calendar

Featured Events

[less](#)



[Back to Calendar](#)

Welding Open House

Thursday, May 15, 2014

5:30 PM - 6:30 PM (MT)

T316

Event Type

Featured Event

Department

GFC MSU Business, Trades & Technology Dept.

Open House in the Trades Building is free and open to anyone interested in the Welding Technology Certificate of Applied Science, testing services, basic welding or refresher courses. Tours of Great Falls College MSU Trades Building and Welding Shop will also be offered.



Calendar

Featured Events

[less](#)



[Back to Calendar](#)

Northwestern Energy Hydro Public Meeting

Thursday, May 15, 2014

5:30 PM - 9:00 PM (MT)

Heritage Hall

Event Type

Featured Event

Department

Montana Public Service Commission

Montana Public Service Commission is conducting a public meeting regarding the application of NorthWestern Energy for hydro-assets purchase.



Calendar

Featured Events

[less](#)



[Back to Calendar](#)

Chamber 101

Saturday, May 17, 2014
10:00 AM - 12:00 PM (MT)
Heritage Hall
Event Type
■ Featured Event
Department
Great Falls Symphony

Free, family-friendly event gives kids a chance to touch instrument, make sounds, and talk to the musicians. Petting Zoo begins at 10am followed by an interactive performance by the Cascade Quartet and Chinook Winds at 11am.



Calendar
Featured Events

[less](#)



[Back to Calendar](#)

Anti-Fraud Education Evening

Wednesday, May 21, 2014

4:30 PM - 7:30 PM (MT)

[Heritage Hall](#)

Event Type

Featured Event

Department

Montana Crime Prevention Association

Speakers from the following agencies-Montana Attorney General's Office, Montana Banking Commission, Commissioner of Securities and Insurance, AARP



Calendar

Featured Events

[less](#)





Sign in

Loading



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DISABILITY SERVICES AT GREAT FALLS COLLEGE MSU

Welcome to Disability Services. The mission of the Disability Services office at Great Falls College MSU is to facilitate accessibility to all aspects of the college experience for all students with disabilities enrolled at the college.

What is a Disability?

Great Falls College MSU is committed to providing equal access and accommodation for all educational and programmatic opportunities at the College for students with diagnosed disabilities. Under the Americans with Disabilities Act (ADA) of 1990 (Title II), the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are entitled to reasonable accommodations in order to ensure access. The definition of a disability is a physical or mental impairment that substantially limits one of more major life activities. These include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Students with disabilities have a right to reasonable accommodations in order to fully participate in the postsecondary educational experience. Students with disabilities are encouraged to advocate for themselves to the extent possible, and Disability Services provides support and assistance in determining what accommodations are best suited to each individual.

To get information related to disability services please contact:

**Katherine Meier, M. Ed.,
Director of Disability Services**

Great Falls College MSU
2100 16th Avenue South
Great Falls, MT 59405
Phone/TDD: 406.771.4311
FAX: 406.771.4342
katherine.meier@gfcmsu.edu

Hours of Operation

Monday through Friday- 8:00-5:00 p. m.
Saturday through Sunday- Closed

Location

The Disability Services Office is located in R 261 on the 2nd level at the top of the ramp across from the Advising and Career Center and next to the Learning Center.

- Elevator access to the 2nd level is available through the "A" Atrium entrance on the north side of the building.
- Ramp access to the 2nd level is located near the Book Store on the first level.



CONTACT INFORMATION

Katherine Meier

Phone/TDD: 406.771.4311

FAX: 406.771.4342

katherine.meier@gfcmsu.edu

QUICK LINKS

- [Disability Home](#)
- [Accommodations](#)
- [Assistive Technology](#)
- [Building Access](#)
- [Documentation](#)
- [Disability Services Handbook for Students](#)
- [Preparing for College](#)

MORE INFORMATION

- [Helpful Links](#)
- [HS vs. College Services](#)



Sign up with Disability Services

If you're a GFC MSU student (or might become one), please fill out this form and we will be in touch with you right away.

Name

First Last

Email *

Phone

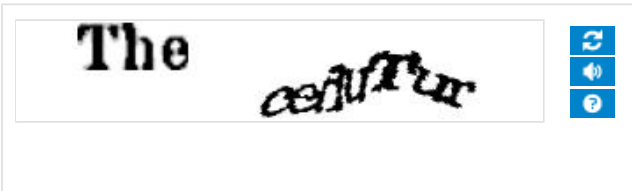
- -
####

I would like you to:

- Call me to set up an appointment
- Email me to set up an appointment

Choose One:

- I am currently a student at GFC MSU
- I plan to attend GFC MSU
- I want to talk to the director before deciding about coming to GFC MSU



[TOP]



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Terms of Use

Great Falls College MSU encourages the use of this site and other GFCMSU sites, regardless of domain address, as a way to share information and knowledge supporting the College. These sites are owned and operated by Great Falls College MSU. Site content is subject to change without notice. While most sites are publicly accessible, certain services and information offered on-line may be restricted to specific users or segments of the Great Falls College MSU population.

Content

Consistent with College [policies and procedures](#), Great Falls College MSU upholds the principles of academic freedom and shared governance, freedom of speech, and privacy in the use of electronic resources by our faculty, students and staff.

The GFCMSU web domain contains official pages in support of the core mission of the College or related administrative business. It also contains web pages generated by groups or individuals whose expressed views do not necessarily represent the views of Great Falls College MSU.

GFCMSU does not actively monitor or control web content. However, when the College receives a notification of an alleged violation of law or policy, we investigate and address violations accordingly. Contact the [Executive Director of College Relations and Advancement](#).

PRIVACY: Information gathering

We do collect your IP address to help diagnose problems with our server and to administer and optimize our Web domain. We do not link IP addresses to anything personally identifiable. This means that user sessions will be tracked, but the users will remain anonymous.

Use of information

The GFCMSU College Relations Department and Webmaster uses the information gathered above to tailor site content to user needs, and to generate aggregate statistical reports. At no time do we disclose site usage by individual IP addresses.

Feedback

Great Falls College MSU is committed to providing a user-friendly environment for students, faculty, staff, alumni, friends, visitors and the community. Your comments are welcomed. Please send your comments to either the [Webmaster](#) or to the contact listed in the contact information box for the specific department, unit, individual or organization site.

[TOP]



QUICK LINKS

- [College Relations](#)
- [Policies + Procedures](#)



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YOUR RIGHT TO KNOW

Regulations promulgated by the United States Department of Education to implement changes made to The Higher Education Act of 1965, as amended (HEA), by the Higher Education Amendments of 1998 (HEA98) mandates that Great Falls College MSU annually distribute to all current and prospective students, a notice of the availability of institutional and financial assistance information required to be disclosed under Title IV of the Higher Education Act amendments, and pursuant to the Family Educational Rights and Privacy Act (FERPA) which governs access to student educational records maintained by educational institutions and the release of information from those records.

The *Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act* requires Great Falls College MSU to provide timely warnings of crimes that represent a threat to the safety of students or employees and to make public their campus security policies. It also requires that crime data be collected, reported, and disseminated to the campus community, and to the Department annually. *The Clery Act* is intended to provide students and their families with accurate, complete, and timely information about safety on campuses so that they can make informed decisions. Such disclosures are permitted under FERPA. The following website provides more information about these and other provisions about campus safety: [U.S. Department of Education, Campus Security](#).

The annual disclosure of crime statistics is prepared by the office of the Controller/Safety Officer to comply with the *Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act*. [Download the full text of this report.](#) Campus crime, arrest and referral statistics include those reported to local law enforcement agencies as well as designated campus officials (including but not limited to deans, associate deans, assistant deans, executive directors, and selected staff members).

Each year notification is made to all enrolled students providing the web site to access this report. Faculty and staff receive similar notification. All prospective and current students, employees, or the general public may obtain a copy from the Assistant Dean of Student Services by requesting at 406-771-5133 or camille.consolvo@gfcmsu.edu.

Great Falls College MSU is committed to the provision of equal opportunity for education, employment, and participation in all College programs and activities without regard to race, color, gender, marital status, disability, age, disadvantage, religion, political affiliation and/or national origin. The College's Equal Opportunity Officers are the Human Resources Director and the Assistant Dean of Student Services, 2100 16th Avenue South, Great Falls, MT 59405. Telephone: 406 771 4300.



HEADING

- [Right To Know Home](#)
- [Student Handbook](#)
- [CleryActNotice](#)
- [Consumer Information](#)



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- For Faculty + Staff
- For Students
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YOUR ATTENTION PLEASE!

Great Falls College MSU is currently undergoing a phone system upgrade. You may experience some difficulties in calling our main phone number or sending faxes to us. If you are experiencing these issues, please email admissions@gfcmsu.edu for assistance. Please be sure to include your name, the city your are calling from, phone number and/or fax number so that we can resolve your issue faster. We apologize for any inconvenience this may be causing and are working to have the system fully operational soon.

LATEST NEWS

Great Falls College MSU 2014 Commencement - Record Breaking Year

Posted Date:05/01/2014

Dr. Gould Gives Interactive Casting Presentation to Medical Asst. students

Posted Date:04/17/2014

Welding Open House Events - April 22 and May 15

Posted Date:04/11/2014

1 + 3 Civil Engineering Courses and Scholarships

Posted Date:04/09/2014

ALL NEWS

- OUTREACH + WORKFORCE DEVELOPMENT
- ELEARNING [D2L]

- TESTING CENTER
- CAMPUS CALENDAR
- CAMPUS NEWS SIGN-UP | CURRENT & PAST ISSUES
- GFC ALERT
- NET PRICE CALCULATOR
- WANT TO HOST AN EVENT AT GFCMSU?



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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



INSTITUTIONAL INFORMATION & RESOURCES

- Accreditation
- Annual Report to the Community
- Assessment
- Building Hours
- Common Ground
- Community Relations
- Consumer Information
- Core Indicators of Institutional Effectiveness
- Emergency Response Manual
- Events Services
- History
- Mission, Vision, Values & Core Themes
- Organizational Structure [PDF]
- Policies and Procedures
- Sexual Misconduct Reporting
- Strategic Plan
- Fact Book 2011-2012 [PDF]

ADMINISTRATIVE LEADERSHIP

Office of the CEO/Dean

- CEO/Dean's Home Page

Executive Leadership

- Associate Dean of Academic Affairs
- Associate Dean of Student Services
- Associate Dean of Administration & Finance
- Interim Executive Director of Business & Community Development
- Interim Executive Director of Communications & Marketing
- Executive Director of Human Resources
- Institutional Research & Planning

CAMPUS GOVERNANCE

- College Planning, Budget & Analysis Committee [CPBAC]
- Executive Team
- Faculty Senate
- Dean's Advisory Council
- Student Government

"ONE MSU" - MONTANA'S LAND GRANT

MISSION

- MSU Campuses Role & Scope [PDF]

Affiliated Campuses

- Montana State University
- MSU Billings
- MSU-Northern

MONTANA UNIVERSITY SYSTEM

- Board of Regents
- Office of the Commissioner of Higher Education
- *College!Now* Initiative

PUBLICATIONS

- The Confluence Fall 2012





GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ABOUT GFC MSU | ACADEMICS | ADMISSIONS + RECORDS | CAMPUS LIFE | GIVING TO GFC MSU | BECOME A STUDENT

ACADEMICS

Great Falls College MSU prides it self on the diversity of its offerings and the rigor of its curriculum.

The College offers a variety of programs. Besides the popular Associate of Applied Science (AAS), Associate of Science (AS), Associate of Arts (AA) degrees, certificate programs are available through all three departments as well as specialized certifications and endorsements.

Explore our online options by selecting 'Distance Learning' on the menu to your left. Great Falls College MSU offers a number of online degrees and numerous courses online. As an online student, you will find our online faculty to have a very personal, professional approach to course delivery via the Internet.

Our on-campus testing center provides an efficient way to obtain industry-standard certifications. Be sure to contact the college for more information.

DUAL ENROLLMENT

- Dual Enrollment
- MPSEOC
- Webwriters - MUSWA Preparation

QUICK LINKS

- [Academic Calendars](#)
- [Campus Calendar](#)
- [Catalog \[Archives\]](#)
- [Find a Program](#)
- [More Information](#)
- [Transfer Options](#)
- [Common Course Numbering](#)

OTHER OPPORTUNITIES

- [Outreach + Workforce Dev.](#)
- [GFC MSU Online](#)



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ABOUT GFC MSU | ACADEMICS | ADMISSIONS + RECORDS | CAMPUS LIFE | GIVING TO GFC MSU | BECOME A STUDENT

ADMISSIONS + RECORDS

Great Falls College MSU offers a variety of academic (program/degree) choices to help you prepare for your future. Come and join our students and start your future right here. Changing Lives - Achieving Dreams is what we do! Choose the category below that best describes you for additional information.

If you are interested in learning more about our campus [Request More Information](#) or contact the campus today to set up a time to visit in person or on the phone with our recruiter. Drop in to Student Central or Call 406-771-4414 or 800-446-2698 or information@gfcmsu.edu to set up your appointment today!

First Time/Freshman Students

With 40 associate degree and certificate programs, students thrive at Great Falls College MSU. Take the first step toward your Great Falls College MSU education by completing an application for admission. Applicants who are current seniors in high school or who have earned a high school diploma or GED but have not attended college after graduation should start the admissions process by talking to your pathway advisor or the recruiter at Great Falls College MSU or by completing an [application for admission](#) and submitting other [application materials](#).

Transfer Students

If you would like to make Great Falls College MSU your new academic home, you've reached the right place. Click on the [link](#) for application materials if you are an applicant who has earned a high school diploma or GED and who has attended college for any length of time after high school. Transfer students are still **required** to complete all [application materials](#).

Readmit (returning) Students

Coming back to Great Falls College MSU after taking time off? Former degree-seeking students who have not been enrolled for the previous semester (not including summer), or who were placed on academic suspension, will need to [apply](#) and complete the admissions process again. If you were placed on Academic Suspension, you will need to complete the [Academic Progress Appeal Form](#) as well as any other [materials requested](#). If you have attended in the last 5 years Great Falls College MSU should have your [applicaton materials](#), if it has been longer than 5 years you will need to provide them again (you will NOT be required to pay the \$30.00 application fee again)

Non-Degree Seeking Students

At Great Falls College MSU, opportunities abound for life-long learners and individuals interested in professional development. Great Falls College MSU has full semester long courses as well as short term training opportunities. Many students will take

QUICK LINKS

- [Getting Started](#)
- [Admissions and Records Personnel](#)
- [Experiential Learning](#)
- [Financial Aid Services](#)
- [Forms](#)
- [Graduating Students](#)
- [GFC-MSU Online](#)
- [Scholarships](#)
- [Transcripts](#)
- [Visit Great Falls College MSU](#)

MORE INFORMATION

- [College Vocab. Handbook](#)
- [COMPASS Test](#)
- [Dual Enrollment](#)
- [Educational Opport. Center](#)
- [FAQ's](#)
- [FYI on Grades](#)
- [GPA Calculator](#)
- [Home School Admission](#)
- [Housing & Childcare](#)
- [International Admission / Nonimmigrant Foreign Students](#)
- [Tuition + Fees](#)
- [Online Transfer Guide](#)

OFFICE HOURS

Monday - Friday
8:00 am - 5:00 pm

Tuesday, Wednesday
7:30 am - 5:30 pm

classes as non-degree seeking at Great Falls College MSU while attending another college or university, to fulfill graduation requirements at their home school. Non degree seeking students have the same opportunities to speak with the recruiter or advisors prior to registering for course work. [Applications for Admission](#) are available [here](#) as well as in Student Central on the Great Falls College MSU campus.

Dual Enrollment Students

[Dual enrollment](#) is the broad term for various types of opportunities for high school students to take college coursework while they are enrolled in high school. The [dual enrollment](#) portion of the Great Falls College MSU website has many valuable resources to assist you.

Home School Students

Great Falls College MSU welcomes home school students to our campus along with all other students. Home school students will be required to submit all [application materials](#) as well as a notarized copy of the home school curriculum, two letters of recommendation from people other than family members, and a parental approval form if the student is under 18. Currently home school students must complete the ACT, SAT, or COMPASS test prior to enrolling at the college to determine the students [Ability to Benefit](#) from attendance in post-secondary education.

International Students

Click on the [link](#) if you are a non-U.S. citizen who does not hold or has not applied for U.S. permanent resident status and who wishes to pursue a degree at Great Falls College MSU.

International students must complete all [general application materials](#) as well as specific [international application materials](#). Canadian Students are "Foreign Students"

Records/Registrar's Office

The Office of the Registrar at Great Falls College MSU is the official custodian of unabridged student academic records past, present and future. Academic records and official transcripts of academic attendance and activity are maintained and provided upon written request. This office has extensive contact with students after their formal admission to the college, throughout enrollment, and finally to graduation. Perhaps no other office on campus has responsibilities of this variety and magnitude: to work closely with students, faculty, administrators and the general public. The Registrar's staff maintains and updates academic records, interprets and applies academic policies, certifies eligibility for degrees, schedules all academic classes, provides the Advising & Career Center, academic departments and faculty with student information for grading and advising purposes, verifies enrollment and degrees awarded, plans and directs the commencement ceremony. Contact information for the Registrar's Office is [here](#).

The Office of the Registrar evaluates and reviews all [official college transcripts](#) for transfer students; please note students must be admitted to Great Falls College MSU as a degree seeking student prior to the evaluation.

Financial Aid

Great Falls College MSU offers many [financial aid](#) options to help you pay for college. Find more information about applying for financial assistance, types of aid, estimated costs, and more.

Worried about money? Contact [Marty Foxman](#) by stopping by Student Central or calling 406.771.4326 today and he can help you apply for Financial Aid.



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GREAT FALLS COLLEGE
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CAMPUS LIFE

"This one step, choosing a goal and sticking to it, changes everything." - Scott Reed This is the feeling of many of the students at Great Falls College MSU. Taking that step, the first one to apply to college is the first of many on your educational journey.

"Visualize this thing you want. See it, feel it, believe in it. Make your mental blueprint and begin." - Robert Collier

As a student at Great Falls College MSU, you will find opportunities to make new friends, build your leadership and teamwork skills through campus organizations and clubs.

Associated Students of GFCMSU (Student Government)

Student Government is an important part of campus life at Great Falls College MSU. Weekly meetings keep students informed and provide an avenue for students to impact campus policy. You are welcome to attend at any time - check the postings at the Student Government Publications Board next to the Cafeteria. If you would like to become more involved, the Great Falls College MSU Associated Students are always looking for new Senators. Get involved today! For more information stop by the Student Government office adjoining the cafeteria, email studgov@gfcmsu.edu, call 771-4322, or [check out our website](#).

Phi Theta Kappa

Phi Theta Kappa is the largest honor society in American higher education with more than 2 million members and 1,200 chapters located in all 50 of the United States, U.S. territories, British Virgin Islands, Canada, Germany, Marshall Islands, Micronesia, United Arab Emirates and Palau. Currently more than 600 colleges and universities in all 50 states, the District of Columbia, Canada and Great Britain offer more than \$36 million in transfer scholarships to Phi Theta Kappa members. In addition, each year Phi Theta Kappa administers and awards up to \$590,000 to students and advisors. The club participates in a variety of activities during the year, including fundraisers, community service and volunteerism on and off-campus, and mentoring of fellow students. Each semester, a membership invitation into our local chapter, Beta Eta Omicron, is extended to Great Falls College MSU students who have completed a minimum of twelve hours of associate degree course work in which they have a cumulative GPA of 3.5 or higher. Part-time and full-time students are eligible for membership. The average age of a new member is 29, ranging from 18 to 80. The average Phi Theta Kappan is enrolled full-time with a GPA of 3.8. If you are interested in becoming a member, feel free to contact us, or for further information visit www.ptk.org For information, email phithetakappa@gfcmsu.edu or call 406-771-4322 or 1-800-446-2698 ext 4322

Campus Calendar

Subscribe to Great Falls College MSU online Campus News

Privacy by SafeSubscribeSM

For Email Newsletters you can trust

STUDENT GOVERNMENT Contact Information

- 406.771.4322
- 800.446.2698 ext 4322
- studgov@gfcmsu.edu
- [Learn more](#)

Inquire about setting up an Organization or Club

Organizations may include special interest clubs such as Health Occupations Students of America (HOSA), Literary Guild or Art Club. Contact your Program Director or Student Government for more information.



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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



GIVING TO GFCMSU

Every gift you make to Great Falls College MSU makes a difference to students, faculty, and all who are touched by this dynamic experiment in innovative higher education.

Your generosity helps us meet our mission of sustaining a vibrant academic community and offering students an unparalleled education that will help them excel in their intellectual, creative, professional and community service goals.

Give Every Year... Make an Impact Every Day

Pacific Steel's Investment in Our Future



In August 2008 Pacific Steel generously contributed \$50,000 to Great Falls MSU. While this donation represented the College's largest, single private gift

to date, it was far more than just a major contribution. The gift symbolized the beginning of a new and unique project that would serve our many student-parents.

Thanks to this generous gift, Great Falls College MSU is proud to announce the development of a childcare center on campus that has the promise of making daycare more convenient and financially accessible for students. Often the costs of childcare rival those of tuition and fees. In some instances this can be such a large financial hurdle that one's academic and career goals are delayed or never fully explored. The establishment of this center is aimed at easing this challenge. While planning and development are in the early stages, Great Falls College MSU salutes Pacific Steel for their commitment to this project and their investment in the unique students who choose to pursue their higher education and career goals on our campus.

[TOP]



QUICK LINKS

- [Contact](#)
- [Doors You've Opened](#)
- [How Can You Help?](#)
- [Pledge Form](#)



OUR THANKS

- Faculty & Staff Giving
- Our Donors
- Steering Committee



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- [FYI on Grades](#)
- [GPA Calculator](#)
- [Home School Admission](#)
- [Housing & Childcare](#)
- [International Admission / Nonimmigrant Foreign Students](#)
- [Tuition + Fees](#)
- [Online Transfer Guide](#)

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GREAT FALLS COLLEGE

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DIRECTORY

Quick Search:

Key Contacts Numbers

Great Falls College MSU

| | |
|------------|--------------|
| Toll Free: | 800.446.2698 |
| Local: | 406.771.4300 |
| Fax: | 406.771.4317 |
| TDD: | 406.771.4311 |

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|---------------------------------------|--------------|
| ABLE - Adult Basic Literacy Education | 406.771.5108 |
| Fax: | 406.771.5109 |

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| Admissions + Records | 406.771.4420 |
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|---------------------------|--------------|
| Arts & Science Department | 406.268.3705 |
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| Bookstore and Cafe | 406.771.4367 |
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| Bright Beginnings Learning Center 1900 23rd Street South Great Falls, MT 59405 | 406.205.3222 |
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| Business, Tech & Trades Department | 406.771.4391 |
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| Business Office | 406.771.4315 |
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| Customized Training | 406.454.3217 |
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| Dental Clinic - Teeth Cleaning Appointments | 406.268.3726 |
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| eLearning | 406.771.4440 |
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| Toll Free: | 800.254.2815 |
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| Financial Aid | 406.771.4334 |
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| MSU-Extension Fire Services | 406.771.4336 |
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| Fax: | 406.268.3735 |
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| Health Science Department | 406.771.4350 |
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| Help Desk | 406.771.4433 |
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| Human Resources | 406.268.3712 |
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| Fax: | 406.268.3709 |
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| Information Desk | 406.771.4300 |
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| KGPR Public Radio | 406.268.3739 |
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| Fax: | 406.268.3736 |
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| Learning Center | 406.771.5121 |
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| Library | 406.771.4398 |
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|---------------|--------------|
| Media Contact | 406.771.4314 |
|---------------|--------------|



QUICK LINKS

- [Browse by Department](#)
- [Browse Entire Campus](#)
- [Browse Faculty Only](#)
- [Key Contact Numbers](#)
- [Faculty Webpages](#)
- [Human Resources](#)

OTHER NOTES

Great Falls College MSU
2100 16th Ave. S.
Great Falls, MT 59405

To mail to any person/department on our campus please use the above address. The individuals name followed by the Department or Office may be added as the second line of the address.

| | |
|--|--------------|
| MetNet | 406.268.3731 |
| ----- | |
| MSU-Bozeman College of Nursing 400 15th Ave. S., Suite 106 Great Falls, MT 59405 | 406.771.4450 |
| ----- | |
| Fax: | 406.771.4449 |
| ----- | |
| MSU-Northern | 800.662.6132 |
| ----- | |
| Outreach + Workforce Dev. | 406.771.4303 |
| ----- | |
| Payroll | 406.771.4308 |
| ----- | |
| Student Accounts | 406.771.5129 |
| ----- | |
| Fax: | 406.771.5117 |
| ----- | |
| Student Central | 406.771.4414 |
| ----- | |
| Student Government | 406.771.4322 |
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| Testing Center | 406.268.3711 |
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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



CONTACT

Great Falls College MSU
2100 16th Avenue South
Great Falls, Montana 59405

Main Switchboard: 406.771.4300
Toll Free: 800.446.2698
Main Office Fax: 406.771.4317
Student Central Fax: 406.771.4329
Student Accounts Fax: 406.771.5117

NOTE: If you are experiencing any technical difficulties please refer to the Help Desk contact information first and they will direct you to the appropriate department. Thank you.

Help Desk helpdesk@gfcmsu.edu 406.771.4433

| Office | Email | Phone |
|---------------------------|--|--------------|
| Admissions + Records | admissions@gfcmsu.edu | 406.771.4420 |
| COTtage Bookstore | bookstore@gfcmsu.edu | 406.771.4367 |
| Financial Aid | finaid@gfcmsu.edu | 406.771.4334 |
| Information Desk | information@gfcmsu.edu | 406.771.4300 |
| Learning Center | learningcenter@gfcmsu.edu | 406.771.5127 |
| Library | library@gfcmsu.edu | 406.771.4398 |
| Media Contact | pparsons@gfcmsu.edu | 406.771.4314 |
| eLearning | distance@gfcmsu.edu | 406.771.4440 |
| Outreach + Workforce Dev. | outreach@gfcmsu.edu | 406.268.3734 |
| Visit MSU–GF | information@gfcmsu.edu | 406.771.5132 |

Social Media Contacts

-  [Subscribe to MSUGF](#)
-  [Subscribe to Pathways Advising](#)
-  [Subscribe to MSUGF Advising & Career Center](#)
-  [Subscribe to MSUGF Campus Corps](#)
-  [Subscribe to MSUGF eLearning & Library Services](#)
-  [Subscribe to MSUGF Outreach](#)
-  [Subscribe to MSUGF Interior Design](#)



QUICK LINKS

- [Directories](#)
- [Request Information](#)
- [Use Our Facilities](#)
- [Campus Map](#)

IMPORTANT NOTES

Due to privacy concerns, the Financial Aid Office will not respond to specific questions about an individual's financial aid using email. Be sure to include your phone number!!

For our Campus Mailing Address or to look up the email address or phone number of a specific faculty or staff member please go to our [Campus Directory](#).

Email addresses and phone numbers of students are not available on the web due to privacy and security concerns.

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STUDENT QUICK LINKS

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- Banner Web [My Info]
- Campus Calendar
- Child Care Center
- Course Schedule
- Current Catalog [Archives]
- eLearning [D2L]
- Faculty Webpages
- Graduation
- Help Desk Request
- Policies & Procedures
- Sexual Misconduct Reporting
- Student Email
- Student Government
- Student Health Insurance
- Student Health Magazine
- Testing Center
- Transfer Options
- Tuition and Fees

STUDENT RESOURCES

- ABLE
- Disability Services
- Educational Links
- GPA Calculator
- Student Handbook
- Student Assistance Foundation
- Your Guide
- Weaver Library

CURRENT STUDENTS

STUDENT SERVICES

- Advising & Career Center
- Career Services
- Degree Works FAQs
- Disability Services
- Financial Aid Services
- Forms
- Help Desk
- Military
- Online Resources
- Your Right To Know



Need Help? Visit...
The Learning Center



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QUICK LINKS

- Banner Web [My Info]
- Faculty Webpages
- Help Desk
- Intranet [on campus only]
- My MSU [Portal]
- Off Campus Email Access
- Campus Events
- eLearning[D2L]
- Student Success Alert (GradesFirst)
- Testing Center
- Policies & Procedures
- Your Right To Know
- Car Reservations

OTHER RESOURCES

- Building Hours
- College Aid
- College Relations
- Faculty Guidance for Incident Response
- FERPA
- Final Exam Schedule
- Help Desk Request
- MSUGF Alert
- Web Space Request

FACULTY + STAFF

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FACULTY RESOURCES

- Academic Calendars
- Campus Calendar
- Schedule of Courses Faculty
- Advising + Career Center
- Course Schedule
- Current Catalog [Archives]
- Disability Services
- For Adjunct Faculty
- Learning Center
- Tech 4 Teaching
- Student Learning Outcomes
- Admissions & Records
- Common Course Numbering

HUMAN RESOURCES + PAYROLL ITEMS

- Human Resources
- New Adjunct Faculty Packet
- 2014 Payroll Calendar
- Payroll Disbursement
- Timesheets [2014]



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ABOUT GFC MSU | ACADEMICS | ADMISSIONS + RECORDS | CAMPUS LIFE | GIVING TO GFC MSU | BECOME A STUDENT

JOB LISTINGS

Director of Development

Apply By: Open until filled; for best consideration, apply by May 30, 2014.

Practical Nursing Faculty

Apply By: Open until filled; for best consideration, apply by May 30 2014.

Network and Microcomputer Support Faculty

Apply By: Open until filled; for best consideration, apply by May 30, 2014.

Welding Faculty

Apply By: Open until filled; for best consideration, apply by April 28, 2014.

Executive Director for Communications and Marketing

Apply By: Open until filled; for best consideration, apply by April 25, 2014.

Research Analyst

Apply By: Open until filled; for best consideration, apply by April 25, 2014

ALL JOBS

ADJUNCT FACULTY POSITIONS

- Learn how to apply & join our adjunct faculty pool!

ALL ADJUNCT JOBS

OUR COMMUNITY: GREAT FALLS, MONTANA

- GF Chamber
- GF Development Authority
- GF Online
- GF Quick Facts

JOB SEEKERS

FUN FACT: At the Rocky Mountain Front Eagle Migration Area west of Great Falls more golden eagles have been seen in a single day than anywhere else in the country.

APPLICATION MATERIALS AND OTHER INFORMATION

- Background Check Authorization
- Employment Preference
- Employment Application
- Applicant Survey
- Human Resources

OTHER OPPORTUNITIES

- GF Job Service
- MUS Job Postings
- Student Worker
- Workstudy Positions



FIND A JOB. POST A JOB.





GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



MILITARY AND VETERAN STUDENTS

Great Falls College MSU is a **Military Friendly School**. With a staff dedicated to serving military and veterans, GFC MSU will provide resources, scholarship and benefit information to you and your family.

The GFC faculty and staff greatly appreciate your time in service to our nation. You have many choices during and after your military service and we are pleased you are considering Great Falls College to continue your education. We know that balancing college life with military obligations, career, family and personal responsibilities can be extremely challenging.

Great Falls College MSU would like to assist you in achieving your personal and educational goals and will facilitate your success by providing the support, resources and information that meet your unique needs as a student.

For prospective and current students:

Call Julie Rummel at 406-771-4431 for transition questions and assistance with issues such as the admissions process and financial support.



CONTACT INFORMATION

Julie Rummel
Financial Aid
Specialist/Veterans
Coordinator
Student Central
406-771-4431
jrummel@gfcmsu.edu

QUICK LINKS

- [College Credit for Military Service](#)
- [Disability Services](#)
- [Educational Benefits](#)
- [FAQs](#)
- [GI Bill Pay Rates](#)
- [License & Certification Tests](#)
- [Local Services](#)
- [Military Records](#)
- [MUS Veterans Info](#)
- [Tuition Assistance](#)
- [VA Work Study](#)
- [WAVE Verification](#)



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COLLEGE RELATIONS: All News

Great Falls College MSU 2014 Commencement - Record Breaking Year

Posted Date: 05/01/2014

Dr. Gould Gives Interactive Casting Presentation to Medical Asst. students

Posted Date: 04/17/2014

Welding Open House Events - April 22 and May 15

Posted Date: 04/11/2014

1 + 3 Civil Engineering Courses and Scholarships

Posted Date: 04/09/2014

Great Falls College MSU sponsors a Piatigorsky Foundation Concert - April 28th at 7 pm

Posted Date: 04/08/14

Bright Beginnings Learning Center Open House

Posted Date: 04/07/2014

Governor Awards \$325,000 GFC MSU for Job Training Program in Great Falls

Posted Date: 03/12/2014

Governor's Announcement Scheduled for Wednesday, March 12 in GFC MSU Trades Building

Posted Date: 03/10/2014

GFC MSU Annual Report Available Online

Posted Date: 03/07/2014

Juneau, Bullock and ACT Honor Great Falls College MSU and Bozeman High School

Posted Date: 03/07/2014

<< prev - page 1 of 3 - next >>



CONTACT INFORMATION

Lanni Klasner
lklasner@gfcmsu.edu
406.771.4396

Lindsey Jones
lindsey.jones@gfcmsu.edu
406.268.3734

QUICK LINKS

- [Annual Report](#)
- [Fact Sheet](#)
- [History of GFC MSU](#)
- [In the News](#)
- [Campus News Archives](#)
- [Seven Things](#)

RESOURCES

- [Graphic Standards Manual](#)
- [Graphic Identity & Branding Policy 103.1](#)
- [Marketing/Design Request](#)
- [Photo Release - Single](#)
- [Photo Release - Group](#)

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EMERGENCY NOTIFICATION SYSTEM

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

What is GFC Alert?

GFC Alert is the emergency notification text messaging system for Great Falls College MSU. It is used by the College as a way to instantly reach mobile devices when an urgent situation needs to be communicated.

How do I register?

You can register by clicking the SIGN UP link to the right and entering your cell phone number and/or email address. You will receive a text confirming that you have opted into the alert system to receive emergency notifications.

How will I know when a text is from MSUGF Alert?

Your GFC Alert messages will come to you from the number 69310. Program this number as "GFC Alert" in your phone. That way, you will know when Great Falls College MSU is texting you.

Does GFC Alert cost anything to use?

There is no cost for an individual who has registered for the alerts; however, your cell phone carrier might charge you to receive text messages, so please check your plan.

What type of alerts will I receive?

You will only receive emergency notifications and campus closings issued by Great Falls College MSU. If you choose, you may also receive weather advisories. To receive severe weather advisories, be sure and check 'NOAA Severe Weather Alerts' on the sign-up form. You will receive one test message each month in addition to weather alerts (if you choose them) and emergency notifications.

Will all cell phone carriers deliver GFC Alert messages?

Yes. Great Falls College MSU is using a service provider that works with all major cell phone providers. Text messages will be sent to your carrier for delivery to your phone. While it is extremely unlikely that you would not receive a GFC Alert message, signal strength and other issues with your carrier could impact delivery to your phone.



QUICK LINKS

- [SIGN UP](#)
- [Other Alert Systems](#)

Will I receive ads or SPAM on my phone?

No. Inspiron Logistics, the company behind the Wireless Emergency Notification System (WENS), does not tolerate spam text or email messages.

I don't use text messages. Can I receive GFC Alert by email?

Yes. When you sign up online, fill in your email address in the proper field. You will be sent emergency notifications from Great Falls College MSU through the email address that you registered.

What if I change my mobile carrier and receive service through another company?

You will still receive alerts as long as you have the same phone number.

What happens if I change my phone number?

You will need to re-register so that you can resume receiving alerts.

How can I stop receiving the alerts?

There are a few ways to stop receiving alerts:

- You can simply text STOP to 69310 from your phone.
 - You can send an email to: remove@wensnetwork.com
 - You can return to the location where you signed up and click on "unsubscribe."
-

Who do I contact if I have further questions?

Community Relations Department, 406-771-4314

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Net Price Calculator

Net Price Calculator

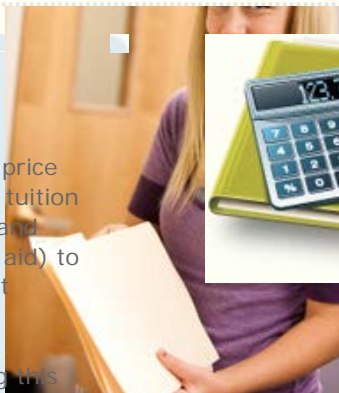
Please read. This calculator is intended to provide *estimated* net price information (defined as estimated cost of attendance — including tuition and required fees, books and supplies, room and board (meals), and other related expenses — minus estimated grant and scholarship aid) to current and prospective students and their families based on what similar students paid in a previous year.

By clicking below, I acknowledge that the estimate provided using this calculator does not represent a final determination, or actual award, of financial assistance, or a final net price; it is an estimate based on cost of attendance and financial aid provided to students in a previous year. Cost of attendance and financial aid availability change year to year. The estimates shall not be binding on the Secretary of Education, the institution of higher education, or the State.

Students must complete the Free Application for Federal Student Aid (FAFSA) in order to be eligible for, and receive, an actual financial aid award that includes Federal grant, loan, or work-study assistance. For more information on applying for Federal student aid, go to <http://www.fafsa.ed.gov/>

Note: Any information that you provide on this site is confidential. The Net Price Calculator does not store your responses or ask for personal identifying information of any kind.

I AGREE



TITLE IV SCHOOL CODE

009314

OFFICE HOURS

Monday - Friday
8:00 am - 5:00 pm
Call for evening hours.

- Dates to Remember
- Scholarships
- Tuition Waivers
- Workstudy
- FAFSA
- SAF

MORE INFORMATION

- FAQ's
- Helpful Links
- Financial Aid Info Guide
- MT Campus Compact
- Veteran's Benefits





GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



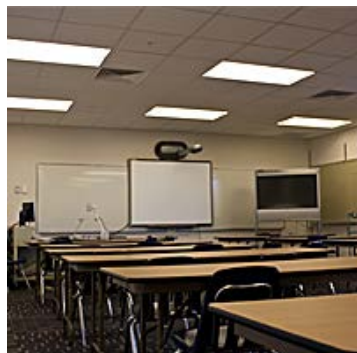
GREAT FALLS COLLEGE MSU EVENTS SERVICES

Events Services welcomes you to consider Great Falls College MSU for your meeting space. The Events Services staff will assist you in planning and facilitating your event on campus. We will support you as you plan the details that will make your event at Great Falls College MSU a success.

Process for Reserving Space

1. Take a [Virtual Tour](#) of Great Falls College MSU facility.
2. Complete the [Room Request Form](#) with dates and times needed.
3. Events Services will notify you of space available for your event.
4. A member of the Events Services staff will contact you to verify room set-up and other details.
5. If you are considering using campus catering, you will be referred to the Catering staff at MSU - Great Falls. If you do not need catering services or plan to use another caterer, please inform Events Services that campus catering services are not needed.

View Our Rooms



[Regular Classroom](#)



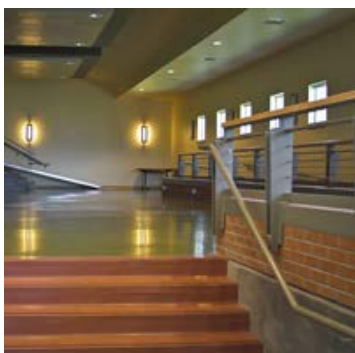
[Tiered Classroom](#)



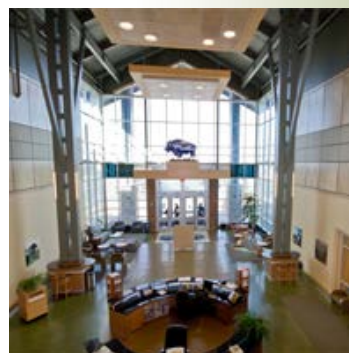
[Computer Classroom](#)



[Heritage Hall](#)



[Breakout Area](#)



[Atrium](#)



CONTACT INFORMATION

Carmen Roberts
carmen.roberts@gfcmu.edu
 406.771.2271

TO PRINT OR DOWNLOAD

some items on this page you will need [Adobe](#)

DON'T FORGET

- [Room Request Form](#)
- [Building Hours](#)
- [Virtual Tour](#)
- [Evaluate Us](#)

CATERING

- [Catering Menu](#)
- [Catering Request](#)
- [Catering Policies](#)

CAMPUS POLICIES & PROCEDURES

- [Firearms](#)
- [Alcohol](#)
- [Food and Drink](#)
- [Tobacco](#)

OTHER NOTES

- Please use only mylar balloons for decoration to protect those with latex sensitivity.
- Bringing extension cords will provide you with flexibility in room set up.
- Accommodations for those who are hearing, sight, or mobility impaired may be made through Disability Services. Please be aware that, in some cases, there will be a charge for services. For example, should a sign language interpreter be required, there is an hourly rate available from Disability Services.
- Please ask permission prior to posting materials on walls or any other surface

Great Falls College MSU is committed to full inclusion of individuals with disabilities

Great Falls College MSU is committed to full inclusion of individuals with disabilities and granting the opportunity to participate in the university's academic and non-academic activities and/or events by providing access and reasonable accommodations that may be necessary to ensure access.

Persons with disabilities may request accommodations for academic and non-academic activities or events through:

Kathy Meier, M. Ed.
Director of Disability and Learning Support Services
406.771.4311
katherine.meier@gfcmsu.edu

If costs are anticipated for accommodating the disabled at a non-campus event, the external meeting planner will be notified ahead and invoiced for the charges.

Internal Events

Maintenance: Upon confirmation of your room request, complete a [work order request](#) and submit if for your setup.

Catering: All tablecloths, centerpieces, coffee, pop and water need to be requested through the bookstore. [\[link\]](#)

[\[TOP\]](#)



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DISABILITY SERVICES AT GREAT FALLS COLLEGE MSU

Welcome to Disability Services. The mission of the Disability Services office at Great Falls College MSU is to facilitate accessibility to all aspects of the college experience for all students with disabilities enrolled at the college.

What is a Disability?

Great Falls College MSU is committed to providing equal access and accommodation for all educational and programmatic opportunities at the College for students with diagnosed disabilities. Under the Americans with Disabilities Act (ADA) of 1990 (Title II), the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are entitled to reasonable accommodations in order to ensure access. The definition of a disability is a physical or mental impairment that substantially limits one of more major life activities. These include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Students with disabilities have a right to reasonable accommodations in order to fully participate in the postsecondary educational experience. Students with disabilities are encouraged to advocate for themselves to the extent possible, and Disability Services provides support and assistance in determining what accommodations are best suited to each individual.

To get information related to disability services please contact:

**Katherine Meier, M. Ed.,
Director of Disability Services**

Great Falls College MSU
2100 16th Avenue South
Great Falls, MT 59405
Phone/TDD: 406.771.4311
FAX: 406.771.4342
katherine.meier@gfcmsu.edu

Hours of Operation

Monday through Friday- 8:00-5:00 p. m.
Saturday through Sunday- Closed

Location

The Disability Services Office is located in R 261 on the 2nd level at the top of the ramp across from the Advising and Career Center and next to the Learning Center.

- Elevator access to the 2nd level is available through the "A" Atrium entrance on the north side of the building.
- Ramp access to the 2nd level is located near the Book Store on the first level.



CONTACT INFORMATION

Katherine Meier

Phone/TDD: 406.771.4311

FAX: 406.771.4342

katherine.meier@gfcmsu.edu

QUICK LINKS

- [Disability Home](#)
- [Accommodations](#)
- [Assistive Technology](#)
- [Building Access](#)
- [Documentation](#)
- [Disability Services Handbook for Students](#)
- [Preparing for College](#)

MORE INFORMATION

- [Helpful Links](#)
- [HS vs. College Services](#)



Sign up with Disability Services

If you're a GFC MSU student (or might become one), please fill out this form and we will be in touch with you right away.

Name

First Last

Email *

Phone

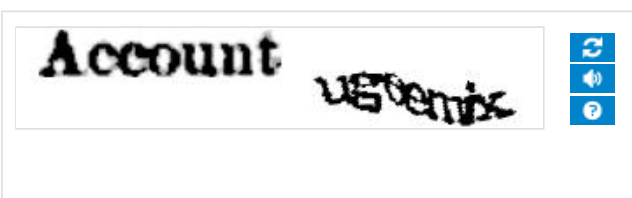
- -
####

I would like you to:

- Call me to set up an appointment
- Email me to set up an appointment

Choose One:

- I am currently a student at GFC MSU
- I plan to attend GFC MSU
- I want to talk to the director before deciding about coming to GFC MSU



[TOP]



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Content

Consistent with College [policies and procedures](#), Great Falls College MSU upholds the principles of academic freedom and shared governance, freedom of speech, and privacy in the use of electronic resources by our faculty, students and staff.

The GFCMSU web domain contains official pages in support of the core mission of the College or related administrative business. It also contains web pages generated by groups or individuals whose expressed views do not necessarily represent the views of Great Falls College MSU.

GFCMSU does not actively monitor or control web content. However, when the College receives a notification of an alleged violation of law or policy, we investigate and address violations accordingly. Contact the [Executive Director of College Relations and Advancement](#).

PRIVACY: Information gathering

We do collect your IP address to help diagnose problems with our server and to administer and optimize our Web domain. We do not link IP addresses to anything personally identifiable. This means that user sessions will be tracked, but the users will remain anonymous.

Use of information

The GFCMSU College Relations Department and Webmaster uses the information gathered above to tailor site content to user needs, and to generate aggregate statistical reports. At no time do we disclose site usage by individual IP addresses.

Feedback

Great Falls College MSU is committed to providing a user-friendly environment for students, faculty, staff, alumni, friends, visitors and the community. Your comments are welcomed. Please send your comments to either the [Webmaster](#) or to the contact listed in the contact information box for the specific department, unit, individual or organization site.

[TOP]



QUICK LINKS

- [College Relations](#)
- [Policies + Procedures](#)



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YOUR RIGHT TO KNOW

Regulations promulgated by the United States Department of Education to implement changes made to The Higher Education Act of 1965, as amended (HEA), by the Higher Education Amendments of 1998 (HEA98) mandates that Great Falls College MSU annually distribute to all current and prospective students, a notice of the availability of institutional and financial assistance information required to be disclosed under Title IV of the Higher Education Act amendments, and pursuant to the Family Educational Rights and Privacy Act (FERPA) which governs access to student educational records maintained by educational institutions and the release of information from those records.

The *Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act* requires Great Falls College MSU to provide timely warnings of crimes that represent a threat to the safety of students or employees and to make public their campus security policies. It also requires that crime data be collected, reported, and disseminated to the campus community, and to the Department annually. *The Clery Act* is intended to provide students and their families with accurate, complete, and timely information about safety on campuses so that they can make informed decisions. Such disclosures are permitted under FERPA. The following website provides more information about these and other provisions about campus safety: [U.S. Department of Education, Campus Security](#).

The annual disclosure of crime statistics is prepared by the office of the Controller/Safety Officer to comply with the *Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act*. [Download the full text of this report.](#) Campus crime, arrest and referral statistics include those reported to local law enforcement agencies as well as designated campus officials (including but not limited to deans, associate deans, assistant deans, executive directors, and selected staff members).

Each year notification is made to all enrolled students providing the web site to access this report. Faculty and staff receive similar notification. All prospective and current students, employees, or the general public may obtain a copy from the Assistant Dean of Student Services by requesting at 406-771-5133 or camille.consolvo@gfcmsu.edu.

Great Falls College MSU is committed to the provision of equal opportunity for education, employment, and participation in all College programs and activities without regard to race, color, gender, marital status, disability, age, disadvantage, religion, political affiliation and/or national origin. The College's Equal Opportunity Officers are the Human Resources Director and the Assistant Dean of Student Services, 2100 16th Avenue South, Great Falls, MT 59405. Telephone: 406 771 4300.



HEADING

- [Right To Know Home](#)
- [Student Handbook](#)
- [CleryActNotice](#)
- [Consumer Information](#)



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- Faculty Web Pages
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- For Faculty + Staff
- For Students
- Job Seekers
- Library
- MSU–GF Online
- Outreach + Workforce Dev.



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LATEST NEWS

[Great Falls College MSU 2014 Commencement - Record Breaking Year](#)

Posted Date: 05/01/2014

[Dr. Gould Gives Interactive Casting Presentation to Medical Asst. students](#)

Posted Date: 04/17/2014

[Welding Open House Events - April 22 and May 15](#)

Posted Date: 04/11/2014

[1+3 Civil Engineering Courses and Scholarships](#)

Posted Date: 04/09/2014

[ALL NEWS](#)

- BUSINESS & COMMUNITY DEVELOPMENT
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- TESTING CENTER
- CAMPUS CALENDAR
- CAMPUS NEWS SIGN-UP | CURRENT & PAST ISSUES
- GFC ALERT
- NET PRICE CALCULATOR
- WANT TO HOST AN EVENT AT GFCMSU?

GFCMSU Upcoming Events

MAY 07 **Youth Job Fair**
3:00 PM to 6:00 PM - Heritage Hall

MAY 15 **Welding Open House**
5:30 PM to 6:30 PM - T316: Open House in the Trades Building is free and open to anyone interested in the Welding Technology Certificate of Applied Science, testing services, basic welding or refresher courses. Tours of Great Falls College MSU Trades Building and Welding Shop will also be offered.

MAY 15 **Northwestern Energy Hydro Public Meeting**
5:30 PM to 9:00 PM - Heritage Hall: Montana Public Service Commission is conducting a public meeting regarding the application of NorthWestern Energy for hydro-assets purchase.

MAY 17 **Chamber 101**
10:00 AM to 12:00 PM - Heritage Hall: Free, family-friendly event gives kids a chance to touch instrument, make sounds, and talk to the musicians. Petting Zoo begins at 10am followed by an interactive performance by the Cascade Quartet and Chinook Winds at 11am.

MAY 21 **Anti-Fraud Education Evening**
4:30 PM to 7:30 PM - Heritage Hall: Speakers from the following agencies-Montana Attorney General's Office, Montana Banking Commission, Commissioner of Securities and Insurance, AARP

[CLICK HERE FOR FULL CALENDAR OF EVENTS](#)



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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ABOUT GFC MSU | ACADEMICS | ADMISSIONS + RECORDS | CAMPUS LIFE | GIVING TO GFC MSU | BECOME A STUDENT

REGIONAL ACCREDITATION

Great Falls College MSU is accredited by the **Northwest Commission on Colleges and Universities (NWCCU)**, an independent, non-profit membership organization recognized by the U.S. Department of Education as the regional authority on educational quality and institutional effectiveness of higher education institutions in the seven-state Northwest region of Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington.

Detailed information may be found on the [Accreditation Process](#) and [Accreditation Reports](#) pages.

PROGRAMMATIC ACCREDITATION

Great Falls College MSU participates in more specialized accreditation for various programs as listed below.

Dental Assisting

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, Illinois 60611
Tel (312) 440-4653

Dental Hygiene

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, Illinois 60611
Tel (312) 440-4653

Emergency Medical Technician Paramedic (EMT-P)

Medical Assisting Program
The Medical Assisting Education Review Board
20 N. Wacker Drive,
Suite 1575
Chicago, IL 60606
1-800-228-2262

Health Information Coding Specialist

American Health Information Management Association (AHIMA)
Assembly on Education
233 N. Michigan Avenue, Suite 2150
Chicago, IL 60601-5800
Tel (312) 233-1100

Health Information Technology

Commission on Accreditation for Health Informatics &
Information Management Education (CAHIIM)
Accreditation Services
c/o AHIMA
233 N. Michigan Ave, Suite 2150



ACCREDITATION LIAISON OFFICER TO THE NWCCU

Heidi Pasek
Associate Dean/CAO
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Great Falls, MT 59405
406-771-4397
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QUICK LINKS

- [Accreditation Process](#)
- [Accreditation Reports](#)
- [Budget & Planning](#)
- [Building Hours](#)
- [Campus Map](#)
- [Common Ground](#)
- [Current Catalog](#)
- [Mission](#)
- [Program Review](#)
- [Strategic Plan](#)

Chicago, IL 60601-5800

Interior Design

Academic Relations Department
National Kitchen & Bath Association
687 Willow Grove Street
Hackettstown, NJ 07840
800-843-6522

Physical Therapist Assistant

Commission on Accreditation in Physical Therapy Education
(CAPTE)
American Physical Therapy Association
1111 North Fairfax Street
Alexandria, VA 22314
accreditation@apta.org
Tel (703) 684-2782 or (703) 706-3245

Practical Nurse Program

Approved by the Montana State Board of Nursing
301 South Park, Room 430
PO Box 200513 Helena, MT 59620-0513
Tel (406) 841-2300 Receptionist

Registered Nurse Program

Approved by the Montana State Board of Nursing
301 South Park, Room 430
PO Box 200513 Helena, MT 59620-0513
Tel (406) 841-2300 Receptionist

Respiratory Care

Respiratory Care
Commission on Accreditation for
Respiratory Care (CoARC)
1248 Harwood Road
Bedford, TX 76021-4244
Tel (817) 283-2835
www.coarc.com

Surgical Technology

Commission on Accreditation of Allied Health Education Programs
(CAAHEP)
1361 Park Street
Clearwater, FL 33756
Tel (727) 210-2350

Accreditation Review Committee on Education in Surgical
Technology (ARC-ST)
6 West Dry Creek Circle
Suite 210 Littleton, CO 80120-8031
Tel (800) 637-7433 or (303) 694-9130





MONTANA STATE UNIVERSITY • GREAT FALLS
COLLEGE OF TECHNOLOGY

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Regular Interim Report

**Submitted to the
Northwest Commission on Colleges and Universities**

March 10, 2010

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Regular Interim Report for Reaffirmation of Accreditation Montana State University – Great Falls College of Technology

EXECUTIVE SUMMARY

Introduction

Montana State University-Great Falls College of Technology's (MSU – Great Falls) Regular Interim Report for Reaffirmation of Accreditation is provided to Northwest Commission on Colleges and Universities (hereinafter "the Commission") as foundational evidence in the College's request for reaffirmation of regional accreditation and to appraise the Commission of changes since the 2005 Full-Scale Evaluation Committee Report.

In Part A of this report the College outlines actions taken regarding the general recommendations from the Full-Scale Evaluation Committee Report of April 2005 as well as Focused Interim Reports submitted in October 2006 and March 2007 and the Progress Report on Recommendation One of the Focused Interim Site Visit of April 2007 submitted in October 2008. Part B of this Report represents an update of and answers to all questions posed in regard to institutional changes since the Full-Scale Evaluation Committee Report and all subsequent Focus Interim Evaluation reports.

Background

MSU – Great Falls is a public two-year college offering the comprehensive community college mission to the greater Great Falls area and at an extension campus located on the Montana State University campus in Bozeman, Montana. The College is located in north central Montana in the city of Great Falls at the convergence of the Missouri and Sun Rivers. There are approximately 59,000 people within the city and 81,775 in Cascade County. The College was established by the 1969 legislature as one of five Vocational-Technical Centers in Montana governed by local public school systems. In 1994, through the restructuring of the Montana University System, the Vocational Technical Centers were brought under the governance of the Montana Board of Regents and renamed Colleges of Technology. MSU – Great Falls is one of two, autonomous (independently accredited) Colleges of Technology in Montana; the University of Montana – Helena College of Technology is the other.

Since 1999, MSU – Great Falls has offered select components of the community college mission in Bozeman and the Gallatin Valley. On invitation by then MSU President Geoff Gamble, MSU – Great Falls formally established an extension campus in 2005 to serve the need for workforce and career training in the Gallatin Valley and provide developmental coursework in mathematics and English for those students intending to enter Montana State University. The College's extension in Bozeman (hereinafter "Bozeman COT") is located currently in Culbertson Hall. More information on the Bozeman COT is provided in Part B of this report.

Combined enrollment for FY 09 was 1,353 FTE with a headcount of 3,044 students. MSU – Great Falls has been one of the fastest growing institutions in the Montana University System, charting an 80.4% change in FTE since 1999. The College recorded an 11% increase in FTE for fall 2009

over fall 2008. In addition, MSU – Great Falls serves approximately 2,000 students annually in non-credit and customized training programs.

Accreditation Summary: An Overview of the Findings and Conclusions of the Commission

In April 2005, the findings and conclusions of the Full-Scale Evaluation were summarized in the *Full-Scale Evaluation Committee Report*. The Commission’s synopsis of the Committee Report follows:

The Evaluation Committee found Montana State University-Great Falls College of Technology to be an institution with a mission that is broadly understood and supported by its campus community. Given the rapid expansion of that mission in recent years, the extent to which it has been internalized by all of the College’s stakeholders is remarkable. The College has also grown rapidly in student enrollment, staff, and instructional delivery modalities. The institutional culture appears to be genuinely driven by its stated values toward quality in educational programs, student focus in service delivery, and responsiveness to the needs of its community.

The Evaluation Committee found many examples of excellence in the College’s leadership, programs, and services and has chosen to highlight some of the most outstanding ones in the Commendations that follow. The Committee believes that the College effectively serves its communities.

The Committee also found some areas of challenge for the College, many of which appear to be closely connected with the College’s rapid evolution and expansion during a time of constrained fiscal, physical, and human resources. In the Committee’s view, the College has made significant progress and also has some more work to do in implementing formal processes that are needed not only to fulfill the requirements of the Commission, but that will also aid planning, decision-making, and communications within the College. The College has operated with a very lean administrative and professional staff structure that may have been adequate when it was a smaller institution, but has left relatively little time for its leaders to guide campus committees in the development, implementation, and communication of these key processes. These areas are addressed in the Evaluation Committee’s General Recommendations.

Commendations

1. *The Evaluation Committee commends the Montana State University-Great Falls College of Technology for the exemplary leadership of its dean and administration in promoting a positive campus climate, for enhancing the local and regional visibility of the institution and for continuing to promote the institution as a visible, integral, and valued partner in the community it serves.*
2. *The Evaluation Committee commends the College for its commitment to establishing, maintaining and enhancing a decidedly “Student Centered Climate” that promotes the well-being of the College’s principal constituency. The Evaluation Committee was impressed by the*

commitment of all sectors of the institution toward promoting student development and learning in an intellectually challenging environment.

- 3. The Evaluation Committee commends the library staff under the capable and creative leadership of the Senior Librarian for its exemplary dedication to customer service and its friendly and knowledgeable helpfulness in meeting customers' informational and curricular needs. There was pervasive and recurring praise for the library staff from all of its primary user groups.*
- 4. The Evaluation Committee commends the College for its innovative and effective distance learning program which serves a significant number of both traditional and non-traditional students. In offering this commendation, the Committee noted that distance education at the institution is both embraced and supported by the faculty, by the library, and by the various student services constituencies on the campus. In short, the institution's commitment to the delivery of quality distance learning education is everywhere apparent.*
- 5. The Evaluation Committee commends the College for its planning, service and attention to detail in the daily operations of its campus facilities resulting in an attractive and well maintained physical plant. The management and maintenance of the facilities is outstanding.*

Recommendations

- 1. The Evaluation Committee recommends that the Montana State University-Great Falls College of Technology identify and publish the expected learning outcomes for each of its degree and certificate programs. (Standard 2.B.2; Eligibility Requirement 12 Student Achievement).*
- 2. The Evaluation Committee recommends that the College develop and implement a clearly articulated plan to assess overall institutional effectiveness. The Committee also recommends that the results of the assessment process be used to inform and direct strategic planning and resource allocation in clearly delineated and demonstrable ways. (Standard 1.B.4; Eligibility Requirement 17 Institutional Effectiveness).*
- 3. The Evaluation Committee recommends that the College develop guidelines and parameters for budgetary development and implementation which are clearly defined, widely promulgated and adhered to by all constituencies of the College. These guidelines should include an opportunity for initial budget input and requests and a process whereby stakeholders are informed of the various stages of budget development. (Standard 7.A.3).*
- 4. The Evaluation Committee recommends that the College develop and implement a systematic, effective, and equitable approach to academic student advisement. (Standard 2.C.5, 3.D.10).*
- 5. The Evaluation Committee recommends that the College provide regular and systematic evaluation of all full-time and adjunct faculty performance across all delivery modalities. (Standard 4.A.5).*

In April 2007, the Commission conducted a Focused Interim Evaluation of MSU – Great Falls’ progress concerning Recommendations 2 through 5 of the spring 2005 Full-Scale Evaluation Committee Report. All recommendations were resolved with the exception of a portion of Recommendation 2. Following the Commission’s review of the October 2008 Progress Report of Recommendation 1 of the Focused Interim Site Visit of April 2007, the College’s report was accepted with the Commission declaring the report substantially met the Commission’s criteria for accreditation.

PART A – ACTIONS TAKEN REGARDING RECOMMENDATIONS

Introduction

All recommendations from the 2005 Full-Scale Evaluation Committee Report, as articulated in the introduction of this document, have been resolved. An overview of the actions taken by the College in regard to the Recommendations received is the focus of Part A of this submission. As noted by the Commission in its 2006 Accreditation Overview, the College continues to grow rapidly in student enrollment, staff and instructional delivery modalities. Furthermore, the College continues to be committed to its concerted efforts to build a culture of evidence through courageous conversations as a unified campus community. The progress and growth of this campus will be outlined and actions taken included in tandem with new efforts to improve our practices in regard to all the standards assessed by the Commission.

Recommendation 1

Recommendation 1 of the Commission’s Comprehensive Evaluation Report of Spring 2005 states:

1. *The Evaluation Committee Recommends that Montana State University – Great Falls College of Technology identify and publish the expected learning outcomes for each of its degree and certificate programs (Standard 2.B2; Eligibility Requirement 12 – Student Achievement).*

In its Comprehensive Evaluation Report of April 2005, the Commission concluded the College did not meet the criteria for accreditation with respect to the identification and publication of learning outcomes for each of its degree and certificate programs. The Commission requested the College take appropriate action to ensure this criterion was met and resolved within the prescribed two-year period. The Commission further requested a written progress report on this recommendation by fall 2006.

In October 2006, MSU – Great Falls responded to the *literal* requirements of Recommendation in a Progress Report on Recommendation 1, and it was resolved by updating the College Catalog appropriately. To continue to engage in the *spirit* of the requirements, the College created a foundation for a new culture of evidence through the establishment of the Outcomes Assessment Team (“hereinafter the OAT”), which began its work in August 2006 following a training at Alverno College in Milwaukee, Wisconsin. Currently, the faculty is involved in a cycle of student learning outcomes assessment and institutional effectiveness that has, at its foundation, a clear

articulation of the expected learning outcomes for each degree and certificate program that supports the assessment of course and program outcomes.

For example, since the submission of the updates in October 2006, the faculty driven Outcomes Assessment Team created a process identifying and clarifying student learning outcomes in each degree and certificate program and create a strategic approach to tie student learning outcomes to eight institutional student learning outcomes, the Eight Abilities: Communication, Quantitative Reasoning, Inquiry and Analysis, Aesthetic Engagement, Diversity, Technical Literacy, Critical Thinking, and Effective Citizenship (Appendix A). Progress toward the attainment of the abilities in the certificates and the associate degrees is measured through the appropriate Core Indicator of Institutional Effectiveness (Appendix B). The appropriate data are then gathered and used to create a cycle of assessment allowing faculty to deliberately and consistently improve their practices.

This has been put into operation through a four-phase implementation process that will come to fruition by the end of the 2013 academic year. The process is divided by ability and each phase will be completed within that structure:

- Phase I: Abilities aligned in the Divisions and with all programs, e.g., degree and certificate programs.
- Phase II: Evidence of alignment to the Eight Abilities comes full-circle (on-going process of revision and review for improved student learning).
- Phase III: Alignment of course objectives to Division and all programs, e.g., degree and certificate programs, to facilitate course mapping.
- Phase IV: Evidence of alignment of student learning objectives to Division and programs, e.g., degree and certificate programs, coming full-circle (on-going process of revision and review for improved student learning) with all evidence articulated in student learning outcomes for programs in individual evidence binders for each course and program.

In conclusion, MSU – Great Falls has not only identified and clearly articulated learning outcomes for degree and certificate programs, it has built a strong foundation for the assessment of those outcomes by creating a faculty-driven process. This will be described more fully in the update on Recommendation 2, as well as in Part B of this report.

Recommendation 2

Recommendation 2 of the Commission's Comprehensive Evaluation Report of Spring 2005 states:

- 2. The Evaluation Committee recommends the College develop and implement a clearly articulated plan to assess overall institutional effectiveness. The Committee also recommends that the results of the assessment process be used to inform and direct*

*strategic planning and resource allocation in clearly delineated and demonstrable ways.
(Standard 1.B.4; Eligibility Requirement 17 Institutional Effectiveness).*

As described in the introduction of this report MSU – Great Falls received a Focused Interim Evaluation. In the resulting Focused Interim Report, all the recommendations were resolved except for a portion of Recommendation 2. In October 2008, a progress report was submitted to the Commission and it was determined the College’s response to Recommendation 2 was complete.

To summarize the progress to date since the 2005 Full-Scale Report, MSU – Great Falls has demonstrated it has established solid process for the integration of planning, resource allocation and the assessment of institutional effectiveness. In October 2006, the College formally established the College Planning, Budget and Analysis Committee, or the “CPBAC” (pronounced sip-back). The CPBAC was formed to serve as the institution’s shared governance group and is comprised of individuals representing all major constituencies on campus, institutionalized to ensure the work needed to achieve the College’s mission is on target, tracked, and appropriately funded.

The CPBAC is charged with providing shared governance throughout the budgeting, planning and assessment process by (1) communicating the process to the campus stakeholders and constituencies, (2) gathering and interpreting institutional data to evaluate performance and effectiveness at the institution, division, and departmental levels, (3) leading the development and aggregation of budget projections, strategic and operational goals and objectives, and (4) working with the College’s leadership to allocate resources strategically to improve overall institutional effectiveness and achieve the goals set forth by the strategic plan (Appendix C).

In 2008, the CPBAC formed three standing sub-committees to better conduct the work it is charged with, while ensuring broad representation, participation, and support for individuals and areas engaged in planning, budget, and analysis processes. The analysis sub-committee is responsible for initial collection and assessment of those data associated with the Core Indicators of Institutional Effectiveness (Appendix B). The budget sub-committee is responsible for facilitating the budget development process of individual areas on campus, providing support for those areas in completing required forms, examining areas for efficiency or needs, and initially forming the College’s complete budget. The planning sub-committee works with divisions and departments to craft annual and strategic initiatives, as well as the appropriate budgetary requests to fund them as needed. Collectively, these sub-committees form a process quite similar to a state citizen legislature. They own dual roles as facilitators of their respective process, as well as educators of the campus community who are engaged in the total planning, budget, and analysis process.

By the end of fiscal year 2008, MSU – Great Falls had moved this process through one complete cycle and used the results to initiate the second cycle. The initial cycle resulted in campus-wide collaborations allowing systematic evaluation activities to influence resource allocation and to improve student learning and institutional programs, services, and activities through the CPBAC.

During the second complete cycle of assessment, the campus examined and refined performance metrics and their measures; collected effectiveness data from the previous cycle; used those data to assess performance; refined the College's strategic plan; and continue to move the cycle forward.

Today, MSU – Great Falls has further refined this integrated process. In continued evolution towards the comprehensive community college model, given the Commission's new standards, and the collective desire to be more information-driven and strategic in our work, the College has adopted a culture of continuous quality improvement. To that end, the College has accomplished the following:

- During the 2008-2009 academic year, the campus community engaged in an analysis and revision of the College's mission;
- From this analysis and the updated mission, the College established its vision statement;
- Articulated the values we believe in and live by;
- Using the comprehensive community college model, the College established four Core Themes and defined its goals/purposes;
- Refined and formally established 14 Core Indicators of Institutional Effectiveness (Appendix B) based on the Core Themes; and
- Implemented a new planning process that includes the development of a fluid three-year strategic plan an annual campus plan comprised of unit goals/initiatives targeted at continuous improvement.

The mission, vision, values, and core themes are included as Appendix D. As the College strives to become more performance based in the allocation of resources and create a mission-centric model to document our effectiveness, it has established a set of measures to guide our processes. These measures, the Core Indicators of Institutional Effectiveness (Appendix B), support everyday operations and assist the campus in continuous improvement toward mission achievement. These demonstrate the College is committed to the evaluation of institutional effectiveness and assessment of student learning outcomes on all levels. This commitment is reflected through an assortment of activities and processes emanating from the College's mission, vision, values, core themes, and strategic plan.

A diagram illustrating the College's integrated planning, assessment, and resource allocation process is included in Appendix E.

As clearly outlined in the October 2008 Progress Report on Recommendation 1 of the Focused Interim Site Visit of April 2007, MSU – Great Falls is well situated to continue its iterative journey toward the integration of assessment of institutional effectiveness, planning and resource allocation, through the CPBAC. While the College's planning, budgeting, and analyses processes have unique components of their own, these activities are integrated to work in tandem. The harmonious nature of that integration ensures the College is encouraging wide participation in a transparent budget process that utilizes the assessment of institutional effectiveness to

collectively allocate resources where they are needed most for institutional improvement or advancement.

Recommendation 3

Recommendation 3 of the Commission's Comprehensive Evaluation Report of Spring 2005 states:

3. *The Evaluation Committee recommends that the College develop guidelines and parameters for budgetary development and implementation which are clearly defined, widely promulgated and adhered to by all constituencies of the College. These guidelines should include an opportunity for initial budget input and requests and a process whereby stakeholders are informed of the various stages of budget development. (Standard 7.A.3).*

The Commission concluded the College did not meet the criteria for accreditation with respect to the development of guidelines and parameters, which are clearly defined, widely promulgated, and adhered to by all constituencies of the College for budgetary development and implementation. The Commission requested the College take appropriate action to ensure these criteria were met. In addition, a written progress report on this recommendation was requested, which became the Focused Interim Report. In April 2007, a Focused Interim Evaluation visit was conducted on the campus, which cumulated in the 2007 Focused Interim Report Visit. In reference to Recommendation 3, the 2007 report stated:

“The Evaluator found substantial evidence that MSU – Great Falls has developed, communicated and implemented a budget process that is clearly understood by all College constituencies and provides opportunities for meaningful input.”

The Evaluator also heard overwhelming support from the campus community for the new budget process. Staff and faculty praised the “amazing difference” in the level of inclusiveness during development of the FY08 budget compared to previous budget cycles. There was consistent mention of having a direct role and actual input into their respective department's budget. Those interviewed stated, for the first time, they were able to examine a five-year budget history, see the whole budget, and learn about the purposes and appropriate uses of various budget accounts.

Currently, there is a much better understanding of monthly budget reports and budget terminology and financial lingo. Even though MSU – Great Falls is in a period of limited or declining resources, those interviewed confirmed they have a clear understanding of how the FY08 budget was determined and why certain requests were funded while others were not. They see and appreciate the interconnectedness of and overlap of work and responsibility.

The following commendation was given: “MSU – Great Falls has implemented a budget process that the campus clearly understands, actively participates in, and tracks from beginning to end.”

MSU – Great Falls is pleased with the progress it has made in establishing a budgetary process that is widely understood and clearly aligned with the institution’s mission, Core Indicators of Institutional Effectiveness, and the strategic plan. Much of the groundwork necessary for these achievements was completed prior to the 2007 Focused Interim Visit. However, in our original Focused Interim Report of 2007, the College identified the following areas for continued work and improvement.

1. The College will expand on the current process to allow the entire campus community to participate in the projection of a biennial budget that aligns with a strategic plan of the same duration.
2. The College will continue to improve the budget development and planning process to allow for better development and integration of the long-term strategic plan as well as the short-term operational plans (goals and objectives) with the allocation of resources both in the immediate and projected budgets.
3. The College will develop departmental outcomes and measures of effectiveness specific to co-curricular areas, evaluated annually, and used to benchmark performance and drive annual departmental planning (goals and objectives).
4. The College will continue to evaluate and assess the impacts of the new planning and budget development process by monitoring of budgetary compliance and seeking feedback from the College’s stakeholders as to the process’s effectiveness and improvement.
5. The College will provide further education of stakeholders concerning generic budgeting processes. These activities will include promoting general awareness as to how specific types of budget requests are made (e.g. requests for equipment expenditures) and best practices on how expenditures are monitored.

MSU – Great Falls has successfully implemented a cyclical budget, planning and analysis process (Appendix E). The cycle will be described in greater detail in Part B-Standard 1; however, so as to provide an overview at this point in the Report it will be addressed briefly. The process begins in late fall/early winter with the assessment of the Core Indicators of Institutional Effectiveness (Appendix B) which serve as the performance metrics for the institution to gage whether or not it is meeting its mission.

From these data, the College identifies and explores areas of needed improvement, or opportunities for continuous quality improvement. This exploration drives the annual and strategic planning processes of the College. The annual plan is comprised of divisional and departmental annual goals or initiatives identified and committed to by the respective units on campus. The strategic plan is a fluid three-year plan focusing on key strategic priorities that serve as over-arching goals for divisions and departments to craft single- or multi-year initiatives (Appendix C). Concurrently, divisions and departments begin the development of their annual

budget requests considering ongoing base funding and strategic resource requests that align with their annual and strategic initiatives.

Once completed, all components of the budget are combined into a draft institutional budget and brought forward to the CPBAC for discussion, debate, and ultimately approval. It is important to note it often takes multiple budget drafts to be created based on both sub-committee and the CPBAC review. In addition, external economic issues, such as those currently being faced, require additional planning and decision-making processes to occur between individual, multiple sub-committees, and the CPBAC to best align resources with the mission and core themes of the College.

While this process continues to evolve and be refined, looking back a mere five years, one might marvel at the amount of change and progress accomplished. In writing this report, the authors must disclose it is no longer an easy task to simply discuss the budget process of the College. Resource allocation and budgeting have become an integrated component of the College's broader planning, budget and analysis process.

Recommendation 4

Recommendation 4 of the Commission's Comprehensive Evaluation Report of Spring 2005 states:

4. *The Evaluation Committee recommends that the College develop and implement a systematic, effective, and equitable approach to academic student advisement. (Standard 2.C.5, 3.D.10)*

The Advising Journey: From Entry to Graduation

The Total Intake model of entry advising, in use at MSU – Great Falls since the 2005 Self-Study, has been further customized and involves many faculty and staff. The first area of focus for entering students is entry-level advising and registration, and an information session on the College's policies and procedures. This session is called the Student Advising and Registration session (STAR). These sessions are generally between 20 and 40 new students at a time. Students sign up for STAR after they have met all admission requirements, taken a placement exam or provided scores, and are ready to register for classes.

During the STAR session, the Director of Admissions and Advising presents the College's policies and procedures pertinent to students, discusses the duties of both students and faculty advisors in the area of advising, and goes through the registration process. At that time, other advisors from Student Affairs and faculty advisors work directly with each student to discuss the program the student is going into, what the curriculum will require, and map out the classes the student will register for in their first semester.

The second advising event for new students is a formal orientation day. Registration is completed before the orientation day to eliminate student stress about getting into their classes. Orientation is held several days before the first day of fall and spring semesters. Orientation is an all-campus event, with a full day of campus tours, informational sessions on services and

resources available, workshops on distance courses, goal setting, scholarships, financial aid, disability services, Learning Center services, student groups, financial planning and budgeting, etc. Also, The day includes lunch with faculty advisors, which is an effort to build a pathway from entry advising to advising with faculty in the Divisions.

After STAR and orientation day, advising is handled in the divisions. Each student is assigned to a faculty advisor and, at the onset of pre-registration for the subsequent semester, students are reminded to make appointments with their advisors. The students have been given this information and know who their advisors are. Faculty members in the Divisions hold either individual or in some cases group sessions with students. To prepare the faculty for their advisees, they are issued an advising file, the *Purple Folder*, in which they keep academic program plans and notes on advising progress in.

Transitions: Advising in the Academic Divisions

Each of the Divisions handles advising a little bit differently. That said, all records are in the *Purple Folders*. Examples of the documents housed in the Purple Folder are placement test scores, advisor transcripts, program advisory sheet, student planning sheet, advising record, and registration sheet. A check-off list is placed on the inside cover of the file for new student advisement by admissions. This file can be passed to the new advisor if a change in the student's major occurs.

The Division of Health Sciences

In the Division of Health Sciences, all of the program directors have extensive conversations and trainings with admissions and new student advisors regarding their specific program. A single page spreadsheet was developed to show all of the prerequisite requirements for each health program. All students who plan to seek entry into any of the College's healthcare programs have been given the same basic information about their entry semester.

This document is also used by the Division's faculty as a guiding factor for advisement. All of the health sciences students working on prerequisites (called "pre-students") are divided among the faculty of the declared major. The Director of the Health Sciences Division attends STAR sessions, and works directly with the students during the registration process. Faculty members are informed of the STAR sessions and attend the sessions that fit their schedules.

The advisement of continuing Health Sciences students is managed somewhat differently. Continuing students are those who have completed all their prerequisites and been formally admitted to their health care program of study. Those students are advised in group sessions. Group sessions consist of multiple blocks of time the faculty will be present and the student can drop-in to be advised. They are notified of group advisement sessions via email, campus monitors, and mail. This has been supported well by both the faculty and the students.

Since some of the health care programs are completely on-line, an on-line advisement room was created. The student and faculty advisor will communicate at a pre-determined time on-line. If deemed necessary, the advisor will call the student to clarify. The on-line advisors have provided

training regarding this system. The on-campus faculty members are considering adding this advisement component providing an additional option for the student. The students are pleased with the outcomes of their advisement sessions.

The Division of Business, Trades, and Technology

The Division of Business, Trades, and Technology uses the *Purple Folders* in the same manner described above.

Program Coordinators are available to their program advisees during the fall and spring semesters. Faculty members only do individual advising sessions in this Division and are available via phone, email, and office hours to assist with issues or to schedule face-to-face meetings. They also schedule individual appointments through the use of signup sheets. No group advising is done for Business, Trades, and Technology students because they do not move through their programs in cohorts.

During the summer session, contract faculty who are teaching classes work with advisees that may have missed pre-registration but want to continue in the fall. They typically schedule an advising session at least once per semester to give advice on scheduling classes for the following semester.

The Division Director attends STAR sessions to help with new student advising and is also available during faculty breaks (Summer Break, Christmas Break, and Spring Break) to meet with any current or potential Business, Trades, and Technology students who have questions or need help on any program issues.

The Division of Arts and Sciences

The advising process in the Division of Arts and Sciences is the same as the divisions described above. There has been a focus on reaching the large numbers of students in the Division. In the past, many students waited until the last minute to register – often missing pre-registration altogether. This was the case even though they had been put on a pathway laid out through the STAR sessions. Since the faculty wanted to connect with students early and solidify their commitment to the subsequent semester, they have tried several things in the Division to improve the timing of the advising for their advisees.

Though their advising load is high (37 students/advisor), the faculty in the Division of Arts and Sciences have worked to improve advising mainly by attempting to reach more students. In fall 2008, the Division was assigned 407 advisees. Of those 407, 226 were served through individual advisement appointments with a contract faculty member in the Division. Twenty-five of the 407 students graduated in May 2008. This places the Arts and Sciences Division at a 61.7% contact ratio.

In an effort to reach out to more advisees, the Division of Arts and Sciences has instituted a postcard system to reach students through the mail. This has produced good results as can be seen in the rise in “percent of students advised” (below). The “numbers of students who changed

major” reflects effective advising since it relates to the advisor assisting the student to develop clearer goals. This results in referrals providing the advisee with more appropriate guidance and information.

For several terms, the Division also attempted using group advising; however, after the initial response (roughly 10% of the total number), participation in subsequent terms fell significantly. For the most recent term, the Division used a combination of postcards and posted advising times for student sign-up. All the *Purple Folders* were kept by the program assistant who maintained records and could help refer a student whose appointment was inappropriate because circumstances had changed, the student was unable to make an appointment, the advisor was unable to make an appointment, or other reasons. Serving the student at the point of readiness has held a high priority. As noted below in Table 1, the number of advisees has increased as well as the percentage of students who made an appointment and received advising.

Table 1: Division of Arts and Sciences Advisees Fall 2008 through Spring 2010

| Term | # of Advisees | # of group adv. | % advised | # who changed major |
|-------------|----------------------|------------------------|------------------|----------------------------|
| Fall 2008 | 407 | N/A | 62 | 52 |
| Spring 2009 | 384 | 36 | 73 | 27 |
| Fall 2009 | 407 | 27 | 62 | 41 |
| Spring 2010 | 474 | 0 | 76 | 24 |

As an additional advising initiative, the "Transcript Core Completion" serves to encourage students to receive advice regarding their progress toward the Montana University System core completion. This, in turn, leads to advisors and students taking a closer look at the students' transcripts. The process, of course, raises a number of issues and prompts questions regarding the student's progress, selection of courses, goals, areas of special concern or interest, etc. The posters, buttons, and \$5 incentive (to pay the transcription fee) have doubled core transcriptions and can continue to motivate students and advisors to ask the particular "core" questions.

An "Anatomy and Physiology I Fun Night" event has as its primary purpose, encouraging current Anatomy and Physiology I students to complete the course. The event also serves a powerful advising purpose for one of the Division's largest groups of students—health sciences program aspirants. The event provides information about available programs, opportunities to talk with and receive advice and encouragement from former students and program graduates working, and the presence of faculty and staff.

Surveys have been conducted of the Division's advisees upon exit from advising sessions since 2006. The faculty regularly reviews those data and use them for improvement. These surveys have also helped pinpoint when heavy advising is sought. It is now known exactly how many students they serve on a particular "advising day." Student responses have consistently indicated their high level of satisfaction with the advising they received.

Bozeman COT

At the Bozeman COT, a two-pronged model is used. MSU – Great Falls' mission at the Bozeman COT campus was described in the Self-Study. For advising, the Bozeman COT uses individual advising and two advisors, an Academic Advisor for Workforce Programs and an Academic Advisor for Developmental Education. Faculty members also advise students in the workforce programs after acceptance into the program.

The Academic Advisor for Workforce Programs is responsible for maintaining student advisement files (the Bozeman COT version of the MSU – Great Falls *Purple Folder*), meeting with students either by appointment or as a walk-in advisee, and auditing student progress towards graduation. Professional customer relations are provided by the advisor in support of student retention and success. The advisor is available to advise all workforce program students and is cross-trained to advise Montana State University Pre-University students should the need arise. (Pre-University students are working toward meeting admissions requirement to the University, which is not allowed to offer developmental education).

Additionally, each Workforce Program Director is available to provide individual student advising by appointment. Group advising has been implemented in the past year during orientation sessions and is also available to returning program students at the end of each semester. Group advising for returning program students is used concurrently with individual advising sessions for subsequent semester courses.

Several of the Bozeman COT faculty and staff are members of the advising organization NACADA (National Academic Advising Association) and attend their annual state conference and refresher trainings. Faculty and staff also attend annual advisor training offered through University Studies on the MSU campus.

The Bozeman COT uses a more invasive model of advising. This is done to promote a successful transition to the University or to one of the Bozeman COT's workforce programs. The Academic Advisor for Developmental Education is responsible for monitoring academic success programs and all aspects of student services for students enrolled in developmental coursework. The advisor works at the departmental level to improve student access to and success in college programs and at the individual level; counseling and coaching students. The advisor is responsible for developing study skills tip sheets for students and makes changes to all of the materials available in the office.

The advisor does not work in isolation, however. There is also responsibility to coordinate with campus resources and offer information on the resources available to students in Bozeman. Specifically, the advisor works closely with Career Services, Academic Advising Center, Athletics, Counseling and Psychological Services, First Year Initiative, and Disability Services in an effort to increase student success.

The Academic Advisor for Developmental Education has daily contact with students assisting them with major planning and career coaching. More specifically, these duties involve

interviewing individual students, reviewing student transcripts, and building individual academic success plans based on the students financial, academic, and personal needs. Many of the developmental advisees are non-traditional students or academically at-risk students.

During the semester, the Academic Advisor for Developmental Education reaches out to students referred by faculty through an Early Alert Referral System (EARS). The advisor emails and calls each student and then follows up with faculty about any additional information garnered from the student. Those responsibilities include meeting one on one with every developmental student receiving a D or F in their courses, completing a Retention Intervention Contact Report, and creating a Success Plan with each of the students struggling in courses.

In an effort to retain students, the advisor contacts students (email, letter, and telephone) in developmental courses who have not paid their tuition and fees. This reduces the number of students dropped from classes for non-payment. The developmental advisor serves on the MSU-Bozeman Academic Advising Committee (AAC) and the Student Progress Oversight Committee (SPOC).

Additional Improvements: An Iterative Process

The intake advising model has been refined and continues to adjust to evaluations students provide in the Divisions and then again upon graduation. Faculty advisors have become more involved at intake, enriching the student experience, as well as ensuring each new student more individual time with either a faculty member or a student affairs advisor. With other changes (to be described in Part B) prior to a student's registration, this part of advising seems to be increasingly effective.

With increased enrollment at MSU – Great Falls, however, the problem of large advisee loads for many faculty advisors persists. The shortening of the window for readmission of students who stop out has helped bring the real number of advisees a faculty member has into focus, allowing everyone to understand exactly how many advisees each person has. Specific changes made in the area of advising since 2005 are:

- *An Advising Handbook for Faculty* was created. All faculty members have been given a hard copy of the handbook, which is available online. New faculty members get an orientation to this handbook when they are hired, and whenever possible new faculty are not given advisees until their second semester to ensure they have a good grounding at the College before taking on advisees. They typically spend their first semester shadowing a colleague, and their second semester in supported advising roles.
- Web pages with advising and planning tools information were created for both faculty advisors and students. Many resources are shared through these web pages, making advising more accessible and efficient.

- Each semester the Registrar assigns the new advisees to the Division of Arts and Sciences faculty members attempting to keep the numbers as equal as possible. That Division has the highest number of advisees.

Student and academic affairs staff provide workshops and training opportunities for faculty in academic advising. Advising Buffets were developed for faculty to take advantage of during Faculty Advising and Orientation (FOA) days before the start of classes each semester. These Advising Buffets usually gave faculty a choice of two to three topics they could learn more about. Also, the Director of Career, Retention, and Transfer developed and provided many workshops over the past two years funded through the College's Carl Perkins grant to connect specific advising training needs to the faculty in various divisions. The following topics were offered in workshop format for faculty in the 2009 academic year, many of which will be repeated in 2010:

1. Referring students for jobs
2. Being a reference
3. Preparing your students for job fairs
4. Teaching job seekers to think like entrepreneurs
5. Teaching students to create an employer needs job-search strategy
6. Making career advising integral to academic advising
7. Articulation and helping students move on to a Bachelor's degree

The workshops were well attended and received by faculty.

MSU – Great Falls' website is being used more effectively to make resources available to faculty advisors and students. The Director of Admissions and Advising has developed a web page for Faculty Advising and Planning and a similar student page with all of the forms, transfer information, and other advising resources available to both on- and off-campus advisors and students.

Future Considerations for Academic Advising

The advising model still needs work in two main areas. One is the large numbers of advisees most faculty continue to have. The process of assigning advisees to faculty advisors after the intake advising includes an assessment of advisee numbers by faculty member each semester. New advisees are spread among faculty advisors with the goal of keeping the numbers roughly equal in each department. Numbers are still uneven, though more equitable within departments than in the past. Just as in Student Affairs, full-time faculty numbers have not grown with increased enrollment, so advising loads continue to be heavy.

The second area of focus for improvement is provision of a degree plan that maps out for each student the courses needed from developmental levels through to degree. Currently the model used is simply the curriculum for each program, assuming students begin at the same point and take full loads of courses each semester. Knowing most students at MSU – Great Falls have to take some developmental courses, this curriculum plan does not give them the full picture. Further, if they do not take full course loads each semester, the curriculum plan does not serve

them well as a planning tool. The Assistant Dean of Student Services and the Associate Dean/CAO have begun discussions about a total re-examination of advising at the College to see if creative and effective solutions can be found.

Academic advising continues to be a focus at the institution, with solid resources in place for students and faculty. Web-based information resources have been implemented to make forms, information, and other tools available quickly and consistently for anyone who needs them. STAR sessions, along with the new student orientations provide students with more comprehensive information and opportunities to meet and form relationships with key individuals at the College. Students are more predictably taking math in their first semesters, addressing a key element identified by faculty as a barrier to students accomplishing their academic goals. Faculty members are offered and are taking opportunities to obtain specific training and information to help them stay abreast of advising issues as needs are identified. Assessment of whether these and other changes are improving advising and student success at the College is ongoing. Upcoming Community College Survey of Student Engagement (CCSSE), Community College Faculty Survey of Student Engagement (CCFSSE), and Survey of Entering Student Engagement (SENSE) surveys will yield information from students on most of these issues, and regular institutional assessments already in place will form the basis of further adjustments to the advising model and practice at the institution.

It is the College's intention to continue to strengthen academic advisement according to the Commission's recommendation in this area. Yet to be accomplished are the following:

- Develop a systematic and sustainable way to keep advising loads equitable for faculty within departments.
- Ensure degree-seeking students have an academic plan to follow that makes their journey to degree clear and understandable.

Recommendation 5

Recommendation 5 of the Commission's Comprehensive Evaluation Report of Spring 2005 states:

- 5. The Evaluation Committee recommends that the College provide regular and systematic evaluation of all full-time and adjunct faculty performance across all delivery modalities. (Standard 4.A.5).*

MSU – Great Falls believes growth and improvement as a college teacher occurs when faculty learn something new about their performance; value the information and have confidence in its source; know how to make changes based on it; and are motivated to make changes. The College expects the individuals assisting a faculty member to develop and implement his or her evaluation will be guided by these foundational values.

The purpose of faculty evaluation at the College is to clarify expectations, support improvement in teaching and learning, and recognize and promote academic excellence and innovation. The faculty at MSU – Great Falls recognizes accountability for proficiency. The College is committed

to improving instructional and service effectiveness, realizing performance is enhanced through support and guidance from both administration and peers, and input from students. The College's evaluation plan is rooted in the recently updated campus vision, mission, values, and core themes and is focused on assessment for improved performance of our teaching and student learning. The belief is regular faculty evaluation will lead to self-improvement well-informed personnel decisions, as well as contributing to the tenure and promotion process for full-time faculty and continued engagement of the College's part-time faculty.

Adjunct Faculty Evaluation

To place the progress on adjunct faculty evaluation and the coordination of centrally administered adjunct faculty processes into the context of this section, an overview of the general accomplishments in this area is below. Since the Focused Interim Report of March 2007, the College has accomplished the:

- Re-hired a professional staff position to oversee and supervise adjunct faculty.
- Successfully folded in adjuncts from all divisions across campus, providing consistent policy, practices, and information to all (including continuing education adjunct faculty).
- Implemented an annual Adjunct Feedback Survey to assess the needs and moral of adjunct faculty, which is used to drive initiatives and instigate data collection.
- Revised and maintained a consistent model for the supervision, orientation, evaluation, and hiring of adjunct faculty.
- Created a system for tracking adjunct faculty information and updating personnel files.
- Established an Adjunct Advisory Committee connecting adjunct faculty to their respective divisions and strengthen connections to campus.
- Developed flexible and convenient modes of adjunct faculty development that address instructional theory, the mission of the College, and outcomes assessment.
- Created a Teaching and Learning Center for Excellence for use by adjunct faculty.
- Created an up-to-date adjunct webpage as a resource for adjunct faculty.
- Explored adjunct-related data for campus use.
- Has continued to explore the options of adjunct faculty recognition through awards, professional development, inclusions in College events, and highlights in the campus news and adjunct newsletter.

In 2007, there was turnover in the Director of Instruction position. One of the College's adjunct instructors was hired to step in to assume responsibility for the adjunct faculty after the incumbent accepted another assignment at the College. In an effort to continue to improve on the delivery of services and support to our part-time faculty members, the position was re-structured, given an updated designation, and reviewed and revised adjunct policies.

It is worth noting MSU – Great Falls is one of the few community colleges in the nation with a centralized model for adjunct faculty support and processes. The College's model was born out of the 2005 recommendation from the Commission and because this endeavor has been so successful, the College is deeply appreciative of the feedback. Additionally, because the College

is fairly unique in adjunct processes, in the summer of 2009, the Director of Adjunct Instruction presented a break-out session at the National Institute for Staff and Organizational Development's (NISOD) annual conference in Austin, Texas. NISOD awarded Teaching Excellence Awards to one adjunct faculty member and three full-time faculty members. Further discussion regarding the evolution of the adjunct processes will be expanded upon in Part B of this report. Since the 2007 Focused Interim Report, the current duties of the Director of Adjunct Instruction include:

- Supervising and evaluating adjunct faculty teaching in all divisions.
- Oversees, in collaboration with departmental staff, the recruitment and hiring of all adjunct faculty within all divisions.
- Coordinates both face-to-face and online adjunct faculty orientation sessions.
- Coordinates, in collaboration with the Associate Dean and Division Directors, all training and professional development activities for adjunct faculty.
- Monitors, updates, develops, and implements adjunct faculty policy and procedures.
- Oversees the adjunct faculty website and a monthly newsletter for adjunct faculty.
- Conducts the annual planning, budget, and goal setting process for Director of Adjunct Instruction position line.
- Develops and disseminates an annual report identifying outcomes, performance metrics and various activities, articulating successes, and solidifying future plans for adjunct instruction.
- Actively participates on various committees and initiatives as directed by the Chief Academic Officer.

During the fall 2007 semester, the formal adjunct evaluations were conducted by both the Director of Adjunct Instruction and faculty serving as Department Chairs. This model was piloted based upon discipline-specific feedback on teaching being key to identifying good practice, offering feedback, and developing appropriate adjunct faculty training modules. It was determined there was a better return on having the evaluations completed and being more discipline-specific, but what the adjuncts received was still very inconsistent. During the summer of 2008, adjunct policy was revised - updating the adjunct faculty evaluation protocol - and the Director of Adjunct Instruction began conducting all adjunct evaluations (with the exception of adjuncts from the Bozeman COT extension) during the fall 2008 semester. The current adjunct faculty evaluation policy is included as Appendix F.

MSU – Great Falls utilizes the Quality Matters evaluation protocol for online coursework to supplement the evaluation protocol for all faculty who deliver coursework in that modality. Quality Matters is a nationally recognized, faculty-centered, peer review process designed to certify the quality of online courses and online components. Colleges and universities across the country use the tools in developing, maintaining and reviewing their online courses and in training their faculty. However, the Quality Matters material for online instructors is not a formal component of the evaluation process. Rather, it is used regularly to provide feedback to adjunct faculty during their evaluation period (and any time it is needed).

Since the fall 2007 semester, approximately 170 formal adjunct evaluations have been conducted in all delivery modes. Formal evaluations include:

- An observation (either online or on-campus)
- A formal written evaluation
- A self-evaluation from the adjunct faculty
- A summary meeting
- A review of the student evaluation

During the 2007-2008 academic year, the adjunct faculty policy was revised, displayed for campus comments, and approved by the Dean's Cabinet. This policy needed some extra revision, as it did not outline processes conducive to the specific needs of Bozeman COT. In the 2008-2009 academic year, with collaboration between the MSU – Great Falls and Bozeman COT staff, an addendum was created regarding the Bozeman COT. In the 2009-2010 academic year, the Adjunct Handbook followed suit with an addendum specific to the needs of the Bozeman COT adjunct faculty. The Adjunct Policy and Handbook will be updated and/or revised each academic year.

A record of all of the adjunct faculty processes and activities described in this report is maintained and kept on file with the Director of Adjunct Instruction each academic year. Many items can also be found from links on the adjunct webpage, which is located at <http://www.msugf.edu/facstaff/Adjuncts/index.html>.

Full-time Contract Faculty Evaluation

Full-time faculty assessment is conducted annually for non-tenured faculty and once every three years for tenured faculty. This has not changed since the 2005 Self-Study. Today, evaluation is still focused upon the goals of the individual faculty member in relation to the mission, vision, and values of MSU – Great Falls. Since the College's mission statement was revised during the 2008-2009 academic year, an effort to re-examine and update the full-time faculty evaluation protocol was initiated shortly thereafter.

The examination and changes to the full-time faculty evaluation protocol are still in progress. To move the process forward, an ad-hoc committee of the College's Labor-Management Team was formed as per the Collective Bargaining Agreement. This group, formed of an equal number of faculty and administration members, meets on a frequent basis, and engages a wider representation of College faculty/staff to help accomplish its goal. As mentioned above, the overall charge for this group is to re-evaluate and update the full-time faculty evaluation protocol, including all components such as the student evaluation and advising effectiveness assessment. The ad-hoc committee is still working on the protocol at this time; however, it introduced a refined protocol at the beginning of the academic year 2009-2010.

In the revision, there are three performance indicators of the faculty evaluation process: teaching effectiveness and student learning, professional development and achievement, and service. Faculty who are at different points in their careers may be interested in focusing more on one indicator or another and for that reason, the process eventually will allow a faculty member to individually decide how to weight each within the established range. The current iteration of the evaluation does not include this, and currently the ad-hoc group is working on the best formula to help faculty to determine appropriate weights for evaluation. Further flexibility will be available in the Evaluation of Professional Development and Service, allowing faculty to select from a variety of activities in which to participate each year. And, in this fall's revisions, that foundation was introduced.

To provide the faculty member with a diverse overview of performance, there are multi-sourced components of the evaluation process. These components are administrative evaluation, peer evaluation of teaching, student evaluation, and self-evaluation. Faculty members have the flexibility to decide how to weight each of the components within their established ranges. At present, the faculty members of the ad-hoc committee are working to identify the appropriate level of peer evaluation to be allowed as per the Collective Bargaining Agreement. Once this is determined, a formal process will be clearly articulated. The ad-hoc committee has had excellent discussion regarding several models of faculty peer evaluation, and once the specifics are clarified, the hope is an excellent process will emerge.

The goal of the ad-hoc committee is to have a newly revised faculty evaluation protocol in line with our newly updated campus mission, vision, and values and the Core Indicators of Institutional Effectiveness (Appendix B). Additionally, an outcomes-based student evaluation will be developed focused on student learning outcomes efforts through the campus Outcomes Assessment Team.

PART B – QUESTIONS RELATED TO OTHER INSTITUTIONAL CHANGES

STANDARD ONE - INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

- *What changes, if any, have been made in the mission and goals of the institution since the last full-scale evaluation and why have they been made? How have these changes been reflected in the educational program and/or functioning of the institution?*
- *What existing plans for the future have been achieved and what new plans have been formulated?*
- *Succinctly describe the institution's current status in meeting the requirements of **Standard 1.B Planning and Effectiveness**.*
- *What are the institution's expectations of itself and how does it assess itself regarding the achievement of those expectations?*

Introduction

Since the Self-Study of 2005, MSU – Great Falls has embarked upon what can only be described as a transformational journey. In Part B, questions related to the College's journey and the phenomenal change experienced since the 2005 Self-Study will be outlined and explored.

Because most of the College's 2005 recommendations emanated from the areas of planning and effectiveness, questions about other changes related to Standard One have previously been carefully explored in Part A of this report.

Overview of Answers to Questions Related to Other Institutional Changes

The College has implemented a two-tiered approach to institutional planning. Again, it is difficult to distinguish the planning process as a function onto itself because it exists as one component in an integrated model of planning, assessment of institutional effectiveness, and resource allocation. For the purpose of this document, these two components will be discussed briefly.

Historically, the institution has conducted strategic planning as an independent process from the day-to-day work of the College. Special groups were developed, extensive brainstorming sessions occurred, and complex documents were produced that included strategic goals, objectives, activities, persons responsible, etc. Most of these were exciting, and appropriate activities for the College to pursue, but their connection and relevance to the mission or immediate needs were suspect. Worse still, because of the complex nature of these plans, they often found their way on to the bookshelf and rarely into the daily lives of the College's employees.

Today the College utilizes macro and micro-level planning for the institution. At the macro level, the CPBAC drives the strategic planning process. This process is focused on addressing big-picture opportunities or threats to the ability of the institution to improve or sustain the desired level of effectiveness as measured by our Core Indicators of Institutional Effectiveness. The strategic plan does not provide program, operational, or budget details for specific activities or unit-level objectives. Rather it provides over-arching strategic priorities of the institution clearly linked to the mission and shared vision of the organization's future, tied to, and driven by assessment of the performance measures. The College's strategic plan priorities create a "context for...operational planning and budget decisions" (McPhail, 2005, p. 159). Because of the broad-based perspectives within strategic plans, the College has chosen to limit them to a few (three to five) priorities that span multiple years.

During the 2008-2009 academic year, the campus community engaged in a strategic planning process to culminate a year of preparation and innovation for the next era at the College. Grass-roots ideas were solicited from the campus to identify critical issues and opportunities. Using an online discussion board, individuals contributed by proposing strategic actions the College should pursue, explaining their importance to the institution, and suggested how specifically the College could address them. From this list of ideas, the campus refined and debated the plan's configuration and ultimately its contents.

At the micro-level, the College develops an annual or operational plan. The annual plan is the nuts and bolts of the organization's work that address strategic plan priorities, improvement on the institution's Core Indicators of Institutional effectiveness, and ultimately mission achievement. The College's annual plans outline the specific initiatives or activities various units of the organization will be working on to contribute to the improvement of institutional effectiveness. They are referred to as annual because the activities outlined within them are

often initiated, completed, and evaluated as part of an annual process. In tandem with the macro-level strategic plan, the micro-level operational plan allows individuals and groups to link their immediate work to the strategic direction and key performance measures of the institution.

This approach to institutional planning is unique because of the simplicity of the strategic plan and the connection of the annual plan to the daily work of the College's employees. The result is a strategic plan with clear, big picture priorities addressed through the individual goals of each division and department. The plan is fluid – it is reviewed and updated on an annual basis, removing strategic priorities that have been met and those no longer of interest and adding new ones. Each year, as part of the review of the strategic plan, the CPBAC will produce a report of accomplishments tracking the achievement of goals outlined in the annual campus plan.

Additionally, the Core Indicators of Institutional Effectiveness were introduced. Further, in Part A-Recommendation 3, an update of the work to develop guidelines and parameters for clearly defined budgetary development and implementation was reviewed. A thorough summary of the CPBAC processes was provided as well. Future directions were thoroughly explored in Part A-Recommendation 3. Finally, a succinct description of the College's current status in meeting the requirements of Standard One were addressed in Part A-Recommendations 2 and 3 respectively.

In terms of expectations and assessments, MSU – Great Falls is proud of the changes and improvements made in regard to the recommendations received in 2005. The accreditation process has been vital to all of the work done over the course of the past five years to create a culture of evidence. The College has strengthened the campus community by clarifying the mission, vision, and values.

As presented in Part A, the entire campus community currently is involved in a variety of activities leading this effort. Everyone lives the mission as the College moves through an iterative process to support effective use of resources and well-planned change. The College has been redirected in some important fundamental ways. The solid foundation the College has built will lead into the Year One Report for the new Standards in 2011. It should be evident to the reader, upon the conclusion of Part A, that MSU – Great Falls has made phenomenal change and improvement in terms of institutional mission and goals, and planning and effectiveness in the course of the past five years.

STANDARD TWO – EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

- *What changes, if any, have been made in the requirements for graduation and why?*
- *In the undergraduate or lower division) curriculum, what new majors, minor, or degrees/certificates have been added? What majors, minors, or degrees/certificates have been discontinued? What significant changes have been made in existing majors, minors, or degrees/certificates?*
- *What changes have been made in special programs providing academic credit (summer session, extension, correspondence, travel, and foreign centers) and why have they been made?*

- *What are the intended educational program outcomes and how does the institution assess student achievement of those intended outcomes?*
- *In light of the requirements of Commission Policy 2.2 – Educational Assessment, how does the institution regularly and continuously assess its educational programs and use the results of assessment in planning?*
- *Keeping to a concise format, what are the institution’s expectations regarding achievements of its students and what reliable procedures are used to assess student achievement of those expectations?*

Introduction

MSU – Great Falls is comprised of three traditional academic divisions: (1) Division of Arts and Sciences; (2) Division of Business, Trades, and Technology; and (3) Division of Health Sciences. In addition, since the administrative re-structure^[LJ1], the College considers the Division of Extended Learning and the Bozeman COT as academic divisions. More detail about the divisions, their programs and services, and current status are included in the subsequent sections of this Report dedicated to them.

Division of Arts and Sciences

There are four departments in the restructured Division of Arts and Sciences: Mathematics, English/Communication; Humanities and the Fine Arts; and Natural Sciences. The Division of Arts and Sciences provides learning opportunities and advising for students intending to complete Associate of Arts (AA) and Associate of Science (AS) degrees and fulfill the Montana University System General Education Core requirements. The Division also provides related instruction coursework for students in various professional and technical program areas such as allied health occupations. The range of the Division’s offerings runs a fairly traditional liberal arts gamut with courses online, as well as on-site. The Division also provides developmental courses in mathematics, composition, and science.

The Natural Sciences Department represents some particularly challenging issues: placement (especially of matriculating recent high school graduates), retention, and student persistence. Related to these is the challenge of being an open-enrollment institution attempting to furnish opportunities and expeditious progress toward core, certificate, degree completion, and transfer. Recruiting and retaining highly qualified faculty in Natural Sciences, as in many other disciplines at the College, remain one of the biggest barriers to serving the number of students seeking coursework from the department.

Additional challenges in the Division of Arts and Sciences relate to offering a stimulating and enriching array of course choices to meet a wide range of student goals and interests, while at the same time avoiding a fiscally unwieldy array of offerings.

In the fall of 2009, the Division of Arts and Sciences brought into compliance, as a part of the Outcomes Assessment Team’s work, outcomes and assessment practices as indicated in each course fulfilling core and degree requirements for the AA and AS degrees. Those outcomes are available in the current College Catalog.

Division of Business, Trades, and Technology

The Division of Business, Trades, and Technology consists of three Departments. The Business Department offers Associate of Applied Science (AAS) and Certificate of Applied Science (CAS) programs in Business and Accounting. The Computer Technology and Design Department offers AAS and CAS programs in Computer Information Technology, Interior Design, and Graphic Design. The Industrial and Construction Trades Department offers an AAS program in Carpentry and CAS programs in Carpentry, Welding, and Collision Repair and Refinishing Technology.

Graduation requirements, based on faculty and program advisory board input, have changed in the following Business, Trades, and Technology programs:

- *Accounting Associate of Applied Science* – The total program credits were reduced from 62 to 60, and some course requirements have changed.
- *Auto Body Repair and Refinishing Certificate* – The program has been renamed to Collision and Refinishing Technology Certificate of Applied Science, and is now a one-year program. Total program credits have changed from 59 to 32. Some course requirements have changed.
- *Aviation Associate of Applied Science* (this program is offered at the Bozeman COT) – Total program credits have changed from 62 to 60-61, and some course requirements have changed.
- *Business Management/Entrepreneurship Associate of Applied Science* – The program has been renamed to Business Administration Associate of Applied Science with two discrete options, Management and Entrepreneurship. The total program credits have been reduced from 68 to 62 for both options. Some course requirements have changed.
- *Fundamentals of Business Certificate of Applied Science* – The program has been renamed Business Fundamentals Certificate of Applied Science. The total program credits remain at 32, and some course requirements have changed to eliminate the need for the Accounting Assistant Certificate of Applied Science program.
- *Computer Assistant Certificate of Applied Science* – The total program credits have changed from 34 to 30-31. Some course requirements have changed.
- *Computer Information Technology Microcomputer Support Associate of Applied Science* – The total program credits have changed from 61-62 to 60-61. Some course requirements have changed.

- *Computer Information Technology Network Support Associate of Applied Science* – Total program credits have changed from 63-64 to 60-61, and some course requirements have changed.
- *Computer Information Technology Web Development Associate of Applied Science* – The program has been renamed Computer Information Technology Web Design Associate of Applied Science. Total program credits have changed from 62-63 to 60-61, and some course requirements have changed.
- *Design Drafting Technology Associate of Applied Science* - Total program credits have changed from 65- 66 to 63, and some course requirements have changed.
- *Interior Design Associate of Applied Science* - Total program credits remain at 69, and some course requirements have changed.
- *Network Architecture Certificate* – The program has been renamed Computer Network Infrastructure Certificate of Applied Science. Total program credits have changed from 33 to 31-32, and some course requirements have changed.

Since the 2005 Self-Study, the Division no longer offers the following programs due to low demand:

- Accounting Assistant Certificate of Applied Science
- Creative Arts Enterprise Certificate
- Office Technology Executive/Administrative Assistant Associate of Applied Science
- Office Technology Attorney's Administrative Assistant Associate of Applied Science
- Office Technology Medical Administrative Assistant Associate of Applied Science
- Office Support General Office Assistant Certificate
- Office Support Legal Receptionist Certificate
- Office Support Medical Receptionist Certificate

The Division has added the following new programs:

- Carpentry Associate of Applied Science
- Carpentry Certificate of Applied Science
- Computer Server Administration Certificate of Applied Science
- Graphic Design Associate of Applied Science
- Welding Technology Certificate of Applied Science

The Division no longer offers the following program at MSU – Great Falls, but it is being offered at the Bozeman COT:

- Design Drafting Associate of Applied Science

The program outcomes for all of the Division of Business, Trades, and Technology programs are available in the College Catalog. Assessment is an ongoing process in the Division. The Division is

working with the Outcomes Assessment Team to ensure course outcomes are aligned with program outcomes and the Colleges Eight Abilities (Appendix A). All of the Division's programs follow the College's internal program review policy.

A key opportunity for the Division is development of a Sustainable Energy Technology AAS and CAS programs. This is part of the *Wind Montana* project, a \$1.97 million US Department of Labor grant and is a partnership between four units of the Montana University System: MSU - Great Falls, Montana State University – Northern, Montana State University – Billings College of Technology, and Montana Tech College of Technology. The current project schedule will have MSU – Great Falls starting the Sustainable Energy Technology CAS program beginning fall 2010. Another opportunity for the Division is identifying programs that can be offered fully online.

A key challenge for the Division is identifying and acquiring equipment, space, and faculty resources for the trades programs (carpentry, welding, collision repair and refinishing, and sustainable energy technology). The *Wind Montana* project will provide some equipment and faculty resources, but there will be challenges as the existing trades programs grow and the energy programs are added. Another challenge is improving retention and graduation rates in the Division's two largest headcount programs: Business Administration and Computer Information Technology. Historically, both programs have had solid enrollment numbers but are underperforming in persistence and graduation rates.

Division of Health Sciences

Presently, the Division of Health Sciences offers 11 Associate of Applied Science (AAS) degrees and five Certificate of Applied Science (CAS) programs. The AAS degree offerings include Dental Hygiene, Paramedic, Practical Nursing, Physical Therapist Assistant, Radiologic Technology, Respiratory Care, Surgical Technology, Health Information Technology, Medical Assistant, Medical Transcription, and Medical Billing and Coding. The CAS offerings include EMT-Intermediate, Dental Assistant, Health Information Coding Specialist, Medical Transcription, and Medical Billing Specialist.

The Division works closely with the healthcare community to provide programs meeting the needs of the region. In return, many of the major health employers assist the Division of Health Sciences with financial and clinical support, partnering to improve the programs and student success. Many of the Division's programs have a 100% pass rate on national board exams, exceptional placement rates, and lead to significant starting wages.

The following changes in graduation requirements have occurred in the Division of Health Sciences since the 2005 Self-Study:

- *Emergency Services Fire and Rescue Technology Associate of Applied Science* – The residency requirements for the general education course work have been reduced from 15 credits to seven credits. This program is in cooperation with the Montana State University Fire Services Training School in Great Falls. Due to the nature of the fire service industry, many training programs and certificates are transferred into the program. It is to the advantage of the student to reduce the residency requirement to seven credits.

The following major changes have occurred in the Division of Health Sciences:

- *Radiologic Technology Associate of Applied Science* – The Radiologic Technology Program became a new degree offering in the 2006-2007 academic year. This program was a well-established accredited program at the local medical center. Since the program was based at the medical center, it was unable to offer an AAS degree. Moving the program to the College was to the advantage of the graduates.
 - The curriculum was analyzed to make the transition from a hospital-based program to a university program. The changes in the curriculum were approved by the Radiologic Technology Advisory Committee and the College Curriculum Committee. The analysis has brought each course in line with a university-based program.
 - Due to the large number of clinical competencies and the volume of didactic content, a request was submitted and approved by the Montana Board of Regents to offer the degree at 83 credits.
 - There has been one graduating class with 100 percent pass rate on the National Boards.

- *Medical Assistant Associate of Applied Science* – The Medical Assistant Program became a new degree offering in the 2008-2009 academic year. This program was taken out of moratorium due to the requests of the community. The program curriculum went through an extensive review and was approved by the College Curriculum Committee and the Medical Assistant Advisory Committee. Programmatic accreditation will be sought from the Commission on Accreditation of Allied Health Education Programs, CAAHEP, via the American Association of Medical Assistants (AAMA) and the American Medical Association (AMA).

- *Physical Therapist Assistant Associate of Applied Science* – In the 2007-2008 academic year, the Physical Therapist Assistant program was taken out of moratorium due to the requests of the community. The curriculum was reviewed and revised to meet the newest Commission on Accreditation of Physical Therapy Education (CAPTE) accreditation standards. The curriculum was approved by the Physical Therapist Assistant Advisory Committee and the College Curriculum Committee. There have been two graduating classes with 100 percent pass rates on the National Boards.

- *Practical Nursing Associate of Applied Science* – In 2007, an alternate format was piloted in the Practical Nursing Program. Due to the request of some rural communities, a small cohort of nursing students was placed into a distance program. This was accomplished in partnership with the hospitals by using the Reach Telemedicine Network. It was a onetime only event that will result in five practical nurse graduates in May 2010.

No changes have been made in special programs within the Division. Each of the Division's programs publishes its outcomes in the College Catalog. The individual programs assess each student to determine if the outcomes have been met.

As will be more thoroughly discussed in the Standard 8 Section, MSU – Great Falls was granted funds by the 2009 legislature to complete a new addition on campus that will house a simulated healthcare education center. This will support the expanding need for laboratory and clinical space by the College's health programs. Design and construction will begin around April 2010.

Opportunities for the Division include collaborating with major health partners in the community, seeking grant opportunities to expand the number of needed programs, and partnering with the Med Prep programs at the high schools, all of which are expected to result in strong student admissions in the Division.

A significant challenge facing the Division is the difficulty of competing with professional wages in the healthcare market. Faculty salaries are currently dictated by the Collective Bargaining Agreement between Montana Board of Regents of Higher Education and the Vocational-Technical Educators of Montana #4610, MEA/MFT, AFT, AFL-CIO. Secondly, the Division's program intakes are restricted due to the limited number of available clinical slots for students as well as the faculty-to-student ratio set by accreditation standards. Third, the Division faces challenges in responding quickly to the emerging educational needs of the health community with limited institutional resources to dedicate to new program development.

Bozeman College of Technology

The mission of the Bozeman COT is to be responsive to the educational and workforce needs of the Gallatin Valley by developing and delivering quality educational programs and services, allowing individuals to achieve their goals and create opportunities to enrich their lives.

Recently, the Bozeman COT has been viewed as its own Division; however, the workforce programs are overseen by the Division of Business, Trades, and Technology and their developmental courses are overseen by the Division of Arts and Sciences. The Bozeman COT has grown and changed significantly since the 2005 Self-Study accreditation visit. As articulated in this Report, development of two-year education began in 1996 when MSU – Great Falls opened an extension program in Bozeman to develop workforce outreach development classes to serve the local area.

The program expanded in 2005 when Montana State University requested MSU – Great Falls assume responsibility for providing developmental education programming for the Montana State University campus. This move was consistent with a Montana Board of Regents policy identifying the two-year colleges as the responsible provider of remedial education programming. That request is currently under consideration by the Montana Board of Regents. In the meantime, the College continues to expand and grow operations in the Gallatin Valley, despite many challenges. More specifically, those decisions and challenges are summarized as:

- Approval needed from the Board of Regents for the MSU-Bozeman proposal to assume responsibility for two-year education in Gallatin Valley.

- Based on approval of the Montana State University initiative, develop and implement a transition plan, which effectively coordinates and manages the transition of the Bozeman COT. Include MSU – Great Falls, Montana State University, and the Bozeman COT staff in the development and implementation of this transition plan.
- Develop additional one- and two-year workforce programs to meet area student and employer needs. There are a number of challenges in the development of these workforce programs. They are costly to start-up and often require classroom or lab space that the Bozeman COT doesn't readily have available. Through the support of Montana State University and the local community, the Bozeman COT staff will pursue creative ways to develop these programs.
- Create an identity and home for the Bozeman COT through the development of a facility to meet the needs of the College.
- The Bozeman COT employs 5.0 FTE staff, 7.0 FTE faculty and adjunct faculty in the provision of two-year education programming in the Gallatin Valley. It provides educational programs and services through two program areas: Workforce Development and Developmental Education.

Workforce Development Programs are provided to meet the needs of area students and employers through one-year certificate and two-year degree programs. Currently, the COT in Bozeman offers four Workforce Development Programs serving approximately 100 students.

- *Aviation Technology Associate of Applied Science* - A two-year program in which students prepare for a career as a professional pilot. Graduates find jobs as pilots for regional carriers, cargo services, and company aircraft and as certified flight instructors.
- *Welding Technology Certificate of Applied Science* - A one-year program being taught in the newly constructed welding lab at Bozeman High School.
- *Interior Design Associate of Applied Science* - A two-year degree program added in 2007. This popular program qualifies the graduates to work in a variety of settings, including design firms, architecture firms, home builders, independent consulting, retail stores, and others.
- *Design Drafting Associate of Applied Science* - A two-year degree program started in the fall of 2009. The graduates of this program are able to take their design drafting skills to jobs in architecture firms, construction companies, manufacturers, high technology companies, aerospace companies, government agencies, and others.

The Developmental Education Program provides developmental classes in Math, English, and Academic Success seminars for Montana State University bound students who are in need of

remedial instruction. The classes have improved the success rates of students through smaller class size, instructors trained in delivering remedial instruction, individual tutoring services, and access to an academic resource center. This program supports the retention efforts of Montana State University and provides necessary developmental course options for the workforce development students. In fall 2009, the Bozeman COT taught 849 students through 41 developmental courses.

Assessment of Outcomes – Bozeman COT Programs

The Bozeman COT campus assesses student achievement through an assessment of the Core Indicators, including pass rates each semester, student success in subsequent college-level courses, student completion rates of their developmental course sequence, and overall retention rates. Additionally, developmental courses are regularly and continuously assessed through student evaluations, faculty evaluations, and data collection and discussion about student success. The faculty and staff working with the extension's developmental courses are currently participating in a rigorous self-study of the developmental course work and academic support that is guided by the National Association for Developmental Education (NADE) certification process for developmental programs.

The extension's developmental program expects to prepare the greatest number of students possible for subsequent coursework in their discipline. Each semester data is collected on student success in courses and compared with local and national data to determine if Bozeman COT's students are completing the courses taught. The Bozeman COT is especially cognizant of trends in success data and factors that may affect it (e.g., enrollment changes, course placement changes). The Bozeman COT has participated in the Outcome Assessment Team's Eight Abilities efforts.

Division of Extended Learning

Since the 2005 Self-Study Report, Distance Education and Outreach were merged into one division, the Division of Extended Learning. In that merger, the two Director positions formerly in place were combined into one Division Director, and an Instructional Designer was hired to provide a full-time support person for faculty. Also, during 2009 an administrative assistant (.5 FTE) was eliminated. The Division of Extended Learning includes distance education, customized training for businesses, professional and continuing education courses for self-enrichment and advancement, and professional certificates.

Professional Certificates

The Division of Extended Learning has implemented two new certificate programs since 2005:

- *Public Safety Communications* – This 16-credit program imparts a technical edge to those applying for employment as a Public Safety Communications professional (such as a 911 dispatcher). The program was vetted by both the Montana Law Enforcement Academy (MLEA) and the Peace Officers Standards and Training council (POST). It prepares graduates to take the MLEA equivalency test.

- *Pharmacy Technician* – This 17-credit program prepares Pharmacy Technicians to work in retail and/or clinical pharmacy settings by providing coursework as well as 90 hours of clinical experiences in both pharmacy settings.

Community Events

- *Missouri River Break (MRB)* – The annual MRB brings in over 1,100 individuals to more than 60 workshop sessions over Spring Break. A partner in this event is the Montana State University Extension Service.
- *Montana Institute on Educational Technology (MIET)* – Over 140 K-12 educators from across Montana participate in the annual MIET to gain continuing education units (CEUs), and many who take advantage of graduate credits offered by Montana State University. Partnerships in this event include the Montana Office of Public Instruction (OPI) and Great Falls Public Schools (GFPS).
- *Kids College* – The annual Kids College offers programs in art, science, music, and more for children ages nine and up.

Professional and Continuing Education

As a part of the ongoing adjustments to MSU-Great Falls’ data-driven and mission-centered efforts, the Division of Extended Learning has transformed processes, mission and outcomes statements to align more closely with the rest of the institution. For the current year, Professional and Continuing Education (PCE) adjunct instructors have begun completing Outcomes Assessment activities consistent with the rest of the academic divisions on campus. The adjunct faculty currently uses two statements from the PCE mission statement as “Division Outcomes” when completing the forms. Those statements are:

1. Learning opportunities providing workforce preparation, employee training or re-training, business support, and life-long learning.
2. Learning opportunities are aligned in their focus on imparting information to community members, employers, employees, and other groups in a high quality, results-oriented manner.

While utilizing this method to complete forms, the Division of Extended Learning staff identified the need for changes to the division outcomes to support the existing mission statement. Although the two statements above are part of the current catalog mission, the Division of Extended Learning outcomes replacing them in the 2010-2011 Catalog will be:

1. Provide personal enrichment and life-long learning opportunities.
2. Provide business support, training and/or retraining to meet workforce needs.
3. Provide diverse options for students that will allow them to fulfill the demands of their academic programs.

Dual Enrollments

Dual enrollment provides high school students in the School Districts with the opportunity to earn either (a) high school credit or college credit simultaneously or (b) college credit only in the courses provided by MSU–Great Falls. The College offers opportunity for dual enrollment using a combination of delivery models. Currently, 204 students are being served in this capacity. The following information outlining the different models of dual credit in the state of Montana may help to understand what the state faces as we work under the new Deputy Commissioner of Two-Year Education to more clearly define opportunities for students at a systems level.

1. *Model #1 (Concurrent Enrollment). In the concurrent enrollment model, the college employs qualified high school faculty as adjunct faculty. The high school faculty teach the college course as part of their high school assignment to a class comprised entirely of high school students. The primary advantages to the student are access, convenience, academic engagement, and an environment and teacher with which/whom high school students are familiar. Below are the policy issues in Montana associated with this model. Many of these issues have been addressed by the National Alliance for Concurrent Enrollment Programs (NACEP), particularly its accreditation practices.*
 - *Consistent practice and rationale for tuition, fees, and the claiming of FTE*
 - *Consistent practice and rationale for compensation of faculty*
 - *Consistent and clearly communicated minimum qualifications for faculty*
 - *Competition with/lack of differentiation from AP/Tech Prep classes*
 - *Meaningful supervision and evaluation of faculty*
 - *Consistent collection of student evaluations*
 - *Formal evaluation process for faculty by the college*
 - *Connection between faculty and the campus, particularly campus faculty within the discipline*
 - *Maintaining college-level expectations in a high school environment (extended absences due to extracurricular activities, parent involvement, pace of course, support services, etc.)*
 - *Intentional processes ensuring comparable college-level outcomes*

2. *Model #2 (College Faculty Delivering the Course to a Class of High School Students Only, Either on Campus or at the High School). This model is seldom used in Montana, in contrast to other states with larger populations. The primary advantage to the student is the access to a college faculty right in their high school, or the ability to go to the college after the school day to take a college course. The primary public advantages are the good will created by having a college presence at the high school and the integrating of college faculty into the high school culture. Policy issues with this model left unaddressed in Montana include:*
 - *Maintaining college-level expectations in a high school environment (extended absences due to extracurricular activities, parent involvement, pace of course, support services, etc.)*

- *Orientation of college faculty to school district expectations/high school environment*
3. *Model #3 (High School Students Enroll in College Course on College Campus)*. *This model is the second-most prevalent form of dual enrollment in Montana, mainly because it has been the model of emphasis for one of the larger community colleges in the state for some time. The primary advantage to the student is the experience of truly being “a college student,” with all the amenities, stimulation, diversity, and support services of a college campus. The dual enrollment literature suggests that this is the optimal model, but the vast area and sparse population of Montana make Model #3 logistically difficult, if not impossible, on the east side of the Continental Divide. The system-level concerns raised by this model have less to do with policy than with logistics:*
 - *Students’ ability to commute (transportation, proximity to a college campus)*
 - *Meshing high school schedules and calendars with college schedules and timelines for registration, final week, spring break, etc.*
 - *Ensuring that dual-credit faculty are appropriately licensed*
 - *Acclimating high school students and their parents to the college environment*
 - *Ensuring that adult students are not displaced by high school students*
 4. *Model #4 (Blending High School Students into Online/Video College Courses)*. *Providing dual enrollment opportunities online has been a major emphasis of MSU-Great Falls and, to a lesser degree, MSU-Billings; otherwise, it is not prevalent in Montana. Even less prevalent (perhaps non-existent) is the use of interactive video for dual enrollment purposes. The primary advantage to the student of Model #4, especially the student distant from a college campus, is access to dual enrollment opportunities. A secondary advantage is the opportunity to experience learning in an asynchronous environment, the learning modality of the future. Issues with this model are also more logistical – i.e., they require more in the way of procedures than in policy:*
 - *Orienting the student to the discipline of online learning*
 - *Quality of broadband/technological infrastructure*
 - *Providing student support services both at the high school and at the college*
 5. *Model #5 (Distance Learning Online or Skype (etc.) for Combined Classes of High School Students)*. *This model does not exist in Montana.*

Institutional Program Outcomes

In response to Recommendation 1, already reported on in Part A, MSU – Great Falls published learning outcomes for all of its programs in the College Catalog. In 2006-2007, the Outcomes Assessment Team led a process that supported the creation of outcomes definitions and developed institutional student learning outcomes, the Eight Abilities (Appendix A). This process was described in Part A and is addressed again in the Program Review Section of Standard 2. During the 2007-2009 academic years, the faculty, working in Division specific abilities

committees, developed criteria for those abilities and a timeline for assessing the abilities. Several faculty members piloted the utilization of more outcomes assessment tools in their programs as this process unfolded. On-going abilities councils meet regularly to identify and clarify the institutional assessment map, which has been outlined in four phases also outlined in Part A – Standard 1 of this Report.

MSU – Great Falls expects its students to achieve success in their educational endeavors. As an open admissions institution, the following is understood:

- Students learn in different ways, but all students learn more effectively if they know the target the College wants them to hit (outcomes).
- Credentials are not given simply for the completion of courses. The College’s credentials include the demonstration of the institutional student learning outcomes, the Eight Abilities (Appendix A).
- A variety of data sources are used to measure the achievement of student learning outcomes (e.g., Indirect measures: Core Indicators, exit interviews, surveys and direct measures: portfolios, capstone projects, clinical competencies, course assessments, licensure exams).
- Program review and course assessments should be viewed for patterns to make judgments on the quality of the delivery of the curriculum.
- Faculty members at MSU – Great Falls keep evidence of how course, program and the Eight Abilities (Appendix A) have been met and provide evidence in an individual portfolio.

Program Review

In 2009, after the revision of the mission, vision, and values statement and the identification of the Core Indicators of Institutional Effectiveness, the Internal Program Review Committee developed an updated protocol.

The Internal Program Review Committee’s primary goals are to enhance the alignment of MSU – Great Falls’ academic programs and their quality with community and state needs. To achieve this purpose, these internal program review procedures encourage self-study and planning within programs and strengthen connections among the strategic plan and mission of the College. In addition, the essential element of the internal program review is the identification and evaluation of student learning outcomes as a key indicator of program effectiveness. Further, internal program reviews provide information for curricular and budgetary planning decisions for the Divisions and the College.

Benberg says, “Outcomes-based academic program review is a thinking person’s process.” In essence, it requires faculty and co-curricular professionals to purposefully plan the delivery of the intended student learning as well as systematically evaluate the extent to which that learning has been met and to propose recommendations for improving delivery of the learning.”

The internal program review process at MSU – Great Falls is based on a cycle of self-inquiry, review, and improvement. The basic components of internal program review include the following:

- a self-study, recommendations, and preliminary implementation plan completed by the faculty associated with the program;
- review and recommendations by the College’s Internal Program Review Committee;
- revision of the preliminary implementation plan in response to recommendations by the Internal Program Review Committee;
- final approval of the Internal Program Review Committee and Associate Dean/CAO all elements of the internal program review documents; and
- implementation of actions to improve program effectiveness and quality.

Roles and Responsibilities

The Associate Dean/CAO, on behalf of the Dean/CEO, manages the internal program review process and works closely with the College’s Internal Program Review Committee, division directors, department chairs, and faculty to ensure (1) a meaningful and thorough review is conducted for each degree program; (2) self-study reports, recommendations, and implementation plans are completed in a timely manner; (3) outcomes of the review are communicated to the campus community and the Montana Board of Regents; and (4) outcomes of the review are linked to decision making processes for academic program development and strategic planning.

The College’s Internal Program Review Committee is the faculty-led committee responsible for managing the internal program review process on an annual basis. It is chaired by a faculty member, and generally charged with coordinating the review process, supporting faculty and staff involved in internal program review, and initially discussing and reviewing implementation plans. The Internal Program Review Committee advances a final implementation plan with recommendations to the Associate Dean/CAO and the Division Directors. Internal Program Review reports are also shared with the Curriculum Committee at their late November meeting.

Each academic program has an identified program faculty, department chair, and division director responsible for overseeing the academic program. Normally, the program faculty is the program director or program coordinator. It is expected all full-time faculty participate in the preparation and review of the program’s internal program review. Where possible and as appropriate to each program, it is desirable to involve adjunct. Program faculty are responsible for developing expected student learning outcomes for each of the programs listed and for employing methods annually to evaluate program effectiveness in achieving programmatic student learning outcomes. The assessment of these outcomes forms the core of the internal program review.

Timeframe for Review

The Montana Board of Regents requires each campus review all of its programs at least once every seven (7) years. At MSU – Great Falls, programs are internally reviewed on a five-year cycle. This schedule may be accelerated in individual cases either at the discretion of the

Associate Dean/CAO, Division Director, or in compliance with recommendations from the Internal Program Review Committee. Programs accredited by a disciplinary accrediting agency are reviewed in accordance with the review cycle established by the agency, not to exceed seven years.

Requests for delaying a review are initiated by the program director/coordinator to the Division Director, who determines whether to advance the recommendation to the Associate Dean/CAO. The decision to delay a review rests with the Associate Dean/CAO and is granted only in rare circumstances (e.g., to coordinate with a professional accreditation review process or to allow a new program sufficient time to conduct a review). Delays are granted for one year only.

Program Review Self-Study Overview

The internal program review process provides a comprehensive, candid, and reflective self-study that focuses on future planning to enhance student learning and program quality. Departments with multi-level credential programs (e.g. CAS and AAS in Medical Transcription) provide either a separate or an integrated review for each degree level, including comprehensive assessments of student learning and program functioning at both levels. Programs with an application process for admission should include both pre- and admitted students in data provided for the self-study.

The self-study is comprised of multiple parts. These include the appropriate cover pages, the self-study narrative, program data forms, and other materials deemed appropriate by the program, department, or division. The Internal Program Review Committee or Associate Dean/CAO may also request specific information or materials not explicitly identified in the self-study criteria section below. Such requests will be made well in advance of the self-study deadline as to not burden the faculty completing the document.

Self-Study Criteria

The following criteria are addressed in the self-study document. Note some criteria are addressed through the completion of the narrative portion of the self-study, while others are addressed through the completion of the program data form. In some instances, criteria are addressed in both areas. According to the Montana Board of Regents' Policy 303.3, the campuses may use program accreditation reviews and the self-study prepared for that accreditation visit will serve as the internal review expected by the Board.

A. Introduction and Major Program Changes since the Last Internal Program Review

Provide an overall description of the program. Where appropriate, include program mission statements, application/admission processes and criteria, design of program, accreditation oversight, and other pertinent information. In addition, describe actions taken in response to the recommendations made in the previous internal program review. Briefly describe program and field changes over the past five years and how the curriculum was revised to address these changes.

B. Alignment with Community Needs (applied programs only)

Using the program data form, provide the job placement statistics for all graduates. In

addition, provide labor market statistics showing a need for workers in occupations related to this program. Also provide average wages of those occupations for either the community or state. Within the self-study narrative, describe the types and number of partnerships the program has with business and industry. Finally, provide a listing of the program's advisory board members and the minutes from advisory board meetings occurring since the last program review where the curriculum was discussed.

C. Student Participation and Success

On the program data form provide the program's enrollment trends, demographic data, retention and graduation rates, degree production rate, and if applicable, pass rates on licensure and certification exams.

D. Student Learning Outcomes

List the student learning outcomes/goals for the program. Other than grades, describe how achievement of each of these learning outcomes is evaluated and documented through both indirect and direct methods. Summarize, with adequate evidence, the program's effectiveness with achievement of learning outcomes for students over the past five years.

E. Achievement of the Eight Abilities

The College expects all graduates will possess the following abilities:

- 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 understand thinking that is responsive to and guided by intellectual standards such as relevance, accuracy, precision, clarity, depth, and breadth.*

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

Describe how the program assesses the graduate achievement of the College's eight abilities and how this information has been used to improve the program. Provide alignment data as identified through the Outcomes Assessment Team led process as specified in the OAT trainings during the 2008-2010 academic years. This is an iterative process that involves a series of phases that will be implemented over a timeline determined by OAT at the beginning of each academic year. More specifically, for the academic years of 2010 through 2013 compliance will be achieved in four phase process. Phase I involves the abilities aligning with division, Department and program goals. Phase II involves producing evidence of aligning Division, Department, and Program outcomes to the Abilities full Circle (ongoing process of revision and review for improved student learning). Phase III will be achieved once course objectives have been aligned to Division, Department, and Program Outcomes through curriculum mapping. Phase IV involves the alignment of course objectives to Division, Department, and Program Outcomes Full Circle (ongoing process of revision and review for improved student learning). The criteria rubric will be aligned with the program's involvement in the cycle as per the four phase implementation. It is the expectation that this section of the program review focus upon where the program is in that process and the progress will be rated accordingly.

F. Curriculum and Instruction

Provide the current curriculum for the program, including suggested program sequence, course numbers, titles, credits and descriptions. Describe the program's primary modes of instructional delivery (e.g. face-to-face, cohort, etc) and why that mode is the proper fit to facilitate student learning outcomes. Describe innovations in program delivery, such as; if the program is offered online or in mixed-mode format, has evening, weekend or compressed courses/schedules to accommodate student needs, uses web supported tools as resources, etc. Describe the number of dual credit, tech prep, or other early college opportunities exist in the program for high school students. Describe future curricular plans and their alignment with the College's mission and strategic plan.

G. Faculty

Describe and evaluate faculty expertise for covering the breadth of the program's curriculum. Summarize and evaluate data regarding faculty and their development -- sufficiency of full and part-time faculty, release time, anticipated retirements, and other faculty issues important to the program. Describe how faculty members are engaged in college and community/civic activities. Describe program support for and involvement in faculty development, especially new and non-tenured faculty.

H. Fiscal and Physical Resources

In the narrative portion of the self-study, describe the adequacy of both fiscal and physical resources, highlighting those areas of the program well supported and explain any areas of resource needs. Using the program data form, provide the program's five-year average

annual cost per student FTE, calculated from dividing the program's total annual budget by the average annual student FTE of the program. Also calculate the program's five-year average annual cost per graduate using the same calculation approach as cost per FTE.

Outcomes of the Self-Study and Program Review

Internal Program Review Recommendations for Program Continuance/Discontinuance

Upon completion of all reviews, the Internal Program Review Committee recommends to the Associate Dean one of the following actions as a result of the internal program review:

1. Program approved for continuance with expectation for sustained performance;
2. Program approved for continuance with specified modifications recommended by the committee, including progress reports and possible review in less than five years; or
3. Program recommended for discontinuance.

The Associate Dean, with delegated authority from the Dean/CEO, makes the final determination for program continuance.

Preliminary Implementation Plan

As a result of the self-study, the program director/coordinator develops a preliminary implementation plan that reflects the view of the program faculty and addresses areas identified for quality improvement or innovation. This preliminary implementation plan is discussed with the division director and Associate Dean prior to submission and discussion with the Program Review Committee during the internal program review meeting.

The implementation plan includes (but is not limited to) the following elements:

1. Key recommendations of the program faculty resulting from the self-study;
2. Anticipated student profile in terms of number and type of students over the next five years;
3. Action steps to be taken in order to achieve each of the recommendations and student enrollments over the next five years; and
4. Types of human, fiscal, and physical resources needed to implement recommendations.

Final Implementation Plan

The final implementation plan results from discussion and consultation among the program director/coordinator, the program faculty, Internal Program Review Committee, the division director, and the Associate Dean. The final implementation plan is to be submitted electronically to the Associate Dean no later than three weeks after that process.

Process Overview and Chronology

The process follows the chronology and timeline established by the Internal Program Review Committee to ensure meaningful review and feedback and timely submission of internal program review reports to the Associate Dean and the Dean's Cabinet. In general, the time line will be as follows with specific annual dates assigned as per the calendar of the review year – dependent on the Committee meeting schedule for the review year:

| | |
|---|------------------|
| Notification of Internal Program Review | May |
| Program Review Drafts Submitted to Committee | November |
| Review Meetings for Programs in Review Process | January-February |
| Final Drafts of Program Recommendations to Associate Dean | March-May |
| Annual Summary Report Submitted to Board of Regents | November Meeting |

Accredited Programs

For programs subject to professional, disciplinary, or specialized accreditation, internal program review is coordinated with the accreditation or re-accreditation review cycle. The self-study developed for professional or specialized accreditation reviews provides the essential requirements of internal program review and may, therefore, be used for this purpose, with approval by the Associate Dean.

The division director, on behalf of the program director/coordinator, requests a substitution of the accreditation reports for the internal program review document. The following materials must accompany the request:

1. The accreditation standards and procedures;
2. the accreditation self-study report;
3. the team's findings; and
4. the accrediting agency's final report of the accreditation decision.

A request for the accreditation document to serve as the self-study document is acceptable if each of the following criteria is met:

1. The program has undergone a comprehensive assessment as part of a state or national accreditation review;
2. the procedures and criteria of the accrediting agency are judged to be comparable to those of the internal program review;
3. the accreditation or re-accreditation is achieved; and
4. the program provides a summary of student learning outcomes, a description of their assessment process and procedures, and examples of how assessment results were used to enhance the program.

The Associate Dean/CAO determines whether standards submitted by the program's accreditation, taken as a whole, provide a level of quality comparable to the program review criteria. The Associate Dean may take one of the following actions in response to the petition:

1. The substitution is approved. The accreditation self-study report, the team findings, and the accrediting agency's final report are submitted according to the internal program review procedures and follow the internal program review process for review and recommendations.
2. A partial substitution is approved. The accreditation self-study report, the team findings, the accrediting agency's final report, and materials required for a complete internal program review (e.g., assessment of student learning outcomes, implementation plan) are submitted according to the internal program review procedures and follows the same process for review and recommendations.

3. The substitution is not approved. The program is reviewed in accordance with the internal program review procedures.

External Program Review for Non-Accredited Programs

For non-accredited programs, a program may request, or the Associate Dean/CAO may determine, the program be subject to an external independent evaluation as part of the self-study phase of the internal program review. An external reviewer may be approved to review the self-study, conduct interviews, and employ other strategies to evaluate program effectiveness. The external reviewers' summary of findings and recommendations becomes part of the materials submitted to subsequent levels for review. Funds for the external review are provided by the Associate Dean/CAO.

External Program Review

In addition to the normal internal program review procedures, programs may be subject to an independent evaluation by at least two external evaluators. External program review occurs only in those instances where a thorough review of a program's self-study has been completed and the department, division, or Associate Dean/CAO indicates the efficacy of an external review. The external evaluators will be individuals of significant professional reputation in the field who will report their findings to the appropriate Division and the College. One of the evaluators will be from a Montana University System campus, while the other evaluator may be from a non-Montana University System institution, preferably within the region. The external evaluators' report becomes part of the permanent internal program review file. The Associate Dean/CAO is responsible for the overall coordination of the external review. Nominations for evaluators are solicited from the Division Director of the program being reviewed and from other institutions, higher education associations, and professional organizations. These nominees are reviewed by the departmental faculty, who may reject any of the nominees for cause. The evaluators are selected from the remaining nominees by the division director and Associate Dean/CAO.

Update of Internal Program Review Procedures

The internal program review procedures are updated as necessary for currency and consistency with institutional changes in structure, institutional data, and academic programs. Draft changes are submitted by the Associate Dean/CAO to the Academic Operations group, Faculty Senate, and Dean's Cabinet for review and action, as necessary.

Curriculum Committee

In 2005, MSU – Great Falls used an Academic Council to review and make recommendations regarding requests for additions, deletions, and/or revisions of courses, program requirements, proposed academic policies and procedures, program review activities, requests for new programs and institutional effectiveness reports. In 2008, the Academic Council officially became the Curriculum Committee with the voting members being faculty members, the Associate Dean/CAO and one representative from Student Government. The Committee meets twice per month.

The Curriculum Committee's new Charter and By-Laws were signed in December 2008. The group operates under Robert's Rules of Order. Faculty members submit an action or information item in advance and it is scheduled on the agenda by the Committee Chair. Meeting minutes from the Curriculum Committee are disseminated to the campus community.

Credit for Prior Learning

MSU – Great Falls created a policy to grant credit for experiential learning in 2008. Previously, the College did not award credit for experiential learning. Faculty use challenge exams, portfolios, and individual interviews to assess competencies. They are compensated on an hourly basis to do so, and the credit is placed on the student's official transcript. Faculty report satisfaction with the credit for prior learning option and the new process.

STANDARD THREE – STUDENTS

- *What changes have been made in undergraduate and graduate admissions, grading, student non-academic programs, and student support services? Why? Compare the current enrollment figures with those reported in the last institutional self-study report.*

Introduction

As stated throughout both Parts A and B of this Report, some of the biggest changes MSU – Great Falls has made since, and in response to the 2005 accreditation review, have been in the administrative structure. In Student Affairs, that change brought Cabinet-level leadership separate from Academic Affairs and an examination of the structure and function of the Student Affairs unit as a whole. With the addition of the Assistant Dean for Student Affairs position came the opportunity to remodel space at the new front of the building so nearly all of the division is now located in one area. This co-location and examination of functions resulted in some staffing changes and better focus on the services, efficiency, and effectiveness of student services within the larger context of the College's mission.

Changes at the Learning Center

One of the early areas examined was the Learning Center, the College's main provider of tutoring and direct academic support services. This re-examination of the function of the Learning Center revealed that a slight re-organization might help empower the staff to better serve students. In 2005, the Director with oversight of the Learning Center had an office and other responsibilities for retention and the Carl Perkins Grant management in a fairly distant location from the Learning Center. Further, there was a small group of faculty who were organized to advise the staff, but who did not meet regularly and found it difficult to fit this duty into their responsibilities as faculty. There was an administrative assistant in the Learning Center who helped with recordkeeping but had other duties. A professional math tutor had office space within the Learning Center area as well.

Since that time, the faculty advisory group has disbanded, the two office spaces within the Learning Center have been removed, the Learning Center Director position was blended with the Disability Services Director and that office moved next to the Learning Center. The administrative assistant position was upgraded to a Learning Center Coordinator. With the changes in the Carl

Perkins and Tech Prep grants, the administrative assistant within the Learning Center was no longer needed and the Learning Center Coordinator position could take on the day-to-day functioning of the Center as well as hiring, training, and supervising of the student tutors.

This Coordinator attended professional development with the National Tutoring Association, in order to better understand and change the tutoring program into one that is extremely productive and valuable to students. The semester before these changes were made in 2007, the Learning Center served 176 students in 371 tutorial sessions along with some drop-in services that were not tracked accurately. In the fall of 2009, the Learning Center served 278 students in 1487 sessions, in addition to a very active drop-in service that is not tracked in the same way. The move of the Disability Services nearer to the Learning Center made this area a second hub of student services that works well for both staff and students, providing the ongoing support students need to be academically successful. It also allows staff and faculty easier access to one another as they work to connect students to the services outside the classroom.

Carl Perkins and Tech Prep

The new Carl Perkins Act brought in sweeping changes to both the use of vocational monies as well as the Tech Prep programming. MSU – Great Falls led the North Central Montana Tech Prep Consortium under the old Act, but the consortium was dissolved under the new Act. The new Act also brought change to direct student support services historically paid for by the Act. No longer could the College use Carl Perkins funding to provide tutorial services, the Learning Center, or other student support services. Instead, that money was to be used within the academic departments and programs to strengthen them or provide new programming. These changes required the College to make the decision of whether it would continue to provide free tutorial services to students, and how. Fortunately, the decision was to continue to provide the services. The other area most affected by this change of funding was another director-level position that was dedicated to retention services. At that point, this staff member left MSU – Great Falls for other employment, so retention practices and responsibility were examined next.

Student Success and Retention

The re-examination of how the College had been working with retention helped show retention would be better understood and executed on campus if it became more of a shared responsibility with some leadership in Student Affairs, but with more visible and direct leadership included from other areas of the college community. Retention then became an additional area of responsibility for the individual in Student Affairs who had been directing career services and transfer services. This position has been given professional development opportunities to help the campus community work collaboratively on retention issues. These efforts are in their first official year, so no results are available yet. More detail on how this is developing will be included below.

Staffing Changes in Student Affairs

Overall, staffing in Student Affairs has changed from six director-level positions to five; some reorganization among the classified staff has now netted a reduction in staffing of .5 FTE. At the same time staffing has been reduced, student enrollment has continued to climb. The staff has

been able to work differently in the new physical space, and re-examine practices such that some processes have changed to allow the staff to serve more students and maintain excellent standards of service. The quality and dedication of the staff in this area are truly key elements that cannot be overstated.

The growth of the Bozeman COT has been challenging for the Student Affairs staff both at MSU – Great Falls and the Bozeman COT. In 2005, the Bozeman COT was in its infancy, with implementation of developmental courses being the only portion active. Each year since then, the developmental program has grown and new degree programs have been started. New protocols and partnerships for enrolling students, sharing data, and providing support services have been part of the development of that enterprise. Establishing clear and frequent communication between the home campus and the extension has helped mitigate potential problems. Excellent staff on both ends have been able to solve most problems that arise for students. This programming continues to stretch staff; however, not as much as when it was being established.

Admissions

No formal changes in admissions standards have been made at MSU – Great Falls. These standards are set by the Montana Board of Regents. However, there have been changes made to the entry process to assist with retention so students more predictably take the classes they need to initially in order to be successful academically. Some changes in staffing are still in process, separating leadership of the admissions function from the registrar function. This change has been necessary for two reasons. One is the registrar's duties have increased in the area of producing data and reports for the institution in the absence of an Institutional Research function. The new strategic plan, budget, and planning functions have required some changes in duties and the shifting of the admissions functions to the director-level staff that formerly coordinated new student advising and registration.

Changes to registration process and entry advising are as follows:

- All students must have placement scores (Compass, ACT, SAT, or transfer work) before registration for first semester – this eases the registration process since placement into math, English, and most sciences is mandatory at MSU – Great Falls, it also addresses the problem identified by faculty with students putting math off, causing problems for them with progress and completion of degrees. The old ASSET paper and pencil test was replaced by the web-based Compass, which includes an authentic writing element believed to be a better measure of student writing ability than the former test.
- All students who stop out for a semester are now required to go through a readmission process. In the past, this window was as wide as three semesters, making the understanding of admissions data nearly impossible, as well as making advising of these students as they drop in and out unwieldy.
- More comprehensive information is available to students when they enter MSU – Great Falls, expanded from former combination entry orientation, advising, and registration

sessions (SOAR) to separate full day orientation in addition to the 2-3 hour Student Advising and Registration (STAR) sessions. The new STAR sessions utilize both faculty and Student Affairs advisors for the advising portion of the sessions. The full-day orientation has become a campus-wide event with opportunities for workshops, connections with faculty, campus resources, and other students. These changes responded to feedback from the Student Satisfaction Inventory of the Community College Survey of Student Engagement showed MSU – Great Falls’ students did not know other students or their faculty very well and did not know where to find resources. A new orientation fee has been instituted for new students that funds orientation.

- An online version of the STAR sessions has been developed so distance students have the same benefits and information at entry that face-to-face students have.
- Communication with students has changed to ensure every step is laid out to make the entry processes more understandable and less stressful for students.
- The College’s Records Retention Schedule was updated using guidelines from the American Association of Collegiate Registrars and Admissions Officers (AACRAO).
- Dual Enrollment activity with local and distant high school districts has increased. This program has experienced a lot of change in the past five years both on the local and state level. This year MSU – Great Falls has agreements with 37 school districts in the state, and actual student enrollments are strengthening after a year of low enrollment due to some uncertainties state-wide regarding teacher credentialing. Those issues have somewhat been resolved and student enrollments are increasing to what they were two years ago. The College expects to continue to be a leader in providing high school students with college courses.

Academic Advising

Academic advising was addressed in Part A, Recommendation 4 of this Report.

Grading

Grading has been an area of some change since the 2005 Self-Study report. The Montana University System implemented a standard of C- as lowest grade allowed for a course that is a prerequisite for another course in a series and for courses required for the degree program. This change moved the cut off for most courses at the College from C to C- and raised the minimum required from a D to C-.

An Experiential Learning Policy was instituted in 2007 to allow students to work with faculty to either challenge test out of a course or to package past experience and knowledge in such a way that the faculty understands the student has accomplished the outcomes of a course or courses. This policy has been utilized by students, saving them both time and money as they work to accomplish the various required elements of their degrees or certificates. A fee has been established to provide compensation for faculty who work with students to create the

experiential learning evaluation protocol and to provide staff time for the specific record keeping involved.

Course numbering has seen quite a lot of change since 2005, with the main impact being the Common Course Numbering effort across the Montana University System. Another change has expanded course offerings for students as well. Courses traditionally offered through the College's Outreach arm are now also offered for credit allowing students taking degrees or certificates who also wish to take a one-credit art course, computer course, or include another interest in their elective block can do so. Advisors monitor the taking of these courses so students whose programs have electives can take advantage of the courses to broaden their experience. This was accomplished by assigning a specific course number to the courses when a student is taking the course for credit, and another number for community members taking the course for personal interest.

Student Support Services

With the construction of an addition to the campus facility, along with a restructuring of MSU – Great Falls' administrative team, the institution took the opportunity to remodel space at the front entrance of the building and create a new center for student services. The Student Central facility centralizes services in a One-Stop center with recruitment, admissions, new student advising, registrar, financial aid, career services, retention and transfer services, bill paying, and the Assistant Dean all in one area. Included in this area are offices for the Student Assistance Foundation and a TRiO Educational Opportunity Counseling office. In addition to this group of services, the Distance Learning office was relocated across the hallway from Student Central so this could be in a very easy to find and accessible place for new, as well as continuing students. This hub of services for students has proven to be not only welcomed and appreciated by students, but also a more efficient organization for staff.

Rethinking retention issues on campus prompted a move away from a one-person referral point to a more disaggregated and multi-resource response system. A new Student Success Advisory Council (SSAC) has been formed with two chairs, one faculty member and the Director of Career, Retention, and Transfer Services. The Council is beginning work on a full campus response to retention issues that will be more data-based, involve more key people on campus, and be responsive to student needs. In order to have a more wide-spread understanding of retention issues across campus, in the past three years, six staff and faculty have attended at least one, and in some cases two, retention conferences. This core of individuals all serve on the SSAC and will work to understand the retention issues facing this campus and make recommendations for action to the Dean's Cabinet and other groups on campus.

Transfer services continue to grow and change with the programs at MSU – Great Falls, as do the needs and interests of students. The AA and the AS degree curricula have been modified to include a wider range of courses eligible for inclusion in the elective blocks in the degrees. This change has improved the ability of these degrees to be used in articulations with other four-year colleges at which students often wish to finish their degrees. These changes in the curricula have opened up the range of articulations available to students, and the College now has an upward of

26 articulations with three institutions in addition to five programs of study students can follow to use their programs at MSU – Great Falls to complete a bachelor’s degree at another Montana college. Faculty workshops have been provided to ensure that the faculty advisors are able to keep current with these changing, but important, elements of advising students.

The Financial Aid staff worked on ensuring better service for students as they approached the re-examination of their work for MSU – Great Falls. They set up a way to track some key functions of their work and were able to measure their packaging time and responses to student issues each semester and work to improve them steadily. Training and support were provided to the support staff and now all three of the staff members are able to package students, improving response time in this area. They also set up a workflow to ensure that during busy times, they always have someone dedicated to packaging and the others serving students. They have a system to ensure responsiveness to phone messages and make sure every message is addressed within 24 hours. Electronic communications and award letters have made their budgets go further and have not harmed their communication with students; students get information more immediately and are able to respond to missing elements in a timelier manner.

In the College’s Community College Survey of Student Engagement (CCSSE) in 2008, the Financial Aid office was rated very high in terms of student satisfaction compared with peer institutions and with the Survey’s total sample. Another measure of the work the Financial Aid office does along with assistance from the Student Assistance Foundation and the Montana Guaranteed Student Loan Program is the Cohort Default Rate. In 2005, the College’s rate was 9.9 and in 2009 it had dropped to 3.1. This is generally seen as a measure of the quality of loan entrance and exit counseling and conservative loan packaging protocols.

Student scholarship opportunities have expanded at MSU – Great Falls, and efforts to encourage students to apply for the scholarships have increased. The Financial Aid Office and the Development Office work together to ensure the opportunities are well publicized and accessible to students. A web page for scholarships is available with printable application forms, dates, and information about applying for scholarships. An effective partnership was developed with the new Development Officer to ensure the letting of scholarships honors donors’ wishes be known and to provide good access to qualified applicants.

Student Non-Academic Programs

Student life on the two-year campus is not a static thing. Some consistent student groups are active on campus and others come and go with current student interest. To better keep track of the activity of student groups on campus, the Associated Students of MSU - Great Falls (Student Government) instituted a Student Organization Advising Publication, or SOAP. This manual provides more guidance for student groups and their advisors on campus. The Assistant Dean of Student Services assists the student government with this endeavor by reviewing new and continuing organizations’ constitutions and bylaws while working with advisors as needed. One year there were two Christian fellowship groups very active on campus, and the next there were none. The Native American Student Council, which was active for several years, has been inactive

for the last two. Groups associated with their academic program tend to be the most consistent, and often have direct connections to student professional groups within their respective fields.

In a pilot effort to partner with the local hospital and health care community, Benefis Health Care System (Benefis) and MSU – Great Falls provided a low-cost, limited service health clinic on campus twice a week for the 2008-09 academic year. Benefis provided a Physician's Assistant who was available by appointment or drop in to provide care for students and their dependents for \$15 per visit. The program was not continued however, because students did not use the service. The local city/county health department is invited on campus however, to provide flu shots for students and depression screenings, as they have the capacity to provide those types of services for students.

Another more successful effort has been to provide personal counseling for students. A partnership with a local family therapist has been developed and has been of great use to students. The local therapist hosts a counseling intern who provides initial counseling services to students for free, and works with those who need more than a few visits on a sliding fee scale with the family therapist's practice. This is quite well used by students and now College staff and faculty if they wish. Office space is provided on campus for the counseling interns to work with individuals more conveniently.

Currently, MSU – Great Falls is working with the Montana University System to join the health insurance consortium to provide an insurance plan for students who are not insured elsewhere. This is expected to be instituted in the fall of 2010.

MSU – Great Falls was allocated money to build a child care center on campus. This project has been under consideration over the past year as the money is part of a larger allocation to build the Simulated Hospital on the basement floor of the new wing. The child care center project depends in large part on what money is left over after the Simulated Hospital is built, so fund raising and final decisions as to whether and what type of project can be considered are somewhat in abeyance at this writing.

A new avenue to connect students with employment, both while they are in school and when they graduate, was implemented in 2009 through the Career Services office. JobWire is a comprehensive, web-based program students are enrolled in for free and employers log in to post their jobs. Students can build their files with portfolios, resumes, letters of recommendation, and other job search resources. Employers can browse through student profiles who match their search criteria, and students can likewise connect themselves with employers likely to be in the market for someone with their new skill set. Students can remain active in JobWire beyond graduation for as long as they wish to. This effort was implemented to improve the job placement of the College's graduates, as well as to allow the College a way to stay connected to alumni.

An individual in the Financial Aid office initiated an AmeriCorps program on campus that has grown to be the largest in the state for Campus Corps sites. Students in programs that include

clinical experiences, internships, or significant service learning elements qualify for this program and earn them an education benefit commensurate with the time they work outside the classroom in their fields. Upwards of 60 students are enrolled in the program this year, providing them with excellent service learning opportunities and assistance with paying for their educations.

Also new since 2005 is the provision of office space within Student Central to host an outreach counselor with the Student Assistance Foundation. This individual serves students in the region, but housing her on the campus provides excellent access to her services. She provides entrance and exit loan counseling, information about loan programs, repayment options, consolidation, and recovery from loan default that is invaluable to many students and prospective students.

Student Satisfaction

MSU – Great Falls has also decided to discontinue the Noel-Levitz Student Satisfaction Inventory (SSI) and the College Student Inventory (CSI) and instead is doing the Community College Survey of Student Engagement (CCSSE) and the Survey of Early New Student Engagement (SENSE), and participate in the Community College Faculty Survey of Student Engagement (CCFSSE) for the first time in the spring of 2010. Leadership at the College felt these tools would yield more useful and actionable information for the institution. Spring 2010 will be the second time for the CCSSE on campus, the first time for CCFSSE, and the fall of 2010 will be the second time for using the SENSE. The SSAC identified 15 additional institutional questions they wished to include in the CCSSE, several of which target the advising issues mentioned in our 2007 response to the Commission.

One of the challenges MSU – Great Falls had with the SSI in particular was in getting an adequate sampling of student responses. The CCSSE and SENSE have adequate sampling built into the process and have helped the College ensure a strong sample of student responses. The questions in the CCSSE also get at more elements of students' relationships and experience with various departments and in particular, their faculty advisors. The spring 2008 CCSSE indicated only one element in the area of advisement significantly below the national mean. That area had to do with the frequency of career counseling. With one career counselor on staff, and that function being one of the three major areas of focus for her position, this was not a surprise. However, it is believed more could be done in the area of training for faculty advisors to better help field career advising issues and know what types of more in-depth activities the career counselor could do with students. This training was provided in the 2009 academic year and is being repeated in the current academic year.

Enrollment Changes

As evidenced by the enrollment numbers in Figure 1 and Table 2, MSU – Great Falls continues to experience record enrollment each year. It is important to note the difference in growth between headcount and FTE when looking at student services. It is the individual students served impacting this unit the most. Although a 24% increase in FTE is also a significant change for the whole institution in this time frame. Preliminary figures for academic year 2010 indicate another growth year, possibly larger than any other single year's growth to date.

Figure 1: MSU-GF Enrollment 2005-2009

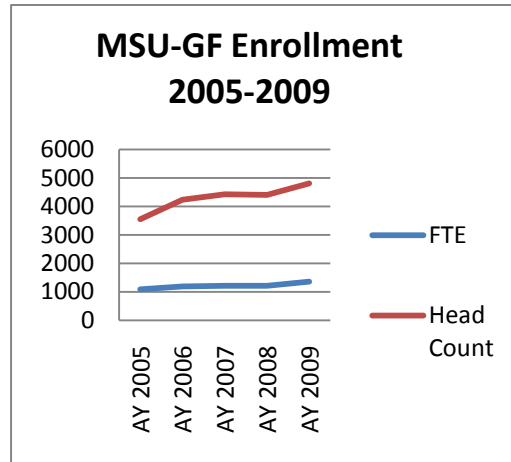


Table 2: FTE and Head Count since AY 2005

| MSU-Great Falls | FTE | Head Count |
|------------------------------------|---------|------------|
| AY 2005 | 1092.6 | 3552 |
| AY 2006 | 1186.4 | 4238 |
| AY 2007 | 1212.97 | 4434 |
| AY 2008 | 1212.65 | 4407 |
| AY 2009 | 1352.65 | 4807 |
| Increase AY 05-09 | 260.05 | 1255 |
| % Increase AY 05-09 | 24% | 35% |
| Bozeman COT | | |
| <i>(included in figures above)</i> | | |
| AY 2006 | 100.8 | |
| AY 2007 | 142.3 | |
| AY 2008 | 188.77 | |
| AY 2009 | 199.2 | |
| Increase AY 06-09 | 98.4 | |
| % Increase AY 06-09 | 98% | |

Other changes in the enrollment to be noted include the difference between the populations at the Great Falls campus and the Bozeman COT. Because the largest enrollment element at the Bozeman COT is the development coursework provided for Montana State University students, the average age of students there is much lower than on the MSU – Great Falls campus. When these students are added to the total enrollment for the College, the average age drops between one and two full years. Average age at the MSU – Great Falls’ campus alone has dropped from 29.5 to 27.72. Other changes in the demographics the College is serving compared to 2005 are shown in Table 3.

Table 3: Demographic Changes from 2005 - 2009

| | 2005 | 2009 |
|-----------------------|-------------|-------------|
| Average Age | 29.5 | 27.72 |
| Native American | 4.99% | 5.42% |
| Male/Female | 30%/70% | 27%/73% |
| % in Transfer Degrees | 31% | 25% |

The shifts in some demographic areas are most likely connected to various economic and social changes in this time, but also connect with expanded offerings of degrees in the health sciences and the trades. Courses offered at the College are dominated by the Division of Arts and Sciences' courses in general education areas that support the Division of Health Sciences degrees. These degrees require strong math, writing, and sciences for entry into the programs, but the students seeking true transfer degrees have not grown as proportionately to the student population.

STANDARD FOUR – FACULTY

- *What significant changes have been made in policies affecting the faculty? Have the characteristics of the faculty changed? How have faculty salaries and other benefits been improved? How does the institution conduct a substantive performance evaluation of all faculty? See Standard Four – Faculty and Commission Policy 4.1 – Faculty Evaluation.*

Introduction

MSU – Great Falls is dedicated to employing well-qualified faculty for its educational programs. Faculty members are hired for their expertise in content, professional experience and commitment to postsecondary education. In addition to teaching, full-time faculty assist in student advisement, develop curriculum and instructional programs and participate in shared governance of the College.

Currently, there are 45 full-time faculty members and 76 part-time faculty members in the Academic Divisions of Arts and Sciences, Health Sciences, and Business, Trades, and Technology. The faculty members are active agents supporting the delivery of quality education. They play a key role in institutional governance as is reflected in their newly formed Faculty Senate. Since 2005, 10 faculty members have earned tenure. In total, nineteen of 45 full-time faculty members hold tenure.

Faculty members are creative in their approach to teaching and scholarship and active in campus governance and the community at large. Since 2005, MSU – Great Falls has had eight faculty have been nationally recognized and have or will (this year) travel to the National Institute for Staff and Organizational Development (NISOD) Conference in Austin, Texas to be recognized and receive professional development. This spring, a student success initiative for the biology courses, Anatomy and Physiology Night, was published as one of NISOD's teaching innovation newsletters. And, one 2010 award winner has been selected to present at NISOD.

MSU – Great Falls continues to be challenged in the area of recruitment of well-qualified faculty, due to salary competition from the service sector and business and industry. Healthcare faculty

salaries were supplemented with stipends to aid in retention. There have been no separations from the College due to compensation in the Division of Health Sciences since 2005.

In 2005, MSU – Great Falls reported that although professional development monies are available, the cost of workshops and professional development courses, particularly outside of Montana, often prohibited faculty members from attending national conferences or workshops. That improved due to increased enrollments and a reevaluation of the way the College allocated its professional development monies (as described in Part A of this report). As a result, for example, we were able to send four awarding-winning faculty to the NISOD Conference during the academic year of 2008-2009 and will send four more this year. The College also committed resources to sending three faculty to the American Association of Community Colleges (AACC) conference and will send three more faculty members this year. In the Division of Health Sciences, resources have been provided to cover the cost of the professional licensure recertification for those faculty members. Two Bozeman COT faculty presented at the National Association for Developmental Education (NADE) conference during 2008-2009.

Faculty Policy Revisions

Montana specifies minimum qualifications for two-year faculty but not for four-year faculty. The Montana Board of Regents revision of Policy 730, Minimum Qualifications for Faculty in Two-Year Degree Programs, went into effect May 30, 2008. This change in policy involved adjusting the discipline-specific credential qualifications from 18 to nine (9) credits. The new policy may be viewed in its entirety at <http://mus.edu/borpol/bor700/730.htm>.

Class 8 Faculty Licensure

The Board of Public Education adopted a mandate for the licensure of college instructors teaching courses that offer dual-credit. According to a September 15, 2008 Board of Public Education press release, “Beginning fall semester 2009, all postsecondary instructors of dual-credit courses will be required to hold an active K-12 teaching license.” That licensure is the “Class 8,” or dual credit license, and it allows college instructors to teach courses offering high school and college credit simultaneously. Faculty already holding a K-12 teaching license were not required to obtain a Class 8 license. The College assisted unlicensed faculty in the Class 8 licensure process by providing a fingerprinting station and paying the fees for the background check through the Montana Department of Justice and the licensing fee through the Montana Office of Public Instruction. Currently, a total of 79 faculty are licensed to teach dual credit courses for the College. Table 4 shows a breakdown of the College’s licensed faculty.

Table 4: Faculty Licensure by Class

| Class | # Licensed |
|------------------------------|-------------------|
| Class 1 Professional | 19 |
| Class 2 Standard | 13 |
| Class 4 Career and Technical | 12 |
| Class 8 Dual Credit-Only | 35 |

Faculty Salaries and Benefits and Changes in the Faculty Workload

The Collective Bargaining Agreement between the Montana Board of Regents of Higher Education and the Vocational-Technical Educators of Montana #4610, MEA/MFT, AFT, AFL-CIO (the CBA), designates the guidelines for workload and faculty responsibilities for the fall and spring semesters and the parameters of faculty salaries and salary levels.

In July 2007, through the collective bargaining process, the full-time workload for faculty was reduced from 18 credits per semester to 15-16 credits per semester as the standard full-time workload. During FY07-08, a strong union management group was formed to identify and resolve issues and problems occurring between negotiations. Some of the issues that have been tackled are workload documents for calculating correct workloads for clinic and lab assignments, faculty orientation and advising days, and summer supplemental pay.

Currently, the group is working on summative faculty evaluation process, clarifying faculty expectations and other items affecting faculty. Since the 2005 Self-Study and site visit, salaries for faculty have increased by 3.5% in FY 06, 4% in FY 07, 3% in FY 08; and 4% in FY 09. The employer portion of the insurance has increased from \$506/month in 2005 to \$ 679/month in 2010, an increase of 34%. A single employee continues to be fully covered by this amount with no out of pocket costs.

The CBA designates a maximum of 162 instructional days in the academic year with additional non-instructional days also required. At MSU – Great Falls, faculty members have been required to work 170 days each academic year, which included:

- Two 16-week semesters, each including one week for final examinations.
- Up to ten faculty orientation and advising (FOA) days each semester, to be used in providing orientation, professional development, and information to faculty and ensuring faculty time to advise students and prepare for instruction.

Effective spring semester 2010, a pilot project to reduce the number of FOA days to two days each semester was implemented. Making this permanent will be contingent upon the work of a committee to revise the faculty evaluation protocol and restructure faculty professional development and student advisement of students who have missed pre-registration to fit into segments during the academic year.

Faculty Performance Evaluations

Faculty performance evaluations were addressed in Part A, Recommendation 5 of this Report.

STANDARD FIVE – LIBRARY AND INFORMATION RESOURCES

- *How have the library/learning resources and laboratories been maintained to keep pace with the growth of instruction or with significant program changes, such as computer science or health technologies?*

Introduction

The mission of the Weaver Library is to support and enhance instruction and learning in a manner that is consistent with the College'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.

Since the Self-Study Report of 2005, the library has relocated to a newly constructed space. Details of the new construction are described in Standard 8. The library was renamed the Weaver Library, in honor of a former Dean, William Weaver, in the spring of 2008. An unveiling ceremony and open house reception was hosted in the spring of 2008. This even coincided with the Montana Board of Regents spring meeting.

Library Staffing Issues

In October 2008, the senior Librarian resigned to accept a position at Montana State University-Bozeman. The College conducted a search to re-hire the position; however, the recommended candidate refused the offer of hire. Immediately following the first failed search, the assistance of the Montana State University-Bozeman Dean of Libraries was enlisted to re-draft the job description. The position was re-named and re-advertised. Unfortunately, the second search failed when the candidate declined the College's offer of employment.

The hiring committee decided to re-evaluate the applicant pool and identified two candidates for interview. One of those candidates was recommended to the Dean and accepted the position. Consequently, the new Director of the Weaver Library is slated to start on June 1, 2010. It is an understatement to say that it has been a difficult situation without a Director in the Library for nearly two full years. Obviously, that has had and continues to have an effect on the campus.

To manage in the interim without a Director, the Associate Dean/CAO worked closely with the library technicians to keep the basic functions of the library going. That process began immediately after the second failed search and continues to this writing. The College contracted a librarian at Montana State University-Bozeman to help with collection development, since this was not something that either the Associate Dean/CAO or the library technicians could do effectively. A retired librarian who had worked for us in the past was also rehired. That individual's role was to assist with education, to implement collection development strategies in conjunction with the Montana State University-Bozeman librarian, and to work with faculty in cases where new programs were being started and resources allocated for that start-up. This individual retired completely in December 2009, so another library technician was hired to serve patrons and help with basic library functions. The collection development efforts continue; however, with the realization that there will be some catching up to do once the new Director arrives.

As of this writing, a transition plan is in place for the new Director to work on a part-time basis in order to collaborate with library and campus staff from a distance. This plan involves participation in regular library staff meetings, individual correspondence and phone calls with the library staff, monthly meetings with the Associate Dean/CAO, participation in Division Directors meetings, creation of an interactive online educational forum for faculty and staff, consultations in cases of new program development, creation of a collection development strategy to get the library caught up, and monthly meetings with all the libraries in the Montana State University-Bozeman. The strategy is that the new Director will be ready to assume her new role on June 1.

The Library's Vision for the Future

Once the new Director is in place, the library anticipates expansion in a number of areas. As mentioned, the collections will be brought up to date. There will be a focus on expanding education services to students and faculty. It is envisioned that one of our library technicians working toward a MLS will eventually step into a librarian position so two librarians will be on staff. The library will focus on expanding virtual services in conjunction with our e-learning offerings.

The library's connection to the Montana University System's library system through the Dean of Libraries at Montana State University will be strengthened. Further, re-establishing cooperative agreements with the Montana State University library partners will be a huge benefit to the College's students. The Montana State University team has been fabulous as they helped MSU – Great Falls and the Weaver Library through this interim time. And, it seems appropriate to mention their help and advice in this report.

The Weaver Library looks forward to formally exploring collaboration through a cooperative agreement with the Benefis Healthcare Library, who recently lost their librarian. The new Director will be able to explore opportunities assist and expand services for those patrons if possible. This will be a novel and productive collaboration for the healthcare students.

STANDARD SIX – GOVERNANCE AND ADMINISTRATION

- *Explain significant changes in the governing board, leadership, and management of the institution. See Standard 6.B – Governing Board and Standard 6.C-Leadership and Management.*

Introduction

As outlined in the 2005 Self-Study Report, the Montana University System is comprised of eight independently accredited institutions. These include two “flagship” research universities, four regional universities, and two autonomous colleges of technology. The Montana University System is governed by a seven member Montana Board of Regents of Higher Education that is supported administratively through the Office of the Commissioner of Higher Education (OCHE).

In 1994, the Board of Regents voted to restructure the Montana University System in order to create a dual university system with multiple campuses affiliated with one of the two flagship campuses. The two university systems are substructures of the Montana University System and

consist of the University of Montana System (one research university as flagship, two smaller universities, and one autonomous college of technology) and the Montana State University System. The Montana State University System is comprised of its lead institution, Montana State University (also the state's Land Grant institution), two smaller universities in Havre and Billings, and one autonomous college of technology, MSU-Great Falls College of Technology.

Changes in Leadership and Management of the Institution

Chief Executive Officer

The Dean/CEO of MSU-Great Falls is evaluated by the President of Montana State University, who presents an evaluation annually to the Montana Board of Regents. In June 2008, Dr. Mary Sheehy-Moe resigned from the position of Dean/CEO of the College to assume the position of Deputy Commissioner of Two-Year Education in the Office of the Commissioner of Higher Education. Montana State University President Geoff Gamble appointed Joe Schaffer to a one-year term as Interim Dean/CEO. Schaffer had previously served in the capacity of Associate Dean, Assistant Dean, and Director of Outreach for the College. In June 2009, President Gamble formally appointed Schaffer as Dean/CEO of the College. He was not formally evaluated by President Gamble who is retired at the end of 2009. Incoming Montana State University President, Dr. Waded Cruzado, assumed the evaluator role over the Dean/CEO of the College in 2010.

Board of Regents' Review and Approval

There have been no changes in the policies or procedures of the Board of Regents' review and approval of institutional mission, programs and/or substantive changes. Two items are worth noting in this report, however. First, in response to institutional evolution and in preparation for the Commission's new accreditation standards, the College engaged in a mission review process in early 2009. This process was incorporated into the College's strategic and annual planning, budget, and analysis process. The outcome included updated mission, vision and value statements, as well as formal adoption of the College's core themes. The Montana Board of Regents' unanimously approved these changes at the May 2009 meeting. The mission, vision and value process and product are further explained in the section of this report pertaining to Standard One (Appendix D).

The second item worth noting under this area pertains to Montana Board of Regents' review of all missions within the Montana University System. With the concept of alleviating mission overlap, duplication and unnecessary competition in the Montana University System, the Chairman of the Board, with support from all members requested all institutions under its governance engage in a comprehensive mission review during the 2009 and 2010 academic years. As of this writing, the Board has begun this process focusing only on the two flagship universities. It is anticipated the next phases will focus on the smaller universities and two-year colleges.

Administrators: Responsibility and Conduct

Administrators of MSU – Great Falls are held to the highest standards of conduct. Their duties and responsibilities are outlined in position descriptions maintained in the Human Resources

offices. The College's Ethics Policy and Conflict of Interest statements reflect language that specifically recognizes employees with executive or administrative responsibilities have "a duty of loyalty and fidelity in carrying out their responsibilities."

The College has made some substantive changes in the administrative organizational structure since the 2005 Self Study. The Commission's findings of the Self-Study, further supported by an independent consultant's review, suggested the administrative structure for managing the College was problematically lean. Since that time, the College has split the responsibilities of academic affairs and student affairs, initially with co-Chief Academic Officers (one responsible for applied programming and the other with general education) and now has the former aligned with the Associate Dean of Academic Affairs/Chief Academic Officer and latter with an Assistant Dean of Student Services/Chief Student Affairs Officer. To accommodate for this change and for growth in its academic divisions, the College placed three full-time administrators as the Directors of the Divisions of Arts and Sciences, Business, Trades, and Technology, and Health Sciences. The most current organizational chart of the College is included as Appendix G.

Finally, a memorandum submitted to the Commissioner of Higher Education describing the College's reorganization activities is included as Appendix H.

Qualifications and Evaluation

The College's executive and other key administrators hold the appropriate qualifications for their respective position.

All members of the Dean's Cabinet are evaluated annually by the Dean/CEO according to the College's professional staff evaluation protocol. The Division Directors are evaluated according to the same protocol but by the Associate Dean/CAO. Based on consistent feedback from the campus community, the College is in the process of developing and implementing a 360 degree evaluation tool and process to be incorporated into the Dean's Cabinet evaluations for the current year.

Institutional Advancement Activities

Institutional advancement activities at MSU – Great Falls focus primarily on scholarship growth, with the aim of fostering greater access to higher education for those students who demonstrate academic merit and financial need. Since 2005, the total annual disbursement of privately supported scholarships has increased 60.7% from \$48,170 in FY05, to \$77,439.04 in FY09. These privately supported scholarships are those funded by individuals, businesses, and other non-profit organizations.

Scholarship growth also has focused upon advancing the College's core themes of workforce development and academic transfer. Through coordination with local businesses, scholarships have been established offering tuition and fee awards along with the contractual promise of employment upon graduation. As a result, students have received much needed financial support through scholarships, and area employers have been able to answer workforce needs.

With relatively little private giving history at the College, and few consistent donors, it became evident in 2007 the College needed a fundraising group to help network the institution’s development efforts with prospective donors. Initially, this entity took the name the Development Steering Committee and consisted of five people. In 2009, it was decided this group needed to grow its ranks and become more of a formal part of the College’s structure. Currently, this group is growing to approximately 15 people who will be appointed by the Dean/CEO and the group will be renamed a Board, formally recognized by the College.

Upcoming Development activities will include continued fundraising for student scholarships through the establishment of an annual campaign. The College will also be raising funds for the establishment and construction of a Child Development Center on campus to provide for the needs of many student-parents.

Decision-Making and Communication

The process for institutional decision-making occurs in a timely manner through participation in a shared governance model. College committees charged with decision making responsibilities have appropriate representation from all campus constituency groups. Table 5 summarizes the various decision-making groups on campus. Please note some of these have changed since the 2005 Self-Study. Groups have formal communication processes and expectations, as well as individual member expectations for communicating with their representative constituencies.

Table 5: Decision Making Groups

| Group | Meets | Focus |
|---|-----------------------|---|
| Dean’s Cabinet | Weekly | Led by the Dean, campus executives discuss and act on operational issues such as: personnel issues; final approval for new or modified campus policies; ratification of annual budget, strategic and annual plans; and other time-sensitive issues relating to the overall campus operations. |
| College Planning, Budget & Analysis Committee (CPBAC) | Monthly/ As Needed | Chaired by the Dean, serves as the shared governance group for the College. Representatives from all constituencies: decide on the allocation of new resources; set the annual budget; develop the College’s strategic and annual plans; assess institutional effectiveness; decide on major changes to the organizational structure; and, as necessary, evaluates the mission, vision and values of the College. |
| Curriculum Committee | Biweekly | Chaired by the chair of the Academic Senate, and staffed by the Associate Dean/CAO’s office, it is the faculty-led decision-making body on curriculum and academic programs, policies and procedures. |
| Faculty Senate | Biweekly | This group was formally organized and its charter signed in December 2008. It oversees and coordinates all faculty-led committees on campus, and functions as a group providing a unified faculty voice in decisions directly impacting faculty. |

| | | |
|------------------------------|------------------------|---|
| Division/Department Meetings | Varies | Led by its division head, faculty and staff in each division discuss ongoing operations and needs for the unit. Divisions with distinct internal departments also may hold department meetings as needed to address the ongoing needs of the specific department. |
| Associated Students | Weekly | As the student government on campus, its voice impacts decisions on student policies and its leaders act as liaisons for students with administration and faculty. Members serve on College committees that decide on the allocation of student fees. |
| College Committees | Varies | Led by a committee chair, each group makes decisions and/or advances recommendations based on the committee's focus area. |
| Advisory Committees | Biannual | Industry/professional representatives, former students and/or subject matter experts serve the College through advising professional and technical programs' faculty on current industry standards and future workforce needs. Program advisory committee policy was created in September 2009. The new policy more formally outlines board's roles in developing and advising on changes to academic programs and curricula. |
| Dean's Advisory Council | Quarterly | The DAC is comprised of a group of people who are vitally interested in the future of the College. This group of advisors helps develop strategies and resources to strengthen the College within the context of its mission and reflective of the needs of the community. The DAC advises the Dean on strategic issues and opportunities facing the College. |
| Foundation Board | Monthly (at this time) | MSU – Great Falls believes community driven philanthropy can hold the promise of advancing the College and its mission. The MSU – Great Falls Foundation and Foundation Board is established to increase private giving in support of the College. |

Institutional Research

With a shift to data-driven performance management, continuous quality improvement and the implementation of the College's Core Indicators of Institutional Effectiveness, the need for an office of institutional research has become paramount to the College's success. This need has been recognized and championed by faculty, administrators, staff, and students alike. However, no formal office has been formed primarily as a result of limited fiscal resources. Until that time, institutional research at the macro-level will continue to be performed centered on the 14 Core Indicators and will be staffed by the analysis sub-committee of the CPBAC. Divisions and departments, or at times special ad-hoc workgroups, undertake institutional research at a micro-level for performance management or phenomenological inquiry at the unit level.

The Dean continues to assume the responsibility for guiding the processes of institutional research but retains the shared governance function through the CPBAC. While it is recognized no one individual has a complete portfolio of expertise in institutional research, collectively members of the CPBAC through their academic preparation have necessary knowledge, skills and abilities to serve the College in this capacity. In addition, MSU – Great Falls has received support for institutional research activities through the Institutional Research Team at Montana State University as well as the Office of the Commissioner of Higher Education. The Dean has recently researched and his office has invested in business intelligence and data visualization software and consulting services to help facilitate institutional research at the College.

Administrative and Staff Appointments

Since the 2005 Self-Study, there have been no substantive changes to the policies, procedures, or criteria for administrative and staff appointment, evaluation, retention, promotion, and/or termination. It is worth noting however, with the addition of a formal Human Resources office and the hire of the Executive Director for Human Resources in 2005, administrative evaluation protocols, the Employee Handbook, other personnel policies have been reviewed, improved and made available to the campus community in both web-based and print formats.

Administrative and Staff Salary

The ability to recruit and retain qualified administrators and staff is one of the major barriers to sustaining MSU – Great Falls as a successful enterprise. The College has been fortunate to have a strong administrative staff, many of which have been developed and hired from within. However, competitive salaries for all levels of employee classification continue to make recruitment and retention a challenge. For example, the College has conducted two unsuccessful searches for the position of Director of the Weaver Library. While salary was not the only factor in the failure of these searches, it was a significant one in the decision for all three candidates to turn this position down.

The current fiscal crisis being felt across the nation has impacted salaries in Montana and for the College. The Montana University System is in the first year of a biennial pay freeze for all administrative positions and increases in pay in the next biennium is unlikely.

Governance and Administration: The Future

Although it is called a “college of technology”, the College offers the comprehensive community college mission through an open-access admissions policy, a comprehensive educational program, a focus on teaching and learning, and a philosophy of student-centeredness. In alignment with the Commission’s new accreditation model, the College embodies the core themes of:

- Workforce Development: Through applied programming our students successfully attain a credential leading to life sustaining careers;
- Transfer Preparation: Our students complete transfer programming and successfully transfer toward a four-year degree;

- Academic Preparation: We prepare individuals for success in college coursework through developmental (remedial) education and adult basic education; and
- Community Development: As the community's college, we support social and economic development through outreach, lifelong learning, and active partnership.

The College is committed to continuing its iterative journey toward the creation of a culture of evidence, supported by our revised mission statement, strategic plan, and commitment to shared governance and transparency.

STANDARD SEVEN – FINANCE

- *What significant changes have been made in the financial structure and condition of the institution (budgetary increase and/or decreases, operating surpluses or deficits, plans for the future?)*

Introduction

As cited in the 2005 Self-Study Report, MSU-Great Falls strives to maintain fiscal stability through sound financial practices, which incorporate generally accepted accounting principles issued by the Governmental Accounting Standards Board (GASB). The College adheres to guidelines established by the Montana Board of Regents of Higher Education and to legislative authority. As is true of many other states, Montana is faced with shrinking resources; therefore, higher education often faces the challenge of spreading limited resources across multiple institutions, while still meeting ever-increasing demands from both the community and the Montana University System.

The goal of the fiscal office is to ensure financial resources are provided and utilized effectively toward accomplishment of the College's mission, strategic plan and strategic priorities, departmental missions and the objectives of each program while maintaining fiscal stability. The fiscal administration is directed by the Associate Dean for Administration and Finance who reports directly to the Dean and is a member of the Dean's Cabinet and the CPBAC.

Changes in Financial Structure and Condition of the Institution

Since the 2005 Self-Study Report, the funding model from the state of Montana has changed. The Montana University System is no longer funded on an FTE basis. Rather, the state has moved to a modified-base model for the current biennium. This new model no longer recognizes enrollment as a factor in appropriating state dollars. Currently, the Montana University System is in a period of fluctuation, as the Montana Board of Regents is working toward a performance-based funding model for the Montana University System. Because of the implementation of the CPBAC and movement to establish a culture of evidence, the College is situated nicely for that change.

MSU – Great Falls has minimal debt. In 2006, land was purchased for future expansion at a cost of \$300,000. As of June 30, 2009, the outstanding balance on the loan amounted to \$26,799. The loan will be fully repaid by February 15, 2011. During the construction and remodeling of the campus (to be described in greater detail in Standard Eight), the College entered into the State

Building Energy Conservation Program administered through the State Department of Environmental Quality (DEQ). The DEQ fronted \$800,080 to help with energy savings investments. The Heating, Ventilation, and Air Conditioning (HVAC) system was upgraded. In addition, motion-sensing lights were installed and all lighting ballasts were upgraded. Based on the estimated annual energy savings, the College is assisting the DEQ with the repayment of the bond issued for this project by paying them over \$80,000 per year for fifteen years.

Finance: What Lies Ahead

Going into Fiscal Year 2010, the College worked over the course of a six month period to create efficiencies to help right size our institution, as well as create funds to allow for new and creative initiatives originating from the divisions. This was accomplished by cutting approximately \$484,000 from the budget. As outlined in previous standards, some general reorganization of the divisions was done. There were nine positions non-renewed, not replaced, or filled by employees moving to other vacant positions. Additionally, , at this writing, the College is in the process of closing the Design Drafting program on the Great Falls campus and moving it to the Bozeman COT campus. Some positions were partially moved to designated funds. And, finally, the College reduced the operation hours for a small savings.

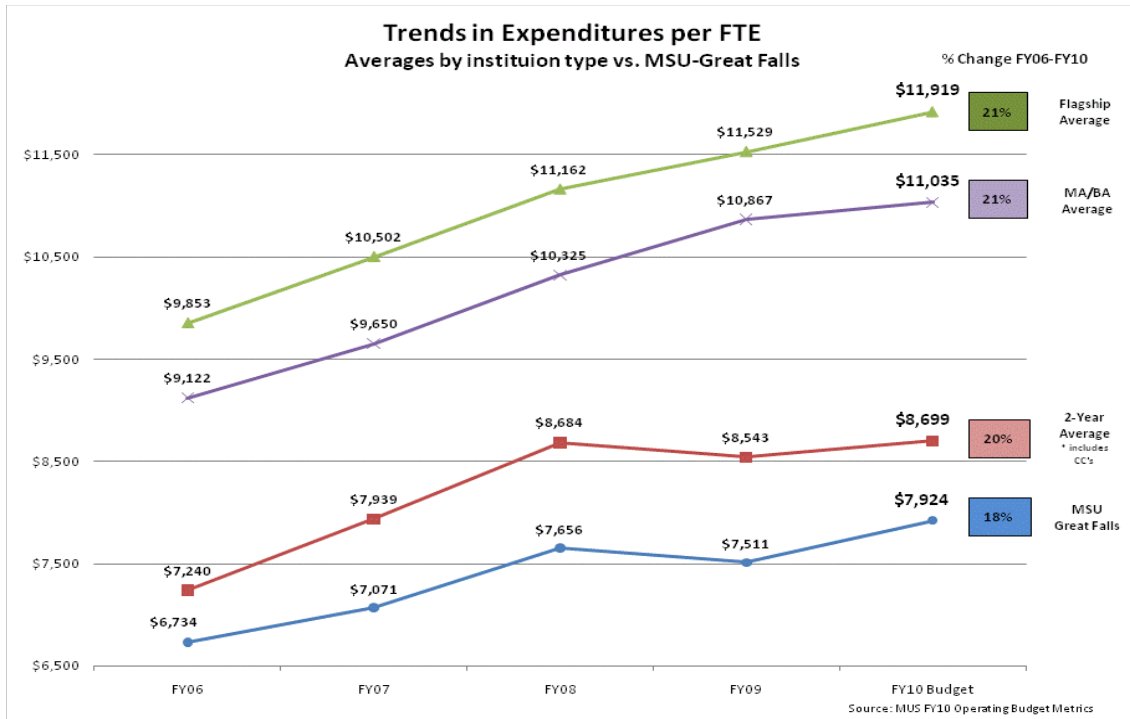
Looking into fiscal year 2011 the College currently expects to be faced with a budget cut of about 2.5% of state appropriated funds (about \$249,000). During the 2012-13 biennium, Federal Stimulus funds, which the legislature used to backfill the appropriation, will no longer be available. The state of Montana does not anticipate being in a position to replace those funds with state dollars. The impact on the budget is estimated to be \$489,000 for the 2012-13 biennium. The campus leadership, through the CPBAC, is currently investigating efficiencies in preparation for these cuts.

Budgetary Changes

As mentioned previously, the College recognizes the current and likely future constraints the Montana University System will face regarding state support for higher education. However, as one of the fastest growing institutions in the Montana University System (80.4% change in FTE enrollment since 1999), the limitations of state support are constricting the ability for the College to continue to respond to community and student demand.

Over the past decade, MSU – Great Falls has grown considerably in FTE enrollment. Located in the fifth most populated county in Montana, the current enrollment is but a small portion of the potential enrollment the College could likely witness before reaching an expected level of participation from county residents. Yet, the College, with the other stand-alone College of Technology in Helena, currently spends the least on its students. Figure 2 illustrates a historical trend of expenditures per student FTE for the College as compared to the averages of institution types in the Montana University System. Expanding the number of students served without accompanying increases in funding will be near impossible.

Figure 2: Trends in Expenditures per FTE



Currently, there is a movement in the state to increase the tuition and fees differential between the flagship universities (Montana State University and the University of Montana) and the public two-year colleges. As a state, the two-year tuition as a proportion of flagship tuition is higher than peer states. While MSU – Great Falls supports this agenda, without accompanying state resources to accommodate for enrollment growth, tuition will no longer be enough to sustain the level of expenditures of educating the additional students.

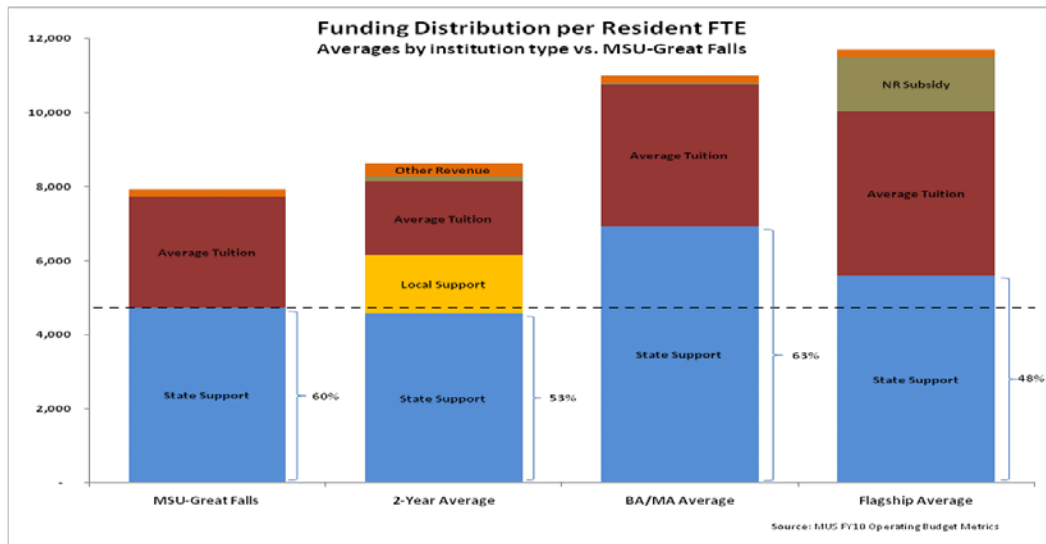
Theoretically, when new students are spread across existing capacity, the overall impact on expenditures is manageable. However, at MSU – Great Falls two things need to be considered when using this argument. First, the College’s enrollment growth has filled its capacity. In the past, the College has had capacity in the transfer program areas (AA and AS degrees), but as transfer program participation has become a strategic priority for the College this capacity has filled. For fall 2009, the Division of Arts and Sciences is at 86% capacity.

Second, the College’s high level of limited-space technical programming (e.g. most healthcare programs) is already at maximum capacity, and the nature of their design does not allow for simple expansion of student slots. For fall 2009, the Division of Health Sciences is also near 86% capacity and limited-entry programs are above 95%. For example, the College currently has 193 students in pre-nursing vying for 20 slots.

Finally, with only 40% of the cost per student FTE being generated through tuition and fees, adding additional students without accompanying increases in state support will not be sustainable. Figure 3 illustrates the current mix of tuition/state funding per resident FTE for the College as compared to averages of other institution types in the Montana University System. Even at 60% state funding per FTE, the actual dollar amount that equates to is considerably lower

than the state funding per FTE of the regional BA/MA institutions and the Research/Doctoral institutions. When community college local tax revenues are included in the proportion of state funding, MSU - Great Falls drops below even the two-year average for state funding per resident FTE. The College simply cannot continue to create or expand programs (increase capacity) through tuition and fees alone.

Figure 3: Funding Distribution per Resident FTE



Future Decisions

The College recognizes the complexity of funding a comprehensive system of higher education. While there is no realistic ‘quick-fix’ to this issue, it is something that must be discussed within the Montana State University family of campuses, as well as at the system level. Ultimately, the College hopes a sustainable model for the allocation of state funds will be created and implemented by the Regents to recognize the needs of growing campuses, allow for stability on campuses with vacillating enrollment but large infrastructural needs, and target funding encouraging desired outcomes.

The College is currently investigating the creation of its own local foundation and investment board. This is in the early stages of inquiry.

STANDARD EIGHT – PHYSICAL FACILITIES

- *What changes have been made in the physical plant (new building, demolition/remodeling of old ones?)*

Introduction

As a brief review of the 2005 Self Study Report, an overview of the basic physical resources will be presented. Since the College has experienced significant growth and physical expansion since the Self Study Report, a detailed accounting of the many exciting developments will then be presented. Finally, an exploration of future directions to be taken by the College will be explored.

The MSU-Great Falls campus is located on twenty-three acres of land in a quiet residential area on the south side of the city of Great Falls. The campus is neighbored by the University of Great Falls, a private Catholic university, and the McLaughlin Research Center, home to Nobel Prize winning genetic researchers. The main campus building is home to two distinct academic institutions: MSU-Great Falls and a branch of Montana State University – Northern. The Montana State University College of Nursing has moved its operations to the west campus of Benefis Healthcare and no longer holds classes at the College. In 2008, new construction was completed and some extensive remodeling to be discussed under “Changes to the Physical Resources.”

As cited in the Self Study of 2005, the College’s main building of 143,000 square feet has been in existence since 1976 with an additional 6,373 square feet added for the Business and Technology wing in 1999. The Bozeman COT opened in 1997 to meet the needs for two-year education the Gallatin Valley area, centrally located in Bozeman, Montana. The Bozeman COT has expanded into offices located in Culbertson Hall on the Montana State University Campus and occupies approximately 1200 square feet of space there. That space houses administrative offices, as well as a computer lab/tutoring center and a centrally located conference space. Additionally, the Bozeman COT utilizes classroom space on the Bozeman High School campus, as well as uses classrooms on the Montana State University campus.

Changes to the Physical Resources

The College’s physical plant is under the supervision of the CFO. In 2008, the College hired a Building Supervisor who reports directly to the CFO. Since the Self-Study Report of 2005, a plethora of changes to the physical resources of the College have occurred.

Campus Remodels and Upgrades

In 2007-2008, the campus went through an extensive remodel and upgraded in several key areas.

Remodels

- **Campus Bookstore (3,650 square feet)**
The existing space was gutted to the walls and new interior walls were constructed. Areas include storage and package delivery, a coffee bar, and extra check out areas. New flooring was added along with new wall textures, storage cabinets and energy efficient lighting. The bookstore was renamed the COTtage Bookstore.
- **Old Library/New College Relations and Division of Extended Learning (2,600 square feet)**
The existing space that formerly housed the College’s library was gutted to the walls and new interior walls were constructed. This new space now includes room for the College Relations Department and the Outreach component of the Division of Extended Learning. The new space includes six offices for the aforementioned functions; a large state-of-the-art conference room; two new class rooms; a multi-purpose room; and various work stations and small storage areas.

- **Public Radio Station (220 square feet)**
Great Falls' public radio station, KGPR radio, was moved from its former location to provide better access to the building from the south parking lot. This newly reorganized space consists of an office area and a studio.
- **Old classrooms/ New Student Central (7,067 square feet)**
The new Student Central emerged from a remodel that removed existing classrooms and two small faculty offices. The space was totally gutted and new offices and a central service area were constructed around a concentrated one-stop student assistance hub that handles all student needs including Financial Aid, Admissions, Student Records, Student Accounts, Student Assistance Foundation, and other student services.
- **Heritage Hall (2,670 square feet)**
Heritage Hall was remodeled with newer technology and architecture. Heritage Hall was identified as the College's primary location to hold large campus events, community meetings, and other such activities. In recognition of its extensive use, the Hall was redesigned to have a more modern feel to it. A public address system has been installed, and it can handle both wired and wireless microphones for presenters. A separate microphone system was also installed to handle a large panel discussion with up to fifteen microphones at one time. For audio/visual enhancements, a one-to-five projection system was installed so both computer presentations and video from a single source could be viewed. The four-presentation devices in each corner of the room can also act independently of each other with separate hookups to allow for more diversity such as a vendor fair or other booth-type activity. The area can accommodate break-out exercises during conferences. Additionally, the room's ceiling was lowered with speakers, sound absorbing materials to enhance audio acoustics, and a variety of other aesthetic improvements to enhance the room as a key part of the College for the campus community, as well as the local community's use.
- **Instructional Technology Offices**
The Instructional Technology (IT) offices were relocated to a larger area within the building and an additional room in close proximity to the offices was remodeled to accommodate a server room cooling unit. The IT room cooling unit is self-contained. The unit consists of an indoor fan unit, water cooled condenser, dry cooler and controls and is monitored by FICO through their building monitoring system.

Upgrades

The following upgrades occurred in concert with the remodeling projects during 2007 and 2008:

- Boilers/HVAC

During the remodeling project, various new and upgraded systems were installed throughout the entire building. Those systems included but are not limited to:

- Water-Tube boilers (5)
- Air handling units
- Domestic water boilers
- Hot water recirculation pumps
- Chillers
- Chilled water pumps
- Laboratory air system
- Air/water balance
- Variable air volume boxes (dual duct in Trades Building)
- Fan terminal units
- Under floor fan terminal units
- Hydronic radiant panels
- Radiant heaters
- Exhaust fans
- Variable Frequency drives
- Building automation system (FICO)
- Emergency lighting system
- Make up air unit (Trades Building)
- Roof top unit (Trades Building)
- Locks and Locksets

The locksets for every door inside and outside the building were replaced and new sets installed. The new sets were equipped with new keysets for each lock. Every classroom and office currently has the option of being locked from the inside, which has helped with our Emergency Preparedness Program to assist with building lockdowns and overall safety and security. Telephones were also installed in every classroom on campus as a part of this security upgrade. Last fall, a simulated shooting took place, which involved the city, county, and Malmstrom Air Force Base. This helped identify areas needing to be strengthened.

- **Additional Parking Areas**

Additional parking was added in the north parking lot during the remodeling and new construction projects. This phase of the project included new concrete sidewalks, curb and gutter, and asphalt with an additional one hundred paint marked parking slots for the students. Other asphalted areas were added near and around the Skilled Trades Building with some parking for faculty and staff. The rest of the area is currently being used for access for deliveries of building supplies and lumber and steel for the trades programs

New Construction

There have been some major new construction projects at the College since our 2005 Self Study report submission. A listing and overview of new construction on the campus since that time follows:

- **Skilled Trades Building (12,390 square feet)**

In 2008, the College completed the Skilled Trades Building. The Skilled Trades building is separate from the main campus building and is 12,390 square feet. It incorporates three bays, three classrooms, faculty office space, restrooms, and a common area. One bay is currently empty. The other two bays accommodate the carpentry and welding programs. In the near future, the empty bay will house the new Sustainable Energy Technology program.

- **Weaver Library/Distance Education (12,845 square feet)**

The Weaver library and Distance Education Office are attached. In the Weaver Library, a student computer lab houses thirty computer work stations. A new area for the “stacks” was created for books and reference materials. There are two private offices, as well as four workstations for student workers and library technicians. The Weaver Library also has three quiet study rooms and a spacious common open study area, as well as several study carrels.

In the Distance Education Office, there are two private offices, a centralized workspace, a utility workroom, and a large seminar room. It is right across the Atrium from Student Central, a common location that allows for easy student access.

The flooring system of the new attached areas consists of an elevated subfloor with all HVAC, electrical, and computer cables in the plenum the floor. The area also has energy efficient lighting installed throughout.

- **Science Wing (12,870 square feet)**

The new Science Wing is constructed on the second floor of the addition above the Weaver Library. The area consists of nine faculty offices, two student study areas, a state-of-the-art Chemistry Lab, Microbiology Lab, Biology/Anatomy and Physiology Lab, and Physical Therapy Lab. There is also a large interconnected preparation area behind the labs. This is where the students work on their class projects. All the science labs have state-of-the art lab and safety equipment installed for student, faculty, and staff use.

- **Atrium (48,755 square feet)**

The Atrium is the College’s new showcase entrance to the new addition. Access to the main campus building can be accomplished by entering into the Atrium. Areas accessible from the Atrium include the Weaver Library, the new science Wing, Distance Learning, Student Central, the future Simulated Hospital/Healthcare Facility (via the elevator and future stairs) and the existing main campus building through new corridors installed and constructed during the 2007-2008 project.

- **Heritage Hall Breakout Area (2,260 square feet)**

The new Breakout Area is attached to Heritage Hall and is used for overflow from activities in Heritage Hall. It is also used as an area for serving breakfast, lunches, or catering activities since it is also accessible to the College’s existing cafeteria.

Future Changes and Additions

- **Simulated Hospital/Healthcare Facility (2010-15,590 square feet)**

The MSU – Great Falls Simulated Hospital/Health Care Facility (Simulated Hospital) will be a teaching-learning, practical laboratory within the current facility expansion that has already taken place on the MSU – Great Falls campus. The laboratory will be a one-of-a-kind learning environment designed to provide skills and training in a wide range of healthcare fields. Under simulated conditions, student performance of physical assessment and procedural skills, as well as their demonstration of critical reasoning, will facilitate the acquisition of priceless clinical knowledge that will highly benefit them, their prospective practices, and all future patients within their care.

The Simulated Hospital will host a variety of traditional healthcare equipment such as beds, examination tables, and general instrumentation. The facility will offer students and faculty an opportunity to utilize high-tech training devices benefiting the practical, hands-on learning approaches only found in this simulated setting. State-of-the-art, interactive mannequins will be the patient simulators, allowing students to administer advanced life support training.

These simulated patients will be connected to simulation control monitors with touch screen technology, containing advanced software with pre-programmed scenarios of various healthcare situations. Instructors will have the ability to control all aspects of the simulator, thereby providing students with the best in simulated patient care.

Stations to be available in the Simulated Hospital will include:

| | |
|--|------------------------------|
| Emergency Room w/ beds | Classroom instructional area |
| ICU Room | Ambulance simulation area |
| Radiology w/ dark room facilities | Home health area |
| Prep areas | AV Tech area |
| Surgery area | Faculty offices |
| Sterile area | Locker rooms |
| Exam rooms w/ tables | Laundry facilities |
| Universal patient area | |
| State of the Art interactive simulated people for patient replication. | |

- **Wind Turbine: A Vision of Sustainability**

The College has been actively researching wind energy development and workforce preparation for the wind energy industry. A study was completed to ascertain the feasibility of erecting a wind turbine on the College campus. In order to address the objectives in the Governor's *20x10 Initiative* (an initiative to increase our efficiency by twenty percent by the year 2010), the College is poised to complete the project by April 30, 2010.

The project will serve three distinct purposes:

1. To serve as an alternative energy demonstration project.
2. To provide an opportunity for education and training.

3. To reduce campus energy consumption and resulting utility expenses.

Furthermore, the College has been concerned with increasing energy consumption and sustainability as a result of the recent campus expansion. Working closely with wind developers and Cascade County, the College recognized the opportunity to respond to both circumstances through a wind energy demonstration project. That project involves the College working with three other partner campuses (Montana State University – Northern in Havre, Montana State University – Billings College of Technology in Billings, and Montana Tech College of Technology in Butte) to develop an Sustainable Energy Technician Certificate of Applied Science and a Wind Technology Associate of Applied Science Program. This is known as the Wind Montana Project.

Modeling its processes after Cascade County's successful implementation of a 50kW wind turbine to power the new county roads and maintenance shop, the College contracted with Western Community Energy (WCE) of Bozeman to conduct a study to test the feasibility of a similar project with the following goals:

1. Serve as a demonstration project in green energy production for public facilities and institutions;
2. Provide a field application site for students in current alternative energy programs, and future students through the planned wind turbine technician program at the College; and
3. Reduce the overall utility costs of the College through green energy generation from wind resources.

The results of the feasibility study suggest this project will accomplish all three goals. Given these findings, the College initiated the process of seeking Board of Regents approval for the project to expend a portion of the institution's plant funds to finance it. The College's initial submission for Board approval occurred in November 2008; however based on feedback from the Commissioner of Higher Education's office, the College was asked to provide additional information and resubmit the item.

- **Child Care Facility**

Currently, there is an effort underway to explore building a new child care facility on the campus. This effort is tied to monies appropriated in conjunction with the new Simulated Hospital. The facility would be financed with monies donated by local businesses and the State of Montana. Any money received from the State of Montana would have to be approved by the State Board of Regents. Architects have done some preliminary plans with very rough construction costs and a quick building layout. The original thought would be to build a facility consisting of approximately 7300 square feet that would include age appropriate suites, laundry area, flexible usage areas, staff and public meeting areas, a multi-purpose area, and a sizable kitchen. The building would be a single level structure with age appropriate fenced outdoor play areas, parking, and child drop-off/pick-up areas with access

from the campus parking lot. At present, the campus continues to work on this effort and we hope to see this new facility come to fruition in the next five years.

STANDARD NINE – INSTITUTIONAL INTEGRITY

- *How does the institution ensure high ethical standards in its treatment of students, faculty and staff?*

As outlined in the 2005 Self-Study Report, the culture of the College reflects a commitment to integrity. This is evidenced in the manner in which employees treat each other and is visible within the internal community, in interactions between students, faculty, and staff. In fact, during the 2005 Full-Scale Evaluation Committee Report, the College received the following commendation:

“The Evaluation Committee commends the Montana State University-Great Falls College of Technology for the exemplary leadership of its dean and administration in promoting a positive campus climate, for enhancing the local and regional visibility of the institution and for continuing to promote the institution as a visible, integral, and valued partner in the community it serves.”

Employees at every level of the College respect the professional partners they serve and value the College’s reputation in the external community. The College’s commitment to ethical standards is seen in its business and financial practice and adherence to state and Federal laws, Montana Board of Regents policy, campus policy, and collective bargaining agreements. The revised mission, vision, and values statement describes in great detail a strong commitment to respect the rights of all: this is seen clearly in its hiring practices provision of quality education, and service within the community.

At MSU-Great Falls, everyone lives 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. MSU – Great Falls is the community’s college. A key component of the comprehensive community college mission is to engage actively in community and economic development activities and services. Annually, the College welcomes numerous community, regional, and state organizations to campus for conferences, educational events, and meetings.

The College supports community partners. The campus is home to Great Falls Public Radio, KGPR; the Great Falls extension of Montana State University –Northern; the Great Falls Public Schools’ Adult Basic Literacy Education program; an Outreach Office of the Student Assistance Foundation; and the Great Falls Educational Opportunity Center. The College is a primary partner of the Great Falls Public Schools, the City of Great Falls, Great Falls Development Authority, and the Great Falls Area Chamber of Commerce.

Shared Governance and Communication

Since 2005, changes in the Faculty Senate, the Curriculum Committee, and the CPBAC have put transparency and shared governance at the forefront of all of our interactions. As mentioned previously, the CPBAC maintains a website where all meeting minutes and information are posted for the campus community's review. Additionally, minutes from the Dean's Cabinet meetings and the Division Director's meetings are emailed directly to every employee weekly. Both the Faculty Senate and the Curriculum Committee are supported by administrative assistants who help with scheduling, the dissemination of minutes to the campus community, and the organization of meetings. In 2010, the formation of a Staff Senate is expected. There is a strong group of staff interested in the governance of our campus and regularly attend important meetings.

In 2008, the MSU – Great Falls website was completely redesigned. There are weekly campus news bulletins emailed directly to all employees. All campus policies are now accessible and posted on the website for easy access. The same is true for the employee handbooks, student rights and responsibilities, training information, and FERPA information. Training for new employees now includes a section about ethical obligations as professionals and as public employees. Training on FERPA, Academic Freedom, and Discrimination and Sexual Harassment has been held. The Dean maintains a blog and Facebook Page. Both the Dean and Associate Dean hold open office hours.

The College Catalog is completely available on the website. In fact, this coming academic year, the hope is to offer the Catalog only online. This will help to avoid unnecessary printing costs, and most importantly, be a positive thing for the environment. The College is very interested in addressing sustainability issues by being good stewards of our planet's natural resources. The academic integrity and academic appeals processes were updated in the Catalog so that they are synchronous with the new academic structure. The Chief Information Officer has worked hard to post information about the use of campus technology on our new website.

As mentioned previously, regular Labor Management group meetings are held where labor meets with management to resolve issues quickly and stay in touch with morale issues for faculty. The Human Resources office offers a full range of services for all faculty and staff including complaint resolution, discrimination investigation, compensation analysis, benefit assistance, employee and labor relations.

The College has worked diligently this past year to improve employee morale in the wake of right sizing and the natural concerns that grow from impending budget cuts and efficiencies. For example, a recent faculty union morale survey indicated there were concerns about the number of Faculty Orientation and Advising (FOA) days. As a result, a joint committee was formed to examine the number of those days and make recommendations to the Dean regarding their findings.

An Example of Ethics and Values in Action

As outlined in both the Part A and Standard One sections of this report, the College embarked upon a journey to reevaluate the mission, vision, and values as a campus community. After the College completed those revisions, the Dean's Cabinet decided to discuss each value and define what they meant to the executive team and institution. The Cabinet believes in and lives by these values. They are committed to ensuring each individual exhibits these values constantly in our actions and hold the team collectively to the same standards. In doing so, the Cabinet ensures high ethical standards in its treatment of students, faculty, staff, and the team. When considering each value, Cabinet decided what it looked like when they were and were not upholding each value.

This was a powerful exercise, and to this end, a document is being created to help lead Cabinet discussions and decisions. The hope is a similar process will be done with other units of the college, e.g., the Division Directors and Academic Operations, so these values and ethical standards are held in the highest regard in everything the College does. Excerpts from that document follow:

Accountability

We ensure our decisions are data-informed and grounded in the best interest of our students and their communities. To that end, we hold ourselves and each other accountable for our own actions, keep the interest of our students and campus at the forefront, use information to guide our decisions, communicate to create transparency, commit to the consensus of the team, and always be upfront and honest with ourselves and each other.

If we are not accountable it ripples negatively across campus. Therefore we agree to hold each other accountable when:

- *We make decisions and act upon them when they are contrary to the team, undisclosed, guided by emotion, or are in our own self-interest;*
- *We blame others or other causes for our own mistakes, or hold grudges and fail to forgive our teammates when they admit to mistakes.*

Integrity

We value civic responsibility, high academic standards, ethical practices, and the courage to act. First and foremost we make commitments and keep them. Our number one commitment is to the College's mission and those we serve. We do not compromise our ethics or standards in serving those constituents. There is congruence and consistency in our words and actions. We engage in open, honest communication tempered with compassion and civility. Finally, we collectively make decisions that match our intent and have the courage to enact those decisions in a clear and transparent manner.

Our integrity sets the tone of the campus and should engender trust and confidence in all. Therefore we agree hold each other accountable when:

- *Our actions violate our ethical beliefs, do not meet our words or expectations of others, or are done with questionable intent;*
- *We lie or spin communications to meet personal or hidden agendas; or*
- *We fail to support each other in enacting the collective decisions of our team.*

This exercise has helped the executive team to deeply embed the new mission, vision, and values in everyday interactions and practices. As this process expands into other divisions and departments across campus, the College expects to see a strong commitment to and understanding of our basic core – in a way not seen before.

Conclusion

Upon completing this report, it is apparent how much has been accomplished in five years. At the time of the 2005 Self Study and subsequent recommendations, the task of making changes seemed daunting. But now, five years later, those changes have become a way of life for the College. There is still much to do and many more ways to grow, but it is evident that MSU-Great Falls is creating a culture of evidence and improvement that will serve as a strong foundation as the new accreditation standards emerge.

Montana State University Great Falls Eight Abilities

The faculty and staff of MSU-Great Falls /Bozeman COT have deemed the following abilities to be central to the personal and professional success of all graduates:

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

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

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

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.

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

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

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.

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

Montana State University - Great Falls College of Technology

Core Indicators of Institutional Effectiveness

MSU - Great Falls College of Technology (MSUGF), 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 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 effectiveness¹, support our everyday operations and assist us as we seek continuous improvement towards mission achievement.

MSUGF's core indicators of institutional effectiveness² stem from the Montana Board of Regent's system measures of effectiveness, federal accountability law and policy and the College's core themes and values. The core indicators of institutional effectiveness are summarized and grouped in the following:

Participation

Core Indicator 1: Enrollment Rates

Core Indicator 2: Regional Market Penetration Rates

Student Success

Core Indicator 3: Persistence (Retention)

Core Indicator 4: Graduation Rates

Core Indicator 5: Demonstration of Abilities

Academic Preparation

Core Indicator 6: Success of Remedial Students in Developmental Coursework

Core Indicator 7: Success of Remedial Students in Subsequent and Related Coursework

Workforce Development

Core Indicator 8: Workforce Degree Production

Core Indicator 9: Placement Rates

Core Indicator 10: Licensure and Certification Pass Rates

Core Indicator 11: Employer Satisfaction with Graduates

Transfer Preparation

Core Indicator 12: Transfer Degree Production

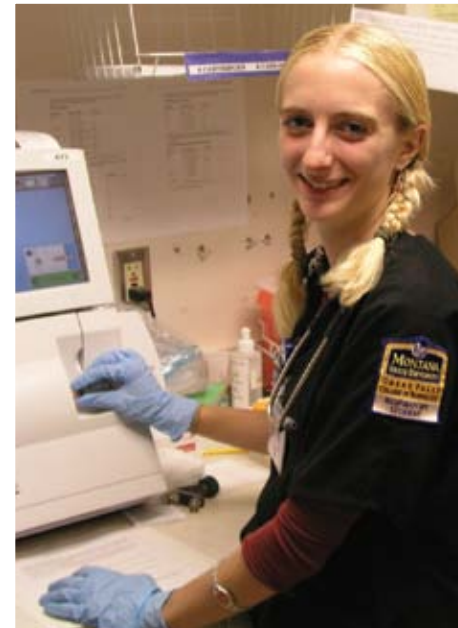
¹ A core indicator is "...a regularly produced measure that describes a specified condition or result that is central (or foundational) to the achievement of a college's mission and to meeting the needs and interests of key stakeholders" (Alfred, Shults, and Seybert, 2007, p. 12). Alfred, Shults, and 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.



2009-2013 Strategic Plan

Through internal and external assessment of institutional effectiveness and emerging community and state needs, Montana State University–Great Falls College of Technology annually reviews and develops its Strategic Plan. College leadership views the Strategic Plan as a fluid document and commits to the continuance or addition of new Strategic Priorities each year. The 2009-2013 Plan identifies three strategic priorities that lay the foundation for the college's operational units to develop and implement departmental and collective goals for the next two biennia. The culmination of united efforts towards these priorities will create a better future for MSU–Great Falls' students, the communities we serve, and the state of Montana.



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.

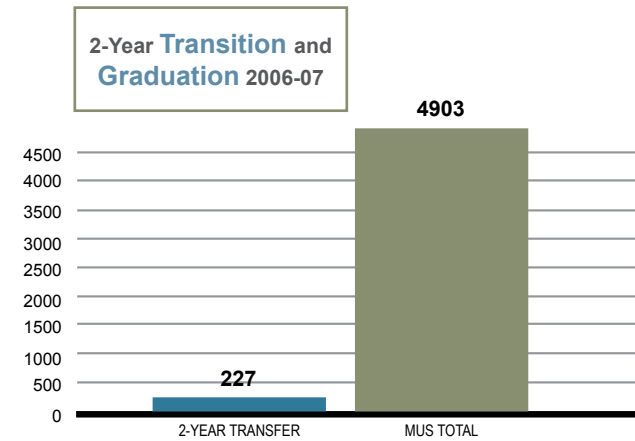
Integrity – We value civic responsibility, high academic standards, ethical practices, and the courage to act.

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.

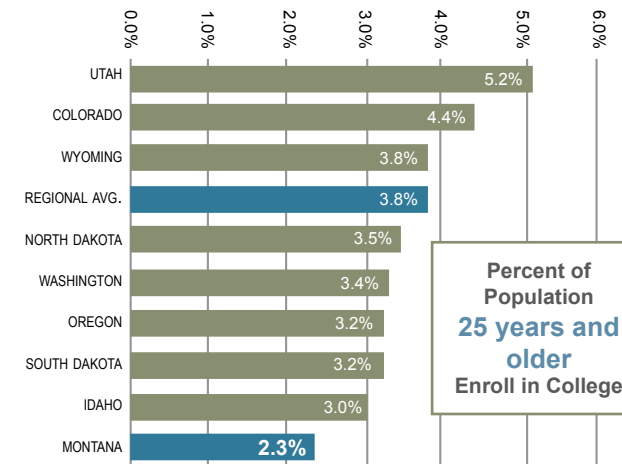


Strategic Priority 1

Increase the number of students participating in and completing programs that result in their successful transfer to a Bachelor degree program.

In comparison to other states, Montana's two-year colleges, especially the Colleges of Technology, are being under-utilized by students for transfer to bachelor degree programs. Enrollment in and completion of transfer programs at MSU–Great Falls accounts for roughly 30% of the college's total headcount and graduates compared to 50% nationally. The College has capacity for additional students in transfer program courses; filling this capacity without additional institutional expense will have a positive impact on the college's budget.

Chart Source: IPEDS Fall 2006 estimates, includes Tribal Colleges

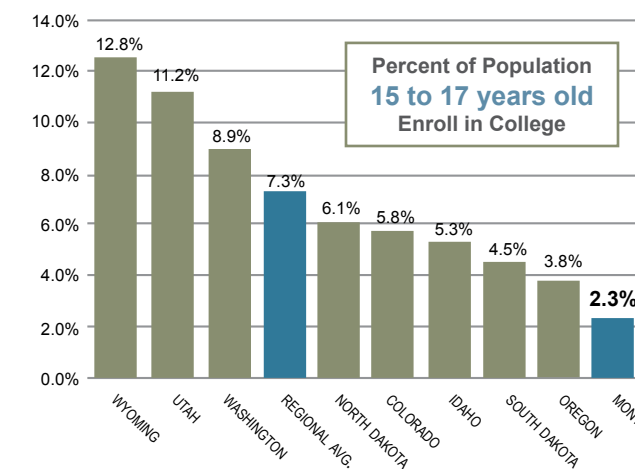


Strategic Priority 2

Increase the number of adult students participating in and earning a post-secondary credential.

Montana ranks last in the west and near last in the nation for the number of adults in higher education. With a decreasing number of traditional age students (high school graduates), an increase in adults age 30-40 in Cascade County (and Montana), and a significant increase of adults 55+ through 2017, colleges have the opportunity to recruit more adult students to respond to emerging workforce needs. This is tomorrow's workforce and our citizenry that must be engaged at greater rates in higher education.

Chart Source: NCES, IPEDS Fall Enrollment Survey; U.S. Census Bureau



Strategic Priority 3

Increase the number of high school students participating in early college activities leading to college credit.

Montana ranks low regionally and nationally in the number of high school students (age 15-17) enrolled in credit-bearing college activities. The Montana University System currently engages only 55% of recent high school graduates, and there will be fewer of those in the future. We must engage them earlier to get them to (1) enroll in postsecondary education, and (2) consider two-year institutions such as MSUGF as their first choice for college. In addition, early college activities can reduce the cost of higher education and time to degree for students help prepare them for the transition to higher education, and better prepare them to make career choices.

Chart Source: NCES, IPEDS Fall Enrollment Survey; U.S. Census Bureau



changing lives – achieving dreams

2009-2013 strategic plan

Montana State University-Great Falls College of Technology

Vision, Mission, Values & Core Themes

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

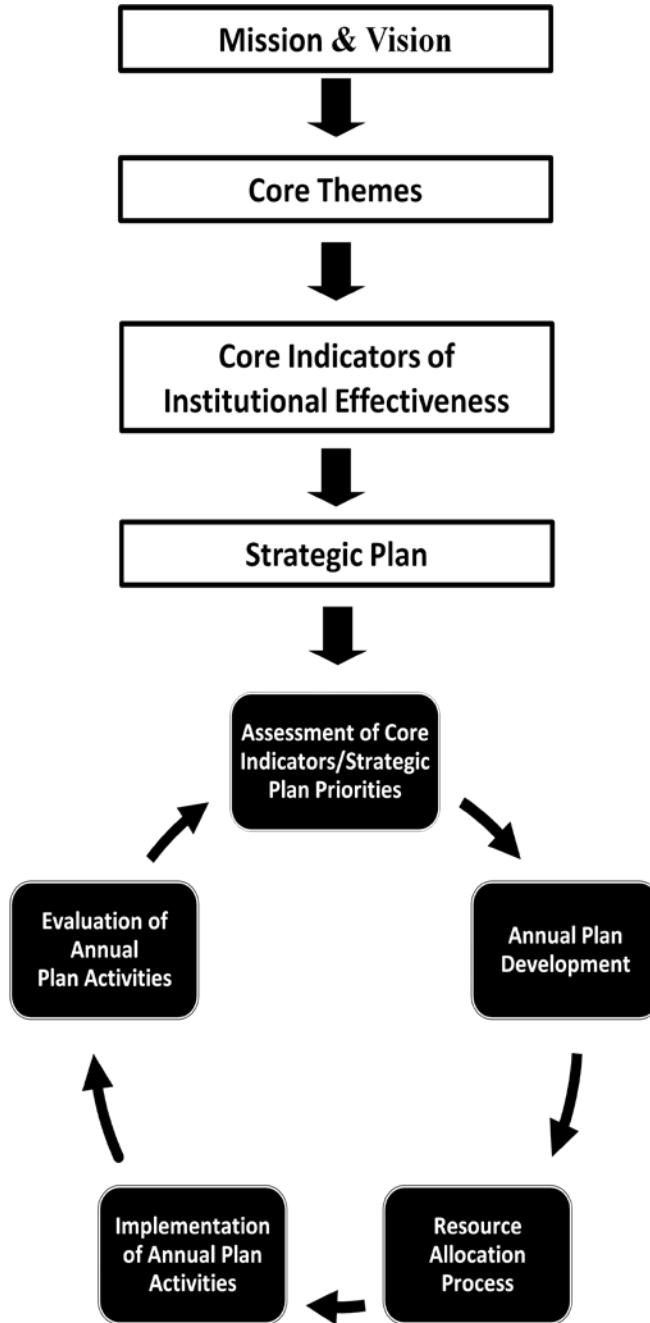
- **Accountability** –We ensure our decisions are data-informed and grounded in the best interest of our students and their communities.
- **Integrity** – We value civic responsibility, high academic standards, ethical practices, and the courage to act.
- **Lifelong Learning** – We believe education 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.

**Montana State University - Great Falls College of Technology
Continuous Quality Improvement Process**



Section V of the MSU-Great Falls Adjuncts Policy—203.2

Evaluation of Teaching

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 Director of Adjunct Instruction, Associate Dean/CAO, Dean, Director of Technology Facilitated Learning, or Program Director. After the first evaluation, returning adjunct faculty will be evaluated at least once every two years. Determination of more frequent evaluations for adjunct faculty will be made by the Director of Adjunct Instruction and Associate Dean/CAO after considering input from the Program Director and/ or Director of Technology Facilitated Learning. 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.

1. Classroom Observation

The appropriate evaluator will visit a class session of the adjunct faculty member. It is the responsibility of the adjunct faculty member to schedule this observation session by the deadlines provided in the Adjunct Handbook. Unannounced classroom observations may also be conducted by the Director of Adjunct Instruction or designee. The class visit will be documented and discussed with the adjunct faculty member and a copy will be placed in the adjunct file.

2. 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 department and the Director of Adjunct Instruction, discussed with the adjunct faculty member, and placed in a central file by the Assistant to the Associate Dean. Student evaluation of teaching is mandatory and must be completed every semester.

3. Self-Assessment

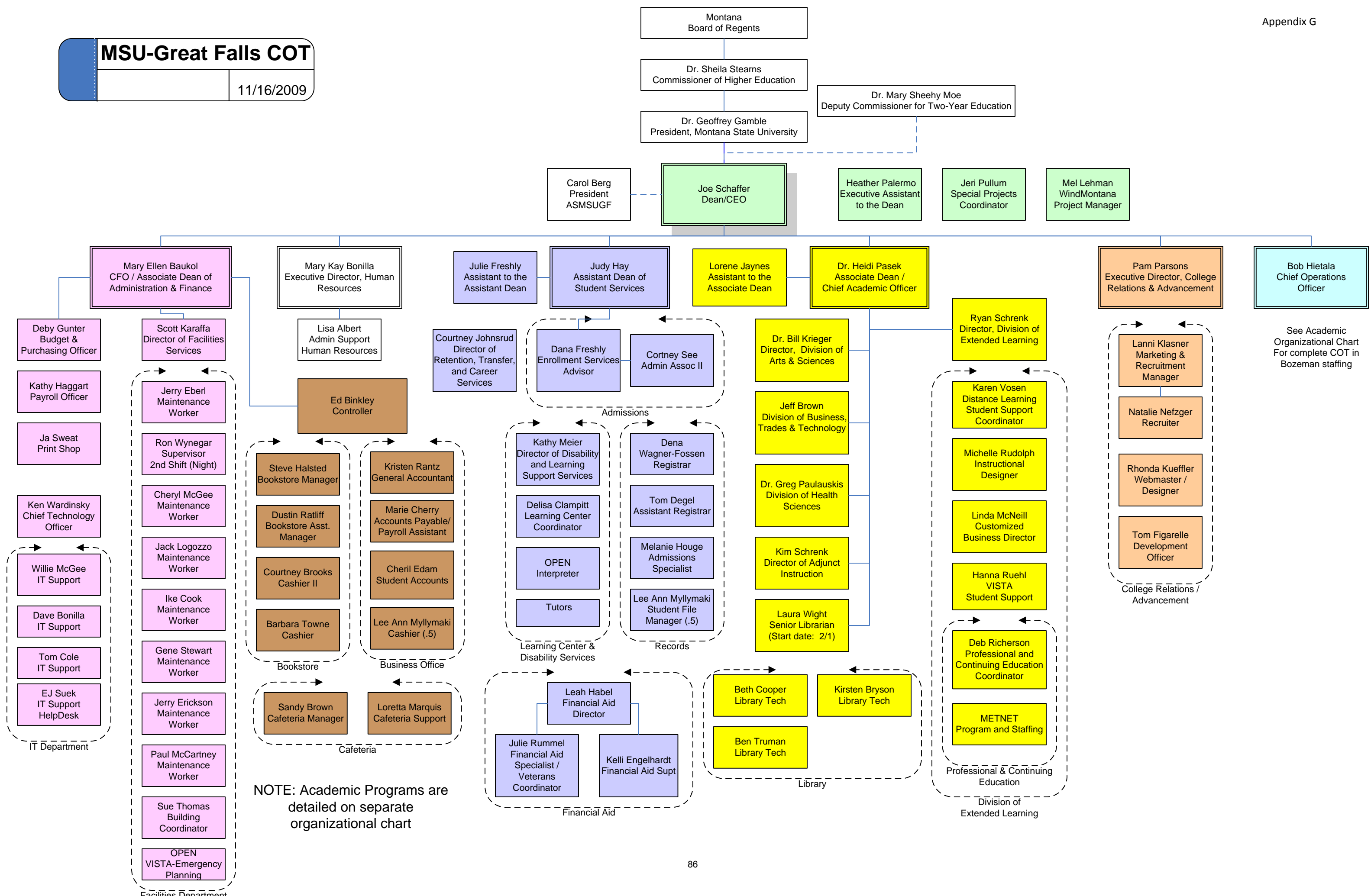
The adjunct faculty member will prepare a self evaluation concerning such matters as goals and objectives met, professional reading, participation in instructional methodology training, and other information that demonstrates growth as a teacher.

4. Summary Meeting

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

MSU-Great Falls COT

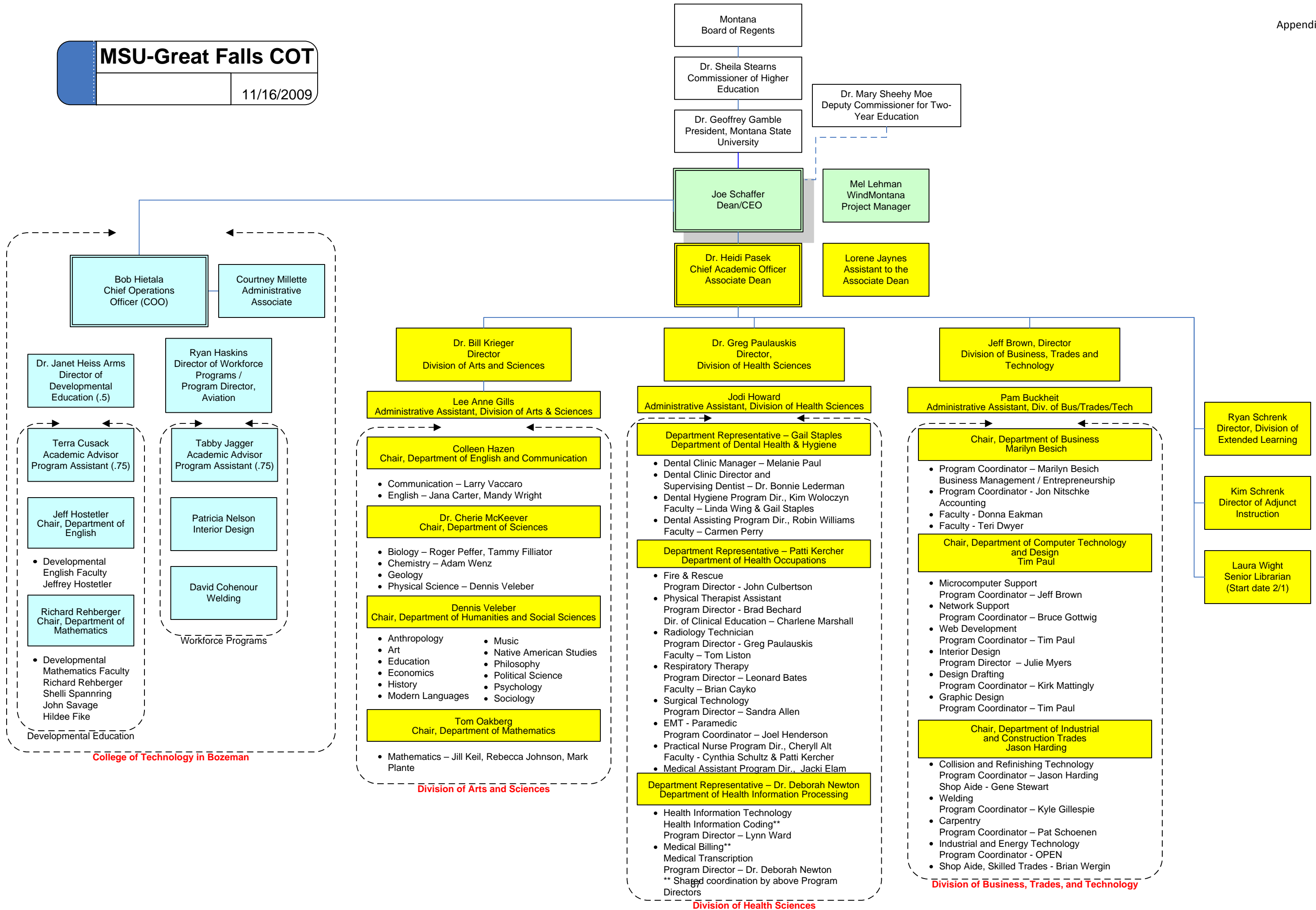
11/16/2009



NOTE: Academic Programs are detailed on separate organizational chart

MSU-Great Falls COT

11/16/2009





MONTANA STATE UNIVERSITY – GREAT FALLS

COLLEGE OF TECHNOLOGY

2100 16th Avenue South, Great Falls, MT 59405

[406] 771.4300 or [800] 446.2698 fax: [406] 771.4317

www.msugf.edu

MEMORANDUM

To: Dr. Sheila Stearns, Commissioner of Higher Education

CC: Mick Robinson, Deputy Commissioner for Fiscal Affairs/Chief of Staff
Kevin McRae, Director of Labor Relations and Personnel
Mary Kay Bonilla, Executive Director of Human Resources

From: Joe Schaffer, Dean/CEO

Date: August 26, 2009

RE: Summation of MSU-Great Falls Institutional Reorganization

In response to recommendations from the College's 2005 decennial accreditation results, rapid enrollment growth, programmatic diversification, and anticipation of constrained resources, the College initiated the first stages of an organizational restructuring in fall of 2006. Historically, the College was comprised of three academic departments; each managed by a chair who was a member of the faculty, however assigned primarily administrative responsibilities. This structure proved problematic with the College's growth, as these individuals were asked to remain faculty, yet supervise and coordinate other faculty without formal authority to evaluate and supervise because of language in the faculty Collective Bargaining Agreement. Thus, more and more supervisory duties landed on the single Associate Dean, which had the responsibilities over all academic and student affairs. This position's scope of work became impossible to manage with the changes in the College's programming and student body. Comments from the NWCCU accreditation evaluation team reinforced the need to address the administrative overload of the Associate Dean position.

Shortly thereafter, based on an in-depth organizational study, Dean Mary Sheehy-Moe split academic and student affairs and created a new Dean of Student Affairs. At the same time, the academic departments also were divided with two Associate Dean's; one leading the Arts & Sciences (general education/transfer) department and one overseeing the two applied academic departments (Health Sciences and Business & Technology). Both positions were held by interim appointments for approximately a year and a half – one by Dr. Heidi Pasek and the other by me. In spring of 2008, we were both successful in permanent appointments.

Fortunately for the MUS, but unfortunately for the College, in June of 2008, Dean Moe was selected as the new Deputy Commissioner for Two-Year Education, and President Gamble asked I assume the role of Dean/CEO on an interim basis. While yet another ripple in our organizational stability, it

changing lives - achieving dreams

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.

provided an opportunity to re-address the departmental administrative challenges still in place within our academic departments.

We learned significantly in the first year and a half of the new leadership structure Dean Moe initiated. Building from that in late summer 2008, we created three academic divisions out of what were once our departments. To backfill my vacated position, we transitioned Dr. Heidi Pasek into our sole Chief Academic Officer (CAO) overseeing all three divisions. To accommodate the size of these divisions, we appointed two interim division directors and modified our faculty-held department chair positions to focus on curriculum and academics rather than administration. Due to budgetary constraints and the 'interim' ripple effect, we did not add an interim director in the third division (Arts and Sciences) but rather assigned the CAO the majority of the administrative duties with some placed back with department chairs.

Nearly a year into this next phase of our reorganization, it was evident by the entire campus this structure was working well, and continues to do so, except in the one division void of a director. In early spring of 2009, anticipating budget shortfalls from the 61st Legislature and in consultation with President Gamble, we made a decision to finalize the new structure permanently. To do this, it required we eliminate my previous position as Associate Dean, eliminate other administrative positions across the campus, and formally establish the division director positions. These positions were advertised this past spring and searches ensued. To date, the College has appointed individuals to all three of the Division Director positions. Although these three positions are indeed new, they are reconfigurations of previous positions into a more effective (both fiscally and operationally) role.

In summary, given the pattern of growth at MSU-Great Falls, combined with limited resources and a call for improved efficacy, I believe the College has accomplished an organizational structure designed for success in the immediate future. Long-term and sustained success will require strategic investments in personnel across all classifications, especially as we continue our history of growth and innovation. We will make those investments through data-driven decision making and continued search for internal efficiencies, however we will welcome additional external investments as the Board of Regents, your office, and the Legislature deem appropriate.

Historic Functional Staffing by Classification¹

| | FY03 | FY09 | FY10 | % Change | % Change | Net Gain/Loss |
|----------------|-----------|-----------|-----------|--------------|--------------|---------------|
| Employee Type | 2002/2003 | 2008/2009 | 2009/2010 | FY03 to FY09 | FY09 to FY10 | FY09 to FY10 |
| Classified | 38.87 | 53 | 48.75 | 20.3% | -8.7% | -4 |
| Faculty | 41.07 | 49.18 | 46.50 | 11.7% | -5.8% | -3 |
| Professional | 16.92 | 36.84 | 33.34 | 49.3% | -10.5% | -4 |
| Totals: | 96.86 | 139.02 | 128.59 | 24.7% | -8.1% | -10 |

¹ These calculations are by position function during the reported years. Thus, they will differ slightly from those reported in the positional control submissions of the College. Also, please note classification type does not necessarily determine type of work (e.g. one professional position has significant instructional responsibilities and will be transitioned to a faculty contract next fiscal year).



GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



BUDGET & PLANNING

College Planning, Budget, and Analysis Committee (CPBAC)

CPBAC is a group of individuals representing all the departments/divisions at Great Falls College MSU and is institutionalized to ensure the work needed to achieve the College's mission is on target, tracked, and appropriately funded.

CPBAC is charged with providing shared governance throughout the budgeting, planning, and assessment process by:

1. Communicating with the campus and other constituencies
2. Gathering and interpreting data to evaluate performance and effectiveness at all levels of the College
3. Leading the development of budget projections and goals (strategic and operational)
4. Working with the leadership to allocate resources strategically to improve institutional effectiveness and achieve the College's goals

For more detailed information on CPBAC, go to the [CPBAC policy](#).

A presentation describing campus efforts on Mission Attainment and the Core Indicators is available [here](#).

The Core Indicators can be found [here](#).



QUICK LINKS

- [Agendas & Minutes](#)
- [Members](#)
- [Policy](#)
- [Strategic Plan](#)
- [Documents](#)

CONTACT INFORMATION

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 406.771.2271

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 you will need [Adobe Acrobat Reader](#).





GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ABOUT GFC MSU: Building Hours

- Advising & Career Center
- Building Hours
- eLearning
- Library
- Student Central
- Testing Center
- The Bookstore & Café



QUICK LINKS

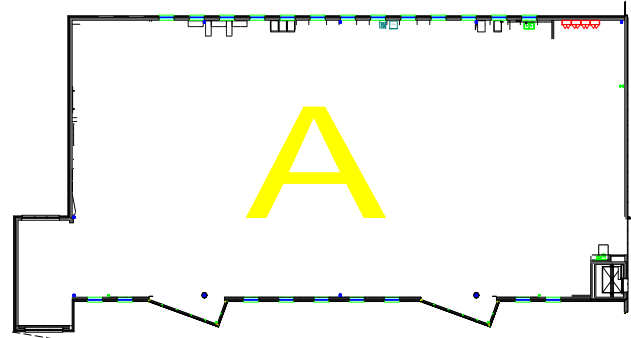
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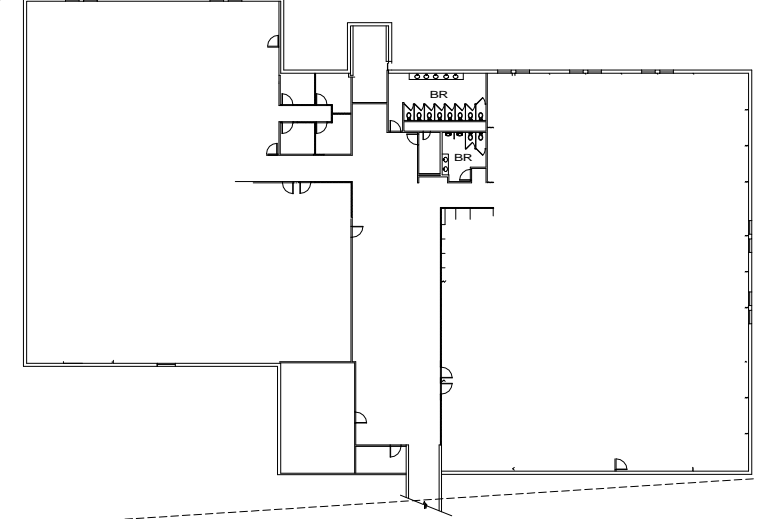
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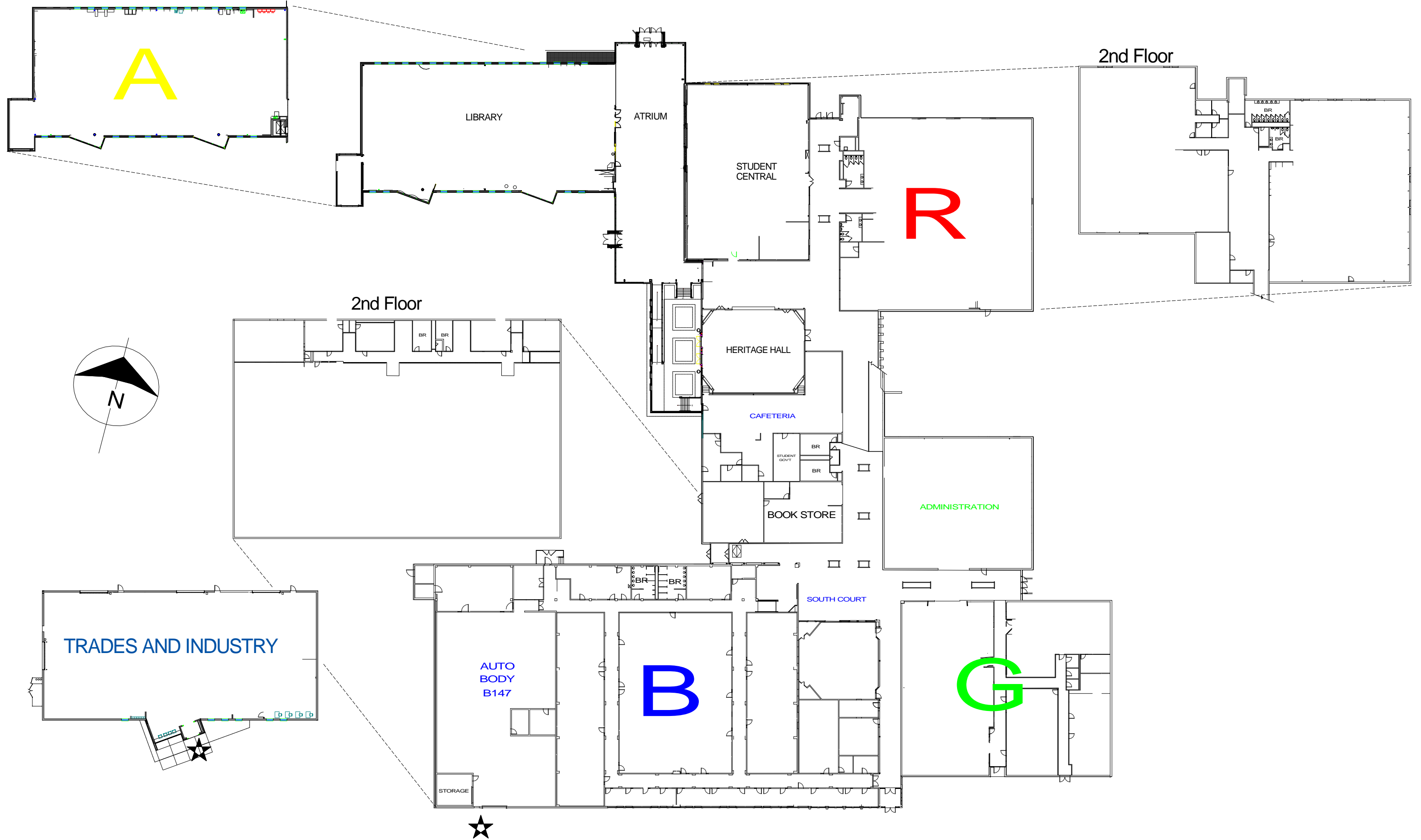
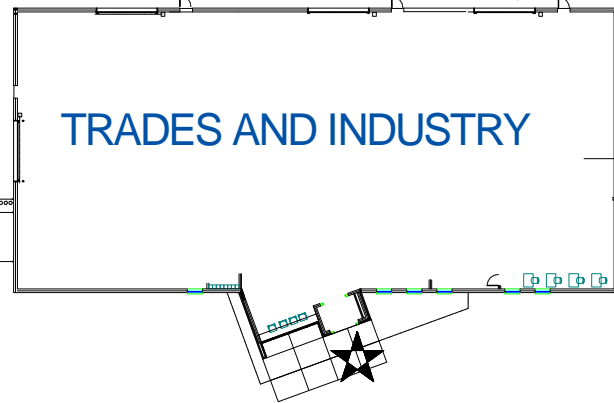
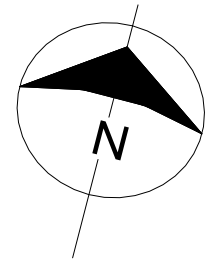
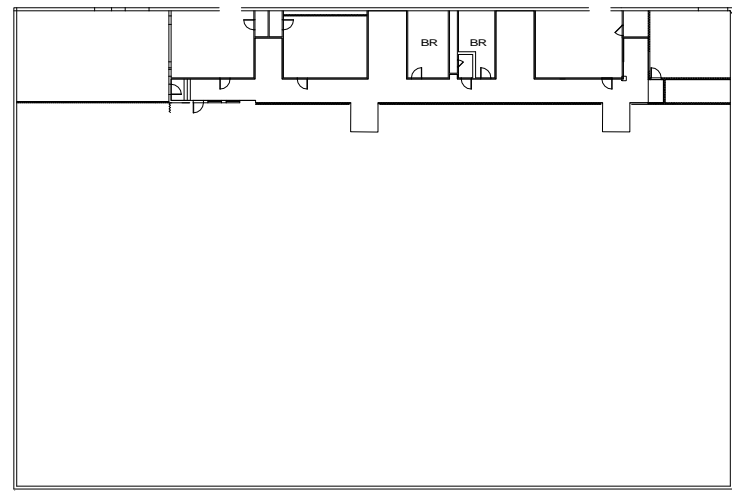
2nd Floor



2nd Floor



2nd Floor





GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ABOUT GFC MSU | ACADEMICS | ADMISSIONS + RECORDS | CAMPUS LIFE | GIVING TO GFC MSU | BECOME A STUDENT

COMMUNITY RELATIONS

The Community Relations Division is the face of the College to our community.

There are two significant responsibilities within the Division: **Outreach** and **Communications**.

MISSION

The mission of the Community Relations Division is to:

convey the value of the College's quality, timely educational opportunities to internal and external communities

create and sustain an environment of integrity, openness and innovation

anticipate, assess, and fill needs for higher education and workforce training

facilitate the use of the campus by stakeholders, delivery of coursework and programs meeting these needs

explore non-traditional educational strategies adapted to specific audiences

VALUES STATEMENTS

Customers/Clients: Our present and potential customers and clients are our number one priority. As a team, we work to provide exemplary marketing materials, programs, product quality, and customer service.

Staff: We are accountable for setting and reaching annual program, marketing, and communication goals and benchmarks.

Service: Community Relations exists to serve both internal and external stakeholders in offering educational opportunities and awareness of its programs and services.

Business: Our daily work builds on the foundation of the College's strategic plan goals and solid business practices.

Although Great Falls College MSU is characterized by many voices, many messages and a need to communicate with a growing body of potential students and other stakeholders, the Division is responsible to ensure that the use of the logo and other branding consistently represents the vision, mission and goals of the College. Please see the College's Graphic Standards for details.

PERSONNEL

- **Lanni Klasner**, Interim Executive Director of Communications & Marketing
- **Ali Winberry**, Webmaster/Designer
- **Linda McNeill**, Director of Contract Training and Events
- **Deborah Richerson**, Programming Coordinator
- **Lindsey Jones**, Program Assistant



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406.771.4396

Lindsey Jones
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406.268.3734

QUICK LINKS

- Outreach Courses
- Annual Report
- Fact Sheet
- History of GFC MSU
- In the News
- Campus News Archives
- Seven Things

RESOURCES

- Graphic Standards Manual
- Graphic Identity & Branding Policy 103.1
- Events Office

FORMS

- Editorial Checklist
- Marketing/Design Request
- Photo Release - Single
- Photo Release - Group

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changing lives – achieving dreams [2014-2015 catalog]

>GFCMSU >Catalog

Tagline

Changing Lives – Achieving Dreams

Vision

In the next decade, Great Falls College MSU 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 Great Falls College MSU 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.
4. **Community Development:** As the community's college, we support social and economic development through outreach, lifelong learning, and active partnership.

Eight Abilities

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

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 understand thinking that is responsive to and guided by intellectual standards such as relevance, accuracy, precision, clarity, depth, and breadth.
8. **Effective Citizenship:** The ability to commit to standards of personal and professional integrity, honesty and fairness.

Core Indicators of Institutional Effectiveness

Great Falls College MSU (GFCMSU) 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, GFCMSU has established a set of measures to guide our processes. These measures, known as core indicators of institutional effectiveness [1], support our everyday operations and assist us as we seek continuous improvement towards mission fulfillment.

GFCMSU's core indicators of institutional effectiveness [2] stem from the Montana Board of Regents' 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.





GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



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ABOUT GFC MSU: Policies & Procedures

In order to make it easier to access the policies and procedures of Great Falls College MSU, this on-line version of the PPM was created. This on-line version can also be updated faster and easier, than the paper versions of the manual. By using the links below or on the left of this page, you will be able to locate policies in various areas. If you have any questions regarding the on-line version of the PPM, please contact Lorene Jaynes at ljaynes@gfcmsu.edu.

If you are submitting a new or revised policy, please use the form below and follow the procedure outlined in Policy 101.1 Policy Development and Approval.

Please see the [Academic Catalog](#) for more Policy information

Under Review

Timely Warning and Emergency Notification

The purpose of this policy is to ensure compliance with the timely warning requirements of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the "Clery Act") and to provide the Great Falls College Community, including faculty, staff, and students with timely information about crimes.

Discrimination, Harassment, & Sexual Misconduct

State and federal laws and regulations prohibit certain kinds of discrimination in employment and in educational services. This policy is intended to comply with the following laws and regulations: Titles IV, VI, and VII of the Civil Rights Act of 1964; 34 C.F.R. pt. 100; Title IX; 28 C.F.R. pt. 54 and 34 C.F.R. pt. 106; Section 504 of the Rehabilitation Act; 34 C.F.R. pt. 104; Age Discrimination Act of 1975; 34 C.F.R. pt. 110; and Titles I and II of the Americans with Disabilities Act; 28 C.F.R. pt. 35; Montana Human Rights Act and Governmental Code of Fair Practices, Title 49, Montana Code Annotated.

In addition, this Policy is intended to comply with Title IX of the Education Amendments of 1972 and its implementing regulation, at 34 C.F.R. § 106.31 (a), which provide that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any academic, extracurricular, research, occupational training, or other education program or activity operated by the university.

Student Worker

This policy outlines the requirements for student workers, which differs from work study employment, as students do not need to qualify on the basis of need and the employing department is responsible for 100% of the student's wages.

Space Management

Since physical space can be a limiting resource in the development and improvement of Great Falls College MSU's programs, the effective utilization of this valuable asset is



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essential to the success of the college. Space is a critical college-owned asset and is subject to assignment (and periodic evaluation and re-assignment) in order to meet the overall needs and best interests of the institution. This policy establishes a framework for the use, allocation and review of Great Falls College MSU's physical assets.

Trespass

Great Falls College MSU is a public institution of higher education that is open to the general public. However, the College has the ability to determine the expectations and parameters for an individual's presence on campus property. The College retains the right to restrict access to campus property due to safety considerations relating to its students, faculty, staff and visitors. This policy describes the circumstances under which access to or presence on College property may be restricted and the procedures for issuing a No Trespass Notice to individuals not affiliated with the university when appropriate.

Event Management and Campus Use

Great Falls College MSU facilities should be utilized to the greatest extent possible in the pursuit of a wide variety of educational, cultural, athletic, entertainment, recreational and social programs, provided such use does not disrupt or displace College programs and activities. The purpose of this policy is to provide the framework for the use of Great Falls College MSU facilities, including uses that are not directly related to the instructional, research, or administrative functions of the College, but which enhance the educational environment and provide a service to members of the College community and the public.

To provide feedback on the above six (6) policies:

Feedback, whether individual or collective, on the policies is welcome and encouraged. If you, your division/department, or campus organization/committee would like to provide comments or suggest revisions to these draft policies, please do so in writing by **12:00 p.m. on Monday, May 5, 2014**. All feedback and questions should be submitted to me electronically at ljaynes@gfcmsu.edu.

Approved

Faculty Tenure and Promotion

This policy has been reviewed and updated by the Tenure and Promotion Committee.

Forms

[PPM Instruction and Submission Form](#)





GREAT FALLS COLLEGE
MONTANA STATE UNIVERSITY



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GIVING TO GFCMSU: Steering Committee



Steering Committee Promotes Unique Level of Support for Students and Programs

The success of Great Falls College MSU has been fueled

largely by the great community the College has enjoyed over the years. From the efforts of the local legislative delegation, to partnerships with area businesses in support of workforce development programs, Great Falls College MSU has been impacted by a special relationship with the Northcentral Montana community. Yet with these strong community ties, a formalized effort to encourage private giving to student scholarships and academic programs had never been initiated. That is until now.

In early 2008 a group of community partners meet on the campus of Great Falls College MSU to answer one question. How does the College develop its philanthropic future? The answer to this question crafted a unique, community based approach to advancing the private support of scholarships and programs. Promote giving to the College in one semester and the next distribute that money to worthy students and academic programs. "It is a simple approach", said Brad Talcott member of what is now called, the Great Falls College MSU Steering Committee. "Rather than focusing on endowments and complex investment strategies that would help students and the College only in the long term, we decided to act now and focus on how we can help students today."

Moving forward with this strategy, the Committee chose to begin its initial appeal for donations this fall, advocating the needs of Great Falls College MSU students and programs. "We have a truly unique opportunity to offer scholarship support to our area's many fine students in hopes that they consider staying home to pursue higher education", said Steering Committee member Sue Warren. "This is our College, our part of the University System, and we as a community must invest in its future because its advancement as an institution is inseparable from our progress as a city and a region."

[TOP]



QUICK LINKS

- [Contact](#)
- [Doors You've Opened](#)
- [How Can You Help?](#)
- [PledgeForm](#)

OUR THANKS

- Faculty & Staff Giving
- Our Donors
- Steering Committee





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GREAT FALLS COLLEGE MSU CEO/DEAN'S AWARDS

Each year, the campus is asked to nominate people for the Dean's Award for Teaching Excellence and the Dean's Award for Innovation. Both awards are announced in March and are honored at the end-of-year employee recognition luncheon. Nominations for the 2014 awards are due on March 3.

Dean's Award for Teaching Excellence

The Dean's Award for Teaching Excellence is awarded annually to one teaching faculty member at the College who distinctly represents the teaching excellence epitomized by community colleges and at Great Falls College MSU. The award provides the recipient with \$1,000 and the honor of joining the platform party during commencement exercises and addressing the graduating class. For more information about eligibility, criteria, and nominating, click [here](#).

Dean's Award for Innovation

The Dean's Award for Innovation is designed to recognize an individual or team that has developed and/or implemented an innovation that has had an overall positive impact at Great Falls College MSU. This innovation may have improved service; increased satisfaction, productivity, revenue or resources; or found a new, more effective way to package and distribute information about the College. For more information about eligibility, criteria, and nominating, click [here](#).

2014 WINNERS

Dean's Award for Teaching Excellence – 2014

Dr. Deborah Newton, Medical Billing and Coding Program Director/Faculty

Dean's Award for Innovation – 2014

Math Department Faculty: Claire Flood, Jill Keil, Thomas Oakberg, Christopher Peck, Mark Plante, Valerie Smith - for their efforts to improve, to find solutions, and to try new ideas leading to increased student success, reduced costs, and better teaching and learning.

2013 WINNERS

Dean's Award for Teaching Excellence – 2013

Larry Vaccaro, Communication Faculty

Dean's Award for Innovation – 2013

Dental Hygiene Program Faculty, Staff & Students: Project Homeless Connect
Kim Woloszyn, Gail Staples, Donald Blevins, Jocelyn Juelfs, Holly Schott, Katie Zignego, and Kelli McDonald

2012 WINNERS

Dean's Award for Teaching Excellence – 2012

Cherie McKeever, Science Faculty



Dr. Susan J. Wolff

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Dean's Award for Innovation – 2012

Advising and Career Center: Courtney Johnsrud, Eleazar Ortega, Greg Stivers, Jamie Hauer, and Sandy Bauman

2011 WINNERS

Dean's Award for Teaching Excellence – 2011

Jason Harding, Sustainable Energy Technician Program Director

Dean's Award for Innovation – 2011

Health care career fair and parent night working group: Charlene Marshall, Susan Cooper, Brad Bechard, Linda Wing, Lanni Klasner, Natalie Nefzger, Megann McDonald, and Greg Paulauskis.

2010 WINNERS

Dean's Award for Teaching Excellence - 2010

Sandra Allen, Surgical Technology Program Director

Dean's Award for Innovation - 2010

Science Faculty – Dr. Cherie McKeever, Roger Peffer, Tammy Filliater, Quince Lords, Chad Rebo, and Adam Wenz - for their efforts to boost retention in science courses and health science programs.



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Dr. Susan J. Wolff

Educational Preparation

Ed.D. Oregon State University, Community College Leadership, 2002

M.Ed. Oregon State University, 1988

B. S. Montana State University, 1975

Professional Experience

CEO/Dean - Great Falls College Montana State University

2012- present

Chief Academic Officer - Columbia Gorge Community College, The Dalles, Oregon

2004 - Present

Lead academic enterprise for a rural, seven-county, two-campus, comprehensive community college that serves the Mid-Columbia Region of the States of Oregon and Washington. Enrollment 5900, FTE 1270.

Accomplishments

- Developed and wrote the college's Academic Master Plan
- Initiated and led effort toward being independently accredited
- Led faculty and staff work in program and course outcomes and assessment
- Led establishment of the college campus in Hood River County
- Served as regional leader for economic, workforce, and community development
- Developed the Renewable Energy Technology program, third in the country, one of three recognized by the American Wind Energy Association, and Congressionally recognized
- Provided guidance and support to the nursing and other health occupations programs
- Developed articulation and dual admission agreements with other colleges and universities
- Initiated and support faculty governance model
- Guided the design of new and renovated facilities
- Supported student life and government, Phi Theta Kappa honor society, and the Instructional Council
- Sought and supported diversity in students, staff, and faculty; educational offerings and attainment; instructional services; and cultural activities
- Promoted innovation, collaboration, and led change to stay in front of a fast-moving, changing future
- Guided and supported effective use of instructional and distance learning technologies, and library information resources for distributed access to college programs, courses, and services
- Represented the college nationally, state-wide, and in the communities in the seven-county service area, and internally on two campuses. Represented the college with state officials and federal constituents including providing legislative testimony, serving on state-wide task forces, and meeting with federal agencies and Congressional delegation
- Participated in successful bond campaign for new facilities construction and capital improvements; worked closely with architecture firm in facility planning and design
- Secured and administered grant funded activities and donations totaling \$4+ million

Acting Director of the Oregon Professional Development System

2003-2004

College of Education, Oregon State University, Corvallis, OR

Led and managed the program, staff, planning, and funding while director took a one-year leave of absence. Provided training for program improvement, student learning assessment, and skill progression for Oregon's community college basic skills and ESOL faculty, and agency trainers.

Accomplishments

- Hired faculty to develop new curricula, teaching, and assessment strategies
- Hired trainers to deliver new skill assessments training to community college faculty and staff
- Led implementation of new data and reporting system
- Managed grants and funds for the system

Director of Wolff Designs, Educational and Facilities Research and Planning

2002-2009

Sole proprietor. Lake Oswego and Hood River, Oregon.

Worked with architectural firms to plan and design learning facilities and develop learning plans for Pre-K-20 levels of education. Full-time 2002 to 2004 and on a time-available basis or providing pro-bono work.

Accomplishment

- Developed academic plans and facilities programming for facilities master plans, pre-design and design of new, or renovation of existing learning facilities
- Supported and enhanced achievement of institutional and student learning outcomes
- Served as design juror for international and national submittals for learning facility awards given by Design Share, Inc., American Institute of Architects Committee on Education, Washington Chapter of the Council of Educational Facility Planners, International, and California's Coalition for Adequate School Housing awards
- Assisted with planning for the Barcelona World Forum for School Design sponsored by Design Share and the OECD

Projects Receiving Awards and Recognition

- New York City Public Schools, School of One, Time Magazine's 1 of 50 Innovations of the Year, 2009
- Corvallis High School, Corvallis, Oregon. Design and Sustainability Awards, 2007
- Cy-Fair College, Houston, Texas. Planning Award, 2006
- Canby Applied Technology Center, Canby High School, Canby, Oregon. Multiple design awards, 2005

Susan J. Wolff, Ed. D.

Research Assistant and Project Coordinator, National Research Center for Career and Technical Education - College of Education, Oregon State University Corvallis, Oregon. 2000-2002

Coordinated the *New Designs for Career and Technical Education at the Secondary and Postsecondary Levels* national research project funded by the U. S. Department of Education. Opportunity to work with nationally and internationally renowned researcher and educator.

Accomplishments

- Developed national best practices for design, delivery, and assessment of career and technical education that were adopted by several state education departments, school districts, and colleges
- Published research reviews and co-published book chapter

Associate Dean of Instruction - Clark College, Vancouver, WA 1994-2000

Urban comprehensive community college serving three counties; 33,200 FTES

Responsibilities

- Provided oversight for the library and media services
- Served on accreditation steering committee; attended Alverno College learning outcomes and assessment training and served on team to develop college core learning, degree, and course outcomes and assessment strategies
- Within areas of responsibility, prepared, recommended, and managed operational budgets of \$918,000; monitored expenditures for another \$800,000; approved and administered state and grant-funded programs
- Worked with architecture firm to develop Facilities Master Plan, pre-design and design of facilities
- Attended Board of Trustees meetings and participated in adoption of the Carver Policy Governance model

Accomplishments

- Formed the business/education Southwest Washington High Tech Partnership
- Increased number of distance delivered course offerings by 300%. Incorporated technology into the classroom. Involved in K-20 distance learning initiatives locally, statewide, regionally, and nationally
- Led professional development, tenure review processes, and sabbatical requests for all faculty
- Provided leadership for the Applied Technology Division programs and faculty
- Recommended, secured funding, and led the creation and redesign of curriculum and programs in professional technical areas of the college; e.g. Data Networks/Telecommunication, Cisco, Visual Communications—Art and Graphics Departments, Manufacturing Technology, Electronics, Pharmacy Technician
- Developed and grew partnerships with local, state, and regional agencies; K-20 partners; business, industry, and economic development agencies

Linn-Benton Community College – Albany, OR

1986-1994, 1976-1984

One primary campus and three satellite centers serving small urban and rural two-county region. Current data is 8,088 FTE with a \$37,450,000 budget.

First hired as an adjunct faculty, moved into administrative work the following year, and was hired or placed into progressive leadership roles at the discretion of college presidents. Two-year break in service to accept position at Oregon State University while pursuing master's degree (see next entry). Recruited to return to Linn-Benton Community College as program manager of the Training and Economic Development Center.

| | |
|--|----------------------------------|
| Associate Dean of Extended Learning and Director of the Benton Center | 1991-1990 |
| Director of Community Education | 1988-1990 |
| Program Manager, Training and Economic Development Center | 1986-1988 |
| Director/Assistant Director of Community Education Centers | 1986-1988 & 1977-1984 |
| Adjunct Faculty | 1976-1984 |

Accomplishments

- Provided district-wide leadership for Extended Learning and Evening Degree instructional programs (academic, professional-technical, basic skills, and non-credit programs) offered at off-campus centers
- Managed contracted and customized training, worked with economic and workforce development agencies
- Developed and supported articulation and dual enrollment agreements with Portland State University, Linfield College, and Oregon State University. Provided space for university partners to offer upper level courses
- Planned first micro-computer lab for teaching/learning purposes
- Developed the Corvallis Leadership program in cooperation with the Corvallis Chamber of Commerce
- Nominated as outstanding adjunct faculty
- Participated in several successful bond and levy campaigns

Assistant Director, Continuing Education

1984-1986

Oregon State University, Corvallis, OR

Directed professional development seminar program offered in 13 western states and one Canadian province including course content of over 20 seminars, selection of faculty from Oregon and Washington, site locations, and advertising and promotion to over 25,000 participants annually

Accomplishments

- Developed first networked, micro-computer system in an office setting at Oregon State University
- Researched and purchased software to support ability for staff to access database simultaneously to register participants resulting in increased productivity and efficiency
- Hired programmer to develop the database and its functions

College Teaching, Graduate Advisor, and Research Proposal Reviewer

- Oregon State University 2008- 2012
 - Instructor for Community College Leadership doctoral program and doctoral committee member
- Review research and presentation proposals for National Research Center for Career and Technical Education (NRCCTE), Society of College and University Planners, Council of Educational Facility Planners International, and Economic and Social Research Council of the United Kingdom
- Linn-Benton Community College 1984-77
 - Adjunct faculty in family and consumer science, training and economic development seminars, skill training for minority populations

Selected Publications

Copa, G. H. & Wolff, S. J. (2002) *Design guide for practice and policy. New designs for career and technical education at the secondary and postsecondary levels*. St. Paul, MN. University of Minnesota, National Research and Dissemination Centers for Career and Technical Education, Office of Vocational and Adult Education, U. S. Department of Education. www.nccte.org

Prickel, D. & Wolff, S. J. (2002). Adult education and career and technical education. *I'm a people person: A guide to human service professions*. Ed. Dr. Michael Richard. Springfield, IL: Thomas Publishers.

Wolff, S. J. (2007) Project-Based Learning: A Learning Strategy for Acquiring 21st Century Skills. *The Educational Facility Planner*. Vol. 42 (1). Scottsdale, AZ: Council of Educational Facility Planners International.

Wolff, S. J. (2003) *Workplace readiness: Designing the competitive advantage*. Columbus, OH: National Council of Workforce Education.

Wolff, S. J., Troyer, D. K., & Pang, C. K. (2003). Planning and designing a community college for a lifetime of learning and change. *The Educational Facility Planner*, 37 (3). Scottsdale, AZ: Council of Educational Facility Planners, International. [professional association's primary journal]

Recent Invited Presentations

Creating a Renewable Energy Technology Program at a Community, Technical, and Junior College. International, Yet Rural: Making Opportunities in Economic Change. Pacific Northwest Economic Development Council. Bend, OR. July 2011

Best Practices in Wind Energy: Pathways to Developing a Sustainable Workforce. Educating Today to Power Tomorrow Conference. Texas Wind Energy Institute. Austin, TX. September 2010

Susan J. Wolff, Ed. D.

Business Driven Program Development and Sustainability. Oregon Community College Green Conference. Eugene, OR. May, 2010.

Clean Energy for Good Rural Jobs. Harvesting Clean Energy Conference, Billings, MT. January 2009

Technicians Wanted Immediately: Who is Preparing Wind Energy Workers? American Wind Energy Association's Asset Management Conference, San Diego, CA. January 2009.

Recent Professional Recognitions

- 2012 Phi Theta Kappa, National Distinguished College Administrator
- 2011 American Wind Energy Association Seal of Approval for Columbia Gorge Community College's Renewable Energy Technology Program, one of three first seals granted
- 2009 American Council of Education Service Award presented by the Oregon Women in Higher Education organization.
- 2009 American Association of Women in Community Colleges, Oregon Chapter, Woman of Achievement Award



GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY

CAMPUS CALENDAR

ccalendar@gfcmsu.edu

Events from one or more calendars could not be shown here because you do not have the permission to view them.

Today ◀ ▶ **May 2014** ▼

Print **Week** **Month** **Agenda** ▼

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|---|--|--|--|---------------------|-----|-----------------|
| 27 | 28 | 29 | 30 | May 1 | 2 | 3 |
| 100% Tuition Refund for Fall 2014 Classes Dropped Before August 25* | | | | | | |
| 100% Tuition Refund, Classes Dropped Before May 12, Summer 2014 Semester* | | | | | | |
| Finals Week | | | | | | Commencement, V |
| 5:00 pm MT TUITIO | | | | | | |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 100% Tuition Refund for Fall 2014 Classes Dropped Before August 25* | | | | | | |
| 100% Tuition Refund, Classes Dropped Before May 12, Summer 2014 Semester* | | | | | | |
| Intercession, May 5-9 | | | | | | |
| | | Grades Due | New Student Initial | Grades Available or | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 100% Tuition Refund for Fall 2014 Classes Dropped Before August 25* | | | | | | |
| 100% Tuition Ref | 90% Tuition REfund, Classes Dropped Between May 12-14* | | 75% Tuition Refund, Classes Dropped Between May 15-19* | | | |
| Mothers' Day | 5:00 pm MT TUITIO | Last Day to Add Cla | Add Classes by Ins | | | |
| Classes Begin, Sum | | | | | | |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 100% Tuition Refund for Fall 2014 Classes Dropped Before August 25* | | | | | | |
| 75% Tuition Refund, Classes Dropped | | 50% Tuition Refund, Classes Dropped Between May 20-22* | | Last Day to Drop C | | |
| +2 more | | | | | | |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| 100% Tuition Refund for Fall 2014 Classes Dropped Before August 25* | | | | | | |
| Holiday, No Classes | | | New Student Regis | | | |
| Memorial Day | | | | | | |





GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ACADEMICS: Catalog Archives

Some of these catalogs are very large and will take some time to download.

| Catalog Year | Original Pub Date | File Size | Final Version |
|--------------|-------------------|-----------|---|
| 2014-2015 | 04/30/13 | 17.7 MB | PDF |
| 2013-2014 | 04/30/13 | 17.7 MB | Final w/All Updates [Web Version] |
| 2012-2013 | 04/30/12 | 17.7 MB | Final w/All Updates [Web Version] |
| 2011-2012 | 04/28/11 | 15.1 MB | Final w/All Updates [Web Version] |
| 2010-2011 | 05/19/10 | 2.4 MB | Final w/All Updates [Web Version] |
| 2009-2010 | 06/02/10 | 4.15 MB | Final w/All Updates [Web Version] |
| 2008-2009 | 05/25/08 | 6.2 MB | Final w/All Updates [Web Version] Updated 02/03/09 [746K] Updated 03/26/09 [316K] Updated 06/08/09 [153K] Updated 11/13/08 [527K] |
| 2007-2008 | 07/17/07 | 2.4 MB | Final w/All Updates [1.5 MB] Updated 01/16/09 [559K] Updated 07/02/08 [171K] Updated 08/01/08 [479K] |
| 2006-2007 | 01/22/07 | 3.1 MB | |
| 2005-2006 | 06/07/05 | 5.8 MB | |
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| 2001-2002 | | 2.0 MB | |
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- Course Substitution/Course Waiver
- Degrees Offered
- Dropping/Withdrawl from Courses
- Grading
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GREAT FALLS COLLEGE

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Great Falls College MSU Transfer Options

Great Falls College MSU maintains partnerships with a number of four-year institutions in order to offer our students opportunities to pursue bachelor's degrees. These programs emphasize particular academic or occupational areas and are recommended to students planning careers and/or further college work in those areas. The curricula outlined for each program must be followed as written in order to meet the requirements set by both Great Falls College MSU and the partner school. See your advisor if you are interested in pursuing one of these transfer opportunities.

TRANSFER OPTIONS

Associate of Arts to MSU-Billings BSBA Accounting
Associate of Arts to MSU-Billings BSBA Business
Associate of Arts to MSU-Billings BS Health Administration
Associate of Arts to MSU-Northern BADM
Associate of Arts to MT Tech BS BUS/IT
Associate of Arts to MSU-Northern Elementary Education
Associate of Arts to UGF Accounting
Associate of Arts to UGF Business
Associate of Arts to UGF Elementary Education
Associate of Arts to UGF Secondary Education
Associate of Science to MSU-Northern CIS
AAS Microcomputer Support to MSU-Northern CIS
AAS Health Information Technology to Stephens College HIA
AAS BUS Administration Entrepreneurship to MSU-Northern BADM
AAS Business Administration Management to MSU-Northern BADM
AA to BA - Park
AA to BS - Park
AS to BA - Park
AS to BS - Park

Educational Partners:



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- Outreach + Workforce Dev.
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THIS
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MANIA**

**AUGUST
4
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15,
2014**

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Spring 2014



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D2L Status: There are no known issues with D2L at this time. If you are experiencing any problems, please do not hesitate to contact the eLearning Department.

Note: The D2L Server will be unavailable due to regular maintenance starting on **Saturday, May 24 at 11:00pm to 5:00am Sunday, May 25**. This maintenance takes place on the fourth Saturday of each month. Please plan accordingly.

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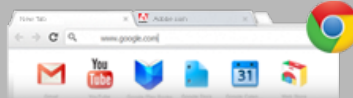
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Great Falls College MSU - SPRING 2015 ACADEMIC CALENDAR- Abbreviated

5:00 p.m. MT TUITION/FEE PAYMENT DEADLINE,
Drop for Non-Payment for Students Registered
Prior to December 30.....December 30, 2014

New Year's Day Holiday (No classes, offices closed)January 1

New Student – Initial Registration Must Be
Completed by 12:00 Noon MT.....January 9

5:00 p.m. MT TUITION/FEE PAYMENT DEADLINE,
Drop for Non-PaymentJanuary 14

CLASSES BEGIN, Wednesday..... January 14

Martin Luther King Holiday (No classes; offices closed).....January 19

President's Day (no classes; offices closed)February 16

Spring break – no classes, offices open.....March 9-15

Last Day of Classes.....May 1

Finals Week.....May 4-May 8

Commencement.....May 9

Please note that detailed calendars will be posted at a later date.

Great Falls College MSU - ACADEMIC CALENDAR Summer 2015 - Abbreviated

5:00 pm MT TUITION/FEE PAYMENT DEADLINE,
Drop for Non-Payment for Students
Registered Prior to May 4.....May 4

CLASSES BEGIN.....May 18

5:00 pm MT TUITION/FEE PAYMENT DEADLINE,
Drop For Non-PaymentMay 18

Memorial Day Holiday (No classes; offices closed).....May 25

Independence Day Holiday (No classes; offices closed).....July 3

Last Day of 8 Week Session ClassesJuly 14

Last Day of Classes, 10 Week SessionJuly 28

Please note that detailed calendars will be posted at a later date.

Great Falls College MSU - SPRING 2014 ACADEMIC CALENDAR

| | |
|--|------------------------------|
| Advising for Students for Spring 2014 Begins..... | October 3 |
| Continuing Student Registration Begins for Spring 2014, 7:30 am MT..... | November 7 |
| New Student Registrations Begins for Spring 2014..... | December 4 |
| <i>Intersession – No classes, offices open.....</i> | <i>December 16-January 7</i> |
| Holiday (No Classes, offices closed) | December 25 |
| 5:00 p.m. MT TUITION/FEE PAYMENT DEADLINE, Drop for Non-Payment for Students Registered Prior to December 25..... | December 26 |
| New Year's Day Holiday (No classes, offices closed) | January 1 |
| New Student – Initial Registration Must Be Completed by..... | January 3 |
| College in a Day | January 6 |
| 100% Tuition Refund for Classes Dropped Before | January 8* |
| 5:00 p.m. MT TUITION/FEE PAYMENT DEADLINE, Drop for Non-Payment | January 8 |
| CLASSES BEGIN, Wednesday..... | January 8 |
| 90% Tuition Refund for Classes Dropped Between | January 8-14* |
| Last Day to Add Classes on Web, 5:00 pm MT Deadline..... | January 10 |
| Add Classes by Instructor Discretion Only Starting..... | January 11 |
| 75% Tuition Refund for Classes Dropped Between..... | January 15-22* |
| Martin Luther King Holiday (No classes; offices closed) | January 20 |
| 50% Tuition Refund for Classes Dropped Between..... | January 23-29* |
| Last Day to Withdraw/Drop Classes with a Partial Refund..... | January 29* |
| Last Day to Drop Classes on the Web, 11:59 pm MT Deadline | January 29 |
| No Show Reporting Deadline, 12:00 Noon MT..... | January 29 |
| President's Day (no classes; offices open)..... | February 17 |
| Advising for Continuing Students Begins for Summer & Fall 2014 Semesters.... | February 26 |
| Graduation Applications due (with fee) | March 5 |
| <i>Spring break – no classes, offices open.....</i> | <i>March 10-16</i> |
| Mid-Term Grades Due & Available on the Web..... | March 11 |
| Last Day to Withdraw with a "W" grade, 5:00 pm MT Deadline | March 21 |
| Continuing Student Registration for Summer 2014, 7:30 am MT..... | April 2 |
| Continuing Student Registration for Fall 2014, 7:30 am MT..... | April 2 |
| New Student Registration Begins (Summer Session 2014) | April 16 |
| Last Day of Classes..... | April 25 |
| Finals Week..... | April 28-May 2 |
| Commencement..... | May 3 |
| <i>Intersession (no classes, offices open).....</i> | <i>May 5-9</i> |
| Grades Due..... | May 6 |
| Grades Available on the Web..... | May 9 |
| New Student Registration for Fall 2014 begins | May 28 |
| Graduation Diplomas Mailed Out..... | June 13 |

Does not apply to Courses numbered 094 or 194 or Outreach classes. Please see catalog Tuition and Fees Policy section or Great Falls College MSU Outreach for more information.

Great Falls College MSU - ACADEMIC CALENDAR Summer 2014

| | |
|---|--------------------------|
| Advising for Continuing Students Begins for Summer & Fall 2014 Semesters | Feb 26 |
| Continuing Student Registration for Summer2014 Begins, 7:30 am MT..... | April 2 |
| Continuing Student Registration for Fall 2014 Begins, 7:30 am MT | April 2 |
| New Student Registration Begins for Summer Session 2014 | April 16 |
| TUITION/FEE PAYMENT DEADLINE, 5:00 pm MT - Drop | |
| For Non-Payment for Students Registered Prior to April 28th | April 28 |
| <i>Intersession – No classes, offices open</i> | <i>May 5 – May 9</i> |
| New Student – Initial Registration Must Be Completed by | May 7 |
| TUITION/FEE PAYMENT DEADLINE, 5:00 pm MT, Drop For Non-Payment | May 12 |
| CLASSES BEGIN | May 12 |
| 100% Tuition Refund, Classes Dropped before | May 12* |
| 90% Tuition Refund, Classes Dropped between | May 12-14* |
| Last Day to Add Classes on Web, 5:00 pm MT Deadline | May 13 |
| Add Classes by Instructor Discretion Only Starting | May 14 |
| 75% Tuition Refund, Classes Dropped between | May 15-19* |
| 50% Tuition Refund, Classes Dropped between | May 20-22* |
| Last Day to Withdraw/Drop Classes with a Partial Refund | May 22* |
| Last Day to Drop Classes on Web, 11:59 pm MT Deadline | May 22* |
| No Show Reporting Deadline, 12:00 Noon MT..... | May 22 |
| Memorial Day Holiday (No classes; offices closed) | May 26 |
| New Student Registration begins for Fall Session 2014 | May 28 |
| Graduation Applications Due (with fee) | June 2 |
| Mid-Term Grades Due & Available on the Web | June 11 |
| Last Day to Withdraw/Drop with a "W" grade, 5:00 pm MT Deadline | June 25 |
| Independence Day Holiday (No classes; offices closed) | July 4 |
| Last Day of 8 Week Session Classes | July 8 |
| Last Day of Classes, 10 Week Session | July 25 |
| <i>Intersession- No classes, offices open</i> | <i>July 26-August 24</i> |
| Grades Due | July 29 |
| Grades Available on Web | August 1 |
| Graduation Diplomas Mailed Out | August 29 |

* Does not apply to Courses numbered 094 or 194 or Outreach classes. Please see catalog Tuition and Fees Policy section or Great Falls College MSU Outreach for more information.

Last updated April 17, 2014

Great Falls College MSU - FALL 2014 ACADEMIC CALENDAR

| | |
|---|-------------------------------|
| Advising Begins for Continuing Students, Summer & Fall 2014 Semesters..... | February 26 |
| Continuing Student Registration Begins for Fall 2014, 7:30 am MT..... | April 2 |
| New Student Registration Begins for Fall 2014..... | May 28 |
| <i>Intersession- No classes, offices open</i> | <i>July 26-August 24</i> |
| 5:00 p.m. MT TUITION/FEE PAYMENT DEADLINE, Drop for Non-Payment for Students Registered Prior to August 11 th | August 11 |
| New Student – Initial Registration Must Be Completed by..... | August 20 |
| Health Sciences Orientation..... | August 21 |
| 5:00 p.m. MT TUITION/FEE PAYMENT DEADLINE, Drop for Non-Payment..... | August 25 |
| 100% Tuition Refund for Classes Dropped before * | August 25 |
| Classes Begin..... | Monday, August 25 |
| 90% Tuition Refund for Classes Dropped between * | August 25-29 |
| Last Day to Add Classes on Web, 5:00 pm MT Deadline..... | August 27 |
| Add Classes by Instructor Discretion Only Starting..... | August 28 |
| 75% Tuition Refund for Classes Dropped between * | August 30-September 8 |
| <i>Labor Day – No classes; offices closed</i> | <i>September 1</i> |
| 50% Tuition Refund for Classes Dropped between * | September 9-15 |
| Last Day to Withdraw/Drop Classes with a Partial Refund * | September 15 |
| Last Day to Drop Classes on the Web, 11:59 pm MT Deadline | September 15 |
| No Show Reporting Deadline, 12:00 Noon MT..... | September 15 |
| Advising for Continuing Students Begins for Spring 2015..... | October 2 |
| <i>Columbus Day – Classes in session, offices open</i> | <i>October 13</i> |
| Graduation Applications Due with fee..... | October 21 |
| Mid-Term Grades Due & Available on the Web..... | October 24 |
| Last Day to Withdraw with a "W", 5:00 pm MT Deadline | November 3 |
| <i>Election Day (No classes, offices closed)</i> | <i>November 4</i> |
| Continuing Student Registration for Spring 2015 Begins, 7:30 am MT..... | November 6 |
| <i>Veteran's Day (No classes; offices closed)</i> | <i>November 11</i> |
| <i>Thanksgiving Holiday (No classes; offices closed)</i> | <i>November 27-28</i> |
| New Student Registration Begins (Spring 2015) | December 3 |
| Last Day of Classes..... | December 5 |
| Finals Week..... | December 8-12 |
| <i>Intersession – No classes, offices open</i> | <i>December 15-January 13</i> |
| Grades Due..... | December 16 |
| Grades Available on the Web..... | December 19 |
| <i>Holiday</i> | <i>December 25-26</i> |
| Graduation Diplomas Mailed Out..... | January 30, 2015 |

* Does not apply to Courses numbered 094 or 194, or Outreach classes. Please see catalog Tuition and Fees Policy section or Great Falls College MSU Outreach for more information.

Great Falls College MSU - SPRING 2013 ACADEMIC CALENDAR

| | |
|--|------------------------------|
| Continuing student registration begins for Spring 2013 Begins, 7:30 am MT..... | November 15 |
| New student registrations begins for Spring 2013..... | December 3 |
| <i>Intersession – No classes, offices open</i> | <i>December 17-January 8</i> |
| Holiday (No Classes, offices closed) | December 24-25 |
| 5:00 p.m. MT TUITION/FEE PAYMENT DEADLINE, Drop for Non-Payment for Students Registered Prior to December 25..... | December 26 |
| New Year's Day Holiday (No classes, offices closed) | January 1 |
| New Student – Initial Registration Must Be Completed by..... | January 4 |
| College in a Day | January 7 |
| 100% Tuition refund for classes dropped before | January 9* |
| 5:00 p.m. MT TUITION/FEE PAYMENT DEADLINE, Drop for Non-Payment | January 9 |
| CLASSES BEGIN, Wednesday..... | January 9 |
| 90% Tuition refund for classes dropped between | January 9-15* |
| Last Day to Add Classes on Web | January 11 |
| Add Classes by Instructor Discretion Only Starting..... | January 12 |
| 75% Tuition refund for classes dropped between..... | January 16-23* |
| Martin Luther King Holiday (No classes; offices closed) | January 21 |
| 50% Tuition refund for classes dropped between..... | January 24-30* |
| Last day to withdraw/drop classes with a partial refund..... | January 30* |
| Last Day to Drop Classes on the Web..... | January 30 |
| President's Day (no classes; offices closed) | February 18 |
| Graduation applications due (with fee)..... | March 1 |
| <i>Spring break – no classes, offices open</i> | <i>March 11-17</i> |
| Mid-Term grades due & available on the Web | March 11 |
| Last day to withdraw with a "W" grade | April 5 |
| Continuing student registration for Summer 2013, 7:30 am MT..... | April 9 |
| Continuing student registration for Fall 2013, 7:30 am MT | April 9 |
| Last day of classes | April 26 |
| Finals Week | April 29-May 3 |
| New student registration begins (Summer Session 2013)..... | April 30 |
| Commencement..... | May 4 |
| <i>Intersession (no classes, offices open)</i> | <i>May 6-10</i> |
| Grades Due..... | May 7 |
| Grades Available on the Web | May 10 |
| New Student Registration for Fall 2013 begins | May 14 |
| Graduation Diplomas Mailed Out..... | June 14 |

* Does not apply to Courses numbered 094 or 194 or Outreach classes. Please see catalog Tuition and Fees Policy section or Great Falls College MSU Outreach for more information.

ACADEMIC CALENDAR –Great Falls College MSU
Summer 2013 8-Week Session Only
(Course Dates: May 28, 2013 – July 24, 2013)

- Advising for Continuing Students Begins for Summer & Fall 2013 Semesters March 5
- Continuing Student Registration for Summer 2013 Begins, 7:30 am MTApril 9
- Continuing Student Registration for Fall 2013 Begins, 7:30 am MTApril 9
- New Student Registration Begins for Summer Session 2013.....April 30
- *Intersession – No classes, offices open*.....May 6 – May 10
- 5:00 pm MT TUITION/FEE PAYMENT DEADLINE,
Drop For Non-Payment for Students Registered Prior to May 12.....May 13
- New Student Registration begins for Fall Session 2013.....May 14
- New Student – Initial Registration Must Be Completed by.....May 22
- **Memorial Day Holiday (No classes; offices closed)**.....**May 27**
- 5:00 pm MT TUITION/FEE PAYMENT DEADLINE,
Drop For Non-PaymentMay 28
- 100% Tuition Refund, Classes Dropped beforeMay 28*
- CLASSES BEGIN.....May 28
- 90% Tuition Refund, Classes Dropped betweenMay 28-30*
- 5:00 pm MT Deadline - Last Day to Register Online for 8 Week Classes.....May 29
- Add Classes by Instructor Discretion Only Starting.....May 30
- 75% Tuition Refund, Classes Dropped between.....May 31-June 4*
- 50% Tuition Refund, Classes Dropped betweenJune 5-7*
- Last Day to Withdraw/Drop Classes with a Partial Refund June 7*
- Last Day to Drop Classes on Web, 11:59 pm MT DeadlineJune 7*
- Graduation Applications Due (with fee).....June 14
- Mid-Term Grades Due & Available on the Web.....June 21
- Last Day to Withdraw/Drop with a "W" grade, 5:00 pm MT Deadline.....July 2
- **Independence Day Holiday (No classes; offices closed)****July 4**
- Last Day of Classes (both sessions).....July 24
- *Intersession- No classes, offices open*.....*July 25-August 23*
- Grades DueJuly 29
- Grades Available on WebAugust 2
- Graduation Diplomas Mailed OutAugust 23

* Does not apply to Courses numbered 094 or 194 or Outreach classes. Please see catalog Tuition and Fees Policy section or Great Falls College MSU Outreach for more information.

Last updated May 9, 2013

ACADEMIC CALENDAR –Great Falls College MSU
Summer 2013 10-Week Session Only
(Course Dates: May 13, 2013 – July 24, 2013)

- Advising for Continuing Students Begins for Summer & Fall 2013 Semesters March 5
- Continuing Student Registration for Summer 2013 Begins 7:30 am MT.....April 9
- Continuing Student Registration for Fall 2013 Begins 7:30 am MTApril 9
- New Student Registration Begins for Summer Session 2013.....April 30
- *Intersession – No classes, offices open*.....May 6 - May 10
- New Student – Initial Registration Must Be Completed by.....May 8
- 5:00 pm MT Deadline, Last Day to Register Online for 10 week ClassesMay 12
- Add Classes by Instructor Discretion Only Starting.....May 13
- 5:00 pm MT TUITION/FEE PAYMENT DEADLINE, Drop For Non-Payment.....May 13
- CLASSES BEGIN.....May 13
- 100% Tuition Refund, Classes Dropped before.....May 13*
- 90% Tuition Refund, Classes Dropped betweenMay 13-15*
- New Student Registration begins for Fall Session 2013.....May 14
- 75% Tuition Refund, Classes Dropped betweenMay 16-20*
- 50% Tuition Refund, Classes Dropped betweenMay 21-23*
- Last Day to Withdraw/Drop Classes with a Partial Refund.....May 23*
- Last Day to Drop Classes on Web, 11:59 pm MT DeadlineMay 23*
- **Memorial Day Holiday (No classes; offices closed)**.....**May 27**
- 5:00 pm MT TUITION/FEE PAYMENT DEADLINE,
Drop For Non-PaymentMay 28
- Graduation Applications Due (with fee).....June 14
- Mid-Term Grades Due & Available on the Web.....June 21
- Last Day to Withdraw/Drop with a "W" grade, 5:00 pm MT DeadlineJuly 2
- **Independence Day Holiday (No classes; offices closed)****July 4**
- Last Day of ClassesJuly 24
- *Intersession- No classes, offices open*July 25-August 23
- Grades DueJuly 29
- Grades Available on WebAugust 2
- Graduation Diplomas Mailed OutAugust 23

* Does not apply to Courses numbered 094 or 194 or Outreach courses. Please see catalog Tuition and Fees Policy section or Great Falls College MSU Outreach for more information.

Last updated May 9, 2013

Great Falls College MSU - FALL 2013 ACADEMIC CALENDAR

| | |
|---|------------------------------|
| Advising for Continuing Students Begins for Summer & Fall 2013 Semesters..... | March 5 |
| Continuing Student Registration Begins for Fall 2013, 7:30 am MT..... | April 9 |
| New Student Registration Begins for Fall 2013..... | May 14 |
| <i>Intersession- No classes, offices open</i> | <i>July 25-August 23</i> |
| 5:00 p.m. MT TUITION/FEE PAYMENT DEADLINE, Drop for Non-Payment for Students Registered Prior to August 12 th | August 12 |
| New Student – Initial Registration Must Be Completed by..... | August 21 |
| Health Sciences Orientation..... | August 22 |
| 5:00 p.m. MT TUITION/FEE PAYMENT DEADLINE, Drop for Non-Payment..... | August 26 |
| 100% Tuition Refund for Classes Dropped before * | August 26 |
| Classes Begin..... | Monday, August 26 |
| 90% Tuition Refund for Classes Dropped between * | August 26-30 |
| Last Day to Add Classes on Web, 5:00 pm MT Deadline..... | August 28 |
| Add Classes by Instructor Discretion Only Starting..... | August 29 |
| Labor Day – No classes; offices closed)..... | September 2 |
| 75% Tuition Refund for Classes Dropped between * | August 31-September 9 |
| 50% Tuition Refund for Classes Dropped between * | September 10-16 |
| Last Day to Withdraw/Drop Classes with a Partial Refund *..... | September 16 |
| Last Day to Drop Classes on the Web, 11:59 pm MT Deadline | September 16 |
| Advising for Continuing Students Begins for Spring 2014..... | October 3 |
| Columbus Day – Classes in session, offices open | October 14 |
| Graduation Applications Due with fee..... | October 22 |
| Mid-Term Grades Due & Available on the Web..... | October 25 |
| Last Day to Withdraw with a "W", 5:00 pm MT Deadline | November 4 |
| Continuing Student Registration for Spring 2014 Begins, 7:30 am MT..... | November 7 |
| Veteran's Day (No classes; offices closed) | November 11 |
| Thanksgiving Holiday (No classes; offices closed) | November 28-29 |
| New Student Registration Begins (Spring 2014) | December 4 |
| Last Day of Classes..... | December 6 |
| Finals Week..... | December 9-13 |
| <i>Intersession – No classes, offices open</i> | <i>December 16-January 7</i> |
| Grades Due..... | December 17 |
| Grades Available on the Web..... | December 20 |
| Holiday | December 25 |
| Graduation Diplomas Mailed Out..... | January 31, 2014 |

* Does not apply to Courses numbered 094 or 194, or Outreach classes. Please see catalog Tuition and Fees Policy section or Great Falls College MSU Outreach for more information.

SPRING 2012 ACADEMIC CALENDAR

| | |
|---|-------------------------------|
| Continuing student registration begins for Spring 2012, 7:30 am MT..... | November 1, 2011 |
| New student registrations begins for Spring 2012..... | November 22, 2011 |
| <i>Intersession – No classes, offices open</i> | <i>December 19-January 10</i> |
| 5:00 p.m. MT TUITION/FEE PAYMENT DEADLINE, | |
| Drop for Non-Payment for Students Registered Prior to December 27..... | December 28 |
| New Year's Day Holiday (No classes, offices closed) | January 2 |
| College in a Day | January 9 |
| 5:00 p.m. MT TUITION/FEE PAYMENT DEADLINE, | |
| Drop for Non-Payment | January 11 |
| 100% Tuition refund for classes dropped before | January 11* |
| CLASSES BEGIN..... | January 11 |
| 90% Tuition refund for classes dropped between | January 11-18* |
| Last Day to Add Classes on Web | January 13 |
| Martin Luther King Holiday (No classes; offices closed) | January 16 |
| 75% Tuition refund for classes dropped between..... | January 19-25* |
| 50% Tuition refund for classes dropped between..... | January 26-February 1* |
| Last day to withdraw/drop classes with a partial refund | February 1* |
| Last Day to Drop Classes on the Web..... | February 1 |
| President's Day (no classes; offices open) | February 20 |
| Graduation applications due (with \$25 fee)..... | March 9 |
| <i>Spring break – no classes, offices open</i> | <i>March 12-18</i> |
| Mid-Term grades due & available on the Web..... | March 12 |
| Continuing student registration for Summer 2012, 7:30 am MT..... | April 2 |
| Continuing student registration for Fall 2012, 7:30 am MT..... | April 2 |
| Last day to withdraw with a "W" grade | April 2 |
| Last day of classes..... | April 27 |
| New student registration begins (Summer Session 2012) | April 30 |
| Finals Week | April 30-May 4 |
| <i>Intersession (no classes, offices open)</i> | <i>May 4-11</i> |
| Commencement..... | May 5 |
| Grades Due..... | May 8 |
| Grades Available on the Web | May 11 |
| New Student Registration for Fall 2012 begins | May 15 |
| Graduation Diplomas Mailed Out..... | May 25 |

* Does not apply to Courses numbered 094 or 194 or Outreach classes. Please see catalog Tuition and Fees Policy section or MSU-Great Falls Outreach for more information.

Last Updated January 9, 2012

ACADEMIC CALENDAR – MSU-Great Falls COT
Summer 2012 8-Week Session Only
(Course Dates: May 29, 2012 – July 25, 2012)

- Continuing Student Registration for Summer 2012 Begins, 7:30 am MTApril 2
- Continuing Student Registration for Fall 2012 Begins, 7:30 am MTApril 2
- New Student Registration Begins for Summer Session 2012.....April 30
- *Intersession – No classes, offices open*.....May 4– May 11
- 5:00 pm MT TUITION/FEE PAYMENT DEADLINE,
Drop For Non-Payment for Students Registered Prior to May 13.....May 14
- New Student Registration begins for Fall Session 2012.....May 15
- **Memorial Day Holiday (No classes; offices closed)**.....**May 28**
- 5:00 pm MT TUITION/FEE PAYMENT DEADLINE,
Drop For Non-PaymentMay 29
- 100% Tuition Refund, Classes Dropped beforeMay 29*
- CLASSES BEGIN.....May 29
- 90% Tuition Refund, Classes Dropped betweenMay 29-31*
- Last Day to Register Online for Classes.....May 30
- Add Classes by Instructor Discretion Only Starting.....May 31
- 75% Tuition Refund, Classes Dropped between.....;.....June 1-5*
- 50% Tuition Refund, Classes Dropped betweenJune 6-8*
- Last Day to Withdraw/Drop Classes with a Partial Refund June 8*
- Last Day to Drop Classes on WebJune 8*
- Graduation Applications Due (with \$25 fee).....June 15
- **Independence Day Holiday (No classes; offices closed)****July 4**
- Last Day to Withdraw/Drop with a "W" grade.....July 16
- Last Day of Classes (both sessions).....July 25
- Grades DueJuly 30
- *Intersession- No classes, offices open*July 26-August 24
- Grades Available on WebAugust 3
- Graduation Diplomas Mailed OutAugust 24

* Does not apply to Courses numbered 094 or 194 or Outreach classes. Please see catalog Tuition and Fees Policy section or MSU-Great Falls Outreach for more information.

Last updated April 26, 2012

ACADEMIC CALENDAR – MSU-Great Falls COT
Summer 2012 10-Week Session Only
(Course Dates: May 14, 2012 – July 25, 2012)

- Continuing Student Registration for Summer 2012 Begins 7:30 am MTApril 2
- Continuing Student Registration for Fall 2012 Begins 7:30 am MTApril 2
- New Student Registration Begins for Summer Session 2012.....April 30
- *Intersession – No classes, offices open*.....May 4 - May 11
- Last Day to Register Online for ClassesMay 13
- **Add Classes by Instructor Discretion Only Starting**.....May 14
- 5:00 pm MT TUITION/FEE PAYMENT DEADLINE, Drop For Non-Payment.....May 14
- CLASSES BEGIN.....May 14
- 100% Tuition Refund, Classes Dropped before.....May 14*
- 90% Tuition Refund, Classes Dropped betweenMay 14-16*
- New Student Registration begins for Fall Session 2012.....May 15
- 75% Tuition Refund, Classes Dropped betweenMay 17-21*
- 50% Tuition Refund, Classes Dropped betweenMay 22-24*
- Last Day to Withdraw/Drop Classes with a Partial Refund.....May 24*
- **Memorial Day Holiday (No classes; offices closed)**.....May 28
- 5:00 pm MT TUITION/FEE PAYMENT DEADLINE,
Drop For Non-PaymentMay 29
- Graduation Applications Due (with \$25 fee).....June 15
- **Independence Day Holiday (No classes; offices closed)**July 4
- Last Day to Withdraw/Drop with a "W" grade.....July 16
- Last Day of ClassesJuly 25
- *Intersession- No classes, offices open*July 26-August 24
- Grades DueJuly 30
- Grades Available on WebAugust 3
- Graduation Diplomas Mailed OutAugust 24

* Does not apply to Courses numbered 094 or 194 or Outreach courses. Please see catalog Tuition and Fees Policy section or MSU-Great Falls Outreach for more information.

Last updated February 10, 2012

FALL 2012 ACADEMIC CALENDAR

| | |
|---|------------------------------|
| Continuing Student Registration Begins for Fall 2012, 7:30 am MT..... | April 2 |
| New Student Registration Begins for Fall 2012..... | May 15 |
| <i>Intersession- No classes, offices open.....</i> | <i>July 26-August 24</i> |
| 5:00 p.m. MT TUITION/FEE PAYMENT DEADLINE, Drop for Non-Payment for Students Registered Prior to August 13 th | August 13 |
| New Student – Initial Registration Must Be Completed by..... | August 22 |
| Health Sciences Orientation..... | August 23 |
| 5:00 p.m. MT TUITION/FEE PAYMENT DEADLINE, Drop for Non-Payment..... | August 27 |
| 100% Tuition Refund for Classes Dropped before * | August 27 |
| Classes Begin..... | Monday, August 27 |
| 90% Tuition Refund for Classes Dropped between * | August 27-31 |
| Last Day to Add Classes on Web..... | August 29 |
| Add Classes by Instructor Discretion Only Starting..... | August 30 |
| <i>Labor Day – No classes; offices closed).....</i> | <i>September 3</i> |
| 75% Tuition Refund for Classes Dropped between * | September 1-10 |
| 50% Tuition Refund for Classes Dropped between * | September 11-17 |
| Last Day to Withdraw/Drop Classes with a Partial Refund * | September 17 |
| Last Day to Drop Classes on the Web..... | September 17 |
| <i>Columbus Day – Classes in session, offices open.....</i> | <i>October 8</i> |
| Graduation Applications Due (\$25 fee)..... | October 26 |
| Mid-Term Grades Due & Available on the Web..... | October 30 |
| <i>Election Day (No classes; offices closed).....</i> | <i>November 6</i> |
| <i>Veteran’s Day (No classes; offices closed).....</i> | <i>November 12</i> |
| Last Day to Withdraw with a "W" | November 13 |
| Continuing Student Registration for Spring 2013 Begins, 7:30 am MT..... | November 15 |
| <i>Thanksgiving Holiday (No classes; offices closed).....</i> | <i>November 22-23</i> |
| New Student Registration Begins (Spring 2013) | December 3 |
| Last Day of Classes..... | December 7 |
| Finals Week..... | December 10-14 |
| <i>Intersession – No classes, offices open.....</i> | <i>December 17-January 8</i> |
| Grades Due..... | December 18 |
| Grades Available on the Web..... | December 21 |
| <i>Holiday.....</i> | <i>December 24-25</i> |
| Graduation Diplomas Mailed Out..... | January 14, 2013 |

* Does not apply to Courses numbered 094 or 194, or Outreach classes. Please see catalog Tuition and Fees Policy section or MSU-Great Falls Outreach for more information.

Spring 2014 Final Exam Schedule

| Scheduled Class Meeting Day/Time | | Final Exam Date and Time | | |
|--|--|--|-------------------|--|
| If the first day of the week that your class meets is on a ... | And the start time for your class is ... | Then, your Final Exam will be on this day... | | And, your Final Exam will be at this time... |
| Monday OR Wednesday | 8:00 or 8:30AM | Monday, April 28th | at | 8:00 AM - 10:00 AM |
| | 9:00 or 9:30 AM | Wednesday, April 30th | at | 8:00 AM - 10:00 AM |
| | 10:00 or 10:30 AM | Monday, April 28th | at | 10:15AM - 12:15 PM |
| | 11:00 or 11:30 AM | Wednesday, April 30th | at | 10:15AM - 12:15 PM |
| | 12:00 - 12:30 PM | Monday, April 28th | at | 12:30 PM - 2:30 PM |
| | 1:00 - 1:30 PM | Wednesday, April 30th | at | 12:30 PM - 2:30 PM |
| | 2:00 - 2:30 PM | Monday, April 28th | at | 2:45 PM - 4:45 PM |
| | 3:00 - 3:30 PM | Wednesday, April 30th | at | 2:45 PM - 4:45 PM |
| Tuesday OR Thursday | 4:00 - 4:30 PM | Wednesday, April 30th | at | 2:45 PM - 4:45 PM |
| | 8:00 or 8:30AM | Tuesday, April 29th | at | 8:00 AM - 10:00 AM |
| | 9:00 or 9:30 AM | Thursday, May 1st | at | 8:00 AM - 10:00 AM |
| | 10:00 or 10:30 AM | Tuesday, April 29th | at | 10:15AM - 12:15 PM |
| | 11:00 or 11:30 AM | Thursday, May 1st | at | 10:15AM - 12:15 PM |
| | 12:00 - 12:30 PM | Tuesday, April 29th | at | 12:30 PM - 2:30 PM |
| | 1:00 - 1:30 PM | Thursday, May 1st | at | 12:30 PM - 2:30 PM |
| | 2:00 - 2:30 PM | Tuesday, April 29th | at | 2:45 PM - 4:45 PM |
| Friday (Make Up Day) | 3:00 - 3:30 PM | Thursday, May 1st | at | 2:45 PM - 4:45 PM |
| | 4:00 - 4:30 PM | Thursday, May 1st | at | 2:45 PM - 4:45 PM |
| | 8:00 or 8:30AM | Friday, May 2nd | at | 8:00 AM - 10:00 AM |
| | 9:00 or 9:30 AM | Friday, May 2nd | at | 8:00 AM - 10:00 AM |
| | 10:00 or 10:30 AM | Friday, May 2nd | at | 10:15AM - 12:15 PM |
| | 11:00 or 11:30 AM | Friday, May 2nd | at | 10:15AM - 12:15 PM |
| | 12:00 - 12:30 PM | Friday, May 2nd | at | 12:30 PM - 2:30 PM |
| | 1:00 - 1:30 PM | Friday, May 2nd | at | 12:30 PM - 2:30 PM |
| 2:00 - 2:30 PM | Friday, May 2nd | at | 2:45 PM - 4:45 PM | |
| 3:00 - 3:30 PM | Friday, May 2nd | at | 2:45 PM - 4:45 PM | |
| 4:00 - 4:30 PM | Friday, May 2nd | at | 2:45 PM - 4:45 PM | |

Labs for Natural Science Classes Final Exams for all Biology, Geology, Chemistry, and Physics Labs will be scheduled by the Lab Instructor.

EVENING CLASSES Final Exams will be at regularly scheduled Class Times during Finals Week, Monday, April 28 - Friday, May 2.
(Beginning at 5:00 PM or later)

Internet Classes - Final Exam given during Finals Week, April 28 - May 2.

In the event that a student has more than two (2) final examinations scheduled by the Registrar for one day of the week of final examinations, that student has the opportunity to move one examination to a different day of finals week. A student seeking accommodation of a change request must contact all faculty concerned at least two (2) weeks prior to the first day of finals week.

Tuesday, May 6, 2014 is the deadline for faculty to submit final grades via Banner Web-My Info.

Grades will be available on Banner Web on Friday, May 9, 2014.

Fall 2013 Final Exam Schedule

| SCHEDULED CLASS MEETING DAY/TIME | | FINAL EXAM DATE AND TIME | |
|--|---|--|---|
| If the first day of the week that your class meets is on a.... | And the start time for your class is... | Then, your Final Exam will be on this day.... | And, your Final Exam will be at this time.... |
| Monday or Wednesday | 8:00 or 8:30 AM | Monday, December 9th | at 8:00 AM - 10:00 AM |
| | 9:00 or 9:30 AM | Wednesday, December 11th | at 8:00 AM - 10:00 AM |
| | 10:00 or 10:30 AM | Monday, December 9th | at 10:15 AM - 12:15 PM |
| | 11:00 or 11:30 AM | Wednesday, December 11th | at 10:15 AM - 12:15 PM |
| | 12:00 or 12:30 PM | Monday, December 9th | at 12:30 PM - 2:30 PM |
| | 1:00 or 1:30 PM | Wednesday, December 11th | at 12:30 PM - 2:30 PM |
| | 2:00 or 2:30 PM | Monday, December 9th | at 2:45 PM - 4:45 PM |
| | 3:00 or 3:30 PM | Wednesday, December 11th | at 2:45 PM - 4:45 PM |
| Tuesday or Thursday | 8:00 or 8:30 AM | Tuesday, December 10th | at 8:00 AM - 10:00 AM |
| | 9:00 or 9:30 AM | Thursday, December 12th | at 8:00 AM - 10:00 AM |
| | 10:00 or 10:30 AM | Tuesday, December 10th | at 10:15 AM - 12:15 PM |
| | 11:00 or 11:30 AM | Thursday, December 12th | at 10:15 AM - 12:15 PM |
| | 12:00 or 12:30 PM | Tuesday, December 10th | at 12:30 PM - 2:30 PM |
| | 1:00 or 1:30 PM | Thursday, December 12th | at 12:30 PM - 2:30 PM |
| | 2:00 or 2:30 PM | Tuesday, December 10th | at 2:45 PM - 4:45 PM |
| | 3:00 or 3:30 PM | Thursday, December 12th | at 2:45 PM - 4:45 PM |
| Friday (Make Up Day) | 8:00 or 8:30 AM | Friday, December 13th | at 8:00 AM - 10:00 AM |
| | 9:00 or 9:30 AM | Friday, December 13th | at 8:00 AM - 10:00 AM |
| | 10:00 or 10:30 AM | Friday, December 13th | at 10:15 AM - 12:15 PM |
| | 11:00 or 11:30 AM | Friday, December 13th | at 10:15 AM - 12:15 PM |
| | 12:00 or 12:30 PM | Friday, December 13th | at 12:30 PM - 2:30 PM |
| | 1:00 or 1:30 PM | Friday, December 13th | at 12:30 PM - 2:30 PM |
| | 2:00 or 2:30 PM | Friday, December 13th | at 2:45 PM - 4:45 PM |
| | 3:00 or 3:30 PM | Friday, December 13th | at 2:45 PM - 4:45 PM |
| Labs for Natural Science Classes | | Final Exams for all Biology, Geology, and Chemistry Labs will be scheduled by the Lab Instructor. | |
| EVENING CLASSES (Beginning at 5:00 PM or Later) | | Final Exam will be at regularly scheduled Class Time during Finals Week, December 9th - 13th. | |
| INTERNET CLASSES | | Final Exam will be given during Finals Week, December 9th - 13th. | |

In the event that a student has more than two (2) final examinations scheduled by the Registrar for one day of the week of final examinations, that student has the opportunity to move one examination to a different day of finals week. A student seeking accommodation of a change

request must contact all faculty concerned at least two (2) weeks prior to the first day of finals week.

**Tuesday, December 17, 2013 is the deadline for faculty to submit final grades
via Banner Web-My Info.**

Grades will be available on Banner Web on Friday, December 20, 2013.



Montana State University – Great Falls Policy and Procedures Manual

SUBJECT: Student Affairs

Policy 303.1 Drug Free Campus

Effective: Revised:

In compliance with the Drug Free Workplace Act of 1988, Public Law 101-690, Montana State University-Great Falls College of Technology is committed to a good faith effort to provide a drug-free campus. Therefore, the manufacturing, distribution, sale and/or abuse of illicit and/or prescription drugs, or the inappropriate use of alcohol at the college or in any activity affiliated with the college is prohibited. In addition, the college will enforce the Board of Regents' policy, [Section 503.1](#), of the Policy and Procedures Manual regarding alcoholic beverages. Students must comply with this policy as a condition of attendance. Violations of this policy will result in disciplinary action up to and including expulsion and/or referral for prosecution. At the discretion of the Dean of the College of Technology, a student violating the policy may be required to satisfactorily complete a drug or alcohol abuse rehabilitation program as an alternative to expulsion or as a condition for readmission.

According to information provided by the U.S. Department of Education, drug and alcohol abuse may cause personal health problems, as well as interfere with work, school and daily living performance.

The Great Falls community has a number of excellent resources available to assist an individual who is having difficulty with drug and/or alcohol abuse. Counselors at the College of Technology are familiar with community resources and are available to refer individuals for assistance and/or treatment to overcome the problem of drug or alcohol abuse. If an individual is reluctant to approach college personnel, information about assistance programs may be obtained by calling the Community Help Line-761-6010.



Montana State University – Great Falls
Policy and Procedures Manual

SUBJECT: Student Affairs
Policy 302.1 Equal Opportunity
Effective: Revised:

Montana State University-Great Falls College of Technology is committed to the provision of equal opportunity for education, employment, and participation in all college programs and activities without regard to race, color, gender, marital status, disability, age, disadvantage, religion, political affiliation and/or national origin.

The college's Equal Opportunity Officers are the Human Resources Director and the Assistant Dean for Student Services, 2100 16th Avenue South, Great Falls, MT 59405. Telephone: 406-771-4300.



changing lives – achieving dreams [2014-2015 catalog]

›Great Falls College MSU ›Catalog ›Admissions

Admissions - Admission Requirements

■ Application [PDF] ■ Other Forms

Please note that any documents submitted to the College during the admissions process become the property of GFC MSU, and will remain a part of the student's admission and/or conduct file. All students must apply for admission, be accepted to the college and have a completed admissions file prior to registration in courses.

1. **Complete and Submit Application for Admission:** Applications for admission may be obtained from Admissions at the College or click on the application link above. Prospective students are encouraged to consult with the Recruiter for information about selection of a program and financial aid before submitting their applications. Call 406-771-4414 or 1-800-446-2698 (in Montana) to arrange for an appointment with the Recruiter. Per Montana Board of Regents of Higher Education Policy 940.2, "Each campus of the Montana University System shall charge a non-refundable application fee of \$30 to each applicant for admission to a graduate or undergraduate program."
2. **Furnish High School and College Transcripts:** Applicants to any program must submit copies of high school transcripts, high school diploma, or GED scores to Admissions. These records must be final and include the completion/graduation date. High schools must be accredited by the appropriate state office of public instruction. In order to receive transfer credit, official college transcripts must be sent directly to the College from each regionally accredited college or university attended. College transcripts submitted from other institutions cannot be released or duplicated, as they remain the property of the institution.
3. **Furnish Immunization Records:** In order to be in compliance with Administrative Rules of Montana, updated June 2007, students born after January 1, 1957, taking seven (7) or more credits OR enrolled in a certificate/degree/transfer program must submit proof of TWO vaccinations against measles (rubeola) AND TWO against rubella (German measles). Immunizations must have been after 12 months of age, the second no earlier than 28 days after administration of the first dose. No measles vaccination given before 1967 is valid and no rubella vaccination given before 1969 is valid. Immunizations must be documented by a physician, registered nurse, or school official; or submit blood draw (Titer test) results proving immunity for BOTH measles and rubella ; or submit documentation of having contracted measles and rubella. Documentation by a physician is required including dates of illness; or documentation of a file for a medical or religious exemption; or show proof of age, if born prior to January 1, 1957. Such evidence must be submitted before students will be permitted to register for courses. For more information about the Administrative Rules of Montana regarding immunizations, visit the link below:

www.mtrules.org/gateway/ruleno.asp?RN=37%2E114%2E709

Admission Types

First Time/Freshman Students

First Time/Freshman Students are degree seeking students, who have never attended college before or have less than 12 credits of transfer work. They are required to complete **all** admission requirements. A one-time \$30 application fee must accompany the Application for Admission.

Transfer Students

Transfer students are required to complete **all admission** requirements listed above. In addition, credits from other regionally accredited postsecondary institutions may be accepted as they apply to the established course requirements of Great Falls College Montana State University under the following guidelines:

- The transferring student must initiate the request for evaluation of credit during the admission procedure by furnishing an official transcript from the transferring institution(s) and the necessary materials, including copies of the appropriate catalog descriptions or course syllabi to the Registrar's Office. Official transcripts must be sent directly by the issuing institution to the following address:

Office of the Registrar
Great Falls College Montana State University
2100 16th Ave S
Great Falls, MT 59405

- Grades less than a "C-" for previous course work will not be considered for transfer credit. Course work taken more than 5 years prior to transfer request may not be accepted. If transfer credit cannot be granted, the student has the option of challenging a course or courses through the Experiential Learning policy.
- Transfer credit will be accepted only as it applies to the student's declared program of study.
- Students will be awarded a certificate/degree upon satisfactory completion of all program requirements, provided 25% of the credits required in the degree- related program have been completed at Great Falls College MSU.
- Transfer credit will be posted on the transcript for accepted transferred course work.
- Transfer grades are not figured in the grade point average (GPA).
- Students who wish to appeal a decision regarding acceptance of transfer credit should contact the Registrar's Office to receive information on the appeal process. Students may be asked to provide course descriptions and/or syllabi for an appeal.

Re-admission to the College

Students who have previously attended Great Falls College MSU must re-apply when they have been absent for one semester, excluding summer. Re-admitted students must complete the Application for Admission, which is available in Student Central or on the College's website at www.gfcmsu.edu/admissions_records/forms2.html. Re-admitted students will have to furnish all required application materials if they have not already done so.

Re-admitted students must follow the graduation requirements for the catalog under which they are re-admitted. Previously earned credits will be evaluated on the basis of the current degree or certificate requirements. Credits earned 5 or more calendar years earlier will be reviewed by the appropriate Division Director, program director and/or Registrar, who may require repetition of any course in which the content has substantially changed. Re-admitted students will be required to go through the new student registration processes.

Those students applying for re*admission after serving at least one term of academic suspension must complete an [Admissions Academic Progress Appeal Form](#) along with the [Application for Admission](#). Such appeals will be reviewed by the Registrar's Appeal Committee before the student is informed in writing of the re-admission decision.

Admission Requirements for Non-Degree Seeking Students

Non-degree seeking students must complete and submit the Application for Admission. For students taking courses with prerequisite requirements, an appropriate placement exam score, a challenge exam, or transcripts demonstrating successful completion of prerequisite courses will be required. A one-time \$30 application fee must accompany the Application for Admission. Non-degree students wishing to take more than 6 credits will be required to provide proof of immunization. Please note that non-degree seeking students are not eligible for financial aid.

Early Admission

High school students may be admitted and allowed to register for college-level courses provided they are academically prepared. This process shall be confined to students who present evidence of the ability and maturity to do college work. This admission requires that the high school principal or counselor approve participation of a student in the college level courses. High school students may earn college-level credit to be applied to a degree at Great Falls College MSU or to transfer to another college or university once they graduate

from high school. Course records for students will be entered and maintained on a Great Falls College MSU transcript. Early admission students will also have to furnish all required application materials if they have not already done so.

Home School Admission

Home school students must submit the admissions application and application fee, a notarized copy of the home school curriculum, two letters of recommendation from people other than family members, a parental approval form if the student is under 18 and immunization records if the student is degree seeking and/or taking more than six credits. Home school students must complete the ACT, SAT, or COMPASS test prior to enrolling at the College. Home school students will also have to furnish all required application materials if they have not already done so.

Nonimmigrant Foreign Students

Great Falls College MSU is authorized under federal law to enroll nonimmigrant foreign students. Each nonimmigrant foreign student is required to furnish the following documents in order to be considered for admission:

1. Completed Application for Admission accompanied by a \$30 non-refundable application fee;
2. TOEFL (Test of English as a Foreign Language) scores from an accredited testing service. A minimum score of 500 is the acceptable standard on the paper-based test, 173 on the computer-based test and 61 on the internet-based test. More information about TOEFL may be obtained from the Education Testing Service, Princeton, NJ 08540 or on the following websites: www.ets.org and www.toefl.org;
3. Proof of completion of the equivalent of an American high school education with satisfactory grades. Transcripts must be evaluated by a credential evaluation service to make this determination. Please contact Admissions & Records for a list of credential evaluation services;
4. A Declaration of Finances or other present evidence of funds necessary to pay all living expenses and travel to and from the college;
5. All nonimmigrant foreign students must show a physician-validated immunization record for measles, rubella, diphtheria, tetanus, and skin testing for tuberculosis. The evidence must be presented before a student will be permitted to register;
6. Evidence of an accident and sickness insurance policy or one of equal coverage for each semester in attendance at the College.

After a nonimmigrant foreign student has completed all of the above items and returned the required forms, his/her admission file will be reviewed and a letter will be sent indicating either acceptance or denial of admission. Upon acceptance, the College will issue an I-20 Certificate of Eligibility for non-immigrant F-1 student status.





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Admissions - Advising

Advising

All degree seeking students are assigned to an advisor in the Advising & Career Center. Your academic advisor is one of the most important and helpful individuals to you during your time at Great Falls College MSU. It is important for you to work with her or him on all decisions regarding your course load and plans. You should use your advisor in the Advising & Career Center as a resource when building your academic plan and make it a point to visit your academic advisor on a regular basis.

Advisors help with:

- Selecting courses that match your interests and skills
- Choosing a degree program
- Making a long-term academic plan in order to meet your goals
- Interpretation of placement test scores and transcripts from other colleges
- Short- and long-term academic planning
- Transfer requirements, registration procedures, and class scheduling
- Completing an application for graduation
- Academic concerns
- Assisting students and making referrals to other college and community resources

Advisors also answer questions about college policies, instructor expectations, and extra-curricular activities. In addition, students are required to meet with their advisor to determine which classes best meet their academic goals. Great Falls College MSU's advisors are a valuable resource for students who need information about college and community resources that make it easier to attend College.

Career Services

Career Services is a resource to help students and alumni acquire skills and information to secure employment. In addition, Career Services provides assistance to students looking for temporary, part-, and full-time employment in addition to internship opportunities. Career Services provides the following services:

- Career counseling
- Job listings on JobWire (for students, alumni, and employers)
- Personalized assistance with resume and cover letter writing, interviewing, job searching, and exploring career choices
- Occupational trend information
- Major exploration

Career Services is located in the Advising & Career Center in R220.





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Admissions - Applicants

As an open admission institution, Great Falls College MSU will attempt to admit all persons who complete admission requirements. The College reserves the right to deny or conditionally admit, readmit, or cancel the enrollment of any individual, who in the judgment of the College presents an unreasonable risk to the safety and welfare of the College community, or who has failed to maintain satisfactory academic progress.

Applicants/current students may be asked to complete either a Safety and Security Questionnaire or an Admissions Academic Appeal form before an admission decision is made or changed.

Notification of an admission decision will be mailed to the applicant.

Admission to the College does not guarantee admission to a specific program. In the case of programs with limited enrollment, acceptance of individuals will be based on the criteria described in the program's applicant packet and/or timely completion of the admission requirements for each program. Students should check with their advisor or program director for program specific admission requirements.

Admission decisions may be appealed, in writing, to the Associate Dean of Student Services. Students who choose to apply for financial aid may be required to provide additional documentation.

All applicants will be considered without regard to race, color, religion, national origin, marital status, age, gender, disability, or disadvantage in accordance with the following guidelines:

Degree Seeking

A degree seeking applicant is one who possesses a high school diploma or its equivalent and will enroll in a specific program to earn a certificate or degree.

Non-Degree Seeking

A non-degree seeking applicant is one who will not enroll in a specific program to earn a certificate or degree. If status changes at a future date to degree seeking, additional admission requirements will have to be met. Non-degree seeking applicants are not eligible for financial aid.

Full-Time Student

A full time student is one who is enrolled in 12 or more credit hours per term. Students who do not meet the criterion for full-time classification are part-time students.

Program Requirements

Great Falls College MSU has several programs that are limited enrollment programs, accepting a limited number of students each year. Interested students are urged to contact the specific program directors as well as the Admissions Office for information specific to admission requirements and criteria for program acceptance. This process is separate from the general Application for Admission submitted to the Admissions Office.

Program directors may deny admission to a specific program based upon individual program admission criteria. In addition, program directors may dismiss a student from a specific program and withdraw that student from applicable

courses in the case of student misconduct as defined by program and/or standards outlined in the program handbook.

Some licensing or certification boards have varied restrictions, which may affect persons with a history of felony conviction. The College assumes no responsibility for the denial of licensure or certification by such boards. Prospective students are responsible for contacting the appropriate boards concerning any questions regarding their eligibility for licensure or certification.



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Registrar's Office - Credit by Examination

College credit earned by currently enrolled students who successfully complete approved advanced placement examinations, CLEP and DANTES examinations, and CTE College Credit articulations will have credits recorded on their academic records without an additional fee. Credit will not be awarded for courses that are prerequisites to subsequent courses that have been completed, or for courses that have been failed or previously audited.

College Advanced Placement (High School Students)

Applicants who have taken advanced placement courses in high school should request that the official scores be sent to Registrar's Office. Grades of 3, 4, or 5 on an advanced placement examination will be granted college credit for the appropriate courses.

Experiential Learning

Great Falls College MSU recognizes that learning occurs outside of the college setting. The outcome of this learning is often the acquisition of skills and/or knowledge which may be equivalent to learning at GFC MSU and other institutions of higher education. GFC MSU may award credit for this learning through the GFC MSU Experiential Learning Policy. This policy is based on the Northwest Commission on Colleges and Universities (NWCCU) Policy 2.3., and can be found at the following link:

http://www.gfcmsu.edu/about/PoliciesProcedures/300/306_1_EXPERIENTIAL_LEARNING_-_Updated.pdf

College Level Examination Program (CLEP) and DSST

Great Falls College MSU awards credit toward graduation for successful performance in certain subject examinations of the CLEP and DSST programs. Students may arrange to take these examinations at designated centers. Passing grades and the awarding of credit is determined by the American Council on Education (ACE) credit recommendations.

Great Falls College MSU Test identification numbers:

- CLEP 7691
- DSST 9472
- ACT 2432
- SAT 4482





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Admissions - New Student Registration

All new, transfer or readmitted degree seeking students will be required to attend or complete a Registration session prior to registration for their courses with Great Falls College MSU. Registration sessions are scheduled at various times for the student's convenience. Students completing a program that is online will have online and phone sessions available to them.

The following requirements must be satisfied prior to registration for courses at Great Falls College MSU:

- Completed Admission File (see Admission requirements:
www.gfcmsu.edu/catalog/Admissions/AdmissionRequirements.html)

- Complete Placement Assessment:

All applicants will be required to complete placement testing or submit college transfer work in math and writing prior to enrolling in their first semester of classes. Students may take the COMPASS placement test or submit their American College Test (ACT) or Scholastic Aptitude Test (SAT) scores. Test scores are only valid at Great Falls College MSU for three years.

The COMPASS is a standardized test that measures an applicant's proficiency in writing, reading and mathematics. The results are used to determine placement in courses. Special arrangements can be made for those applicants who have a documented permanent or temporary disability. There is a fee for the COMPASS test and arrangements for taking the COMPASS test can be made through the GFC MSU Testing Center at the following address:
<http://distancex.gfcmsu.edu/etesting/compasstestform.html>

Students may choose to have their ACT or SAT scores sent to the College to determine placement. Please have scores sent to Admissions Office directly from ACT or SAT. The College's ACT code is 2432, and the SAT code is 4482. The addresses and telephone numbers for ACT and SAT are:

ACT Records
P.O. Box 451
Iowa City, IA 52243-0451
319-337-1313 www.act.org

SAT Program
Princeton, NJ 08541
866-756-7346 www.collegeboard.com

For persons wishing to attend a postsecondary institution other than Great Falls College MSU, the GFC MSU Testing Center will provide monitoring for placement assessments. Individuals must arrange for the assessment materials to be sent to the college of their choice. Contact the Testing Center for further details at etesting@gfcmsu.edu or 406-268-3711





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Admissions - New Student Orientation

All new students attending classes on campus will be required to attend Orientation events on campus. Students will have their choice of days and times to attend these sessions prior to classes beginning for the fall and spring semesters. Students will be encouraged to sign up and attend as many of the sessions as possible. Additional information about the Orientation sessions will be given to students during their registration session.

Student Identification Card

Each student should obtain a nontransferable identification card. The identification card may be necessary when purchasing books, cashing checks in the bookstore and using the library. This ID can be obtained in Student Central. In addition, students can replace a lost identification card in Student Central for \$5.



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Admissions - Residency Requirements

■ Tuition and Fee Schedule

Under policies established by the Board of Regents, in accordance with Montana statutes regarding residency, all applicants for admission and all students at the units of the Montana University System shall be classified as in-state or out-of-state for tuition and fee purposes.

In-State vs. Out-of-State: A person may be classified as in-state following a 12-month continuous period of domicile in Montana with a documented and dated intent to become a resident of Montana as outlined in the Montana University System Guide to Montana's Residency Policy, provided that the person is not registered for more than one-half of a full-time credit load at any post-secondary institution during the 12-month waiting period. Applicants may request a copy of the Student Guide to Montana Residency Policy from Student Central or download it [here](#). Members of the United States Armed Forces assigned to active duty in Montana, their spouses, and dependent children during the member's tour of duty may be granted in-state residency for tuition and fee purposes.

In-State Completely Online: A person classified as in-state, who does not live in the following counties – Glacier, Toole, Liberty, Hill, Pondera, Teton, Choteau, Lewis and Clark, Cascade, Judith Basin, Meagher, or Fergus – and is ONLY enrolling in online courses is able to receive adjusted tuition and mandatory fees.

Out-of-State Completely Online: A person classified as out-of-state and taking ONLY online courses is able to receive adjusted tuition and mandatory fees.

Western Undergraduate Exchange (WUE): The Western Undergraduate Exchange (WUE) is a program of the Western Interstate Commission for Higher Education (WICHE). Through WUE, students in western states may enroll in many two-year and four-year college institutions at a reduced tuition level: 150 percent of the institution's regular resident tuition. Visit the WICHE website at: www.wiche.edu or visit <http://wiche.edu/wue> for more specific WUE information. GFC MSU has a limited number of WUE positions available per year. Please contact Admissions for requirements and application materials.

Questions regarding residency status should be addressed to the Admissions Office in Student Central.





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Student Registration

Registration for students is available via Banner Web/My Info on the Internet. Students will need to obtain their advising number/alternate PIN before registering for classes. Continuing students will get this number from their academic advisor. New, transfer and readmit students will receive this number when they complete their Registration Session.

- Continuing students are defined as students who have been continuously enrolled (excluding summer) at GFC MSU.
- New, transfer or readmit students must contact Student Central to speak to an Advisor before registering for their classes; this generally happens during the New Student Registration process.

Registration information and dates for new and continuing students are available on the Academic Calendar posted on the College website at www.gfcmsu.edu/academics/AcademicCalendar.html

Attendance must be confirmed at the time tuition and fee payment is made. Confirmation is a separate process from either registration or payment. Attendance can be confirmed from the payment screen in the Banner Web/My Info secure area, under Billing and Payment.

Financial aid, class schedules, term registration, billing information, and payment options are accessible through Banner Web/My Info.

Students experiencing any problems accessing or using Banner Web/MyInfo should contact Student Central.





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Admissions - Transfer From Other Institutions

Credits from other regionally accredited postsecondary institutions may be accepted as they apply to the established course requirements of Great Falls College Montana State University under the following guidelines:

- The transferring student must initiate the request for evaluation of credit during the admission procedure by furnishing an official transcript from the transferring institution(s) and the necessary materials, including copies of the appropriate catalog descriptions or course syllabi to the Registrar's Office. Official transcripts must be sent directly by the issuing institution to the following address:

Office of the Registrar
Great Falls College Montana State University
2100 16th Ave S
Great Falls, MT 59405

- Grades less than a "C-" for previous course work will not be considered for transfer credit. Course work taken more than 5 years prior to transfer request may not be accepted. If transfer credit cannot be granted, the student has the option of challenging a course or courses through the Experiential Learning policy.
- Transfer credit will be accepted only as it applies to the student's declared program of study.
- Students will be awarded a certificate/degree upon satisfactory completion of all program requirements, provided 25% of the credits required in the degree related program has been completed at Great Falls College MSU.
- Transfer credit will be posted on the transcript for accepted transferred course work.
- Transfer grades are not figured in the grade point average (GPA).
- Students who wish to appeal a decision regarding acceptance of transfer credit should contact the Registrar's Office to receive information on the appeal process. Students may be asked to provide course descriptions and/or syllabi for an appeal.

Quarter to Semester Credit Conversion

If a student has taken courses at an institution using quarter credits or units other than semester credits, Great Falls College MSU will convert the quarter credits/units to semester credits using the following policy:

http://www.gfcmsu.edu/about/PoliciesProcedures/300/306_3_Quarter_to_Semester_Credit_Conversion_5-2012.pdf



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Transfer To Other Institutions

Great Falls College MSU is accredited by [Northwest Commission on Colleges and Universities \(NWCCU\)](#). For more information regarding the transferability of courses to other institutions, students should contact the institution they are planning to attend.

For transfer to another Montana school, a student may complete a Request for Transmittal of Application Materials form in order to have the contents of his/her admission file forwarded to the transfer school. There is an \$8 fee for this service. Students wishing to transfer to another Montana State University school may complete this form online in Banner Web/My Info. Completing the form online will waive the \$8 fee for Montana State University Schools only.

The College offers a number of transfer options including the Montana University System Transferable Core and the Associate of Science and Associate of Arts degrees. In addition, students may transfer under one of the Articulation Agreements and Programs of Study that Great Falls College MSU has with specific colleges and universities.



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Admissions - Tuition & Fees Policy

Tuition and fees can be found at:

http://www.gfcmsu.edu/admissions_records/TuitionFees.html

Tuition and fees are to be paid each semester prior to the posted fee payment deadline unless prior arrangements have been made with Student Accounts. Acceptable payment arrangements include financial aid and the deferred payment plan (explained below). The College accepts credit cards (Visa, MasterCard, and Discover) in addition to cash and checks. Payment must be in U.S. funds only.

Deferred Payment Plan

The deferred payment plan is an interest-free installment loan available for qualified applicants who are unable to make full payment of current semester tuition, fees, and other charges on the regular fee payment day. This plan is available to all qualifying students through Student Accounts. Installment payments and the applicable \$30 fee are collected and processed by Student Accounts. The Student Accounts office is located in Student Central.

Late Fee

A \$40 late registration fee will be assessed if registration for classes is not accomplished prior to 12:01 AM on the first day of class each semester.

Fee Refunds

Withdrawal from the College

Per Montana Board of Regents of Higher Education Policy 940.7:

Unless otherwise required by the Higher Education Act of 1965, as amended, refunds of fees in the event of withdrawal from school are authorized according to the following procedures. The registration and application fees are non-refundable.

Students withdrawing from Great Falls College MSU are refunded the tuition and fees paid in accordance with the following schedule established by the Board of Regents. In order for a student to receive a refund under the Board of Regents policy, an official withdrawal form must be on file in the Registrar's Office:

Fall & Spring Semester:

| Days of Instruction* | Percent Refunded |
|-----------------------------|------------------|
| Prior to first day of class | 100 |
| 1-5 | 90 |
| 6-10 | 75 |
| 11-15 | 50 |
| 16-on | 0 |

These dates are pro-rated for the summer term(s)

* Days of instruction begin with the first day of classes for a term and conclude on the 15th day, which is the deadline to drop/delete courses.

The registration fee and application fees are nonrefundable per Montana Board of Regents of Higher Education Policies 940.2 and 940.7

Cancellation, Refund & Grading Policy for Courses Numbered 194 and 094

All students wishing to drop from credit or non-credit-bearing Professional and Continuing Education (PCE) courses are required to fill out a Drop Form. These forms are available at the Outreach & Workforce Development office or online. If a class is dropped at least 3 working days prior to the first day of class, the full amount of tuition and fees will be refunded. For credit-bearing courses, the \$30 semester registration and \$30 one-time application fee will NOT be refunded.

If a class is not dropped at least 3 working days prior to the first day of class or the student enrolls and does not attend, the full amount of tuition and fees will be assessed. In certain instances exceptions to this policy may occur for drops occurring less than 3 working days prior to the first day of class. To be considered for an exception, an appeal stating the justification for this exception must be made in writing to the Registrar's Office.

If the Division of Outreach & Workforce Development Department decides to cancel a class, students will receive a 100% refund on all tuition and fees for non-credit courses and a refund on all but the \$30 semester registration and one-time \$30 application fees for credit-bearing courses. All PCE courses are graded and will show on the student's transcript.

Considering that many PCE courses are short in length and therefore intense in content, attendance plays an integral part in the grading process. If you do not attend all of the class dates and times, you may receive a lowered grade for poor attendance. Grade appeals are considered academic complaints. More information can be found at:

http://www.gfcmsu.edu/about/PoliciesProcedures/300/300_Student_Conduct_Grievance_Aug_12_001.pdf

Outreach and Workforce Development can be reached at 406-771-4303 or outreach@gfcmsu.edu

Changes in Credit Load After Payment of Fees

Students adding courses after payment of tuition and fees are required to pay additional tuition and fees created by the change in credit load.

Students dropping classes (but not withdrawing) will receive a 100 percent refund on courses dropped before the end of the 15th class day. Refunds will not be made after the 15th class day. This schedule applies only to fall and spring semesters. For the summer withdrawal schedule, please see the academic calendar for that term.

Refunds are processed approximately three weeks after the start of a semester. If a student's current mailing address in the Banner system is within zip codes 59401-59414 (primarily Great Falls and Black Eagle), refund checks will be held in the Student Accounts office for two weeks to allow students to pick up their checks in person. After that time, the checks will be mailed.

If the student's current mailing address in the Banner system is outside of these zip codes, the refund check will be mailed immediately unless prior arrangements are made to pick up the check in person.

Some form of picture ID must be presented when picking up refund checks in person.

It is the student's responsibility to maintain a current mailing address with the College.

Students Owing Debts

The College reserves the right to deny registration access to a student who has an overdue debt to any Montana State University unit. Students whose tuition and fees remain unpaid may have their registration for classes cancelled for the current semester. Transcripts, certificates, and degrees will be withheld from any student owing tuition, fees, or charges to a Montana State University unit. In the event a student has not returned books and/or materials belonging to this college or any other Montana University System unit, transcripts, certificates, and degrees may be withheld. The Great Falls College MSU may refer past due student accounts to the Montana Department of Revenue and/or commercial collection agency for collection action. Collection costs, attorney fees and court costs incurred in the collection of past due accounts will be added to the account and become part of the total amount due.





GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ABOUT GFC MSU | ACADEMICS | ADMISSIONS + RECORDS | CAMPUS LIFE | GIVING TO GFC MSU | BECOME A STUDENT

ADVISING & CAREER CENTER: MY ADVISOR

Your **Advisor** is here to assist you with achieving educational goals through an interactive advising and educational partnership. With your advisor, you will develop a plan of study based on your prior academic preparation and objectives.

You are encouraged to see your Advisor early in the semester to plan a course of study that will help meet your interests and goals. Contact your advisor more frequently when receiving an unsatisfactory grade report, you are unsure of your major, thinking of changing your schedule, or you are experiencing difficulties that are interfering with your academic progress.

- [Finding My Advisor](#)
- [What Should I Ask My Advisor?](#)
- [Advisor and Advisee Responsibilities](#)

Finding My Advisor

Your assigned advisor will be listed on Banner Web/My Info.

To find your advisor:

- Go to www.gfcmsu.edu
- Click on **Students**
- Click on **Banner Web/My Info**
- Click on **Enter Secure Area**
- Enter your User ID (student ID number with the "-") and your PIN number
- Go to **Student Information/Services**
- Click on **Program and Advisor**
- Select the term
- Your program (major) and advisor are listed on this page

What Should I Ask My Advisor?

- Once you have familiarized yourself with requirements for your program in the Great Falls College Catalog, ask specific questions that will help clarify requirements.
- If you are completing two or more programs, be sure to clarify what courses may count for more than one program.
- If you are unsure of your program, ask for suggestions about ways to explore possible majors.
- Review your full academic plan from the time you enter until you plan to graduate so you can keep on track and complete coursework in an efficient manner.
- Discuss your academic progress since the last visit with your advisor and your plans until the next visit.
- Ask for suggestions for academic support if you are struggling in one or more courses.
- Ask for referrals to campus and community resources to help with any problems that are affecting your coursework and success.
- Complete, in advance of the meeting, any required paperwork, as requested by your advisor.

ADVISOR AND ADVISEE RESPONSIBILITIES



CONTACT US

Rm R220
406.771.5100
advising@gfcmsu.edu

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- [Meet the Advisors](#)

Advisors will:

- Encourage and guide students to define and develop realistic educational goals
- Communicate the College's degree requirements, policies, and procedures
- Listen carefully to questions, concerns, and confusions
- Monitor students' progress
- Match students' needs with available resources and make referrals
- Discuss student's academic performances and its impact on their future goals
- Listen and respect students as individuals with unique needs, abilities, and interests
- Provide students with accurate information and follow-up if any questions are left unanswered
- Discuss the relationship between academic preparation and the working world

Advisees will:

- Clarify personal values and goals
- Become knowledgeable about college programs, policies and procedures
- Keep lines of communication open
- Keep a personal record of academic progress
- Follow through on suggested actions, resources, or referrals
- Accept responsibility for your academic decisions, performance and accept the challenge that college coursework provides
- Listen to and respect the advisor as a professional who has your best interest in mind
- Come prepared to meetings with questions and some initial research done about your areas of inquiry



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GREAT FALLS COLLEGE
MONTANA STATE UNIVERSITY



ABOUT GFC MSU | ACADEMICS | ADMISSIONS + RECORDS | CAMPUS LIFE | GIVING TO GFC MSU | BECOME A STUDENT

ADVISING & CAREER CENTER: Advising FAQ

- Who is my advisor?
- How will an academic advisor assist me?
- Will my advisor register me for my courses?
- What are the requirements of my major?
- How do I change my major?
- I'm having trouble deciding on a major - where should I turn?
- How do I remove a hold on my record?
- What is academic probation?
- What should I do if I have been academically suspended?
- What does it mean to withdraw (drop) from a course?
- When is the last day that I can drop/add a class?
- How do I withdraw from the college?
- How do I know if all of my requirements are completed for graduation?
- Can I retake the COMPASS exam for math and/or writing?
- What qualifies me as a full-time student? What does this mean?
- Can I get permission to take more than 19 credits in a semester?
- How will my courses from another school transfer into Great Falls College MSU?

Who is my advisor? [TOP]

You can find this information on Banner Web

- Go to www.gfcmsu.edu
- Click on **Students**
- Click on **Banner Web/My Info**
- Click on **Enter Secure Area**
- Enter your User ID (student ID number with the "-") and your PIN number
- Go to **Student Information/Services**
- Click on **Program and Advisor**
- Select the term
- Your program (major) and advisor are listed on this page

How will an academic advisor assist me? [TOP]

The Advising & Career Center staff is committed to helping students identify and achieve their academic and personal goals.

As the student, you are responsible for the choices you make during your time in college. Advisors can *assist* your decision making by providing a solid foundation of information and support. Among other things, an advisor can:

- Identify courses that meet program requirements, pre-requisites for your intended major, and fit with your personal interests and strengths
- Assist you in collaboration with Career Services in exploring and choosing a major
- Help you understand academic probation/suspension and connect you with resources to help you succeed
- Clarify academic policies and procedures
- Help you develop an academic plan outlining courses through graduation
- Discuss your progress towards meeting prerequisite/pre-major requirements for a given major, and suggest alternatives if you



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are off track.

Will my advisor register me for my courses? [TOP]

No, you must register through Banner Web/My Info.

What are the requirements of my major? [TOP]

First begin by exploring the Great Falls College MSU [Catalog](#). Then ask remaining questions of your advisor(s).

How do I change my major? [TOP]

Complete a "Change of Major " form after meeting with your advisor. These forms are available in the Advising & Career Center, Student Central and [online](#).

I'm having trouble deciding on a major - where should I turn? [TOP]

Students who have difficulty deciding on a major or a career should utilize the Career Services office located in the Advising & Career Center in R220. Career Services has several programs that can aid students in making career and major decisions.

How do I remove a hold on my record? [TOP]

This will depend on what type of hold is on your record. First, check the type of hold(s) you have by using Banner Web/My Info, and then contact the department to which it is related.

What is Academic Probation? [TOP]

Any student whose cumulative GPA falls below a 2.0 in a given semester is placed on academic probation at Great Falls College MSU for the following semester. All students are given at least one semester after being put on academic probation to reach a good academic standing. Students on probation will be limited to 13 credits during the probationary period. For details about academic probation, please review the Student Handbook.

What should I do if I have been academically suspended? [TOP]

All students enrolled in credit bearing courses who receive less than a 2.0 GPA and have a CPGA below a 2.0 for the second consecutive academic term will be suspended from the College. Following suspension, students will not be considered for reinstatement until at least one semester (excluding summer) has passed. Readmission must be initiated through the Registrar's Office by completing the Application for Admission and the Admission Academic Progress Appeal Form. Review the [Student Handbook](#) for information about Academic Suspension.

What does it mean to withdraw (drop) from a course? [TOP]

You will not earn credit for a course you drop and you may receive a "W" on your transcript. You should meet with Financial Aid and an advisor before dropping a course or withdrawing from the College.

When is the last day that I can drop/add a class? [TOP]

Check the current [Academic Calendar](#) located online each semester in order to learn important deadlines and dates.

How do I Withdraw from the college? [TOP]

Students who find it necessary to discontinue all college work before the deadline to drop has passed must complete an official withdrawal. Students planning to withdraw from all classes must consult an advisor in the Advising & Career Center. The Banner Web/My Info system does not allow a student to drop all of his or her classes online; a personal interview is required (in person or on the phone). The advisor will assist the student in completing the required paperwork and discuss the consequences.

How do I know if all of my requirements are completed for graduation? [TOP]

Students can view their transcript on Banner Web and check which requirements they have met by comparing them to the catalog. However, students are encouraged to visit their advisor for an audit.

Can I retake the COMPASS exam for math and/or writing? [TOP]

Students can retake that COMPASS exam at any time during a semester, and as many times as they would like. A fee will be charged for each exam taken. To schedule the COMPASS, please contact the Admission and Records office in Student Central.

What qualifies me as a full-time student? What does this mean? [TOP]

Students who are enrolled in at least 12 credits in a given semester are considered full-time students. Students are also encouraged to determine whether their parent or guardian's insurance policies are affected by their full or part time status as a student.

Can I get permission to take more than 19 credits in a semester? [TOP]

Students who have proven their capability to handle extra credits through previous academic performance are allowed to take additional credits. Interested students must gain permission through the Assistant Dean of Student Services.

How will my courses from another school transfer into Great Falls College MSU? [TOP]

Students should submit an official transcript from previously attended colleges or universities to Admissions along with their application. Admissions and Records will review official transcripts and assign appropriate credit. Grades less than a "C-" for previous course work will not be considered for transfer credit. Transfer credit will be accepted only as it applies to the student's declared program of study.





GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ADVISING & CAREER CENTER: ADVISING RESOURCES

- Academic Planning Form [pdf]
- Advising Syllabus
- Banner Web/My Info
- Catalog
- Common Course Numbering
- Compass Test
- D2L Advising Rooms
- Forms (Admissions + Records)
- "How To" Instructions
- Transfer Planning Guide [pdf]

[TOP]



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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



CAREER SERVICES



Welcome to Career Services! We are here to help students and alumni acquire skills and information to secure employment. In addition, Career Services provides assistance to students looking for temporary, part-, and full-time employment in addition to internship opportunities. Career Services provides the following services:

- Career counseling
- Job listings on JobWire (for students, alumni, and employers)
- Personalized assistance with resume and cover letter writing, interviewing, job searching, and exploring career choices
- Occupational trend information
- Major exploration



MAKE AN APPOINTMENT

406.771.5100 or
800.446.2698
email: careers@gfcmsu.edu

Located in R220

QUICK LINKS

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- [For Employers](#)
- [Graduate Placement](#)
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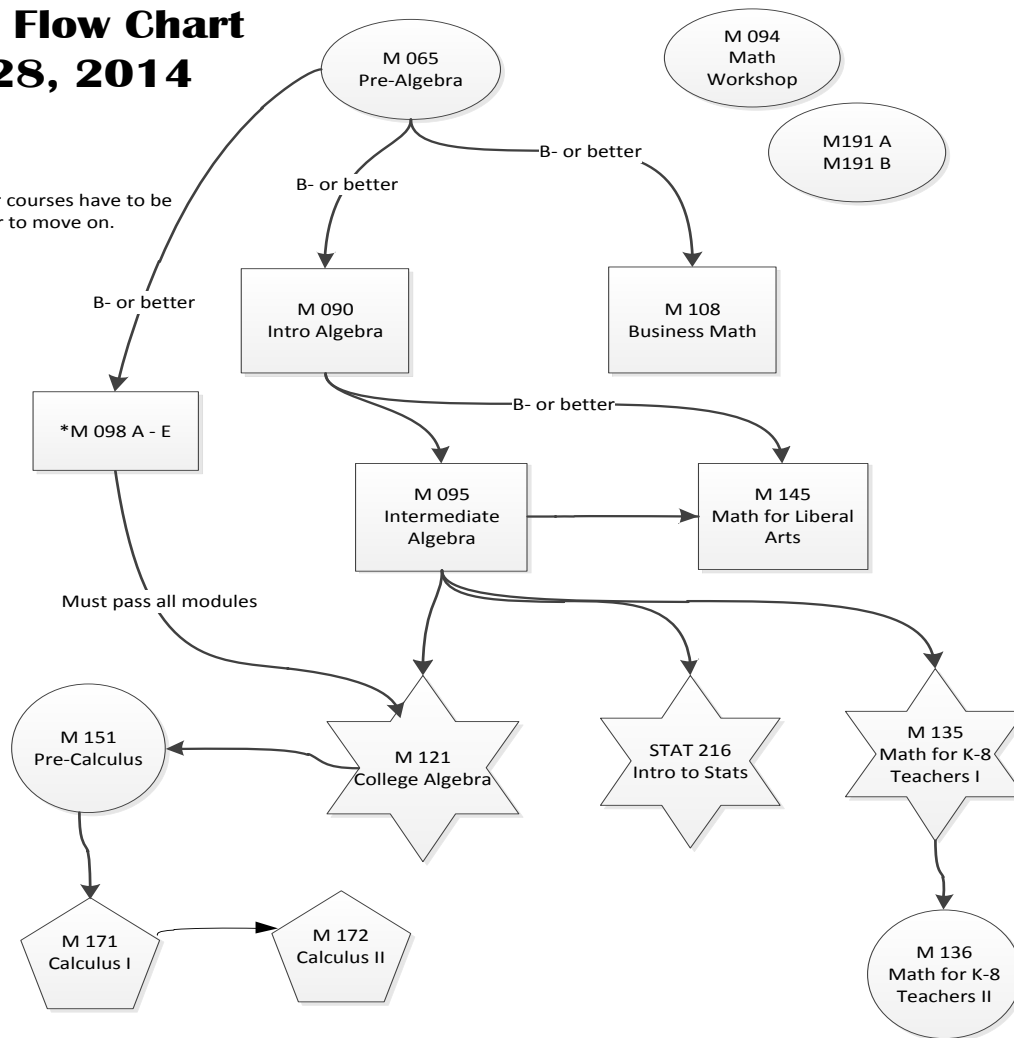
Great Falls College MSU

Math Placement Flow Chart

Revised Jan. 28, 2014

If not specifically noted all other courses have to be passed with a C- or higher to move on.

*Registration by Consent of Instructor



| | ACT | SAT | COMPASS (Pre-algebra) | COMPASS (Algebra) | COMPASS (College Algebra) |
|---|--------------|---------------|--------------------------|----------------------|------------------------------|
| M 094 | 9 or lower | 299 or lower | 25 or lower | | |
| M 065 M 191 A / B | 10-20 | 300-489 | 26-46 | | |
| M 090 *M 098 A - E M 108 | 21 | 490-509 | 47-99 | 0-45 | |
| M 095 M 145 | 22 | 510-529 | | 46-51 | |
| M 121 M 135 STAT 216 | 23-24 | 530-569 | | 52-65 | |
| M 151 | 25-26 | 570-609 | | 66-99 | 0-62 |
| M171 | 27 or higher | 610 or higher | | | 63-99 |

Great Falls College MSU Writing Placement

| | WRIT 094 Writing Skills Workshop | WRIT 095 Developmental Writing OR *WRIT 098 Accelerated Developmental Writing | WRIT 101 College Writing I & WRIT 122 Intro to Business Writing |
|--|---|---|--|
| ACT (ENG or Combo ENG/WRIT) | 0-15 | 16-17 | 18 + |
| ACT or SAT ESSAY (Writing Subscore) | 3-4 | 5-6 | 7-12 |
| SAT | 200-335 | 336-399 | 400 + |
| COMPASS E-WRITE | 0-4 | 5-6 | 7 + |
| COMPASS WRITING | 21-46 | 47-75 | 76 + |
| MUS WRITING | 0-2 | 2.5 - 3 | 3.5 + |

*Students may be eligible to move from WRIT 095 into WRIT 098 while taking the corequisite WRIT 101 course with approval of the Division Director. Placement scores for WRIT 098 / WRIT 101: ACT 17; ACT essay 6; SAT 367; Compass writing 67; MUSWA 3

Great Falls College MSU Biology Placement

| | ACT | SAT | COMPASS | MUS Writing | |
|--|---|-----|---------|----------------|--|
| BIOB 101 Discover Biology & Lab | Placement at WRIT 101 level Placement at M 090 or higher | | | | |
| BIOH 104 Basic Human Biology & Lab | | | | | |
| <i>Or completion of M 065 Pre Algebra & WRIT 095 Developmental Writing with a C- or higher</i> | | | | | |
| BIOH 201 Human Anatomy & Physiology I & Lab | Placement at WRIT 101 level Placement at M 095 or higher | | | | |
| <i>Or completion of M 090 Intro Algebra & WRIT 095 Developmental Writing with a C- or higher</i> | | | | | |

Students must meet the minimum test scores or class pre-requisites for ***both*** Writing and Math.

***BIO 080** ~ Basic Scientific Skills and Concepts **DOES NOT** have placement scores required

***BIOH 112** ~ Human Form and Function I **DOES NOT** have placement scores required



GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ADVISING & CAREER CENTER: STUDENT RESOURCES

- ABLE (Adult Basic and Literacy Education)
- Career Services
- Catalog
- COTage Bookstore
- Disability Services
- eLearning
- Financial Aid
- Student Assistance Foundation
- Student Handbook
- Weaver Library

[TOP]



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ADVISING & CAREER CENTER: TRANSFER INFORMATION

Great Falls College MSU offers a number of transfer options including the General Education Core Transfer, the Associate of Science Degree, the Associate of Arts Degree, and various course recommendations and transfer agreements with the Montana University System and private four-year colleges and universities. It is important to note that Baccalaureate requirements vary considerably among and within universities.

NOTE: In addition, the granting of transfer credits is determined by the receiving institution. Therefore, it is critical that students considering transfer speak to an advisor and research the educational requirements at the intended school.

The following list represents a number of steps students should take when preparing to transfer. This is not an exhaustive list and students should work with an academic/transfer advisor throughout the process.

1. Make an appointment with your advisor to review your transfer options.
2. Review the transfer agreements and programs of study available at Great Falls College MSU or identify other transfer options such as Bachelor of Applied Science (BAS) degrees.
3. Keep all syllabi from your courses and course descriptions from the Great Falls College MSU catalog.
4. Select a major course of study.
5. Research and select a college(s).
6. Complete the Transfer Planning Guide.
7. Contact the admissions and/or transfer staff at the college(s) you have selected.
8. Request an application and financial aid materials. Submit the application and financial aid materials by the stated deadline.
9. Have an official transcript(s) sent to the college(s) including transcripts from other schools you have attended.
10. If transferring to a Montana University System school, review the [Transfer Guide](#)
11. Visit the [MUS Transfer](#) website from the Office of the Commissioner of Higher Education for transfer policies concerning admission standards, academic progress, and the transferability of courses by individual institutions.
12. Visit the campus and the department of your intended major.
13. After you are accepted, attend an Orientation to learn about the campus, their policies, and programs.



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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



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ADVISING & CAREER CENTER: Transfer Guide

The Transfer (Equivalency) Guide provides a means for examining how courses transfer from one school to another within the Montana University System. The Transfer Equivalency Guide is for reference only. The equivalencies listed are the most current and are subject to change. Official transfer credit evaluations are completed by the receiving institution. If a course is not listed it does not necessarily mean that the course will not transfer. For example, a course may not have been previously evaluated for transfer. In addition, if you do not see the college or university you are looking for in the guide, it does not necessarily mean that credits are not accepted from that school. This simply means that the school is not in the guide.

Colleges and universities within Montana are listed below. Please click on the school you are considering attending and review their transfer guide. **Please note that Transfer Guides are not available at all schools.

Montana Four-Year Colleges

- [Montana State University](#) Bozeman
- [Montana State University–Northern](#)
- [The University of Montana](#)
- [The University of Montana–Western](#)
- [Montana State University–Billings](#)
- [Montana Tech of The University of Montana](#)
- [Carroll College](#)–Helena
- [University of Great Falls](#)
- [Rocky Mountain College](#)–Billings

Montana Two-Year Colleges

- [Great Falls College MSU](#)
- [College of Technology of The UM–Missoula](#)
- [MSU–Billings College of Technology](#)
- [MT Tech College of Technology of The UM–Butte](#)
- [Miles Community College](#)
- [Helena College](#)
- [Flathead Valley Community College](#)
- [Fort Peck Community College](#)
- [Fort Belknap Community College](#)
- [Little Big Horn College](#)
- [Salish Kootenai College Flathead Reservation](#)
- [Stone Child College](#)
- [Dawson Community College](#)
- [Blackfeet Community College](#)
- [Dull Knife Memorial College](#)

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ADVISING & CAREER CENTER: MEET THE ADVISORSCourtney Johnsrud**Director**Advising & Career Center, R220
406-771-4387
cjohnsrud@gfcmu.edu

Courtney has been working at Great Falls College MSU since 2003. She began as the Career Services/Transfer Advisor and in August, 2011 was named Director of the Advising & Career Center which opened in September, 2011. She has a B.A. in Psychology from Beloit College, a Master's Degree in Criminal Justice from John Jay College, and a Master's in Counselor Education from MSU-Northern and is a licensed clinical professional counselor. Courtney teaches Introduction to Sociology and Intro to Criminal Justice as an adjunct for the College.

Eleazar Ortega**Advisor**Advising & Career Center, R220
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eleazar.ortega@gfcmu.edu

Eleazar joined the Advising & Career Center in September 2011. She is originally from Long Beach, CA and obtained her B.A. in Psychology from the University of Southern California and earned her M.S. in Counseling and Student Services from California State University, Fresno. Before coming to the Advising & Career Center, Eleazar was an Academic Counselor Intern at California State University, Fresno and a Research Associate for the Los Angeles Unified School District.

Greg Stivers**Advisor**Advising & Career Center, R220
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gregory.stivers@gfcmu.edu**CONTACT US**Rm R220
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advising@gfcmu.edu**QUICK LINKS**

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Greg Stivers joined Great Falls College MSU in November 2010.

Prior to coming to GFCMSU Greg worked in Admissions at the University of Great Falls. Greg is Academic Advisor/Student Support Coordinator for students wanting to transfer to MSU Northern programs in Great Falls. Greg also has the pleasure of advising students pursuing an A.A. or an A.S. degree from GFCMSU. Greg earned his Bachelor's degree in Radio/Television and Mass Communications from Grand View College in Des Moines, Iowa.



[Jamie Hauer](#)

Advisor

Advising & Career Center, R220

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jamie.hauer@gfcmsu.edu

Jamie completed her AS degree with Great Falls College MSU before transferring to Carroll College to complete her BA in Psychology. She then moved to Minnesota and completed her MA in Marriage and Family Therapy. While in Minnesota Jamie started working in Post Secondary Education, first as a Director of Financial Aid, and then as a Student Counselor. Upon moving back home to Great Falls she joined the Great Falls College Advising & Career Center team as one of the Academic Advisors. She believes in life-long learning and that education is the best investment an individual can make.



[Sandy Bauman](#)

Advisor

Advising & Career Center, R220

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sandra.bauman@gfcmsu.edu

Sandy joined the Advising & Career Center in September 2011. Prior to coming to Great Falls College, she served as Director of Financial Aid for the University of Great Falls and Default Prevention Manager for the Montana Guaranteed Student Loan Program. Sandy earned her Master's degree in Public Relations from MSU Billings in 2005 and her Bachelor's degree in Modern Languages from Montana State University in 1994. In addition to her duties in the Advising & Career Center, Sandy serves as advisor for Phi Theta Kappa honor society and as adjunct instructor.

[TOP]





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 - Sergio Ramos Rubio
 - Damon Will Forever Be Elena's Home
 - Yay Iceland

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GFCMSU JobWire

@gfcmsujobwire

Through the Advising & Career Center, the JobWire job posting system allows 24-hour access to job postings for MSU-Great Falls students and alumni.
Great Falls, MT · msugf.edu/students/Caree...

TWEETS
336
FOLLOWING
4
FOLLOWERS
2
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- 

GFCMSU JobWire @gfcmsujobwire · Apr 7

PTA position in Missoula, MT fb.me/6ASWDBfz2

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GFCMSU JobWire @gfcmsujobwire · Mar 26

LPN Position - Great Falls, MT fb.me/2A23y916U

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GFCMSU JobWire @gfcmsujobwire · Mar 18

Dental Assistant - Great Falls, MT fb.me/6NEBTGzNL

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GFCMSU JobWire @gfcmsujobwire · Mar 13

Surgical Technician - Have, MT fb.me/1YODbZUZG

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GFCMSU JobWire @gfcmsujobwire · Mar 3

Dental Assistant Position - Great Falls, MT fb.me/6FXRlqseC

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GFCMSU JobWire @gfcmsujobwire · Mar 3

Located in Great Falls, MT fb.me/2GL3FZVZa

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GFCMSU JobWire @gfcmsujobwire · Feb 18

Job Posting fb.me/6igjwdL5n

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- 

GFCMSU JobWire @gfcmsujobwire · Feb 11

Located in Helena, MT fb.me/6vxRTcwbj

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- GFCMSU JobWire** @gfcmsujobwire · Feb 3

The Learning Center is right across from the Advising Center, so we can tell you



their soup smells goood!! fb.me/2lrNBX1TG

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GFCMSU JobWire @gfcmsujobwire · Jan 27

Reminder!! Wed Jan 29th is the last day you can drop a class through BannerWeb.

Starting on Thu Jan 30th you... fb.me/3DVRgosUb

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GFCMSU JobWire @gfcmsujobwire · Jan 16

Located in Great Falls, MT fb.me/2KEg15dZv

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GFCMSU JobWire @gfcmsujobwire · Jan 8

Today is the first day of spring semester, are YOU ready?? fb.me/37QXaXJWL

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GFCMSU JobWire @gfcmsujobwire · Dec 16

Located in Libby, MT fb.me/30cEM1dto

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GFCMSU JobWire @gfcmsujobwire · Dec 13

Located in Butte, MT fb.me/6Q7mz3bu7

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GFCMSU JobWire @gfcmsujobwire · Dec 11

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GFCMSU JobWire @gfcmsujobwire · Dec 5

Located in Sydney, MT fb.me/6vs4X9s3m

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GFCMSU JobWire @gfcmsujobwire · Dec 3

Located in Great Falls, MT fb.me/3crB0yfiM

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GFCMSU JobWire @gfcmsujobwire · Nov 13

Located in Idaho fb.me/2K5Ek7j5U

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GFCMSU JobWire @gfcmsujobwire · Oct 22

Located in Great Falls, MT fb.me/2nzVAjbcC

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GFCMSU JobWire @gfcmsujobwire · Oct 21

Sandy's COLS 103 students decided to make their end-of-class potluck a food pantry donations drive as well. What... fb.me/2HtkBnxh8

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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



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ADVISING & CAREER CENTER: EVENTS CALENDAR

Today ◀ ▶ **May 2014** ▼ [Print](#) [Week](#) [Month](#) [Agenda](#)

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-------|-----|-----|
| 27 | 28 | 29 | 30 | May 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 |

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CONTACT US

2220
771.5100
advising@gfcmsu.edu

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Academic Information - Academic Forgiveness/Fresh Start GPA

This policy offers currently enrolled students a one-time, one-year window of opportunity to petition for Academic Forgiveness, allowing students who earlier had experienced academic difficulty to improve their academic standing and GPA. The policy can be found on the policy website at:

http://www.gfcmsu.edu/about/PoliciesProcedures/300/311_Academic_Forgiveness_Fresh_Start.pdf

Students wishing to petition for a Fresh Start GPA should contact the Advising and Career Center to initiate the process.



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Academic Information - Academic Grievance

A student who believes that a policy of the college has been violated may make a complaint following the procedures outlined in this section. When possible, a student should attempt to resolve the complaint informally, by bringing it to the attention of the individual(s) directly involved. However, when informal methods fail, the College will assist in the resolution of complaints through the formal procedures outlined on the following pages.

Please see the link below sections 300.30 and 300.60 for more information and the entire policy.

http://www.msugf.edu/about/PoliciesProcedures/300/300_Student_Conduct_Grievance_Aug_12_001.pdf



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Academic Information - Academic Progress

Academic progress standards are as follows:

- All students enrolled in credit bearing courses at Great Falls College MSU are required to maintain a 2.0 cumulative grade point average (CGPA). Students with less than a 2.0 CGPA at the end of any academic term will be notified by the Registrar that they have been placed on academic probation for the following academic term. If, at the end of a subsequent term, they meet the required 2.0 CGPA, they are removed from academic probation. Academic probation serves to notify students that the quality of their work is below an acceptable level and that the continuation of unsatisfactory work during their next semester of enrollment will result in academic suspension. Students on probation will be limited to 13 credits during the probationary period.
- All students enrolled in credit bearing courses who receive less than a 2.0 GPA and have a CPGA below a 2.0 for the second consecutive academic term will be suspended from the College. Students on academic probation who earn at least a 2.0 grade average for the semester without raising their cumulative grade average to the required minimum will remain on academic probation.
- Following suspension, students will not be considered for reinstatement until at least one semester (excluding summer) has passed. Readmission must be initiated through Admissions Office by completing the Application for Admissions and the Admission Academic Progress Appeal Form. If the appeal for readmission is approved, students will be readmitted on probationary status, limited to 13 credits in the fall and spring terms and seven credits in the summer term, and will be re-enrolled under the current catalog requirements for graduation.
- If a student is suspended at another school they will have to complete the Academic Appeal process to be considered for admission.
- Transfer applicants may be admitted on academic probation based upon their academic standing at previous institutions.
- Readmitted applicants may be admitted on academic probation based upon their cumulative grade point average (CGPA) and/or academic standing when last in attendance.
- Students who have been placed on academic probation or suspension may appeal in writing to the Registrar for review of circumstances.





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Academic Information - Adding Courses

Course Addition

Students may add courses on Banner Web/My Info up to the end of the 3rd day of fall and spring semesters and the 2nd day of summer semester.

The following steps must be completed in order to add a course after the 3rd day of the fall and spring semesters and after the 2nd day for summer semester.

To add a course that has started, students must complete an Override Authorization Form.

The form must be approved and signed by the appropriate college personnel.

http://www.gfcmsu.edu/admissions_records/pdf/OverrideAuth.pdf

To add a course that has not started and that has openings, students must complete an Add Card. They do not

need an instructor's signature if the course has not

met. http://www.gfcmsu.edu/admissions_records/pdf/AddCard.pdf

To add a course that has NOT started and is full or has restrictions (prerequisite, etc.), students must complete

the Override Authorization Form. The form must be approved and signed by the appropriate college personnel.

http://www.gfcmsu.edu/admissions_records/pdf/OverrideAuth.pdf





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Academic Information - Attendance

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

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

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

http://www.gfcmsu.edu/about/PoliciesProcedures/200/210_1_Attendance_and_No_Show_April_2013.pdf



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Academic Information - Common Course Numbering

The Montana University System has moved to common numbering for all undergraduate courses for public colleges and universities in Montana to assist with the transferability of courses among the State's institutions of higher education.

What this means:

- Most current Great Falls College MSU subject abbreviations and numbers have or will change as implementation moves forward. The link below will list the subject areas and specific courses by year of implementation. The second link is to the Office of the Commissioner of Higher Education for all courses in the Montana University System.
- All public colleges and universities in Montana will use the same subject abbreviations (the letter codes that indicate the course subject), numbers, and title for courses taught on more than one campus.
- If students transfer to another campus in the Montana University System, any common course numbered classes also taught at the new campus will automatically transfer as equivalent. All other courses will continue to transfer at the discretion of the Registrar's Office and the faculty at the receiving institution.
- Many familiar titles will change.
- Some courses will change level (e.g., from the 100-level to the 200 level). Course content is not affected by this process.
- During the transition period, which is likely to last several years, the Catalog will be updated yearly to reflect the changes.

<http://www.msugf.edu/academics/CNS/index.html>



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Academic Information - Course Numbering System

Courses numbered below the 100 level cannot be used to satisfy core requirements or general elective requirements and do not count toward graduation requirements, except when required in certificate programs. These courses do count as credits required to meet financial aid satisfactory academic progress requirements if enrollment is required based on placement test scores.

A unit of credit at Great Falls College MSU is defined as three hours of student work per week for a 15 week semester, or an equivalent number of work hours in an instructionally related activity, and/or student study time. Academic credit is awarded based upon this definition, which is consistent with the glossary definition of a credit unit as defined by the Northwest Commission on Colleges and Universities.



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Academic Information - Course Substitution and/or Course Waiver

Students may request a substitution for a course if they have previously completed a college course in which the subject matter closely parallels that of the course for which they request the substitution. The Program Director, Division Director and the Registrar must approve all substitutions. In no instance will a reduction be made in the number of credits required for completion of a program.

A course may be waived if the student has previously completed equivalent work. All waivers must be approved by the Program Director, Division Director, and the Registrar. College credit will not be given for a waiver. In no instance will a reduction be made in the number of credits required for completion of a program.



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Academic Information - Degrees Offered

Professional Certificate

An award for completion of a program designed for less than one year. It is awarded to students demonstrating mastery of skills and knowledge against specified performance standards in a specific area or discipline and not normally part of other programs leading to a technical certificate or associate degree.

Certificate of Applied Science (CAS)

The Certificate of Applied Science (CAS) recognizes a short program of study designed to prepare the student for entry-level employment in a specific technical field. The Certificate of Applied Science is comprised of 30 - 45 credits; with rare exceptions. Students should be able to complete the Certificate program in one calendar year or less if they are academically prepared in math and writing. The general education course work in a Certificate of Applied Science often has an applied, rather than an academic focus.

Associate of Applied Science (AAS)

The Associate of Applied Science (AAS) degree is awarded in specific technical career fields. This degree is designed to prepare students for immediate entry into employment but may be fully or partially transferable to programs at selected four-year institutions.

The Associate of Applied Science degrees must be comprised of at least 60 but no more than 72 credits. For students entering these degrees prepared for the math and writing required, the Associate of Applied Science degree requires at least two academic years to complete. A main difference between this degree and the Certificate of Applied Science is the additional general education course work required.

Great Falls College MSU offers AAS degrees in both the Business, Trades and Technology and Health Science areas. Specific requirements for each program are listed in the program sections of this catalog.

Associate of Arts (AA)

The Associate of Arts degree is a general transfer degree indicating that the student has completed a course of study equivalent to the first two years of a bachelor's degree. This degree does not officially include a major or minor course of study. For example, a student who plans to emphasize history receives the Associate of Arts degree, not an Associate of Arts in History.

Associate of Science (AS)

The Associate of Science degree is a general transfer degree indicating that the student has completed a course of study equivalent to the first two years of a bachelor's degree. This degree does not officially include a major or minor course of study. For example, a student who plans to emphasize mathematics receives the Associate of Science degree, not an Associate of Science in Mathematics.

Baccalaureate requirements vary considerably among and within institutions. It is strongly recommended that students pursuing a general program of study for their Associate of Science or Associate of Art degrees carefully select courses that will meet specific institution

program requirements for a baccalaureate degree. A current catalog of the selected institution should be consulted. Students should work closely with an academic advisor at the transfer institution.



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Academic Information - Dropping/Withdrawal from Courses

Students may drop one or more courses on Banner Web/My Info with no grade up to the end of the 15th day of fall and spring semesters. This deadline is pro-rated for the summer term(s). Tuition and fees are adjusted accordingly. See the Institutional Tuition and Fees policy for further information:

http://www.gfcmsu.edu/about/PoliciesProcedures/300/308.2_TuitionAndFees.pdf

Although no refund will be given for withdrawals after the 15th day of fall and spring semesters (this deadline is prorated for the summer term(s)) students may continue to drop one or more courses with a grade of "W" prior to the end of the published deadline in the Academic Calendar. The following steps must be completed in order to drop a course after the 15th day of the fall and spring semesters (this deadline is pro-rated for the summer term(s)).

1. If you are considering dropping all of your courses (considered a complete withdrawal) you must first contact your advisor. Otherwise, proceed to step 2.

2. If you are dropping one or more courses, but not all of your courses:

A. First contact the instructor for each course you are considering dropping. The purpose of meeting with your instructor is not to obtain permission to drop, but to have a meaningful conversation about your progress in the course and whether or not dropping is the best option.

B. If, after communicating with the instructor, you have decided not to drop the course, no further action is necessary.

C. If, after communicating with the instructor, you have decided to drop the course:

1. Obtain a Drop Card from the instructor for each course and have the instructor sign it. Then, meet with your advisor for a review of your academic plan and to obtain their signature.

2. If you are unable to meet personally with your instructor, you must contact them by other means (phone, email, D2L, etc.). Obtain a Drop Card for each course from the instructor or advisor and attach documentation of your communication with the instructor. Then, meet with your advisor for a review of your academic plan and to obtain their signature.

3. Students without an assigned advisor at Great Falls College MSU (excluding high school dual enrollment students) must contact the Advising and Career Center for assistance after contacting the instructor.

Students may not drop all of their courses online in Banner Web/My Info. They must contact the College to complete the appropriate Withdrawal paperwork. Tuition and fees are adjusted accordingly for total withdrawals up to the end of the 15th day of fall and spring semesters. This deadline is pro-rated for the summer term(s). See the Institutional Tuition and Fees policy for further information:

http://www.gfcmsu.edu/about/PoliciesProcedures/300/308.2_TuitionAndFees.pdf



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Academic Information - Grading

The following table outlines the grading system used at Great Falls College Montana State University:

| Grades | Quality of Work | Grade Points for Each Credit |
|----------------------------|--------------------------------------|------------------------------|
| A | Excellent | 4.0 |
| A- | - | 3.7 |
| B+ | - | 3.3 |
| B | Above Average | 3.0 |
| B- | - | 2.7 |
| C+ | - | 2.3 |
| C | Average | 2.0 |
| C- | - | 1.7 |
| D+ | - | 1.3 |
| D | Passing | 1.0 |
| E (followed by any letter) | Academic Forgiveness/Fresh Start GPA | 0.0 |
| F | Failing | 0.0 |
| P | Pass | 0.0 |
| AU | Audit | 0.0 |
| CR | Credit | 0.0 |
| W | Withdrawal | 0.0 |
| I | Incomplete | 0.0 |
| NC | No Credit | 0.0 |
| NR | Not Recorded | 0.0 |
| T (followed by any letter) | Transfer Work | 0.0 |

AUDIT

Registered students may, with the permission of faculty, enroll in a course as an auditor for no credit. A student must decide to audit a course by the Add deadline of the term. Auditors pay the same fees as students enrolled for credit and are expected to follow the attendance

guidelines set forth in the course. If attendance guidelines are not followed, the student may be issued a failing grade. If attendance guidelines are followed, the student will receive a grade of AU.

INCOMPLETE

An Incomplete (I) grade is issued at faculty discretion when student course work has been satisfactory, but unavoidable mitigating circumstances have prevented the student from completing the course.

After consulting with the instructor of the course, a student must make a formal request for an incomplete grade by completing the Request for an Incomplete Grade form, stating what unavoidable mitigating circumstance(s) prevented completion of the work and proposing the conditions under which the work will be completed. If a request form does not accompany the final grade, the student will be issued a Not Recorded (NR) grade until the proper paperwork is completed and submitted to the Records Office. If the instructor approves the request, the student will have until the end of the following semester to make up the Incomplete. If a student fails to make up an Incomplete within the allotted time, the incomplete grade will be converted to an "F". The Division Director will approve all Requests for Incomplete Grades before they are submitted to the Registrar for posting. The Department Chair or Division Director must be given all information necessary to do final grading for the student as backup for the instructor in case he/she is not available to do the grading at the appropriate time.

http://www.gfcmsu.edu/admissions_records/pdf/RequestForIncomplete.pdf

PASS/FAIL POLICY

As a general policy, courses at Great Falls College MSU may be graded with the letter grades A, A⁻, B+, B, B⁻, C+, C, C⁻, D+, D, D⁻ and F. However, certain courses, as indicated in the catalog, are offered only on a pass/fail basis for ALL students registered in the course. Typically, a passing (P) grade is equivalent to a grade of "C⁻" or better; however, this may vary by course or program. Students receiving "P" grades may not request a change to a letter grade.

COURSE REPEAT

Courses may be repeated to increase one's knowledge and/or grade point average. The original grade, as well as subsequent grade(s) in the course, is reflected on the academic transcript. However, the grade and grade point value for the repeated course will replace the earlier grade and grade point value in the cumulative totals. The grade and accompanying information for a repeated course will be posted on the student's academic transcript for the semester during which the repeated course was completed.

Students may repeat a passed course only one time on financial aid. Passed courses are those courses completed with a grade of a D or above. If a student repeats the same course more than once, that course will not be considered in determining the enrollment status for financial aid purposes but will still be counted in attempted credits for Satisfactory Academic Progress determination.

GRADE POINT AVERAGE (GPA)

A student's level of academic performance is determined by the grade point average (GPA). To calculate the GPA the total number of grade points is divided by the total number of completed credits.

GRADE REPORTS

Faculty are required to submit mid term and final grades to Banner by the deadlines set by the Registrar's office. Mid term grades are available to students on Banner Web/My Info after the halfway point of the term. Final grades are available to students on Banner Web/My Info one week after the end of the term.

In addition to mid term and final grade reporting to Banner, frequent student progress feedback is required. Using the designated learning management system for grade reporting

is mandatory for all Great Falls College MSU courses that don't use an embedded grade reporting mechanism that provides real time grade feedback, such as MyMathLab, etc. If an instructor chooses to use a grade system other than designated learning management system that meets the real time feedback criterion, a link must be posted on the course designated learning management page directing students to that system.

ACADEMIC RECORDS APPEALS

Appeals regarding academic records must be addressed within three years of course enrollment. Any appeals filed more than three years after the date of last attendance will not be considered. Note: This policy applies to appeals for retroactive withdrawals and tuition refunds only.

www.gfcmsu.edu/admissions_records/pdf/SpecialConsideration.pdf

CHANGE OF GRADE

A change of grade may be submitted to the Registrar for a variety of reasons. All grade changes must come from the instructor, department chair or division director. If, after consulting with the instructor, questions still remain about the changing of a grade, please refer to the Academic Complaint Procedure.

http://www.msugf.edu/about/PoliciesProcedures/300/300_Student_Conduct_Grievance_Aug_12_001.pdf





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Academic Information - Graduation

■ Graduation Packet

Great Falls College MSU students follow the catalog in effect when they began their enrollment at the College as long as that enrollment has been consecutive or may elect to follow any subsequent catalog. If a student is absent for one or more semesters excluding summer, the catalog in effect at the time of readmission governs the student's graduation requirements. Students must pass all required courses and have an overall grade point average of 2.0 to graduate from Great Falls College MSU.

Some GFC MSU programs have specific requirements for matriculation and graduation. Students are informed of other specific program policies and requirements both at the time of their program application, orientation and throughout their educational experience.

COLS 103 Becoming A Successful Student is a graduation requirement that must be completed within the student's first 16 credits of coursework at Great Falls College for students in any of the Associate of Arts, Associate of Science, Associate of Applied Science and Certificate of Applied Science programs. This graduation requirement will be waived for Professional Certificate programs. If students do not complete COLS 103 successfully (C- or better) they must retake it.

Courses that require a grade of "C-" or above are designated for each program in the program section of this catalog.

A student must submit a formal application for graduation by the published term deadline. Applications can be obtained from Student Central or online at http://www.gfcmsu.edu/admissions_records/graduation/pdf/GraduationApplicationPacketNEW.pdf. A \$25 non-refundable graduation fee is due upon submission of the application to Student Accounts. Students seeking multiple degrees pay \$25 for 1st degree; \$15 for additional degrees in same semester

Application deadlines are published in this catalog and on the Academic Calendar located on the College's website. Students who fail to submit an application for graduation will not receive a certificate/degree.

Students will be awarded a certificate/degree upon satisfactory completion of all program requirements, provided that 25% of the course work required in the degree program has been completed at GFC MSU.

The commencement ceremony is held each May, at the conclusion of the spring semester. Caps and gowns can be purchased through the Bookstore for a fee. Graduation announcements are also available for purchase through the Bookstore.

Lost diplomas can be replaced at the request of the student. The cost of replacing a certificate, diploma, and/or cover is \$10.

Posthumous Degrees

In exceptional circumstances, GFC MSU may award degrees posthumously

http://www.msugf.edu/about/PoliciesProcedures/300/308_4_Posthumous_Degrees_5-2012.pdf



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Academic Information - Honors

Great Falls College MSU recognizes students' academic achievements according to the following standards:

Dean's List

To be eligible for the Dean's List, a student must earn 12 or more credits in Non-Pass/Fail courses in one term, have a semester grade point average of 3.5 or above, and not have any incomplete grades. If incomplete grades changed to passing grades affect Dean's List eligibility, the student may request a letter noting Dean's List recognition.

Phi Theta Kappa

A chapter of Phi Theta Kappa, an international honor society for two-year colleges, was chartered at Great Falls College MSU in 1998. Membership is based primarily on academic achievement. Students who meet the criteria are invited to join each semester. To be eligible, students may be full-time or part time, must have completed 12 semester credits, and must have a cumulative grade point average of 3.5.

Membership in Phi Theta Kappa offers much more than a mere certificate of membership. The organization offers opportunities for scholarships, intellectual enrichment, and personal development through programs based on the four hallmarks of Scholarship, Leadership, Service, and Fellowship. For further information, contact the chapter advisor: [Brian Cayko](#)

Graduation Honors

Upon successful completion of program requirements, a graduating student with a cumulative GPA of 3.75 or higher will receive High Honors, and a graduating student with a cumulative GPA between 3.5 and 3.749 will receive Honors. Graduation Honors are notes on the student's transcript.





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Academic Information - Prerequisite Policy

Prerequisites are listed in the Great Falls College Montana State University current catalog course descriptions and curriculum pages. All students will not be able to enroll in a course without the necessary prerequisites. An Override Authorization Form allows a student to enter a course without the proper prerequisite. The form must be approved and signed by the appropriate college personnel.

Currently enrolled students who do not pass the prerequisite courses with the necessary grade will not be allowed to take the subsequent course. Those already enrolled in the subsequent course will be dropped from the course. Students will be notified of their change in status within one week of final grades being posted. At that time, they may need to change their schedules. It is suggested that students contact their Advisor to make those changes.

http://www.gfcmsu.edu/about/PoliciesProcedures/200/212_1_Prerequisites_April2013.pdf



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Academic Information - Quarter to Semester Credit Conversion

If a student has taken courses at an institution using quarter credits or units other than semester credits, Great Falls College MSU will convert the quarter credits/units to semester credits. Credits will not be lost in the conversion. For example, 15 quarter credits ($15 \times \frac{2}{3} = 10$), would convert to 10 semester credits.

If a course is transferred as a required course for a degree or credential, it will be accepted as the equivalent Great Falls College MSU course. If the course is not the same semester hours as the course at GFC MSU, the student will need to meet program hours for graduation.

Please see the link below for more information and the entire policy.

http://www.msugf.edu/about/PoliciesProcedures/300/306_3_Quarter_to_Semester_Credit_Conversion_5-2012.pdf



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Academic Information - Student Conduct Academic Expectations

As an institution of higher education, Great Falls College Montana State University requires its students to adhere to high standards for academic integrity. It is a violation of academic integrity to present the ideas, designs, or work of another person as one's own effort or to permit another person to do so. Please see the link below sections 300.40 and 300.50 for more information and the entire policy.

http://www.msugf.edu/about/PoliciesProcedures/300/300_Student_Conduct_Grievance_Aug_12_001.pdf



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changing lives – achieving dreams [2014-2015 catalog]

[>Great Falls College MSU](#) [>Catalog](#) [>Academic Information](#)

Academic Information - Student Conduct Behavioral Expectations

Great Falls College MSU expects all students to conduct themselves as honest, responsible and law abiding members of the academic community and to respect the rights of other students, members of the faculty, staff, and the public to use, enjoy, and participate in the College's programs and facilities. Student conduct that disrupts, invades, or violates the personal and property rights of others is prohibited and may be subject to disciplinary action. Please see the link below sections 300.70 and 300.90 for more information and the entire policy.

http://www.msugf.edu/about/PoliciesProcedures/300/300_Student_Conduct_Grievance_Aug_12_001.pdf



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Academic Information - Student Evaluation of Courses

Students are provided the opportunity to evaluate each of the courses they complete at the College during the final weeks of each course.

Students are asked to approach the serious task of course evaluation professionally and positively. All faculty look forward to input from students in their courses. Faculty utilize the input from their students to improve or modify courses.



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Academic Information - Student Responsibilities

Students must:

- A. be prompt and regular in attending classes;
- B. be well prepared for classes;
- C. submit required assignments in a timely manner;
- D. take exams when scheduled;
- E. act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience; and
- F. make and keep appointments when necessary to meet with the instructor. In addition to the above items, students are expected to meet any additional course and behavioral standards as defined by the instructor.

Please see the link below sections 300.10 for more information and the entire policy.

http://www.msugf.edu/about/PoliciesProcedures/300/300_Student_Conduct_Grievance_Aug_12_001.pdf



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Academic Information - Transcript of Record

Walk-in requests for transcripts should be turned in to Student Accounts in Student Central. If the student requesting a transcript has an unpaid financial obligation to any Montana State University campus, the request will not be processed until the bill has been paid and the student has notified the Registrar's Office of payment.

During most of the year, requests for transcripts will be processed within three to five working days after being received by the Registrar's Office. Requests received during the last week of a semester will be held until final grades are processed.

Transcripts are sent only at the written request of the student. The request must include a signature, and can be paid with cash, check, money order, or credit card. Requests should be addressed to:

Registrar's Office - Transcripts
Great Falls College Montana State University
2100 16th Ave S
Great Falls, MT 59405

The first request for an official transcript will be processed without a fee; thereafter the processing fee for each transcript is \$3.00.

Transcripts/records submitted from other institutions/agencies cannot be released or duplicated, as they remain the property of the institution/agency.

Students attending Great Falls College MSU after 1987 can access an unofficial transcript by clicking "[Banner Web/My Info](#)" and logging into the secure area.





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Academic Information - Waitlist Policy

Students who want to register for classes that are at capacity and are not part of a competitive entry program may add a course with a Waitlist through Banner Web/My Info up to the first day of the semester.

http://www.gfcmsu.edu/about/PoliciesProcedures/200/213_1_Waitlist_April2013.pdf



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Academic Information - Withdrawal from the College

Students planning to withdraw from all courses must consult with the Advising and Career Center. The Advising and Career Center will provide important information regarding the way a withdrawal will affect financial aid eligibility, tuition and fee refunds, readmission to the College and grade point average. Courses the student is enrolled in at the time of withdrawal from the College will be entered on the student's transcript in accordance with the grading policy in effect at that time.

Tuition and fees are adjusted accordingly for total withdrawals up to the end of the 15th day of fall and spring semesters. This deadline is pro-rated for the summer term(s). See the Institutional Tuition and Fees policy for further information:

http://www.gfcmsu.edu/about/PoliciesProcedures/300/308.2_TuitionAndFees.pdf

http://www.gfcmsu.edu/about/PoliciesProcedures/200/211_1_Course_Additions_Drop-Withdrawals_April2013.pdf



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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ABOUT GFC MSU | ACADEMICS | ADMISSIONS + RECORDS | CAMPUS LIFE | GIVING TO GFC MSU | BECOME A STUDENT

ACCESSIBILITY + DISABILITY SERVICES: Accommodations

Students with disabilities are entitled to reasonable accommodations at Great Falls College MSU which allow them to reach their performance potential in their coursework. Each student who chooses to seek accommodations will meet with the Director of Disability Services, and together they will determine what accommodations to request based on the needs of the student and the demands of the course. Available accommodations include, but are not limited to:

- Extended test time
- Distraction-free testing environment
- Various other test accommodations
- Adaptive computer equipment/software
- Notetakers
- Sign Language interpreters
- Ergonomic equipment
- Preferential classroom seating
- Tape recording lectures

Exam proctors are available to assist with alternative exams, but arrangements must be made at least one week in advance. All accommodation requests are subject to instructor approval, and no instructor will be asked to compromise the integrity of the course. If issues or concerns arise surrounding an accommodation request, the instructor, the student and the Director of Disability Services work together to find a solution acceptable to everyone.

Temporary Disabilities

Students with temporary disabling conditions may request reasonable accommodations for a limited amount of time. Students may request special arrangements with each instructor, and if the instructor allows course modifications, the student may request the temporary use of Disability Services resources (e.g. testing room/proctor; assistive technology) as available. Such requests must be accompanied by medical documentation of the temporary condition, and will only be granted as resources are available. In all cases, students registered with Disability Services will receive top priority for use of resources.

[TOP]



CONTACT INFORMATION

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[voice, relay or TDD]

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katherine.meier@gfcmsu.edu

QUICK LINKS

- [Disability Home](#)
- [Accommodations](#)
- [Assistive Technology](#)
- [Request for Books in Alternative Format](#)
- [Building Access](#)
- [Documentation](#)
- [Sign Language Interpreter Arrangements](#)
- [Authorization for Release & Exchange of Information](#)
- [Preparing for College](#)

MORE INFORMATION

- [Helpful Links](#)
- [HS vs. College Services](#)





ACCESSIBILITY + DISABILITY SERVICES: Assistive Technology

Some students benefit from the use of technology to reduce or remove the barriers to learning that are presented by their disabilities. Eligible students have access to training on and the use of the following types of adaptive equipment and software:

- Screen readers
- Voice recognition software
- Screen enlargement software
- CCTV
- Embosser
- Ergonomic keyboards
- Assistive listening Device
- Hand-held media players
- Tape players

Assistive listening devices, tape players, and hand-held media devices can be checked out by making an appointment with Disability Services.

Any equipment loaned by Disability Services to a student and not returned will result in a hold being placed on the student's account.

Any questions regarding the availability or the use of available adaptive equipment should be referred to Disability Services.

Screen readers, voice recognition software, & CCTV are located in the Weaver Library. Students who need this assistance may be referred to the main circulation desk of the Weaver Library or Disability Services.

Library Hours:

Monday- Thursday..... 8:00 AM – 9:00 PM
 Friday..... 8:00 AM – 5:00 PM
 Saturday..... Closed
 Sunday..... 12:30 PM – 9:00 PM

Disability Services is working to expand the assistive technology that is available to students, so if you have a need that is not met by the current technology, please contact the office.



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GREAT FALLS COLLEGE
MONTANA STATE UNIVERSITY



ABOUT GFC MSU | ACADEMICS | ADMISSIONS + RECORDS | CAMPUS LIFE | GIVING TO GFC MSU | BECOME A STUDENT

ACCESSIBILITY + DISABILITY SERVICES: Building Access

The College's accessible entrances are on the north, east, and south sides of the building, with accessible parking near each of those entrances.

Signage includes Braille and raised lettering, and the bi-level building is made accessible by ramp, elevator, and all restrooms have accessibility features.

Service animals are welcome in all areas of the building, except the cafeteria kitchen, which must comply with OSHA standards with regard to animals. [Click here](#) to view the College's Service Animal guidance.

The library and computer lab on campus is made accessible either by physical design or staff assistance. Classrooms have adjustable height tables/desks and arrangements can be made in the science labs for accessible lab stations.



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ACCESSIBILITY + DISABILITY SERVICES: Documentation Requirements

It is the student's responsibility to provide information which verifies that the student meets the definition of a disability as defined by Section 504 of the Rehabilitation Act, The Americans with Disabilities Act of 1990, and The ADA Amendments Act of 2008. Federal Law requires that requests for services for students with disabilities be considered on an individual, case-by-case basis.

Documentation Guidelines:

Information used for determining a disability and/or accommodations may include a student's self-report, direct observation and interaction with the student, and/or documentation from a qualified professional.

Students need to schedule an appointment for an intake interview with the Director of Disability Services. During the intake interview, students will be given an opportunity to describe their disability and share information about their experiences related to their disability, barriers faced, and/or previous accommodations.

Documentation from a qualified professional should include information on the functional impact of the disability.

Documentation may include assessments, reports, and/or letters from qualified professionals such as health care providers, psychologists, diagnosticians, and/or other information such as a 504 plan, IEP, or CST Report.

Documentation may be submitted in person, via mail, or by fax (406) 771-4342. Please do not email documentation.

[TOP]



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DISABILITY SERVICES

HANDBOOK FOR STUDENT ACCESSIBILITY

PHILOSOPHY AND MISSION

Great Falls College MSU is committed to providing equal access and accommodation for all educational and programmatic opportunities at the College for students with diagnosed disabilities. Under the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, and Section 504 of the Rehabilitation Act of 1973, individuals with disabilities are entitled to reasonable accommodations in order to ensure access. The definition of a disability is a physical or mental impairment that substantially limits one of more major life activities. These include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.

Students with disabilities have a right to reasonable accommodations in order to fully participate in the student experience. Students with disabilities are encouraged to advocate for themselves to the extent possible, and Disability Services provides support and assistance in determining what accommodations are best suited to each individual.

The mission of the Disability Services office at Great Falls College MSU is to facilitate accessibility to all aspects of the college experience for all students with disabilities enrolled at the College.

Accommodations for a Range of Services

Instruction, support services, and reasonable accommodations for eligible, registered students may include (but not limited to):

- Admissions
 - ✓ Assistance with admissions, enrollment, and priority registration
 - ✓ Placement testing
 - ✓ Orientation to campus
 - ✓ Registration
- Academic Advising
 - ✓ Assistance with educational planning and career development
 - ✓ Registration
- Classroom
 - ✓ Taping lectures
 - ✓ Accessible seating
 - ✓ Note-takers
 - ✓ Copies of overheads and PowerPoints
 - ✓ Interpreters
 - ✓ Speech to text transcription

- ✓ Assistive Listening Device
- ✓ Braille hand-outs
- ✓ Enlarged print handouts
- ✓ Wheelchair height tables
- ✓ Captioned videos
- ✓ Talking calculator
- ✓ Lumbar support chair
- ✓ Service animal
- ✓ Audio books
- ✓ Assistive technology
- Learning Center
 - ✓ Learning and study strategies
 - ✓ Tutoring
- Library
 - ✓ D2L
 - ✓ Assistive technology
 - CCTV
 - Text to speech software
 - JAWS
 - Kurzweil
- Testing
 - ✓ Extended time for exams and quizzes
 - ✓ Interpreter
 - ✓ Brailled tests
 - ✓ Large print
 - ✓ Scribe
 - ✓ Reader
 - ✓ Low distractive environment
 - ✓ Spell checker
 - ✓ Voice recognition software
 - ✓ Assistance with Scantron
 - ✓ Word processor for essay exams
 - ✓ Use of assistive devices
- Web Accommodations
 - ✓ Extended time for exams and quizzes
 - ✓ Alternate format for exams
 - ✓ Interpreter for tests given on campus
 - ✓ Screen reader compatibility
 - ✓ Captioned lectures and videos

ELIGIBILITY

Students with disabilities who may wish to use accommodations during their education are encouraged to register in the early stages of their college planning with Disability Services. Applications for Disability Services are available in the DS office or online. Completed applications

should be submitted to the Director of Disability Services, and students who apply for services will need to meet with the Director to discuss support services and accommodations. This is separate process from the Admissions process.

Students will be determined eligible for services by meeting all of the following criteria:

- Have a permanent or long-term (≥ 6 mos.) medical or psychological condition which significantly impairs the student's ability to function in an academic setting
- Provide Disability Services with current documentation of disability from a qualified professional; this documentation will be kept confidential in accordance with the Disability Services Confidentiality Policy
- Be "otherwise qualified" for the chosen course of study and able to meet the behavioral standards set forth in the College's Student Conduct Code

Students meeting these criteria must meet with the Director of Disability Services to determine appropriate accommodations. Students needing classroom accommodations will need to get Request for Classroom Accommodation forms from Disability Services each semester for each instructor, and the details and logistics of the accommodations should be worked out between the student and the instructor. Disability Services personnel are available for consultation as needed.

Students who do not meet all of the eligibility criteria, but who believe they should be allowed to receive accommodations may appeal to the Director of Disability Services for special consideration. When an appeal is made, the Director will collaborate with the Assistant Dean for Student Services for determination of eligibility. If an internal decision cannot be reached, the appeal team may solicit a review by an independent professional consultant qualified to comment on the diagnosis at hand. Likewise, if the student is not satisfied with the outcome of the appeal, she/he may request such a review by an independent practitioner to determine the existence and/or impact of the stated disability.

TEMPORARY DISABILITIES

Students with temporary disabilities (e.g. broken bones, recovery from serious illness, pregnancy) are not considered disabled and are not, therefore, entitled to reasonable accommodations. In such cases, students may request special arrangements with each instructor, and if the instructor allows course modifications, the student may request the temporary use of Disability Services resources (e.g. testing room/proctor; assistive technology) as available. Such requests must be accompanied by medical documentation of the temporary condition, and will only be granted as resources are available. In all cases, students registered with Disability Services will receive top priority for use of resources.

HOW SERVICES IN COLLEGE DIFFER FROM HIGH SCHOOL

Students with disabilities are entitled to accommodations in school, be it K-12 or post-secondary education. However, the nature and delivery of those accommodations, as well as the distribution of responsibility, differ significantly between high school and college. The following table illustrates some of these differences.

| High School | College |
|---|---|
| IDEA and Section 504 are the laws that mandate “free and appropriate public education” for all K-12 students, no matter what the ability level; <i>education at this level is a right</i> | The ADA and Section 504 guarantee equal access to post-secondary education by requiring “reasonable accommodations” to college students who are “otherwise qualified” as a student; <i>education at this level is a privilege</i> |
| The only qualification for public education is age; students with disabilities may qualify for special education | “Otherwise qualified” students must meet all entrance and academic progress requirements with or without reasonable accommodation; there is no “special education” in college |
| In order to meet the “free and appropriate public education” requirements, educational standards may be compromised by making such accommodations as shortening assignments; allowing students to use notes, books or other resources on tests when other students may not; or taking untimed tests | No accommodation at the post-secondary level may reduce standards or in any way compromise the integrity of the course; accommodations must be deemed reasonable, and agreed upon by the student, the DS provider and the instructor; e.g. extended time for tests may be a reasonable accommodation, but untimed tests is not reasonable |
| Accommodations are driven by the Child Study Team, consisting of teachers, counselors, school psychologists, parents and the student, which develops an IEP or 504 Plan | There is <i>no</i> team, <i>no</i> plan, <i>no</i> notification of instructors except by the student, and parents are <i>not</i> involved in any way except at the written request of the student |
| Various levels of placement are available with varying levels of integration into the regular classroom; the student’s “team” determines which placement is the “least restrictive environment” (required by IDEA) | Full integration with or without reasonable accommodations is the only option |
| A student’s plan, academic history and needs are shared with all teachers before s/he enters the class | Instructors will only be contacted by the college at the request of the student, and this request must be made for each instructor, for each course and renewed each semester; students may decline accommodations they do not need or want |
| Some graduation requirements may be waived if the student’s disability specifically interferes with his/her ability to successfully complete that subject or class | Many colleges and/or programs have a process in place to determine eligibility for course substitutions when a student’s disability affects that subject (e.g. foreign language), but waivers are not an option |
| Public schools must provide assessment services, physical, speech or other therapy, or personal care services needed while the student is in school | Personal care, medical, psychological and/or therapeutic services and other non-academic needs are the responsibility of the student |
| Teachers may be provided with educational information about a student’s disability, or they may be expected to learn as much as they can about their student’s disability | The only information instructors are given by the college is what accommodations are appropriate, and then, only when requested by the student to do so; students may choose to disclose information about their disability, but instructors may not ask students about their condition, nor are they expected to gather information or “be informed” |
| The primary responsibility for identification, assessment (as appropriate) and determination of disability and for requesting accommodations is on the school | The primary responsibility for identification, assessment and determination of disability and for requesting accommodations is on the student |

If you have a disability and are transitioning from high school into the college setting, you are strongly encouraged to investigate your college-of-choice’s services for students with disabilities. Most colleges have a process in place for arranging accommodations for students with disabilities;

some processes are centralized through a disability services office, while others are decentralized, with departments and programs making those arrangements.

At Great Falls College MSU, services are coordinated through Disability Services. For further information, please feel free to contact Kathy Meier at (406) 771-4311 (voice, TDD, or relay), katherine.meier@gfcmsu.edu

DOCUMENTATION

Because accommodation requests are individualized based upon each student's disability, it is necessary to establish not only the existence but the functional impact of the condition on the student in an academic setting. While much of this information can often be obtained through a structured interview with the student, documentation from a qualified professional is an essential factor in determining reasonable accommodations with each student. Students with multiple disabilities should provide documentation for each condition that impacts them in the academic setting.

In most cases, documentation should come from an impartial, qualified health care provider who is involved with the diagnosis and/or treatment of the student's condition. The documentation should indicate the student's most recent diagnosis and should reflect the student's current level of impairment and functional limitations due to the disability. If the student's medications or treatment has a functional impact that may affect his or her ability to meet the demands of the postsecondary environment, the documentation should indicate this. When a student's condition or its impact changes, he or she must provide Disability Services with an updated version of the documentation.

Appropriate documentation will vary depending on the disability and should be discussed with the Director. In general, the following guidelines will apply for the disabilities listed below.

ADD/ADHD

- A clear statement of the ADD/ADHD from a practitioner who has been trained in the assessment of ADHD, including the DSM-IV-tr diagnosis and a description of supporting past and present symptoms.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis, and a narrative summary, including all scores, which supports the diagnosis.
- A statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the learning context for which accommodations are being requested.

Autistic Spectrum Disorders

- A clear statement of the autistic spectrum disorder from a practitioner who has been trained in the assessment of autistic spectrum disorders, including a description of supporting past and present symptoms.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis, and a narrative summary, including all scores, which supports the diagnosis.

- A statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the learning context for which accommodations are being requested.

Blind/Low Vision

- A clear statement of vision-related disability from an ophthalmologist (preferred) or optometrist, with supporting numerical description that reflects the current impact the blindness or vision loss has on the student's functioning.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis, and a summary of evaluation results including standardized scores.
- Medical information relating to the student's needs, the status of the individual's vision (static or changing), and its impact on the demands of the academic program.
- Narrative or descriptive text providing both quantitative and qualitative information about the student's abilities that might be helpful in understanding the student's profile including functional limitation, the use of corrective lenses and ongoing visual therapy (if appropriate).

Chemical Dependence (Recovering)

- A clear statement of the disability with DSM-IV diagnosis and a summary of present symptoms.
- A statement of the current impact the condition has on the student's functioning.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis and a summary of qualitative and quantitative information that supports the diagnosis.
- If cognitive deficits are present as a result of a history of chemical abuse, neuropsychological testing results may be requested, as well.
- Students who are actively using illegal drugs or alcohol, or misusing prescription medication are not protected by disability rights legislation and are not, therefore, eligible for services.

Deaf/Hard of Hearing

- A clear statement of deafness or hearing loss from an otolaryngologist, otologist and/or audiologist, with a recent audiogram that reflects the current impact the deafness or hearing loss has on the student's functioning.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis and a narrative summary of evaluation results, if appropriate.
- Medical information relating to the student's needs, the status of the individual's hearing (static or changing) and its impact on the student's ability to meet the demands of the postsecondary environment.
- A statement regarding the use of hearing aids (if appropriate) or other assistive listening devices.
- A statement of the functional impact or limitations of the hearing loss on learning or other major life activities and the degree to which it impacts the learning context for which accommodations are being requested.

Head Injury/Traumatic Brain Injury

- A clear statement of the head or brain injury and the probable site of lesion from a medical practitioner who has been trained in the assessment of head injury or traumatic brain injury.
- A summary of cognitive and achievement measures used and evaluation results including standardized scores or percentiles used to make the diagnosis.
- A statement of the functional impact or limitations of the disability on learning or other major life activities and the degree to which it impacts the learning context for which accommodations are being requested.

Learning Disabilities

- Testing by a qualified professional with a degree in a field related to the diagnosis of learning disabilities (e.g. psychologist, school psychologist) that is comprehensive and includes measures that meet the current diagnostic standards for learning disabilities.
- A clear statement that a learning disability is present along with the rationale for this diagnosis.
- A narrative summary, including all scores (standard and percentile), which support the diagnosis.
- A statement of strengths and needs that will impact the student’s ability to meet the demands of the postsecondary environment.

Neurologic Conditions

- A clear statement of the medical diagnosis from a neurologist (preferred) or other medical practitioner with experience and expertise in the assessment and diagnosis of neurologic disorders.
- A statement of the current impact the disability has on the student’s functioning (disabilities that are non-static may require more frequent evaluation).
- A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable.
- Medical information relating to the student’s needs, including the impact of medication on the student’s ability to meet the demands of the postsecondary environment.

Physical and Health Disorders

- A clear statement of the medical diagnosis from a medical practitioner with experience and expertise in the assessment and diagnosis of that disorder.
- A statement of the current impact the disability has on the student’s functioning (disabilities that are non-static may require more frequent evaluation).
- A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable.
- Medical information relating to the student’s needs, including the impact of medication on the student’s ability to meet the demands of the postsecondary environment.

Psychiatric/Psychological Disorders

- A clear statement of the disability, including the DSM-IV-tr diagnosis and a summary of present symptoms from a licensed mental health professional or other qualified medical practitioner.
- A statement of the current impact the psychiatric/psychological condition has on the student's functioning.
- A summary of assessment procedures and evaluation instruments used to make the diagnosis, including evaluation results and standardized scores if applicable.
- Medical information relating to the student's needs, including the impact of medication on the student's ability to meet the demands of the postsecondary environment.

HOW DO I REQUEST AND RECEIVE ACCOMMODATIONS FOR MY DISABILITY?

1. It is the student's responsibility to self-disclose a disability and need for academic accommodations. To initiate contact with Disability Services, please contact Disability Services to schedule a 1 hour appointment for an intake interview.
2. Accommodation requests must be made *in advance* of the need (preferably at the beginning of each semester). Remember, services are not retroactive. Please schedule an appointment with the Director of Disability Services as soon as possible:
 - Call the Disability Services Office: 406-771-4311, or
 - Stop by the Receptionist's Desk on the 2nd level at the top of the ramp or,
 - Email: katherine.meier@gfcsu.edu
3. When coming to the scheduled appointment, please submit supporting documentation from a qualified professional. The documentation must show the functional limitations that impact the individual in the academic setting and support the request for specific accommodations.
4. During the initial intake appointment, the student will be interviewed by the Director of Disability Services. Students will need to describe how the disability affects him/her in and out of the academic setting, and the student will be asked about the functional limitations that impact the student. After reviewing the documentation, the Director of Disability Services and the student will discuss and determine appropriate accommodations. Remember, all accommodation requests must come through Disability Services and be accompanied by a "Request for Classroom Accommodations" form signed by the DS Director.
5. Students are responsible for delivering the accommodation request form to the instructor and making arrangements for accommodations as needed (for distance students and instructors, this may be done electronically). Students are advised to schedule a time to meet with instructors during their office hours. Instructors should review the accommodation request forms with the student, discuss arrangements, then sign the form, and the student must return the signed copy to DS. If the instructor

cannot provide the requested accommodation, alternate arrangements may be discussed with the instructor, student and the DS Director. 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.

For students needing extended time for Science Lab exams, the Director of Disability Services will proctor the exams at a specific set time designated by the Science Department. Science Lab exam times will be announced at the beginning of the semester.

6. In order to continue services, students must schedule an appointment each semester with the Director of Disability Services to renew accommodation requests.

CONFIDENTIALITY

Students with disabilities who apply for assistance through Disability Services (DS) on campus are required to provide medical, psychiatric and/or psychological documentation of their disabilities, including diagnoses, assessment tools used and their outcomes, and the potential effect of the disability and any applicable medications on their ability to meet the demands of a postsecondary environment. Students release that information specifically to the Director of Disability Services, and it is kept in a confidential file in the Director's office.

Because of the sensitive and private nature of much of the documentation material provided and the counseling notes the Director keeps, and because interpretation of the medical, psychiatric and/or psychological records requires a certain level of expertise, it is the policy of the DS office to maintain the student files at the highest level of confidentiality. Access to DS student files is restricted to the Director and other DS personnel as needed. In the event that the Director is absent or unavailable, a substitute will be named and have temporary access to the files.

Requests by faculty, staff, other University employees, students, community agencies, or any other interested persons to have access to the files will be granted only if the request is accompanied by the written permission of the student, and will be viewed only in the presence of the Director. The DS office is required to provide annually a list of ID numbers of students eligible for services to the Carl Perkins grant director for statistical purposes. For no reason will copies of documentation or other personal information included in the files be supplied to anyone, except where required by law.

Disclosure of disability-related information is strictly left to student discretion. Faculty or other interested persons inquiring about a student's disability status or registration with this office will be referred back to the student.

Students must disclose the existence (not the nature) of a disability to an instructor when requesting accommodations for that class. Once an accommodation request is made, DS personnel

may discuss with the instructor how the disability affects the student in an academic setting, without disclosing the type of disability.

Once a faculty member has received an accommodation request, and therefore becomes aware of a student's disability, s/he is bound by the same code of confidentiality as DS personnel: the information may not be shared, verbally or in writing, with anyone else without the written permission of the student.

These policies are in place to protect the rights of the students as well as to create a comfortable and trustworthy environment in which students with disabilities can succeed to their utmost potential.

RECORDS

Disability Services files will be created and maintained by the DS office in a locked unit. In addition to hard copy files, the DS Director will maintain a database of student information related to disability services. Students who have been enrolled at Great Falls College MSU and registered for Disability Services in the past year will remain in active status. After a year of non-enrollment in the College, student files will move to inactive status. Students who graduate from the College will move to graduated status upon graduation. Students who return to the College after graduating and/or being out for a year or more may re-activate their files by notifying the DS office of their return. If the impact of the returning student's disability has changed since his or her previous attendance, updated documentation may be requested.

Information in student DS files will be retained for five years after the student's last semester at the College. Files of students who return after graduating or being unenrolled for a year or more and do not re-activate their files will be retained for 5 years after the last semester the student was served by the office. Files of deceased students will also be retained for 5 years. After that five year period, student DS files will be destroyed. The DS office will keep an electronic record of files that have been destroyed. Electronic records will not be intentionally destroyed at any point.

REQUESTING ACCOMMODATIONS

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).

Once registered for services, students should make accommodation requests through Disability Services (DS) by obtaining a completed Accommodation Request Form from the director each semester for each class in which the student will be using accommodations. Students are responsible for initiating contact with DS, delivering the accommodation request form to the instructor and making arrangements for accommodations as needed (for distance students and instructors, this may be done electronically – see the Services for Distance Students section). Instructors should review the accommodation request forms with the student, discuss arrangements, then sign the form and return it to DS. 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.

If the instructor cannot provide the requested accommodation, alternate arrangements may be discussed with the student and the DS Director.

Accommodations

Exam Accommodations

Exam accommodations can include (but are not limited to):

- Extended time
 - Time and one half (50% extra time)
 - Double time (100% extra time)
- Distraction-free environment
- Assistive Technology
- Screen-enlargement software
- Voice-recognition software
- Screen-reading software
- Electronic formats
- Word processing
- Reader and/or scribe
- Enlarged print

Eligibility for test accommodations is determined by the DS Director and based on the disability-related limitations experienced by the individual students. Appropriate accommodations will be indicated on the accommodation request 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 DS Director.

Exam Accommodations through the Academic Department

Exam accommodations may be arranged either by the instructor within the academic department, or through the Disability Services office. If test accommodations are being made within the department, instructors must ensure that:

- The student's right to confidentiality is maintained
- A proctor is provided who is aware of the parameters of the accommodations (amount of time, verbatim text reading, taking dictation, etc.)
- arrangements are made for delivery of the exam to and from the accommodation site

Exam Accommodations through Disability Services

If test accommodations are being made through the DS office, the following should occur:

- If test accommodations, such as a reader or a scribe, (other than extended time and distraction-free environment) are being made through the Disability Services office, the following should occur:

- ✓ The student notifies DS of the exam at least one week in advance.
- ✓ DS arranges a room and proctor for the exam—all attempts will be made to schedule the time to overlap with the regular class time; if conflicts arise, the instructor will be contacted to reach a satisfactory resolution.
 - **Exception: DS regular testing hours are 8-5, M-F; evening and weekend students needing accommodation services may need to arrange for the exams to be given during those times.
- ✓ The exam is delivered to Disability Services by either the instructor, a designee of the instructor, or the proctor; in order to ensure academic integrity, students should not deliver their own tests.
- ✓ Special instructions should be included in writing with the exam (e.g. open book test).
- ✓ Exams being proctored by DS will begin at the scheduled time. If the student is late, he or she will lose that portion of the scheduled exam time. If the exam starts late for reasons attributable to the College (e.g. room scheduling conflicts, exam not ready, proctor late), the scheduled ending time of the exam will be adjusted accordingly.
- ✓ After the exam, the proctor will return the exam to the instructor.

Exam Accommodations through the Testing Center

- Students requesting accommodations for extended testing time and/or a distraction free environment will take exams in the Testing Center (R274). Students must make their request online at: <http://distance.msugf.edu/etesting>. Students must fill out the form at least 48 hours in advance, select at least two possible exam administration times, as the first choice may not be available. Students utilizing the Testing Center as an accommodation need to check the option for Disability Services Accommodation and/or Distraction-free Environment. After making the request, students will receive an email from the eLearning Exam proctor confirming the appointment date/time within 1 business day of the request. For more information including Testing Center policies, visit <http://distance.msugf.edu/etesting>. Students who plan to take exams in the Testing Center or with the Director of Disability Services need to remind instructors of the alternate testing arrangements for each exam.

Accommodations for Placement Tests

Students needing accommodations for placement tests administered by the College must first register with Disability Services as described above and provide proper documentation before taking the test. Students should initiate this process as early as possible in order to be able to complete the placement test before they register for classes. Arrangements for accommodations will be made through the DS office.

Accommodations for Licensing and Certification Exams

Students taking state or national licensing and/or certification exams must apply for accommodations through the organization that has authority over that exam. The DS office can assist students in determining the application process, as can the academic program directors, and the DS Director will provide the student with supporting documentation as needed, with a release of information. Students are strongly encouraged to initiate this process several months prior to the exam date in order to allow time for review and any follow-up needed.

Notetaking

Students whose disability interferes with his or her notetaking abilities should discuss notetaking alternatives with the DS Director.

- Disability Services (DS) encourages you to arrange for your own notetakers.
- If you want DS to help you to locate a note taker, please give us a copy of your class schedule and underline the classes for which you need notes. DS needs to receive the schedule at least two weeks before the beginning of the semester. A note taker request letter will be available for each underlined class. Be sure to pick it up before school begins so that you can ask your instructor to read it the first day of class. (The letter is designed to be confidential.)
- If no one volunteers to be a note taker, be sure to ask the instructor to read the letter again. The letter instructs the volunteer note taker to contact DS. They sign a confidentiality agreement and receive a handout on how to take notes. At the end of the semester, they receive a certificate of appreciation.
- Note takers can bring their notes to DS and copy them free of charge. NCR paper is available if the note taker prefers to make your notes available to you at class. Discuss the options with your note taker in order to determine what will work best for him or her.
- Copies of notes and NCR paper are only available for students with a documented disability who have been qualified for notetaking services by the coordinator of DS.
- If you have any problems with the notetaking process, please notify DS as soon as possible.
- You must attend class to receive notes. Notify DS immediately if you have an emergency or if you withdraw from class.

Materials in Alternate Format

Students whose disabilities interfere with their ability to read printed material should notify the DS office of their need for materials in an alternate format (e.g. Braille, large print, audio) as soon as possible in order to afford an adequate amount of time to obtain or produce them.

Students who are requesting audio or electronic texts need to provide the following information about the books needed to DS at least one month prior to the beginning of classes in order to have them ready by the time classes start.

- Title
- Author
- Edition
- ISBN
- Date/Location of Purchase
- Price Paid/Receipt of Purchase

- Course Number and Section
- Instructor

Publishers require students to purchase a hard copy of the text in order to obtain an alternate format text at no additional cost. Students should provide the DS Director with proof of purchase and, for students receiving electronic texts, a portable drive (flash drive, CD) on which the texts can be loaded.

Students who require their classroom material (syllabus, handouts) to be in Braille or large print should notify DS at least two weeks prior to the beginning of the semester in order to have materials prepared for the first day of classes. During the semester, please allow two business days for turnaround of materials in electronic format and three business days for hard copies of materials. Students should work closely with their instructors to make sure the instructor gets materials to the DS office in a timely fashion.

Electronic text files are provided to eligible students with disabilities by publishers at no additional charge, provided the student is registered for the class, has purchased the text book and agrees to the following conditions:

- Only texts that are central to the successful completion of the course are being requested.
- The electronic file may not be used, copied, reproduced, sold, transmitted published, broadcast, or otherwise disseminated or distributed for any other purpose or to any other individual.
- The student must abide by the Copyright Law of the United States of America, as well as to all applicable codes of conduct and regulations of this institution.
- The student must provide appropriate documentation of the disability that meets criteria for alternative format.
- The student will submit an Alternative Text Request Form prior to the start of the semester. Requests are handled in which they are received. Delays in requesting alternative formatted texts may result in delays receiving them.
- The student must submit a receipt of book purchases.

SERVICES FOR DEAF AND HARD OF HEARING STUDENTS

Great Falls College MSU is committed to providing accommodations that will enable equal access to education for Deaf and hard of hearing students. Depending on the individual student, a range of accommodations may be appropriate. Deaf and hard of hearing students should follow the procedures outlined above for applying for services, providing documentation and requesting

accommodations. Additional services specific to Deaf and hard of hearing students are discussed in this section.

Sign Language Interpreting/ Transcribing/ Captioning Services

The Disability and Learning Support Services at Great Falls College MSU offers support services to any qualified student with a disability who requests such services. It is each student's responsibility to make use of these services. Each student is reminded that he is ultimately responsible for his academic success and/or failure. Each student must take the initiative to use time, facilities, and support services in a productive manner. Each student is responsible for his own work and grade in each course.

Also, the Disability and Learning Support Services Office offers direction in securing guidance in academic and personal matters. Again, it is each student's responsibility to make use of these services. The Disability and Learning Support Services will not be held responsible for acts of misconduct committed by any student.

It is the responsibility of each student to know and abide by all Great Falls College MSU's policies, rules, and regulations. Each student must take the initiative to familiarize himself with these policies, rules, and regulations. Failure to do so will not exclude the student from reprimand or any other consequence of violating any Great Falls College MSU's policy, rule, or regulations.

Class attendance is crucial for successful academic completion. When a student who uses an interpreter, transliterator, or captionist will be absent from class, notifying the Director of Disability and Learning Support Services is expected. This is crucial when communication facilitators are being paid for their time in class. The interpreter, transliterator, or captionist can be notified ahead of time when any change is expected. When at all possible, prior notification is expected by calling or emailing the Director of Disability and Learning Support Services. The communication facilitator is there as a supplement to the classroom experience, not as a substitute. If a student misses class, he needs to meet with the instructor for follow-up. Communication facilitators are not responsible for the student's absence nor their academic responsibilities.

BASIC EXPECTATIONS OF STUDENT

Students need to take full responsibility for his/her education and communicate directly with people in their academic environment. When students have questions or miss information from classes, they must take the initiative to get that information from the instructor or classmates.

Responsibilities:

1. Contact the Director of Disability Services if an interpreter, transliterator, captionist, or other accommodation is needed as soon as possible.
2. On the first day of class or in any new situation, please identify yourself to the interpreter, transliterator, or captionist.
3. Be on time for all classes, labs, and meetings.
4. Sit in a place that provides the best distance, lighting, background, and angle for seeing the interpreter, transliterator, or captionist.

5. If you have any questions relating to class materials, ask the instructor.
6. Personal conversations with the interpreter, transliterator, or captionist should not occur during the class, but before or after the class.
7. Notify the Director of Disability and Learning Support Services to set up note-taking services.
8. If you have difficulty understanding the interpreter, transliterator, or captionist, discuss it with the provider of the service. If this does not solve the problem, then go to the Director of Disability Services.
9. If you have problems with your note taker, contact the Director of Disability and Learning Support Services.
10. If your interpreter, transliterator, or captionist does not come to class, notify the Director that he or she has failed to show up.
11. Let your interpreter, transliterator, or captionist know if:
 1. You plan to be absent or miss a class.
 2. Your class is canceled.
 3. There will be a video shown in class.
 4. You will be making a presentation.

NO-SHOW POLICY

If communication facilitation services have been requested, and you know that you will be unable to attend class, you should provide the Director of Disability and Learning Support Services with at least 24 hours advanced notice so that the communication facilitator can be informed. Failure to provide any advanced notice is considered a "No-Show." To give advance notice, a student may:

1. Contact the Director of Disability Services (Kathy Meier: 406-771-4311) and speak either in person or leave a message by voice or relay or TTY. If you prefer, you may leave a message at her email address: katherine.meier@gfcmu.edu
2. Failure to provide notice will result in the following actions:
 - First "No-Show": Interpreter will wait for 10 minutes and then contact the Director of Disability Services.
 - Second "No-Show": A letter will be sent to the student informing the student that they have two "No-Shows": In addition, the letter will remind the student of the policy and appropriate procedures.
 - Third "No-Show": Services will automatically be temporarily suspended and a letter will be sent to the student informing the student of the policy and the appropriate procedure. Services will remain suspended until the student makes an appointment and meets with the Director of Disability and Learning Support Services to reinstate services.

For each subsequent "No-Show": Services will automatically be suspended and a letter will be sent to the student informing the student of the policy and the appropriate procedures. The services will remain suspended until the student makes an appointment and meets with the Director of Disability and Learning Support Services.

Exception to the “No-Show Policy”: If three (3) or more “No-Shows” occur within the same two week period, services will automatically be temporarily suspended and a letter will be sent to the student informing the student of the policy and the appropriate procedures. The services will remain suspended until the student makes an appointment with the Director of Disability Services.

Excessive absences: Even with advance notice, excessive absences are a problem for the student. Attendance in class is directly correlated to student success. If the student misses three classes in a given week, then he or she may find services suspended by the Director of Disability Services, and a conference will be required to reinstate them.

ASSISTIVE TECHNOLOGY AND ADAPTIVE EQUIPMENT

Students may benefit from using the following equipment or software programs designed to improve access for people with disabilities. DS staff can help students determine which assistive technology would be most helpful for them and is available to train students on how to use the various programs. The majority of the software programs are available in the Weaver Library and can be used whenever the Library is open. Kurzweil Firefly can be accessed remotely.

Assistive Listening Devices

The Disability Services office will provide an Assistive Listening Device (ALD) for students with hearing impairments to have better auditory access to class lectures.

CCTV

Students with a visual impairment may benefit from a CCTV magnifier which is located in the Weaver Library.

Dragon Naturally Speaking

This is a speech recognition software programs that is designed to allow hands-free access to the computer. Students train the program to recognize their voice and are then able to do with their voice anything that can be done with a keyboard or mouse. Dragon Naturally Speaking also has a read-back feature that allows students to hear what they have written. The Dragon Naturally Speaking software is available in the Weaver Library.

JAWS

This program is a screen reader, which is designed to allow access to everything on the computer without needing to see the monitor (one could turn off the monitor and still work on the computer). A computer synthesized voice, which can be adjusted to the student’s specifications, assists the student in navigating the computer screen and through the programs, including the internet. JAWS is available in the Weaver Library.

Kurzweil 3000

Kurzweil 3000 is a reading, writing, and learning software for students who struggle with printed text to access curriculum materials. Kurzweil is available in the Weaver Library. Kurzweil Firefly version is available for students to remotely access audio books.

Smart Pens

The Livescribe smart pen is a recording device equipped with a microphone to record audio and speaker for playback. The pen records audio information and allows the user to replay portions of the recording by tapping on the digital paper. Users can upload notes to Evernote or to a computer.

Tiger Cub Embosser

This printer makes material accessible in raised format. It will print in Braille, raised text or raised graphics. In addition to helping blind students have access to printed materials, this format is very beneficial to students who learn better tactilely.

Victor Reader Stream

Disability Services has a small number of Victor Reader Streams available for students to listen to audio DAISY formats and text files that are not in the DAISY format.

ZoomText

This program combines the screen reading capabilities of JAWS with a screen magnification program. Students with visual impairments may tailor the screen enlargement to their specifications, and screen contents will simultaneously be read aloud by the computer.

SERVICE ANIMALS

Being developed.

DISTANCE STUDENTS

Applying for Services

1. Accommodation requests must be made *in advance* of the need (preferably at the beginning of each semester). Remember, services are not retroactive. Please schedule an appointment for a telephone interview with the Director of Disability Services as soon as possible.

2. It is the student's responsibility to self-disclose a disability and need for academic accommodations. To initiate contact with Disability Services, please contact Disability Services in any of these ways to schedule a 1 hour appointment for an intake telephone interview:

- Call the Disability Services Office: 406-771-4311, or
- Email: katherine.meier@gfmsu.edu

3. Please submit supporting documentation from a qualified professional. The documentation must show the functional limitations that impact the individual in the academic setting and support the request for specific accommodations. Documentation may be submitted by mail to:

Katherine Meier
Director of Disability Services
Great Falls College MSU
2100 16th Avenue South
Great Falls, MT 59405

or FAXED to:

406-771-4342

4. During the initial intake appointment, the student will be interviewed by the Director of Disability Services. Students will need to describe how the disability affects him/her in and out of the academic setting, and the student will be asked about the functional limitations that impact the student. After reviewing the documentation, the Director of Disability Services and the student will discuss and determine appropriate accommodations. Remember, all accommodation requests must come through Disability Services and be accompanied by a "Request for Classroom Accommodations" form signed by the DS Director.
5. Students are responsible for delivering the accommodation request form to the instructor and making arrangements for accommodations as needed (for distance students and instructors, this may be done electronically). Students are advised to discuss the accommodation request with his/her instructor. Instructors should review the accommodation request forms with the student, discuss arrangements, then sign the form, and the instructor will return the form to DS. If the instructor cannot provide the requested accommodation, alternate arrangements may be discussed with the instructor, student and the DS Director. 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.
6. In order to continue services, students must schedule an appointment each semester with the Director of Disability Services to renew accommodation requests.

DUAL ENROLLMENT STUDENTS

HOW DO I REQUEST AND RECEIVE ACCOMMODATIONS FOR MY DISABILITY?

Applying for Services

1. It is the student's responsibility to self-disclose a disability and need for academic accommodations. To initiate contact with Disability Services, please contact Disability Services to schedule a 1 hour appointment for an intake interview.
2. Accommodation requests must be made *in advance* of the need (preferably at the beginning of each semester). Remember, services are not retroactive. Please schedule an appointment with the Director of Disability Services as soon as possible:
 - Call the Disability Services Office: 406-771-4311, or
 - Stop by the Receptionist's Desk on the 2nd level at the top of the ramp or,
 - Email: katherine.meier@gfcsu.edu
3. When coming to the scheduled appointment, please submit supporting documentation from a qualified professional. The documentation must show the functional limitations that impact the individual in the academic setting and support the request for specific accommodations.
4. During the initial intake appointment, the student will be interviewed by the Director of Disability Services. Students will need to describe how the disability affects him/her in and out of the academic setting, and the student will be asked about the functional limitations that impact the student. After reviewing the documentation, the Director of Disability Services and the student will discuss and determine appropriate accommodations. Remember, all accommodation requests must come through Disability Services and be accompanied by a "Request for Classroom Accommodations" form signed by the DS Director.
5. Students are responsible for delivering the accommodation request form to the instructor and making arrangements for accommodations as needed (for distance students and instructors, this may be done electronically). Students are advised to schedule a time to meet with instructors during their office hours. Instructors should review the accommodation request forms with the student, discuss arrangements, then sign the form, and the student must return the signed copy to DS. If the instructor cannot provide the requested accommodation, alternate arrangements may be discussed with the instructor, student and the DS Director. 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.
6. In order to continue services, students must schedule an appointment each semester with the Director of Disability Services to renew accommodation requests.

EMERGENCY EVACUATION PROCEDURES

Being developed.

CAMPUS ACCESSIBILITY

For students with mobility/accessibility limitations:

- Ground-level ramped entries
- Elevator
- Ramp to second level
- Accessible restrooms and water fountains
- Accessible parking

PERSONAL ATTENDANTS

The College does not provide personal care attendants or aides to assist persons with disabilities in carrying out personal functions.

STUDENT COMPLAINTS

Conduct Guidelines and Grievance Procedures for students may be found at:

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



ACCESSIBILITY + DISABILITY SERVICES: Forms

- Alternative Exam
- Authorization for Release & Exchange of Information
- Documentation Guidelines



QUICK LINKS

- Disability Home
- Accommodations
- Assistive Technology
- Building Access
- Documentation
- Preparing for College

MORE INFORMATION

- Helpful Links
- HS vs. College Services

CONTACT INFORMATION

Kathy Meier

Phone: 406.771.4311
[voice, relay or TDD]
FAX: 406.771.4342
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Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities

U.S. Department of Education

Margaret Spellings
Secretary

Office for Civil Rights

James Manning
Delegated the Authority of Assistant Secretary

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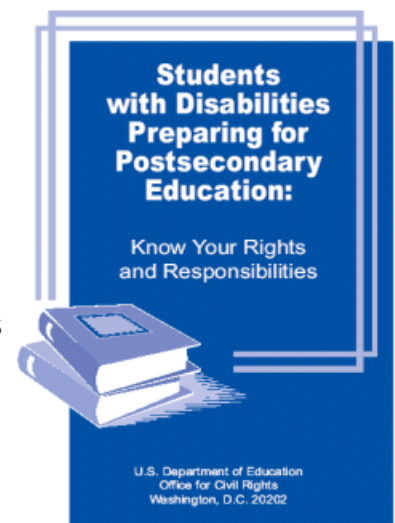
**U.S. Department of Education
Office for Civil Rights
Washington, D.C. 20202**

May 2005

More and more high school students with disabilities are planning to continue their education in postsecondary schools, including vocational and career schools, two- and four- year colleges, and universities. As a student with a disability, you need to be well informed about your rights and responsibilities as well as the responsibilities that postsecondary schools have toward you. Being well informed will help ensure that you have a full opportunity to enjoy the benefits of the postsecondary education experience without confusion or delay.

The Office for Civil Rights (OCR) in the U.S. Department of Education is providing the information in this pamphlet to explain the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure that the school does not discriminate on the basis of disability.

OCR enforces Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (Title II), which prohibit discrimination on the basis of disability. Practically every school



district and postsecondary school in the United States is subject to one or both of these laws, which have similar requirements.*[/](#)

Because both school districts and postsecondary schools must comply with these same laws, you and your parents might believe that postsecondary schools and school districts have the same responsibilities. This is not true; the responsibilities of postsecondary schools are significantly different from those of school districts.

Moreover, you will have responsibilities as a postsecondary student that you do not have as a high school student. OCR strongly encourages you to know your responsibilities and those of postsecondary schools under Section 504 and Title II. Doing so will improve your opportunity to succeed as you enter postsecondary education.

The following questions and answers provide more specific information to help you succeed.

As a student with a disability leaving high school and entering postsecondary education, will I see differences in my rights and how they are addressed?

Yes. Section 504 and Title II protect elementary, secondary and postsecondary students from discrimination. Nevertheless, several of the requirements that apply through high school are different from the requirements that apply beyond high school. For instance, Section 504 requires a school district to provide a free appropriate public education (FAPE) to each child with a disability in the district's jurisdiction. Whatever the disability, a school district must identify an individual's education needs and provide any regular or special education and related aids and services necessary to meet those needs as well as it is meeting the needs of students without disabilities.

Unlike your high school, your postsecondary school is not required to provide FAPE. Rather, your postsecondary school is required to provide appropriate academic adjustments as necessary to ensure that it does not discriminate on the basis of disability. In addition, if your postsecondary school provides housing to nondisabled students, it must provide comparable, convenient and accessible housing to students with disabilities at the same cost.

Other important differences you need to know, even before you arrive at your postsecondary school, are addressed in the remaining questions.

May a postsecondary school deny my admission because I have a disability?

No. If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability.

Do I have to inform a postsecondary school that I have a disability?

No. However, if you want the school to provide an academic adjustment, you must identify yourself as having a disability. Likewise, you should let the school know about your disability if you want to ensure that you are assigned to accessible facilities. In any event, your disclosure of a disability is always voluntary.

What academic adjustments must a postsecondary school provide?

The appropriate academic adjustment must be determined based on your disability and individual needs. Academic adjustments may include auxiliary aids and modifications to academic requirements as are necessary to ensure equal educational opportunity. Examples of such adjustments are arranging for priority registration; reducing a course load; substituting one course for another; providing note takers, recording devices, sign language interpreters, extended time for testing and, if telephones are provided in dorm rooms, a TTY in your dorm room; and equipping school computers with screen-reading, voice recognition or other adaptive software or hardware.

In providing an academic adjustment, your postsecondary school is not required to lower or effect substantial modifications to essential requirements. For example, although your school may be required to provide extended testing time, it is not required to change the substantive content of the test. In addition, your postsecondary school does not have to make modifications that would fundamentally alter the nature of a service, program or activity or would result in undue financial or administrative burdens. Finally, your postsecondary school does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

If I want an academic adjustment, what must I do?

You must inform the school that you have a disability and need an academic adjustment. Unlike your school district, your postsecondary school is not required to identify you as having a disability or assess your needs.

Your postsecondary school may require you to follow reasonable procedures to request an academic adjustment. You are responsible for knowing and following these procedures. Postsecondary schools usually include, in their publications providing general information, information on the procedures and contacts for requesting an academic adjustment. Such publications include recruitment materials, catalogs and student handbooks, and are often available on school Web sites. Many schools also have staff whose purpose is to assist students with disabilities. If you are unable to locate the procedures, ask a school official, such as an admissions officer or counselor.

When should I request an academic adjustment?

Although you may request an academic adjustment from your postsecondary school at any time, you should request it as early as possible. Some academic adjustments may take more time to provide than others. You should follow your school's procedures to ensure that your school has enough time to review your request and provide an appropriate academic adjustment.

Do I have to prove that I have a disability to obtain an academic adjustment?

Generally, yes. Your school probably will require you to provide documentation that shows you have a current disability and need an academic adjustment.

What documentation should I provide?

Schools may set reasonable standards for documentation. Some schools require more documentation than others. They may require you to provide documentation prepared by an appropriate professional, such as a medical doctor, psychologist or other qualified diagnostician. The required documentation may include one or more of the following: a diagnosis of your current disability; the date of the diagnosis; how the diagnosis was reached; the credentials of the professional; how your disability affects a major life activity; and how the disability affects your academic performance. The documentation should provide enough information for you and your school to decide what is an appropriate academic adjustment.

Although an Individualized Education Program (IEP) or Section 504 plan, if you have one, may help identify services that have been effective for you, it generally is not sufficient documentation. This is because postsecondary education presents different demands than high school education, and what

you need to meet these new demands may be different. Also in some cases, the nature of a disability may change.

If the documentation that you have does not meet the postsecondary school's requirements, a school official must tell you in a timely manner what additional documentation you need to provide. You may need a new evaluation in order to provide the required documentation.

Who has to pay for a new evaluation?

Neither your high school nor your postsecondary school is required to conduct or pay for a new evaluation to document your disability and need for an academic adjustment. This may mean that you have to pay or find funding to pay an appropriate professional to do it. If you are eligible for services through your state vocational rehabilitation agency, you may qualify for an evaluation at no cost to you. You may locate your state vocational rehabilitation agency through this Department of Education Web page: <http://www.ed.gov/about/offices/list/osers/rsa/index.html>

Once the school has received the necessary documentation from me, what should I expect?

The school will review your request in light of the essential requirements for the relevant program to help determine an appropriate academic adjustment. It is important to remember that the school is not required to lower or waive essential requirements. If you have requested a specific academic adjustment, the school may offer that academic adjustment or an alternative one if the alternative also would be effective. The school may also conduct its own evaluation of your disability and needs at its own expense.

You should expect your school to work with you in an interactive process to identify an appropriate academic adjustment. Unlike the experience you may have had in high school, however, do not expect your postsecondary school to invite your parents to participate in the process or to develop an IEP for you.

What if the academic adjustment we identified is not working?

Let the school know as soon as you become aware that the results are not what you expected. It may be too late to correct the problem if you wait until the course or activity is completed. You and your school should work together to resolve the problem.

May a postsecondary school charge me for providing an academic adjustment?

No. Furthermore, it may not charge students with disabilities more for participating in its programs or activities than it charges students who do not have disabilities.

What can I do if I believe the school is discriminating against me?

Practically every postsecondary school must have a person—frequently called the Section 504 Coordinator, ADA Coordinator, or Disability Services Coordinator—who coordinates the school's compliance with Section 504 or Title II or both laws. You may contact this person for information about how to address your concerns.

The school also must have grievance procedures. These procedures are not the same as the due process procedures with which you may be familiar from high school. However, the postsecondary school's grievance procedures must include steps to ensure that you may raise your concerns fully and fairly and must provide for the prompt and equitable resolution of complaints.

School publications, such as student handbooks and catalogs, usually describe the steps you must take to start the grievance process. Often, schools have both formal and informal processes. If you decide to use a grievance process, you should be prepared to present all the reasons that support your request.

If you are dissatisfied with the outcome from using the school's grievance procedures or you wish to pursue an alternative to using the grievance procedures, you may file a complaint against the school with OCR or in a court. You may learn more about the OCR complaint process from the brochure *How to File a Discrimination Complaint with the Office for Civil Rights*, which you may obtain by contacting us at the addresses and phone numbers below, or at <http://www.ed.gov/ocr/docs/howto.html>.

If you would like more information about the responsibilities of postsecondary schools to students with disabilities, read the OCR brochure *Auxiliary Aids and Services for Postsecondary Students with Disabilities: Higher Education's Obligations Under Section 504 and Title II of the ADA*. You may obtain a copy by contacting us at the address and phone numbers below, or at <http://www.ed.gov/ocr/docs/auxaids.html>.

Students with disabilities who know their rights and responsibilities are much better equipped to succeed in postsecondary school. We encourage you to work with the staff at your school because they, too, want you to succeed. Seek the support of family, friends and fellow students, including those with disabilities. Know your talents and capitalize on them, and believe in yourself as you embrace new challenges in your education.

To receive more information about the civil rights of students with disabilities in education institutions, contact us at:

Customer Service Team
Office for Civil Rights
U.S. Department of Education
Washington, D.C. 20202-1100
Phone: 1-800-421-3481
TDD: 1- 877-521-2172
Email: ocr@ed.gov
Web site: www.ed.gov/ocr

**/* You may be familiar with another federal law that applies to the education of students with disabilities—the Individuals with Disabilities Education Act (IDEA). That law is administered by the Office of Special Education Programs in the Office of Special Education and Rehabilitative Services in the U.S. Department of Education. The IDEA and its Individualized Education Program (IEP) provisions do not apply to postsecondary schools. This pamphlet does not discuss the IDEA or state and local laws that may apply.

This publication is in the public domain. Authorization to reproduce it in whole or in part is granted. The publication's citation should be: U.S. Department of Education, Office for Civil Rights, *Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities*, Washington, D.C., 2005.

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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ACCESSIBILITY + DISABILITY SERVICES: Helpful Links

- General Information
- Federal
- Montana Government Agencies
- Montana Resources and Services
- Mental Health
- Learning Disabilities
- ADD/ADHD
- Autism
- Deaf or Hard of Hearing
- Mobility Impairments
- Visual Impairments
- Career Development
- Veterans
- Other Resources



CONTACT INFORMATION

Kathy Meier
 Phone: 406.771.4311
 [voice, relay or TDD]
 FAX: 406.771.4342
katherine.meier@gfcmsu.edu

QUICK LINKS

- [Disability Home](#)
- [Accommodations](#)
- [Assistive Technology](#)
- [Building Access](#)
- [Documentation](#)
- [Preparing for College](#)

MORE INFORMATION

- [Helpful Links](#)
- [HS vs. College Services](#)





ACCESSIBILITY + DISABILITY SERVICES: High School vs. College Services

Students with disabilities are entitled to accommodations in school, be it K-12 (public) or post-secondary education. However the nature and delivery of those accommodations, as well as the distribution of responsibility, differ significantly between high school and college. The following links illustrates some of these differences.

- Difference 1: IDEA/ADA and Section 504

- Difference 2: Qualification

- Difference 3: Accommodations

- Difference 4: Notification of Disability

- Difference 5: Placement/Intergration

- Difference 6: A Student's Plan / Request

- Difference 7: Waivers

- Difference 8: Personal Care Services

- Difference 9: Information Disclosure

- Difference 10: Responsibility for Determination of Disability

If you have a disability and are transitioning from high school into the college setting, you are strongly encouraged to investigate your college-of-choice's services for students with disabilities. Most colleges have a process in place for arranging accommodations for students with disabilities; some processes are centralized through a disability services office, while others are decentralized, with departments and programs making those arrangements.

[TOP]



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katherine.meier@gfcmsu.edu

QUICK LINKS

- [Disability Home](#)

- [Accommodations](#)

- [Assistive Technology](#)

- [Building Access](#)

- [Documentation](#)

- [Preparing for College](#)

MORE INFORMATION

- [Helpful Links](#)
- [HS vs. College Services](#)
- [STEM Course Work](#)

[use / privacy policy](#) | [your right to know](#) | [site index](#)





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Academic Information - Academic Grievance

A student who believes that a policy of the college has been violated may make a complaint following the procedures outlined in this section. When possible, a student should attempt to resolve the complaint informally, by bringing it to the attention of the individual(s) directly involved. However, when informal methods fail, the College will assist in the resolution of complaints through the formal procedures outlined on the following pages.

Please see the link below sections 300.30 and 300.60 for more information and the entire policy.

http://www.msugf.edu/about/PoliciesProcedures/300/300_Student_Conduct_Grievance_Aug_12_001.pdf



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[HELP](#) [EXIT](#)

Class Schedule

Your current Institution is GF

[Course Number Equivalency Tool](#)[Course Materials](#) (textbooks)**PLEASE SELECT THE DESIRED TERM AND SUBJECT TO SEARCH FOR CLASSES.**

To view more than one subject, hold down the CTRL key when selecting.

| | | | | | | | |
|---|---|--------|------------------|------|-----|------|--------|
| Term: | Select Term | | | | | | |
| Subject List: (switch to subject index) | ACT - Activities:General ACTG - Accounting AH - Allied Health AHMA - AH-Medical Assisting AHMS - AH-Medical Support AHPT - Physical Therapy AHRC - Respiratory Care AHST - Surgical Technology AHXR - Radiological Technology ANT - Anthropology | | | | | | |
| Instructor: | All Instructors | | | | | | |
| Course Type: | Any Online Face to Face | | | | | | |
| Course Number: | | | | | | | |
| Days: | Mon | Tues | Wed | Thur | Fri | Sat | Sun |
| Begin Time: | Hour | Minute | End Time: | | | Hour | Minute |
| | 00 | 00 | | | | 00 | 00 |

Reset

RELEASE: 8.6

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Financial Aid - Application Process

Students seeking federal financial aid (which includes grants and loans) must complete the Free Application for Federal Student Aid (FAFSA) which online at www.fafsa.ed.gov. As a result of completing a FAFSA, an applicant will receive a federal Student Aid Report (SAR) in the mail or online. An electronic version of the SAR is automatically sent to the schools listed on the FAFSA. To list Great Falls College MSU, use our school code: 009314.

Students applying for financial aid may also be required to provide proper federal income tax information, completed verification materials, and any other information requested by the Financial Aid Office.

Students must apply for financial aid annually.



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Financial Aid - Assistance in Applying

Assistance is available to prospective students applying for financial aid. In addition, financial aid counseling for new students is an integral part of the admissions and orientation process. Once enrolled, students may receive counseling and assistance as needed. For assistance, please call 406-771-4334 or 1-800-446-2698 (in Montana), or write to the Financial Aid Office, Great Falls College MSU, 2100 16th Ave S, Great Falls, MT 59405, or email finaid@gfcmsu.edu



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Financial Aid - Attendance

Attendance is mandatory to receive financial aid. Students must attend classes on a regular basis and complete them to continue to receive financial aid. If a student stops attending part or all of their classes, they may have to repay part or all of the financial aid they have received.



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Financial Aid - Changes to Financial Aid Policies

Exceptions or amendments to any of the specific provisions regarding financial aid policies or requirements may be made at any time, without publication, due to changes in federal, state, and/or institutional regulations and policies.



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Financial Aid - Disability Disclosure Statement

The Financial Aid Office may not award financial assistance in the form of loans, grants, scholarships, special funds, subsidies, compensation for work, or prizes to students on the basis of race, color, national origin, sex, or handicap, except to overcome the effects of past discrimination. The Financial Aid Office may administer sex restricted financial assistance where the assistance and restriction are established by will, trust, bequest, or any similar legal instrument, if the overall effect of all financial assistance awarded does not discriminate on the basis of sex. Materials and information used to notify students of opportunities for financial assistance may not contain language or examples that would lead applicants to believe the assistance is provided on a discriminatory basis. If the Financial Aid Office's service area contains a community of national origin minority persons with limited English language skills, such information must be disseminated to that community in its language.



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Financial Aid - Electronic Notification

The Financial Aid Office at Great Falls College Montana State University uses electronic notification for official correspondence to financial aid applicants. All applicants must check their official email address frequently for financial aid correspondence. Students may view financial aid status at any time by logging on to Banner Web/MyInfo.



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Financial Aid - Eligibility Requirements

All recipients of federal financial aid at Great Falls College Montana State University must meet the following general eligibility requirements:

- Have financial need as determined by a need analysis formula provided through information on the Free Application for Federal Student Aid (FAFSA);
- Be a U.S. citizen or an eligible noncitizen;
- Have a high school diploma or GED. Home school students must contact the Financial Aid Office;
- Be enrolled as a regular student in courses leading to a financial aid eligible certificate or degree program generally at least half time (some professional certifications and certain one credit seminars and workshops are not eligible for financial aid);
- Maintain Satisfactory Academic Progress in accordance with the policy of the Financial Aid Office;
- Not owe a refund on a federal grant or be in default on any Title IV loan;
- Register with Selective Service, if required;
- Agree to use any federal student aid received solely for educational purposes;
- Comply with the requirements of the Anti-Drug Abuse Act.





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Financial Aid - Federal Direct Loan Program

FEDERAL DIRECT SUBSIDIZED STAFFORD/FEDERAL DIRECT UNSUBSIDIZED
STAFFORD/FEDERAL DIRECT PLUS

The Free Application for Federal Student Aid (FAFSA) must be completed to determine eligibility for all Direct loans. Students borrowing Direct loans receive funding directly from the federal government instead of from a bank or credit union.

All borrowers must maintain satisfactory academic progress in accordance with the policy of the Financial Aid Office and be enrolled at least half-time to qualify for any Direct loans.

Deferment and/or forbearance provisions for a variety of situations may be available.



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Financial Aid - Programs

The following federal and state programs are available at Great Falls College Montana State University. Students apply for each of these through the FAFSA application unless otherwise noted.

Federal Direct Stafford Loans

Federal student loans are a form of self-help aid for students enrolled in an eligible program of study. Student eligibility is determined by the FAFSA which determines whether loan funds are need based or non need based. Students must be enrolled at least ½ time (6-8 credits) to qualify for funding and must be otherwise eligible for federal student aid. Student loan disbursements are made after the drop/add period for each term. A student's enrollment status for loan eligibility is based on credits carried at the end of the drop/add period for the term. Student loans are aid that must be repaid once a student ceases enrollment.

Federal Pell Grant

A Federal Pell Grant is a form of gift aid for students enrolled in an eligible program of study, who do not already have a bachelor's degree. The amount of the Federal Pell Grant is determined by the Expected Family Contribution on the federal Student Aid Report, the number of credits in which the student is enrolled, and the student's educational budget for the award year. Federal Pell Grant disbursements are made after the drop/add period for each term. A student's enrollment status for Federal Pell Grant eligibility is based on credits carried at the end of the drop/add period for the term.

All students are limited to the equivalent of 12 full time semesters of Pell Grant eligibility for undergraduate work for their lifetime.

Federal Supplemental Education Opportunity Grants (FSEOG)

Federal Supplemental Educational Opportunity Grants are a form of gift aid. Student eligibility is determined by completing the FAFSA. Preference for the FSEOG is given to students who have Federal Pell Grant eligibility and who are early applicants. Funding is limited and is awarded on a first-come, first-served basis.

Federal Work-Study

The Federal Work-Study Program offers part-time employment for eligible students. Students seeking eligibility under this program must complete the FAFSA. A student's earnings are limited to the amount awarded through the Financial Aid Office. Federal Work-Study students are paid every other week according to the State of Montana payroll schedule. Federal Work-Study jobs may be on campus or in an off campus community service organization. Funding is limited and is awarded on a first-come, first-served basis.

Governor's Postsecondary Scholarship - Need Based

Governor's Postsecondary Need Based Scholarships are available to entering freshmen who demonstrate unmet need as determined by the FAFSA, are Montana residents, and are degree seeking. The amount of the award is \$1000 and may be renewable for up to two years. Funding is limited and recipients are selected by the Financial Aid Office based on annual funding levels.

Montana Baker Grant (MTAP)

The Montana Baker Grant is available to Montana students who are enrolled full time and earned a predetermined amount of income the previous year. Receipt of other aid may affect eligibility. Grants are between \$100-\$1000 depending on an individual's eligibility. Funding is limited and is awarded on a first-come, first-served basis.

Montana Higher Education Grant (MTEG)

Montana Higher Education Grants are a federal and state form of gift aid. Students must have financial need and be a Montana resident. Student eligibility is determined by submitting the FAFSA. Students with Federal Pell Grant eligibility and who apply early have preference. Funding is limited and is awarded on a first-come, first-served basis.

State Work-Study

The state Work-Study Program offers part-time employment for eligible students who are Montana residents. Students seeking eligibility under this program must complete the Free Application for Federal Student Aid (FAFSA). A student's earnings are limited to the amount awarded through the Financial Aid Office. State Work-Study students are paid every other week according to the State of Montana payroll schedule. State Work-Study positions are all located on campus. Funding is limited and is awarded on a first-come, first-served basis.





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Financial Aid - Priority Deadlines

Priority deadlines are set to inform students when they need to apply for financial aid each year. REMEMBER: Every student must re-apply for financial aid each academic year.

New students beginning their attendance in the fall semester should apply for financial aid by July 1. New students beginning their attendance in the spring semester should apply for financial aid by November 1. All students attending the summer semester should apply by March 1.

Although the deadlines for fall, spring and summer are set in July, November, and March, some of the federal and state financial aid programs with limited funding may already be fully expended for the award year. An applicant should apply by the March 1 priority date to ensure consideration for all federal funding available for the award year.

Students may apply after these deadline dates; however, they may not have their financial aid awarded in time for the beginning of that semester. If a student's aid process is not complete when institutional charges are due, the student must pay his/her institutional charges and be reimbursed with his/her financial aid eligibility once the financial aid process has been completed and aid is received.





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Financial Aid - Repeat Coursework

Students may repeat a passed course only one time on financial aid. Passed courses are those courses completed with a grade of 'D-' or above. If a student repeats the same course more than once, that course will not be considered in determining the enrollment status for financial aid purposes but will still be counted in attempted credits for Satisfactory Academic Progress (SAP) determination. Courses for which the student received a 'W' or 'F' grade may be repeated multiple times as long as the student is otherwise meeting SAP.



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Financial Aid - Return of Title IV Funds

This policy applies to students who officially or unofficially withdraw from the College. Refunds are determined according to the following policy:

1. The term "Title IV Funds" refers to the federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs: subsidized Federal Direct loans, unsubsidized Federal Direct loans, Federal Direct PLUS loans, Federal Pell Grants, and federal SEOG. The state fund that may be affected is the MTAP grant.
2. A student withdrawal date is:
 - The date the student began the institution's withdrawal process or officially notified the institution of intent to withdraw, or
 - The midpoint of the period for a student who leaves without notifying the institution; or
 - The student's last date of attendance at a documented academically related activity.
3. Return of fund calculations:
 - For the purpose of billing and calculating return of funds, the summer sessions are part of one summer term.
 - In accordance with federal regulations, when financial aid is involved, return of funds are allocated in the following order: unsubsidized Federal Direct loans, subsidized Federal Direct loans, Federal Direct Plus loans, federal Pell Grants, federal SEOG, other Title IV assistance.
 - Copies of this calculation can be requested from the Financial Aid Office.
4. Institutional and student responsibilities with regard to the return of the Title IV funds.

Great Falls College MSU's responsibilities with regard to the return of Title IV funds include:

- Providing each student with the information given in this policy;
- Identifying students who are affected by this policy and completing the Return of Title IV calculation for those students within 45 days of the withdrawal date;
- Returning any Title IV funds that are due to the Title IV programs.


The student's responsibility with regard to the return of the Title IV funds include:

- Repaying to the Title IV programs any funds that were disbursed directly to the student and which the student was determined to be ineligible for through the Return of Title IV funds calculation

Examples of this calculation can be obtained from the Great Falls College MSU Financial Aid Office.



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Financial Aid - Satisfactory Academic Progress Requirements

■ [Appeal Form \[PDF\]](#)

Satisfactory Academic Progress Requirements

Federal and state financial aid regulations require that all financial aid recipients maintain satisfactory academic progress in their programs of study. Failure to maintain satisfactory academic progress will result in financial aid warning or suspension. The first time a student fails to meet the standards for GPA or completion, the student will be placed on warning status and may continue to receive financial aid. Students on financial aid suspension will not receive financial aid. Below is a brief outline of the standards to achieve satisfactory progress for financial aid recipients at Great Falls College MSU. For a complete copy of the policy contact the Financial Aid Office.

- Students are required to maintain a minimum 2.0 cumulative grade-point average (C average). Credits accepted in transfer from other colleges and institutions are not included when calculating a student's GPA.
- Students must maintain a cumulative credit completion of 67% or higher. Calculation is based on all attempted credits, including transfer credits.
- Students have a maximum time frame in which to receive financial aid, which is generally 150 percent of the number of required credits specified for each program of study.
- Students who have been placed on financial aid suspension and bring themselves into good standing may be reinstated for the payment period following the semester in which they regained satisfactory progress status. Students must submit a written request for reinstatement.
- Students will receive written notice when they are placed on financial aid suspension; however, it is the student's responsibility to know if they are maintaining satisfactory academic progress for financial aid recipients.

Students who have been placed on financial aid suspension because of failure to meet the satisfactory academic progress requirements may appeal in writing to the Financial Aid Office for review of circumstances. Forms to appeal are [available online](#) or in the Financial Aid Office. Current federal regulations allow only for mitigating circumstances and occurrences beyond the student's control to constitute an eligible appeal. All appeals must contain documentation to verify the mitigating circumstances listed in the appeal. An Academic Plan developed with and signed by the student's advisor must accompany an appeal.

Contact the Financial Aid Office for a complete satisfactory academic progress policy for financial aid recipients.





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Financial Aid - Scholarships

Institutional Scholarships

Great Falls College MSU has an institutional scholarship application for most institutional scholarships. The deadline for this application is the beginning of February for the next academic year. Contact the Financial Aid Office for this application.

Montana University System Honor Scholarship

Recipients of the Honor Scholarship are selected by the Office of the Commissioner of Higher Education and will receive a waiver of tuition for fall and spring semester. Recipients must submit to the Financial Aid Office a copy of their Honor Scholarship notification from the Commissioner's Office upon receipt.

Honor Scholarship for National Merit Scholarship Semifinalists

Tuition shall be waived for National Merit Scholarship semifinalists from Montana. This scholarship tuition will be valid through the first two semesters of enrollment exclusive of any credits earned prior to high school graduation.

Scholarship Searches

Graduating seniors should talk with their high school counselors. Many high schools offer good scholarship services for little or no charge. All students should periodically check the [Financial Aid website](#). The Financial Aid Office posts scholarship information and deadlines on the Financial Aid website as information becomes available. There are many FREE scholarship searches available on-line as well.



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[>Great Falls College MSU](#) [>Catalog](#) [>Financial Aid](#)

Financial Aid - State and Local Services

Montana Social and Rehabilitative Services Division, Montana Workforce Services, Bureau of Indian Affairs, Project Challenge, and Rural Employment Opportunities offer assistance to students who qualify for their programs. For information regarding eligibility requirements, contact the specific program. The Financial Aid Office must be notified by the student if any assistance is received from an outside agency.



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changing lives – achieving dreams [2014-2015 catalog]

›Great Falls College MSU ›Catalog ›Financial Aid

Financial Aid - Tuition Waivers

Tuition Waivers are administered by the Financial Aid Office. For all students, inquiries should be directed to the Financial Aid Office. All waivers are based on financial need as a criterion whenever possible, except for honor scholarships for National Merit Scholarship semifinalists, high school honor scholarships, and faculty and staff fee waivers. Waivers do not require repayment. Waivers are state funded and require Montana residency status with the exception of the faculty/staff fee waiver.

Honorably Discharged Veteran Waiver

■ [Download Waiver](#)

Tuition shall be waived for certain honorably discharged persons who served with the United States Armed Forces in specified time periods and are currently residents of the State of Montana according to the Board of Regents residency policy. A provision of this policy states that the fee waiver shall not apply to persons who qualify under federal laws granting educational benefits to veterans. Application forms are available from the Financial Aid Office. Recipients of this fee waiver are subject to satisfactory academic progress requirements. Fee waivers are available for War Orphans and dependents of prisoners of war. Direct inquiries to the Financial Aid Office.

Montana Senior Citizen Waiver

■ [Download Waiver](#)

Tuition shall be waived for students classified as in-state residents for fee purposes and who are at least 65 years of age at time of registration. To apply, students must submit a copy of their driver's license or state ID card to the Financial Aid Office, along with the Senior Citizen Fee Waiver application.

Native American Fee Waiver

■ [Download Waiver](#)

This waives tuition each semester and is awarded by the Financial Aid Office to students who submit documentation that they are at least 1/4 American Indian or are an enrolled member of a state or federal recognized Indian tribe which is located within the State of Montana, complete an affidavit stating that they have been bona fide residents of the State of Montana for at least one year prior to enrollment in the Montana University System, and demonstrate financial need by completing the FAFSA. Applicants for this tuition waiver must file a FAFSA, complete their financial aid file, and complete the tuition waiver application available in the Financial Aid Office. Recipients of this tuition waiver are subject to satisfactory academic progress requirements.

Surviving Dependents of Montana Firefighters/Peace Officers Waiver

Tuition shall be waived for the surviving spouse or child of any Montana firefighter or peace officer killed in the course and scope of employment. This waiver shall not apply to the extent that any person is eligible for educational benefits from any governmental or private benefits program that provides comparable benefits. To apply, please contact the Financial Aid Office. Recipients of this fee waiver are subject to satisfactory academic progress requirements.

Faculty and Staff Waiver

■ [Download Waiver](#)

Tuition and some fees shall be waived for a maximum of 6 credits per term for permanent Montana University System employees who are employed at least $\frac{3}{4}$ time during the entire period of enrollment. Registration, building, program, required course fees, and other non-mandatory fees shall not be waived and remain the responsibility of the employee. Application forms are available from the Financial Aid Office.

Dependent Waiver

■ [Download Waiver](#)

All employees who have been employed at least $\frac{3}{4}$ time for at least five years without a break in service are eligible for a dependent waiver benefit. The employee must remain employed for the entire time during which the tuition waiver is utilized. Eligible jointly employed spouses may utilize the dependent tuition waiver benefit for two children at one time but any one child may not receive more than a 50% tuition waiver under the dependent tuition waiver policy. Applications for the dependent tuition waiver benefit are to be initiated by the employee or the employee's dependent. Employees who do not submit a timely application for a dependent tuition waiver may be denied the dependent tuition waiver benefit.

Employees will be required to sign a statement verifying

1. that they are not utilizing the tuition waiver for themselves, and
2. the child utilizing the tuition waiver is claimed as a dependent for federal tax purposes, is unmarried and has not reached age 25 as of the first day of the semester for which the tuition waiver is granted; or
3. the employee is married to the spouse utilizing the tuition waiver. Documentation that a dependent has been claimed in the tax year the benefit is used may be required for audit purposes or in cases of suspected misuse. False certification of dependent eligibility for the tuition waiver is cause for discharge and the employee shall be required to repay the cost of the tuition waiver.

The dependent tuition waiver benefit is a 50% reduction in the cost of residential tuition. This benefit is not taxable. In no case may registration, course fees, or any other mandatory fee be waived. There is no limitation on the number of credits that may be taken per semester under the tuition waiver benefit. Contact the Financial Aid Office for additional information.

Department of Corrections Partial Tuition Waiver

Great Falls College MSU will waive \$500 per semester (maximum of \$1000/year) of resident tuition for residents of a Montana youth correctional facility who have been recommended by the Montana Department of Corrections. Awards are limited to 5 new waivers each year and given on a first-come, first served basis. Students must complete the waiver application form and attach a letter of recommendation from the Montana Department of Corrections. Students must maintain satisfactory academic progress for financial aid purposes for continued eligibility. Failure to meet those requirements will result in permanent revocation of the waiver. Contact the Financial Aid Office to apply.





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Financial Aid - Veterans' Benefits

Students who are veterans of military services or active members of the guard or reserve may be eligible for Veterans' Educational Benefits. Application for benefits should be submitted to the regional Veterans Administration Office at least 30 days in advance of the start of the academic term. Dependents or spouses of veterans disabled or deceased as a result of a service related injury may be eligible for dependents educational benefit. Other educational benefits are extended to veterans using vocational rehabilitation. Once enrolled, recipients must request the Financial Aid Office verify their enrollment with the Veterans Administration to commence benefits.

Students using Veterans' Educational benefits at Great Falls College MSU must maintain a 2.0 cumulative GPA. If the student falls below a 2.0 cumulative GPA, he/she will have one semester to raise the GPA to 2.0. If the student is unable to do this, he/she will be placed on suspension and will have to sit out a term before utilizing the veterans' educational benefit again. Appeals may be granted for extenuating circumstances.

For additional information or to apply for Veterans' Educational Benefits, visit www.gibill.va.gov or contact the Financial Aid Office at 406-771-4334 or the Veterans' Administration at 1-888-GIBILL1.

Active members of the guard or reserve should contact their unit concerning eligibility for federal tuition assistance or Montana Guard scholarships.





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[›Great Falls College MSU](#) [›Catalog](#) [›Financial Aid](#)

Financial Aid - Withdrawals / Changes in Enrollment

Students receiving financial aid are expected to complete a designated percentage of the credits for which they are funded. The Financial Aid Office must be notified by the student of any increase or decrease in number of credits. Students may be suspended from financial aid for not completing the designated percentage of credits.

Those students who are receiving financial aid and completely withdraw from the college may owe the Department of Education a prorated amount of aid received based on class days attended in the term. Students who owe repayment will be ineligible for further federal financial aid as long as a repayment is outstanding.

Students who do not officially withdraw but stop attending classes and receive failing grades will be considered unofficial withdrawals. The institution will determine the last date of attendance. Based on this date, students may owe a repayment of aid received.

Appeals regarding retroactive withdrawals and tuition refunds must be addressed within three years of the student's course enrollment. Any appeals filed beyond this three year window will not be considered.



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Student Information - Change of Program

In order to change their academic program, a student must complete the Change of Program form with their Advisor who will return it to Student Central. Completion of this process ensures that the student is assigned an appropriate program advisor. The Change of Program form is available in Advising and Career Center or [online](#).



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[›Great Falls College MSU](#) [›Catalog](#) [›Student Information](#)

Student Information - Disability Services for Students

All students attending Great Falls College Montana State University are entitled to equal access to academic programs, services, student activities, and campus events. Students with disabilities have a right to reasonable accommodations in order to fully participate in the student experience. Students with disabilities are encouraged to advocate for themselves to the extent possible. Disability Services provides support and assistance in determining what accommodations are best suited to each individual.

Great Falls College MSU uses the definition of disability set forth by Section 504 of the Rehabilitation Act of 1973, which states that a disabled person is anyone who:

- Has a physical or mental impairment which substantially limits one or more major life activities;
- Has a record of such an impairment;
- Is regarded as having such an impairment.

Students needing accommodations must apply for services through Disability Services, located near the Learning Center, and be determined eligible by meeting all of the following criteria:

- Have a permanent or long-term (≥ 6 mos.) medical or psychological condition which significantly impairs the student's ability to function in an academic setting;
- Provide Disability Services with current documentation of disability from a qualified professional; this documentation will be kept confidential in accordance with the Disability Services Confidentiality Policy;
- Be "otherwise qualified" for the chosen course of study and able to meet the behavioral standards set forth in the College's Student Conduct Code.

Unlike high school, educational accommodations at the postsecondary level are student initiated. Each student who chooses to seek accommodations must meet with the Disability Services Director. Together they will determine what accommodations to request based on student's limitations and the demands of the course. The medical, psychiatric and/or psychological documentation provided by students is kept in confidential files in Disability Services. A complete copy of the Eligibility Criteria and the Confidentiality Policy can be obtained from the Director or found online. Depending on the student, available accommodations may include, but are not limited to:

- Extended test time
- Distraction-reduced testing environment
- Various other test accommodations
- Adaptive computer equipment and software
- Notetakers
- Tutors
- Interpreter services
- Ergonomic equipment
- Preferential classroom seating
- Tape recording lectures
- Materials in alternate format

Students with disabilities are encouraged to contact Disability Services upon enrollment and

should visit with the Director each semester to determine accommodation needs for each class.

Building accessibility includes designated parking, curb cuts, automatic doors at the north, south and east entrances, ramp and elevator access to the second floor, accessible restrooms, Braille signage, and ramp access to theatre-style classrooms.

For more information, please contact Disability Services at (406) 771-4311 (voice)/(TTY).

<http://www.gfcmsu.edu/students/DisabilityServices/index.html>



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Student Information - Equal Opportunity Policy

Great Falls College Montana State University is committed to the provision of equal opportunity for education, employment, and participation in all College programs and activities without regard to race, color, religion, national origin, creed, service in the uniformed services (as defined in state and federal law), veteran status, gender, age, political ideas, marital or family status, physical or mental disability, genetic information, gender identity, gender expression, or sexual orientation.

The College's Equal Opportunity Officers are the Executive Director of Human Resources and the Associate Dean of Student Services. 2100 16th Avenue South, Great Falls, MT 59405. Telephone: 406-771-4300.

http://www.gfcmsu.edu/about/PoliciesProcedures/300/302_1_EQUAL_OPPORTUNITY_001.pdf



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Student Information - Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974 grants certain rights, privileges, and protections related to students' educational records maintained by the College. Students' educational records (with the exception of directory information) will not be released to third parties outside of the College, except with the written consent of the student. Students have the right to inspect their own educational records, except for those to which students have expressly waived this right (e.g. Career Services placement). Students have the right to request amendment of their records. If they are found to be inaccurate, misleading or otherwise in violation of the student's privacy or other rights the student may request that their records be corrected. Such requests should be made as soon as the student becomes aware of the inaccuracy or any other problem.

Any student may file a complaint with the U.S. Department of Education concerning any alleged failure on the part of the College to comply with the requirements of the Family Educational Rights and Privacy Act.

Directory Information: The Family Educational Rights and Privacy Act permits the release of information designated as directory information to third parties outside the College without the written consent of the student. Great Falls College Montana State University has designated the following items as Directory Information: student name, address, e-mail address, telephone number, major field of study, participation in officially recognized activities, dates of attendance, degrees and awards received, and most recent previous school attended. The College may disclose any of those items without prior written consent.

Currently registered students have the right to request that information designated as directory information be withheld from release by the College. Any student wishing to exercise this right must inform the Registrar in writing no later than the tenth (10th) class day of the academic term.

Any questions regarding educational records should be directed to the Registrar or the Associate Dean of Student Services. A detailed guide of the Family Educational Rights and Privacy Act may be obtained from Student Central.

<http://www.gfcmsu.edu/about/PoliciesProcedures/300/FERPA.pdf>

Records of Deceased Students

Upon a student's death, education records are not protected under the Family Educational Rights and Privacy Act (FERPA). As such, the disposition of education records pertaining to a deceased student is not a FERPA issue but a matter of institutional policy. GFC MSU maintains full discretion in deciding whether, and under what conditions, education records of deceased students should be disclosed.

http://www.gfcmsu.edu/about/PoliciesProcedures/300/306_4_Records_of_Deceased_Students_April_2012.pdf



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Student Information - Learning Center

The Learning Center provides free tutoring services to students enrolled in classes at Great Falls College Montana State University and is a hub for academic assistance and collaboration. It is the Learning Center's mission to assist students in becoming independent learners as the tutors provide help in subject content and study skills. Learning Center staff will assist students in setting up study groups, and are active supporters of all students' efforts to be successful in their academic programs at Great Falls College MSU.

The Learning Center is located in R263 at the top of the ramp. They can be reached at 406-771-5127 or learningcenter@gfcmsu.edu

<http://www.msugf.edu/students/LearningCenter/index.php>

Study Skills Assistance

The tutors in the Learning Center assist students in the foundational skills required to be successful in college. Some of these skills include:

- Textbook Reading
- Note Taking
- Time Management
- Organization
- Dealing with Testing and Math Anxiety
- Test Preparation

Content Tutoring

Content tutoring is available in the following areas:

- Biology
- Chemistry
- Writing
- Accounting
- Computers
- Math

Online Tutoring

Tutoring is also available online for students enrolled in distance courses or if they are not able to come to campus during business hours. No additional software is required for the student to participate. A web cam and microphone is suggested, but there are alternatives available if the student does not have access to them.





changing lives – achieving dreams [2014-2015 catalog]

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Student Information - Minor Children on Campus Policy

The primary mission of Great Falls College MSU (GFC MSU) is to educate students. To that end, GFC MSU has the responsibility to provide a place of instruction that is free from distractions and conducive to learning. The presence of minor children is often a disruptive factor, not just because a child can be noisy or active, but because even inadvertently, attention is centered on the child rather than on the teaching and learning process. The presence of minor children on campus and in its facilities also raises safety and liability issues. Therefore, appropriate restrictions must be placed on bringing minor children to GFC MSU's campus, sites, and facilities.

http://www.gfcmsu.edu/about/PoliciesProcedures/600/605_1_Minor_Children_On_Campus_April2013.pdf



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Student Information -Sexual Harassment Policy

Title VII of the Civil Rights Act of 1964 prohibits discrimination on the basis of gender. Sexual harassment is a form of gender-based discrimination. Great Falls College Montana State University prohibits and will not tolerate sexual harassment on its premises, within any of its programs, services or other College-sponsored activities, or by anyone acting as an agent of the College.

Great Falls College Montana State University uses the definition of sexual harassment set forth by the U.S. Equal Employment Opportunity Commission which states:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile, or offensive work environment.

Title IX extends these protections to include students. Other consumers and members of the general public who come into contact with the College or its agents are covered by this policy as well.

Any employee who believes he or she is experiencing sexual harassment should immediately contact the College's Executive Director of Human Resources to discuss options for resolving the issue. Students should contact the Associate Dean of Student Services and anyone else should contact the College's Dean. Individuals are generally encouraged to attempt to resolve the issue informally by discussing their concerns with the alleged harasser, his or her supervisor, or both. However, the College recognizes that sexual harassment is a sensitive and potentially volatile issue, and if it is not feasible for the harassed individual to follow this recommended procedure, the appropriate agent should be contacted initially to begin an investigation. All complaints will be handled with discretion and information provided in the initial complaint and during the course of the investigation will remain as confidential as possible. The identity of both the complainant and the alleged harasser will be protected.

Any individual found to be guilty of violating the College's sexual harassment policy will be subject to discipline commensurate with the nature of the offense. Disciplinary action up to and including termination (or dismissal in the case of a student, termination of a contract in the case of a contractual relationship, or restricted access to the College in the case of a member of the general public) may be implemented.

Individuals who submit complaints and/or participate in the investigation process are protected from retaliation due to their participation. Anyone engaging in retaliatory behavior will be in violation of the College's sexual harassment policy, and therefore subject to appropriate disciplinary action as outlined above.

Great Falls College Montana State University is committed to providing and ensuring a safe, positive learning environment that is free from harassment. A complete version of this policy may be obtained from Human Resources, Student Central or online in section 300.90 of http://www.gfcmsu.edu/about/PoliciesProcedures/300/300_Student_Conduct_Grievance_Aug_12.pdf





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[>Great Falls College MSU](#) [>Catalog](#) [>Student Information](#)

Student Information - Testing Center

The Testing Center is located in room R274 and provides a variety of examination proctoring for Great Falls College MSU courses and programs including:

1. Fully online or hybrid/mixed-mode course exams (includes courses taught using D2L and MyMathLab).
2. Make-up exams for all courses, regardless of delivery.
3. Exams for students requiring extra time or a distraction-free environment (students must see the Disability Services Coordinator first).
4. Specialized exam administration for program entrance or completion requirements.
5. Examination proctoring for non Great Falls College MSU students.

Contact Information

etesting@gfcmsu.edu

406.268.3711

<http://distancex.gfcmsu.edu/etesting/index.html>



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Student Information - Weaver Library

The Weaver Library is the persistent and vital thread supporting the information needs of the entire campus community. The Weaver Library is located just off the atrium next to the Help Desk. The Library's collection supports all curricular areas and also offers a variety of recreational resources. The collection includes print and full-text online books, journals, magazines, newspapers, videos, reference materials and research databases.

Access to Library holdings is through an online catalog and the Library's website. Most online resources can be accessed 24/7 from off-campus. The Library provides computers for research and space to study, including several group study rooms. Also housed in the Library is the campus computer lab with the software needed for coursework. Laptops and scanners are available for checkout and use within the Library.

The Library supports instruction and student learning by providing open access to information and knowledge. Library services include face-to-face and virtual research assistance, individual and group instruction, interlibrary loan, and print/online course reserves. A knowledgeable staff is available to help patrons with information needs. For more information, call the Weaver Library at (406) 771-4398 or visit the Library's web site at: <http://library.gfcmsu.edu/index.html>



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Student Services - Admissions

- Admission Requirements
- Advising
- Applicants
- Credit by Examination
- New Student Registration
- New Student Orientation
- Residency Requirements
- Student Registration
- Transfer From Other Institutions
- Transfer To Other Institutions
- Tuition & Fees Policy
- Tuition & Fees Schedules



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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ABOUT GFC MSU | ACADEMICS | ADMISSIONS + RECORDS | CAMPUS LIFE | GIVING TO GFC MSU | BECOME A STUDENT

FINANCIAL AID SERVICES

The Financial Aid Staff will help you identify federal, state and private programs to fund your college education. A variety of grants, loans, work study employment, and scholarships are available to GFCMSU students.

Please contact the Financial Aid Office with individual questions that aren't answered at the links listed on the website, or if you need a further explanation of information contained in correspondence sent to you by the College.

Once you have received a 'Banner ID,' you will be able to review your student account on Banner Web. Information provided to you on the website includes the status of your financial aid award, outstanding requirements and amounts and information on refunds due you.

PERSONNEL

- Leah Habel, Director
- Julie Rummel, Specialist/Veterans Coordinator
- Lee Ann Myllymaki, Specialist

CONTACT US

Mailing Address:

Financial Aid Office, 2100 16th Ave. South, Great Falls, MT 59405

Voice: 406.771.4334

Toll Free: 800.446.2698

FAX: 406.771.4410

Email: finaid@gfcmsu.edu

[TOP]



TITLE IV SCHOOL CODE
009314

OFFICE HOURS

Monday - Friday
8:00 am - 5:00 pm
Call for evening hours.

QUICK LINKS

- [Financial Aid Home](#)
- [Dates to Remember](#)
- [Financial Aid Info](#)
- [Estimated Cost of Attendance](#)
- [Forms](#)
- [Loans](#)
- [Programs](#)
- [S.A.P.](#)
- [Scholarships](#)
- [Tuition Waivers](#)
- [Workstudy](#)
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- [SAF](#)
- [Net Price Calculator](#)

MORE INFORMATION

- [FAQ's](#)
- [Get Money Smarts](#)
- [Helpful Links](#)
- [Financial Aid Info Guide](#)
- [MT Campus Compact](#)
- [Veteran's Benefits](#)



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GREAT FALLS COLLEGE

MONTANA STATE UNIVERSITY



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FORMS

ADMISSIONS

- Add Card | Drop Card
- Academic Change Form (replaces: Change of Program, Additional Program and Change of Advisor form)
- Admissions Academic Progress Appeal
- Application For Admission
- Change of Address/Telephone Number
- Change of Name
- Deferred Fee Payment Plan Summer 2014
- Deferred Fee Payment Plan Fall 2014
- Diploma Replacement/Name Change
- Experiential Learning
- Graduation Application
- Incomplete Grade Request
- Override Authorization Form
- Petition to Register for Excess Credits
- Reference Release of Information
- Release of Information
- Restriction of Release of Information
- Request for Special Consideration
- Student Guide to Montana's Residency Policy
- Transcript MUS Core
- Transcript Request
- Transcript Request from Previous School
- Transmittal Application
- Withdrawing from All Classes

FINANCIAL AID SERVICES

Please do not complete these forms unless you have received notification from the Financial Aid Office to do so. Financial aid eligibility will be determined after the requested forms are returned to the Financial Aid Office. If you have not completed your FAFSA application please do so at www.fafsa.ed.gov.

Academic Year 2014-2015

[Fall 2014, Spring 2015 and Summer 2015]

Student Data Form (required for all financial aid applicants)

Complete these forms only at the request of the Financial Aid Office:

- Affidavit of Income and Expenses
- Asset Form
- Child Support Verification Form
- Household Size/Income Verification Form
- SNAP Verification Form
- Special Condition
- Student Data
- Statement of Educational Purpose
- Untaxed Income

Academic Year 2013-2014



TO PRINT OR DOWNLOAD

some items on this page you will need Adobe Acrobat Reader.

QUICK LINKS

- [Getting Started](#)
- [Financial Aid Services](#)
- [Forms](#)
- [Graduating Students](#)
- [GFC MSU Online](#)
- [Scholarships](#)
- [Transcripts](#)
- [Visit GFC MSU](#)

MORE INFORMATION

- College Vocab. Handbook
- COMPASS Test
- Dual Enrollment
- Educational Opport. Center
- FAQ's
- FYI on Grades
- GPA Calculator
- Home School Admission
- Housing & Childcare
- International Admission / Nonimmigrant Foreign Students
- Tuition + Fees
- Online Transfer Guide

[Fall 2013, Spring 2014 and Summer 2014]

Student Data Form (required for all financial aid applicants)

Complete these forms only at the request of the Financial Aid Office:

- Affidavit of Income and Expenses
- Asset Form
- Child Support Verification Form
- Household Size/Income Verification Form
- SNAP Verification Form
- Special Condition
- Student Data
- Statement of Educational Purpose

MISCELLANEOUS

- Additional Loan Request
- Consortium Agreement
- Credit Change 2014-2015
- Credit Change 2013-2014
- Satisfactory Academic Progress Appeal

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›Great Falls College MSU ›Catalog ›Academic Information

Academic Information - Graduation

■ Graduation Packet

Great Falls College MSU students follow the catalog in effect when they began their enrollment at the College as long as that enrollment has been consecutive or may elect to follow any subsequent catalog. If a student is absent for one or more semesters excluding summer, the catalog in effect at the time of readmission governs the student's graduation requirements. Students must pass all required courses and have an overall grade point average of 2.0 to graduate from Great Falls College MSU.

Some GFC MSU programs have specific requirements for matriculation and graduation. Students are informed of other specific program policies and requirements both at the time of their program application, orientation and throughout their educational experience.

COLS 103 Becoming A Successful Student is a graduation requirement that must be completed within the student's first 16 credits of coursework at Great Falls College for students in any of the Associate of Arts, Associate of Science, Associate of Applied Science and Certificate of Applied Science programs. This graduation requirement will be waived for Professional Certificate programs. If students do not complete COLS 103 successfully (C- or better) they must retake it.

Courses that require a grade of "C-" or above are designated for each program in the program section of this catalog.

A student must submit a formal application for graduation by the published term deadline. Applications can be obtained from Student Central or online at http://www.gfcmsu.edu/admissions_records/graduation/pdf/GraduationApplicationPacketNEW.pdf. A \$25 non-refundable graduation fee is due upon submission of the application to Student Accounts. Students seeking multiple degrees pay \$25 for 1st degree; \$15 for additional degrees in same semester

Application deadlines are published in this catalog and on the Academic Calendar located on the College's website. Students who fail to submit an application for graduation will not receive a certificate/degree.

Students will be awarded a certificate/degree upon satisfactory completion of all program requirements, provided that 25% of the course work required in the degree program has been completed at GFC MSU.

The commencement ceremony is held each May, at the conclusion of the spring semester. Caps and gowns can be purchased through the Bookstore for a fee. Graduation announcements are also available for purchase through the Bookstore.

Lost diplomas can be replaced at the request of the student. The cost of replacing a certificate, diploma, and/or cover is \$10.

Posthumous Degrees

In exceptional circumstances, GFC MSU may award degrees posthumously

http://www.msugf.edu/about/PoliciesProcedures/300/308_4_Posthumous_Degrees_5-2012.pdf



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Print a copy of the latest scholarships available to current and prospective students. Please Click On A Scholarship To Find Out More

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ADMISSIONS + RECORDS: Transcripts

An [Official Transcript Request Form](#) can be printed, completed, mailed, faxed, or dropped off at the College. Mail requests to:

Transcript Request

Great Falls College MSU
2100 16 Ave South, Great Falls MT 59405
FAX: 406.771.4329

Any student attending Great Falls College MSU since Summer 1987, can access an unofficial transcript from [Banner Web](#).

If you have completed your general education core requirements you must submit the TRANSCRIPT MUS CORE FORM to the Admissions and Records Office to ensure that your completion of these requirements is reflected on your transcript.

GENERAL TRANSCRIPT INFORMATION

Federal Educational Rights and Privacy Act (FERPA) guidelines regarding release of student records are adhered to. We cannot release transcripts without a written request with your signature, we cannot allow someone else to pick them up for you without your written permission.

Official Transcripts are processed within 3-5 working days of receipt of request. OFFICIAL TRANSCRIPTS ARE NOT PROCESSED IMMEDIATELY.

Transcripts will not be processed for a student with debt to **ANY** Montana State University Campus ([Billings](#), [Bozeman](#), [Great Falls](#), or [Havre](#)).

If you have never obtained an official transcript, one is processed free; any subsequent requests are \$3.00 each.

On-campus ...

transcript request forms are available at the Help Desk and in Student Central.

Great Falls College MSU is located at 2100 16th Ave South, Great Falls MT.

Complete an Official Transcript Request Form - your written signature is required to release your transcript.

Bring the **complete name and address** of where the transcript is to be mailed. If a student wishes to pick-up the transcript, this must be indicated on the request form.

Off-campus ...

(hand-written request) requesting a transcript by letter or fax, you will need to include the following information:

- [Download Form](#)

- Your full name and any name you may have attended under



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- Your Student ID number
- Current address and phone number
- Approximate dates of attendance at Great Falls College MSU
- Complete name and address of where the transcript is to be sent
- Your signature

Students attending Great Falls College MSU after 1987 can access an unofficial transcript on our website: <http://www.gfcmsu.edu> by clicking "Banner Web/My Info" and logging into the secure area.

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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ADMISSIONS + RECORDS: Visit Great Falls College MSU

Visit MSU-Great Falls

Now is the time to apply for admission and get connected with financial aid. Call today to reserve your spot at our next informational session. Classes fill up fast. **Don't Miss Out** on the chance to start training for a rewarding career!

The first step is a group visit. After that, you can call for more information or set up an individual appointment! Group visits are scheduled almost every day! Call 406.771.4414 to schedule your time!

Visit Our Campus!

There's no better way to get to know Great Falls College MSU than by coming to our campus and taking a firsthand look. There are a few ways to see Great Falls College MSU:

- Schedule a Campus Tour
- Visit a class
- Visit with Financial Aid Personnel

No visits are scheduled

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**GREAT FALLS
COLLEGE**

**MONTANA STATE
UNIVERSITY**

College Vocabulary Handbook

academic concentration

See *major*.

academic year

Usually this refers to the September-June school year. In some cases it refers to the entire year.

accreditation

Certification that a school or an instructional program meets standards set by an outside reviewing organization. Many forms of financial aid are available only to students attending accredited institutions.

admission

Approval for a student to attend an educational institution. The admission process usually involves an application form and may require transcripts or other supporting documents.

advisor

A member of the college faculty or staff who assists students with planning quarter or semester schedules as well as their overall programs of study. Advisors may also help with career planning. See also counselor.

application

The first step in requesting *admission* to an institution of higher education. Usually there is a form to fill out by a certain deadline; sometimes there is an application fee to pay.

articulation

A formal agreement between high schools and colleges or between community/technical colleges and *baccalaureate* institutions, designed to make it easy for students to move from one educational level to the next without any gaps or repetition in their coursework.

assessment

A method of determining a student's knowledge or skill level, often taken to find his or her best *placement* or starting level in a series of courses in English, math, or reading. At Great Falls College students can take the Compass test to determine placement in English and Math courses.

associate's degree

A *diploma* earned after successfully completing a required *program* of study in a community or technical college. It typically requires 60 or more *credits* and takes at least two years of full-time study. An Associate of Arts and Associate of Science degrees enable students to *transfer* to *baccalaureate* colleges and universities, Associate of Applied Science degree's prepare students to go right into the workforce in a *professional/technical* field.

audit

A student who audits a *course* formally *registers* for it and attends class sessions but earns no *credit* and has no obligation to complete homework projects or take tests.

baccalaureate or bachelor's degree

A college *degree* which can often be earned by following a four-year instructional *program*. A baccalaureate institution, sometimes informally called a "four-year

college,” is a college or university which is entitled to grant a baccalaureate or bachelor’s degree.

basic skills

Usually refers to a level of *competency*—specifically in reading, writing, and mathematics—which is required for successful *college-level* work in all fields of study.

campus

The land and buildings that a college or university uses for instruction or student services.

catalog

A comprehensive resource listing college regulations, *program* and *course* descriptions, *degree* and *graduation requirements*, *transfer* requirements, and other essential information.

certificate

A document granted by a college or university indicating that a student has successfully completed specified *courses* and *requirements* (compare with *degree*, which usually requires more time and coursework).

class

(1) A specific group of students meeting for specific instructional purposes. It can mean the whole series of scheduled meetings (“Dr. Owen is teaching two English Composition classes this quarter”) or just one session (“we had a guest speaker in my Home Economics class today”).

(2) Often means the same as *course* (“she’s taking classes in Interior Design”).

(3) A group of students who start at a school together and expect to complete their studies at the same time (“he’s in the graduating class of 2003”).

class schedule

(1) A publication listing detailed *course* and *section* information (days, times, room numbers, etc.) for a specific *semester* or *quarter*.

(2) The specific courses that an individual student is taking or plans to take for a given semester or quarter.

college-level study

Curricula and instruction that assume the student has already mastered certain skills and abilities and has the level of commitment needed for *postsecondary* school work. Compare to *developmental-level study*.

commencement

The ceremony at the end of an *academic year* when students receive their degrees or diplomas (compare to *graduation*).

community college

The community colleges in Montana are: Dawson Community College; Flathead Valley Community College; and Miles Community College

competency

In “competency-based” *courses* or instructional *programs*, students must demonstrate certain skills and abilities (instead of just earning *passing grades* in

classes) before moving from one level to the next or earning the final *certificate* or *degree*.

CORE

General education courses that students can take to transfer to a 4 year state institution. Students must complete the entire CORE and ask the Registrar's office to post it on their transcript for it to transfer to one of the Montana University System 4 year schools.

counselor

A member of the college *faculty* who has special training in guidance and who assists students in academic or personal matters. See also *advisor*.

course

(1) Often means the same as *class*.

(2) A planned sequence of instruction in a particular topic; may include class meetings, lectures, readings, demonstrations, exercises, assignments, examinations, etc.; offered repeatedly to different groups of students.

credit

A unit of measure for college work. Generally speaking, one credit hour represents one hour of classroom attendance each week for one term, plus the study time, homework, etc. that go along with it.

credit load

The total *credit* value of the *courses* a student is currently enrolled in.

curriculum

(plural: *curricula*)

(1) An established sequence of information to be learned, skills to be acquired, etc. in a specific *course* or in a complete instructional *program*.

(2) Collectively, all the courses offered by a *department*, *division*, or college.

dean

An academic administrator or official at a school, college, or university, especially one with responsibility for students or *faculty*.

degree

A rank conferred by a college or university and earned by a student who has successfully completed specified *courses* and *requirements* (compare with *certificate*, which usually requires less time and coursework).

department

An organizational unit within a college or university, offering *courses* about closely related topics (at a small school there may be one general education department, at a large school there may be separate departments for psychology, English, math, etc).

developmental-level study

Instruction that helps students improve their English and math abilities and prepare themselves for *college-level study*.

diploma

An official document issued by a college or university indicating that a student has earned a certain *degree* or *certificate*.

discipline

(1) A subject; field; branch of knowledge or learning ("he teaches in the related disciplines of physics and astronomy")

(2) Orderly behavior ("instructors are responsible for maintaining discipline in their classrooms")

(3) Correction or punishment for disorderly behavior ("she disrupted the class repeatedly, so the college will begin disciplinary action").

distance learning or distance education

Instruction which is not time- or place-specific; can include correspondence courses, televised or videotaped lectures, online courses (internet and e-mail), etc.

At Great Falls College distance learning refers to our on-line and hybrid courses. GFC has an *e-learning* department that will help students with their on-line courses.

distribution requirements

Course *requirements* included in an instructional *program* to make sure that the student is well-rounded and gains some perspective outside his or her specific focus or *major*.

division

An organizational unit within a college or university consisting of two or more related *departments*.

drop

To cancel *registration* in a *course* after enrolling into it. Students often add and drop courses before settling on a *class schedule* for a particular *quarter* or *semester*. See also *withdrawal*.

elective

A *course* that is not required for a particular instructional *program*. Many programs require a certain number of elective *credits*, and many recommend certain electives for students to choose from.

ESL (English as a Second Language)

Usually refers to *developmental-level* instruction in English language skills for non-native speakers.

enrollment

(1) The process of signing up and paying for *courses*. See also *registration*.

(2) The total number of registered students attending *classes* in a particular instructional *program* or the whole school.

evaluation

(1) The process and standards by which an instructor judges a student's work and assigns a *grade*.

(2) At GREAT FALLS COLLEGE, the process of determining that a student has met all requirements to complete a *degree* or *certificate* and is ready to *graduate*.

faculty

The instructors or teaching staff at a school.

financial aid

Money available from various sources to help students pay college expenses. These funds come as *loans*, *grants*, or *scholarships* from the state or federal government or other organizations. *Work-study* is also a form of financial aid.

FAFSA (Free Application for Federal Student Aid)

The application required for students to be considered for federal student *financial aid*. The FAFSA is processed free of charge and is used by most state agencies and colleges. There is a form for each academic year. FAFSA forms are available from colleges, high schools and on the website www.fafsa.ed.gov.

freshman

A student in the first year of a typical four-year *baccalaureate degree* program (or one who has earned fewer than 45 *quarter credits* or 30 *semester credits* so far).

GED (General Education Development)

A certificate representing the equivalent of a high-school diploma.

general education

At Great Falls College you can either do the general education CORE classes to transfer to another institution, or complete an entire associates degree in general education

grade

A formal indicator of a student's overall performance in a *course*, recorded on the official *transcript*. Traditional letter grades are "A" for outstanding achievement, "B" for high achievement, "C" for satisfactory achievement, etc.

grade-point average (GPA)

The GPA is computed by multiplying the number value of the *grade* earned in each *course* (generally, A=4, B=3, C=2, D=1, F=0) times the number *credits* for each *course*, then dividing the result by the total number of credits taken.

graduation

The formal completion of an instructional *program* or course of study. Students graduate after successfully meeting all *credit* and *course requirements* and other criteria set by the college or university (compare to *commencement*).

grant

A type of *financial aid* that does not have to be paid back after the student leaves school. Grants are available through the federal government, state agencies, and educational institutions.

hy-brid class

A course that is taught both on-line and on campus. Students are required to participate in both portions of the class.

incomplete

A temporary *grade* given to a student who is doing satisfactory work but is forced by illness or other emergency to miss an exam or a major assignment. The instructor and student arrange how and when the student will complete the work

and have the "I" changed to a final letter grade. At GREAT FALLS COLLEGE, the student must finish the incomplete work within one academic *semester*.

independent study

An arrangement that allows a student to earn college *credit* through individual study and research, usually planned with and supervised by a *faculty* member.

internship

A supervised short-term apprenticeship or temporary job in a real-world setting closely related to a student's field of study. The student may or may not be paid but earns college *credit* for the work experience. See also *practicum*.

junior

A student in the third year of a typical four-year *baccalaureate* degree program (or one who has earned 90-135 *quarter credits* or 60-90 *semester credits* so far).

learning outcomes

What students are expected to know and to be able to do as a result of their experience at the college and, more specifically, as a result of completing their general education requirements.

load

See *credit load*.

loans

A type of *financial aid* that must be repaid to the government agency or other lending organization when the student leaves school.

lower division

The *courses* students are generally expected to complete during the first two years of a typical four-year *baccalaureate degree program*.

major

Specialization in one academic *discipline* or field of study.

MPSEOC (Montana Post Secondary Educational Opportunities Council)

The Montana Post Secondary Educational Opportunities Council (MPSEOC) is a non-profit organization representing the 24 institutions of higher education across the state of Montana. The mission of the organization is the promotion of higher education to students, parents and guidance counselors, with the awareness of the post secondary opportunities available throughout the state of Montana and beyond. www.montanacolleges.com

MUS CORE

See CORE

Montana University System

The campuses associated with the Montana University System are: the University of Montana; Missoula College UM; Bitterroot College UM; Montana Tech; Highlands College of MT Tech; the University of Montana Western; Helena College UM; Montana State University – Bozeman; Montana State University – Gallatin College; Montana State University - Billings; City College at MSU Billings; Montana State University - Northern; and Great Falls College Montana

State University; Dawson Community College; Miles Community College; Flathead Valley Community College.

no-show

A student who *registers* into a *course* but never goes to *class*. Refer to College Catalog at Great Falls College for specific no-show policies for students.

noncredit

Courses or instructional *programs* which do not require extensive homework or examinations and which do not offer college *credit*. Students frequently take noncredit courses for *basic skills* improvement, job training or career enhancement, or personal enrichment.

open admissions

The policy of some colleges to admit nearly all applicants, regardless of high school *grades* and admission test scores. It means different things at different schools. Community and technical colleges in Montana admit anyone who is over 18 or has a high school diploma, *GED*, or high school equivalency assessment.

outcomes

See learning outcomes.

pass/passing

At most schools, a student will earn *credit* and "pass" a *class* with a *grade* of "A" through "D." A student who earns an "F" grade fails the class and earns no credit. Different schools have different standards, so a student who passes a class with a "D" may or may not be able to use that class to meet *prerequisites* or fulfill *requirements*.

placement

The appropriate level to enter a series of courses, based on the student's skills often used in the context of basic skills subjects such as mathematics or English composition. See also assessment.

postsecondary

Refers to all educational *programs* for students past high-school age; it includes community and technical colleges and job training programs as well as *baccalaureate* colleges and universities.

practicum

A *course* that includes job-related activities and stresses the practical application of theory in a field of study. See also *internship*.

prerequisite

A *course* that must be completed (often with a certain minimum *grade*) or a skill that must be demonstrated before a student can enroll in a more advanced course (for example, Anatomy and Physiology I is a prerequisite for Anatomy and Physiology II).

private college

The private colleges located in Montana are: Carroll College; University of Great Falls and Rocky Mountain College.

professional/technical

A *course* or instructional *program* that emphasizes job skills training for a particular field of work; often called "occupational" or "vocational" education and often contrasted with "academic" or "transfer" education.

program

A very general term used in many ways in a college or university:

- (1) The *courses* that an individual student plans to take ("the *academic advisors* can help you plan your program each year").
- (2) The *courses required* to complete a particular *degree* or *certificate* ("he's almost finished with the Recreation Leadership program").
- (3) The *courses* that make up a *department* or the departments that make up a *division* within the college organization
- (4) Organized activities with a specific function

quarter

Some schools organize the *academic year* into three main periods-Fall, Winter, and Spring Quarters-plus a shorter Summer Quarter (compare to *semester*).

records

Refers to all the information the college might keep regarding a student; it includes *registration* activity (*enrollment*, *withdrawal*, etc.), *grades*, payments, awards received, *financial aid* applications and award notices, and notes on *disciplinary* actions, as well as address, phone number, and student identification number.

refund

- (1) *Tuition and fees* that are paid back to a student who has *withdrawn* from a course. At GREAT FALLS COLLEGE, the amount to be refunded depends on how many *credits* the student is taking and exactly when the student dropped the course(s). The refund policy and deadlines are published in each Credit Class Schedule and on the students Registration Worksheet.
- (2) Financial aid money that is not required as payment to Great Falls College for tuition, fee and book charges.

register/registration

To sign up or *enroll* in a *course* or courses. "Registration activity" includes enrolling, dropping/withdrawing, choosing "*pass/fail*" in place of letter *grades*, making payments, etc.

requirements

Minimum standards defined by the college, for example for *admission* or *graduation*. See also *prerequisite*; *distribution requirements*.

resident

For purposes of calculating a student's *tuition and fees*, someone who has lived in the state for a specified length of time as shown by specified types of evidence.

scholarship

- (1) A type of *financial aid*. Organizations may give scholarships according to academic achievement, financial need, or any other basis. Usually there is a competitive *application* process.

(2) A person's ability and expertise in a particular *discipline* of study ("I've always admired Dr. Busacca's scholarship in Italian art and literature").

section

A specific *class* with its own unique days, hours, location, and instructor. A number of sections of a certain *course* may be offered during a *quarter* or *semester*, each with different days, times, locations, and instructors but presenting the same *curriculum*.

semester

Some schools organize the *academic year* into two main periods-Fall and Spring Semesters-plus a shorter Summer Semester (compare to *quarter*). Great Falls College operates on a 16 week Fall and Spring semester and an 8 or 10 week summer semester.

senior

A student in the fourth year of a typical four-year *baccalaureate degree* program (or one who has earned 135-180 *quarter credits* or 90-120 *semester credits* so far).

sophomore

A student in the second year of a typical four-year *baccalaureate degree* program (or one who has earned 45-90 *quarter credits* or 30-60 *semester credits* so far).

syllabus

(plural: syllabi)

An outline plan for a particular *class*, including textbook requirements, class meeting dates, reading assignments, examination dates, the instructor's grading standards, etc.

term

A unit of time that can refer to either a *quarter* or a *semester*, depending on which system the college or university follows.

TOEFL (Test of English as a Foreign Language)

A standardized test which assesses the English language abilities of students who are not native English-speakers.

transcript

An official *record* of the *courses* and *semester* or *quarter credits* a student has taken at a college or university, the *grades* and *degrees* or *certificates* earned, and any awards and honors received.

transfer

To move from one college or university to another and have the second institution recognize and accept some or all of the *courses* taken and *credits* earned at the first.

tribal colleges

The tribal colleges in Montana are: Blackfeet Community College; Chief Dull Knife College; Fort Belknap College; Fort Peck Community College; Little Big Horn College; Salish Kootenai College; and Stone Child College.

tuition & fees

Tuition is a student's basic payment towards the cost of instruction at a college or university. Most institutions also charge fees for laboratory equipment and materials, computer use, parking, and other miscellaneous costs.

undergraduate

A student who has not yet earned a *bachelor's degree*; also refers to the *courses* and instructional *programs* such a student enrolls in.

upper division

The *courses* students are generally expected to complete during the last two years of a typical four-year *baccalaureate degree program*.

waiver

To waive a right or a claim is to voluntarily give it up.

(1) If a student meets specific criteria, the college may waive some of his or her *tuition & fees* (that is, some of the money owed to the college will be forgiven).

(2) If a student demonstrates certain knowledge and abilities, the college may waive a *course prerequisite* (that is, allow the student to take the class even though he or she hasn't completed the listed *requirements* for it).

withdrawal

The process of formally *dropping all classes* after the *term* has started.

work-study

A type of *financial aid* which pays students to work part-time, often on campus, during the *academic year*.

Notes:



Notes:



Notes:



Prepared for you by:

Great Falls College Montana State University
Admissions

www.gfcmsu.edu

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MONTANA STATE UNIVERSITY



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ADMISSIONS + RECORDS: COMPASS Test

All applicants will be required to complete placement testing or submit college transfer work in math and English before enrolling in their first semester of classes. Students may take the COMPASS placement test or submit their American College Test (ACT) or Scholastic Aptitude Test (SAT) scores. Test scores are only valid at Great Falls College MSU for three years.

The COMPASS test is a three part test which includes Reading Comprehension; Writing Skills and Math computation skills. The placement test scores are used solely for placement in math, English and Biology classes and will not prevent a student from entering Great Falls College MSU. COMPASS tests are scheduled on campus at a variety of days and times to meet the students needs. Students can schedule the COMPASS test by contacting Student Central at 406.771.4414.

View [sample questions](#) for the COMPASS test.



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ACADEMICS: Dual Enrollment for High School Students

The purpose of this partnership is to provide high school students in the School Districts with the opportunity to earn either (a) high school credit and college credit simultaneously or (b) college credit only in the courses provided by GFC MSU.

Dual Enrollment Terms and Taxonomy:

Dual enrollment is the broad term for various types of opportunities for high school students to take college coursework while they are enrolled in high school.

Dual Enrollment Models for Awarding of Credit

1. A **dual-credit course** awards both high school credit and college credit for a college course taken by the high school student. (The decision to award high school credit for the college course rests with the school district, provided that the decision is consistent with applicable laws, policies and administrative rules.)
2. A **college-credit-only** course awards college credit, but not high school credit, for a college course taken by the high school student.
Both dual-credit courses and college-credit-only courses can be delivered in the high school, at the college, online, through interactive video, at alternative sites, and at times beyond the "traditional" school day and year – including summer, evenings, and weekends.

Parents and High School Students - Check with your high school counselor to see if your school has a dual enrollment agreement with Great Falls College MSU.

High School Counselors and Administrators – Are you interested in getting your students enrolled in dual credit/dual enrollment courses, or are you a returning site facilitator getting your students ready to register for next year? If so, just follow the easy steps listed below.

1. **Obtain information** - Contact Dena Wagner-Fossen, Registrar; e-mail: dfossen@gfcmsu.edu, phone: 406.771.4312.
2. **Sign and return a Dual Enrollment Agreement** - Click here to see a [sample agreement](#). Note: Agreements must be signed and returned annually.

Registration for Summer 2014 opens April 16, 2014. The last day to register for Summer 2014 is May 7, 2014. Please check the summer Academic Calendar for start/end dates.

Registration for Fall 2014 opens May 28, 2014. The last day to register for Fall 2014 is August 20, 2014. Please check the fall Academic Calendar for start/end



TO PRINT OR DOWNLOAD

some items on this page you will need [Adobe Acrobat Reader](#).

QUICK LINKS

- [Dual Enrollment Home](#)
- [Academic Calendar](#)
- [Banner Web](#)
- [Catalog \[Archives\]](#)
- [COMPASS Information](#)
- [Course Schedule](#)
- [Dual Enrollment Forms](#)
- [Dual Enrollment Tuition](#)
- [Dual Enrollment Guidelines and Policies](#)
- [GFC MSU Online](#)
- [OPI certified faculty](#)
- [OPI search](#)

OTHER INFORMATION

- [How to Check Grades](#)
- [How to Get A Transcript](#)
- [How to Search For A Class](#)
- [Placement Scores: Biology; Math and Writing](#)
- [Tuition and Fee Schedule \(Regular Student\)](#)

dates.

3. Refer to the checklist and have each student complete and mail (1) dual credit application, (2) request for enrollment/grade release, (3) appropriate payment to the Admissions Office at:

Admissions

Great Falls College MSU
2100 16th Ave South
Great Falls, MT 59405
Fax: (406)771-4329

[TOP]



Great Falls College MSU • 2100 16th Avenue South • Great Falls, MT 59405 | [MAPIT](#)
406.771.4300 • 800.446.2698 • FAX: 406.771.4317 • TDD: 406.771.4311

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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ABOUT GFC MSU | ACADEMICS | ADMISSIONS + RECORDS | CAMPUS LIFE | GIVING TO GFC MSU | BECOME A STUDENT

ADMISSIONS + RECORDS: Educational Opportunity Center (EOC)

The Educational Opportunity Center (EOC) program is funded by the U.S. Department of Education and sponsored by Montana State University - Northern. It is one of nearly 80 EOC programs throughout the United States. All EOC programs help adults who wish to further their education. The EOC advisor/coordinator can provide academic, vocational, career, and financial aid information to you about going back to school.

The Educational Opportunity Center can provide:

- Help with the admissions process and financial aid forms
- Information on grants, student loans, and scholarships
- Career exploration and interest inventory services
- Information on all two-year and four-year colleges
- Academic advising to prepare for college
- Help knowing what to expect from college
- Referral to support systems in college
- Information in getting a GED
- Use top-quality scholarship resources
- Apply for federal financial aid on the Internet

Our EOC advisor/coordinator can be your financial aid/admissions advocate. Call the EOC Office at 406.771.4326 or stop by student services to see what we can do for you!



QUICK LINKS

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- International Admission / Nonimmigrant Foreign Students
- Tuition + Fees
- Online Transfer Guide



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ADMISSIONS + RECORDS: Frequently Asked Questions

- How do I drop or add classes?
What are the deadlines to DROP, ADD, and/or WITHDRAWAL from classes?

- How do I get into a class that is full/restricted/conflicts with another?

- What is the difference between "Drop/Delete" and "Withdrawal"?
How do I withdraw from a class after the drop/delete deadline?

- How do I withdraw from school?

- What is the refund policy?

- How/When do I know if other college classes transferred in?

- If I have to repeat a class, does the original grade go away?
How will a repeated class look on my transcript?

- How do I apply for Graduation?

- Will the credits I take at the Great Falls College MSU transfer to another school?

[TOP]



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changing lives – achieving dreams [2014-2015 catalog]

>Great Falls College MSU >Catalog >Academic Information

Academic Information - Grading

The following table outlines the grading system used at Great Falls College Montana State University:

| Grades | Quality of Work | Grade Points for Each Credit |
|----------------------------|--------------------------------------|------------------------------|
| A | Excellent | 4.0 |
| A- | - | 3.7 |
| B+ | - | 3.3 |
| B | Above Average | 3.0 |
| B- | - | 2.7 |
| C+ | - | 2.3 |
| C | Average | 2.0 |
| C- | - | 1.7 |
| D+ | - | 1.3 |
| D | Passing | 1.0 |
| E (followed by any letter) | Academic Forgiveness/Fresh Start GPA | 0.0 |
| F | Failing | 0.0 |
| P | Pass | 0.0 |
| AU | Audit | 0.0 |
| CR | Credit | 0.0 |
| W | Withdrawal | 0.0 |
| I | Incomplete | 0.0 |
| NC | No Credit | 0.0 |
| NR | Not Recorded | 0.0 |
| T (followed by any letter) | Transfer Work | 0.0 |

AUDIT

Registered students may, with the permission of faculty, enroll in a course as an auditor for no credit. A student must decide to audit a course by the Add deadline of the term. Auditors pay the same fees as students enrolled for credit and are expected to follow the attendance

guidelines set forth in the course. If attendance guidelines are not followed, the student may be issued a failing grade. If attendance guidelines are followed, the student will receive a grade of AU.

INCOMPLETE

An Incomplete (I) grade is issued at faculty discretion when student course work has been satisfactory, but unavoidable mitigating circumstances have prevented the student from completing the course.

After consulting with the instructor of the course, a student must make a formal request for an incomplete grade by completing the Request for an Incomplete Grade form, stating what unavoidable mitigating circumstance(s) prevented completion of the work and proposing the conditions under which the work will be completed. If a request form does not accompany the final grade, the student will be issued a Not Recorded (NR) grade until the proper paperwork is completed and submitted to the Records Office. If the instructor approves the request, the student will have until the end of the following semester to make up the Incomplete. If a student fails to make up an Incomplete within the allotted time, the incomplete grade will be converted to an "F". The Division Director will approve all Requests for Incomplete Grades before they are submitted to the Registrar for posting. The Department Chair or Division Director must be given all information necessary to do final grading for the student as backup for the instructor in case he/she is not available to do the grading at the appropriate time.

http://www.gfcmsu.edu/admissions_records/pdf/RequestForIncomplete.pdf

PASS/FAIL POLICY

As a general policy, courses at Great Falls College MSU may be graded with the letter grades A, A⁻, B+, B, B⁻, C+, C, C⁻, D+, D, D⁻ and F. However, certain courses, as indicated in the catalog, are offered only on a pass/fail basis for ALL students registered in the course. Typically, a passing (P) grade is equivalent to a grade of "C⁻" or better; however, this may vary by course or program. Students receiving "P" grades may not request a change to a letter grade.

COURSE REPEAT

Courses may be repeated to increase one's knowledge and/or grade point average. The original grade, as well as subsequent grade(s) in the course, is reflected on the academic transcript. However, the grade and grade point value for the repeated course will replace the earlier grade and grade point value in the cumulative totals. The grade and accompanying information for a repeated course will be posted on the student's academic transcript for the semester during which the repeated course was completed.

Students may repeat a passed course only one time on financial aid. Passed courses are those courses completed with a grade of a D or above. If a student repeats the same course more than once, that course will not be considered in determining the enrollment status for financial aid purposes but will still be counted in attempted credits for Satisfactory Academic Progress determination.

GRADE POINT AVERAGE (GPA)

A student's level of academic performance is determined by the grade point average (GPA). To calculate the GPA the total number of grade points is divided by the total number of completed credits.

GRADE REPORTS

Faculty are required to submit mid term and final grades to Banner by the deadlines set by the Registrar's office. Mid term grades are available to students on Banner Web/My Info after the halfway point of the term. Final grades are available to students on Banner Web/My Info one week after the end of the term.

In addition to mid term and final grade reporting to Banner, frequent student progress feedback is required. Using the designated learning management system for grade reporting

is mandatory for all Great Falls College MSU courses that don't use an embedded grade reporting mechanism that provides real time grade feedback, such as MyMathLab, etc. If an instructor chooses to use a grade system other than designated learning management system that meets the real time feedback criterion, a link must be posted on the course designated learning management page directing students to that system.

ACADEMIC RECORDS APPEALS

Appeals regarding academic records must be addressed within three years of course enrollment. Any appeals filed more than three years after the date of last attendance will not be considered. Note: This policy applies to appeals for retroactive withdrawals and tuition refunds only.

www.gfcmsu.edu/admissions_records/pdf/SpecialConsideration.pdf

CHANGE OF GRADE

A change of grade may be submitted to the Registrar for a variety of reasons. All grade changes must come from the instructor, department chair or division director. If, after consulting with the instructor, questions still remain about the changing of a grade, please refer to the Academic Complaint Procedure.

http://www.msugf.edu/about/PoliciesProcedures/300/300_Student_Conduct_Grievance_Aug_12_001.pdf





GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ADMISSIONS + RECORDS: GPA Calculator

This GPA Calculator is intended only to assist students in calculating an *estimated* current semester GPA. Official grades may be requested on an official transcript or viewed by accessing Banner Web.

To *estimated* your current semester GPA:

1. Enter the credit hours for each class
2. Select your anticipated letter grades (A, B+, C-, etc.) from the dropdown
3. Click "Calculate"

| | Credits | Grade |
|---------|---------|--------|
| Class 1 | | Select |
| Class 2 | | Select |
| Class 3 | | Select |
| Class 4 | | Select |
| Class 5 | | Select |
| Class 6 | | Select |
| Class 7 | | Select |
| Class 8 | | Select |
| | | |

The *estimated* grades are calculated using specific grade point values.

- A 4.0
- A- 3.7
- B+ 3.3
- B 3.0
- B- 2.7
- C+ 2.3
- C 2.0
- C- 1.7
- D+ 1.3
- D 1.0
- F 0



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P/NP (Pass/No Pass) courses are not factored in the student's GPA.

AU (Audits), CR (Credit), I (Incompletes), W (Withdrawals), NC (No Credit) and NR (Not Recorded) do not receive grade points and do not have an effect on the GPA





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›Great Falls College MSU ›Catalog ›Admissions

Admissions - Admission Requirements

■ [Application \[PDF\]](#) ■ [Other Forms](#)

Please note that any documents submitted to the College during the admissions process become the property of GFC MSU, and will remain a part of the student's admission and/or conduct file. All students must apply for admission, be accepted to the college and have a completed admissions file prior to registration in courses.

1. **Complete and Submit Application for Admission:** Applications for admission may be obtained from Admissions at the College or click on the application link above. Prospective students are encouraged to consult with the Recruiter for information about selection of a program and financial aid before submitting their applications. Call 406-771-4414 or 1-800-446-2698 (in Montana) to arrange for an appointment with the Recruiter. Per Montana Board of Regents of Higher Education Policy 940.2, "Each campus of the Montana University System shall charge a non-refundable application fee of \$30 to each applicant for admission to a graduate or undergraduate program."
2. **Furnish High School and College Transcripts:** Applicants to any program must submit copies of high school transcripts, high school diploma, or GED scores to Admissions. These records must be final and include the completion/graduation date. High schools must be accredited by the appropriate state office of public instruction. In order to receive transfer credit, official college transcripts must be sent directly to the College from each regionally accredited college or university attended. College transcripts submitted from other institutions cannot be released or duplicated, as they remain the property of the institution.
3. **Furnish Immunization Records:** In order to be in compliance with Administrative Rules of Montana, updated June 2007, students born after January 1, 1957, taking seven (7) or more credits OR enrolled in a certificate/degree/transfer program must submit proof of TWO vaccinations against measles (rubeola) AND TWO against rubella (German measles). Immunizations must have been after 12 months of age, the second no earlier than 28 days after administration of the first dose. No measles vaccination given before 1967 is valid and no rubella vaccination given before 1969 is valid. Immunizations must be documented by a physician, registered nurse, or school official; or submit blood draw (Titer test) results proving immunity for BOTH measles and rubella ; or submit documentation of having contracted measles and rubella. Documentation by a physician is required including dates of illness; or documentation of a file for a medical or religious exemption; or show proof of age, if born prior to January 1, 1957. Such evidence must be submitted before students will be permitted to register for courses. For more information about the Administrative Rules of Montana regarding immunizations, visit the link below:

www.mtrules.org/gateway/ruleno.asp?RN=37%2E114%2E709

Admission Types

First Time/Freshman Students

First Time/Freshman Students are degree seeking students, who have never attended college before or have less than 12 credits of transfer work. They are required to complete **all** admission requirements. A one-time \$30 application fee must accompany the Application for Admission.

Transfer Students

Transfer students are required to complete **all admission** requirements listed above. In addition, credits from other regionally accredited postsecondary institutions may be accepted as they apply to the established course requirements of Great Falls College Montana State University under the following guidelines:

- The transferring student must initiate the request for evaluation of credit during the admission procedure by furnishing an official transcript from the transferring institution(s) and the necessary materials, including copies of the appropriate catalog descriptions or course syllabi to the Registrar's Office. Official transcripts must be sent directly by the issuing institution to the following address:

Office of the Registrar
Great Falls College Montana State University
2100 16th Ave S
Great Falls, MT 59405

- Grades less than a "C-" for previous course work will not be considered for transfer credit. Course work taken more than 5 years prior to transfer request may not be accepted. If transfer credit cannot be granted, the student has the option of challenging a course or courses through the Experiential Learning policy.
- Transfer credit will be accepted only as it applies to the student's declared program of study.
- Students will be awarded a certificate/degree upon satisfactory completion of all program requirements, provided 25% of the credits required in the degree- related program have been completed at Great Falls College MSU.
- Transfer credit will be posted on the transcript for accepted transferred course work.
- Transfer grades are not figured in the grade point average (GPA).
- Students who wish to appeal a decision regarding acceptance of transfer credit should contact the Registrar's Office to receive information on the appeal process. Students may be asked to provide course descriptions and/or syllabi for an appeal.

Re-admission to the College

Students who have previously attended Great Falls College MSU must re-apply when they have been absent for one semester, excluding summer. Re-admitted students must complete the Application for Admission, which is available in Student Central or on the College's website at www.gfcmsu.edu/admissions_records/forms2.html. Re-admitted students will have to furnish all required application materials if they have not already done so.

Re-admitted students must follow the graduation requirements for the catalog under which they are re-admitted. Previously earned credits will be evaluated on the basis of the current degree or certificate requirements. Credits earned 5 or more calendar years earlier will be reviewed by the appropriate Division Director, program director and/or Registrar, who may require repetition of any course in which the content has substantially changed. Re-admitted students will be required to go through the new student registration processes.

Those students applying for re*admission after serving at least one term of academic suspension must complete an [Admissions Academic Progress Appeal Form](#) along with the [Application for Admission](#). Such appeals will be reviewed by the Registrar's Appeal Committee before the student is informed in writing of the re-admission decision.

Admission Requirements for Non-Degree Seeking Students

Non-degree seeking students must complete and submit the Application for Admission. For students taking courses with prerequisite requirements, an appropriate placement exam score, a challenge exam, or transcripts demonstrating successful completion of prerequisite courses will be required. A one-time \$30 application fee must accompany the Application for Admission. Non-degree students wishing to take more than 6 credits will be required to provide proof of immunization. Please note that non-degree seeking students are not eligible for financial aid.

Early Admission

High school students may be admitted and allowed to register for college-level courses provided they are academically prepared. This process shall be confined to students who present evidence of the ability and maturity to do college work. This admission requires that the high school principal or counselor approve participation of a student in the college level courses. High school students may earn college-level credit to be applied to a degree at Great Falls College MSU or to transfer to another college or university once they graduate

from high school. Course records for students will be entered and maintained on a Great Falls College MSU transcript. Early admission students will also have to furnish all required application materials if they have not already done so.

Home School Admission

Home school students must submit the admissions application and application fee, a notarized copy of the home school curriculum, two letters of recommendation from people other than family members, a parental approval form if the student is under 18 and immunization records if the student is degree seeking and/or taking more than six credits. Home school students must complete the ACT, SAT, or COMPASS test prior to enrolling at the College. Home school students will also have to furnish all required application materials if they have not already done so.

Nonimmigrant Foreign Students

Great Falls College MSU is authorized under federal law to enroll nonimmigrant foreign students. Each nonimmigrant foreign student is required to furnish the following documents in order to be considered for admission:

1. Completed Application for Admission accompanied by a \$30 non-refundable application fee;
2. TOEFL (Test of English as a Foreign Language) scores from an accredited testing service. A minimum score of 500 is the acceptable standard on the paper-based test, 173 on the computer-based test and 61 on the internet-based test. More information about TOEFL may be obtained from the Education Testing Service, Princeton, NJ 08540 or on the following websites: www.ets.org and www.toefl.org;
3. Proof of completion of the equivalent of an American high school education with satisfactory grades. Transcripts must be evaluated by a credential evaluation service to make this determination. Please contact Admissions & Records for a list of credential evaluation services;
4. A Declaration of Finances or other present evidence of funds necessary to pay all living expenses and travel to and from the college;
5. All nonimmigrant foreign students must show a physician-validated immunization record for measles, rubella, diphtheria, tetanus, and skin testing for tuberculosis. The evidence must be presented before a student will be permitted to register;
6. Evidence of an accident and sickness insurance policy or one of equal coverage for each semester in attendance at the College.

After a nonimmigrant foreign student has completed all of the above items and returned the required forms, his/her admission file will be reviewed and a letter will be sent indicating either acceptance or denial of admission. Upon acceptance, the College will issue an I-20 Certificate of Eligibility for non-immigrant F-1 student status.



Important Information

Because Great Falls College MSU does not have housing associated with this institution, students must make their own housing arrangements. The information and suggestions in this brochure are offered as a basic guide to some of the housing and child care opportunities in the Great Falls area.

Need help getting grounded?

Great Falls Area Chamber of Commerce
710 1st Ave N.
Great Falls, MT 59401
406-761-4434
www.greatfallschamber.org

Need additional information?

Great Falls Tribune:
www.greatfallstribune.com

City of Great Falls:
www.greatfallsmt.net

Great Falls Convention & Visitors Center:
www.greatfallscvb.visitmt.com

Relocation Supersite:
[www.123relocation.com/Montana/
Great_Falls_](http://www.123relocation.com/Montana/Great_Falls_)

More Opportunities for Kids

Area Providers:

Check-A-Child—1225 10th Ave S.....453-1447
Edu-Care—819 6th St S.....453-6003
Falls Jr. Academy—2326 1st Ave N.....452-7474
Funhouse Central—710 Central Ave.....727-9399
Play N' Learn Childcare—3305 12th Ave S..788-5851
St. Thomas Center—1710 Benefis Ct.....761-6538
Wee Disciples Daycare—1226 1st Ave N.....771-7882

Great Falls School District:

Early Learning Family Center
1100 4th St S, Great Falls, MT
406-268-6000

Head Start

309 12th St S, Great Falls, MT
406-453-5415
www.headstartmt.org

*Head Start is a free preschool service for 3 and 4 year olds. Due to limited space, applications must be submitted early. Must meet income eligibility.

HANDS

3800 1st Ave S Room 8, Great Falls, MT
406-268-6932
[www.gfps/112/mt/us/Departments/HANDS/
Index.htm](http://www.gfps/112/mt/us/Departments/HANDS/Index.htm)

*HANDS is an interactive program for K-5th grade students. It is offered at all 15 elementary schools in Great Falls. Hours are 7:30am until school starts and from after school until 6 pm.

Great Falls College MSU does not specifically recommend or warrant any agency or landlord listed in this brochure. The College specifically disclaims any liability resulting from any association between the students and entities listed herein. Students are expected to investigate and make an independent determination as to any arrangement they may enter in with any agency, land lord, real estate agent or day care listed herein.

Housing and Child Care Guide



**GREAT FALLS
COLLEGE**
MONTANA STATE
UNIVERSITY

GREAT FALLS COLLEGE
MONTANA STATE UNIVERSITY
2100 16th Ave S
Great Falls, MT 59405

Phone:406-771-4300 or 800-446-2698
Website: www.gfcmu.edu
Email: information@gfcmu.edu

Housing Information

The Fair Housing Act (Know Your Rights):

Fair Housing 406-455-8418
www.hud.gov/offices/fttheo

The Fair Housing Act prohibits discrimination in housing because of national origin, religion, sex, familial status, handicap (disabilities), race or color.

House Hunting Tips:

- ◆ Housing should be secured 4-8 weeks before the semester starts
- ◆ Drive through the neighborhood to make sure it is safe

Housing Checklist:

- ◆ Compile a list of former/present landlords, references and credit information complete with names, addresses and phone numbers
- ◆ Request apartment brochures and housing applications
- ◆ Check the classified section of the paper
- ◆ Fill applications out COMPLETELY
- ◆ Read entire lease before signing!
- ◆ Schedule a pre-rental walk through to document all items that are worn, in need of repair, or need to be replaced.
- ◆ Sign application and turn into office.

Check the Classified Ads:

Great Falls Tribune
 205 River Drive S, Great Falls, MT 59405
 406-791-1444 or 800-438-6600
www.greatfallstribune.com

Rental Agencies in Great Falls

Most rental agencies will help match renters with available properties for free. Independent agencies may charge a fee. Some agencies to call are:

| | |
|-------------------------|--------------|
| Buchanan Enterprises | 406-761-0372 |
| GF Housing Authority | 406-453-4311 |
| MGM Property Management | 406-727-3960 |
| Neighborhood Housing | 406-761-5861 |
| Quality Management Inc. | 406-761-6333 |

Apartment Complexes in Great Falls

| | |
|---|----------|
| Autumn Run Apts—4101 Central Ave.... | 452-3164 |
| Blackstone Apts—314 3rd St N..... | 761-0690 |
| Franklin School Apts—820 1st Ave SW.. | 453-5095 |
| Grandview Plaza—1317 7th St St..... | 727-5788 |
| Grizzly Enterprises—1923 7th Ave N..... | 771-7601 |
| Leland Apts—726 1st Ave N..... | 727-6859 |
| Magic Manor Apts—2317 14th Ave S..... | 727-5607 |
| Maryland Apts—512 2nd Ave N..... | 455-1350 |
| Morningside Apts—1825 6th Ave N..... | 727-5902 |
| North 10 Apts—600 25th St N..... | 761-3161 |
| Plum Tree Apts—700 2nd Ave S..... | 761-2639 |
| Roberts Apts—6 6th St S..... | 216-5700 |
| Sandstone Village—1601 23rd St S..... | 771-3944 |
| The Pines Apts—1701 20th St S..... | 727-8181 |

NOTES: _____

Child Care Information

Bright Beginnings Learning Center



Great Falls College MSU

Just out the back door of the College, is located our new child development center. Serving children ages 0-5 years of age on a full-time or part-time basis. Priority placement of children in the program is given to enrolled Great Falls College MSU students.

Bright Beginnings Learning Center
 1900 23rd St S, Great Falls, MT 59405
 Megan King, Director, 406.205.3222

Child Care Checklist for Providers:

- ◆ Child's current immunization record
- ◆ In case of emergency information
- ◆ Medical information for all children

Tips for Choosing Child Care:

- ◆ Is the environment clean and safe?
- ◆ Are the children in care happy and busy?
- ◆ What is the child/worker ratio?
- ◆ Are meals/snacks nutritious?
- ◆ Is the location/fees/hours convenient?
- ◆ Is the play organized and creative?
- ◆ Are there separate spaces for naps or sick children?

Child Care Solutions

(Formerly Family Connections) Referral service-counselors and brochures available upon request.
 600 Central Ave #225, Great Falls, MT 59401
 406-761-6010 or 800-696-4503
www.childcaresolutionsMT.org



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MONTANA STATE UNIVERSITY



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INTERNATIONAL ADMISSION/NONIMMIGRANT FOREIGN STUDENT APPLICATION PROCESS

- Important Dates
- Notification of Admission
- Evaluation Services of Educational Credentials
- Freshmen & Transfer Students & Special Circumstances
- Physical Examination & Medical Insurance
- I-20 Form or DS-2019 Form -Visa Application
- Form
- Financial Capability & Fees
- Helpful Checklist of Required Documents

Applications received after these dates may be considered for the following term.

Application documents must be sent to the following address:

Great Falls College MSU
Admissions
2100 16th Ave S
Great Falls, MT 59405

IMPORTANT: DHL no longer delivers in the USA. DHL packets are delivered by the US postal services and take longer to arrive. Therefore, we strongly encourage not to use DHL to send your admission documents.

Notification of Admission

Applicants are reviewed for admission when all required final and official documents have been received. Once Great Falls College MSU processes and reviews all required documents, paperwork will be forwarded to the Office of International Admissions at MSU-Bozeman. Successful candidates will promptly be issued a letter of acceptance and an I-20 form necessary for obtaining an F-1 student visa. A packet of information regarding orientation, the registration process, and other important information will follow directly in a separate mailing.

1. Application Form and Application Fee

a) [Download the application:](#)

It can be mailed with your other application documents, along with a bank check for US\$30 made out to "Great Falls College MSU."

Submit your high school transcript (if from the United States) - If not from the United States proof that your high school completion is equivalent to an American High School Diploma. Information on evaluation services [here](#).

Submit proof of two MMR shots

2. Evidence of [Financial Support](#)



TO PRINT OR DOWNLOAD

some items on this page you will need [Adobe Acrobat Reader](#).

QUICK LINKS

- [Getting Started](#)
- [Financial Aid Services](#)
- [Forms](#)
- [Graduating Students](#)
- [GFC MSU Online](#)
- [Scholarships](#)
- [Transcripts](#)
- [Visit GFC MSU](#)

MORE INFORMATION

- College Vocab. Handbook
- COMPASS Test
- Dual Enrollment
- Educational Opport. Center
- FAQ's
- FYI on Grades
- GPA Calculator
- Home School Admission
- Housing & Childcare
- International Admission / Nonimmigrant Foreign Students
- Tuition + Fees
- Online Transfer Guide

Two documents:

- a) [International Student Financial Certificate](#): It guarantees the required minimum funds per academic year and is mandatory for each student. It must be signed by the student and the student's sponsor.
- b) Bank Statement: this official document issued by the sponsor's bank shows the minimum required funds.

3. English Language Proficiency.

Standard Admission English Proficiency

In order to succeed academically at the university level, students must have a good mastery of English language skills. Proficiency in English for study at the undergraduate level must be demonstrated by one of the following:

| | |
|--|-----|
| Internet-based TOEFL Test (iBT) | 71 |
| Paper-based TOEFL Test (PBT) | 525 |
| Computer-based TOEFL Test (CBT) | 195 |
| IELTS | 6 |
| APIEL | 3 |
| Level Completed at A.C.E. Language Institute | 6C |

TOEFL scores must be sent directly from the Educational Testing Services (ETS) to the MSU Office of Admissions. Official score reports can be ordered by writing to: **TOEFL Score Reports, P.O. Box 6153, Princeton, NJ 08541-6153 USA** or via the website at <http://www.toefl.org>.

Arrangements to take the TOEFL can be made by writing to: **Educational Testing Services, Princeton, NJ 08540 USA** (<http://www.toefl.org>). Allow sufficient time for test registration procedures (about one month) and score results (one additional month). Entering the **Montana State University school code (4488)** on the test form will ensure that an official score report is sent directly to the Office of Admissions.

To take the IELTS, a program jointly managed by University of Cambridge ESOL Examinations (Cambridge ESOL), British Council and IDP Education Australia: IELTS Australia, please go to: <http://www.ielts.org>. Students taking the IELTS will need to take the following address along with them on their test date in order to write it on the test form and have the score results sent directly to the Office of Admissions: **MSU International Admissions, 400 Culbertson Hall, Bozeman, MT 59717 USA**. Please allow approximately two weeks from the test date for the score to arrive at MSU.

4. Academic Records. In order for the GFC MSU Office of Admissions to evaluate academic qualifications and placement level:

FRESHMEN must submit official secondary transcripts posting date of completion. Official transcripts (bearing the school seal and signature) should be sent directly from the school to the University and must include an English translation. Certified true

copies of original transcripts are acceptable. Any GCE A-level examination results must also be submitted and will be considered for transfer credits.

TRANSFER STUDENTS must request official transcripts from each international or U.S. post-secondary institution attended, directly from the institution(s) to Montana State University.

CANADIAN STUDENTS must provide a SAT, ACT or COMPASS scores and English proficiency if English is not your primary language.

5. Physical Examination & Medical Insurance

Physical Examination

All students entering Montana State University are required to have a record of a recent physical examination showing a physician-validated immunization record for two measles, two mumps, two rubella, diphtheria, tetanus and skin testing for tuberculosis.

The Physical Exam and Health History Form must be on file before the student will be permitted to register for classes. The physical examination is to be performed by a personal physician in the student's home country (an English translation must be provided) or in the U.S. Examinations in the U.S. cost approximately \$75. A Health History Form will be sent to you upon receipt of your application.

The [HEALTH HISTORY FORM](#) is available to download and print in Adobe Acrobat PDF format.

Medical Insurance

All MSU students are required to carry medical insurance and will be charged for the MSU student group policy upon registration. (Students may receive a refund if, prior to registration, they show proof of equal coverage from another current policy.) The cost for individual student insurance on the Great Falls College MSU student group policy is approximately \$1,600.00 per calendar year. Coverage for Spring semester automatically continues through the Summer session for insured students and dependents.

I-20 Form or DS-2019 Form & Visa Application

I-20 Form or DS-2019 Form

Upon final acceptance for admission to Montana State University, an I-20 form will be sent to the applicant. The I-20 is necessary for obtaining an F-1 student visa or for legal transfer from another institution in the U.S.. Exchange Visitor Program participants need an DS-2019 form to obtain a J-1 visa. For students who will enroll in a later term, a new I-20 will be sent by MSU to the student upon final acceptance to the new term.

Students must attend the school named on the certificate of eligibility presented at the United States port of entry. The I-20 is an important document that must be retained by the student for later endorsement by the Foreign Student Advisor and for future reentries into the U.S. For J-1 visa students the form DS-2019 must be endorsed for reentry into the U.S. Students who will leave the U.S. and return to MSU need to have the endorsement of the Foreign Student Advisor in order to show that they are students in good standing and, therefore, permitted to continue their studies at the University.

Students present their passport, Form I-20 or DS-2019 and entry permit (I-94 card) at the Office of International Programs upon

arrival at Montana State University. Copies of documents must be kept on file according to immigration regulations. [Helpful Instructions](#).

Visa Application

International students must appear before a United States Consulate in order to secure an F-1 student visa. In order to set a visa appointment the SEVIS fee must first be paid. The following items must be presented: Form I-20 (certificate of eligibility issued by Montana State University), a valid passport, proof of sufficient financial support and proof of payment of SEVIS fee. Form I-20 is also used to obtain F-2 visas for dependents and proof of marriage is necessary in order to obtain a visa for the dependent spouse. Students are encouraged to apply for a visa as early as possible in the 90 day period prior to the study program start date.

Exchange Visitor Program participants entering the United States on the J-1 visa should follow the above procedures, but must submit the Form DS-2019, issued by the sponsor, instead of the Form I-20.

Students with F-1 status who are transferring from an educational institution in the United States should consult with the international student advisor at their present school for instructions on the Immigration Service's transfer process. This should be done as early as possible to avoid any difficulties.

Here are [10 Points to Remember](#) When Applying for a Non-Immigrant Visa.

Financial Capability & Fees

Financial Capability

All students with non-immigrant visas must provide certification of financial support for the time period that they will be enrolled at Montana State University. Admission cannot be considered until the International Student Financial Certificate on the Application form is signed by the student's sponsor along with a bank statement. The Financial Certificate guarantees that the required minimum funds, in U.S. dollars, will be available to the student during the academic year. Applicants must also plan to meet expenses for subsequent years of study.

Financial assistance to international undergraduate students is not generally available.

Successful applicants will need approximately \$10,000 at the beginning of each semester for registration and payment of fees, housing, insurance, and book purchases. Married students who plan to bring their spouse and children should plan on additional yearly expenses of at least \$8,000 for a spouse and \$5,000 per child.

Holders of the F-1 student visa may work at jobs on campus providing their employment does not displace a U.S. citizen. This work generally pays minimum wage and is limited to 20 hours per week while classes are in session (40 hours during vacation periods and summer). Employment of this type is not guaranteed. F-2 visa holders (spouses) may not work under any circumstances. Off-campus employment is limited to practical training in a position that relates closely to the student's program of study. Practical training cannot start until after the first nine months of an academic program and many regulations apply. For clarification of employment regulations, contact the Foreign Student Advisor upon arrival.




Great Falls College MSU • 2100 16th Avenue South • Great Falls, MT 59405 | [MAPIT](#)
406.771.4300 • 800.446.2698 • FAX: 406.771.4317 • TDD: 406.771.4311

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[HELP](#) [EXIT](#)

The Great Falls College MSU Online Transfer Course Equivalency Guide

Your current
Institution is GF

 Please choose the location of the institution you are transferring from.

Choose the U.S. state or Canadian province or country you are transferring from:

Select a State

OR

Select a Province

OR

Select a Country

RELEASE: 8.6

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The attached installment loan application is available for qualified students who are unable to make full payment of current semester tuition and fees on the established payment deadline date.

Please complete the application both front and back and submit to the Student Accounts office in Student Central prior to the published term tuition payment deadline date. Applications will be reviewed daily and approval or denial will be made within 24 hours of submission. The first payment must be made upon approval of this application.

Students may be denied this loan for the following reasons:

1. Financial aid is ready at fee payment date and is equal to or greater than fees charged.
2. Student is in default on a Federal Loan.
3. Student has a poor repayment history at Montana State University.

Applications submitted with payment are not guaranteed approval. Your payment will be returned if your application is denied for any reason.

You must provide complete reference information. Incomplete applications will not be processed and will be returned to the applicant.

Please contact Student Accounts (406-771-4315 or 771-5129) with any questions.



GREAT FALLS COLLEGE
MONTANA STATE UNIVERSITY

APPLICATION FOR INSTALLMENT LOAN DEFERRED FEE PAYMENT PLAN

A NON-REFUNDABLE THIRTY DOLLAR (\$30) PROCESSING FEE WILL BE ASSESSED FOR EACH APPROVED APPLICATION AND ADDED TO THE CURRENT SEMESTER FEE BILL

Name in full _____

Last First M.I. Student ID #

Local Address _____

Number & Street City State Zip Telephone #

Permanent Address _____

Number & Street City State Zip Telephone #

How will you repay this loan? (E.g. job income, parents, financial aid, etc.) _____

For which term are you requesting this deferment? (Please circle one) Fall spring

Total Balance Due for Semester \$ _____

You must provide 2 separate adult references with **different addresses**:

Name Address City State Telephone #

Name Address City State Telephone #

FOR VALUE RECEIVED, THE UNDERSIGNED HEREINAFTER CALLED THE BORROWER, PROMISES TO PAY TO GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY. HEREAFTER CALLED THE INSTITUTION, THE SUM OF ALL TUITION, FEES AND ANY OTHER INSTITUTIONAL CHARGES DEFERRED AS A RESULT OF THIS APPLICATION, in two consecutive installments plus any other charges incurred after the date of this note, payable according to the schedule on the reverse side of this document or on the date that financial aid or other funds become available, whichever date comes first. In case of default or delinquency in the repayment of all or any part of a scheduled installment **a late charge of fifteen dollars (\$15) shall be assessed against each late installment and a hold will be placed on your records until the account is made current.**

If default occurs in the payment of any installment: or if the borrower withdraws, is expelled or dismissed from the Institution for any reason: or if the institution deems itself insecure: or if there is such a change in the condition or affairs, financial or otherwise, of any maker or guarantor of any installment loan which, in the opinion of The Institution increases the risk: or if the borrower fails to obtain the signature of the guarantor within fifteen (15) days of the date of the signed Note, the entire unpaid amount, at the option of the institution, shall immediately become due and payable. In addition, at the option of the Institution, borrower and/or guarantor will not be permitted to re-register at the Institution, receive a copy of the academic transcript, or receive other forms of financial assistance administered by the Institution until the obligation is paid in full, including penalties. Any wages, grants, refunds or any other financial assistance to be received by the Borrower from the Institution must be applied toward repayment of this loan. The Note holder may exercise this option to accelerate during any default by the Borrower regardless of any prior forbearance. **The Borrower agrees to be responsible for all costs of collection, including attorney fees.** As an additional, optional remedy in the event of any default hereunder, Borrower agrees that the institution may cancel the registration, withhold the academic transcript, and/or block the re-registration of the Borrower and/or any co-maker, surety, guarantor, or endorser hereof.

In the case of default and the loan is referred to a collection agency for collection, the institution may disclose the facts concerning the default, along with other relevant information, to credit bureau organizations. **In case of bankruptcy the Borrower understands that Great Falls College MSU will treat any unpaid balance as an educational loan extended to finance education and the balance may not be dischargeable.**

Borrower may prepay the principal amount outstanding in whole or part. Any partial prepayment shall be applied against the principal amount outstanding and shall not postpone the due date of any balance remaining unless the Institution shall otherwise agree in writing. The Borrower understands this Note only postpones charges due the Institution and no waiver is assumed. Even if the Borrower receives no further billing information, the Borrower accepts responsibility for this debt.

Presentment, notice of dishonor, and protest are hereby waived by all makers, sureties, guarantors, and endorser hereof. This Note shall be the joint and several obligations of all makers, sureties, guarantor, and endorsers, and shall be binding upon them and their successors and assigns.

I understand that this is a Promissory Note. I will not sign this Promissory Note before reading it, including the additional information and Borrower's Certification on the reverse side, even it otherwise advised.

Signature Ω _____ Date Signed Ω _____

**WE RECOMMEND THAT YOU KEEP A COPY OF THIS DEFERMENT FORM.
FOR OFFICE USE ONLY**

APPROVED: yes no Date _____ By: _____

DEFERRED FEE PAYMENT PLAN

The deferred Fee Payment Plan is an installment loan available for qualified applicants who are unable to make full payment of current semester tuition and fees on regular fee payment day. This plan is available to all students with the exception of those whose financial aid is ready at fee payment day and is equal to or greater than fees charged, students who are in default on a federal loan, or students who have a poor repayment history at Montana State University.

• GENERAL INSTRUCTIONS

1. Submit an installment loan application **each semester** to the Student Accounts Office at Great Falls College MSU, 2100 16th Avenue South, Great Falls, MT 59405. A non-refundable \$30 processing fee will be added to the student's fee statement for each approved application. A target date has been established to assure students applications are processed for registration day. Please apply for the deferred payment plan on or before this date to assure all required information has been received.
Payment of 1/3 of total balance is due with application submission.

≡ TARGET DATE FOR FALL SEMESTER 2013: **August 5, 2013**
≡ TARGET DATE FOR SPRING SEMESTER 2014: **December 15, 2014**

2. Go through the registration process and pay the first installment. You must go through Student Accounts and have your fee statement validated. Please note:

* Federal Financial Aid Recipients: Your financial aid will be applied to your fee bill and may be used to pay the installment(s) due.

3. Loan installments as well as any other outstanding charges due Montana State University are to be made at the Great Falls College MSU Student Accounts Office
2100 16th Avenue South, Great Falls, MT 59405, either by mail or in person.
Any mailed installment payments must be received by the Business Office on or before the due date.

You may not be billed for each installment. It is your responsibility to make your payment by the due date.

| | FALL SEMESTER | SPRING SEMESTER |
|-------------------------------------|-------------------------|-------------------------|
| Second Installment Due Date: | Sept. 27, 2013 | February 9, 2014 |
| Third Installment Due Date: | October 27, 2013 | March 9, 2014 |

**** MONTANA STATE UNIVERSITY RESERVES THE RIGHT TO REJECT OR DECLINE ANY APPLICATION AND TO REQUIRE A GUARANTOR ON ANY DEFERRED INSTALLMENT LOAN MADE. ****

BORROWER CERTIFICATION

My application for the deferred fee payment plan certifies that I agree to pay my semester tuition and fee bill in full according to the established installment due dates, whether or not I receive any financial aid. I understand that failure to pay in full by the final date will result in the following: 1) I will continue to attend classes but I will not be able to receive formal grade reports or transcripts, 2) I will not be able to register for coming terms, 3) I will not receive a diploma if I graduate, 4) my debt may be referred to a collection agency, 5) my repayment history may be referred to a credit bureau, and 6) I may have to pay collection expenses.

Initial: _____

The attached installment loan application is available for qualified students who are unable to make full payment of current semester tuition and fees on the established payment deadline date.

Please complete the application both front and back and submit to the Student Accounts office in Student Central prior to the published term tuition payment deadline date. Applications will be reviewed daily and approval or denial will be made within 24 hours of submission. The first payment must be made upon approval of this application.

Students may be denied this loan for the following reasons:

1. Financial aid is ready at fee payment date and is equal to or greater than fees charged.
2. Student is in default on a Federal Loan.
3. Student has a poor repayment history at Montana State University.

Applications submitted with payment are not guaranteed approval. Your payment will be returned if your application is denied for any reason.

Please contact Student Accounts (406-771-4315 or 771-5129) with any questions.



GREAT FALLS COLLEGE
MONTANA STATE UNIVERSITY

**APPLICATION FOR INSTALLMENT LOAN DEFERRED FEE PAYMENT PLAN
 SUMMER SESSION**

**A NON-REFUNDABLE THIRTY DOLLAR (\$30) PROCESSING FEE WILL BE ASSESSED FOR
 EACH APPROVED APPLICATION AND ADDED TO THE CURRENT SEMESTER FEE BILL**

Name in full

_____ Last First M.I. Student ID #

Local Address

_____ Number & Street City State Zip Telephone #

Permanent Address

_____ Number & Street City State Zip Telephone #

How will you repay this loan? (E.g. job income, parents, financial aid, etc.) _____

Total Balance Due for Semester \$ _____

You must provide 2 separate adult references with **different addresses**:

_____ Name Address City State Telephone #

_____ Name Address City State Telephone #

FOR VALUE RECEIVED, THE UNDERSIGNED HEREINAFTER CALLED THE BORROWER, PROMISES TO PAY TO GREAT FALLS COLLEGE, MONTANA STATE UNIVERSITY. HEREAFTER CALLED THE INSTITUTION, THE SUM OF ALL TUITION, FEES AND ANY OTHER INSTITUTIONAL CHARGES DEFERRED AS A RESULT OF THIS APPLICATION, in two consecutive installments plus any other charges incurred after the date of this note, payable according to the schedule on the reverse side of this document or on the date that financial aid or other funds become available, whichever date comes first. In case of default or delinquency in the repayment of all or any part of a scheduled installment **a late charge of fifteen dollars (\$15) shall be assessed against each late installment and a hold will be placed on your records until the account is made current.**

If default occurs in the payment of any installment: or if the borrower withdraws, is expelled or dismissed from the Institution for any reason: or if the institution deems itself insecure: or if there is such a change in the condition or affairs, financial or otherwise, of any maker or guarantor of any installment loan which, in the opinion of The Institution increases the risk: or if the borrower fails to obtain the signature of the guarantor within fifteen (15) days of the date of the signed Note, the entire unpaid amount, at the option of the institution, shall immediately become due and payable. In addition, at the option of the Institution, borrower and/or guarantor will not be permitted to re-register at the Institution, receive a copy of the academic transcript, or receive other forms of financial assistance administered by the Institution until the obligation is paid in full, including penalties. Any wages, grants, refunds or any other financial assistance to be received by the Borrower from the Institution must be applied toward repayment of this loan. The Note holder may exercise this option to accelerate during any default by the Borrower regardless of any prior forbearance. **The Borrower agrees to be responsible to pay all additional costs of collection, including but not limited to collection agency fees and attorney fees.** As an additional, optional remedy in the event of any default hereunder, Borrower agrees that the institution may cancel the registration, withhold the academic transcript, and/or block the re-registration of the Borrower and/or any co-maker, surety, guarantor, or endorser hereof.

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Borrower may prepay the principal amount outstanding in whole or part. Any partial prepayment shall be applied against the principal amount outstanding and shall not postpone the due date of any balance remaining unless the Institution shall otherwise agree in writing. The Borrower understands this Note only postpones charges due the Institution and no waiver is assumed. Even if the Borrower receives no further billing information, the Borrower accepts responsibility for this debt.

Presentment, notice of dishonor, and protest are hereby waived by all makers, sureties, guarantors, and endorser hereof. This Note shall be the joint and several obligations of all makers, sureties, guarantor, and endorsers, and shall be binding upon them and their successors and assigns.

I understand that this is a Promissory Note. I will not sign this Promissory Note before reading it, including the additional information and Borrower's Certification on the reverse side, even if otherwise advised.

Signature Ω _____ Date Signed Ω _____

FOR OFFICE USE ONLY

APPROVED: yes no

Date _____ By: _____

DEFERRED FEE PAYMENT PLAN

The deferred Fee Payment Plan is an installment loan available for qualified applicants who are unable to make full payment of current semester tuition and fees on regular fee payment day. This plan is available to all students with the exception of those whose financial aid is ready at fee payment day and is equal to or greater than fees charged, students who are in default on a federal loan, or students who have a poor repayment history at Montana State University.

- GENERAL INSTRUCTIONS

1. Submit an installment loan application **each semester** to the Student Accounts Office at Great Falls College MSU, 2100 16th Avenue South, Great Falls, MT 59405. A non-refundable \$30 processing fee will be added to the student's fee statement for each approved application. **Payment of 1/2 of total balance is due with application submission or First Payment Due Date, whichever comes first.**
2. Go through the registration process and pay the first installment. You must go through Student Accounts and have your fee statement validated. Please note:
 - * Federal Financial Aid Recipients: Your financial aid will be applied to your fee bill and may be used to pay the installment(s) due.
3. Loan installments as well as any other outstanding charges due Montana State University are to be made at: Great Falls College MSU Student Accounts Office
2100 16th Avenue South, Great Falls, MT 59405, either by mail or in person.
Any mailed installment payments must be received by the Business Office on or before the due date.

You may not be billed for each installment. It is your responsibility to make your payment by the due date.

First Payment Due Date: April 28, 2014 Second Payment Due Date: June 12, 2014

| | |
|--------------------------------|------------|
| A. Current Balance | A. |
| B. Service Charge | B. \$30.00 |
| C. Total Amount Due (A+B) | C. |
| D. Due Now (C÷2) | D. |
| E. Total Amount Deferred (C-D) | E. |

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BORROWER CERTIFICATION

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_____ Initials

GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY
Inventory and Validation of Fees

Undergraduate

Unit Name: Great Falls College MSU Regents' Item No. **159-101-R0513** Effective Date: Fall 2014

| Semester Credit Hours | Registration Fee | Resident Tuition | Building/ Maintenance Fee | Computer Fee | Equipment Fee | Network Services Fee | Campus Grounds & Safety Fee | Library Fee | Student Government | Total Resident Tuition & Fees | Additional Nonresident Tuition | Total Nonresident Tuition & Fees |
|-----------------------------|---------------------|---------------------|---------------------------------|-----------------|------------------|----------------------------|-----------------------------------|----------------|-----------------------|-------------------------------------|--------------------------------------|--|
| 1 | 30.00 | 104.00 | 6.61 | 12.36 | 3.31 | 3.08 | 1.50 | 1.65 | 12.00 | 174.51 | 260.48 | 434.99 |
| 2 | 30.00 | 208.00 | 13.22 | 16.98 | 6.62 | 6.16 | 3.00 | 3.30 | 12.00 | 299.28 | 520.96 | 820.24 |
| 3 | 30.00 | 312.00 | 19.83 | 21.60 | 9.93 | 9.24 | 4.50 | 4.95 | 12.00 | 424.05 | 781.44 | 1,205.49 |
| 4 | 30.00 | 416.00 | 26.44 | 26.22 | 13.24 | 12.32 | 6.00 | 6.60 | 12.00 | 548.82 | 1,041.92 | 1,590.74 |
| 5 | 30.00 | 520.00 | 33.05 | 30.84 | 16.55 | 15.40 | 7.50 | 8.25 | 12.00 | 673.59 | 1,302.40 | 1,975.99 |
| 6 | 30.00 | 624.00 | 39.66 | 35.46 | 19.86 | 18.48 | 9.00 | 9.90 | 12.00 | 798.36 | 1,562.88 | 2,361.24 |
| 7 | 30.00 | 728.00 | 46.27 | 40.08 | 23.17 | 21.56 | 10.50 | 11.55 | 12.00 | 923.13 | 1,823.36 | 2,746.49 |
| 8 | 30.00 | 832.00 | 52.88 | 44.70 | 26.48 | 24.64 | 12.00 | 13.20 | 12.00 | 1,047.90 | 2,083.84 | 3,131.74 |
| 9 | 30.00 | 936.00 | 59.49 | 49.32 | 29.79 | 27.72 | 13.50 | 14.85 | 12.00 | 1,172.67 | 2,344.32 | 3,516.99 |
| 10 | 30.00 | 1,040.00 | 66.10 | 53.94 | 33.10 | 30.80 | 15.00 | 16.50 | 12.00 | 1,297.44 | 2,604.80 | 3,902.24 |
| 11 | 30.00 | 1,144.00 | 72.71 | 58.56 | 36.41 | 33.88 | 16.50 | 18.15 | 12.00 | 1,422.21 | 2,865.28 | 4,287.49 |
| 12-25 | 30.00 | 1,248.00 | 79.32 | 63.18 | 39.72 | 36.96 | 18.00 | 19.80 | 12.00 | 1,546.98 | 3,125.76 | 4,672.74 |

MUS Student Health Insurance Premium added if needed

Students will be charged an additional fee of \$21 per credit for online/hybrid courses

Other fees can be found at: http://www.gfcmu.edu/admissions_records/TuitionFees.html

GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY
Inventory and Validation of Fees

Online Courses for Non-Resident

Unit Name: Great Falls College MSU Regents' Item No. **159-101-R0513** Effective Date: Fall 2014

| Semester Credit Hours | Registration Fee | On-Line Non-Resident Tuition | Building/ Maintenance Fee | Computer Fee | Equipment Fee | Network Services Fee | Library Fee | Total On-Line Non-Resident Tuition & Fee |
|-----------------------------|---------------------|------------------------------------|---------------------------------|-----------------|------------------|----------------------------|----------------|--|
| 1 | 30.00 | 208.00 | 6.61 | 12.36 | 3.31 | 3.08 | 1.65 | 265.01 |
| 2 | 30.00 | 416.00 | 13.22 | 16.98 | 6.62 | 6.16 | 3.30 | 492.28 |
| 3 | 30.00 | 624.00 | 19.83 | 21.60 | 9.93 | 9.24 | 4.95 | 719.55 |
| 4 | 30.00 | 832.00 | 26.44 | 26.22 | 13.24 | 12.32 | 6.60 | 946.82 |
| 5 | 30.00 | 1,040.00 | 33.05 | 30.84 | 16.55 | 15.40 | 8.25 | 1,174.09 |
| 6 | 30.00 | 1,248.00 | 39.66 | 35.46 | 19.86 | 18.48 | 9.90 | 1,401.36 |
| 7 | 30.00 | 1,456.00 | 46.27 | 40.08 | 23.17 | 21.56 | 11.55 | 1,628.63 |
| 8 | 30.00 | 1,664.00 | 52.88 | 44.70 | 26.48 | 24.64 | 13.20 | 1,855.90 |
| 9 | 30.00 | 1,872.00 | 59.49 | 49.32 | 29.79 | 27.72 | 14.85 | 2,083.17 |
| 10 | 30.00 | 2,080.00 | 66.10 | 53.94 | 33.10 | 30.80 | 16.50 | 2,310.44 |
| 11 | 30.00 | 2,288.00 | 72.71 | 58.56 | 36.41 | 33.88 | 18.15 | 2,537.71 |
| 12-25 | 30.00 | 2,496.00 | 79.32 | 63.18 | 39.72 | 36.96 | 19.80 | 2,764.98 |

MUS Student Health Insurance Premium added if needed

Students will be charged an additional fee of \$21 per credit for online/hybrid courses

Other fees can be found at: http://www.gfcmsu.edu/admissions_records/TuitionFees.html

GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY
Inventory and Validation of Fees

On Line for Resident

Unit Name: Great Falls College MSU Regents' Item No. **159-101-R0513** Effective Date: Fall 2014

| Semester Credit Hours | Registration Fee | Resident Tuition | Building/ Maintenance Fee | Computer Fee | Equipment Fee | Network Services Fee | Library Fee | Total Resident Tuition & Fees |
|-----------------------------|---------------------|---------------------|---------------------------------|-----------------|------------------|----------------------------|----------------|-------------------------------------|
| 1 | 30.00 | 104.00 | 6.61 | 12.36 | 3.31 | 3.08 | 1.65 | 161.01 |
| 2 | 30.00 | 208.00 | 13.22 | 16.98 | 6.62 | 6.16 | 3.30 | 284.28 |
| 3 | 30.00 | 312.00 | 19.83 | 21.60 | 9.93 | 9.24 | 4.95 | 407.55 |
| 4 | 30.00 | 416.00 | 26.44 | 26.22 | 13.24 | 12.32 | 6.60 | 530.82 |
| 5 | 30.00 | 520.00 | 33.05 | 30.84 | 16.55 | 15.40 | 8.25 | 654.09 |
| 6 | 30.00 | 624.00 | 39.66 | 35.46 | 19.86 | 18.48 | 9.90 | 777.36 |
| 7 | 30.00 | 728.00 | 46.27 | 40.08 | 23.17 | 21.56 | 11.55 | 900.63 |
| 8 | 30.00 | 832.00 | 52.88 | 44.70 | 26.48 | 24.64 | 13.20 | 1,023.90 |
| 9 | 30.00 | 936.00 | 59.49 | 49.32 | 29.79 | 27.72 | 14.85 | 1,147.17 |
| 10 | 30.00 | 1,040.00 | 66.10 | 53.94 | 33.10 | 30.80 | 16.50 | 1,270.44 |
| 11 | 30.00 | 1,144.00 | 72.71 | 58.56 | 36.41 | 33.88 | 18.15 | 1,393.71 |
| 12-25 | 30.00 | 1,248.00 | 79.32 | 63.18 | 39.72 | 36.96 | 19.80 | 1,516.98 |

MUS Student Health Insurance Premium added if needed

Students will be charged an additional fee of \$21 per credit for online/hybrid courses

Other fees can be found at: http://www.gfcmsu.edu/admissions_records/TuitionFees.html

GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY
Inventory and Validation of Fees

Western Undergraduate Exchange

Unit Name: Great Falls College MSU Regents' Item No. **159-101-R0513** Effective Date: Fall 2014

| Semester Credit Hours | Registration Fee | WUE Tuition | Building/ Maintenance Fee | Computer Fee | Equipment Fee | Network Service Fee | Campus Grounds & Safety Fee | Library Fee | Student Government | Total WUE Fee |
|-----------------------------|---------------------|----------------|---------------------------------|-----------------|------------------|---------------------------|-----------------------------------|----------------|-----------------------|---------------------|
| 1 | 30.00 | 156.00 | 6.61 | 12.36 | 3.31 | 3.08 | 1.50 | 1.65 | 12.00 | 226.51 |
| 2 | 30.00 | 312.00 | 13.22 | 16.98 | 6.62 | 6.16 | 3.00 | 3.30 | 12.00 | 403.28 |
| 3 | 30.00 | 468.00 | 19.83 | 21.60 | 9.93 | 9.24 | 4.50 | 4.95 | 12.00 | 580.05 |
| 4 | 30.00 | 624.00 | 26.44 | 26.22 | 13.24 | 12.32 | 6.00 | 6.60 | 12.00 | 756.82 |
| 5 | 30.00 | 780.00 | 33.05 | 30.84 | 16.55 | 15.40 | 7.50 | 8.25 | 12.00 | 933.59 |
| 6 | 30.00 | 936.00 | 39.66 | 35.46 | 19.86 | 18.48 | 9.00 | 9.90 | 12.00 | 1,110.36 |
| 7 | 30.00 | 1,092.00 | 46.27 | 40.08 | 23.17 | 21.56 | 10.50 | 11.55 | 12.00 | 1,287.13 |
| 8 | 30.00 | 1,248.00 | 52.88 | 44.70 | 26.48 | 24.64 | 12.00 | 13.20 | 12.00 | 1,463.90 |
| 9 | 30.00 | 1,404.00 | 59.49 | 49.32 | 29.79 | 27.72 | 13.50 | 14.85 | 12.00 | 1,640.67 |
| 10 | 30.00 | 1,560.00 | 66.10 | 53.94 | 33.10 | 30.80 | 15.00 | 16.50 | 12.00 | 1,817.44 |
| 11 | 30.00 | 1,716.00 | 72.71 | 58.56 | 36.41 | 33.88 | 16.50 | 18.15 | 12.00 | 1,994.21 |
| 12-25 | 30.00 | 1,872.00 | 79.32 | 63.18 | 39.72 | 36.96 | 18.00 | 19.80 | 12.00 | 2,170.98 |

MUS Student Health Insurance Premium added if needed

Students will be charged an additional fee of \$21 per credit for online/hybrid courses

Other fees can be found at: http://www.gfcmu.edu/admissions_records/TuitionFees.html

GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY
Inventory and Validation of Fees

Dual Credit

| | | |
|------------------------------------|--|---------------------------|
| Unit Name: Great Falls College MSU | Regents' Item No. 159-101-R0513 | Effective Date: Fall 2014 |
|------------------------------------|--|---------------------------|

| Semester Credit Hours | Registration Fee | Resident Tuition | Building/ Maintenance Fee | Computer Fee | Equipment Fee | Network Services Fee | Campus Grounds & Safety Fee | Library Fee | Student Government | Total Resident Tuition & Fees |
|-----------------------------|---------------------|---------------------|---------------------------------|-----------------|------------------|----------------------------|-----------------------------------|----------------|-----------------------|-------------------------------------|
| 1 | | 52.00 | | | | | | | | 52.00 |
| 2 | | 104.00 | | | | | | | | 104.00 |
| 3 | | 156.00 | | | | | | | | 156.00 |
| 4 | | 208.00 | | | | | | | | 208.00 |
| 5 | | 260.00 | | | | | | | | 260.00 |
| 6 | | 312.00 | | | | | | | | 312.00 |
| 7 | | 364.00 | | | | | | | | 364.00 |
| 8 | | 416.00 | | | | | | | | 416.00 |
| 9 | | 468.00 | | | | | | | | 468.00 |
| 10 | | 520.00 | | | | | | | | 520.00 |
| 11 | | 572.00 | | | | | | | | 572.00 |
| 12-25 | | 624.00 | | | | | | | | 624.00 |

Dual credit/Dual enrollment students may be charged additional fees for course fees, online/hybrid course fee (\$21 per credit)
Other fees can be found at: http://www.msugf.edu/admissions_records/TuitionFees.html
These costs do not include books, supplies, or travel costs
Application Fee of \$30 does not apply to Dual Credit

2013-2014 Course Fees

| Subject & Number | NAME OF FEE | FY 14 FEE | DESCRIPTION |
|------------------|--|-----------|--|
| AHMA 201 | Medical Assistant Clinical Procedures I | 45.00 | Costs of disposable aids to prevent contamination of students. |
| AHMA 203 | Medical Assistant Clinical Procedures II | 80.00 | Costs of disposable aids to prevent contamination of students. |
| AHMA 260 | Medical Assistant Laboratory Procedures I | 121.00 | Costs of course specific consumables including, but no limited to slides, urine and glucose strips, swab kits, gauze. |
| AHMA 262 | Medical Assistant Laboratory Procedures II | 98.00 | Costs of course specific consumables including, but not limited to test kits and stains, alcohol pads, gauze, bandaids. |
| AHST 115 | Surgical Technology Lab I | 145.00 | Costs of course specific consumables including, but not limited to personal protection wear, sponges, syringes, blades, tape. |
| AHST 215 | Surgical Technology Lab II | 197.00 | Costs of course specific consumables including, but not limited to personal protection wear, sponges, syringes, blades, tape. |
| ARTZ 105 | Drawing I | 14.00 | Costs of course specific consumables including, but not limited to ink, brushes, charcoal, oil pastels, pencils. |
| ARTZ 101 | Art Fundamentals | 21.00 | Costs of course specific consumables including, but not limited to ink, mediums, modeling paste, paint, molding plaster. |
| BIO 080 | Basic Scientific Concepts and Skills | 10.00 | Costs of course specific consumables including, but not limited to gloves, slides, chemicals, preserved specimens |
| BIOB 101 | Discovery Biology | 30.00 | Costs of course specific consumables including, but not limited to gloves, scalpel blades, slides, cultures, chemicals, preserved specimens, microscope calibration. |
| BIOB 160 | Principles of Living Systems | 25.00 | Costs of course specific consumables including, but not limited to gloves, petri dishes, cultures, chemicals, preserved specimens, microscope calibration |
| BIOB 170 | Principles of Biological Diversity | 30.00 | Costs of course specific consumables including, but not limited to gloves, petri dishes, cultures, chemicals, preserved specimens, microscope calibration. |
| BIOH 104 | Basic Human Biology & Lab | 40.00 | Costs of course specific consumables including, but not limited to ADAM, gloves, scalpel blades, slides, preserved specimens, microscope calibration. |
| BIOH 201 | Human Anatomy & Physiology I & Lab | 45.00 | Costs of course specific consumables including, but not limited to ADAM,specimens,micro slides,dialisistubing,replace models, microscope calibration. |
| BIOH 211 | Human Anatomy & Physiology II & Lab | 45.00 | Costs of course specific consumables including, but not limited to ADAM,specimens,micro slides,dialisistubing, replace models, microscope calibration. |
| BIOM 250 | Microbiology for Health Sciences | 50.00 | Costs of course specific consumables including, but not limited to cultures,reagents,media,petri dishes,centrifuge supplies. |
| CHMY 121 | Introduction to General Chemistry w/Lab | 35.00 | Costs of course specific consumables including, but not limited to disposable transer pipehitte, ph solutions,centrifuge supplies. |
| CHMY 123 | Introduction to Organic and Biochemistry w/Lab | 35.00 | Costs of course specific consumables including, but not limited to disposable transer pipehitte, ph solutions,centrifuge supplies. |
| CHMY 141 | College Chemistry I w/Lab | 35.00 | Costs of course specific consumables including, but not limited to crucibles, dropping bottles, cylinders, spatulas, stirring bars, test papers, chemicals. |
| CHMY 143 | College Chemistry II w/Lab | 35.00 | Costs of course specific consumables including, but not limited to crucibles, dropping bottles, cylinders, spatulas, stirring bars, test papers, chemicals. |
| ECP 100 | First Aid & CPR | 20.00 | Costs of course specific consumables including, but not limited to consumable lab supplies & cost of CPR card fee. |
| ECP 211 | Paramedic I/II Lab | 191.00 | Costs of course specific consumables including, but not limited to gloves, other protective wear, EKG pads, needles, fake blood, dressings and bandages, intubation equipment. |

| | | | | |
|-------|-----|--|--------|---|
| ECP | 131 | Emergency Medical Technician with Clinical | 70.00 | Costs of course specific consumables including, but not limited to gloves, other protective wear, EKG pads, needles, fake blood, dressings and bandages, intubation equipment. |
| ECP | 239 | Paramedic III/IV Lab | 191.00 | Costs of course specific consumables including, but not limited to gloves, other protective wear, EKG pads, needles, fake blood, dressings and bandages, intubation equipment. |
| EMS | 217 | EMS Intermediate III | 91.00 | Costs of course specific consumables including, but not limited to gloves, other protective wear, EKG pads, needles, fake blood, dressings and bandages, intubation equipment. |
| HTH | 120 | IV Therapy for Health Care Providers | 96.00 | Costs of course specific consumables including, but not limited to fake blood,dressings,tape swabs,IV tubing,IV Cunnula, Vacutainer tubes. |
| ITS | 125 | Fundamentals of Voice & Data Cabling | 35.00 | Costs of course specific consumables including, but not limited to RJ45 jacks, cat5 cable, face plates, crimpers, testers,batteries. |
| ITS | 150 | CCNA 1: Exploration | 35.00 | Costs of course specific consumables including, but not limited to RJ45 jacks, cat5 cable, face plates, crimpers, testers,batteries. |
| ITS | 152 | CCNA 2: Exploration | 35.00 | Costs of course specific consumables including, but not limited to RJ45 jacks, cat5 cable, face plates, crimpers, testers,batteries. |
| ITS | 250 | CCNA 3: Exploration | 35.00 | Costs of course specific consumables including, but not limited to RJ45 jacks, cat5 cable, face plates, crimpers, testers,batteries. |
| ITS | 252 | CCNA 4: Exploration | 35.00 | Costs of course specific consumables including, but not limited to RJ45 jacks, cat5 cable, face plates, crimpers, testers,batteries. |
| ITS | 256 | CCNA: Security | 35.00 | Costs of course specific consumables including, but not limited to RJ45 jacks, cat5 cable, face plates, crimpers, testers,batteries. |
| ITS | 280 | Computer Repair and Maintenance | 35.00 | Costs of course specific consumables including, but not limited to RJ45 jacks, cat5 cable, face plates, crimpers, testers,batteries. |
| ITS | 260 | CCNP: Routing | 35.00 | Costs of course specific consumables including, but not limited to RJ45 jacks, cat5 cable, face plates, crimpers, testers,batteries. |
| ITS | 264 | CCNP: Switching | 35.00 | Costs of course specific consumables including, but not limited to RJ45 jacks, cat5 cable, face plates, crimpers, testers,batteries. |
| NRSNG | 250 | LPN to RN Transition Course | 88.00 | Costs of course specific consumables including, but not limited to items for syringes, filter needles, gloves, strips for glucometer, dressings, tracheostomy kit, catheters foley. |
| NRSNG | 265 | Advanced Clinical Skills | 35.00 | Costs of course specific consumables including, but not limited to items for wound care, intravenous (not IV course), catheter insertion, nasogastric tube insertion, colostomy care, tracheostomy care and suctioning, hand washing, sterile technique, isolation precautions, elimination assistance, specimen collection, medication administration non-parenteral and administration of injections. |
| NUTR | 226 | Food Fundamentals | 50.00 | Costs of course specific consumables including, but not limited to food supplies, etc. |

2013 - 2014 Other Fees

| NAME OF FEE | FY 14 FEE | DESCRIPTION |
|--|----------------|--|
| Admissions Fee | 8.00 | Fee to make a certified copies of all of the relevant documents in students admissions file, and send it to the student's new school. |
| AHIMA Virtual Lab Access Fee | 50.00 | Fee assessed to provide access to the AHIMA (American Health Information Management Association) Virtual Lab. |
| Application Fee | 30.00 | Nonrefundable one-time charge to all enrolling students. |
| Challenge Test Fee | 20.00 | Fee to cover the costs of transcribing classes. |
| Compass Test Fee | Up to \$25.00 | Fee to pay for providing the Compass Test. |
| Continuing Education Fee | Varies | Fee charged to continuing education students to cover cost of activity. |
| Course Audit Fee | Per Credit | Fee charged to all students electing to take a course for no credit. |
| Deferred Payment Late Fee | 15.00 | Late charge assessed against each late application and installment. |
| Deferred Payment Service Charge | 30.00 | Administrative charge for deferment of student fees by business office each semester. Fees are paid: 1/3 upon enrollment, 1/3 in 30 days, and 1/3 (final) in 60 days after the date of enrollment. |
| Dietetic Technician ADA Exam Fee | 120.00 | Fee to pay for testing materials for the the American Dietetic Association Exam |
| Diploma/Certificate Replacement Fee | 10.00 | Fee charged to graduates for replacement of and name changes to diplomas and certificates. |
| EMT Third Rider Fee | Up to \$500.00 | Fee charged to EMT students by ambulance companies for being a third rider. |
| E-Payment Fee | 10.00 | Convenience fee for payments against a University Student Account via an alternate method (e.g. internet connection). |
| Experiential Learning Assessment Fee | 1/3 crd cost | Fee assessed for the evaluation of experiential learning for the award of college credit towards a degree or certificate. |
| FISDAP Skills Tracker/Scheduler Access Fee | Up to 80.00 | Fee assessed to provide access to the Field Internship Student Data Acquisition Project. |
| FISDAP Testing Fee | 25.00 | Fee assessed to provide access to the Field Internship Student Data Acquisition Project. |
| FISDAP Unit Test Fee | 35.00 | Fee assessed to provide access to the Field Internship Student Data Acquisition Project. |
| Graduation Fee | Up to \$25.00 | Fee assessed to pay for transcript evaluation, diplomas/certificates and other activities related to graduation (Per Degree). |
| Health Insurance Premiums | Varies | Optional student health insurance premiums. |
| HIT AHIMA Membership | 35.00 | Fee for students in the Health Information Technology program for AHIMA student membership. |
| HIT RHIT (Registered Health Information Technician) Exam Fee | 229.00 | Fee assessed to provide students with access to RHIT exam materials from the American Health Information Management Association. |
| ID Card Fee | 3.00 | This is a one-time only fee assessed to new and transfer students or special admits (i.e.-dual-enrollment students) who are taking more than 6 credits per semester. |
| Late Registration Fee | 40.00 | Fee charged to all students registering after published deadlines. |
| Liability Insurance Fee | 6.00 | Fee collected from students enrolled in health-related programs. Proceeds are used to purchase required personal liability insurance for students participating in clinical experiences. |

| | | |
|---|--------------------|---|
| Library Fines | Varies | Fees assessed for late return or loss of library materials. |
| Medical Assistant Exam Prep Fee | 125.00 | Fee assessed to provide student with access to exam materials from the American Association of Medical Assistants. |
| MUS Gen Ed Core Transcribing Fee | 5.00 | Fee to pay for the processing and auditing of student requests for transcribing the MUS General Education Core. |
| New Student Orientation Fee | 10.00 | Fee assessed to pay for activities and supplies associated with new student orientation, for students enrolled in 5 or more credits per semester. |
| NREMT Examination Fee | Up to 110.00 | Fee assessed to provide access to the National Registry of Emergency Medical Technicians. |
| Online & Distributed Learning Fee | \$21.00 per credit | This fee provides students enrolling in completely online and mixed-mode courses with unrestricted access to the Desire2Learn online course delivery system, student orientation, toll-free technical support, as well as other student support services to help promote each student's online learning success and satisfaction. |
| Physical Therapy Assistant-PEAT (Practice Exam and Assessment Tool) | 90.00 | Fee assessed to pay for practice test materials through the Federation of State Boards of Physical Therapy. |
| Physical Therapy CPI Electronic Access Fee | 39.00 | Fee assessed to provide access to online Clinical Performance Instruction for PTA Students. |
| Physical Therapy NPTE Examination Fee | 370.00 | Fee assessed to provide access to test materials from the National Physical Therapy Examinations board. |
| Physical Therapy Scorebuilders | 231.00 | Fee assessed to provide access to Scorebuilders. |
| Practical Nurse Pre-Board Exam Fee | 36.00 | Fee assessed to pay for testing materials for the National League of Nursing comprehensive PN exam. |
| Registered Nursing Pre-Board Exam | 185.00 | Fee assessed to pay for study materials, evaluation, mentoring, on-line resources and testing through American Testing Institute (ATI) National Testing and Evaluation |
| Remote Compass Test Fee | 45.00 | Fee to pay for providing the Compass Test remotely. |
| Respiratory Care NBRC Exam Fee | 190.00 | Fee assessed to provide students with access to exam materials from the National Board for Respiratory Care. |
| Returned Check Fee | 19.00 | Fee assessed for any returned checks. |
| Student I.D. Replacement Fee | 3.00 | ID replacement fee. |
| Surgical Technology AST Membership & National Exam Fee | 237.00 | Fee assessed to pay for membership in AST (Association of Surgical Technologists), which includes - AST Student Membership for 1 year, a Certifying Exam Study Guide, and NBSTSA Prepaid Exam Application. |
| Transcript Fee | 3.00 | Fee charged for additional transcripts after a student receives first copy free. |
| Transcript Special Handling Fee | 10.00 | Fee charged for rush processing of transcript |
| Tuition & Fees for Grant Sponsored Programs | Per Credit | Tuition and fees assessed to students enrolled in grant-funded educational programs. |
| Vet Tech | 345.00 | Certification Exam Completion as follows: The Veterinary Technician National Exam (VTNE) has a cost of \$300 and the VTNE practice exam is \$45 |
| Web Development Certification Exam Fee | 20.00 | Fee assessed to pay for testing materials for required end-of-semester certification. |

| 2013-2014 Program Fees | | |
|-------------------------------|-----------------|--|
| NAME OF FEE | FY14 FEE | DESCRIPTION |
| Autobody Materials | 95.00 | Costs of program specific consumables including, but not limited to disposable aids for the safety of students update and replace paint booth supplies. |
| Carpentry | 200.00 | Costs of program specific consumables including, but not limited to lumber, nails, screws, chalk, drill bits, saw blades, safety supplies, shingles, housewrap, glue, and concrete mix. |
| Dental Assisting | 134.00 | Costs of program specific consumables including, but not limited to personal protection wear, consumables for compresses, and x-ray. |
| Dental Hygiene | 253.00 | Costs of program specific consumables including, but not limited to protective barriers for client treatment purposes; local anesthetic, needles, and recapping sheaths; sterilization supplies including distilled water for sterilizer operation; disposable materials needed to facilitate client treatment during clinical sessions. |
| Design Drafting Technology | 10.00 | Costs of program specific consumables including, but not limited to tape supplies, electric eraser refills, adhesives, cutter blades. |
| Interior Design | 10.00 | Costs of program specific consumables including, but not limited to tape supplies, electric eraser refills, adhesives, cutter blades. |
| Physical Therapy Assistant | 41.00 | Costs of program specific consumables including, but not limited to personal protection wear, gloves, tape, modality supplies, update and replace small utensils. |
| Practical Nursing | 45.00 | Costs of program specific consumables including, but not limited to items for wound care, intravenous (not IV course), catheter insertion, nasogastric tube insertion, colostomy care, tracheostomy care and suctioning, hand washing, sterile technique, isolation precautions, elimination assistance, specimen collection, medication administration non-parenteral and administration of injections. |
| Registered Nursing | 45.00 | Costs of program specific consumables including, but not limited to items for wound care, intravenous (not IV course), catheter insertion, nasogastric tube insertion, colostomy care, tracheostomy care and suctioning, hand washing, sterile technique, isolation precautions, elimination assistance, specimen collection, medication administration non-parenteral and administration of injections. |
| Respiratory Care | 56.00 | Costs of program specific consumables including, but not limited to personal protection wear, sx solutions, humidifiers, nebulizers, medical gases. |
| Sustainable Energy Technician | 250.00 | Costs of program specific consumables including, but not limited to engine lubricants, hydraulic fluids, cables and wire, hand tools for electrical testing and assembly, composite repair kits and supplies, batteries, belts, filters and other mechanical service consumables. |
| Welding Technology | 350.00 | Costs of program specific consumables including, but not limited to welding gases, rods, wire, metal sheets and fragments, welding hood visors, pliers, antispatter, and student protective wear. |

BUSINESS FUNDAMENTALS

CERTIFICATE OF APPLIED SCIENCE DEGREE

Program Director: Marilyn Besich

Program Faculty: Teri Dwyer

The Business Fundamentals program is designed for persons seeking employment in entry-level business positions assisting small business enterprises.

OUTCOMES: GRADUATES ARE PREPARED TO:

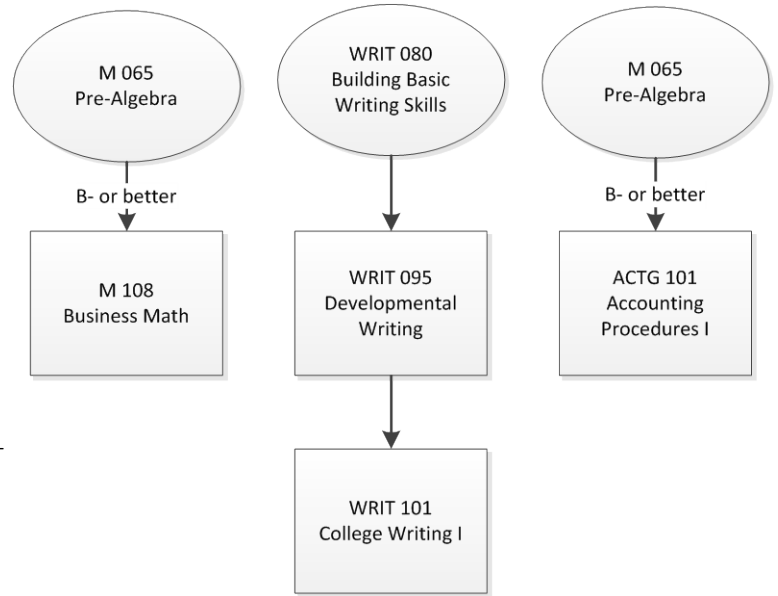
- Maintain accounting records;
- Meet the public;
- Manage office functions; and
- Assist with marketing efforts

The Business Fundamentals program also offers individuals needing technical business assistance courses to upgrade knowledge and skills.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 3077 |
| Application Fee | \$ | 30 |
| Books/Supplies | \$ | 1468 |
| TOTAL | \$ | 4,575 |

*Beginning with fall 2012, MUS Student Health Insurance Premium is changing, please check the online catalog and Student Central soon for confirmed premium rates. Students will be charged an additional fee of \$20 per credit for online/hybrid courses.



FIRST SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|---------------------------|----------------|------------------|
| ACTG | 101** | Accounting Procedures I | 3† | _____ |
| CAPP | 120 | Introduction to Computers | 3† | _____ |
| BGEN | 105 | Introduction to Business | 3† | _____ |
| WRIT | 101** | College Writing I | 3† | _____ |
| M | 108** | Business Mathematics | 4† | _____ |
| | | Subtotal | 16 | |

SECOND SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-------------------------------------|----------------|------------------|
| ACTG | 102* | Accounting Procedures II | 3† | _____ |
| ACTG | 180* | Payroll Accounting | 3† | _____ |
| CAPP | 154* | Microsoft Word | 3† | _____ |
| CAPP | 156* | MS Excel | 3† | _____ |
| COMM | 135 | Interpersonal Communication | 3† | _____ |
| CAPP | 105* | Short Courses: Computer Calculators | 1† | _____ |
| | | Subtotal | 16 | |

TOTAL PROGRAM CREDITS – 32~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.

CARPENTRY

CERTIFICATE OF APPLIED SCIENCE DEGREE

Program Director: Patrick Schoenen

The Carpentry Program provides the opportunity to learn valuable skills in the construction trades. These skills prepare the student for an entry level job in the construction trade, giving them an advantage over unskilled labor. Students learn in three different environments: The classroom - where information is conveyed, a lab environment - where skills are practiced, and on "real world" projects which include a site-built residential home. Students are evaluated by written test, performance test, and demonstration of employability skills. The carpentry cohort learns specific carpentry skills in a module format.

"To be accepted into this program, students must have a qualifying placement assessment score or have completed M065 within the last 3 years."

OUTCOMES: GRADUATES ARE PREPARED TO:

- Communicate effectively in a construction site environment.
- Demonstrate a working knowledge of construction materials.
- Demonstrate a working knowledge of construction site safety, hand and power tools safety that is reinforced with an OSHA 10 Certification.
- Perform entry level carpentry skills involved in rough framing. Rough framing includes floors, walls, trusses, vaulted roofs and dormers.
- Perform entry level carpentry skills involved in exterior finishes
- Perform entry level carpentry skills involved in the installation of insulation and moisture barriers
- Perform entry level carpentry skills involved in metal stud construction
- Perform entry level carpentry skills involved in basic stair construction
- Perform entry level carpentry skills involved in the installation of exterior doors and windows
- Demonstrate a basic knowledge in concrete and site layout protocol.
- Estimate materials necessary in the completion of the phases of construction being taught.
- Perform entry level interior finish carpentry skills which include cabinet installation, countertop installation, molding applications, interior door installation, and simple cabinet construction.

Students entering the program should have good manual dexterity skills, good physical condition, like to work outdoors in changing weather conditions and be comfortable working at varying heights. Students are also required to provide his or her basic hand tools and framing style tool belts. A "kit" with all of these items is available to purchase in the bookstore at the beginning of the fall semester. A list of these tools can be provided by the Program Director upon request.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 3077 |
| Application Fee | \$ | 30 |
| Program Fee | \$ | 400 |
| Books/Supplies | \$ | 581 |
| TOTAL | \$ | 4,088 |

***Beginning with fall 2012, MUS Student Health Insurance Premium is changing, please check the online catalog and Student Central soon for confirmed premium rates. Students will be charged an additional fee of \$20 per credit for online/hybrid courses.**

FALL SEMESTER

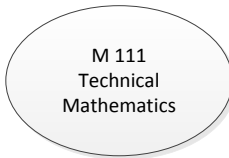
| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|---|---------|-----------|
| M | 111** | Technical Mathematics | 3† | _____ |
| CSTN | 100* | Fundamentals of Construction Technology | 3† | _____ |
| CSTN | 115* | Construction Calculators & Estimating | 1† | _____ |
| CSTN | 120* | Carpentry Basics & Rough-in Framing | 6† | _____ |
| CSTN | 160* | Beginning Carpentry Practicum | 3† | _____ |
| | | Subtotal | 16 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|--|---------|-----------|
| COMM | 120 | Interpersonal Skills in the Workplace | 1† | _____ |
| WRIT | 104 | Communication Skills in the Workplace | 2† | _____ |
| CSTN | 171* | Site Prep, Found, & Concrete Installation | 3† | _____ |
| CSTN | 135* | Basic Rigging | 2† | _____ |
| CSTN | 145* | Exterior Finishing, Stair Construction, & Metal Stud Framing | 4† | _____ |
| CSTN | 161* | Construction Concepts & Bldg Lab II | 3† | _____ |
| | | Subtotal | 15 | |

TOTAL PROGRAM CREDITS – 31~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.



COMPUTER ASSISTANT

CERTIFICATE OF APPLIED SCIENCE DEGREE

Program Director: Jeff Brown

The Computer Assistant program prepares individuals for operation of software programs and a basic knowledge of managing data and files. Coursework is designed to provide a solid foundation for microcomputer operation and develop essential business and computer skills. The course of study will prepare students to:

OUTCOMES: GRADUATES ARE PREPARED TO:

- Create, manage, and modify databases and attain the Microsoft Certified Application Specialist – Access.
- Create, manage, and modify electronic spreadsheets and attain the Microsoft Certified Application Specialist – Excel.
- Create, manage, and modify word processing documents and attain the Microsoft Certified Application Specialist – Word.
- Create effective web pages that include links, graphics, sound, tables, forms, and style sheets using common editors.
- Troubleshoot and repair microcomputers and attain the CompTIA A+ certification.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 3077 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 35 |
| Books/Supplies | \$ | 1500 |
| TOTAL | \$ | 4,642 |

*Beginning with fall 2012, MUS Student Health Insurance Premium is changing, please check the online catalog and Student Central soon for confirmed premium rates. Students will be charged an additional fee of \$20 per credit for online/hybrid courses.

FIRST SEMESTER

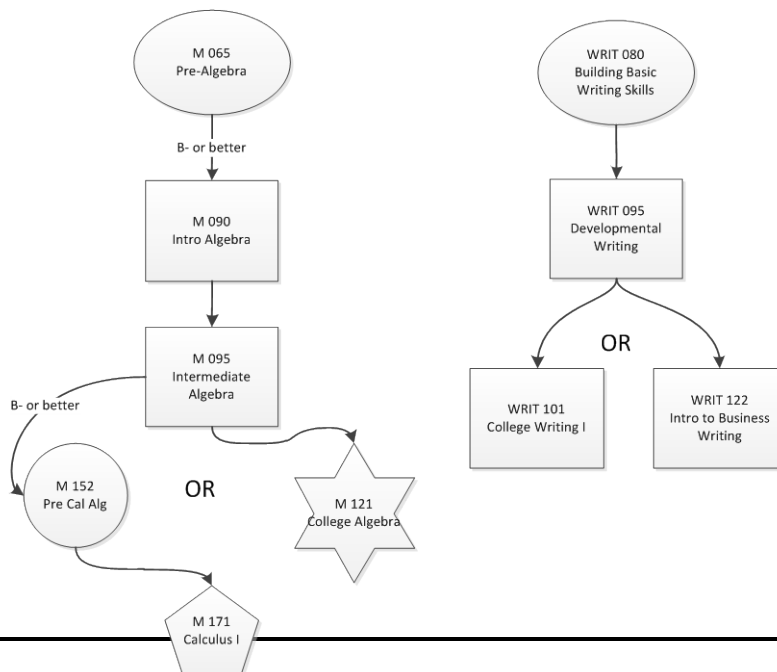
| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|--------------------------------|-------------|-----------|
| CAPP 120 | Introduction to Computers | 3+ | _____ |
| CIT 229* | Web Page Construction | 4+ | _____ |
| COMM 135 | Interpersonal Communication | 3† | _____ |
| WRIT 101** | College Writing OR | | |
| WRIT 122** | Intro to Business Writing | 3† | _____ |
| M 095** | Intermediate Algebra OR | | |
| M 121** | College Algebra OR | | |
| M 152** | Precalculus Algebra OR | | |
| M 171** | Calculus I | <u>3-4†</u> | _____ |
| | Subtotal | 16-17 | |

SECOND SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|-------------------------------|-----------|-----------|
| CAPP 112* | Short Courses: MS Powerpoint | 1† | _____ |
| CAPP 154* | MS Word | 3† | _____ |
| ITS 280* | Computer Repair & Maintenance | 4† | _____ |
| CAPP 156* | MS Excel | 3† | _____ |
| CAPP 158* | MS Access | <u>3†</u> | _____ |
| | Subtotal | 14 | |

TOTAL PROGRAM CREDITS – 30-31~

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.



COMPUTER NETWORK INFRASTRUCTURE

CERTIFICATE OF APPLIED SCIENCE DEGREE

Program Director: **Bruce Gottwig**

OUTCOMES: GRADUATES ARE PREPARED TO:

- Demonstrate an entry level understanding of network infrastructure cabling.
- Install and basically configure network routers and switches.
- Pass the Cisco Certified Network Associate industry standard certification exam with at least an 80%.
- Pass the CompTIA A+ industry standard certification exam battery with at least an 80%.
- Obtain and keep an entry level computer networking professional position in the workforce.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 3077 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 210 |
| Books/Supplies | \$ | 1472 |
| TOTAL | \$ | 4,789 |

*Beginning with fall 2012, MUS Student Health Insurance Premium is changing, please check the online catalog and Student Central soon for confirmed premium rates. Students will be charged an additional fee of \$20 per credit for online/hybrid courses.

FALL SEMESTER

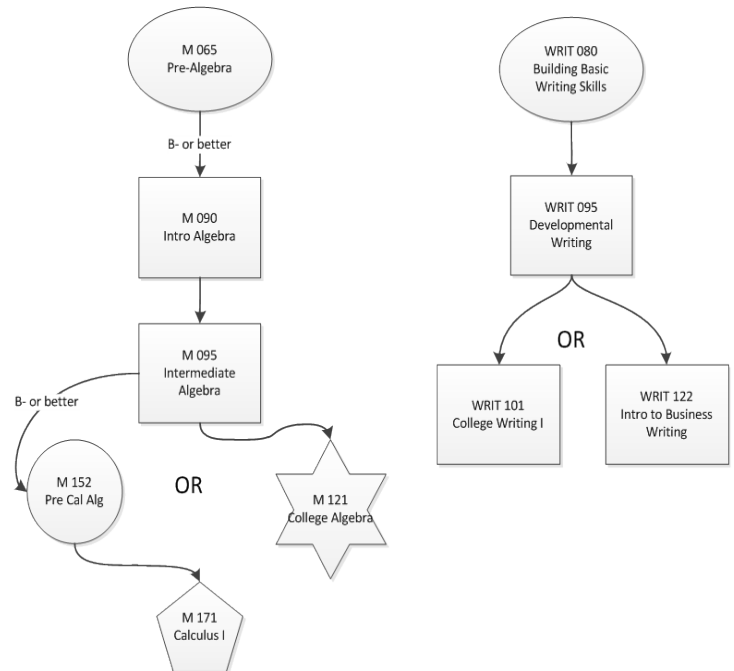
| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|--------------------------------|-------------|-----------|
| CAPP 120 | Introduction to Computers | 3+ | _____ |
| ITS 150* | CCNA 1: Exploration | 3+ | _____ |
| ITS 152* | CCNA 2: Exploration | 3+ | _____ |
| ITS 125 | Fund of Voice and Data Cabling | 3+ | _____ |
| M 095** | Intermediate Algebra OR | | |
| M 121** | College Algebra OR | | |
| M 152** | Pre-calculus Algebra OR | | |
| M 171** | Calculus I | <u>3/4+</u> | _____ |
| | Subtotal | 15-16 | |

SPRING SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|-------------------------------------|-----------|-----------|
| WRIT 122** | Intro to Business Writing OR | | |
| WRIT 101** | Composition I | 3+ | _____ |
| ITS 250* | CCNA 3: Exploration | 3+ | _____ |
| ITS 280* | Computer Repair and Maintenance | 4+ | _____ |
| ITS 252* | CCNA 4: Exploration | 3+ | _____ |
| COMM 135 | Interpersonal Communication | <u>3+</u> | _____ |
| | Subtotal | 16 | |

TOTAL PROGRAM CREDITS - 31-32~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules. Computer Server Administration



COMPUTER SERVER ADMINISTRATION

CERTIFICATE OF APPLIED SCIENCE DEGREE

Program Director: Bruce Gottwig

The Computer Server Administration program prepares individuals for employment in the computer networking field, specifically focusing on server management, maintenance, and administration. Students in this program gain hands-on experience with computer hardware, software and networks. Upon successful completion of the program, the student will have the needed skills to sit for CompTIA Network+, Linux+ and Microsoft MCSA/MCSE certifications.

OUTCOMES: GRADUATES ARE PREPARED TO

- Demonstrate an advanced level understanding of Microsoft 2003 server configuration;
- Demonstrate a basic understanding network infrastructure design and configuration;
- Demonstrate a basic understanding of the Linux server operating system;
- Pass the MCSA / MCSE industry standard certification exam battery with at least an 70%;
- Obtain and keep a computer server professional position within the workforce.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 3077 |
| Application Fee | \$ | 30 |
| Lab Fees | \$ | 70 |
| Books/Supplies | \$ | 2099 |
| TOTAL | \$ | 5,276 |

*Beginning with fall 2012, MUS Student Health Insurance Premium is changing, please check the online catalog and Student Central soon for confirmed premium rates. Students will be charged an additional fee of \$20 per credit for online/hybrid courses.

FALL SEMESTER

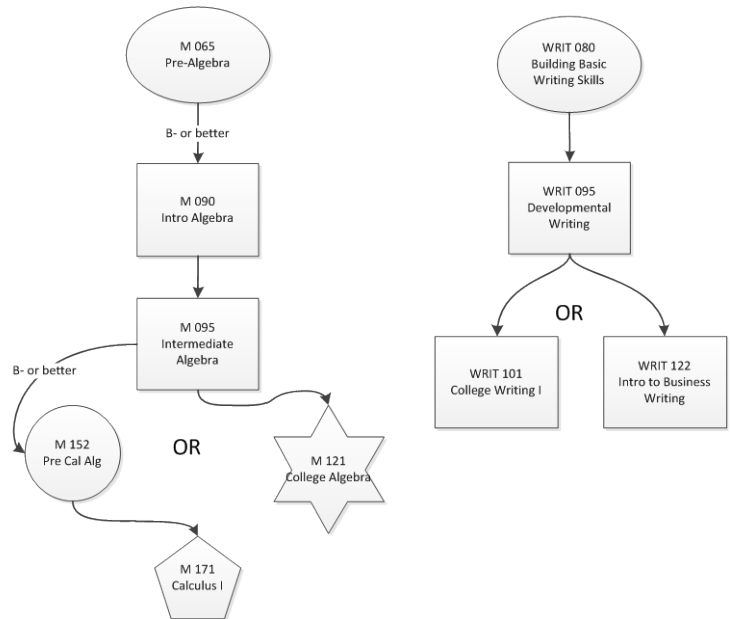
| <u>COURSE NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|-------------------|--|----------------|------------------|
| CAPP 120 | Introduction to Computers | 3+ | _____ |
| M 095** | Intermediate Algebra OR | | |
| M 121** | College Algebra OR | | |
| M 152** | Pre-calculus Algebra OR | | |
| M 171** | Calculus I | 3/4+ | _____ |
| ITS 215* | Network Operating Systems – Dir/Infrast. | 4+ | _____ |
| ITS 150* | CCNA 1: Exploration | 3+ | _____ |
| ITS 152* | CCNA 2: Exploration | <u>3+</u> | _____ |
| | Subtotal | 16-17 | |

SPRING SEMESTER

| <u>COURSE NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|-------------------|--|----------------|------------------|
| ITS 224* | Introduction to Linux | 4+ | _____ |
| ITS 217* | Network Operating Systems – Admin/Apps | 4† | _____ |
| ITS 210* | Network Operating Systems - Desktop | 3† | _____ |
| WRIT 122** | Intro to Business Writing OR | | |
| WRIT 101** | College Writing I | 3+ | _____ |
| COMM 135 | Interpersonal Communication | <u>3†</u> | _____ |
| | Subtotal | 17 | |

TOTAL PROGRAM CREDITS – 33-34~

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.





OCCUPATIONAL OUTLOOK HANDBOOK

Healthcare >

Healthcare Occupations

EN ESPAÑOL

PRINTER-FRIENDLY

| | OCCUPATION | JOB SUMMARY | ENTRY-LEVEL EDUCATION | 2012 MEDIAN PAY |
|--|--|--|---------------------------------|-----------------|
| | Athletic Trainers and Exercise Physiologists | Athletic trainers specialize in preventing, diagnosing, and treating muscle and bone injuries and illnesses. Exercise physiologists develop fitness and exercise programs that help patients recover from chronic diseases and improve cardiovascular function, body composition, and flexibility. | Bachelor's degree | \$42,690 |
| | Audiologists | Audiologists diagnose and treat a patient's hearing and balance problems using advanced technology and procedures. | Doctoral or professional degree | \$69,720 |
| | Chiropractors | Chiropractors treat patients with health problems of the neuromusculoskeletal system, which includes nerves, bones, muscles, ligaments, and tendons. They use spinal adjustments, manipulation, and other techniques to manage patients' health concerns, such as back and neck pain. | Doctoral or professional degree | \$66,160 |
| | Dental Assistants | Dental assistants have many tasks, ranging from providing patient care and taking x rays to recordkeeping and scheduling appointments. Their duties vary by state and by the dentists' offices where they work. | Postsecondary non-degree award | \$34,500 |
| | Dental Hygienists | Dental hygienists clean teeth, examine patients for signs of oral diseases such as gingivitis, and provide other preventative dental care. They also educate patients on ways to improve and maintain good oral health. | Associate's degree | \$70,210 |
| | Dentists | Dentists diagnose and treat problems with a patient's teeth, gums, and related parts of the mouth. They provide advice and instruction on taking care of teeth and gums and on diet choices that affect oral health. | Doctoral or professional degree | \$149,310 |
| | Diagnostic Medical Sonographers and Cardiovascular Technologists and Technicians, Including Vascular Technologists | Diagnostic medical sonographers and cardiovascular technologists and technicians, including vascular technologists, operate special imaging equipment to create images or conduct tests. The images and test results help physicians assess and diagnose medical conditions. Some technologists assist physicians and surgeons during surgical procedures. | Associate's degree | \$60,350 |
| | Dietitians and Nutritionists | Dietitians and nutritionists are experts in food and nutrition. They advise people on what to eat in order to lead a healthy lifestyle or achieve a specific health-related goal. | Bachelor's degree | \$55,240 |
| | | Emergency medical technicians (EMTs) and paramedics care for the sick or injured in emergency medical | | |

| | | | | |
|--|--|---|--|----------|
|  | <u>EMTs and Paramedics</u> | settings. People's lives often depend on their quick reaction and competent care. EMTs and paramedics respond to emergency calls, performing medical services and transporting patients to medical facilities. | Postsecondary non-degree award | \$31,020 |
|  | <u>Genetic Counselors</u> | Genetic counselors assess individual or family risk for a variety of inherited conditions, such as genetic disorders and birth defects. They provide information and advice to other healthcare providers, or to individuals and families concerned with the risk of inherited conditions. | Master's degree | \$56,800 |
|  | <u>Home Health Aides</u> | Home health aides help people who are disabled, chronically ill, or cognitively impaired. They often help older adults who need assistance. In some states, home health aides may be able to give a client medication or check the client's vital signs under the direction of a nurse or other healthcare practitioner. | Less than high school | \$20,820 |
|  | <u>Licensed Practical and Licensed Vocational Nurses</u> | Licensed practical nurses (LPNs) and licensed vocational nurses (LVNs) provide basic nursing care. They work under the direction of registered nurses and doctors. | Postsecondary non-degree award | \$41,540 |
|  | <u>Massage Therapists</u> | Massage therapists treat clients by using touch to manipulate the soft-tissue muscles of the body. With their touch, therapists relieve pain, help rehabilitate injuries, improve circulation, relieve stress, increase relaxation, and aid in the general wellness of clients. | Postsecondary non-degree award | \$35,970 |
|  | <u>Medical and Clinical Laboratory Technologists and Technicians</u> | Medical laboratory technologists (commonly known as medical laboratory scientists) and medical laboratory technicians collect samples and perform tests to analyze body fluids, tissue, and other substances. | <u>See How to Become One</u> | \$47,820 |
|  | <u>Medical Assistants</u> | Medical assistants complete administrative and clinical tasks in the offices of physicians, podiatrists, chiropractors, and other health practitioners. Their duties vary with the location, specialty, and size of the practice. | Postsecondary non-degree award | \$29,370 |
|  | <u>Medical Records and Health Information Technicians</u> | Medical records and health information technicians, commonly referred to as health information technicians, organize and manage health information data. They ensure its quality, accuracy, accessibility, and security in both paper and electronic systems. They use various classification systems to code and categorize patient information for insurance reimbursement purposes, for databases and registries, and to maintain patients' medical and treatment histories. | Postsecondary non-degree award | \$34,160 |
|  | <u>Medical Transcriptionists</u> | Medical transcriptionists listen to voice recordings that physicians and other healthcare professionals make and convert them into written reports. They may also review and edit medical documents created using speech recognition technology. Transcriptionists interpret medical terminology and abbreviations in preparing patients' medical histories, discharge summaries, and other documents. | Postsecondary non-degree award | \$34,020 |
|  | <u>Nuclear Medicine Technologists</u> | Nuclear medicine technologists use a scanner to create images of various areas of a patient's body. They prepare radioactive drugs and administer them to patients undergoing the scans. The radioactive drugs cause abnormal areas of the body to appear different from normal areas in the images. | Associate's degree | \$70,180 |
| | | Nurse anesthetists, nurse midwives, and nurse | | |

| | | | | |
|--|--|---|--|-----------|
|  | <u>Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners</u> | practitioners, also referred to as advanced practice registered nurses (APRNs), provide and coordinate patient care and they may provide primary and specialty health care. The scope of practice varies from state to state. | Master's degree | \$96,460 |
|  | <u>Nursing Assistants and Orderlies</u> | Nursing assistants and orderlies help provide basic care for patients in hospitals and residents of long-term care facilities, such as nursing homes. | <u>See How to Become One</u> | \$24,400 |
|  | <u>Occupational Health and Safety Specialists</u> | Occupational health and safety specialists analyze many types of work environments and work procedures. Specialists inspect workplaces for adherence to regulations on safety, health, and the environment. They also design programs to prevent disease or injury to workers and damage to the environment. | Bachelor's degree | \$66,790 |
|  | <u>Occupational Health and Safety Technicians</u> | Occupational health and safety technicians collect data on the safety and health conditions of the workplace. Technicians work with occupational health and safety specialists in conducting tests and measuring hazards to help prevent harm to workers, property, the environment, and the general public. | High school diploma or equivalent | \$47,440 |
|  | <u>Occupational Therapists</u> | Occupational therapists treat injured, ill, or disabled patients through the therapeutic use of everyday activities. They help these patients develop, recover, and improve the skills needed for daily living and working. | Master's degree | \$75,400 |
|  | <u>Occupational Therapy Assistants and Aides</u> | Occupational therapy assistants and aides help patients develop, recover, and improve the skills needed for daily living and working. Occupational therapy assistants are directly involved in providing therapy to patients, while occupational therapy aides typically perform support activities. Both assistants and aides work under the direction of occupational therapists. | <u>See How to Become One</u> | \$48,940 |
|  | <u>Opticians, Dispensing</u> | Dispensing opticians help fit eyeglasses and contact lenses, following prescriptions from ophthalmologists and optometrists. They also help customers decide which eyeglass frames or contact lenses to buy. | High school diploma or equivalent | \$33,330 |
|  | <u>Optometrists</u> | Optometrists examine the eyes and other parts of the visual system. They also diagnose, and treat visual problems, and manage diseases, injuries, and other disorders of the eyes. They prescribe eyeglasses or contact lenses as needed. | Doctoral or professional degree | \$97,820 |
|  | <u>Orthotists and Prosthetists</u> | Orthotists and prosthetists, also called O&P professionals, design medical supportive devices and measure and fit patients for them. These devices include artificial limbs (arms, hands, legs, and feet), braces, and other medical or surgical devices. | Master's degree | \$62,670 |
|  | <u>Personal Care Aides</u> | Personal care aides help clients with self-care and everyday tasks, and provide companionship. | Less than high school | \$19,910 |
|  | <u>Pharmacists</u> | Pharmacists dispense prescription medications to patients and offer expertise in the safe use of prescriptions. They also may provide advice on how to lead a healthy lifestyle, conduct health and wellness screenings, provide immunizations, and oversee the medications given to patients. | Doctoral or professional degree | \$116,670 |
| | | Pharmacy technicians help licensed pharmacists dispense prescription medication to customers or | High school diploma or equivalent | \$29,320 |

| | | | | |
|--|--|--|---------------------------------------|---|
|  | Pharmacy Technicians | health professionals. | | |
|  | Phlebotomists | Phlebotomists draw blood for tests, transfusions, research, or blood donations. Some explain their work to patients and provide assistance when patients have adverse reactions after their blood is drawn. | Postsecondary non-degree award | \$29,730 |
|  | Physical Therapist Assistants and Aides | Physical therapist assistants (sometimes called PTAs) and physical therapist aides work under the direction and supervision of physical therapists. They help patients who are recovering from injuries and illnesses regain movement and manage pain. | See How to Become One | \$39,430 |
|  | Physical Therapists | Physical therapists, sometimes called PTs, help injured or ill people improve their movement and manage their pain. These therapists are often an important part of rehabilitation and treatment of patients with chronic conditions or injuries. | Doctoral or professional degree | \$79,860 |
|  | Physician Assistants | Physician assistants, also known as PAs, practice medicine on a team under the supervision of physicians and surgeons. They are formally educated to examine patients, diagnose injuries and illnesses, and provide treatment. | Master's degree | \$90,930 |
|  | Physicians and Surgeons | Physicians and surgeons diagnose and treat injuries or illnesses. Physicians examine patients; take medical histories; prescribe medications; and order, perform, and interpret diagnostic tests. They counsel patients on diet, hygiene, and preventive healthcare. Surgeons operate on patients to treat injuries, such as broken bones; diseases, such as cancerous tumors; and deformities, such as cleft palates. | Doctoral or professional degree | This wage is equal to or greater than \$187,200 per year. |
|  | Podiatrists | Podiatrists provide medical care for people with foot, ankle, and lower leg problems. They diagnose illnesses, treat injuries, and perform surgery involving the lower extremities. | Doctoral or professional degree | \$116,440 |
|  | Psychiatric Technicians and Aides | Psychiatric technicians and aides care for people who have mental illness and developmental disabilities. Technicians typically provide therapeutic care. Aides help patients in their daily activities and ensure a safe, clean environment. | See How to Become One | \$27,440 |
|  | Radiation Therapists | Radiation therapists treat cancer and other diseases in patients by administering radiation treatments. | Associate's degree | \$77,560 |
|  | Radiologic and MRI Technologists | Radiologic technologists perform diagnostic imaging examinations, such as x rays, on patients. MRI technologists operate magnetic resonance imaging (MRI) scanners to create diagnostic images. | Associate's degree | \$55,910 |
|  | Recreational Therapists | Recreational therapists plan, direct, and coordinate recreation-based treatment programs for people with disabilities, injuries, or illnesses. Recreational therapists use a variety of modalities, including arts and crafts, drama, music, dance, sports, games, and community reintegration field trips to help maintain or improve a patient's physical, social, and emotional well-being. | Bachelor's degree | \$42,280 |
|  | Registered Nurses | Registered nurses (RNs) provide and coordinate patient care, educate patients and the public about various health conditions, and provide advice and emotional support to patients and their family members. | Associate's degree | \$65,470 |

| | | | | |
|--|---|--|-----------------------------------|----------|
|  | <u>Respiratory Therapists</u> | Respiratory therapists care for patients who have trouble breathing—for example, from a chronic respiratory disease, such as asthma or emphysema. Their patients range from premature infants with undeveloped lungs to elderly patients who have diseased lungs. They also provide emergency care to patients suffering from heart attacks, drowning, or shock. | Associate's degree | \$55,870 |
|  | <u>Speech-Language Pathologists</u> | Speech-language pathologists (sometimes called speech therapists) assess, diagnose, treat, and help to prevent communication and swallowing disorders in patients. Speech, language, and swallowing disorders result from a variety of causes, such as a stroke, brain injury, hearing loss, developmental delay, a cleft palate, cerebral palsy, or emotional problems. | Master's degree | \$69,870 |
|  | <u>Surgical Technologists</u> | Surgical technologists, also called operating room technicians, assist in surgical operations. They prepare operating rooms, arrange equipment, and help doctors during surgeries. | Postsecondary non-degree award | \$41,790 |
|  | <u>Veterinarians</u> | Veterinarians care for the health of animals and work to improve public health. They diagnose, treat, and research medical conditions and diseases of pets, livestock, and other animals. | Doctoral or professional degree | \$84,460 |
|  | <u>Veterinary Assistants and Laboratory Animal Caretakers</u> | Veterinary assistants and laboratory animal caretakers look after animals in laboratories, animal hospitals, and clinics. They care for the well-being of animals by performing routine tasks under the supervision of veterinarians, scientists, and veterinary technologists and technicians. | High school diploma or equivalent | \$23,130 |
|  | <u>Veterinary Technologists and Technicians</u> | Veterinary technologists and technicians perform medical tests under the supervision of a licensed veterinarian to help diagnose the illnesses and injuries of animals. | Associate's degree | \$30,290 |

Publish Date: Wednesday, January 8, 2014

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www.bls.gov/ooH | Telephone: 1-202-691-5700 | [Contact OOH](#)



GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



STUDENT HEALTH INSURANCE

Beginning with fall 2013, to be eligible for the student insurance plan students must be enrolled in **at least 6 credits**. There are two price tiers, one for students **under 40 years old as of September 1, 2013**, and another for those **40 and older as of September 1, 2013**. There is no requirement that students have this particular plan, so if you are able to find another plan that suits your needs, you are certainly welcome to choose that plan. While we believe everyone should be insured to guard against financial peril in case of an unexpected illness or accident, we trust our students to make intelligent choices for themselves and their families.

Students still must accept or waive this insurance plan as part of their fall and spring registration process. If you change your mind after you have accepted or waived the plan, you can contact Student Central to fill out a form to make the change any time before the 15th day of fall 2013 classes. If a student begins summer semester and accepts the insurance, a separate fee is assessed.

The plan maximum is now \$500,000 (in compliance with ACA).

Please note that the Spouse/Dependent option has been eliminated. Please contact Blue Cross Blue Shield Montana for more information.

The rates for Fall 2013 and Spring 2014 are:

| | Per Semester | Total Per Year | Per Month Charge, for comparison only |
|--------------------------|----------------|----------------|--|
| Students under 40 | \$979 | \$1,958 | \$163.17 |
| Students 40+ | \$2,359 | 4,718 | \$393.17 |

*Note: Coverage for child(ren) and/or spouse is arranged through BCBC directly.

Student Central
Great Falls College MSU
Phone – 406-771-4414
Fax – 406-771-4329



FOR MORE INFORMATION

Julie Freshly
Assistant to the Assistant
Dean of Student Services

406.771.4304
email:
julie.freshly@gfcmsu.edu

Located in Student Central

QUICK LINKS

- [Insurance Brochure](#)
- [Full Insurance Plan](#)
- [Blue Cross/Blue Shield](#)
- [FAQ's](#)
- [College Binge Drinking](#)
- [City County Health Department](#)
- [Letter from the Commissioner of Higher Education](#)



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DENTAL ASSISTANT

CERTIFICATE OF APPLIED SCIENCE DEGREE

Program Director: Robin Williams

Program Faculty: Carmen Perry

Dental Assistants are important members of the dental health care team and primarily help to increase the efficiency and productivity of the dental practice by assisting the dentist in delivering patient care. Other employment opportunities and/or responsibilities include dental health education, performing expanded duty dental care on patients, business practice, or working with dental insurance or dental supply companies. Because dentists employ two or three dental assistants, employment opportunities are excellent.

The Dental Assistant program will:

- Maintain an instructional curriculum that meets the accreditation standards of the American Dental Association Council on Dental Education and of the local dental community.
- Deliver relevant learning experiences and curriculum sequencing to assure graduates achieves adequate knowledge and skill to enable them to be employed in the field as entry level Dental Assistants.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Sit for the national certification examination administered by the Dental Assisting National Board.
- Perform entry level skill and competence in assigned chairside dental assistant duties and responsibilities (including expended duty functions as defined by the Montana Board of Dentistry.)
- Substantiate the mastery of oral radiography theory and techniques.
- Utilize computer technology associated with the profession of dentistry including but not limited to digital radiography, intraoral cameras, and dental-specific software for the operation of a dental practice.
- Integrate concepts in the dental sciences, prevention and oral health promotion to a variety of treatment situations in the dental setting
- Demonstrate appropriate cultural, legal, ethical, and professional values (including adherence to HIPAA standards.)
- Articulate dental language appropriate in business, clinical, and educational situations.
- Apply OSHA Infection control standards during all aspects of dental care and practice.

The MSU – Great Falls Dental Assistant program is a one-year (11 month) limited enrollment certificate of applied science program and accepts up to 18 students each year. Applicants are advised to contact Student Central or a program advisor for further program information specific to admission requirements.

Interested students must complete an application to the program (separate from the institution application) for program acceptance. These students must have already successfully (C- or better) completed M 065 (Pre-algebra) and WRIT 095 Developmental Writing OR their equivalents OR are currently at the competency level for the program-required math and writing courses. Applicants must be in good academic standing for program entry.

Student Information and Application Packet:

2013 Application will be available 2/15/13

<http://www.msugf.edu/webs/DA%20Program%20app%20packet%2012.pdf>

Following acceptance to the program, students complete three semesters concluding with a summer semester when the students are enrolled in clinical practice. Students will be required to purchase uniform attire and provide own transportation (and lodging, if applicable) to and from clinical site assignments.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 4616 |
| Application Fee | \$ | 30 |
| Insurance | \$ | 23 |
| Uniforms | \$ | 250 |
| Program Fee | \$ | 396 |
| Books/Supplies | \$ | 858 |
| TOTAL | \$ | 6,172 |

***Beginning with fall 2012, MUS Student Health Insurance Premium is changing, please check the online catalog and Student Central soon for confirmed premium rates. Students will be charged an additional fee of \$20 per credit for online/hybrid courses.**

The Dental Assistant program sequence is as follows:

(The student, however, may complete any or all of the general education coursework (non-DA) prior to entry to the Dental Assistant program, i.e.: M 90 or higher, WRIT 095 or higher, and/or COMM 135 or PSYX 100)

A grade of "C-" or above must be achieved in all courses to advance in the program and to graduate.

FALL SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|---|----------------|------------------|
| DENT 110 | Theory of Infection Control and Dis. Prev | 1† | _____ |
| DENT 115 | Head, Neck, & Oral Anatomy | 4† | _____ |
| DENT 116 | Dental Office Management | 2† | _____ |
| DENT 120 | Oral Radiology/Radiography I | 3† | _____ |
| DENT 123 | Chairside Theory and Practice I | 4† | _____ |
| WRIT 095** | Developmental Writing or higher | <u>3-4†</u> | _____ |
| | Subtotal | 17-18 | |

SPRING SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|---------------------------------------|----------------|------------------|
| DENT 121* | Oral Radiology/Radiography II | 2† | _____ |
| DENT 124* | Chairside Theory and Practice II | 4† | _____ |
| DENT 140* | Dental Sciences/Preventive Dentistry | 4† | _____ |
| DENT 145* | Dental Specialties | 3† | _____ |
| M 090** | Introductory Algebra OR higher | <u>3-4†</u> | _____ |
| | Subtotal | 16-17 | |

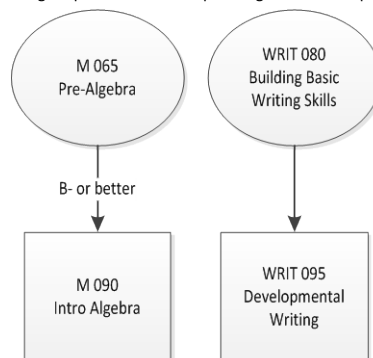
SUMMER TERM

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|---------------------------------------|----------------|------------------|
| COMM 135 | Interpersonal Communication OR | | |
| PSYX 100 | Intro to Psychology | 3† | _____ |
| DENT 195* | Clinical Practice and Seminar | <u>7†</u> | _____ |
| | Subtotal | 10 | |

All required Dental Assistant program coursework must be successfully ("C- "or better) completed prior to enrollment in DA 190, with the exception of Interpersonal Communication or General Psychology, which may be taken during the summer term.

TOTAL PROGRAM CREDITS – 43-45*

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.





OCCUPATIONAL OUTLOOK HANDBOOK

[Healthcare](#) >

Dental Hygienists

[EN ESPAÑOL](#)[PRINTER-FRIENDLY](#)[Summary](#)[What They Do](#)[Work Environment](#)[How to Become One](#)[Pay](#)[Job Outlook](#)[Similar Occupations](#)[More Info](#)

Summary

Quick Facts: Dental Hygienists

| | |
|---|---------------------------------------|
| 2012 Median Pay | \$70,210 per year \$33.75 per hour |
| Entry-Level Education | Associate's degree |
| Work Experience in a Related Occupation | None |
| On-the-job Training | None |
| Number of Jobs, 2012 | 192,800 |
| Job Outlook, 2012-22 | 33% (Much faster than average) |
| Employment Change, 2012-22 | 64,200 |



Dental hygienists examine patients' teeth and gums and record the presence of diseases or abnormalities.

[What Dental Hygienists Do](#)

Dental hygienists clean teeth, examine patients for signs of oral diseases such as gingivitis, and provide other preventative dental care. They also educate patients on ways to improve and maintain good oral health.

[Work Environment](#)

Almost all dental hygienists work in dentists' offices, which are clean and well lit. More than half of dental hygienists work part time.

[How to Become a Dental Hygienist](#)

Dental hygienists typically need an associate's degree in dental hygiene. All states require dental hygienists to be licensed; requirements vary by state.

[Pay](#)

The median annual wage for dental hygienists was \$70,210 in May 2012.

[Job Outlook](#)

Employment of dental hygienists is projected to grow 33 percent from 2012 to 2022, much faster than the average for all occupations. Ongoing research linking oral health to general health will continue to spur demand for preventative dental services, which are often provided by dental hygienists.

[Similar Occupations](#)

Compare the job duties, education, job growth, and pay of dental hygienists with similar occupations.

[More Information, Including Links to O*NET](#)

Learn more about dental hygienists by visiting additional resources, including O*NET, a source on key characteristics of workers and occupations.

[What They Do - >](#)**SUGGESTED CITATION:**

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2014-15 Edition*, Dental Hygienists, on the Internet at <http://www.bls.gov/ooh/healthcare/dental-hygienists.htm> (visited May 06, 2014).

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U.S. Bureau of Labor Statistics | Office of Occupational Statistics and Employment Projections, PSB Suite 2135, 2 Massachusetts Avenue, NE Washington, DC 20212-0001
www.bls.gov/ooh | Telephone: 1-202-691-5700 | [Contact OOH](#)



DENTAL HYGIENE



- Prospective Students
- Current Students
- Dental Community
- On-Site Dental Clinic
- HOME



What is a Dental Hygienist?

Dental hygienists clean teeth and teach clients how to prevent tooth decay and gum disease.

- Program Application
- Transfer Guide
- Employment Outlook
- Q & A, past graduates answer questions

Did you know that you have eight to twelve more teeth as an adult than as a kid? Until you reach about six years old, you have 20 primary or "baby" teeth. Then, they start falling out (and the tooth fairy comes) and are replaced with adult teeth. Most adults have all 28 permanent teeth by their late teens. Then, around age 20, four more teeth usually come in – the "wisdom teeth." Hopefully before this happens you've been to the dentist a few times already! Chances are, you started getting dental check-ups as a young child. Perhaps you've been going to the same one for years. This means that you probably know your hygienist well. Dental hygienists are a very important part of your dental care. You may even know your hygienist more than your dentist!



Dental hygienists discuss general health issues with patients and update dental charts. They inspect patients' teeth for deposits and decay, and look for any shrinkage or disease in the gums. They look to see if the gums and lymph nodes under the chin show any swelling or other signs of cancer. When x-rays need updating, or when there are new patients, hygienists take x-rays. They take great care to position the camera at different angles around the head and mouth. They also develop film for dentists to use as they diagnose problems and plan treatments.

Hygienists use dental instruments to clean plaque and various stains from teeth, in preparation for the dentist. Part of that preparation may include applying numbing agents to a patient's gums. They do this so the dentist may administer an injection with the least amount of discomfort to the client. Hygienists also apply fluoride to children's teeth.

Finally, dental hygienists perform finish work on certain procedures so the dentist can go on to the next patient. Examples include removing excess cement from tooth surfaces or polishing fillings. They report what work they do to the dentist, including any other concerns they may find. They counsel clients about dental health. They may teach dental health education for school children and other members of the community.



DENTAL HYGIENE



Current Students Secure Area

*Unauthorized Access is prohibited,
all log in attempt information is logged!*

Username:

Password:



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DENTAL HYGIENE



[Prospective Students](#)

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Dental Community

Past projects:

- Provide Dental Hygiene care at Nexus Methamphetamine Treatment Facility in Lewistown.
- Providing Dental Hygiene care at the Fort Harrison's Veterans Administration in Helena
- Work with Patients at Great Falls Clinic Cancer Center and Benefis/Sletten Cancer Facility
- Gateway Recovery Program
- Children's Receiving Home
- WIC and Opportunities Inc
- Pre-Release Center-boot Camp
- Special Olympics/Special Smiles
- Saint Thomas Child Care Center
- Senior Citizen Newsletter
- Veteran's Upward Bound
- Migrant Farm Worker Project in Polson
- Montana State Prison
- Crest Program at the Boys and Girls Club
- Dental Health Activity at Cambridge Court Senior Living Facility
- Project Homeless Connect in Kalispell and Missoula
- Providing Dental Hygiene care at the Cooperative Clinic in Helena
- Give Kids a Smile Day (Sealants)

- [Resources](#)



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DENTAL HYGIENE



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On-Site Dental Clinic

Great Falls College MSU Dental Hygiene Clinic is a teaching facility, providing patient services under the supervision of a licensed dentist and registered dental hygiene instructors. Patients are accepted based on student requirements to allow a variety of educational experiences. Clients are needed for our students; therefore, we may evaluate more prospective patients than will actually be accepted for treatment.

Student performance is evaluated at frequent intervals during each procedure demanding more time of the patient as compared to that time spend in a private dental office. Dental hygiene students will assess your dental needs with the help of their instructors and **will receive a grade for each appointment**. Therefore it is important to have your full attention, so please turn off cell phones and pagers. Children who are not patients of the clinic are not permitted on the clinic floor for their safety, so please make other care arrangements for your children.

Although you will get a thorough cleaning and enjoy your experience with us, it must be understood that we are not your primary care facility. It is important for you to establish your own primary dentist.

The staff and students of the Great Falls College MSU Dental Hygiene Clinic thank you for taking the time to allow our students the experience of providing you with comprehensive, quality dental care.

- [Dental Clinic Client Information](#)



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MSU-Great Falls College of Technology Dental Hygiene Program

Program Outcomes **Revised and Approved March 2011**

Graduates are prepared to:

- Formulate comprehensive dental hygiene care plans that include accurate, consistent and complete documentation for assessment, diagnosis, planning, implementation, and evaluation that are dental client centered and based on current scientific evidence based treatment.
- Employ professional judgment and critical thinking to identify, assess, analyze and creatively address situations in a safe and ethical manner.
- Demonstrate effective interpersonal skills through verbal and written communication with all individuals and groups from various populations.
- Demonstrate leadership skills and provide service to the community through health promotion activities and oral health prevention education while respecting their values and beliefs.
- Apply the concepts of oral health prevention and promotion to improve overall wellness by understanding the link between oral and systemic health.
- Provide safe and competent dental hygiene services to all individuals who seek treatment regardless of age, physical status, or intellectual ability with an individualized approach that is humane, empathetic, and caring.
- Demonstrate appropriate cultural, legal, ethical and professional values at all times while practicing within the standards established by the professions code of ethics and identify parameters of accountability.
- Determine when the collaboration with other healthcare professionals is required to ensure safe appropriate comprehensive dental hygiene care is provided.
- Demonstrate the ability to develop goals based on continuous self assessment to ensure lifelong learning and professional growth.

PROGRAM COURSE WORK

The courses listed below are required in the program of study for the Associate of Applied Science in Dental Hygiene. They are offered at MSU—Great Falls College of Technology in the following sequence:

Fall Semester (first year in DH program)

| Course No. | Title | Credits |
|------------|---|------------------------|
| DH 101 | Introduction to Dental Hygiene/Preclinic | 2 |
| DH 102 | Introduction to Dental Hygiene/Preclinic Lab | 2 |
| DH 110 | Theory of Infect Control & Disease Prevention | 1 |
| DH 118 | Oral Anatomy for Hygienist | 3 |
| DH 122 | Oral Radiology/Lab | 3 |
| | | <u>11 Total</u> |

Spring Semester (first year in DH program)

| Course No. | Title | Credits |
|------------|---|------------------------|
| AH 140 | Pharmacology | 2 |
| DH 150 | Clinical Dental Hygiene Theory I | 2 |
| DH 151 | Clinical Dental Hygiene Practice I | 4 |
| DH 160 | Periodontology I | 3 |
| DH 165 | Oral Embryology and Histology | 2 |
| DH 123 | Oral Radiology Interpretation | 1 |
| DH 240 | Local Anesthesia/Nitrous Oxide Theory & Lab | 2 |
| | | <u>16 Total</u> |

Summer Semester

| Course No. | Title | Credits |
|------------|-------------------------------------|------------------------|
| DH 201 | Periodontology II | 2 |
| DH 210 | Clinical Dental Hygiene Theory II | 2 |
| DH 211 | Clinical Dental Hygiene Practice II | 4 |
| DH 220 | Dental Nutrition Health | 3 |
| | | <u>11 Total</u> |

Fall Semester (second year in DH program)

| Course No. | Title | Credits |
|------------|--|------------------------|
| COMM 130 | Public Speaking OR | |
| COMM 135 | Interpersonal Communications | 3 |
| DH 130 | Dental Materials | 2 |
| DH 241 | Gerontology and Special Needs Patients | 2 |
| DH 215 | General/Oral Pathology | 3 |
| DH 250 | Clinical Dental Hygiene Theory III | 2 |
| DH 251 | Clinical Dental Hygiene Practice III | 5 |
| | | <u>17 Total</u> |

Spring Semester (second year in DH program)

| Course No. | Title | Credits |
|------------|---|------------------------|
| SOC111 | Introduction to Sociology | 3 |
| PSY109/101 | Lifespan Development OR General Psychology | 3 |
| DH 230 | Community Dental Health and Education | 2 |
| DH 235 | Professional Issues & Ethics in Dental Practice | 2 |
| DH 280 | Clinical Dental Hygiene Theory IV | 1 |
| DH 281 | Clinical Dental Hygiene Practice IV | 5 |
| | | <u>16 Total</u> |

Prerequisite Credits: 22-27

Dental Hygiene Program Credits: 71

Total Degree Credits: 93-98



GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



DIETETIC TECHNICIAN:

Accreditation Status

Great Falls College Montana State University has been granted Candidacy for Accreditation from the Accreditation Council for Education in Nutrition and Dietetics: ACEND. Students on premise and enrolled in the program as of this date will be eligible to become Active Members of the Academy of Nutrition and Dietetics and to write the CDR Registration Examination for the Dietetic Technicians.

The ACEND can be reached at:

Accreditation Council for Education in Nutrition and Dietetics
120 South Riverside Plaza
Suite 2000
Chicago, Illinois 60606-6995
800/877-1600 ext.5400



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changing lives – achieving dreams [2014-2015 catalog]

>Great Falls College MSU >Catalog

Course Descriptions - Nutrition (NUTR)

NUTR 094 PCE TOPIC

Non-credit professional and continuing education (PCE) courses offered to provide condensed coursework to meet the needs of working students and professionals. These courses are eligible for Continuing Education Units (CEU's) and OPI Renewal Units and are transcribed on the student's continuing education transcript.

NUTR 121 CLINICAL HUMAN NUTRITION

Credits: 2

Term: (S)

Prerequisites: BIOH 201 or CHMY 121

An introduction to basic normal and clinical nutrition. The fundamentals of nutrition and the special nutritional needs throughout the various stages of life will be addressed. The appropriate uses of diet therapy in restoring and maintaining health will also be covered. This class is offered for nursing and pre-nursing students only.

NUTR 125 INTRODUCTION TO PROFESSIONS IN NUTRITION AND DIETETICS (CURRENTLY NOT BEING OFFERED)

Credits: 1

Terms: (S)

Role of dietetic technician in relation to other dietetic and health professions. Other topics include history, current practice, and future trends. Professional ethics, standards of practice, education requirements, and areas of practice for dietetic technicians is addressed. The integration of nutrition and dietetics within health care systems and public policy is discussed.

NUTR 194 PCE TOPIC

Credits: VARIES (Sufficient Demand)

Credit-bearing professional and continuing education (PCE) courses offered to provide students and professionals condensed courses for skills upgrades, Professional Certification requirements, and as electives for the Associate of Arts (AA) or Associate of Science (AS) degrees. These courses may be eligible for financial aid for students pursuing the AA or AS degrees and are transcribed on the student's undergraduate transcript.

NUTR 221 BASIC HUMAN NUTRITION

Credits: 3

Terms: (F,S)

Core Class: Natural Science

The purpose of this course is to understand the science of human nutrition and apply

nutrition and food concepts to the individual during critical stages of the life cycle. To demonstrate the consumer skills needed to achieve optimal nutritional status.

NUTR 222 INTRODUCTION TO NUTRITION SERVICES MANAGEMENT (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (F)

Prerequisite: Admission to the Dietetic Technician Program required

Focus on the management practice in dietetics and foodservice from conceptual to application.

NUTR 225 BASIC LIFE CYCLE NUTRITION (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (S)

Prerequisites: Admission to the Dietetic Technician Program required and NUTR 221

Nutritional needs and health concerns during different stages of life preconception, pregnancy, lactation, infancy, preschool years, middle childhood, preadolescence, adolescence, adulthood and late maturity.

NUTR 226 FOOD FUNDAMENTALS (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (F)

Prerequisites: Admission to the Dietetic Technician Program required and NUTR 22

To develop an understanding of the principles of food composition, preparation, selection, food safety and storage with special reference to physical and chemical changes which occur during normal food preparation.

NUTR 230 NUTRITION COUNSELING (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (F)

Prerequisites: Admission to the Dietetic Technician Program required and NUTR 22

Principles and the application of counseling skills are emphasized as it relates to dietetics.

NUTR 245 INTRODUCTION TO MEDICAL NUTRITION THERAPY (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (SU)

Prerequisites: Admission to the Dietetic Technician Program required and NUTR 22

Medical abbreviations and terminology. Interviewing, counseling and education principles applied to normal and therapeutic nutrition. Diabetic exchanges and calorie counts. Researching medical nutrition topics and the use of computer as applied to nutrition.

NUTR 251 COMMUNITY NUTRITION (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (SU)

Prerequisites: Admission to the Dietetic Technician Program required and NUTR 22

Develop an understanding of factors in the community that influence nutritional status with emphasis on understanding impact of culture on nutrition and health.

NUTR 252 COMMUNITY NUTRITION LABORATORY (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (F)

Prerequisites: NUTR 221 and NUTR 251

For DT Program Students only.

NUTR 260 FOOD SERVICE MANAGEMENT (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (S)

Prerequisites: Admission to the Dietetic Technician Program required and NUTR 221, CULA 105, NUTR 226

Principles of quantity food procurement, production, and presentation. Food safety and sanitation. A major focus on nutrition food service management.

NUTR 261 FOOD SERVICE MANAGEMENT LABORATORY (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (S)

Prerequisites: Admission to the Dietetic Technician Program required and NUTR 221, CULA 105, NUTR 226

Co-Requisites: NUTR 260

Engagement in a variety of food service lab experiences. Work approximately 10 hours per week.

NUTR 270 NUTRITION MEDICAL THERAPY (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (F)

Prerequisites: Admission to the Dietetic Technician Program required and NUTR 221, NUTR 230, NUTR 245

Disease state requiring modified diets. Medical nutrition therapy for various diseases, including diabetes, heart disease, cancer, AIDS, gastrointestinal disorders, renal disease and tube feedings.

NUTR 271 NUTRITION MEDICAL THERAPY LABORATORY (CURRENTLY NOT BEING OFFERED)

Credits: 3

Terms: (S)

Prerequisites: Admission to the Dietetic Technician Program required and NUTR 221, NUTR 230, NUTR 245, NUTR 270

Engagement in a variety of medical nutrition lab experiences. Work approximately 10 hours per week.





GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



DIETETIC TECHNICIAN: Missions Statement and Long Term Goals

Mission Statement

The mission of the Great Falls College Montana State University, Dietetic Technician Program is to prepare graduates to be eligible to take the Dietetic Technician Registration Examination of the Commission on Dietetic Registration, to continue in upper division educational work, and/or to obtain employment in the field of food and nutrition.

Long Term Program Goals

Long Term Program Goals

The Great Falls College MSU Dietetic Technician has adopted long term program goals. They are:

- Program Goal One:** To develop and offer a curriculum that prepares students to be eligible to take the Dietetic Technician Registration Examination of the Commission on Dietetic Registration.
 - Outcome 1.0: Over a 5 year period, graduates of the DT program will achieve a first time pass rate of 80% or higher.
- Program Goal Two:** To develop and offer a curriculum that prepares students for their lab experiences and employment in the field of food and nutrition.
 - Outcome 2.0: Over a 5 year period, 80% of the supervised lab sites completing surveys will rate the quality of the College of Great Falls MSU Dietetic Technician Program at least a 3 on a scale of 1-4.
 - Outcome 2.1: Over a 5 year period, on the 1 year post graduation survey, at least 80% of the Great Falls College MSU will be employed in a food or nutrition related position within 3 months of program completion.
 - Outcome 2.2: Over a 5 year period, 90% of employers who respond to a survey on program graduate in their first year of employment will rate them as above average (satisfied) in professional and general knowledge and skills.
- Program Goal Three:** To develop a curriculum program that prepares students for continuing in their educational career.
 - Outcome 3.0: Over a 5 year period, on the post-graduation survey, at least 80% of the Great Falls College MSU Dietetic Technician Program graduates who do not seek employment will be enrolled in upper division course work.

Attrition Rate Goal 2011

- Goal #1** To develop a curriculum program that supports students to complete the program coursework.
 - Outcome 1.0: At least 80% of the students enrolled in the Dietetic Technician program that complete all program



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requirements will do so within 5 years of enrolling in the program.



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GREAT FALLS COLLEGE
MONTANA STATE UNIVERSITY



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DIETETIC TECHNICIAN: Student Learning Outcomes

Upon graduation from the Great Falls College MSU Dietetic Technician Programs, the graduates should be able to:

1. Demonstrate the application of basic knowledge in anatomy, physiology, and chemistry in the practice of nutrition education.
2. Prepare nutrition care plans for and provide counseling to clients from diverse socio-economic backgrounds and at each stage of the lifestyle that result in improved client nutritional status.
3. Apply the principles of fitness and wellness to educating the public.
4. Effectively utilize common nutrition and foodservice software programs.
5. Apply knowledge of food safety and sanitation, menu planning, procurement, inventory, and quality control in food service operations.
6. Describe basic principles and techniques of food preparation and evaluation.
7. Employ principles of management including planning, implementation, and evaluation.
8. Demonstrate basic knowledge in financial and human resources management.
9. Describe and demonstrate leadership skills.
10. Identify the characteristics of reliable nutrition information and apply this knowledge to assess research and statistical data.
11. Demonstrate effective oral and written interpersonal communication skills with peers, patients, clients, and other health care and food service professionals.
12. Describe the current scope of practice and credentialing process for diet technicians and other nutrition professionals and identify parameters of accountability.
13. Understand the organization of various industries that commonly employ nutrition professionals and the role of the DTR and the RD in these organizations.
14. Understand basic principles of nutrition and trends in nutrition.



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DIETETIC TECHNICIAN

Dietetic Technician (DT) Program Specific Calendar 2012-13

| DATE | PRE-DIETETIC TECHNICIAN PROGRAM STUDENTS | DIETETIC TECHNICIAN PROGRAM STUDENTS | EVENT |
|---|--|--------------------------------------|--|
| One Week prior to the first day of class. (The specific date and time will be posted when available.) | NOT APPLICABLE | X | Mandatory Health Sciences Division Orientation and Fall Dietetic Technician Orientation and Registration for DT Class of 2012-2013. |
| August 2012 (The specific date will be posted when available.) | X | X | Classes begin. |
| Fall Semester 2012 | X | NOT APPLICABLE | Academic Advising for students. (Make appointment with Susan Cooper at scooper@gfcmsu.edu for questions regarding the DT Program. Make an appointment at least three weeks prior to the registration start date to obtain your required registration pin number for Spring 2013 registration.) |
| October 2012 (The specific dates and time will be posted) | NOT APPLICABLE | X | DT 2012-13 students meet with DT Program Director to assess student progress. |



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| | | | |
|--|----------------|----------------|---|
| when available.) | | | |
| November 2012 (The specific date will be posted when available.) | X | NOT APPLICABLE | Continuing students begin registration for Spring 2012. |
| November 2012 (The specific date will be posted when available.) | X | NOT APPLICABLE | New students begin registration for Spring 2012. |
| December 2012 (The specific date will be posted when available.) | X | X | Last day of classes. |
| Mid-December 2012 (The specific dates will be posted when available.) | X | X | Finals Week. |
| End of December 2012-Mid-January 2013 (The specific dates will be posted when available.) | X | X | No classes |
| Two Days prior to the first day of class. (The specific date will be posted when available.) | NOT APPLICABLE | X | Mandatory Spring Dietetic Technician Orientation and Registration for DT Class of 2012-2013. |
| Spring Semester 2013 | X | NOT APPLICABLE | Academic Advising for students. (Make appointment with Susan Cooper at scooper@gfcmsu.edu for questions |

| | | | |
|---|----------------|----------------|---|
| | | | regarding the DT Program. Make an appointment at least three weeks prior to the registration start date to obtain your required registration pin number for Summer and Fall 2013 registration.) |
| Mid-January 2013 (The specific date will be posted when available.) | X | X | Classes begin. |
| January 2013 (The specific date will be posted when available.) | X | NOT APPLICABLE | DT Application available online for Academic year Fall 2013-Spring 2014. |
| March 2013 (The specific dates and time will be posted when available.) | NOT APPLICABLE | X | DT 2012-13 students meet with DT Program Director to assess student progress. |
| April 2013 (The specific date will be posted when available.) | X | NOT APPLICABLE | Continuing students begin registration for Summer and Fall 2013. |
| April 2013 (The specific date will be posted when available.) | X | X | Last day of classes. |
| April 2013 (The specific date will be posted when available.) | X | NOT APPLICABLE | New students begin registration for Summer 2013. |
| April 30-May 4, 2013(The | X | X | Finals Week. |

| | | | |
|---|----------------|----------------|--|
| specific dates will be posted when available.) | | | |
| One Week prior to graduation (The specific date will be posted when available.) | NOT APPLICABLE | X | DT 2012-13 students will meet for End of Program Meeting. |
| May 2013 (The specific date will be posted when available.) | NOT APPLICABLE | X | Graduation of DT Class of 2012-13. |
| May 2013 (The specific date will be posted when available.) | X | NOT APPLICABLE | New students begin registration for Fall 2013. |
| May 2013 (The specific date will be posted when available.) | X | NOT APPLICABLE | Final Due Date for DT Application for Fall 2013-Spring 2014. |



**GREAT FALLS COLLEGE**
MONTANA STATE UNIVERSITY

ABOUT GFC MSU | ACADEMICS | ADMISSIONS + RECORDS | CAMPUS LIFE | GIVING TO GFC MSU | BECOME A STUDENT

DIETETIC TECHNICIAN

Dietetic Technician (DT) Program Specific Calendar 2013-14

| DATE | PRE-DIETETIC TECHNICIAN PROGRAM STUDENTS | DIETETIC TECHNICIAN PROGRAM STUDENTS |
|--------------|---|--|
| Feb 15, 2013 | Applications for 2013-14 available. | NA |
| May 1, 2013 | Deadline for 2013-14 application. | NA |
| May 3, 2013 | Deadline for applicants to complete all pre-requisite work for the 2013-14 program. | NA |
| May 15, 2013 | Acceptance letters for the 2013-14 program will be sent. | NA |
| May 22, 2013 | NA | Deadline for the receiving of all letters of intent to be accepted into the Dietetic Technician program from accepted applicants for 2013-14. |
| May 22, 2013 | NA | Deadline to provide proof of all immunizations and completion of the CPR Health Care Providers to the program director by students accepted into the Dietetic program. |
| May 24, 2013 | NA | Mandatory new Dietetic Technician program student orientation. |
| May 28, 2013 | NA | Classes begin for summer. |
| July 24, | NA | Classes end for |



CONTACT INFORMATION:

Susan Cooper, MS, RD
Dietetic Technician
Program Director
406-771-4357
scooper@gfcmsu.edu

Emily Peterson
Administrative Associate
406-771-4350
emily.peterson@gfcmsu.edu

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|---|---|---|
| 2013 | | summer. |
| August 22, 2013 | NA | Mandatory Health Science Orientation. |
| August 26, 2013 | Classes begin for Fall. | Classes begin for Fall. |
| Fall Semester 2013 | Academic Advising occurs. For specific questions about the career and the program, contact Susan Cooper, Program Director for an appointment. Contact information: 406-771-4357 or scooper@msugf.edu Also contact your advisor at least several weeks prior to the beginning registration date. Registration beginning date for continuing students is Nov 7, 2013. For new students it is Nov 25, 2013. | Contact the Program Director, Susan Cooper at 406-771-4357 or scooper@msugf.edu for an advising meeting several weeks prior to the start registration date of Nov 7, 2013. |
| December 6, 2013 (The specific date will be posted when available.) | Last day of classes. | Last day of classes. |
| December 9-13, 2013. | Finals week. | Finals week. |
| Mid-January 2013 (The specific date will be posted when available.) | Classes begin. | Classes begin. |
| Feb 2014 (The specific date will be posted when available.) | DT Application available online for Academic year 2014-15. | NA |
| Feb-March 2013 (The specific dates and time will be posted) | Academic Advising occurs. For specific questions about the career and the program, contact Susan Cooper, Program Director for an appointment. | Contact the Program Director, Susan Cooper at 406-771-4357 or scooper@msugf.edu for an advising meeting several weeks prior to |

| | | |
|--|---|--------------------------------------|
| when available.) | Contact information: 406-771-4357 or scooper@msugf.edu Also contact your advisor at least several weeks prior to the beginning registration date. | the graduation application deadline. |
| May (The specific date will be posted when available.) | NA | Graduation. |



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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



DIETETIC TECHNICIAN: Scholarships and Financial Aid

There are multiple sites to check for possible scholarships. Several resources to explore include the Academy of Nutrition and Dietetics, our campus site, the School Nutrition Association, and our campus AmeriCorps representative.

They are:

- www.eatright.org/CADE/content.aspx?id=7934
- www.gfcmsu.edu/admissions_records/financialaid/index.html
- <https://www.scholarselect.com/scholarships/6620-2013-school-nutrition-foundation-4-in-1-scholarship-application>
- leazar.ortega@gfcmsu.edu



CONTACT INFORMATION:

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ABOUT GFC MSU | ACADEMICS | ADMISSIONS + RECORDS | CAMPUS LIFE | GIVING TO GFC MSU | BECOME A STUDENT

DIETETIC TECHNICIAN

Professional Career Counseling

Dear Students,

Welcome to the career of nutrition and dietetics. I'm sure that you have many questions about the career and the Dietetic Technician Program. Please contact me so we can discuss your career goals and discuss career and program options. During our meeting we can also plan to arrange a job shadowing experience for you.

As a pre-dietetic student, consider becoming a member of a professional organization prior to being accepted into the program. To be eligible for some of their scholarships, you may need to be a member for at least a year. For program students, there are scholarship and networking opportunities when you become a member.

Here are several links to some organizations.

<http://www.eatright.org/BecomeanRDorDTR/content.aspx?id=8141>

<http://www.schoolnutrition.org/membership.aspx>

I look forward to meeting with you.

Susan Cooper, MS, RD
Program Director
Dietetic Technician Program



CONTACT INFORMATION:

Susan Cooper, MS, RD
Dietetic Technician
Program Director
406-771-4357
scooper@gfcmsu.edu

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Associate of Applied Science
Dietetic Technology Program



Student Handbook

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DIETETIC TECHNICIAN PROGRAM
STUDENT HANDBOOK

Faculty

Program Director/Instructor Susan Cooper, MS, RD

Office: R230

Office Hours: By appointment

Phone: (406) 771-4357

Email: scopper@msugf.edu

Dear Prospective Dietetic Technician Student,

Welcome to the Dietetic Technician Associate of Applied Science Program at Montana State University-Great Falls College of Technology. We look forward to your participation in the Dietetic Technician Program and helping you launch your career in nutrition.

The program will prepare you to enter the profession and work toward completion of your dietetic technician AAS degree upon graduation. Following acceptance into the program, you will be expected to complete all of the required courses with a minimum of a grade of "C-". As a student of the program, you will engage in didactic courses and 450 lab hours.

The Dietetic Technician program is a one year program that has accepted 20 students each year. The small class size is advantageous to you as a student, allowing you more individualized attention and more opportunity for hands-on experience as well as a greater opportunity for employment after graduation.

Enclosed you will find the DT Program Policies and Procedures. Please familiarize yourself with these policies as you will be expected to comply with them. Ignorance of the policies will not be considered an acceptable excuse for non-compliance with the policies. Keep in mind, these policies and procedures have been designed to ensure a safe, equitable, and productive educational experience for you and your classmates.

For additional questions regarding these policies, please contact Susan Cooper, Program Director at 406-771-4357. Please don't hesitate to contact us.

Sincerely,

Susan Cooper, MS, RD
Dietetic Technician Program Director
Montana State University-Great Falls College of Technology
2100-16th Ave S
Great Falls, MT 59405
(406)771-4357

Introduction to the Dietetic Technician Program

The Dietetic Technician (DT) Program is an outcomes based learning program. At Montana State University-Great Falls, College of Technology the faculty is dedicated to providing a learning environment for students that is engaging, rewarding, and compelling. Since 2006, the faculty has been involved in the development of curriculum that is outcomes assessment driven. Our outcomes assessment based curriculum requires the faculty to clearly define what we expect of our students (outcomes) and utilize tools such as exams, performance, presentations, etc., that measure (assesses) the student achievement of those outcomes. The rationale for clearly defining the outcomes and the assessment tools for measuring the achievement of these outcomes is to assure that the students' experiences in the classroom and in their community work is meaningful.

Our first step was to create a list of qualities that we agreed were important to the success of all our graduates. The Eight Institutional Abilities were the result of a number of collegiate discussions.

Secondly, we also wanted to assess the success of our students within each program. To accomplish this task, the faculty was required to develop program outcomes and a program mission statement. It was important that the program outcomes supported program mission statement and the institutional abilities.

Specifically, since the DT Program is a Candidate for Accreditation with the Accreditation Council for Education in Nutrition and Dietetics (ACEND), it was important that we aligned our course objectives and program outcomes with the ACEND's Competencies.

Graduates will be eligible to become Active Members of the Academy of Nutrition and Dietetics and to write the CDR Registration Examination for Dietetic Technician. For further information on accreditation, contact ACEND at:

Accreditation Council for Education in Nutrition and Dietetics

120 South Riverside Plaza

Suite 2000

Chicago, Illinois 60606-6995

800/877-1600 ext.5400

www.eatright.org

During this program, the students, the faculty, and the Program Director will be engaged in activities to access your individual success at achieving the course objectives, the program outcomes, the eight institutional abilities, and the ACEND Competencies. You will be asked to take exams, engage in group projects, perform research papers, demonstrate skills, and complete self-assessments.

Below is additional Dietetic Technician Program outcomes material for you. If you have questions about outcomes assessment, please contact the Program Director.

**Montana State University-Great Falls
College of Technology
Eight Abilities**

The faculty and staff have deemed the following abilities to be central to the personal and professional success of all MSU/COT graduates:

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

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

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

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.

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

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

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

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

Dietetic Technician Program Mission Statement

The mission of the Montana State University Great Falls, College of Technology, Dietetic Technician Program is to prepare graduates to be eligible to take the Dietetic Technician Registration Examination of the Commission on Dietetic Registration, to continue in upper division educational work, and/or to obtain employment in the field of food and nutrition.

**Dietetic Technician Program Outcomes
Graduates are Prepared to:**

- Demonstrate the application of basic knowledge in anatomy, physiology, and chemistry in the practice of nutrition education.
- Prepare nutrition care plans for and provide counseling to clients from diverse socio-economic backgrounds and at each stage of the lifestyle that result in improved client nutritional status.
- Apply the principles of fitness and wellness to educating the public.
- Effectively utilize common nutrition and foodservice software programs.
- Apply knowledge of food safety and sanitation, menu planning, procurement, inventory, and quality control in food service operations.
- Describe basic principles and techniques of food preparation and evaluation.
- Employ principles of management including planning, implementation, and evaluation.
- Demonstrate basic knowledge in financial and human resources management.
- Describe and demonstrate leadership skills.
- Identify the characteristics of reliable nutrition information and apply this knowledge to assess research and statistical data.

- Demonstrate effective oral and written interpersonal communication skills with peers, patients, clients, and other health care and food service professionals.
- Describe the current scope of practice and credentialing process for diet technicians and other nutrition professionals and identify parameters of accountability.
- Understand the organization of various industries that commonly employ nutrition professionals and the role of the DTR and the RD in these organizations.
- Understand basic principles of nutrition and trends in nutrition.

Program Specific Calendars

Dietetic Technician (DT) Program Specific Calendar

2011-12

| DATE | PRE-DIETETIC TECHNICIAN PROGRAM STUDENTS | DIETETIC TECNICIAN PROGRAM STUDENTS | EVENT |
|--|--|--|---|
| August 29, 2011 | X | NOT APPLICABLE | Classes begin. |
| Fall Semester 2011 | X | NOT APPLICABLE | Academic Advising for students. (Make appointment with Susan Cooper at scooper@msugf.edu for questions regarding the DT Program. Make an appointment at least three weeks prior to the registration start date to obtain your required registration pin number for Spring 2012 registration.) |
| November 1, 2011 | X | NOT APPLICABLE | Continuing students begin registration for Spring 2012. |
| November 22, 2011 | X | NOT APPLICABLE | New students begin registration for Spring 2012. |
| December 9, 2011 | X | NOT APPLICABLE | Last day of classes. |
| December 12-16, 2011 | X | NOT APPLICABLE | Finals Week. |
| December 19, 2011-January 10, 2012 | X | NOT APPLICABLE | No classes |
| Spring Semester 2012 | X | NOT APPLICABLE | Academic Advising for students. (Make appointment with Susan Cooper at scooper@msugf.edu for questions regarding the DT Program. Make an appointment at least three weeks prior to the registration start date to obtain your required registration pin number for Summer and Fall 2012 registration.) |

| | | | |
|----------------------|---|----------------|--|
| January 11, 2012 | X | NOT APPLICABLE | Classes begin. |
| January 11, 2012 | X | NOT APPLICABLE | DT Application available online for Academic year Fall 2012-Spring 2013. |
| April 2, 2012 | X | NOT APPLICABLE | Continuing students begin registration for Summer and Fall 2012. |
| April 27, 2012 | X | NOT APPLICABLE | Last day of classes. |
| April 30, 2012 | X | NOT APPLICABLE | New students begin registration for Summer 2012. |
| April 30-May 4, 2012 | X | NOT APPLICABLE | Finals Week. |
| May 15, 2012 | X | NOT APPLICABLE | New students begin registration for Fall 2012. |
| May 31, 2012 | X | NOT APPLICABLE | Final Due Date for DT Application for Fall 2012-Spring 2013. |

Dietetic Technician (DT) Program Specific Calendar

2012-13

| DATE | PRE-DIETETIC TECHNICIAN PROGRAM STUDENTS | DIETETIC TECNICIAN PROGRAM STUDENTS | EVENT |
|---|---|--|--|
| One Week prior to the first day of class. (The specific date and time will be posted when available.) | NOT APPLICABLE | X | Mandatory Health Sciences Division Orientation and Fall Dietetic Technician Orientation and Registration for DT Class of 2012-2013. |
| August 2012 (The specific date will be posted when available.) | X | X | Classes begin. |
| Fall Semester 2012 | X | NOT APPLICABLE | Academic Advising for students. (Make appointment with Susan Cooper at scooper@msugf.edu for questions regarding the DT Program. Make an appointment at least three weeks prior to the registration start date to obtain your required registration pin number for Spring 2013 registration.) |

| | | | |
|--|----------------|----------------|---|
| October 2012 (The specific dates and time will be posted when available.) | NOT APPLICABLE | X | DT 2012-13 students meet with DT Program Director to assess student progress. |
| November 2012 (The specific date will be posted when available.) | X | NOT APPLICABLE | Continuing students begin registration for Spring 2012. |
| November 2012 (The specific date will be posted when available.) | X | NOT APPLICABLE | New students begin registration for Spring 2012. |
| December 2012 (The specific date will be posted when available.) | X | X | Last day of classes. |
| Mid-December 2012 (The specific dates will be posted when available.) | X | X | Finals Week. |
| End of December 2012-Mid-January 2013 (The specific dates will be posted when available.) | X | X | No classes |
| Two Days prior to the first day of class. (The specific date will be posted when available.) | NOT APPLICABLE | X | Mandatory Spring Dietetic Technician Orientation and Registration for DT Class of 2012-2013. |
| Spring Semester 2013 | X | NOT APPLICABLE | Academic Advising for students. (Make appointment with Susan Cooper at scooper@msugf.edu for questions regarding the DT Program. Make an appointment at least three weeks prior to the registration start date to obtain your required registration pin number for Summer and Fall 2013 registration.) |
| Mid- January 2013 (The specific date will be posted when available.) | X | X | Classes begin. |
| January 2013 (The specific date will be posted when available.) | X | NOT APPLICABLE | DT Application available online for Academic year Fall 2013-Spring 2014. |

| | | | |
|---|----------------|----------------|---|
| March 2013 (The specific dates and time will be posted when available.) | NOT APPLICABLE | X | DT 2012-13 students meet with DT Program Director to assess student progress. |
| April 2013 (The specific date will be posted when available.) | X | NOT APPLICABLE | Continuing students begin registration for Summer and Fall 2013. |
| April 2013 (The specific date will be posted when available.) | X | X | Last day of classes. |
| April 2013 (The specific date will be posted when available.) | X | NOT APPLICABLE | New students begin registration for Summer 2013. |
| April 30-May 4, 2013(The specific dates will be posted when available.) | X | X | Finals Week. |
| One Week prior to graduation (The specific date will be posted when available.) | NOT APPLICABLE | X | DT 2012-13 students will meet for End of Program Meeting. |
| May 2013 (The specific date will be posted when available.) | NOT APPLICABLE | X | Graduation of DT Class of 2012-13. |
| May 2013 (The specific date will be posted when available.) | X | NOT APPLICABLE | New students begin registration for Fall 2013. |
| May 2013 (The specific date will be posted when available.) | X | NOT APPLICABLE | Final Due Date for DT Application for Fall 2013-Spring 2014. |

Commission on Dietetic Registration (CDR)

The Dietetic Technician Associate of Applied Science Degree in signifies that the holder of that degree has been educated to competently practice as a dietetic technician in all healthcare settings. A Verification Statement will be given to students stating their completion of all program requirements. These statements will be kept on file indefinitely.

The Program Director will inform CDR that students have completed all program requirements and CDR will notify students of their eligibility to take the registration exam for Dietetic Technicians.

Student Conduct & Abilities

The education of a dietetic technician requires assimilation of knowledge, acquisition of skills and development of judgment through patient care experiences in preparation for a) independent and, b) semi-autonomous and/or c) making appropriate decisions required in practice. The dietetic technician practice emphasizes collaboration among physicians, registered dietitians, food service directors, nurses, allied health care professionals and the patient.

The curriculum leading to the Dietetic Technician Associate of Applied Science Degree from this school requires students to engage in diverse, complex and specific experiences essential to the acquisition and practice of essential skills and functions. Unique combinations of cognitive, affective, psychomotor, physical and social abilities are required to satisfactorily perform these functions. In addition to being essential to the successful completion of the requirements of the DT Program, these functions are necessary to ensure the health and safety of patients, fellow candidates, faculty and other healthcare providers. These abilities and conduct include but are not limited to the following abilities and conduct:

Physical and Motor Skills

Candidates should have sufficient motor function so that they are able to execute movements required to provide general care and treatment to patients in all health care settings and complete food service duties. For example: for safety and protection of the patients, the candidate must be able to perform basic life support, including CPR and function in an emergency situation. Additionally, in the food service setting, students will need to be able to perform the required duties to prepare and serve meals. The physical and motor skills needed include:

1. Must have a full range of body joints, with the ability to stoop, bend, reach, pull and push.
2. Ability to carry heavy objects weighting.
3. Ability to stand unassisted.
4. Able to execute controlled motor movements to prepare and serve meals.
5. Good peripheral vision (with correction, if needed) to view activity within a food service setting.
6. Ability to demonstrate adequate hearing/listening skills (with correction, if needed) that include correctly understanding voices with background noises occurring.

Sensory/Observation

A candidate must be able to acquire the information presented through demonstrations and experiences in the basic sciences and dietetic technology. He or she must be able to follow directions from others including the registered dietitian and food service director based upon non-verbal and verbal communications. The candidate must be capable of quickly adjusting to changing situations in the clinical, community health, and food service setting.

Communication

The candidate must communicate effectively and sensitively with other students, faculty, staff, patients, family and other professionals. He or she must express his or her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback. A candidate must be able to: convey or exchange information at a level allowing care of the patient; identify problems presented and provide alternative solutions. The candidate must have effective oral communication skills.

1. Ability to use the English language to communicate effectively in a rational, coherent manner with individuals of all professions and social levels; verbally and in writing.

Cognitive

A candidate must be able to measure, calculate, reason, analyze, integrate and synthesize in the context of undergraduate dietetic technician study. The candidate must be able to quickly read and comprehend extensive written material. He or she must also be able to evaluate and apply information and engage in critical thinking in the classroom and lab setting.

1. Ability to maintain consistent mental alertness for during the classroom and lab experiences.
2. Ability to learn and perform quickly with or without repetition of instruction.
3. Ability to develop and improve organizational skills.

Behavioral/Emotional

A candidate must possess the emotional health required for the full utilization of his or her intellectual abilities, the exercising of good judgment, the prompt completion of all responsibilities attendant to the role of the dietetic technician. In addition, he or she must be able to maintain mature, sensitive and effective relationships with patients, students, faculty, staff and other professionals under all circumstances including highly stressful situations. The candidate must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways. The candidate must be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy. The candidate must know that his or her values, attitudes, beliefs, emotions and experiences affect his or her perceptions and relationships with others. The candidate must be able and willing to examine and change his or her behavior when it interferes with productive individual or team relationships. The candidate must possess skills and experience necessary for effective and harmonious relationships in diverse academic and working environments.

1. Ability to maintain composure when subject to high stress levels.
2. Ability to respond in an emotionally controlled manner in learning situations and emergent situations.
3. Ability to discern right from wrong in the ethics of the profession.
4. Ability to accept criticism and make appropriate changes with a positive attitude.
5. Ability to deal professionally with a variety of personalities.

Professional Conduct

Candidates must possess the ability to reason morally and practice as a dietetic technician in an *ethical manner*. Candidates must be willing to learn and abide by professional standards of practice. He or she must possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility and tolerance. Candidates must be able to engage in patient care delivery to all patient populations including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised patients and vulnerable adults.

Reasonable Accommodation for Disabilities

Upon admission, a candidate who discloses a disability and requests accommodation may be asked to provide documentation of his or her disability for the purpose of determining appropriate accommodations, including modification to the program. The Program will provide reasonable accommodations but is not required to make modifications that would substantially alter the nature or requirements of the program or provide auxiliary aids that present an undue burden to the Program. To matriculate or continue in the curriculum, the candidate must be able to perform all the essential functions either with or without accommodation.

Requests for accommodation should be directed to: Disabled Student Services Office.

Evaluations, Regular & On Going

Because of the close working relationship with the students, all instructors will be responsible for monitoring whether the dietetic technician student is meeting the above described abilities and conduct.

Problematic Behavior, As Needed

If and when a student does not meet expectations, the following will occur:

1. Problematic behavior documented. Problematic behavior will be documented by faculty in the student's academic file.
2. Problematic behavior results in Notice of Deficiency and contract. If a pattern of problematic behavior or a single, very serious lapse in the essential behavior becomes evident, the steps below will be followed:
 - 2a. Notice of Deficiency indicating that the student's continuation in the program is in jeopardy is prepared.
 - 2b. Composing contract. The student's program director will prepare an individual student contract that must accompany the Notice of Deficiency identifying what needs to be demonstrated in order to meet the essential conduct and/or ability and thus remain in the program.
 - 2c. Student is given Notice of Deficiency and contract. The program director will meet with the student to present the Notice of Deficiency and individual student contract. After the student reads and signs the Notice of Deficiency and contract (signature indicates that the student has read it), the Notice and a copy of the contract are placed in the student's academic file.
3. Contract monitored continuously. If the contract is not upheld by the student, the student will be dismissed.
4. Dismissal from the program. If the student does not uphold the above mentioned contract, dismissal from the program will occur; regardless of course grades. If a single, very serious lapse, such as an integrity issue occurs, it may result in an immediate dismissal without a Notice of Deficiency or Composing Contract occurring; regardless of course grades.

CLASS AND LAB RULES

Students are expected to demonstrate professional behavior at all times in the classroom and laboratory and arena. All students, teachers, visitors, and employees of the Health Campus are to be treated with courtesy and respect. Foolish questions or comments, bad language or behavior will not be tolerated.

- ✚ Any lack of integrity is grounds for dismissal. A dietetic technician must be totally trustworthy in all aspects or they will not be entrusted with confidential patient information.
- ✚ Students are expected to be on time when reporting to classroom and laboratory sessions.
- ✚ Cheating is grounds for dismissal. No second chances. A dietetic technician *must* have integrity.
- ✚ Once a student turns in a test, he/she cannot have the test back for any reason.
- ✚ Tests should be checked on front and back to be sure items have not been overlooked.
- ✚ Meeting personal needs such as going to the bathroom should be taken care of during break and at lunch.
- ✚ Students are to be awake, attentive, and courteous at all times. Smoking is ONLY allowed during break in designated areas at the school and affiliated agencies.
- ✚ Required textbooks, needed supplies, etc., must be available for all classes. Borrowing from other students is not allowed.
- ✚ Students are not to look at answers in books while others are still testing.
- ✚ If a student has any problems (including preceptor), he/she is to go through the proper chain of command to resolve the situation. Communication with the goal of timely problem resolution begins with the instructor. If this proves to be ineffective then continue to the Program Director, then the Director of Health Sciences, and then the Dean of Students; progression will be expected in the listed order.
- ✚ Cell phones are to be off, not vibrate, but OFF during classroom and lab experiences.

CLASS AND LAB MAINTENANCE

All students are responsible for maintaining a neat and orderly classroom and lab:

- ✚ Tobacco use only in the designated areas.
- ✚ Do NOT attempt to use or operate any equipment until you have received the appropriate instruction for its use.
- ✚ When using equipment, treat it kindly. All equipment should be replaced in the appropriate storage area after use.
- ✚ Class or Laboratory sessions are not considered adjourned until the lab and classroom are in proper order.

FUNDS

In order to remain in the program, each student must have his/her money for books, tuition, field trips, etc., the day it is due. Students will always have advance notice of money needed. Student may be responsible for funds required for an out of town lab rotation.

GRADING POLICY & PLAGIARISM

The Dietetic Technician Program follows the state policy relating to the standards for academic progress found in the School Student Handbook. The grading scale is listed below:

| | |
|----------|-------------|
| 90 – 100 | A Excellent |
| 80 – 89 | B Good |
| 70 – 79 | C Average |

Satisfactory completion of any and all courses requires at least a C- or greater. Since the Dietetic Technician Program is progressive in nature, courses in one semester must be successfully completed before the student may enter the next semester. All students will receive grade report each semester. Course Grades will be determined by an average of grades for examinations, quizzes, assignments, final examinations and skills exams. Distribution for these various components will be documented in the syllabus of each course. All examination dates will be announced by the instructor in advance. Quizzes may or may not be announced in advance.

When a student experiences difficulty mastering the competencies of any course, he/she is expected to seek extra help from the instructor. Students should contact the instructor if he/she has any questions concerning their progress. Students will be formally notified of their averages at midterm and final course grades at the end of each semester.

Students are expected to submit their own work. Evidence of plagiarism, copying, or any other form of cheating will result in forfeiture of the grade for the work and/or formal disciplinary action, and the student will be referred to the schools' administration. A lack of understanding of what is considered plagiarism is not an excuse for engaging in plagiarism. Students should contact the Student Learning Center for more information on plagiarism.

ATTENDANCE POLICY AND MAKE-UP WORK

Regular attendance is expected of all Health Campus students. Attendance will be recorded as a part of each student's permanent records. It will be utilized in reporting to Financial Aid and other training expense payment sources. It will also be utilized for inquiries made by potential employers.

Health Campus Dietetic Technician students will adhere to the following additional attendance policy due to the mandates of lab sites.

1. If you are absent for any reason, you must call in one hour prior to the start of the day. If the absence occurs on a lab day, you are to notify your lab instructor and lab facility according to their specific directions. If the absence occurs on a class day, the student must notify the Program Director prior to

8:00 a.m. Failure to call in on a class day will result in an unexcused absence and you will not be allowed to make up any work missed. All quizzes and tests will be graded as a "0" for a no call, no show day. Failure to report an absence in lab will be documented on the lab evaluation form and disciplinary action may be taken as this indicates a lack of responsibility and poor work habits.

2. Student's must comply with the instructor's policy for missed exams and other course activities. The policy will be listed on the syllabi.

4. More than 3 lab absences during a *semester* may result in dismissal from the Dietetic Technology Program.

5. Lab absences must be made up prior to the end of the semester, if at all possible, to avoid a grade of 'incomplete'. You will be unable to continue into the next group of courses until the 'incomplete' is changed to a passing grade.

Attendance: Due to the nature of the class, attendance is critical. The attendance policy will be outlined in each course policy. In some courses, frequent unexcused absences and tardiness could result in failure of the course.

THE PROGRAM DIRECTOR RESERVES THE RIGHT TO DEAL INDIVIDUALLY WITH STUDENTS IN THE EVENT OF AN EMERGENCY OR CATASTROPHIC EVENT.

DT LAB EDUCATION REQUIREMENTS

Lab Education Requirements are designed to help the student learn to adjust to the requirements of the professional workforce.

The student should:

- ✚ Maintain prompt attendance in all lab assignments.
- ✚ Call the lab preceptor and facility if sick or cannot be at their lab assignment one hour prior to the start of the schedule rotation. Leave message if necessary.
- ✚ Pass the physical requirements of the program.
- ✚ Rotate through all lab assignments and gain working knowledge of the instrumentation, equipment, techniques and procedures done.
- ✚ Complete all lab course objectives on or before the required deadlines set each semester.
- ✚ Complete all lab assignments before the start of the next semester.
- ✚ Maintain satisfactory lab evaluations completed by staff preceptors and lab instructors.
- ✚ Demonstrate compassion and professional conduct at all times while working with patients.
- ✚ Be able to communicate properly with patients.
- ✚ Be able to communicate and work with fellow students and preceptors.
- ✚ Exhibit professional conduct and adhere to dress codes at all times while assigned to the lab area.
- ✚ Be able to cope and function during stressful situations.
- ✚ Complete the required competencies within the specified time and retain proficiency.
- ✚ Expect disciplinary action to be taken when any infraction of the above rules occurs.
- ✚ NOT be receiving any monetary remuneration during the lab educational experience.
- ✚ Expect to engage in the required 150 community nutrition lab hours, 150 medical nutrition therapy lab hours, and 150 food service lab hours.

DT LAB ASSESSMENT

During the student's lab education the staff preceptor, Lab Instructor, and Program Director on an ongoing basis will evaluate his/her performance. The student is evaluated on specific dietetic technician duties as well as on their overall performance. A student's overall performance is assessed by the lab instructor and the staff preceptor during each lab rotation and at predetermined intervals. Conferences will also be scheduled at the end of each semester by the lab instructor and program director as needed.

DT LAB EVALUATIONS

The student must:

Before giving the evaluation form to the Dietetic Technician Preceptor fill in the following:

1. Student Name
2. Facility
3. Date

It should be accompanied by a sealable envelope addressed to the lab instructor.

The Staff Preceptor will:

Score the student's performance. If the student's performance is unacceptable a written comment is required. Professional evaluations given by the lab and program director will also count as part of your lab grade, and an average of any tests or written assignments will count as the remaining part of your final grade.

Satisfactory preceptor evaluations must be maintained in all lab assignments. Failure to meet lab requirements will affect the lab grade and could result in probation or suspension from the program.

Evaluations should be submitted from each rotation. Satisfactory evaluations must be maintained. The number of required evaluations will vary each semester:

Responsibility/Action

Student

- Gives the designated preceptor the evaluations.
- Follows up on the return of evaluations.
- Keeps instructor informed of preceptor that do not return evaluations.
- Signs evaluations.

Instructor

- Reviews all evaluations. Notifies Program Director of potential problems.
- Files evaluations in proper folders.
- Notifies student of unsatisfactory performance.
- Recommends to Program Director a probationary status when student is not meeting expectations.

Program Director

- Reviews all problems and complaints and has final say concerning policy and procedures.

MEDICAL RECORDS/CONFIDENTIALITY

Students are allowed access to patient medical records and with this privilege becomes the responsibility for maintaining PATIENT CONFIDENTIALITY.

- ✚ Medical Records may NOT be removed from a nursing station or from the Medical Records Department at any time.
- ✚ Medical Records may NOT be reproduced at any time or for any purpose. BREACH OF CONFIDENTIALITY IS GROUNDS FOR DISMISSAL FROM THE DIETETIC TECHNOLOGY PROGRAM. PATIENTS, THEIR PROCEDURES, THEIR PHYSICIANS AND STAFF ARE NOT TO BE DISCUSSED.

LAB DRESS CODE

Because people form impressions, usually within the first 15-30 seconds after being introduced, appropriate visual impressions are important as they influence how others perceive your abilities.

BASIC GROOMING - METICULOUS PERSONAL HYGIENE IS REQUIRED!

A. **Hair** - Hair must be clean and off the face. Conservative hair color and a professional style are required. Hair nets may be required at certain lab sites.

B. **Nails**- Fingernails must be kept short, trimmed and clean. The nail should not be allowed to grow out past the end of the finger. Nail polish should be conservative. **NO ARTIFICIAL FINGERNAILS.**

C. **Make-up** – Is allowed in minimal amounts. If excessive make-up is worn you will receive one warning; after this the individual will not be allowed to wear any make-up.

D. **Fragnance** – Cologne, perfume, or scented aftershave lotion are NOT allowed. Many patients have severe allergic reactions to these “triggers” while many other patients who are nauseated experience exacerbation of the nausea when exposed to these offenders. This also includes residual tobacco odors.

E. **Beards** - No longer than 1 inch and trimmed neatly. Faces must be clean shaven unless wearing a beard.

F. **Jewelry** - Jewelry should not interfere with the ability to perform tasks especially in the food service area. The student will need to comply with the facility policies regarding the use of jewelry. The lab and school will not be responsible for jewelry worn to the school or lab. The best policy is to leave your jewelry at home.

G. **LAB COATS/UNIFORMS**- are mandatory in some facilities. Check facility’s policy. Length - Lab coats must be street dress length (knee). Condition - Lab coats/uniforms that are wrinkled, stained, or soiled are NOT acceptable.

H. **STREET CLOTHES** - The clothes you wear to and from the lab site must meet with the facility’s dress code.

OTHER:

If you wear contacts to the lab, you must have glasses available. In the food service lab, you may find that glasses are more comfortable.

STUDENT ID – MUST BE WORN AT ALL TIMES.

CHEWING GUM – IS NOT PERMITTED ANYWHERE IN THE CLASSROOM OR LAB FACILITIES.

SMOKING – IS NOT PERMITTED ANYWHERE IN THE CLASSROOM OR LAB FACILITIES.

WORK POLICY

All student activities associated with the curriculum, especially while students are completing lab rotations, will be educational in nature. Students will not receive any monetary remuneration during this educational experience, nor will the student be substituted for hired staff personnel within the lab institution, in the capacity of a dietetic technician.

TRAVEL INSURANCE (Mandatory)

All students are required to carry auto liability insurance if they plan to drive their car to the various lab sites. It is the student’s responsibility to purchase this insurance. Proof of auto liability coverage must be presented to the Program Director BEFORE a student can begin the program.

LIABILITY INSURANCE (Mandatory)

All students are required to carry professional liability insurance. Insurance may be purchased through a group plan offered by the Health Campus or the student may purchase an individual policy if you wish (proof of individual or group coverage must be presented to the Program Director BEFORE a student can begin the program).

HEALTH INSURANCE (Mandatory)

All students are required to carry personal health insurance and give proof of insurance prior to entering labs. Please contact the Dean of Students for information on health insurance that is available through the school and that financial aid will cover the cost of. This insurance should provide coverage from cost that result from injury and illness that may occur during lab site work.

CARDIOPULMONARY RESUSCITATION - (CPR)

CPR is required during lab rotations. All students' CPR will have to be valid prior to labs to graduation. A student will not be allowed to begin labs if their CPR is not valid.

INCLEMENT WEATHER POLICY

Academic:

- ✚ If classes at College are canceled due to inclement weather conditions coursework will be reassigned as necessary.

Lab:

- ✚ Due to requirement of the program, all lab time missed due to inclement weather conditions must be made up to assure that the required 450 lab hours are met.
- ✚ Do not come to labs if you feel the weather conditions are hazardous to your well being, or if the college is closed.
- ✚ Students not reporting to labs because of bad weather are required to call the lab facility and lab instructor 1 hour prior to the start of lab shift.

ASSESSMENT FOR PRIOR LEARNING

Students are responsible for providing all transfer work transcripts for evaluation to the Admissions Office. This should occur prior to the application to the program. The Dietetic Technician Program follows the institutional policy for the acceptance of transfer coursework. The Program gives no credit for work experience.

The institutional policy for the acceptance of transfer work is located at:

<http://www.msugf.edu/catalog/Admissions/TransferFromOtherInstitutions.html>

MAXIMUM COMPLETION TIME OF PROGRAM

Students of the Dietetic Program are expected to remain continuously enrolled in the program and to complete their course work within the academic year that they are enrolled. Program students are full-time students and must complete the fall and spring courses as is listed in the catalogue within one academic year.

If a student fails to complete the course work, they will need to re-apply to the program. Credit for completed DT Program Course Work will only be given if the student is accepted to the DT Program for the following year from which they withdrew or were dismissed. If they are re-accepted, they will need to complete the remaining DT courses during their second enrollment as a DT student. In other words, the maximum time for a student to complete the DT program would be 2 years assuming they were re-accepted the second year.

Students who fail to complete the work within the 2 year maximum limit or students who step out of the program for more than one year will be given no credit for previous DT program course work.

GROUNDS FOR DISMISSAL

The Grounds for Dismissal are listed below. It should be pointed out that a student can be suspended from the program at any time during their training for violation of any one of the grounds listed either for academic reasons or disciplinary reasons. Due process as stated in MSU policy & procedure would be allowed in applicable situations.

- Failure to meet any of the ACEND Competencies.
- Any action that can be deemed as dishonest or indicative of a lack of integrity.
- Failing grades in any ONE course of the Dietetic Technician Program and/or college courses.
- Failure to accomplish lab assignments and objectives.
- Inability to follow policies/procedures in the lab setting.
- Failure to maintain academic average of C- in any ONE course or unsatisfactory lab progress.
- Failure to display appropriate workplace principles (poor attitude or inappropriate behavior).
- Breach of confidentiality.
- Absenteeism.
- Excessive Tardiness – (Tardy is defined as coming into class/lab less than 30 minutes late or any leaving early from class/lab prior to dismissal by faculty). Three tardy days per semester will lead to probation. Five or more may lead to suspension from the program.
- If a lab education center refuses to allow a student into their facility for violations such as theft, misconduct, or patient safety, the student will not be allowed to continue.
- Unprofessional or unethical conduct.
- Use of profanity or obscene language.
- Cheating in related or professional courses.
- Any falsification of records. (including, but not limited to timesheets, procedural logs, etc.)
- Insubordination to faculty members and/or personnel in any lab rotation site.
- The conviction and distribution of, or possession of illegal drugs or controlled substances.
- Failure to follow departmental rules, campus or lab facility.
- Conduct that is deemed detrimental to the proper operating of the campus or lab facility.

PROFESSIONAL ORGANIZATION

The Academy of Nutrition and Dietetics (AND) is your professional organization. Benefits include:

1. Association with other students and other practicing Dietetic Technicians and Registered Dietitians.
2. The Journal of AND - a monthly scientific publication.
3. Discounts in registration fees at AND sponsored educational programs.
4. A forum for voicing your concerns for the profession.

<http://www.eatright.org>



HEALTH SCIENCES DEPARTMENT
MSU-GREAT FALLS COLLEGE OF TECHNOLOGY

GENERAL HEALTH POLICY

POLICY:

All Health Sciences students must submit proof of physical examination and completion of required immunizations to their Program Director after acceptance into their program. If a student has an illness or infectious disease or has sustained an injury which could potentially be exacerbated by attendance at a clinical site or by participating in a laboratory experience on campus, or could potentially place a fellow student or patient at risk, the student has an obligation to seek treatment of the medical problem or injury. A signed release form from a physician or other healthcare provider must be submitted to the Program Director before the student will be allowed to participate in a lab or clinical experience. The release form should verify that the student has no infectious disease or other condition that may place the student or other persons at risk.

RATIONALE

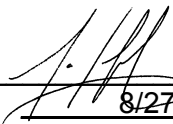
Future healthcare providers must understand the impact of personal health and safety in on-campus labs and at clinical sites. Patients who seek healthcare are vulnerable due to altered health/risk status and must be protected; the safety of fellow students on campus must also be recognized. Health Sciences students who are potential health/safety risks to others or themselves should not have contact with patients at clinical sites, or participate in potentially unsafe situations on campus.

RECOMMENDATIONS

All Health Science students will submit a physical examination form and complete required immunizations to their Program Director after acceptance into their program. It is strongly suggested that students carry some form of comprehensive health insurance. There are health risks inherent in working in a clinical environment. Students are urged to use good sense in acquiring and maintaining health insurance coverage. Student policy forms are available in Academic Resources and there are companies which offer students a discounted rate.

Liability insurance which covers students while attending clinical sites is included in student lab fees for each program. This is not health insurance for the student; liability insurance covers the student in the event of harm or injury caused to a patient the student is treating at a clinical site.

Approved, MSU-Great Falls College of Technology


8/27/09

CEO/Dean

Date

Approved, Health Sciences Department


8/27/09

Health Science Division Director

Date

HEALTH SCIENCES DEPARTMENT
MSU-GREAT FALLS COLLEGE OF TECHNOLOGY

COMMUNICABLE DISEASE PREVENTION POLICIES

IMMUNIZATION POLICY

In compliance with Montana state law, students born after January 1, 1957 who are taking seven (7) or more credits **or** are enrolled in a certificate or degree program must:

- a) Show documentation immunizations were given after 1967 and after the student's first birthday and must have been administered at least thirty (30) days apart. Current immunizations must have been administered in the form of the MMR vaccine. Immunizations must be documented by a physician, registered nurse, or school official.
OR
- b) Submit documentation of having contracted measles and rubella. Documentation by a physician is required including dates of illness.
OR
- c) File a medical or religious exemption.

Evidence of one of the above must be submitted before students will be permitted to register for courses.

REQUIRED HEALTH SCREENING TESTS/ GENERAL SAFETY GUIDELINES

TB POLICY

Screening for TB must be done upon entry into any Health Sciences program. Evidence of screening must be provided to the Program Director. Repeat screenings must be done annually, with evidence of update provided to the Program Director to be kept on file during the duration of the program of study.

RATIONALE

Students are expected to follow health practices protecting both their patients and themselves. Clinical sites require proof of students' TB tests prior to allowing attendance at the clinical internship. Failure to show proof of current immunization will result in denial of access to the clinical site.

HEPATITIS B SERIES

The College strongly recommends Health Science students who will be working in direct patient contact areas to receive the Hepatitis B vaccine series. Students are urged to use good sense in protecting themselves against health risks and potentially infectious diseases in the clinical environment. If a student declines to receive the Hepatitis B series, a written declination form will be kept in the student's file. Students are encouraged to discuss the benefits of receiving the Hepatitis B series with their health care provider. Students must also be aware that certain clinical sites will not allow students access to their facility unless they have completed the series.

NEEDLES AND SHARPS

On campus, when practicing patient care techniques involving needles and other sharp instruments, students are expected to follow guidelines and protocol as outlined by their instructor and in the student handbook of their respective program. When attending clinical internships the protocol of the facility will be followed.

Red biohazard containers are available in all classroom labs in which the use of needles or sharps is a component of the learning experience and lab. Needles must not be recapped, bent, broken or clipped, removed from syringes or otherwise manipulated by hand. Disposable needles, syringes, blades, razors and other sharps must be disposed of in the red biohazard containers. Students must never place their hands inside the red container, and if the container is filled, should ask the instructor for a new container.

In the event of accidental needle stick with a contaminated needle, at a clinical site, the student must follow the procedures as outlined by the clinical site, and submit a "Report of Exposure to Communicable Disease" form as found in this packet, to the Program Director. The Program Director will keep the completed form in the student's file, and follow-up with any protocol as established by the facility.

In the event of an accidental needle stick with a contaminated needle or an exposure to body fluid to non-intact skin, mucous membrane, or by percutaneous injury during an on campus lab, the student should comply with the following steps. It is critical to follow these steps because if a source, the person whose blood or body fluid to which the student was exposed, is positive for HIV transmission, there are medications that are available that prevent HIV transmission. These medications, however, are most effective when started within two hours after exposure.

1. De-glove. Bleed the wound.
2. Wash skin and wound with soap and water. Flush mucous membranes with water.
3. Dress the wound.
4. Notify your Program Director and submit the "Report of Exposure to Communicable Disease" form to the director.
5. The source and the student will be counseled to seek out lab tests and counseling through the ER or the City/County Health Department located at 115 4th Street South, Great Falls, MT 59401. There is cost associated with this testing. If the source and/or the student are unable to pay for the cost of the baseline, 3-month-exposure, and 6-month-exposure HIV and HCV tests at the City/County Health Department, MSU-Great Falls College of Technology will pay for these tests. All other costs incurred by the student and the source will be their responsibility.

The source and student will be encouraged to seek this counseling so they can receive the appropriate medical treatment and the needed information to prevent further exposure. The source individual will be encouraged to make available the results of the test to the student and the Program Director. Copies of all reports will be kept by the Program Director in the student's file. The Program Director will follow-up with the source and the student following the Center for Disease Control and Prevention (CDC) and the City/County Health Department guidelines and policies. The program director will also inform the Health Sciences Department Chair of the incidence, however, the names of the source and student will not be shared for confidentiality purposes.

BLOOD AND BODY FLUIDS

At clinical sites, procedures for handling blood, body fluids or any types of secretions must be followed in accordance with the facility's policies and procedures. In the event of a blood or secretion spill, students must follow procedures as outlined by the facility. Never leave a spill unattended: either clean the spill according to facility protocol (depending on the circumstance) or wait until housekeeping personnel arrive. If there is blood, body fluid or any type of secretion spilled in the campus lab, don gloves and lay dry paper towels on the spill to absorb the fluid then layer a second set of disinfectant soaked paper towels over the spill.

There will be a container in your lab which holds a mixture of bleach diluted in water 1:10. Use this mixture to soak the paper towels. Notify your instructor there's been a contaminated spill.

Encircle the spill with additional disinfectant being careful to minimize aerosolization while assuring adequate contact. Decontaminate all items within the spill area. Allow a minimum of 20 minutes contact time to ensure disinfection. Discard contaminated disposable materials using appropriate Biohazardous waste disposal procedures.

Spray down the area again with the bleach solution and wipe clean, disposing of all paper towels in the Biohazardous bag: tie the bag and dispose of the bag in one of the large red Biohazardous containers located near the dental clinic. Your instructor will tell you the location of the large containers.

LINEN

If handling any types of linen (sheets, pillowcases, towels, etc.) at clinical sites, take care to minimally agitate the materials due to airborne contamination. In many facilities, paper products are used in certain areas. All soiled linen should be bagged at the location of its use: it should not be sorted or rinsed in patient care areas. Follow facility procedures in disposing of soiled linens to appropriate areas.

If using linens in on-campus lab, your instructor will inform you about your program's care and laundering of any linen. There is a washer and dryer available to Health Science programs in the room adjacent to R 190 on the first floor, west side of the campus building.

DISPOSAL OF HAZARDOUS WASTE

Biohazardous waste is disposed of in accordance with Occupational Safety and Health Administration (OSHA) regulations. Any full sharps containers or red biohazard bags containing contaminated material must never be left in a lab after class: assist your instructor in disposing of materials to the appropriate container or area. At clinical sites, always follow facility procedures. There are usually many biohazard containers available in all patient care areas.

ADDITIONAL PRECAUTIONS

If a student has an exudative lesion, weeping dermatitis or any skin lesion which could potentially transmit disease through touch, the student should refrain from patient care and from handling patient equipment until the condition resolves. Students should notify their instructor of the condition and it is to the discretion of the course instructor to allow students with these conditions into the on-campus lab.

Students working in direct patient care areas who are pregnant or suspect they may be pregnant should inform their program director. Pregnant women must be particularly cautious when working with certain types of patients. Your program director, course instructor and clinical preceptor should be aware of your pregnancy in order to minimize any risks to your health and safety.

RESUSCITATION EQUIPMENT

At the College, there is an Automatic External Defibrillator (AED) mounted to the wall outside of the Dental Clinic on the northeast side of the campus building. When at the clinical site, students must know where to locate nearby resuscitation equipment. Students should ask their clinical preceptor about facility procedures when responding to an emergency situation. This information is usually included in the facility orientation when students first arrive at the site.

EXPOSURE TO OR DIAGNOSIS OF A COMMUNICABLE DISEASE POLICY

This policy refers to any communicable condition which potentially threatens student or patient safety. Examples would be, but not limited to strep throat, herpes, scabies, rubella, tuberculosis, hepatitis or HIV.

POLICY

A student who suspects contact, has contact, is exposed to or contracts a communicable disease must report such contacts/diagnosis to his or her Program Director immediately. Contact may be, but not limited to direct touch, needle stick, airborne or handling of contaminated materials or equipment. Compliance with the policy and procedures as follows is the responsibility of the student.

RATIONALE

The purpose of this policy is to prevent spread of disease to other students, patients and the community. The procedures attached to this policy have an approved, uniform and planned approach for assisting students who have been exposed to or contracted a communicable disease. The student is responsible for being knowledgeable about communicable diseases and their own role as a potential source of

infection or their responsibility for the health and safety of others. This is especially significant in the clinical setting when working with patients already in a debilitated and medically compromised condition.

PROCEDURES

When attending a clinical site students are to report suspected or real contact with a communicable disease to their clinical preceptor immediately following the event. The clinical preceptor will follow the facility's procedures, and also notify the Program Director. The student should also contact the Program Director as soon as possible after the event.

If a student suspects having a communicable disease, or having come in contact with one, outside the clinical setting (for example chicken pox or other common but contagious disease) the student must notify the Program Director who will then determine if the student should be allowed to attend on-campus classes or the clinical internship.

If it is confirmed the student has a communicable disease, he or she must follow-up with appropriate medical care and inform the Program Director. Decisions pertaining to the student's continuation or postponement of any type of coursework will be made on a case-by-case basis, based on the severity of the disease, at the discretion of the Program Director. The health and safety of the student, patients and other students will always be a deciding factor in these cases. The most recent information from the Centers for Disease Control and Prevention (CDC) and the Occupational Safety and Health Administration (OSHA) will be used as guidelines for decision-making.

HEALTH SCIENCES DEPARTMENT
MSU-GREAT FALLS COLLEGE OF TECHNOLOGY

MANDATORY ORIENTATION PROGRAM TO STANDARD PRECAUTIONS

POLICY

All Health Science students entering their respective healthcare programs must attend the Health Sciences Orientation which includes information and testing on blood borne pathogens and standard precautions. This orientation must be completed before a student is allowed to participate in any on-campus lab which may involve exposure to blood or body fluids and prior to participating in patient care at a clinical site.

RATIONALE

A program to introduce Health Sciences students to Standard Precautions is required by the College. Students participating in on-campus labs and attending clinical internships which include direct patient care must receive instruction about the health and safety risks involved when working with needles and other sharps and blood, body fluids and other secretions. The instruction provided at the Health Sciences Orientation is a brief introduction to potential hazards and to safe practices; students will receive comprehensive education and skills training in all procedures to minimize risk to patients and themselves.

PROCEDURE

- All Health Science students will attend the Health Sciences Orientation which introduces students to Standard Precautions and safe practice when exposed to blood, body fluids and other secretions in the clinical environment or in the on-campus lab. The Orientation session occurs in August and January during the academic year, prior to the fall and spring semesters.
- Each attendee in this group Orientation will view a video on Blood Borne pathogens and Standard Precautions and a demonstration/discussion on appropriate donning and removal of personal protective equipment. A short written quiz will be given following this portion of the Orientation, and the graded quiz will be submitted to each student's Program Director and kept on file as proof of attendance. (The quiz must be passed)
- Failure to attend the mandatory session will require that the student contacts his or her Program Director to make alternate arrangements for viewing of all components of the Orientation session: Standard Precautions, protective equipment, confidentiality, HIPAA requirements and professionalism. Alternate arrangements will be made by the Program Director at his or her discretion and the availability of faculty to present the material. Students must complete the Orientation session before attending any off-campus clinical internship. Most clinical sites now require proof of instruction on standard precautions and HIPAA regulations before allowing students to participate in any internship.
- Students admitted to Health Information Programs offered totally online, who do not attend on-campus classes, will participate in a Health Sciences Orientation online which has been developed specifically for Health Sciences students who will be working in a non-clinical environment. Students in these programs will be notified of the Orientation by their Program Directors.

DIETETIC TECHNICIAN COMMUNICABLE DISEASE POLICY

- Any student who has or contracts a communicable disease as so stated by a physician will be dismissed from theory and lab with an excused absence.
- Make-up work will be assigned on an individual basis.
- All theory and lab work must be made up according to the course syllabi policy; i.e. test, assignments, and quizzes.
- It is the students' responsibility to request make up work and to keep up with what he/she has missed.
- Re-entry is contingent on a signed physicians' statement stating the student is no longer communicable.

WITHDRAWAL & REFUND OF TUITION & FEES

For the school's policy on withdrawals and tuition and fee refund go to: page 10 of the MSU GF COT Student Handbook at http://msugf.edu/students/pdf/PoliciesProceduresBooklet_web.pdf

SCHEDULE & PROGRAM CALENDAR (VACATIONS, HOLIDAYS)

Course and lab schedules will be outlined at the beginning of the course on the syllabi. For academic holidays and vacations, please check <http://msugf.edu/academics/AcademicCalendar.html>

STUDENT FILES (PRIVACY & ACCESS)

For the institution's policies regarding student privacy and access to your student files, please go to: <http://msugf.edu/YourRightToKnow/index.html>

STUDENT SUPPORT SERVICE (HEALTH COUNSELING, TESTING, FINANCIAL AIDE)

For information on services to the student, please visit our Student Central Area and please register for a student orientation of the school. For additional information, go to: <http://msugf.edu/students/index.html>

QUALIFICATIONS OF FACULTY

The Dietetic Technology faculty shall:

1. Meet the minimal requirements set by the Montana Board of Regents of Higher Education. The Board policy is located at :

<http://mus.edu/borpol/bor700/730.htm>
2. Hold current dietetic or dietetic technician registration from the American Dietetic Association. Additionally, they will hold a current dietitian or diet technician license, if applicable, in the state he/she in which they reside and/or practice. The only exception to this policy will be in the food service courses.
3. Have at least one year's food service, community nutrition or medical nutrition therapy experience in the respective area in which they will teach students.
4. Support and be in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the AND Scope of Dietetic Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics."

5. Be committed to high quality dietetic technician therapy student education and support the MSU-GF COT Dietetic Technician Program.
6. Express positive attitudes and willingness to work with the student(s) and faculty of MSU-GF COT.
7. Follow the Policies and Procedures of the Dietetic Technology Student Handbook at MSU-GF COT, the policies and procedures of the College of Technology, and the policies and procedures of the lab site.

QUALIFICATIONS FOR PRECEPTORS

The lab preceptor shall:

1. Meet the minimal requirements set by the Montana Board of Regents of Higher Education. The Board policy is located at :

<http://mus.edu/borpol/bor700/730.htm>
2. Hold current dietetic or dietetic technician registration from the Academy of Nutrition and Dietetics. Additionally, they will hold a current dietitian or diet technician license, if applicable, in the state he/she is providing nutrition therapy services. The only exception to this policy will be in the food service and community nutrition lab.
3. Be supervised by a dietitian and work collaboratively with that dietitian if the preceptor is a registered dietetic technician.
4. Have at least one year's food service, community nutrition or medical nutrition therapy experience in the respective area in which they will supervise students.
5. Use and be in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the AND Scope of Dietetic Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics.”
6. Have a regular patient load and/or workload sufficient to provide the student(s) with an opportunity to apply knowledge and increase skills in food service, community nutrition care or medical nutrition therapy.
7. Be committed to high quality dietetic technician therapy student education and support the MSU-GF COT Dietetic Technician Program.
8. Express positive attitudes and willingness to work with the student(s) and faculty of MSU-GF COT.
9. For the community and medical nutrition therapy labs, provide adequate supervision of patient interaction, treatment, and record keeping procedures performed by the student(s).
10. For the community and medical nutrition therapy labs, follow facility's system for maintaining records of patient evaluation, treatment, and progression.
11. For the food service lab, provide adequate supervision of the student as they perform their work.
12. Express willingness to follow written agreement between the lab site and MSU-GF COT.
13. Follow the Policies and Procedures of the Dietetic Technology Student Handbook at MSU-GF COT, the policies and procedures of the College of Technology, and the policies and procedures of the lab site.

EVALUATION OF THE PRECEPTOR AND THE LAB SITE

Surveys will be completed by the student about the preceptor and the lab site at the end of each lab experience. Preceptors and lab sites will receive a summary of the student evaluations and an evaluation from the Program Director.

Preceptors will be expected to meet the criteria for preceptors and help to ensure that the lab sites meet the criteria necessary to ensure good lab experience. Preceptors will be offered support from the Dietetic Technician Program faculty and Program Director.

PRECEPTOR AND LAB SITE RIGHTS AND RESPONSIBILITIES

Preceptor rights are commensurate with those of similar appointments within MSU-GF COT. These individuals have library, and computer lab privileges. These rights will be communicated to preceptors when contracts are renewed. Preceptors and lab sites for MSU- GF COT assume faculty status and, in that role, have certain responsibilities and rights. We encourage preceptors to attend course work that develops their abilities as a preceptor.

Preceptor administrators, the lab sites and the preceptors should use and be in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the AND Scope of Dietetic Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics.”

Preceptors will communicate with the Program Director all pertinent and appropriate information as allowed by Montana state law regarding the individual students assigned to them. Preceptors are required to maintain confidentiality requirements in his or her communications with other individuals not officially involved in the education of the student.

QUALIFICATIONS OF THE LAB SITE

The nutrition therapy lab sites shall:

- 1) Be staffed by or have on contract at least one registered and licensed if applicable registered dietitian who is a graduate of a dietetic curriculum that is approved or accredited by the Academy of Nutrition and Dietetics.
- 2) Designate one registered dietitian as the preceptor.

The food service and community lab sites shall:

- 1) Be staffed by an employee that meets the requirements for faculty as outlined by the Board of Regents. Their policy for faculty requirements can be found at: <http://mus.edu/borpol/bor700/730.htm>
- 2) This person shall be designated as the preceptor.

All lab sites shall:

- 1) Have the willingness of the nutrition and/or food service staff and their respective administration to support the lab education program.
- 2) Have a regular patient, client or work load sufficient to provide the student(s) with an opportunity to apply knowledge and increase their dietetic technician skills.
- 3) Have adequate space and equipment to accommodate the student(s).
- 4) Be committed to high quality dietetic technician student education.

- 5) Express positive attitudes and willingness to work with the student(s) and faculty of MSU- GF COT.
- 6) Provide adequate supervision of patient and/or client interaction, treatment, and record keeping procedures performed by the student(s) if applicable. Provide adequate supervision of student activity when they are engaged in food service activities.
- 7) Have a system for maintaining records of patient and/or client evaluation, treatment, and progression if applicable.
- 8) Sign a written agreement between the lab site and MSU-GF COT.
- 9) Abide by all applicable state and federal laws and appropriate professional codes of ethics.

POLICY FOR MAINTAINING AFFILIATION AGREEMENT WITH LAB SITES

A Memorandum of agreement must be signed by both the lab facility and MSU-GF COT prior to a student being assigned to the facility. This agreement includes a statement regarding general and professional liability and insurance. This agreement automatically rolls over from year to year within the agreement's timeline. Either MSU-GFCOT or lab sites can terminate this agreement with a notice as described in the agreement.

STATEMENT OF UNDERSTANDING:

I am a student in the Dietetic Program and I understand and agree to the rules, regulations, policies and procedures as stated in the Student Handbook and the syllabus of each course.

1. The program requires a period of assigned, guided lab experiences either in the school or other appropriate facility in the community.
2. For educational purposes and practice on “live” models, I consent in allowing other students to practice non-invasive procedures on me as I will practice these same procedures on them under the guidance and direct supervision of my instructor. The nature and educational objectives of these procedures have been fully explained to me. No guarantee or assurance has been given by anyone as to any problem that might be incurred as a result of these procedures.
3. These lab experiences are assigned by the Instructor for their educational value and thus no payment (wages) will be earned or expected.
4. It is understood I will be a student within the lab facilities that affiliate with my school and will conduct myself accordingly. All required and published personnel policies, standards, philosophy, and procedures of these agencies will be followed: I also agree to obtain all tests and immunizations required by the affiliating agency.
5. I have read and agree to adhere to the college’s policies, rules, and regulations related to the program for which I am applying.
6. I understand the information regarding a patient or former patient is confidential and is to be used only for lab purposes within an educational setting.
7. I understand the educational experiences and knowledge gained during the program do not entitle me to a job.
8. I understand any action on my part inconsistent with the above understandings may result in suspension of training.
9. It is understood that I am liable for my own medical and hospitalization insurance.
10. It is understood that I will be accountable for my own actions; therefore, I will carry adequate limited professional liability insurance during the clinical phase of the program. (College will assist in identifying plans available to be acquired at the student’s expense.)
11. It is understood that if I fail or withdraw from any portion (any one course) of the Dietetic Technology Program, I will be dismissed from the program. I may or may not be allowed to return to the program depending on the circumstances of my failure or withdrawal. Only two attempts at completing the program will be allowed.
12. If I fail or withdraw from the program for any reason, I will be required to retake all the dietetic technician specific courses again at my cost.

Student Signature

Date

Associate of Applied Science
Dietetic Technology Program



Student Handbook
2013-14

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DIETETIC TECHNICIAN PROGRAM
STUDENT HANDBOOK

Faculty

Program Director/Instructor Susan Cooper, MS, RD

Office: R230

Office Hours: By appointment

Phone: (406) 771-4357

Email: scopper@msugf.edu

Dear Prospective Dietetic Technician Student,

Welcome to the Dietetic Technician Associate of Applied Science Program at Great Falls College Montana State University (GFC MSU). We look forward to your participation in the Dietetic Technician Program and helping you launch your career in nutrition.

The program will prepare you to enter the profession and work toward completion of your dietetic technician AAS degree upon graduation. Following acceptance into the program, you will be expected to complete all of the required courses with a minimum of a grade of "C-". As a student of the program, you will engage in didactic courses and 450 lab hours.

The Dietetic Technician program is a one year program that has accepted 20 students each year. The small class size is advantageous to you as a student, allowing you more individualized attention and more opportunity for hands-on experience as well as a greater opportunity for employment after graduation.

Enclosed you will find the DT Program Policies and Procedures. Please familiarize yourself with these policies as you will be expected to comply with them. Ignorance of the policies will not be considered an acceptable excuse for non-compliance with the policies. Keep in mind, these policies and procedures have been designed to ensure a safe, equitable, and productive educational experience for you and your classmates.

For additional questions regarding these policies, please contact Susan Cooper, Program Director at 406-771-4357. Please don't hesitate to contact us.

Sincerely,

Susan Cooper, MS, RD
Dietetic Technician Program Director
Great Falls College MSU
2100 16th Ave S
Great Falls, MT 59405
(406)771-4357

INTRODUCTION TO THE DIETETIC PROGRAM

The Dietetic Technician (DT) Program is an outcomes based learning program. At Great Falls College MSU the faculty is dedicated to providing a learning environment for students that is engaging, rewarding, and compelling. Since 2006, the faculty has been involved in the development of curriculum that is outcomes assessment driven. Our outcomes assessment based curriculum requires the faculty to clearly define what we expect of our students (outcomes) and utilize tools such as exams, performance, presentations, etc., that measures (assesses) the student achievement of those outcomes. The rationale for clearly defining the outcomes and the assessment tools for measuring the achievement of these outcomes is to assure that the students' experiences in the classroom and in their community work is meaningful.

Our first step was to create an institutional mission statement and a list of qualities that we agreed were important to the success of all our graduates. The institutional Mission Statement Eight Institutional Abilities were the result of a number of collegiate discussions.

Secondly, we also wanted to assess the success of our students within each program. To accomplish this task, the faculty was required to develop program outcomes and a program mission statement. It was important that the program outcomes supported program mission statement and the institution's mission statement and the institutional abilities.

Specifically, since the DT Program is a Candidate for Accreditation with the Accreditation Council for Education in Nutrition and Dietetics (ACEND), it was important that we aligned our course objectives and program outcomes with the ACEND's Competencies.

Graduates will be eligible and encouraged to become Active Members of the Academy of Nutrition and Dietetics and to write the CDR Registration Examination for Dietetic Technician. Membership and the registration credential are important career tools. Even students are encouraged to become members of the academy to access the benefits including scholarships, networking, and educational materials. For further information on accreditation, contact ACEND at:

Accreditation Council for Education in Nutrition and Dietetics

120 South Riverside Plaza

Suite 2000

Chicago, Illinois 60606-6995

800/877-1600 ext.5400

www.eatright.org

During this program, the students, the faculty, and the Program Director will be engaged in activities to access your individual success at achieving the course objectives, the program outcomes, the eight institutional abilities, and the ACEND Competencies. You will be asked to take exams, engage in group projects, perform research papers, demonstrate skills, and complete self-assessments.

Below is additional Dietetic Technician Program outcomes material for you. If you have questions about outcomes assessment, please contact the Program Director.

GREAT FALLS COLLEGE MSU MISSION STATEMENT

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.

GREAT FALLS COLLEGE MSU EIGHT ABILITIES

The faculty and staff have deemed the following abilities to be central to the personal and professional success of all GFC MSU graduates:

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

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

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

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.

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

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

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.

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

DIETETIC TECHNICIAN PROGRAM MISSION STATEMENT

The mission of the Great Falls College MSU, Dietetic Technician Program is to prepare graduates to be eligible to take the Dietetic Technician Registration Examination of the Commission on Dietetic Registration, to continue in upper division educational work, and/or to obtain employment in the field of food and nutrition.

DIETETIC TECHNICIAN PROGRAM OUTCOMES GRADUATES ARE PREPARED TO:

- Demonstrate the application of basic knowledge in anatomy, physiology, and chemistry in the practice of nutrition education.
- Prepare nutrition care plans for and provide counseling to clients from diverse socio-economic backgrounds and at each stage of the lifestyle that result in improved client nutritional status.
- Apply the principles of fitness and wellness to educating the public.
- Effectively utilize common nutrition and foodservice software programs.
- Apply knowledge of food safety and sanitation, menu planning, procurement, inventory, and quality control in food service operations.
- Describe basic principles and techniques of food preparation and evaluation.
- Employ principles of management including planning, implementation, and evaluation.
- Demonstrate basic knowledge in financial and human resources management.

- Describe and demonstrate leadership skills.
- Identify the characteristics of reliable nutrition information and apply this knowledge to assess research and statistical data.
- Demonstrate effective oral and written interpersonal communication skills with peers, patients, clients, and other health care and food service professionals.
- Describe the current scope of practice and credentialing process for diet technicians and other nutrition professionals and identify parameters of accountability.
- Understand the organization of various industries that commonly employ nutrition professionals and the role of the DTR and the RD in these organizations.
- Understand basic principles of nutrition and trends in nutrition.

ACEND REQUIRED DT PROGRAM COMPETENCIES GRADUATES ARE PREPARED TO:

CDT 1.1 Access data, references, patient education materials, consumer and other information from credible sources.

CDT 1.2 Evaluate consumer information to determine if it is consistent with scientific evidence.

CDT 1.3 Collect performance improvement, financial, productivity or outcomes data and compare it to established criteria.

CDT 1.4 Implement actions based on care plans, protocols or policies.

CDT 2.1 Adhere to current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice, Standards of Professional Practice and the Code of Ethics for the Profession of Dietetics.

CDT 2.2 Use clear and effective oral and written communication skills.

CDT 2.3 Prepare and deliver sound food and nutrition presentations to a target audience.

CDT 2.4 Demonstrate active participation, teamwork and contributions in group settings.

CDT 2.5 Refer situations outside the dietetic technician scope of practice or area of competence to the registered dietitian or other professional.

CDT 2.6 Participate in professional and community organizations.

CDT 2.7 Establish collaborative relationships with other health care professionals and support personnel to effectively deliver nutrition services.

CDT 2.8 Demonstrate professional attributes within various organizational cultures.

CDT 2.9 Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration.

CDT 3.1 Perform nutrition screening and identify clients or patients to be referred to the registered dietitian.

CDT 3.2 Perform specific activities of the nutrition care process (a-e) below as assigned by registered dietitians in accordance with the Scope of Dietetics Practice for individuals groups and populations in a variety of settings:

- Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.
- Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements.

- c. Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.
- d. Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis.
- e. Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.

CDT 3.3 Provide nutrition and lifestyle education to well populations.

CDT 3.4 Promote health improvement, food safety, wellness and disease prevention for the general population.

CDT 3.5 Develop print and electronic nutrition education materials for disease prevention and health improvement that are culturally sensitive, age appropriate and designed for the educational level of the audience.

CDT 3.6 Perform supervisory functions for production and service of food that meets nutrition guidelines, cost parameters, and health needs.

CDT 3.7 Modify recipes and menus for acceptability and affordability that accommodate the cultural diversity and health status of various populations, groups and individuals.

CDT 4.1 Participate in quality improvement and customer satisfaction activities to improve delivery of nutrition services.

CDT 4.2 Perform supervisory, education and training functions.

CDT 4.3 Participate in legislative and public policy activities.

CDT 4.4 Use current informatics technology to develop, store, retrieve and disseminate information and data.

CDT 4.5 Participate in development of a plan for a new service including budget.

CDT 4.6 Assist with marketing clinical and customer services.

CDT 4.7 Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment.

DIETETIC TECHNICIAN PROGRAM SPECIFIC CALENDARS

2013-14

| DATE | PRE-DIETETIC TECHNICIAN PROGRAM STUDENTS | DIETETIC TECHNICIAN PROGRAM STUDENTS |
|--|---|--|
| Feb 15, 2013 | Applications for 2013-14 available. | NA |
| May 1, 2013 | Deadline for 2013-14 application. | NA |
| May 3, 2013 | Deadline for applicants to complete all pre-requisite work for the 2013-14 program. | NA |
| May 15, 2013 | Acceptance letters for the 2013-14 program will be sent. | NA |
| May 22, 2013 | NA | Deadline for the receiving of all letters of intent to be accepted into the Dietetic Technician program from accepted applicants for 2013-14. |
| May 22, 2013 | NA | Deadline to provide proof of all immunizations and completion of the CPR Health Care Providers to the program director by students accepted into the Dietetic program. |
| May 24, 2013 | NA | Mandatory new Dietetic Technician program student orientation. |
| May 28, 2013 | NA | Classes begin for summer. |
| July 24, 2013 | NA | Classes end for summer. |
| August 22, 2013 | NA | Mandatory Health Science Orientation. |
| August 26, 2013 | Classes begin for Fall. | Classes begin for Fall. |
| Fall Semester 2013 | Academic Advising occurs. For specific questions about the career and the program, contact Susan Cooper, Program Director for an appointment. Contact information: 406-771-4357 or scooper@msugf.edu Also contact your advisor at least several weeks prior to the beginning registration date. Registration beginning date for continuing students is Nov 7, 2013. For new students it is Nov 25, 2013. | Contact the Program Director, Susan Cooper at 406-771-4357 or scooper@msugf.edu for an advising meeting several weeks prior to the start registration date of Nov 7, 2013. |
| December 6, 2013 (The specific date will be posted when available.) | Last day of classes. | Last day of classes. |
| December 9-13, 2013. | Finals week. | Finals week. |
| Mid- January 2013 (The specific date will be posted when available.) | Classes begin. | Classes begin. |
| Feb 2014 (The specific date will be posted when available.) | DT Application available online for Academic year 2014-15. | NA |
| Feb-March 2013 (The specific dates and time will be posted when available.) | Academic Advising occurs. For specific questions about the career and the program, contact Susan Cooper, Program Director for an appointment. Contact information: 406-771-4357 or scooper@msugf.edu Also contact your advisor at least several weeks prior to the beginning registration date. | Contact the Program Director, Susan Cooper at 406-771-4357 or scooper@msugf.edu for an advising meeting several weeks prior to the graduation application deadline. |
| May (The specific date will be posted when available.) | NA | Graduation. |

| DATE | PRE-DIETETIC TECHNICIAN PROGRAM STUDENTS | DIETETIC TECNICIAN PROGRAM STUDENTS | EVENT |
|---|---|--|---|
| One Week prior to the first day of class. (The specific date and time will be posted when available.) | NOT APPLICABLE | X | Mandatory Health Sciences Division Orientation and Fall Dietetic Technician Orientation and Registration for DT Class of 2012-2013. |
| August 2012 (The specific date will be posted when available.) | X | X | Classes begin. |
| Fall Semester 2012 | X | NOT APPLICABLE | Academic Advising for students. (Make appointment with Susan Cooper at scooper@msugf.edu for questions regarding the DT Program. Make an appointment at least three weeks prior to the registration start date to obtain your required registration pin number for Spring 2013 registration.) |
| October 2012 (The specific dates and time will be posted when available.) | NOT APPLICABLE | X | DT 2012-13 students meet with DT Program Director to assess student progress. |
| November 2012 (The specific date will be posted when available.) | X | NOT APPLICABLE | Continuing students begin registration for Spring 2012. |
| November 2012 (The specific date will be posted when available.) | X | NOT APPLICABLE | New students begin registration for Spring 2012. |
| December 2012 (The specific date will be posted when available.) | X | X | Last day of classes. |
| Mid-December 2012 (The specific dates will be posted when available.) | X | X | Finals Week. |
| End of December 2012-Mid-January 2013 (The specific dates will be posted when available.) | X | X | No classes |
| Two Days prior to the first day of class. (The specific date will be posted when available.) | NOT APPLICABLE | X | Mandatory Spring Dietetic Technician Orientation and Registration for DT Class of 2012-2013. |
| Spring Semester 2013 | X | NOT APPLICABLE | Academic Advising for students. (Make appointment with Susan Cooper at scooper@msugf.edu for questions regarding the DT Program. Make an appointment at least three weeks prior to the registration start date to obtain your required registration pin number for Summer and Fall 2013 registration.) |

| | | | |
|---|----------------|----------------|---|
| Mid- January 2013 (The specific date will be posted when available.) | X | X | Classes begin. |
| January 2013 (The specific date will be posted when available.) | X | NOT APPLICABLE | DT Application available online for Academic year Fall 2013-Spring 2014. |
| March 2013 (The specific dates and time will be posted when available.) | NOT APPLICABLE | X | DT 2012-13 students meet with DT Program Director to assess student progress. |
| April 2013 (The specific date will be posted when available.) | X | NOT APPLICABLE | Continuing students begin registration for Summer and Fall 2013. |
| April 2013 (The specific date will be posted when available.) | X | X | Last day of classes. |
| April 2013 (The specific date will be posted when available.) | X | NOT APPLICABLE | New students begin registration for Summer 2013. |
| April 30-May 4, 2013(The specific dates will be posted when available.) | X | X | Finals Week. |
| One Week prior to graduation (The specific date will be posted when available.) | NOT APPLICABLE | X | DT 2012-13 students will meet for End of Program Meeting. |
| May 2013 (The specific date will be posted when available.) | NOT APPLICABLE | X | Graduation of DT Class of 2012-13. |
| May 2013 (The specific date will be posted when available.) | X | NOT APPLICABLE | New students begin registration for Summer 2013. |
| May 2013 (The specific date will be posted when available.) | X | NOT APPLICABLE | Final Due Date for DT Application for Summer 2013-Spring 2014. |

REGISTRATION CREDENTIAL COMMISSION ON DIETETIC REGISTRATION (CDR)

The Dietetic Technician Associate of Applied Science Degree signifies that the holder of that degree has been educated to competently practice as a dietetic technician in all healthcare settings. A Verification Statement will be given to students stating their completion of all program requirements. These statements will be kept on file indefinitely.

The Program Director will inform CDR that students have completed all program requirements and CDR will notify students of their eligibility to take the registration exam for Dietetic Technicians.

STUDENT CONDUCT & ABILITIES

The education of a dietetic technician requires assimilation of knowledge, acquisition of skills and development of judgment through patient care experiences in preparation for a) independent and, b) semi-autonomous and/or c) making appropriate decisions required in practice. The dietetic technician practice emphasizes collaboration among physicians, registered dietitians, food service directors, nurses, allied health care professionals and the patient.

The curriculum leading to the Dietetic Technician Associate of Applied Science Degree from this school requires students to engage in diverse, complex and specific experiences essential to the acquisition and practice of essential skills and functions. Unique combinations of cognitive, affective, psychomotor, physical and social abilities are required to satisfactorily perform these functions. In addition to being essential to the successful completion of the requirements of the DT Program, these functions are necessary to ensure the health and safety of patients, fellow candidates, faculty and other healthcare providers. These abilities and conduct include but are not limited to the following abilities and conduct:

Physical and Motor Skills

Candidates should have sufficient motor function so that they are able to execute movements required to provide general care and treatment to patients in all health care settings and complete food service duties. For example: for safety and protection of the patients, the candidate must be able to perform basic life support, including CPR and function in an emergency situation. Additionally, in the food service setting, students will need to be able to perform the required duties to prepare and serve meals. The physical and motor skills needed include:

1. Must have a full range of body joints, with the ability to stoop, bend, reach, pull and push.
2. Ability to carry heavy objects weighting.
3. Ability to stand unassisted.
4. Able to execute controlled motor movements to prepare and serve meals.
5. Good peripheral vision (with correction, if needed) to view activity within a food service setting.
6. Ability to demonstrate adequate hearing/listening skills (with correction, if needed) that include correctly understanding voices with background noises occurring.

Sensory/Observation

A candidate must be able to acquire the information presented through demonstrations and experiences in the basic sciences and dietetic technology. He or she must be able to follow directions from others including the registered dietitian and food service director based upon non-verbal and verbal communications. The candidate must be capable of quickly adjusting to changing situations in the clinical, community health, and food service setting.

Communication

The candidate must communicate effectively and sensitively with other students, faculty, staff, patients, family and other professionals. He or she must express his or her ideas and feelings clearly and demonstrate a willingness and ability to give and receive feedback. A candidate must be able to: convey or exchange information at a level allowing care of the patient; identify problems presented and provide alternative solutions. The candidate must have effective oral communication skills.

1. Ability to use the English language to communicate effectively in a rational, coherent manner with individuals of all professions and social levels; verbally and in writing.

Cognitive

A candidate must be able to measure, calculate, reason, analyze, integrate and synthesize in the context of undergraduate dietetic technician study. The candidate must be able to quickly read and comprehend extensive written material. He or she must also be able to evaluate and apply information and engage in critical thinking in the classroom and lab setting.

1. Ability to maintain consistent mental alertness for during the classroom and lab experiences.

2. Ability to learn and perform quickly with or without repetition of instruction.
3. Ability to develop and improve organizational skills.

Behavioral/Emotional

A candidate must possess the emotional health required for the full utilization of his or her intellectual abilities, the exercising of good judgment, the prompt completion of all responsibilities attendant to the role of the dietetic technician. In addition, he or she must be able to maintain mature, sensitive and effective relationships with patients, students, faculty, staff and other professionals under all circumstances including highly stressful situations. The candidate must have the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways. The candidate must be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy. The candidate must know that his or her values, attitudes, beliefs, emotions and experiences affect his or her perceptions and relationships with others. The candidate must be able and willing to examine and change his or her behavior when it interferes with productive individual or team relationships. The candidate must possess skills and experience necessary for effective and harmonious relationships in diverse academic and working environments.

1. Ability to maintain composure when subject to high stress levels.
2. Ability to respond in an emotionally controlled manner in learning situations and emergent situations.
3. Ability to discern right from wrong in the ethics of the profession.
4. Ability to accept criticism and make appropriate changes with a positive attitude.
5. Ability to deal professionally with a variety of personalities.

Professional Conduct

Candidates must possess the ability to reason morally and practice as a dietetic technician in an *ethical manner*. Candidates must be willing to learn and abide by professional standards of practice. He or she must possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility and tolerance. Candidates must be able to engage in patient care delivery to all patient populations including but not limited to children, adolescents, adults, developmentally disabled persons, medically compromised patients and vulnerable adults.

REASONABLE ACCOMMODATION FOR DISABILITIES

Upon admission, a candidate who discloses a disability and requests accommodation may be asked to provide documentation of his or her disability for the purpose of determining appropriate accommodations, including modification to the program. The Program will provide reasonable accommodations but is not required to make modifications that would substantially alter the nature or requirements of the program or provide auxiliary aids that present an undue burden to the Program. To matriculate or continue in the curriculum, the candidate must be able to perform all the essential functions either with or without accommodation.

Requests for accommodation should be directed to: Disabled Student Services Office.

ASSESSMENTS OF STUDENT CONDUCT AND ABILITIES, REGULAR AND ON GOING

Because of the close working relationship with the students, all instructors will be responsible for monitoring whether the dietetic technician student is meeting the above described abilities and conduct.

PROCESS FOR DEVIATION FROM EXPECTED STUDENT CONDUCT AND ABILITIES, AS NEEDED

If and when a student does not meet expectations, the following will occur:

1. Problematic behavior documented. Problematic behavior will be documented by faculty in the student's academic file.
2. Problematic behavior results in Notice of Deficiency and contract. If a pattern of problematic behavior or a single, very serious lapse in the essential behavior becomes evident, the steps below will be followed:
 - 2a. Notice of Deficiency indicating that the student's continuation in the program is in jeopardy is prepared.
 - 2b. Composing contract. The student's program director will prepare an individual student contract that must accompany the Notice of Deficiency identifying what needs to be demonstrated in order to meet the essential conduct and/or ability and thus remain in the program.
 - 2c. Student is given Notice of Deficiency and contract. The program director will meet with the student to present the Notice of Deficiency and individual student contract. After the student reads and signs the Notice of Deficiency and contract (signature indicates that the student has read it), the Notice and a copy of the contract are placed in the student's academic file.
3. Contract monitored continuously. If the contract is not upheld by the student, the student will be dismissed.
4. Dismissal from the program. If the student does not uphold the above mentioned contract, dismissal from the program will occur; regardless of course grades. If a single, very serious lapse, such as an integrity issue occurs, it may result in an immediate dismissal without a Notice of Deficiency or Composing Contract occurring; regardless of course grades.

CLASS AND LAB RULES

Students are expected to demonstrate professional behavior at all times in the classroom and laboratory and arena. All students, teachers, visitors, and employees of the Health Campus are to be treated with courtesy and respect. Foolish questions or comments, bad language or behavior will not be tolerated.

- ✚ Any lack of integrity is grounds for dismissal. A dietetic technician must be totally trustworthy in all aspects or they will not be entrusted with confidential patient information.
- ✚ Students are expected to be on time when reporting to classroom and laboratory sessions.
- ✚ Cheating is grounds for dismissal. No second chances. A dietetic technician *must* have integrity.
- ✚ Once a student turns in a test, he/she cannot have the test back for any reason.
- ✚ Tests should be checked on front and back to be sure items have not been overlooked.
- ✚ Meeting personal needs such as going to the bathroom should be taken care of during break and at lunch.
- ✚ Students are to be awake, attentive, and courteous at all times. Smoking is ONLY allowed during break in designated areas at the school and affiliated agencies.
- ✚ Required textbooks, needed supplies, etc., must be available for all classes. Borrowing from other students is not allowed.
- ✚ Students are not to look at answers in books while others are still testing.
- ✚ If a student has any problems (including preceptor), he/she is to go through the proper chain of command to resolve the situation. Communication with the goal of timely problem resolution begins with the instructor. If this proves to be ineffective then continue to the Program Director, then the Director of Health Sciences, and then the Dean of Students; progression will be expected in the listed order.
- ✚ Cell phones are to be off, not vibrate, but OFF during classroom and lab experiences.

CLASS AND LAB MAINTENANCE

All students are responsible for maintaining a neat and orderly classroom and lab:

- ✚ Do NOT attempt to use or operate any equipment until you have received the appropriate instruction for its use.
- ✚ When using equipment, treat it kindly. All equipment should be replaced in the appropriate storage area after use.
- ✚ Class or Laboratory sessions are not considered adjourned until the lab and classroom are in proper order.

FUNDS

In order to remain in the program, each student must have his/her money for books, tuition, field trips, etc., the day it is due. Students will always have advance notice of money needed. Student may be responsible for funds required for an out of town lab rotation.

GRADING POLICY & PLAGIARISM

The Dietetic Technician Program follows the state policy relating to the standards for academic progress found in the School Student Handbook. The grading scale is listed below:

| | |
|----------|-------------|
| 90 – 100 | A Excellent |
| 80 – 89 | B Good |
| 70 – 79 | C Average |

Satisfactory completion of any and all courses requires at least a C- or greater. Since the Dietetic Technician Program is progressive in nature, courses in one semester must be successfully completed before the student may enter the next semester. All students will receive grade report each semester. Course Grades will be determined by an average of grades for examinations, quizzes, assignments, final examinations and skills exams. Distribution for these various components will be documented in the syllabus of each course. All examination dates will be announced by the instructor in advance. Quizzes may or may not be announced in advance.

When a student experiences difficulty mastering the competencies of any course, he/she is expected to seek extra help from the instructor. Students should contact the instructor if he/she has any questions concerning their progress. Students will be formally notified of their averages at midterm (with the exception of lab courses) and final course grades at the end of each semester.

Students are expected to submit their own work. Evidence of plagiarism, copying, or any other form of cheating will result in forfeiture of the grade for the work and/or formal disciplinary action, and the student will be referred to the schools' administration. A lack of understanding of what is considered plagiarism is not an excuse for engaging in plagiarism. Students should contact the Student Learning Center for more information on plagiarism.

ATTENDANCE POLICY AND MAKE-UP WORK

Regular attendance is expected of all Health Campus students. Attendance will be recorded as a part of each student's permanent records. It will be utilized in reporting to Financial Aid and other training expense payment sources. It will also be utilized for inquiries made by potential employers.

Health Campus Dietetic Technician students will adhere to the following additional attendance policy due to the mandates of lab sites.

1. If you are absent for any reason, you must call in one hour prior to the start of the day. If the absence occurs on a lab day, you are to notify your lab instructor and lab facility according to their specific directions. If the absence occurs on a class day, the student must notify the Program Director prior to 8:00 a.m. Failure to call in on a class day will result in an unexcused absence and you will not be allowed

to make up any work missed. All quizzes and tests will be graded as a “0” for a no call, no show day. Failure to report an absence in lab will be documented on the lab evaluation form and disciplinary action may be taken as this indicates a lack of responsibility and poor work habits.

2. Student's must comply with the instructor's policy for missed exams and other course activities. The policy will be listed on the syllabi.

3. More than 3 lab absences during a *semester* may result in dismissal from the Dietetic Technology Program.

4. Lab absences must be made up prior to the end of the semester, if at all possible, to avoid a grade of 'incomplete'. You will be unable to continue into the next group of courses until the 'incomplete' is changed to a passing grade.

Attendance: Due to the nature of the class, attendance is critical. The attendance policy will be outlined in each course policy. In some courses, frequent unexcused absences and tardiness could result in failure of the course.

THE PROGRAM DIRECTOR RESERVES THE RIGHT TO DEAL INDIVIDUALLY WITH STUDENTS IN THE EVENT OF AN EMERGENCY OR CATASTROPHIC EVENT.

DT LAB EDUCATION REQUIREMENTS

Lab Education Requirements are designed to help the student learn to adjust to the requirements of the professional workforce.

The student should:

- + Maintain prompt attendance in all lab assignments.
- + Call the lab preceptor and facility if sick or cannot be at their lab assignment one hour prior to the start of the schedule rotation. Leave message if necessary.
- + Pass the physical requirements of the program.
- + Rotate through all lab assignments and gain working knowledge of the instrumentation, equipment, techniques and procedures done.
- + Complete all lab course objectives on or before the required deadlines set each semester.
- + Complete all lab assignments before the start of the next semester.
- + Maintain satisfactory lab evaluations completed by staff preceptors and lab instructors.
- + Demonstrate compassion and professional conduct at all times while working with patients.
- + Be able to communicate properly with patients.
- + Be able to communicate and work with fellow students, lab staff and preceptors.
- + Exhibit professional conduct and adhere to dress codes at all times while assigned to the lab area.
- + Be able to cope and function during stressful situations.
- + Complete the required competencies within the specified time and retain proficiency.
- + Expect disciplinary action to be taken when any infraction of the above rules occurs.
- + NOT be receiving any monetary remuneration during the lab educational experience.
- + Labs are NOT meant to be job shadowing experiences. Therefore students are expected to come prepared to work in a variety of activities including giving presentations, food service preparation, and patient screenings. Students are also expected to be knowledgeable on the type of work performed by each site prior to arriving at the site.
- + Expect to engage in the required 150 community nutrition lab hours, 150 medical nutrition therapy lab hours, and 150 food service lab hours.

ASSESSMENT OF DT LAB EDUCATIONAL REQUIREMENTS

During the student's lab education the staff preceptor, Lab Instructor, and Program Director on an ongoing basis will evaluate his/her performance. The student is evaluated on specific dietetic technician duties as well as on their overall performance. A student's overall performance is assessed by the lab instructor and the staff preceptor during each lab rotation and at predetermined intervals. Conferences will also be scheduled at the end of each semester by the lab instructor and program director as needed.

DT LAB EVALUATIONS

The student must:

Before giving the evaluation form to the Dietetic Technician Preceptor fill in the following:

1. Student Name
2. Facility
3. Date

It should be accompanied by a sealable envelope addressed to the lab instructor.

The Staff Preceptor will:

Score the student's performance. If the student's performance is unacceptable a written comment is required. Professional evaluations given by the lab and program director will also count as part of your lab grade, and an average of any tests or written assignments will count as the remaining part of your final grade.

Satisfactory preceptor evaluations must be maintained in all lab assignments. Failure to meet lab requirements will affect the lab grade and could result in probation or suspension from the program.

Evaluations should be submitted from each rotation. Satisfactory evaluations must be maintained. The number of required evaluations will vary each semester:

Responsibility/Action

Student

- Gives the designated preceptor the evaluations.
- Follows up on the return of evaluations.
- Keeps instructor informed of preceptor that do not return evaluations.
- Signs evaluations.

Instructor

- Reviews all evaluations. Notifies Program Director of potential problems.
- Files evaluations in proper folders.
- Notifies student of unsatisfactory performance.
- Recommends to Program Director a probationary status when student is not meeting expectations.

Program Director

- Reviews all problems and complaints and has final say concerning policy and procedures.

LABS AND MEDICAL RECORDS/CONFIDENTIALITY

Students are allowed access to patient medical records and with this privilege becomes the responsibility for maintaining PATIENT CONFIDENTIALITY.

- ✚ Medical Records may NOT be removed from a nursing station or from the Medical Records Department at any time.
- ✚ Medical Records may NOT be reproduced at any time or for any purpose. BREACH OF CONFIDENTIALITY IS GROUNDS FOR DISMISSAL FROM THE DIETETIC TECHNOLOGY PROGRAM. PATIENTS, THEIR PROCEDURES, THEIR PHYSICIANS AND STAFF ARE NOT TO BE DISCUSSED.

LAB DRESS CODE

Because people form impressions, usually within the first 15-30 seconds after being introduced, appropriate visual impressions are important as they influence how others perceive your abilities.

BASIC GROOMING - METICULOUS PERSONAL HYGIENE IS REQUIRED!

- A. **Hair** - Hair must be clean and off the face. Conservative hair color and a professional style are required. Hair nets may be required at certain lab sites.
- B. **Nails**- Fingernails must be kept short, trimmed and clean. The nail should not be allowed to grow out past the end of the finger. Nail polish should be conservative. NO ARTIFICIAL FINGERNAILS.
- C. **Make-up** – Is allowed in minimal amounts. If excessive make-up is worn you will receive one warning; after this the individual will not be allowed to wear any make-up.
- D. **Fragrance** – Cologne, perfume, or scented aftershave lotion are NOT allowed. Many patients have severe allergic reactions to these “triggers” while many other patients who are nauseated experience exacerbation of the nausea when exposed to these offenders. This also includes residual tobacco odors.
- E. **Beards** - No longer than 1 inch and trimmed neatly. Faces must be clean shaven unless wearing a beard.
- F. **Jewelry** - Jewelry should not interfere with the ability to perform tasks especially in the food service area. The student will need to comply with the facility policies regarding the use of jewelry. The lab and school will not be responsible for jewelry worn to the school or lab. The best policy is to leave your jewelry at home.
- G. **LAB COATS/UNIFORMS**- are mandatory in some facilities. Check facility’s policy. Length - Lab coats must be street dress length (knee). Condition - Lab coats/uniforms that are wrinkled, stained, or soiled are NOT acceptable.
- H. **STREET CLOTHES** - The clothes you wear to and from the lab site must meet with the facility’s dress code.

OTHER:

If you wear contacts to the lab, you must have glasses available. In the food service lab, you may find that glasses are more comfortable.

STUDENT ID – MUST BE WORN AT ALL TIMES.

CHEWING GUM – IS NOT PERMITTED ANYWHERE IN THE CLASSROOM OR LAB FACILITIES.

SMOKING – IS NOT PERMITTED ANYWHERE IN THE CLASSROOM OR LAB FACILITIES.

LAB AND WORK POLICY

All student activities associated with the curriculum, especially while students are completing lab rotations, will be educational in nature. Students will not receive any monetary remuneration during this educational experience, nor will the student be substituted for hired staff personnel within the lab institution, in the capacity of a dietetic technician.

LABS AND TRAVEL INSURANCE (Mandatory)

All students are required to carry auto liability insurance if they plan to drive their car to the various lab sites. It is the student’s responsibility to purchase this insurance. Proof of auto liability coverage must be presented to the Program Director BEFORE a student can begin the program.

LIABILITY INSURANCE (Mandatory)

All students are required to carry professional liability insurance. Insurance may be purchased through a group plan offered by the Health Campus or the student may purchase an individual policy if you wish (proof of individual or group coverage must be presented to the Program Director BEFORE a student can begin the program).

HEALTH INSURANCE (Mandatory)

All students are required to carry personal health insurance and give proof of insurance prior to entering labs. Please contact the Dean of Students for information on health insurance that is available through the school and that financial aid will cover the cost of. This insurance should provide coverage from cost that result from injury and illness that may occur during lab site work.

CARDIOPULMONARY RESUSCITATION - (CPR)

CPR is required during lab rotations. All students' CPR will have to be valid prior to labs. A student will not be allowed to begin labs if their CPR is not valid.

INCLEMENT WEATHER POLICY

Academic:

- ✚ If classes at College are canceled due to inclement weather conditions coursework will be reassigned as necessary.

Lab:

- ✚ Due to requirement of the program, all lab time missed due to inclement weather conditions must be made up to assure that the required 450 lab hours are met.
- ✚ Do not come to labs if you feel the weather conditions are hazardous to your well being, or if the college is closed.
- ✚ Students not reporting to labs because of bad weather are required to call the lab facility and lab instructor 1 hour prior to the start of lab shift.

ASSESSMENT FOR PRIOR LEARNING

Students are responsible for providing all transfer work transcripts for evaluation to the Admissions Office. This should occur prior to the application to the program. The Dietetic Technician Program follows the institutional policy for the acceptance of transfer coursework. The Program gives no credit for work experience.

The institutional policy for the acceptance of transfer work is located at:

<http://www.msuqf.edu/catalog/Admissions/TransferFromOtherInstitutions.html>

MAXIMUM COMPLETION TIME OF PROGRAM

Students of the Dietetic Program are expected to remain continuously enrolled in the program and to complete their course work within the academic year that they are enrolled. Program students are full-time students and must complete the fall and spring courses as is listed in the catalogue within one academic year.

If a student fails to complete the course work, they will need to re-apply to the program. Credit for completed DT Program Course Work will only be given if the student is accepted to the DT Program for the following year from which they withdrew or were dismissed. If they are re-accepted, they will need to complete the remaining DT courses during their second enrollment

as a DT student. In other words, the maximum time for a student to complete the DT program would be 2 years assuming they were re-accepted the second year.

Students who fail to complete the work within the 2 year maximum limit or students who step out of the program for more than one year will be given no credit for previous DT program course work.

GROUNDINGS FOR DISMISSAL

The Grounds for Dismissal are listed below. It should be pointed out that a student can be suspended from the program at any time during their training for violation of any one of the grounds listed either for academic reasons or disciplinary reasons. Due process as stated in MSU policy & procedure would be allowed in applicable situations.

- Failure to meet any of the ACEND Competencies.
- Any action that can be deemed as dishonest or indicative of a lack of integrity.
- Failing grades in any ONE course of the Dietetic Technician Program and/or college courses.
- Failure to accomplish lab assignments and objectives.
- Inability to follow policies/procedures in the lab setting.
- Failure to maintain academic average of C- in any ONE course or unsatisfactory lab progress.
- Failure to display appropriate workplace principles (poor attitude or inappropriate behavior).
- Breach of confidentiality.
- Absenteeism.
- Excessive Tardiness – (Tardy is defined as coming into class/lab less than 30 minutes late or any leaving early from class/lab prior to dismissal by faculty). Three tardy days per semester will lead to probation. Five or more may lead to suspension from the program.
- If a lab education center refuses to allow a student into their facility for violations such as theft, misconduct, or patient safety, the student will not be allowed to continue.
- Unprofessional or unethical conduct.
- Use of profanity or obscene language.
- Cheating in related or professional courses.
- Any falsification of records. (including, but not limited to timesheets, procedural logs, etc.)
- Insubordination to faculty members and/or personnel in any lab rotation site.
- The conviction and distribution of, or possession of illegal drugs or controlled substances.
- Failure to follow departmental rules, campus or lab facility.
- Conduct that is deemed detrimental to the proper operating of the campus or lab facility.

PROFESSIONAL ORGANIZATION

The Academy of Nutrition and Dietetics (AND) is your professional organization. Benefits include:

1. Association with other students and other practicing Dietetic Technicians and Registered Dietitians.
2. The Journal of AND - a monthly scientific publication.
3. Discounts in registration fees at AND sponsored educational programs.
4. A forum for voicing your concerns for the profession.

<http://www.eatright.org>



HEALTH SCIENCES DEPARTMENT
GREAT FALLS COLLEGE MSU OF TECHNOLOGY

GENERAL HEALTH POLICY

POLICY:

All Health Sciences students must submit proof of physical examination and completion of required immunizations to their Program Director after acceptance into their program. If a student has an illness or infectious disease or has sustained an injury which could potentially be exacerbated by attendance at a clinical site or by participating in a laboratory experience on campus, or could potentially place a fellow student or patient at risk, the student has an obligation to seek treatment of the medical problem or injury. A signed release form from a physician or other healthcare provider must be submitted to the Program Director before the student will be allowed to participate in a lab or clinical experience. The release form should verify that the student has no infectious disease or other condition that may place the student or other persons at risk.

RATIONALE


Future healthcare providers must understand the impact of personal health and safety in on-campus labs and at clinical sites. Patients who seek healthcare are vulnerable due to altered health/risk status and must be protected; the safety of fellow students on campus must also be recognized. Health Sciences students who are potential health/safety risks to others or themselves should not have contact with patients at clinical sites, or participate in potentially unsafe situations on campus.

RECOMMENDATIONS

All Health Science students will submit a physical examination form and complete required immunizations to their Program Director after acceptance into their program. It is strongly suggested that students carry some form of comprehensive health insurance. There are health risks inherent in working in a clinical environment. Students are urged to use good sense in acquiring and maintaining health insurance coverage. Student policy forms are available in Academic Resources and there are companies which offer students a discounted rate.

Liability insurance which covers students while attending clinical sites is included in student lab fees for each program. This is not health insurance for the student; liability insurance covers the student in the event of harm or injury caused to a patient the student is treating at a clinical site.

Approved, MSU-Great Falls College of Technology


CEO/Dean

8/27/09
Date

Approved, Health Sciences Department


Health Science Division Director

8/27/09
Date

HEALTH SCIENCES DEPARTMENT
GREAT FALLS COLLEGE MSU

COMMUNICABLE DISEASE PREVENTION POLICIES

IMMUNIZATION POLICY

In compliance with Montana state law, students born after January 1, 1957 who are taking seven (7) or more credits **or** are enrolled in a certificate or degree program must:

- a) Show documentation immunizations were given after 1967 and after the student's first birthday and must have been administered at least thirty (30) days apart. Current immunizations must have been administered in the form of the MMR vaccine. Immunizations must be documented by a physician, registered nurse, or school official.
OR
- b) Submit documentation of having contracted measles and rubella. Documentation by a physician is required including dates of illness.
OR
- c) File a medical or religious exemption.

Evidence of one of the above must be submitted before students will be permitted to register for courses.

REQUIRED HEALTH SCREENING TESTS/ GENERAL SAFETY GUIDELINES

TB POLICY

Screening for TB must be done upon entry into any Health Sciences program. Evidence of screening must be provided to the Program Director. Repeat screenings must be done annually, with evidence of update provided to the Program Director to be kept on file during the duration of the program of study.

RATIONALE

Students are expected to follow health practices protecting both their patients and themselves. Clinical sites require proof of students' TB tests prior to allowing attendance at the clinical internship. Failure to show proof of current immunization will result in denial of access to the clinical site.

HEPATITIS B SERIES

The College strongly recommends Health Science students who will be working in direct patient contact areas to receive the Hepatitis B vaccine series. Students are urged to use good sense in protecting themselves against health risks and potentially infectious diseases in the clinical environment. If a student declines to receive the Hepatitis B series, a written declination form will be kept in the student's file. Students are encouraged to discuss the benefits of receiving the Hepatitis B series with their health care provider. Students must also be aware that certain clinical sites will not allow students access to their facility unless they have completed the series.

NEEDLES AND SHARPS

On campus, when practicing patient care techniques involving needles and other sharp instruments, students are expected to follow guidelines and protocol as outlined by their instructor and in the student handbook of their respective program. When attending clinical internships the protocol of the facility will be followed.

Red biohazard containers are available in all classroom labs in which the use of needles or sharps is a component of the learning experience and lab. Needles must not be recapped, bent, broken or clipped, removed from syringes or otherwise manipulated by hand. Disposable needles, syringes, blades, razors

and other sharps must be disposed of in the red biohazard containers. Students must never place their hands inside the red container, and if the container is filled, should ask the instructor for a new container.

In the event of accidental needle stick with a contaminated needle, at a clinical site, the student must follow the procedures as outlined by the clinical site, and submit a "Report of Exposure to Communicable Disease" form as found in this packet, to the Program Director. The Program Director will keep the completed form in the student's file, and follow-up with any protocol as established by the facility.

In the event of an accidental needle stick with a contaminated needle or an exposure to body fluid to non-intact skin, mucous membrane, or by percutaneous injury during an on campus lab, the student should comply with the following steps. It is critical to follow these steps because if a source, the person whose blood or body fluid to which the student was exposed, is positive for HIV transmission, there are medications that are available that prevent HIV transmission. These medications, however, are most effective when started within two hours after exposure.

1. De-glove. Bleed the wound.
2. Wash skin and wound with soap and water. Flush mucous membranes with water.
3. Dress the wound.
4. Notify your Program Director and submit the "Report of Exposure to Communicable Disease" form to the director.
5. The source and the student will be counseled to seek out lab tests and counseling through the ER or the City/County Health Department located at 115 4th Street South, Great Falls, MT 59401. There is cost associated with this testing. If the source and/or the student are unable to pay for the cost of the baseline, 3-month-exposure, and 6-month-exposure HIV and HCV tests at the City/County Health Department, MSU-Great Falls College of Technology will pay for these tests. All other costs incurred by the student and the source will be their responsibility.

The source and student will be encouraged to seek this counseling so they can receive the appropriate medical treatment and the needed information to prevent further exposure. The source individual will be encouraged to make available the results of the test to the student and the Program Director. Copies of all reports will be kept by the Program Director in the student's file. The Program Director will follow-up with the source and the student following the Center for Disease Control and Prevention (CDC) and the City/County Health Department guidelines and policies. The program director will also inform the Health Sciences Department Chair of the incidence, however, the names of the source and student will not be shared for confidentiality purposes.

BLOOD AND BODY FLUIDS

At clinical sites, procedures for handling blood, body fluids or any types of secretions must be followed in accordance with the facility's policies and procedures. In the event of a blood or secretion spill, students must follow procedures as outlined by the facility. Never leave a spill unattended: either clean the spill according to facility protocol (depending on the circumstance) or wait until housekeeping personnel arrive. If there is blood, body fluid or any type of secretion spilled in the campus lab, don gloves and lay dry paper towels on the spill to absorb the fluid then layer a second set of disinfectant soaked paper towels over the spill.

There will be a container in your lab which holds a mixture of bleach diluted in water 1:10. Use this mixture to soak the paper towels. Notify your instructor there's been a contaminated spill.

Encircle the spill with additional disinfectant being careful to minimize aerosolization while assuring adequate contact. Decontaminate all items within the spill area. Allow a minimum of 20 minutes contact time to ensure disinfection. Discard contaminated disposable materials using appropriate Biohazardous waste disposal procedures.

Spray down the area again with the bleach solution and wipe clean, disposing of all paper towels in the Biohazardous bag: tie the bag and dispose of the bag in one of the large red Biohazardous containers located near the dental clinic. Your instructor will tell you the location of the large containers.

LINEN

If handling any types of linen (sheets, pillowcases, towels, etc.) at clinical sites, take care to minimally agitate the materials due to airborne contamination. In many facilities, paper products are used in certain areas. All soiled linen should be bagged at the location of its use: it should not be sorted or rinsed in patient care areas. Follow facility procedures in disposing of soiled linens to appropriate areas.

If using linens in on-campus lab, your instructor will inform you about your program's care and laundering of any linen. There is a washer and dryer available to Health Science programs in the room adjacent to R 190 on the first floor, west side of the campus building.

DISPOSAL OF HAZARDOUS WASTE

Biohazardous waste is disposed of in accordance with Occupational Safety and Health Administration (OSHA) regulations. Any full sharps containers or red biohazard bags containing contaminated material must never be left in a lab after class: assist your instructor in disposing of materials to the appropriate container or area. At clinical sites, always follow facility procedures. There are usually many biohazard containers available in all patient care areas.

ADDITIONAL PRECAUTIONS

If a student has an exudative lesion, weeping dermatitis or any skin lesion which could potentially transmit disease through touch, the student should refrain from patient care and from handling patient equipment until the condition resolves. Students should notify their instructor of the condition and it is to the discretion of the course instructor to allow students with these conditions into the on-campus lab.

Students working in direct patient care areas who are pregnant or suspect they may be pregnant should inform their program director. Pregnant women must be particularly cautious when working with certain types of patients. Your program director, course instructor and clinical preceptor should be aware of your pregnancy in order to minimize any risks to your health and safety.

RESUSCITATION EQUIPMENT

At the College, there is an Automatic External Defibrillator (AED) mounted to the wall outside of the Dental Clinic on the northeast side of the campus building. When at the clinical site, students must know where to locate nearby resuscitation equipment. Students should ask their clinical preceptor about facility procedures when responding to an emergency situation. This information is usually included in the facility orientation when students first arrive at the site.

EXPOSURE TO OR DIAGNOSIS OF A COMMUNICABLE DISEASE POLICY

This policy refers to any communicable condition which potentially threatens student or patient safety. Examples would be, but not limited to strep throat, herpes, scabies, rubella, tuberculosis, hepatitis or HIV.

POLICY

A student who suspects contact, has contact, is exposed to or contracts a communicable disease must report such contacts/diagnosis to his or her Program Director immediately. Contact may be, but not limited to direct touch, needle stick, airborne or handling of contaminated materials or equipment. Compliance with the policy and procedures as follows is the responsibility of the student.

RATIONALE

The purpose of this policy is to prevent spread of disease to other students, patients and the community. The procedures attached to this policy have an approved, uniform and planned approach for assisting students who have been exposed to or contracted a communicable disease. The student is responsible for being knowledgeable about communicable diseases and their own role as a potential source of infection or their responsibility for the health and safety of others. This is especially significant in the clinical setting when working with patients already in a debilitated and medically compromised condition.

PROCEDURES

When attending a clinical site students are to report suspected or real contact with a communicable disease to their clinical preceptor immediately following the event. The clinical preceptor will follow the facility's procedures, and also notify the Program Director. The student should also contact the Program Director as soon as possible after the event.

If a student suspects having a communicable disease, or having come in contact with one, outside the clinical setting (for example chicken pox or other common but contagious disease) the student must notify the Program Director who will then determine if the student should be allowed to attend on-campus classes or the clinical internship.

If it is confirmed the student has a communicable disease, he or she must follow-up with appropriate medical care and inform the Program Director. Decisions pertaining to the student's continuation or postponement of any type of coursework will be made on a case-by-case basis, based on the severity of the disease, at the discretion of the Program Director. The health and safety of the student, patients and other students will always be a deciding factor in these cases. The most recent information from the Centers for Disease Control and Prevention (CDC) and the Occupational Safety and Health Administration (OSHA) will be used as guidelines for decision-making.

GREAT FALLS COLLEGE MSU

MANDATORY ORIENTATION PROGRAM TO STANDARD PRECAUTIONS

POLICY

All Health Science students entering their respective healthcare programs must attend the Health Sciences Orientation which includes information and testing on blood borne pathogens and standard precautions. This orientation must be completed before a student is allowed to participate in any on-campus lab which may involve exposure to blood or body fluids and prior to participating in patient care at a clinical site.

RATIONALE

A program to introduce Health Sciences students to Standard Precautions is required by the College. Students participating in on-campus labs and attending clinical internships which include direct patient care must receive instruction about the health and safety risks involved when working with needles and other sharps and blood, body fluids and other secretions. The instruction provided at the Health Sciences Orientation is a brief introduction to potential hazards and to safe practices; students will receive comprehensive education and skills training in all procedures to minimize risk to patients and themselves.

PROCEDURE

- All Health Science students will attend the Health Sciences Orientation which introduces students to Standard Precautions and safe practice when exposed to blood, body fluids and other secretions in the clinical environment or in the on-campus lab. The Orientation session occurs in August and January during the academic year, prior to the fall and spring semesters.
- Each attendee in this group Orientation will view a video on Blood Borne pathogens and Standard Precautions and a demonstration/discussion on appropriate donning and removal of personal protective equipment. A short written quiz will be given following this portion of the Orientation, and the graded quiz will be submitted to each student's Program Director and kept on file as proof of attendance. (The quiz must be passed)
- Failure to attend the mandatory session will require that the student contacts his or her Program Director to make alternate arrangements for viewing of all components of the Orientation session: Standard Precautions, protective equipment, confidentiality, HIPAA requirements and professionalism. Alternate arrangements will be made by the Program Director at his or her discretion and the availability of faculty to present the material. Students must complete the Orientation session before attending any off-campus clinical internship. Most clinical sites now require proof of instruction on standard precautions and HIPAA regulations before allowing students to participate in any internship.
- Students admitted to Health Information Programs offered totally online, who do not attend on-campus classes, will participate in a Health Sciences Orientation online which has been developed specifically for Health Sciences students who will be working in a non-clinical environment. Students in these programs will be notified of the Orientation by their Program Directors.

DIETETIC TECHNICIAN COMMUNICABLE DISEASE POLICY

- Any student who has or contracts a communicable disease as so stated by a physician will be dismissed from theory and lab with an excused absence.
- Make-up work will be assigned on an individual basis.
- All theory and lab work must be made up according to the course syllabi policy; i.e. test, assignments, and quizzes.
- It is the students' responsibility to request make up work and to keep up with what he/she has missed.
- Re-entry is contingent on a signed physicians' statement stating the student is no longer communicable.

WITHDRAWAL & REFUND OF TUITION & FEES

For the school's policy on withdrawals and tuition and fee refund go to: page 10 of the GFC MSU Student Handbook at http://msugf.edu/students/pdf/PoliciesProceduresBooklet_web.pdf

SCHEDULE & PROGRAM CALENDAR (VACATIONS, HOLIDAYS)

Course and lab schedules will be outlined at the beginning of the course on the syllabi. For academic holidays and vacations, please check <http://msugf.edu/academics/AcademicCalendar.html>

STUDENT FILES (PRIVACY & ACCESS)

For the institution's policies regarding student privacy and access to your student files, please go to: <http://msugf.edu/YourRightToKnow/index.html>

STUDENT SUPPORT SERVICE (HEALTH COUNSELING, TESTING, FINANCIAL AIDE)

For information on services to the student, please visit our Student Central Area and please register for a student orientation of the school. For additional information, go to: <http://msugf.edu/students/index.html>

QUALIFICATIONS OF FACULTY

The Dietetic Technology faculty shall:

1. Meet the minimal requirements set by the Montana Board of Regents of Higher Education. The Board policy is located at :

<http://mus.edu/borpol/bor700/730.htm>
2. Hold current dietetic or dietetic technician registration from the Academy of Nutrition and Dietetics. Additionally, they will hold a current dietitian or diet technician license, if applicable, in the state he/she in which they reside and/or practice. The only exception to this policy will be in the food service courses.
3. Have at least one year's food service, community nutrition or medical nutrition therapy experience in the respective area in which they will teach students.
4. Support and be in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the AND Scope of Dietetic Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics."

5. Be committed to high quality dietetic technician therapy student education and support the GFC MSU Dietetic Technician Program.
6. Express positive attitudes and willingness to work with the student(s) and faculty of GFC MSU.
7. Follow the Policies and Procedures of the Dietetic Technology Student Handbook at GFC MSU, the policies and procedures of the College of Technology, and the policies and procedures of the lab site.

QUALIFICATIONS FOR PRECEPTORS

The lab preceptor shall:

1. Meet the minimal requirements set by the Montana Board of Regents of Higher Education. The Board policy is located at :

<http://mus.edu/borpol/bor700/730.htm>
2. Hold current dietetic or dietetic technician registration from the Academy of Nutrition and Dietetics. Additionally, they will hold a current dietitian or diet technician license, if applicable, in the state he/she is providing nutrition therapy services. The only exception to this policy will be in the food service and community nutrition lab.
3. Be supervised by a dietitian and work collaboratively with that dietitian if the preceptor is a registered dietetic technician.
4. Have at least one year's food service, community nutrition or medical nutrition therapy experience in the respective area in which they will supervise students.
5. Use and be in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the AND Scope of Dietetic Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics."
6. Have a regular patient load and/or workload sufficient to provide the student(s) with an opportunity to apply knowledge and increase skills in food service, community nutrition care or medical nutrition therapy.
7. Be committed to high quality dietetic technician therapy student education and support the GFC MSU Dietetic Technician Program.
8. Express positive attitudes and willingness to work with the student(s) and faculty of GFC MSU.
9. For the community and medical nutrition therapy labs, provide adequate supervision of patient interaction, treatment, and record keeping procedures performed by the student(s).
10. For the community and medical nutrition therapy labs, follow facility's system for maintaining records of patient evaluation, treatment, and progression.
11. For the food service lab, provide adequate supervision of the student as they perform their work.
12. Express willingness to follow written agreement between the lab site and GFC MSU.
13. Follow the Policies and Procedures of the Dietetic Technology Student Handbook at GFC MSU, the policies and procedures of the College of Technology, and the policies and procedures of the lab site.

EVALUATION OF THE PRECEPTOR AND THE LAB SITE

Surveys will be completed by the student about the preceptor and the lab site at the end of each lab experience. Preceptors and lab sites will receive a summary of the student evaluations and an evaluation from the Program Director.

Preceptors will be expected to meet the criteria for preceptors and help to ensure that the lab sites meet the criteria necessary to ensure good lab experience. Preceptors will be offered support from the Dietetic Technician Program faculty and Program Director.

PRECEPTOR AND LAB SITE RIGHTS AND RESPONSIBILITIES

Preceptor rights are commensurate with those of similar appointments within GFC MSU. These individuals have library, and computer lab privileges. These rights will be communicated to preceptors when contracts are renewed. Preceptors and lab sites for GFC MSU assume faculty status and, in that role, have certain responsibilities and rights. We encourage preceptors to attend course work that develops their abilities as a preceptor.

Preceptor administrators, the lab sites and the preceptors should use and be in compliance with current federal regulations and state statutes and rules, as applicable, and in accordance with accreditation standards and the AND Scope of Dietetic Practice Framework, Standards of Professional Performance and Code of Ethics for the Profession of Dietetics.”

Preceptors will communicate with the Program Director all pertinent and appropriate information as allowed by Montana state law regarding the individual students assigned to them. Preceptors are required to maintain confidentiality requirements in his or her communications with other individuals not officially involved in the education of the student.

QUALIFICATIONS OF THE LAB SITE

The nutrition therapy lab sites shall:

- 1) Be staffed by or have on contract at least one registered and licensed if applicable registered dietitian who is a graduate of a dietetic curriculum that is approved or accredited by the Academy of Nutrition and Dietetics.
- 2) Designate one registered dietitian as the preceptor.

The food service and community lab sites shall:

- 1) Be staffed by an employee that meets the requirements for faculty as outlined by the Board of Regents. Their policy for faculty requirements can be found at: <http://mus.edu/borpol/bor700/730.htm>
- 2) This person shall be designated as the preceptor.

All lab sites shall:

- 1) Have the willingness of the nutrition and/or food service staff and their respective administration to support the lab education program.
- 2) Have a regular patient, client or work load sufficient to provide the student(s) with an opportunity to apply knowledge and increase their dietetic technician skills.
- 3) Have adequate space and equipment to accommodate the student(s).
- 4) Be committed to high quality dietetic technician student education.
- 5) Express positive attitudes and willingness to work with the student(s) and faculty of GFC MSU.

- 6) Provide adequate supervision of patient and/or client interaction, treatment, and record keeping procedures performed by the student(s) if applicable. Provide adequate supervision of student activity when they are engaged in food service activities.
- 7) Have a system for maintaining records of patient and/or client evaluation, treatment, and progression if applicable.
- 8) Sign a written agreement between the lab site and GFC MSU.
- 9) Abide by all applicable state and federal laws and appropriate professional codes of ethics.

POLICY FOR MAINTAINING AFFILIATION AGREEMENT WITH LAB SITES

A Memorandum of agreement must be signed by both the lab facility and GFC MSU prior to a student being assigned to the facility. This agreement includes a statement regarding general and professional liability and insurance. This agreement automatically rolls over from year to year within the agreement's timeline. Either GFC MSU or lab sites can terminate this agreement with a notice as described in the agreement.

DIETETIC TECHNICIAN PROGRAM TECHNICAL STANDARDS

Students will need to demonstrate the following specific technical standards, with or without reasonable accommodation, in order to progress through and successfully complete the Dietetic Technician program at Great Falls College MSU. The technical standards include:

- Access data, references, patient education materials, consumer and other information from credible sources.
- Evaluate consumer information to determine if it is consistent with scientific evidence.
- Collect performance improvement, financial, productivity or outcomes data and compare it to established criteria.
- Implement actions based on care plans, protocols or policies.
- Adhere to current federal regulations and state statutes and rules, as applicable and in accordance with accreditation standards and the Scope of Dietetics Practice, Standards of Professional Practice and the Code of Ethics for the Profession of Dietetics.
- Use clear and effective oral and written communication skills.
- Prepare and deliver sound food and nutrition presentations to a target audience.
- Demonstrate active participation, teamwork and contributions in group settings.
- Refer situations outside the dietetic technician scope of practice or area of competence to the registered dietitian or other professional.
- Participate in professional and community organizations.
- Establish collaborative relationships with other health care professionals and support personnel to effectively deliver nutrition services.
- Demonstrate professional attributes within various organizational cultures.
- Perform self-assessment, develop goals and objectives and prepare a draft portfolio for professional development as defined by the Commission on Dietetic Registration.
- Perform nutrition screening and identify clients or patients to be referred to the registered dietitian.
- Perform specific activities of the nutrition care process (a-e) below as assigned by registered dietitians in accordance with the Scope of Dietetics Practice for individuals groups and populations in a variety of settings:
 - Assess the nutritional status of individuals, groups and populations in a variety of settings where nutrition care is or can be delivered.
 - Diagnose nutrition problems and create problem, etiology, signs and symptoms (PES) statements.

- Plan and implement nutrition interventions to include prioritizing the nutrition diagnosis, formulating a nutrition prescription, establishing goals and selecting and managing intervention.
- Monitor and evaluate problems, etiologies, signs, symptoms and the impact of interventions on the nutrition diagnosis.
- Complete documentation that follows professional guidelines, guidelines required by health care systems and guidelines required by the practice setting.
- Provide nutrition and lifestyle education to well populations.
- Promote health improvement, food safety, wellness and disease prevention for the general population.
- Develop print and electronic nutrition education materials for disease prevention and health improvement that are culturally sensitive, age appropriate and designed for the educational level of the audience.
- Perform supervisory functions for production and service of food that meets nutrition guidelines, cost parameters, and health needs.
- Modify recipes and menus for acceptability and affordability that accommodate the cultural diversity and health status of various populations, groups and individuals.
- Participate in quality improvement and customer satisfaction activities to improve delivery of nutrition services.
- Perform supervisory, education and training functions.
- Participate in legislative and public policy activities.
- Use current informatics technology to develop, store, retrieve and disseminate information and data.
- Participate in development of a plan for a new service including budget.
- Assist with marketing clinical and customer services.
- Propose and use procedures as appropriate to the practice setting to reduce waste and protect the environment.

STATEMENT OF UNDERSTANDING:

I am a student in the Dietetic Program and I understand and agree to the rules, regulations, policies and procedures as stated in the Student Handbook and the syllabus of each course.

1. The program requires a period of assigned, guided lab experiences either in the school or other appropriate facility in the community.
2. For educational purposes and practice on “live” models, I consent in allowing other students to practice non-invasive procedures on me as I will practice these same procedures on them under the guidance and direct supervision of my instructor. The nature and educational objectives of these procedures have been fully explained to me. No guarantee or assurance has been given by anyone as to any problem that might be incurred as a result of these procedures.
3. These lab experiences are assigned by the Instructor for their educational value and thus no payment (wages) will be earned or expected.
4. It is understood I will be a student within the lab facilities that affiliate with my school and will conduct myself accordingly. All required and published personnel policies, standards, philosophy, and procedures of these agencies will be followed: I also agree to obtain all tests and immunizations required by the affiliating agency.
5. I have read and agree to adhere to the college’s policies, rules, and regulations related to the program for which I am applying.
6. I understand the information regarding a patient or former patient is confidential and is to be used only for lab purposes within an educational setting.
7. I understand the educational experiences and knowledge gained during the program do not entitle me to a job.
8. I understand any action on my part inconsistent with the above understandings may result in suspension of training.
9. It is understood that I am liable for my own medical and hospitalization insurance.
10. It is understood that I will be accountable for my own actions; therefore, I will carry adequate limited professional liability insurance during the clinical phase of the program. (College will assist in identifying plans available to be acquired at the student’s expense.)
11. It is understood that if I fail or withdraw from any portion (any one course) of the Dietetic Technology Program, I will be dismissed from the program. I may or may not be allowed to return to the program depending on the circumstances of my failure or withdrawal. Only two attempts at completing the program will be allowed.
12. If I fail or withdraw from the program for any reason, I will be required to retake all the dietetic technician specific courses again at my cost.

Student Signature

Date



Accreditation Council for Education in Nutrition and Dietetics

the accrediting agency for the Academy of Nutrition and Dietetics



The Academy's accrediting agency for education programs preparing students for career as registered dietitians or dietetic technicians, registered.



In This Section

ACEND Quicklinks

STAY INFORMED

Dietetic Technician, Registered (DTR) - ACEND Fact Sheet

EDUCATIONAL AND PROFESSIONAL REQUIREMENTS

Dietetic technicians, registered (DTRs), are trained in food and nutrition and are an integral part of the health-care and foodservice management teams. DTRs have met the following criteria to earn the DTR credential:

- Completed a dietetic technician program by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, that includes 450 hours of supervised practice experience in various community programs, health-care and foodservice facilities and has completed at least a two year associate's degree at a U.S. regionally accredited college or university.



[Download Fact Sheet](#)

OR

- Completed coursework in an ACEND-accredited didactic program or coordinated program in dietetics and has completed at least a bachelor's degree at a U.S. regionally accredited college or university.
- After completing the degree and dietetics coursework, pass a national examination administered by the Commission on Dietetic Registration (CDR). For more information regarding the examination, refer to the [CDR website](#).
- Completed continuing professional educational requirements to maintain registration.

COLLEGE COURSE WORK

The course work for dietetic technicians includes a variety of classes in food and nutrition sciences, foodservice systems management and a range of general science courses.

EMPLOYMENT OPPORTUNITIES

Dietetic technicians, registered work independently or as a team member under the supervision of registered dietitians in a variety of employment settings, including health care, business and industry, community/public health, foodservice and research.

Many work environments require that an individual be credentialed as a DTR. DTRs work in:

- Hospitals, HMOs, clinics, nursing homes, retirement centers, hospices, home health-care programs and research facilities** helping to treat and prevent disease by conducting screens, gathering data and performing other tasks to assist the registered dietitian in providing medical nutrition therapy as an important part of health-care teams.
- Schools, day-care centers, correctional facilities, restaurants, health-care facilities, corporations and hospitals**, managing employees, purchasing and food preparation and preparing budgets within foodservice operations.
- Women, infant, children (WIC) programs, public health agencies, Meals on Wheels and community health programs**, developing and teaching nutrition classes for the public.
- Health clubs, weight management clinics and community wellness centers**, helping to educate clients about the connection between food, fitness and health.
- Food companies, contract food management companies or food vending and distributing operations** developing menus, overseeing foodservice sanitation and food safety and preparing food labeling information and nutrient analysis.

IF YOU ALREADY HAVE A DEGREE

If you already completed college course work or have a degree that is not in dietetics and are interested in becoming a dietetic technician, registered, you should have your college transcript evaluated by the director of a dietetics technician program ACEND-accredited. Because the policies, procedures and costs for the transcript evaluation may vary from one institution to another, you may want to contact more than one dietetics program for further information.

The program director will evaluate your previous academic preparation and identify the courses you would need to complete at that school to meet the requirements for taking the registration exam for dietetic technicians.

SALARIES AND JOB OUTLOOK

According to Academy's 2009 Dietetic Compensation and Benefits Survey, half of all DTRs in the US who have been working in the field full-time less than five years earn between \$33,800 and \$37,700 per year. Salary levels vary with region, employment setting, geographical location, scope of responsibility and supply of DTRs.

The job market for dietetic technicians, registered is assumed to be similar to that for dietitians and nutritionists. According to the US Bureau of Labor Statistics, employment of dietetic technicians is expected to grow faster than average for all occupations through the year 2016 because of increasing emphasis on disease prevention, a growing and aging population, and public interest in nutrition. Employment in hospitals is expected to show little change because of anticipated slow growth and reduced lengths of hospital stay; however, faster growth is anticipated in nursing homes, residential care facilities and physician clinics.

FINANCIAL AID

There are many resources to help students in need pay for college. You may be able to obtain a grant or scholarship from a corporation, community or civic group, philanthropic or religious organization or directly from the school or college you are interested in attending. Federal grants and low-interest loans may also be available.

The Academy of Nutrition and Dietetics Foundation offers scholarships to encourage eligible students to enter the field of dietetics. Student members of the Academy enrolled in the first year of study in an ACEND-accredited dietetic technician program may apply for a Foundation scholarship for use in the second year of study. Contact the Academy's Accreditation and Education Programs Team (800/877-1600, ext. 5400 or education@eatright.org) for Foundation scholarship information.

NEED MORE INFORMATION?

For other career guidance information, contact the Academy's Accreditation and Education Programs Team:

Academy of Nutrition and Dietetics
Accreditation and Education Programs Team
120 South Riverside Plaza, Suite 2000
Chicago, Illinois 60606-6995

Phone: 800/877-1600, ext. 5400
Fax: 312/899-4817
E-mail: education@eatright.org

STAY INVOLVED

STAY CONNECTED

QUICK LINKS

- Join Academy
- Shop
- KidsEatright
- FNCE
- Food & Nutrition Magazine
- Journal of the Academy



The Academy of Nutrition and Dietetics Foundation is the world's largest charitable organization (501c3) focused on food, nutrition and dietetics. Academy Foundation is dedicated to working with the Registered Dietitian to help kids and their families eat right.

Visit site | Make a donation



Participate in the only political action committee broadly focused on food, nutrition and health. If dietetics is your profession, policy should be your passion!

Visit site | Make a donation



Through accreditation of more than 600 undergraduate and graduate didactic, dietetic technician and supervised practice programs, the Accreditation Council for Education in Nutrition and Dietetics ensures entry-level education meets quality standards.

Visit site



The Commission on Dietetic Registration awards credentials to individuals at entry and specialty levels who have met CDR's standards for competency to practice in the dietetics profession.

Visit site

EMERGENCY MEDICAL SERVICES (EMS)

PROGRAM OFFERINGS:

- A.A.S. EMT-Paramedic degree
- C.A.S. EMT- Intermediate 99 degree
- Certificate Intermediate (EMT Basic + Intermediate classes)
- EMT-Basic
- Basic Life Support (CPR)
- ALS/BLS Refresher
- C.E.U. for EMT'S
- IV Therapy
- EMT REACH (satellite instruction) classes
- EMT-First Responder
- EMT Endorsements
- Critical Care (CCEMTP) licensed site

Course offerings are based on sufficient demand. See following pages or catalog descriptions, or call 406-268-3718, or e-mail jhenderson@msugf.edu.

EMT-INTERMEDIATE 99

CERTIFICATE OF APPLIED SCIENCE DEGREE

Program Director: Joel Henderson

NOTE: This program is under significant review. Please contact the Program Director for more information.

Upon completion of the EMT-Intermediate 99 and the EMT-Basic program, students will be prepared to begin a successful career in emergency care and transportation in emergency and non-emergency settings. Students will be prepared to sit for the National Registry Certification Examination to gain licensure.

GRADUATES WILL BE PREPARED TO:

- Upon completion the student of MSUGF Intermediate Program will demonstrate the ability to comprehend, apply, and evaluate the clinical information as it relates to the pathologies of patients with pulmonary, neurological, endocrine, allergies and anaphylaxis, gastroenterological, and urological prehospital emergencies.
- Upon completion the student of MSUGF Intermediate Program will demonstrate technical proficiency in all skills necessary assess and care for patients with pathologies relating to pulmonary, neurological, endocrine, allergies and anaphylaxis gastroenterological, and urological pre-hospital emergencies.
- Upon completion the student of MSUGF Intermediate Program will demonstrate personal behaviors consistent with professional and employer expectation.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|-----------------------|-----------|--------------|
| Tuition and Fees | \$ | 4,616 |
| Application Fee | \$ | 30 |
| Insurance | \$ | 15 |
| Lab Fees | \$ | 351 |
| Ambulance Third Rider | \$ | 196 |
| Books/Supplies | \$ | 856 |
| TOTAL | \$ | 6,064 |

*Beginning with fall 2012, MUS Student Health Insurance Premium is changing, please check the online catalog and Student Central soon for confirmed premium rates. Students will be charged an additional fee of \$20 per credit for online/hybrid courses.

STUDENTS START THE INTERMEDIATE SERIES IN THE FALL OR THE SPRING AND COMPLETE INTERMEDIATE SERIES THE FOLLOWING SEMESTER, AS SHOWN BELOW WITH SEMESTER ONE AND SEMESTER TWO. STUDENTS MUST HAVE **APPROVAL BY PROGRAM DIRECTOR** PRIOR TO SIGNING UP FOR INTERMEDIATE COURSES AND HAVE A **CURRENT EMT BASIC CERTIFICATE CARD**. GENERAL EDUCATION CLASSES CAN BE TAKEN BEFORE, DURING, OR AFTER COMPLETION OF ACTUAL EMS INTERMEDIATE CLASSES.

GENERAL EDUCATION COURSES: (REQUIREMENT FOR THE C.A.S)

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|-------------------------------------|-----------|-----------|
| M 116** | Mathematics for Health Careers | 3+ | _____ |
| AH 140* | Pharmacology | 2† | _____ |
| AHMS 142 | Introduction to Medical Terminology | 1† | _____ |
| WRIT 095** | Developmental Writing | 4† | _____ |
| COMM 135 | Interpersonal Communication | 3† | _____ |
| EMS 127 | EMT-Basic | <u>7†</u> | _____ |
| | Subtotal | 20 | |

(MUST HAVE EMS 127 PRIOR TO STARTING INTERMEDIATE CLASSES)

SERIES ONE (F,S)

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|-------------------------------|-----------|-----------|
| EMS 140* | EMT - Intermediate I | 4† | _____ |
| EMS 155* | EMT - Intermediate II | 3† | _____ |
| EMS 222* | EMT - Intermediate I Clinical | <u>1†</u> | _____ |
| | Subtotal | 8 | |

SERIES TWO (S, SU)

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|------------|--------------------------------|-----------|-----------|
| EMS 217* | EMT - Intermediate III | 4† | _____ |
| EMS 227* | EMT - Intermediate II Clinical | 2† | _____ |
| EMS 233* | EMT-Intermediate Internship | <u>1†</u> | _____ |
| | Subtotal | 7 | |

TOTAL PROGRAM CREDITS – 35~

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.



GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



HEALTH INFORMATION TECHNOLOGY: HIT Degree Transfer for Bachelor's Degree in Health Information Management (RHIA)

Registered Health Information Administrators (RHIA) are skilled in the collection, interpretation, and analysis of patient data. Additionally, they receive the training necessary to assume managerial positions related to these functions. RHIAs interact with all levels of an organization—clinical, financial, administrative—that employ patient data in decision making and every day operations.

RHIAs enjoy job placements in a broad range of settings that span the continuum of healthcare including office-based physician practices, nursing homes, home health agencies, mental health facilities, and public health agencies. The growth of managed care has created additional job opportunities in HMOs, PPOs, and insurance companies. Prospects are especially strong in these settings for RHIAs who possess advanced degrees in business or health administration.

A Bachelor's degree in Health Information Management from an accredited college would allow graduate students to sit for the national credentialing exam for Registered Health Information Administrator (RHIA) sponsored by AHIMA. Graduates can be expected to find jobs as:

- HIM Department
- HIM System Manager
- Data Quality Manager
- Chief Privacy Officer
- HIM College Instructor
- Consultant

Depending upon the institution, some credits from Great Falls College MSU COTs Health Information Technology degree may be transferred to another institution. For additional information, students should consult the RHIA program director.

Some accredited RHIA colleges offer their degree through distance learning, which allows the student to achieve their degree from their own home. For a full listing of the AHIMA-accredited RHIA colleges, access the [AHIMA website for college search](#).

[TOP]



CONTACT INFORMATION

Lynn Ward
lynn.ward@gfcmsu.edu

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HEALTH INFORMATION TECHNOLOGY: Healthcare/Biomedical Informatics

Healthcare informatics concerns the collection, storage, communication, retrieval, analysis, and interpretation of information. Ultimately, it offers the means by which we improve understanding, management, and communication of medical information so that we can apply it to provide the best possible health care (Enrico Coiera, BMJ 7173 Volume 317: Saturday 12 December 1998)

The Health Information Technology program at MSU College of Technology is working with a variety of higher education institutions to provide students with career advancement opportunities.

Bachelor's Degree Option

Montana Tech University in Butte, Montana offers a Bachelor's degree in Medical Informatics. View the [MT Tech Informatics website](#) for more information on their program.

Master's Degree, Graduate Certificate, Ph.D. Option

For those students who wish to pursue a Masters or Ph.D. in medical informatics, and wish to complete their education through distance learning, Oregon Health Sciences University (OHSU), a renowned and internationally respected research university, offers students a Masters degree in biomedical informatics, a graduate level certificate program, and a Doctor of Philosophy (Ph.D.) in biomedical informatics. View the [OHSU Informatics website](#) for more information.

For information on the field of Healthcare Informatics, follow the links below

- [American Medical Informatics Association \(AMIA\)](#)
- [International Medical Informatics Association \(IMIA\)](#)
- [Biomedical Informatic](#)

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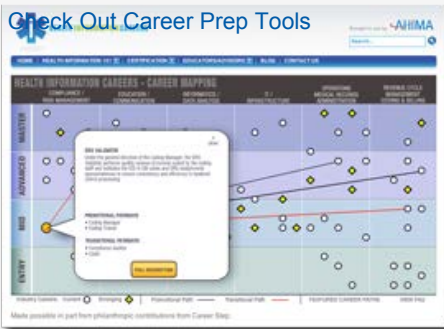
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- 24/7 access to the HIM Body of Knowledge™ (an electronic library of articles)
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AHIMA'S MENTOR MATCH PROGRAM

AHIMA's mentor program is now located on Engage Communities! If this is your first time on Engage, you can log-in using your AHIMA ID and password.

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- [CAHIIM Accreditation](#)
- [The AHIMA Foundation Merit Scholarships](#)

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H.I.M. Recruiters

Registered Nurse Risk Management Supervisor
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St Rose Dominican - Siena

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Certified Documentation Improvement Practitioner (CDIP®)

Now more than ever, a strong, highly respected clinical documentation improvement (CDI) program can make a difference in achieving the goals of RAC audits, ARRA/HITECH, and other important initiatives aimed at improving the quality of healthcare. In response to industry demand, the Commission on Certification for Health Informatics and Information Management (CCHIIM) developed the CDIP credential.

Professionals earning the CDIP credential will:

- Be distinguished as knowledgeable and competent in clinical documentation in patient health records
- Be positioned as leaders and role models in the health informatics and information management community
- Demonstrate competency in capturing documentation necessary to fully communicate patients' health status and conditions
- Help provide a strong base of expertise in the industry

AHIMA certification can also help to:

- Improve earning potential
- Increase opportunity for career advancement
- Provide a forum to connect with colleagues

As technology changes the way documentation is captured through the use of EHRs, AHIMA is leading the effort to ensure it is still clear, concise, and compliant. AHIMA has extensive expertise in CDI guidance, knowledge of documentation requirements relative to compliant coding and billing, in addition to EHR functionality to support documentation capture.

At the heart of AHIMA's mission and vision is documentation that supports quality health information. The CDIP certification confirms the commitment of AHIMA to globally improve and maintain quality information for those involved in healthcare as well as support the integrity of the patient's health record.

Eligibility

Candidates who would like to sit for the CDIP exam must meet one of the eligibility requirements below:

- An RHIA®, RHIT®, CCS®, CCS-P®, RN, MD or DO and two (2) years experience in clinical documentation improvement
- An Associate's degree or higher and three (3) years of experience in clinical documentation improvement (candidates must also have completed coursework in Medical Terminology and Anatomy and Physiology)

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ICD-10 Exam Notice

Effective April 4, 2014 CCHIIM has posted further details on the release of ICD-10 compatible certification exams. Due to Congress's recent passing of H.R. 4302, Protecting Access to Medicare Act of 2014, resulting in a delay of at least one year to the ICD-10 implementation deadline, CCHIIM has determined that **all certification exams will continue testing on ICD-9-CM until a new coding classification system is officially implemented.**

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CMS HAS SPOKEN

October 1, 2015

CMS officially announced a forthcoming interim final rule that would set the new ICD-10 compliance date for October 1, 2015

[READ MORE](#)



HEADLINES

FILLING THE GAP: UPDATES ON CERTIFICATION, EDUCATION, AND THE ICD-10 DELAY WEBINAR

Watch the recording of this webinar for updates from AHIMA

ICD-10 LEGISLATIVE REVIEW WEBINAR

Understand the legislative process that led to an ICD-10 delay and next steps in advocacy.

AHIMA RELEASES NEW POSITION STATEMENT

Appropriate Use of Copy and Paste Functionality In Electronic Health Records.

[Read more headlines](#)

A MUST-ATTEND MEETING FOR CODING PROFESSIONALS!

2014 Clinical Coding Meeting
June 6-7 | New Orleans, LA



TRAINING FOR ICD-10

AHIMA provides the training resources you need for a smooth transition to ICD-10 for clinicians, physicians, coders, and staff.



ICD-10 DELAY UPDATES

ICD-Delay: AHIMA is committed to serving you in this time of extended transition.



How AHIMA Moves You Forward

AHIMA's primary goal is to provide the knowledge, resources and tools to advance health information professional practice and standards for the delivery of quality healthcare. Whether you work in the field, or are just interested in learning more about the profession, ahima.org provides the answers to your HIM questions and effective solutions for critical HIM issues.

Browse our newly redesigned site to learn more about HIM, how to join AHIMA, earning AHIMA credentials, attending Association events, networking with HIM professionals, career opportunities with AHIMA, and much more! Visit often to find the vital and timely information you need.

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BREAKING NEWS: CMS hints at a 2015 ICD-10 implementation date in the recent release of the 2015 IPPS Proposed Rule. [Read more](#)

131,157 Members and Growing

AAPC is the nation's largest training and credentialing organization for the business side of medicine. Our certified members in [medical coding](#), [medical billing](#), [medical auditing](#), [compliance](#), and [practice management](#) represent the highest level of expertise in the industry.

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- ICD-10 Date for 2015
- RACs Are on Hold

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- Pt's that bring their own meds

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ICD-10 Training



Are you ready for ICD-10 implementation? If your office hasn't started ICD-10 training, you're already running behind.

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When's the last time you validated your physician's documentation? AAPC Client Services provides chart reviews, and ICD-10 assessments.

[Medical Chart Reviews](#)

Coding Books



The lowest prices on the highest quality medical coding books in the industry. Stay current with the latest CPT®, HCPCS Level II, ICD-9, and ICD-10 codes.

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HEALTH INFORMATION CODING SPECIALIST

CERTIFICATE OF APPLIED SCIENCE DEGREE

Program Director: Kathryn Peterson

This program is offered completely on-line.

Health information coding is the transformation of verbal descriptions of diseases, injuries and procedures into alphanumeric designations used for data retrieval, analysis, and claims processing.

Upon completion of the Certificate in Health Information Coding Specialist, students will be prepared to begin a successful career as a health information coding specialist. Students are prepared to sit for the National Certified Coding Associate exam administered through AHIMA (www.ahima.org).

OUTCOMES: GRADUATES ARE PREPARED TO:

- Use computer applications and software in maintaining health information in health records.
- Research and rely on knowledge in correct medical terminology, anatomy and physiology, pharmacology, and disease processes.
- Identify and apply accurate diagnostic and procedural codes for reimbursement.
- Exhibit professional communication skills in oral, written, and electronic formats.
- Maintain confidentiality of health information while developing a commitment to adhering to the standards of professional integrity, honesty, and fairness.
- Interact professionally in the healthcare environment with healthcare providers, patients/clients, and the public while understanding diversity among cultures and societies.
- Apply knowledge of health information technology to solve problems while utilizing critical thinking skills.

The Health Information Coding Specialist Certificate program is approved through AHIMA and the Assembly on Education.

A grade of "C-" or above must be achieved in all courses to advance in the program and to graduate. Students must complete several prerequisite courses prior to completing some program courses.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 4616 |
| Application Fee | \$ | 30 |
| Lab/Program Fees | \$ | - |
| Books/Supplies | \$ | 2700 |
| TOTAL | \$ | 7,345 |

***Beginning with fall 2012, MUS Student Health Insurance Premium is changing, please check the online catalog and Student Central soon for confirmed premium rates. Students will be charged an additional fee of \$20 per credit for online/hybrid courses.**

NOTE: Curriculum is based on a full time schedule.

SUMMER SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|---------------------------|----------------|------------------|
| AHMS | 144 | Medical Terminology | 3† | _____ |
| AH | 180 | Basic Pharmaceuticals | 1+ | _____ |
| BIOH | 112 | Human Form and Function I | 4+ | _____ |
| CAPP | 120 | Introduction to Computers | <u>3†</u> | _____ |
| | | Subtotal | 11 | |

FALL SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|-----------------------------------|----------------|------------------|
| AHMS | 105 | Healthcare Delivery | 2† | _____ |
| AHMS | 156* | Medical Billing Fundamentals | 4+ | _____ |
| AHMS | 201* | Medical Science | 3+ | _____ |
| AHMS | 108* | Health Data Content and Structure | 3+ | _____ |
| AHMS | 162* | Beginning Diagnosis Coding | 3+ | _____ |
| AHMS | 160* | Beginning Procedural Coding | <u>3†</u> | _____ |
| | | Subtotal | 18 | |

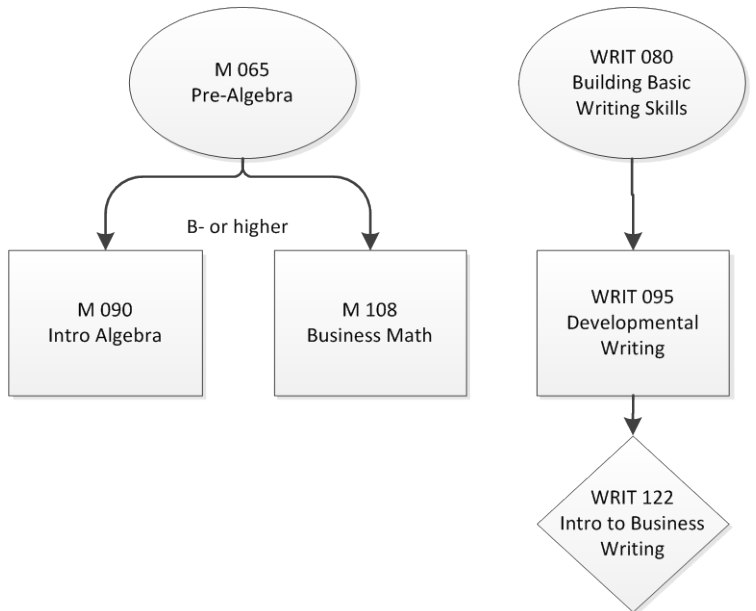
SPRING SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|---|----------------|------------------|
| WRIT | 122** | Introduction to Business Writing | 3† | _____ |
| M | 090** | Introductory Algebra OR | | |
| M | 108** | Business Math OR higher | 4+ | _____ |
| PSYX | 100 | Introduction to Psychology OR | | |
| SOCI | 101 | Introduction to Sociology OR | | |
| COMM | 135 | Interpersonal Communication | 3+ | _____ |
| AHMS | 214* | ICD Coding | 3+ | _____ |
| AHMS | 212* | CPT Coding | 3+ | _____ |
| AHMS | 298A* | HICS/Coding – Professional Practice Exp | <u>2+</u> | _____ |
| | | Subtotal | 18 | |

****Recommended Course: CCA Exam Preparatory Course****

TOTAL PROGRAM CREDITS – 47~

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.



Health Information Coding Specialist Gainful Employment Information

Program Occupation Information

U.S. Department of Labor's Standard Occupational Classification (SOC) code and link from U.S. Department of Labor's O*NET Web site

[Medical Records and Health Information Technicians 29-2071.00](#)

On-Time Graduation Rate

For privacy reasons this is not being disclosed for 11-12

Tuition, Fees, Books & Supplies

| Resident Tuition, Fees Per Program | Cost for Books & Supplies | Estimated Cost for Tools | Room & Board | Estimated Program Total Cost |
|------------------------------------|---------------------------|--------------------------|--------------|------------------------------|
| \$4,646.00 | \$2,700.00 | | n/a | \$7,346.00 |

Job Placement Rate

Graduate Employment and Educational Placement, 2011-2012

| PROGRAM | Total Graduates # | Total Responses | | EMPLOYMENT | | | | | | Continuing Education # |
|--------------------------------------|----------------------|-----------------|---|------------|--------------|---------|-------------|---------------------------------|--------------|---------------------------|
| | | | | Employed | | | | Continuing Education & Employed | | |
| | | | | In Field | Out of Field | Seeking | Not Seeking | In Field | Out of Field | |
| Health Information Coding Specialist | 2 | 0 | - | - | - | - | - | - | - | - |

Median Loan Debt

For privacy reasons this is not being disclosed for 11-12

Other Information

n/a



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Enhancing the value of health informatics and information management through quality education.



Welcome to CAHIIM

CAHIIM is an independent accrediting organization whose Mission is to serve the public interest by establishing and enforcing quality Accreditation Standards for Health Informatics and Health Information Management (HIM) educational programs.

Latest CAHIIM Accreditation News

CAHIIM View: Spring 2014, Volume 8, Issue 1

Event: CAHIIM Initial Accreditation Workshop

Saturday, July 26, 2014

AHIMA/CAHIIM Offices, Chicago, IL

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The CAHIIM Accreditation System (CAS) is optimized using the Firefox browser. Follow these links to download the latest version of your browser software: [Safari](#), [Firefox](#), [Chrome](#).

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RHIT®

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Registered Health Information Technician (RHIT®)

Professionals holding the RHIT credential are health information technicians who:

- Ensure the quality of medical records by verifying their completeness, accuracy, and proper entry into computer systems.
- Use computer applications to assemble and analyze patient data for the purpose of improving patient care or controlling costs.
- Often specialize in coding diagnoses and procedures in patient records for reimbursement and research. An additional role for RHITs is cancer registrars - compiling and maintaining data on cancer patients.

With experience, the RHIT credential holds solid potential for advancement to management positions, especially when combined with a bachelor's degree.

Although most RHITs work in hospitals, they are also found in other healthcare settings including office-based physician practices, nursing homes, home health agencies, mental health facilities, and public health agencies. In fact, RHITs may be employed in any organization that uses patient data or health information, such as pharmaceutical companies, law and insurance firms, and health product vendors.

Eligibility Requirements

RHIT applicants must meet one of the following eligibility requirements:

- Successfully complete the academic requirements, at an associate's degree level, of an HIM program accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)

OR

- Graduate from an HIM program approved by a foreign association with which AHIMA has a reciprocity agreement¹

The academic qualifications of each candidate will be verified before a candidate is deemed eligible to take the examination. All first-time applicants must submit an official transcript from their college or university.

Early Testing

Students in CAHIIM-accredited programs for RHIT or RHIA®, enrolled in their final term of study, are now eligible to apply for and take their respective certification exam early. Eligible students include the following:



ALL CERTIFICATION

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ICD-10 Exam Notice

Effective April 4, 2014 CCHIIM has posted further details on the release of ICD-10 compatible certification exams. Due to Congress's recent passing of H.R. 4302, Protecting Access to Medicare Act of 2014, resulting in a delay of at least one year to the ICD-10 implementation deadline, CCHIIM has determined that **all certification exams will continue testing on ICD-9-CM until a new coding classification system is officially implemented.**

To learn more please read [the FAQs](#)

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- Students currently enrolled and in their last term of study
- Students who have completed their course work but have not yet graduated
- Graduates that are currently waiting for their official transcripts

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Click here for the [Early Testing Exam Application](#)

¹ AHIMA and the Canadian Health Information Management Association (CHIMA) shall permit a graduate of a program in HIM at the associate or baccalaureate degree level to apply to write the appropriate certification examination consistent with the academic level achieved and given independently by the two associations. The graduate must meet the educational competencies for certification as a technician or administrator established by the association to which the application is made.

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Unlocking the Potential of Data in Healthcare Transformation

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HIMSS is a global, cause-based, not-for-profit organization focused on better health through information technology (IT). HIMSS leads efforts to optimize health engagements and care outcomes using information technology. [Learn more.](#)

HIMSS Annual Conference & Exhibition is the industry's largest health IT educational program and exhibition center. HIMSS15 will take place April 12-16, 2015 in Chicago, IL. [Learn more.](#)

Upcoming Events

May **The MMA Roadshow**
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May **mHealth Summit Europe**
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CMS Announces ICD-10 Start Date of October 1, 2015

May 1, 2014 - HHS announced today that it "expects to release an interim final rule in the near future that will include a new compliance date that would require the use of ICD-10 beginning October 1, 2015. The rule will also require HIPAA covered entities to continue to use ICD-9-CM through September 30, 2015."

Burwell Confirmation Hearing Scheduled

May 1, 2014 - The Senate Health, Education, Labor and Pensions (HELP) Committee will hold a confirmation hearing on May 8th for Sylvia Burwell, President Obama's nominee to replace outgoing HHS Secretary Kathleen Sebelius.

CAQH CORE Enrollment Data Task Group Seeks Participants

May 1, 2014 - The CAQH CORE Enrollment Data Task Group is seeking participants among representatives from any CORE Participating Organization.

More News

Community Updates

May 2014 Open Mic Preview | 802.11ac –Wireless networking standard approved in January 2014 - Considerations for your mHealth Network

Pre-Registration link provided

Innovation Community | Optimizing Chronic Care Management - Telehealth Innovation: Challenges, Lessons, and Opportunities

RECORDED WEBINAR LINK: Telehealth Innovation: Challenges, Lessons, and Opportunities.

mHIMSS Roadmap - Mobile Health Apps: A Practical Guide for Healthcare Stakeholders

While the first version of the Roadmap was designed as a strategic framework to healthcare stakeholders to develop and implement a mobile strategy, this second version builds on the preceding one but is dedicated to mobile apps and the needs of healthcare stakeholders across all six topics of the Roadmap

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This program is inactive or has passed its deadline.

2012 AHIMA Foundation Merit Scholarship Program

Deadline: September 30, 2012 at 11:59 PM CDT - CLOSED

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SSL
Certificate

Great Falls College MSU

Application for Admission

Submit completed application to:
Great Falls College MSU
2100 16th Ave South
Great Falls, MT 59405

GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY

Instructions: Application for Admission

Follow the steps below to get enrolled at Great Falls College MSU. Questions? Call Admissions at 406-771-4420.

APPLY FOR ADMISSION

Fill out this application packet. Determine your student type from the list below to see the checklist for additional application materials that are required. Please ensure the application is completely filled out in order for it to be processed.

FRESHMAN—*New student, has never attended college*

- ✓ Application for Admission
- ✓ \$30 non-refundable application fee (unless it has already been paid to a college in the Montana University System)
- ✓ Final/official high school transcript, diploma, or GED scores regardless of college history
- ✓ Proof of two separate doses of Measles/Mumps/Rubella (MMR) immunizations
- ✓ Official ACT, SAT, or Compass test scores for writing and math placement taken within 3 years

RETURNING STUDENT—*Has attended Great Falls College MSU previously*

- ✓ Application for Admission
- ✓ If you have been accepted or attended within the last five years, you may not have to complete all of the required documentation. Please contact our office at 406-771-4420 to determine your requirements.

TRANSFER—*Obtained credits from another college*

- ✓ Application for Admission
- ✓ \$30 non-refundable application fee (unless it has already been paid to a college in the MUS System)
- ✓ Final/official high school transcript, diploma, or GED scores regardless of college history
- ✓ Proof of two separate doses of Measles/Mumps/Rubella (MMR) immunizations
- ✓ Official college transcripts showing the successful completion of writing and math courses, or ACT, SAT, or Compass test scores for writing and math placement taken within 3 years

EARLY ADMIT—*Taking college courses while still in high school (typically NOT a Dual Credit Student)*

- ✓ Application for Admission
- ✓ \$30 non-refundable application fee (unless it has already been paid to a college in the Montana University System)
- ✓ Written approval from a high school counselor or principal allowing the student to participate in college-level courses **Registration for classes will be done manually by college staff members.*
- ✓ Proof of two separate doses of Measles/Mumps/Rubella (MMR) immunizations
- ✓ ACT, SAT, or Compass test scores for writing and math placement taken within 3 years

HOME-SCHOOLED FRESHMAN—*Students who completed home-schooled curriculum without GED*

- ✓ Application for Admission
- ✓ \$30 non-refundable application fee (unless it has already been paid to a college in the Montana University System)
- ✓ Notarized copy of complete home school curriculum
- ✓ Two letters of recommendation from people other than family members
- ✓ Parental approval form if the student is under 18
- ✓ Proof of two separate doses of Measles/Mumps/Rubella (MMR) immunizations
- ✓ Official ACT, SAT, or Compass test scores for writing and math placement taken within 3 years

INTERNATIONAL APPLICANTS—*Students who are not citizens or permanent residents of the United States*

- ✓ Please contact the Admissions Office at 406-771-4420 or admissions@gfcmu.edu to discuss the additional paperwork required for admission.

Other Important Information

REQUESTING TEST SCORES

- ✓ Request ACT scores at: www.actstudent.org/scores/send/index.html
- ✓ Request SAT scores at: <http://sat.collegeboard.com/scores/send-sat-scores>

APPLY FOR FINANCIAL AID

- ✓ Complete the FAFSA online at www.fafsa.ed.gov. Be sure to list Great Falls College MSU as one of your college choices. Our school code is 009314.
- ✓ Students receiving financial aid must also submit copies of the proper federal income tax forms and any other information requested by the Financial Aid Office

ADMISSION IMMUNIZATION REQUIREMENT

In order to be in compliance with Administrative Rules of Montana, updated June 2007, students born after January 1, 1957, taking seven (7) or more credits OR enrolled in a certificate/degree/transfer program must submit proof of TWO vaccinations against measles (rubeola) AND TWO against rubella (German measles).

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Student's Rights: FERPA grants certain rights, privileges, and protections related to students' educational records maintained by the College. Students' educational records (with the exception of directory information) will not be released to third parties outside of the College, except with the written consent of the student. Students have the right to inspect their own educational records, except for those to which students have expressly waived this right (e.g. Career Services placement files). Students have the right to request amendment of their records, if they are found to be inaccurate, misleading, or otherwise in violation of the students' privacy or other rights. Such requests should be made as soon as the student becomes aware of the inaccuracy or any other problem. Any student may file a complaint with the US Department of Education concerning any alleged failure on the part of the College to comply with the requirements of FERPA.

Directory Information: FERPA permits the release of information designated as directory information to third parties outside the College without the written consent of the student. Great Falls College MSU has designated the following items as directory information: Student name, address, telephone number, major/field of study, participation in officially recognized activities, dates of attendance, degrees and awards received and most recent previous schools attended. The College may disclose any of those items without prior written consent.

Restriction of the Release of Information: Currently registered students have the right to request that information designated as directory information be withheld from release by the college; to do so contact the Admissions Office.

STUDENTS WITH DISABILITIES

Students with disabilities that may require accommodation in any aspect of their education, may contact Disability Services at any point in the admissions process or after acceptance. All information regarding disabilities will remain confidential and will not be used as a factor in granting or denying admission. For more information about Disability Services, call 406-771-4311 or visit <http://www.gfcmsu.edu/students/DisabilityServices/index.html>.

CRIME STATISTICS

The annual disclosure of crime statistics is prepared by the office of the Controller/Safety Officer to comply with the *Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act*. Download the full text of this report here: <http://www.gfcmsu.edu/YourRightToKnow/CampusCrimeReport.pdf> Campus crime, arrest and referral statistics include those reported to local law enforcement agencies as well as designated campus officials (including but not limited to deans, associate deans, assistant deans, executive directors, and selected staff members).

GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY

ADMISSIONS APPLICATION

Please check the term you want to start AND write in the year (*please choose only one*):

Fall 20 _____ Spring 20 _____ Summer 20 _____

Personal Information

Full Legal Name:

Last _____ First _____ Middle _____

Previous Last Name(s) _____

Social Security Number* _____ - _____ - _____ **or MSU Student ID Number** _____

**We ask that you voluntarily provide this number, which permits the school to distinguish between individuals of the same or similar names.*

Gender: Male Female **Email Address** _____

Mailing Address: Street _____

City _____ (*If Montana, indicate county*) _____ **State** _____ **Zip** _____

Permanent Address: Street _____

City _____ (*If Montana, indicate county*) _____ **State** _____ **Zip** _____

Home Phone _____ **Cell Phone** _____

Date of Birth _____ **Place of Birth** _____

Country of Citizenship* (Example: USA) _____

If not a citizen of the United States, are you a permanent resident alien of the United States? *circle one* Yes No

Are you a Veteran? (*circle one*) Yes No

Statistical Information *Providing this information is voluntary.*

Great Falls College MSU is committed to the provision of equal opportunity for education, employment, and participation in all College programs and activities without regard to race, color, gender, marital status, disability, disadvantage, religion, political affiliation, and/or national origin. *Any information provided will not be used in any admission decisions.*

Please indicate your ethnic identity.

a. Do you consider yourself Hispanic/Latino?

- Yes
- No

b. If not Hispanic or Latino, indicate which one or more racial categories should be used to classify you:

- American Indian or Alaska Native
Primary tribal affiliation and reservation _____
- Asian
Country of origin _____
- Black or African American
- Native Hawaiian/Pacific Islander
Country of origin _____
- White or Caucasian

Academic History

1. **High School/GED** City _____ State _____

- I will be graduating from (name of school) _____ Date of graduation _____
- I have graduated from (name of school) _____ Date of graduation _____
- I earned or will earn a GED – Date of test _____

2. **College/University**

If you have or are attending a *college or university*, please provide the following information for each institution.

| Complete School Name | Location | Attendance period (term/year-term/year) | Degrees/credits earned | Were you academically suspended from this institution? (circle one) |
|----------------------|----------|---|------------------------|---|
| | | | | Yes No |
| | | | | Yes No |
| | | | | Yes No |
| | | | | Yes No |

Admission Choices

Did you previously apply/enroll at Great Falls College MSU?

- Yes Please list last year of application/attendance _____
- No

Please respond to the following if you applied to another college in the Montana University System but did not take a class:

- College you applied to _____ Year that you applied _____

Please indicate your educational goal by listing the major next to the credential:

- Associate degree _____
- Certificate of Applied Science degree _____
- Professional Certification* _____
- Not seeking a degree * (not pursuing a degree or certificate at this institution)

****Please note that students must indicate a program of study to be eligible for financial aid and that a few programs may not be eligible for financial aid. Please contact the Financial Aid Office for more information.***

Students who are registering for more than 6 credits per semester must provide proof of MMR immunizations as required by law. Please see application instructions for additional information.

Educational Purpose/Background

Which one of the following best describes your *primary* educational intent?

- Earn a credential at Great Falls College MSU
- Transfer to a four year college or university
- Taking course(s) to complete requirements for another college/university
- Teacher certification (renewals, credits)
- Satisfy graduate school deficiencies
- Improve basic skills
- Learn skills to advance in current job
- Learn skills to obtain a new job
- Personal interest
- Earn credit to enter a branch of the military
- Other _____

Has either of your parents or guardian(s) COMPLETED a bachelor's degree?

- Yes
- No

Residency Classification

All questions must be answered to determine residency classification. If incomplete, the residence default status will be non-resident.

Are you claiming in-state tuition classification as a Montana resident (*circle one*): **Yes** **No**

If yes, please complete the following questions:

1. Are you a member of the armed forces of the United States (*circle one*) **Yes** **No**
 - a. If yes, please list dates of active duty (mo/day/yr) _____ to _____
 - b. City and state from which you entered the service _____
2. Are you the spouse or dependent child of an individual who is a member of the armed forces of the United States assigned to active duty in Montana? (*circle one*) **Yes** **No**
3. Are you or will you be a graduate of a Montana high school after attending that school for your entire senior year, and you have or will be registering at Great Falls College MSU within two fall terms of your high school graduation? (*circle one*) **Yes** **No**
4. Date you began living in Montana (mo/day/yr) _____
5. Dates of extended absences from Montana (mo/day/yr) _____ to _____
Reason for absence _____
6. List the last two years you filed Montana income taxes. If none, write n/a. _____
7. Date of Montana voter registration (mo/day/yr) _____
8. Do you have a current Montana driver's license (*circle one*) **Yes** **No** Issue date(mo/day/yr) _____
9. List the last two years of Montana vehicle registration (mo/day/yr) _____

If your parent or legal guardian claims you as an income tax exemption, you must complete the next series of questions about your parent or legal guardian. Otherwise, please skip to the Safety and Security section.

1. Who claims you as a federal tax exemption?
Name _____ Relationship _____
2. Date he/she began living in Montana (mo/day/yr) _____
3. Dates of extended absences from Montana (mo/day/yr) _____ to _____
Reason for absence _____
4. List the last two years they filed Montana income taxes. If none, write n/a. _____
5. Date of his/her Montana voter registration (mo/day/yr) _____
6. Do they have a current Montana driver's license (*circle one*) **Yes** **No** Issue date(mo/day/yr) _____
7. List the last two years of Montana vehicle registration (mo/day/yr) _____

Safety and Security

This section must be completed. An answer of “yes” to any of these questions will not automatically prevent admission, but you will be asked by the college to provide additional information. This information will be reviewed by a campus committee to ensure campus safety. Any falsification or omission of data may result in a denial of admission or dismissal.

A felony in Montana State Law is defined as a crime for which more than one year in prison may be imposed.

1. Have you ever been convicted of a felony (please include instances of deferred sentencing)?

Yes No

2. Have you ever been subjected to court-ordered confinement for threatening or causing physical or emotional injury to persons or property?

Yes No

3. Have you been dismissed, suspended from, or placed on probation at any educational institution for non-academic reasons? (Suspension is defined as discipline that results in a student leaving school for a fixed time period, less than permanently. Dismissal from a college for disciplinary reasons is defined as a permanent separation from an institution of higher education because of conduct or behavior.) This does not include dismissal for previous grades or GPA.

Yes No

4. Have you been required to register as a sexual or violent offender?

Yes No

Certification

I hereby certify that to the best of my knowledge the foregoing information is true and complete without evasion or misrepresentation. I understand that if it is later found otherwise, it is sufficient cause for rejection or dismissal. If my application for admission is approved, I agree to abide by the present and future rules and regulations, both academic and non-academic, and the scholastic standards of Great Falls College MSU, its colleges, schools, departments and institutes, including but not limited to those rules, regulations and standards stated in the catalog and Student Policy and Procedure Handbook. *I further acknowledge that if I fail to adhere to these regulations or meet these requirements, my acceptance and/or registration may be cancelled.*

X

Applicant's complete legal signature

Date

Healthcare Informatics Tech

Program Level - Undergraduate certificate

Program Length - 1 years

COST

Q. How much will this program cost me?*

A. Tuition and fees: \$2,961

Books and supplies: \$1,046

On-campus room & board: *not offered*

What other costs are there for this program?

For further program cost information [click here](#).

*The amounts shown above include costs for the entire program, assuming normal time to completion. Note that this information is subject to change.

FINANCING

Q. What financing options are available to help me pay for this program?

A. Financing for this program may be available through grants, scholarships, loans (federal and private) and institutional financing plans. The median amount of debt for program graduates is shown below:

Federal loans: *

Private education loans: *

Institutional financing plan: *

* Less than 10 graduates received loans. Median amounts are withheld to preserve the confidentiality of the loan recipients.

The school has elected to provide the following additional information: 40% of program graduates used loans to help finance their costs for this program.

SUCCESS

Q. How long will it take me to complete this program?


A. The program is designed to take 1 years to complete. Of those that completed the program in 2012-2013, 30% finished in 1 years.

Q. What are my chances of getting a job when I graduate?

A. The job placement rate for students who completed this program in 2012-2013 is *%.

* This institution is not currently required to calculate a job placement rate for program completers.

Click here for more information on jobs related to this program.

 For additional information related to this program and/or the information provided above, [click here](#).

Date Created: 1/24/2014

HEALTHCARE INFORMATICS TECH PROFESSIONAL CERTIFICATE

Program Director: Kathryn Peterson

Healthcare Informatics Tech Professional Certificate – Online

The Healthcare Informatics Tech Professional Certificate program has been developed in response to an estimated need for 10,000 new Health Information Technology professionals to assist in the transition of the nation's health information management from paper-based systems to electronic medical record applications and other, higher-level, systems of health information exchange. The Professional Certificate program is intended to target technology professionals and recent graduates of technology/CS programs who are transitioning to work in the health care system or allied health and healthcare professionals who currently work in the health care delivery system, but who are transitioning to Health Information Technology implementation and support roles. Both information technology and healthcare have relatively high "barriers to entry" and the professional certificate will provide an orientation to multiple aspects of the healthcare industry and healthcare informatics for these trainees.

OUTCOMES - GRADUATES ARE PREPARED TO:

- Document the workflow and information management models of the practice.
- Conduct user requirements analysis to facilitate workflow design.
- Develop revised workflow and information management models for the practice, based on meaningful use of a certified EHR product.
- As the practice implements the EHR, work directly with practice personnel to implement the revised workflow and information management model.
- Working with practice staff, develop a set of plans to keep the practice running if the EHR system fails.
- Working with practice staff, evaluate the new processes as implemented, identify problems and changes that are needed, and implement these changes.
- Design processes and information flows for the practice that accommodate quality improvement and reporting.
- Ensure that the patient/consumer perspective is incorporated into EHR deployments and that full attention is paid in the deployment to critical issues of patient privacy.
- Train practitioners in best use of the EHR system, conforming to the redesigned practice workflow.

PREREQUISITES:

- All applicants must have already applied to and been accepted as students at MSU-Great Falls. **THEN**
- A completed Application Packet Cover and Check-Off Sheet must be included by **all** students entering the program (Check-Off Sheet included in this packet)

AND

- Fit **one** of the bulleted intake criteria listed below:

Informatics Tech Intake Criteria

- Recent (completed within the past 3 years) one of the following degree programs: Associate degree in Medical Office Management, Health Information Management, Medical Assistant, Medical Technician, Computer Science, Network Technology, Information Technology, allied health and/or related fields. *Provide Official College transcript**;

- Older (completed within the past 4 or more years) one of the following degree programs: Associate degree in Medical Office Management, Health Information Management, Medical Assistant, Medical Technician, Computer Science, Network Technology, Information Technology, allied health with recent (past 3 years) related field and relevant work experience. *Provide Official College transcript* and proof of relevant work experience in the form of resume and a reference questionnaire from at least two work-related individuals, one being a direct supervisor;*
- Currently enrolled in a two- or four-year Medical Office Management, Health Information Management, Medical Assistant, Medical Technician, Computer Science, Network Technology, Information Technology, allied health and/or related fields and consent of Program Director. *Provide most recent transcripts;*
- Related field work experience with consent of program director. *Provide proof of relevant work experience in the form of resume and a reference questionnaire from at least two work-related individuals, one being a direct supervisor;*

**Unofficial transcripts may serve as the basis for provisional admission to the program, but official transcripts must be provided prior to the end of the first semester of study*

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 1539 |
| Application Fee | \$ | 30 |
| Books/Supplies | \$ | 1046 |
| TOTAL | \$ | 2,615 |

***Beginning with fall 2012, MUS Student Health Insurance Premium is changing, please check the online catalog and Student Central soon for confirmed premium rates. Students will be charged an additional fee of \$20 per credit for online/hybrid courses.**

NOTE: Curriculum is based on a full time schedule. The courses should be taken in the specified order to ensure that you have completed all prerequisites for each course.

FIRST SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|--|----------------|------------------|
| CAPP | 120 | Introduction to Computers | 3+ | _____ |
| AHMS | 105 | Healthcare Delivery | 2+ | _____ |
| AHMS | 144 | Basic Medical Terminology | 3+ | _____ |
| HCI | 1016* | Introduction to Healthcare Informatics | <u>3±</u> | _____ |
| | | Subtotal | 11 | _____ |

SECOND SEMESTER

| <u>COURSE</u> | <u>NO.</u> | <u>TITLE</u> | <u>CREDITS</u> | <u>GRADE/SEM</u> |
|---------------|------------|---------------------------------------|----------------|------------------|
| AHMS | 108* | Healthcare Data Content and Structure | 3+ | _____ |
| AHMS | 280* | Overview Health Informatics Systems | 4+ | _____ |
| AH | 265* | Elect Health Record in Med Practice | 3+ | _____ |
| AH | 260* | Workflow Analysis & Redesign | <u>3±</u> | _____ |
| | | Subtotal | 13 | _____ |

TOTAL PROGRAM CREDITS – 24~

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.

HEALTHCARE OFFICE (APPROVED JUNE, 2012)

PROFESSIONAL CERTIFICATE

Program Director: Pam Christianson**This program is offered completely on-line.**

According to the U.S. Bureau of Labor and Statistics, office assistants update and file patients' medical records, fill out insurance forms, and arrange for hospital admissions and laboratory services. They also perform tasks less specific to medical settings, such as answering telephones, greeting patients, handling correspondence, scheduling appointments, and handling billing and bookkeeping.

Employment is projected to grow about as fast as the average. Secretaries and administrative assistants will have among the largest number of job openings due to growth and the need to replace workers who transfer to other occupations or leave this occupation. Opportunities should be best for applicants with extensive knowledge of computer software applications.

The Healthcare Office Professional Certificate prepares students with the skills necessary to enter the medical workforce in clinics, hospitals, and other health care facilities. Students gain skills in basic computer, medical terminology, professional and career responsibilities, interpersonal communication, records management, written communications, financial administration, managing the office and employment.

OUTCOMES GRADUATES ARE PREPARED TO:

- Perform administrative tasks including patient scheduling, filing, medical office accounting systems, medical records management, and telephone procedures.
- Respond to and initiate written and oral communication in a professional manner to patients, healthcare providers, allied health professionals, and medical facilities.
- Follow legal guidelines in maintaining documentation and patient records and understand and apply HIPPA guidelines in the medical office setting.
- Utilize computer software competently for various medical office functions.
- Demonstrate knowledge and use of medical terminology and how electronic medical records fit into health care.

ESTIMATED RESIDENT PROGRAM COST*:

| | |
|------------------|----------------|
| Tuition and Fees | \$ 1539 |
| Application Fee | \$ 30 |
| Books/Supplies | \$ 799 |
| TOTAL | \$ 2368 |

***Beginning with fall 2012, MUS Student Health Insurance Premium is changing, please check the online catalog and Student Central soon for confirmed premium rates. Students will be charged an additional fee of \$20 per credit for online/hybrid courses.**

PREREQUISITE SKILLS:

Students wishing to enter the Healthcare Office Professional Certificate are strongly advised to be proficient in keyboarding and typing.

- All students in the program will need to have CPR and First Aid training before they receive their degree.

A grade of "C-" or above must be achieved in all courses to advance and graduate from the program.

FIRST SEMESTER

| COURSE NO. | TITLE | CREDITS | GRADE/SEM |
|-------------------|-----------------------------------|----------------|------------------|
| AHMS 106 | Healthcare Professional | 2† | _____ |
| AHMS 108 | Health Data Content and Structure | 3† | _____ |
| AHMS 144 | Medical Terminology | 3† | _____ |
| AHMS 220 | Medical Office Procedures | 3† | _____ |
| CAPP 120 | Intro to Computers | 3† | _____ |
| COMM 135 | Interpersonal Communication | <u>3±</u> | _____ |
| | Subtotal | 17 | |

TOTAL PROGRAM CREDITS – 17~

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.



Commission on Accreditation of Allied Health Education Programs



ABOUT ACCREDITATION

FIND AN ACCREDITED PROGRAM

FOR PROGRAM DIRECTORS

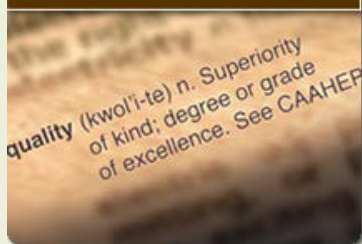
FOR STUDENTS

PUBLICATIONS & GOVERNING DOCUMENTS

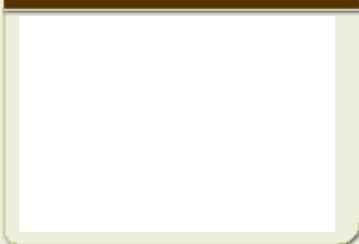
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HOT NEWS!



TAKE THE SITE VISITORS QUIZ



YOUR ACCREDITATION MENTOR



"Quality patient care is provided by competent, well-trained professionals."



[click here to view video](#)

What is CAAHEP? CAAHEP is the largest programmatic accreditor in the health sciences field. In collaboration with its Committees on Accreditation, CAAHEP reviews and accredits over 2000 educational programs in twenty-six (26) health science occupations.

CAAHEP is recognized by the Council for Higher Education Accreditation ([CHEA](#)). CAAHEP is also member of the Association of Specialized & Professional Accreditors ([ASPA](#)).

1361 Park Street Clearwater, FL 33756

Phone: 727-210-2350

Fax: 727-210-2354





| | | | | | |
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Exhibitors: Apply for booth space today!

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Show your employer how AAMA Annual Conference attendance benefits the practice.

Legal Eye *On Medical Assisting*

Check out the latest blog posts!

- ▶ [Expired Credentials and Meaningful Use](#)
- ▶ ["An Act Concerning Medical Assistants": Raised Bill No. 459](#)
- ▶ [Who can Enter Orders Into the CPOE System?](#)

[More...](#)

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ABR in Order Entry

Individuals granted the Assessment-Based Recognition in Order Entry meet the CMS "credentialed medical assistant" requirement.

CMS Stage 2 Rule Video Presentations

Videos on meaningful use for order entry are now available on the [Public Affairs page!](#)



The mission of the American Association of Medical Assistants is to provide the medical assistant professional with education, certification, credential acknowledgment, networking opportunities, scope-of-practice protection, and advocacy for quality patient-centered health care.

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Montana Society of Medical Assistants



Home Page

Welcome to the official website of the Montana Society of Medical Assistants!

Mission Statement

The Mission of the Montana Society of Medical Assistants is to enable medical assisting professionals to enhance and demonstrate the knowledge, skills and professionalism required by employers and patient; protect the medical assistant's right to practice; promote effective, efficient health care delivery through optimal use of the multi-skilled CMA (AAMA).

Home Page

News and Reports

Events and Meetings

Officers/Local Chapters

Job/Education Info

Our Creed

"I believe in the principles and purposes of the profession of medical assisting.

I endeavor to be more effective.

I aspire to render greater service.

I protect the confidence entrusted to me.

I am dedicated to the care and well-being of all people.

I am loyal to my employer.

I am true to the ethics of my profession.

I am strengthened by compassion, courage and faith."



**Reminder: Montana Society of Medical Assistants State Conference
scheduled for Kalispell, MT
April 25-27, 2014!!!!**

See [Events and Meetings](#) for more information and to download the itinerary and registration form.

[AAMA](#)

www.aama-ntl.org

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schistinecox@juno.com

0 0 0 0 3 6 8 7

people have visted mt-sma.org.

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Background image of the Montana Rocky Mountains by Pamela Christianson.

What is a Medical Assistant



THE CMA (AAMA)
HEALTH CARE'S MOST VERSATILE PROFESSIONAL



So what do medical assistants actually do?

Administrative duties may include...

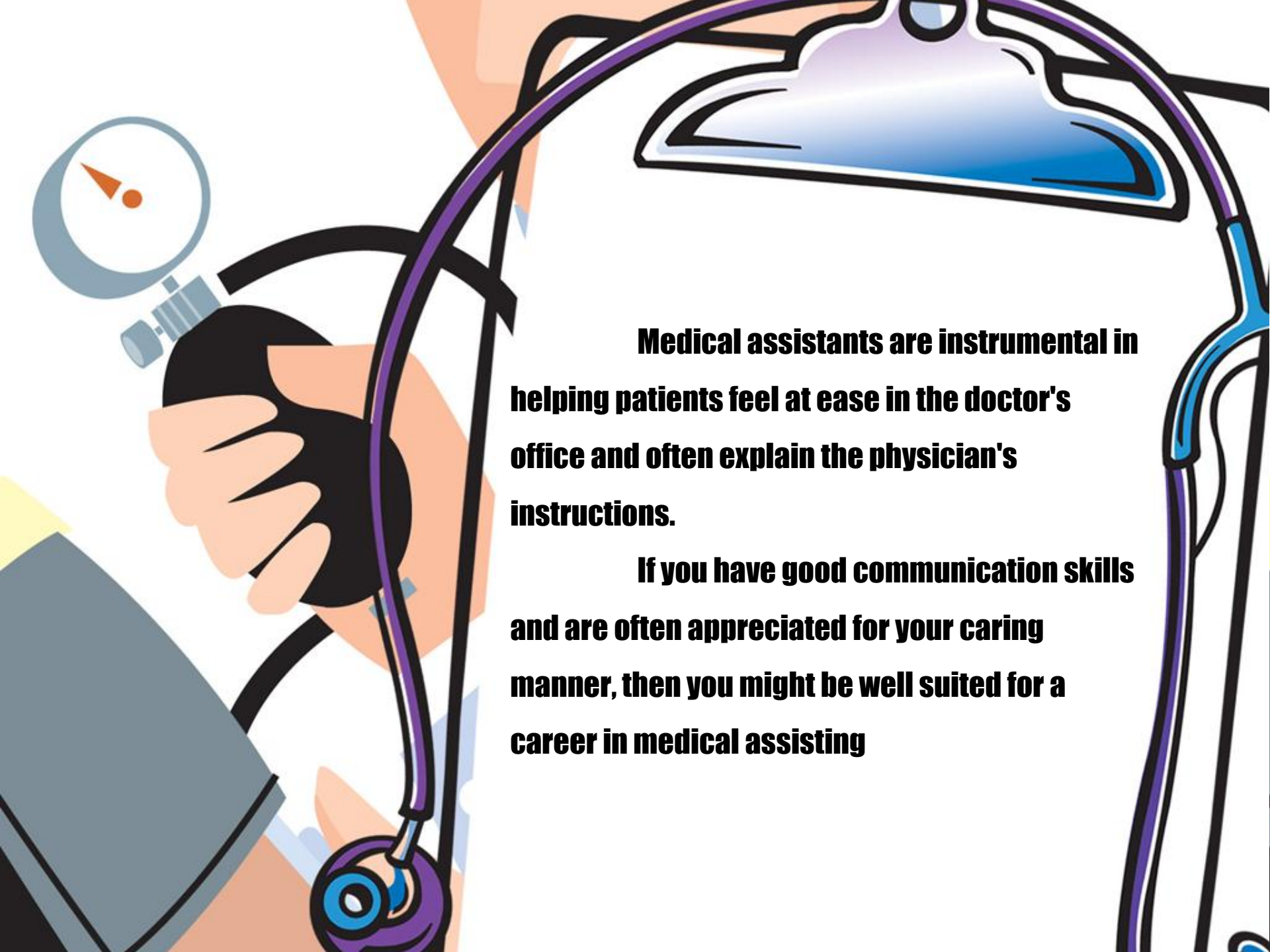
- **Using computer applications**
- **Answering telephones**
- **Greeting patients**
- **Updating and filing patient medical records**
- **Coding and filling out insurance forms**
- **Scheduling appointments**
- **Arranging for hospital admissions and laboratory services**
- **Handling correspondence, billing, and bookkeeping**



So what do medical assistants actually do?

Clinical duties vary according to state law and include...

- Taking medical histories
- Explaining treatment procedures to patients
- Preparing patients for examination
- Assisting the physician during the exam
- Collecting and preparing laboratory specimens
- Performing basic laboratory tests
- Instructing patients about medication and special diets
- Preparing and administering medications as directed by a physician
- Authorizing prescription refills as directed
- Drawing blood
- Taking electrocardiograms
- Removing sutures and changing dressings



Medical assistants are instrumental in helping patients feel at ease in the doctor's office and often explain the physician's instructions.

If you have good communication skills and are often appreciated for your caring manner, then you might be well suited for a career in medical assisting



Is Medical Assisting For You?

Are you looking for a meaningful job?

Do you like helping others?

Do you have an interest in health and medicine?

Are you a "people person"?

Are you good at multitasking—switching tasks throughout the workday?

Do you like variety in your job?

Would you like to enter a career in an expanding field?

Medical assistants enjoy an exciting career, working alongside physicians in medical offices and clinics, to help ensure the best possible care for patients.

The CMA (AAMA):

**The gold standard of professionalism
The American Association of Medical Assistants (AAMA) offers certification to medical assistants who have graduated from a program accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) or the Accrediting Bureau of Health Education Schools (ABHES). The CMA (AAMA) credential represents a medical assistant who has been certified by the Certifying Board of the AAMA.**



Graduates

Graduates of medical assisting programs accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) or the Accrediting Bureau of Health Education Schools (ABHES) are eligible to take the CMA (AAMA) Certification Exam.



RMA (AMT)

The AMT/RMA is certification by the American Medical Technologists for a registered medical assistant.

AMT is a nationally and internationally recognized certification agency—the AMT credential is well respected in the industry and is transportable throughout the US.

AMT is a reputable certification agency. Its competency-based exams are developed, administered, and analyzed using industry standards and state-of-the-art methodologies.

AMT is accredited by the National Commission for Certifying Agencies (NCCA), a recognition only given to organizations meeting rigorous NCCA Standards. Because AMT offers multiple but related certifications, individuals can become certified in more than one specialty, making them more valuable and marketable in the industry.



Percentile wage estimates for this occupation:

| Employment ⁽¹⁾ | | Mean hourly wage | Mean annual wage ⁽²⁾ | | |
|----------------------------|----------|------------------|---------------------------------|----------|----------|
| 495,970 | | \$14.16 | \$29,450 | | |
| Percentile | 10% | 25% | 50% (Median) | 75% | 90% |
| Hourly Wage | \$9.98 | \$11.57 | \$13.77 | \$16.23 | \$19.21 |
| Annual Wage ⁽²⁾ | \$20,750 | \$24,060 | \$28,650 | \$33,760 | \$39,970 |

U.S. Bureau of Labor Statistics | Division of Occupational Employment Statistics, PSB Suite 2135, 2 Massachusetts Avenue, NE Washington, DC 20212-0001

www.bls.gov/OES | Telephone: 1-202-691-6569 | [Contact OES](#)

Employment change.

Employment of medical assistants is expected to grow 34 percent from 2008 to 2018, much faster than the average for all occupations.

As the healthcare industry expands **because of technological advances** in medicine and the growth and **aging of the population**, there will be an increased need for all healthcare workers.

The **increasing prevalence of certain conditions**, such as obesity and diabetes, also will increase demand for healthcare services and medical assistants. Increasing use of medical assistants to allow doctors to care for more patients will further stimulate job growth.



Job Titles MA's can apply for:

- **Medical Assistant**
- **Medical Office Assistant**
- **Lab Assistant**
- **Patient Care Assistant**
- **Medical Administrative Assistant**
- **Medical Secretary**
- **Medical Biller and Coder**
- **Medical Transcriptionists**
- **Medical Support Specialists**
- **Phlebotomists**



NEW EMR (EHR) course coming to the MA program

What's happening across the US;

Massachusetts: Dr's will lose their license to practice if they don't convert to EMR by 2015

Minnesota: Clinics and hospital to convert over by 2015 or they will be in "technical noncompliance" which is a misdemeanor. (60% have EMR as of 2010)

Maryland: Will personally pay clinics and hospitals to switch over

Federal Government: Stimulus for EMR (hospital=Millions, doctors up to \$44,000)

Medicare Though the program is voluntary, doctors and hospitals that fail to go paperless by 2016 face cuts in their Medicare payments as a penalty





Question's

Produced by Pamela Christianson, CMA
(AAMA), CPHT (PTCB), BS
And AAAMA.

MEDICAL BILLING SPECIALIST

CERTIFICATE OF APPLIED SCIENCE DEGREE

Program Director: Deborah Newton

This program is offered completely on-line.

The Medical Billing Specialist works in a variety of settings including medical management organizations, physician offices, hospitals, clinics, group practices, billing companies, and education. Students in this Certificate program are trained as entry-level billing specialists. All courses in this curriculum can be applied to the AAS in Medical Billing and Coding.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Abstract information from patient records for reimbursement purposes;
- Use current ICD and CPT coding appropriately;
- Complete “clean” claims, CMS/UB-92, for private insurances and government programs such as TRICARE, Medicare, Medicaid, and Worker’s Compensation;
- Analyze explanations of benefits (EOBs) and Remittance Advice (RA) forms and post to patient accounts;
- Amend incorrect claims, appeal claims that did not pay correctly, and trace outstanding claims;
- Understand and work within HIPPA guidelines for medical facilities; and
- Interact and communicate with other healthcare workers in a professional manner, following medicolegal and ethical standards.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 4354 |
| Application Fee | \$ | 30 |
| Lab/Program Fees | \$ | - |
| Books/Supplies | \$ | 1901 |
| TOTAL | \$ | 6,286 |

*Beginning with fall 2012, MUS Student Health Insurance Premium is changing, please check the online catalog and Student Central soon for confirmed premium rates. Students will be charged an additional fee of \$20 per credit for online/hybrid courses.

Students wishing to enter the Medical Billing Specialist program are strongly advised to be proficient in keyboarding and typing.

A grade of “C-” or above must be achieved in all courses to advance and graduate from the program.

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|-----------------------------------|---------|-----------|
| AHMS | 144 | Medical Terminology | 3† | _____ |
| BIOH | 112 | Human Form and Function I | 4† | _____ |
| CAPP | 120 | Introduction to Computers | 3† | _____ |
| AHMS | 108* | Health Data Content and Structure | 3† | _____ |
| AHMS | 156* | Medical Billing Fundamentals | 4† | _____ |
| | | Subtotal | 17 | |

SPRING SEMESTER

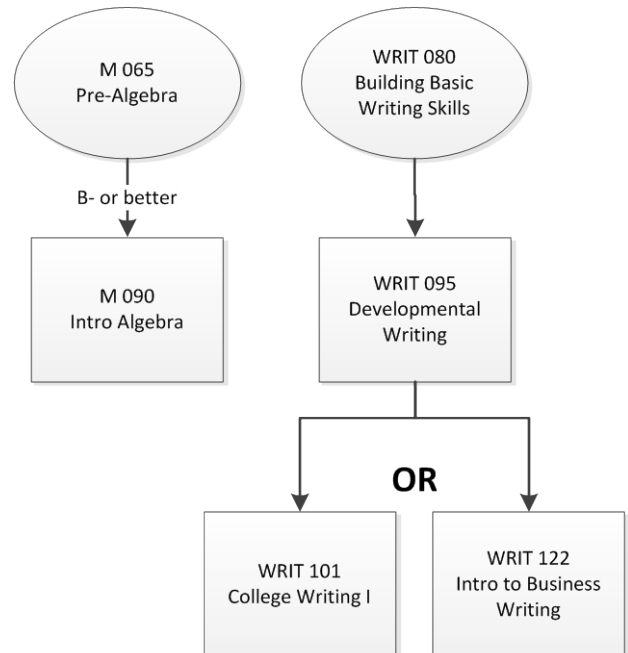
| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|--|---------|-----------|
| AHMS | 201* | Medical Science | 3† | _____ |
| AHMS | 158* | Legal & Regulatory Aspects of Healthcare | 3† | _____ |
| AHMS | 160* | Beginning Procedural Coding | 3† | _____ |
| AHMS | 162* | Beginning Diagnosis Coding | 3† | _____ |
| AHMS | 252* | Computerized Medical Billing | 3† | _____ |
| AHMS | 298B* | Prof Practice Exp in Billing/Coding | 1-3† | _____ |
| | | Subtotal | 16-18 | |

SUMMER SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|-------------------------------------|---------|-----------|
| WRIT | 122** | Introduction to Business Writing OR | | |
| WRIT | 101** | College Writing I | 3† | _____ |
| PSYX | 100 | Introduction to Psychology OR | | |
| SOCI | 101 | Introduction to Sociology | 3† | _____ |
| M | ---** | 090 or Higher | 4† | _____ |
| | | Subtotal | 10 | |

TOTAL PROGRAM CREDITS – 43-45~

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.



MEDICAL TRANSCRIPTION

CERTIFICATE OF APPLIED SCIENCE DEGREE

Program Director: Susan Whatley

This program is offered completely on-line.

Medical Transcriptionists are part of a health care team, working primarily with medical documents and reports. The College currently offers a Certificate of Applied Science program and an AAS degree. Both programs provide students with skills and knowledge necessary to perform as entry-level transcriptionists.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Use medical language appropriately and understand anatomy, physiology, pharmacology, pathophysiology, laboratory tests, and diagnostics tests.
- Spell, proofread, and use correct grammar, punctuation, and syntax in medical reports.
- Understand HIPPA and follow guidelines to protect patient confidentiality and patient records.
- Transcribe, format, and edit the most common medical reports: progress notes, history and physical reports, consultations, discharge summaries, and operative reports.
- Use medical references appropriately and efficiently, particularly the Book of Style

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 3,846 |
| Application Fee | \$ | 30 |
| Books/Supplies | \$ | 1,971 |
| TOTAL | \$ | 5,847 |

*Beginning with fall 2012, MUS Student Health Insurance Premium is changing, please check the online catalog and Student Central soon for confirmed premium rates. Students will be charged an additional fee of \$20 per credit for online/hybrid courses.

A grade of "C-" or above must be achieved in all courses to advance and graduate from the program.

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|--------------------------------|---------|-----------|
| AHMS | 144 | Medical Terminology | 3† | _____ |
| BIOH | 112 | Human Form and Function I | 4+ | _____ |
| CAPP | 120 | Introduction to Computers | 3† | _____ |
| M | 090** | Introductory Algebra OR | | |
| M | 108** | Business Mathematics | 4† | _____ |
| AHMS | 255* | Med Transcription I | 3† | _____ |
| | | Subtotal | 17 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|--|---------|-----------|
| WRIT | 122** | Intro to Business Writing | 3† | _____ |
| AH | 180 | Basic Pharmaceuticals | 1† | _____ |
| AHMS | 158* | Legal & Regulatory Aspects of Healthcare | 3† | _____ |
| AHMS | 256* | Med Transcription II | 3† | _____ |
| AHMS | 201* | Medical Science | 3† | _____ |
| PSYX | 100 | Introduction to Psychology OR | | |
| SOCI | 101 | Intro to Sociology | 3† | _____ |
| | | Subtotal | 16 | |

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|------|---|---------|-----------|
| AHMS | 108* | Health Data Content and Structure | 3† | _____ |
| AH | 265* | Electronic Health Record-Medical Practice | 3† | _____ |
| CAPP | 154* | Microsoft Word | 3† | _____ |
| | | Subtotal | 9 | |

TOTAL CREDITS – 42~

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.

Transition to the Associate of Applied Science (AAS) Degree:

The Medical Transcription Certificate program is designed to train entry-level Medical Transcriptionists. The curriculum can be completed online so that students across the state can take advantage of this opportunity. However, the Medical Transcription profession is complex, and students should recognize the need for continuing education, even as they begin their careers. The Associate of Applied Science degree in Medical Transcription provides that opportunity.

All courses from the certificate program transfer into the AAS program. Students who continue into the AAS degree program in Medical Transcription must take an additional semester of Anatomy and Physiology to increase their understanding of human body structures and functions. In addition, students in the AAS program have the opportunity to increase computer skills, understand the entire medical record, and expand English skills - all essential to their continued success as Medical Transcriptionists. Students should discuss their long-term goals with the Program Director to determine the best course of study. The AAS degree can also be completed online



National Registry of Emergency Medical Technicians®

THE NATION'S EMS CERTIFICATION™

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All EMRs/First Responders due to recertify by September 30, 2014 ['Click Here'](#) *

* Must be logged in to website

Is your Paramedic program accredited ['Click Here'](#)

Follow These Steps to Apply for Your NREMT Exam ['Click Here'](#)

Follow These Steps to Register your Agency for Online Recertification ['Click Here'](#)

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|--|---|
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| State EMS Agency Information | Purchase Duplicate Card |

E-card Now Available

Nationally certified EMS providers may now print their National EMS Certification card through their NREMT account by selecting the card type of "No, I will print my own card" when submitting an electronic recertification application. The electronic card (e-card) will be available immediately after the NREMT has accepted and approved the individual's recertification for the current season.

To print your card, login to your NREMT account, click on 'My Certification' then select 'Print Card.'

Don't let your National EMS Certification Expire - It's Important to the Public

National EMS Certification is the most recognized EMS credential and demonstrates that you meet national competency standards. [Click here for recertification information.](#)

NREMT Policies

Policies regarding National EMS Certification are available [here](#).

New or updated policies

- [Refund policy](#)
- [Authorization to Test Policy](#)

[2012 NREMT First Time Pass Rate Statistics](#)

NREMT Implements Paramedic Program Accreditation Requirement

As previously announced, all Paramedic students who begin their education on or after January 1, 2013,

Did you know?

The National EMS Advisory Board is a nationally recognized council of EMS representatives and consumers who provide advice and recommendations regarding EMS to NHTSA.

and wish to obtain NREMT National EMS Certification at the Paramedic level must successfully complete their Paramedic education at an accredited program or one that is seeking accreditation sponsored by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

The National Registry Board of Directors made the decision regarding Paramedic program accreditation in 2007. Requiring a single national accreditation agency for Paramedic educational programs follows the recommendations of the National EMS Education Agenda for the Future: A Systems Approach (2000). Implementation of accreditation has been recommended in the Institute of Medicine Report EMS at the Crossroads (2006). The NREMT partnered with many stakeholders in the EMS Community, including the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) the last several years to ensure Paramedic education programs prepared for this new requirement.

Paramedic applicants who are enrolled in non-CAAHEP accredited programs that began prior to January 1, 2013, currently licensed State Paramedics and those who graduated from non-CAAHEP accredited programs prior to January 1, 2013 will remain eligible for NREMT's National EMS Certification at the Paramedic level, provided all other requirements for NREMT certification are met.

WELCOME TO THE NATIONAL REGISTRY OF EMERGENCY MEDICAL TECHNICIANS WEBSITE

The single most important goal of the National Registry of Emergency Medical Technicians (NREMT) is to offer assurance that EMS personnel providing treatment to patients—at their highest moment of need—are competent.

The NREMT accomplishes this goal with a staff that includes highly qualified EMS experts who understand what is involved in treating patients in the out-of-hospital setting. They are responsible for implementing a process that involves meeting specific requirements. This is necessary due to the sensitive nature of the EMS profession and the level of trust placed on EMS personnel.

The NREMT was founded in 1970 as a result of the recommendations made by the Committee on Highway Traffic Safety. This committee proposed a national certification agency to establish uniform standards for training and examination of personnel active in the delivery of emergency ambulance service. [More...](#)



NCCA Accreditation

With a commitment to excellence, the NREMT holds accreditation from The National Commission for Certifying Agencies (NCCA), which is the accreditation arm of The National Organization for Competency Assurance (NOCA). The NCCA is recognized as the authority on accreditation standards for professional certification organizations and programs. NCCA accreditation means that the standards set by the NREMT have been reviewed by the NCCA and deemed credible for ensuring the health, welfare and safety of the public.

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Rocco V. Morando Building, 6610 Busch Blvd., P.O. Box 29233, Columbus, Ohio 43229
Phone: (614) 888-4484 Fax: (614) 888-8920

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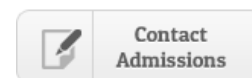


GREAT FALLS COLLEGE

MONTANA STATE UNIVERSITY

GREAT FALLS, MONTANA

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- Financial Aid Office
- Admissions Office
- School Website



virtual tours



Weaver Library

The Weaver Library supports and enhances instructi..

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1



Tiered Classroom - B101

B101 has desk area and seating for 98 people. Amen..

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2



Computer Classrooms

Computer classrooms are equipped with 20 to 24 com..

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3



Simulated Hospital

New in 2011, the Simulated Hospital includes a var..

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COTtage Bookstore & Cafe

Shop either on site or online for your textbooks a..

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5



Atrium at North Entrance

The Atrium is the main entrance to the campus and ..

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6



On Site Dental Clinic

MSU-Great Falls College of Technology Dental Hygie..

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7



Science Labs

State of the art labs are provided for students en..

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8

Courtyard & Skilled Trades Building

Beautiful, restful landscaping offers a

Weaver Library

The Weaver Library supports and enhances instruction and learning at MSU – Great Falls. As the major information resource on campus, the Library and assists students in achieving success by maintaining a well-balanced collection of materials in a variety of formats. Knowledgeable staff are on hand to help you with your information needs.

For optimum viewing results: Please ensure that you are running the most current version of [Java](#) and [QuickTime](#).

Instructions: Drag your cursor around the image for a 360° view. Use the shift key to zoom in. Use the control key to zoom out.

school information

school info

admissions

student body

programs

other

cost

University Name Great Falls College MSU

Location 2100 16TH AVE SOUTH, GREAT FALLS, Montana, 59405



sanctuary ..
[view tour »](#)

9



North Entrance

Welcome to MSU - Great Falls! Enter these doors an..

[view tour »](#)

10

General information (406) 771-4300

Year established 1969

Type Public - At least 2 but less than 4 years

Highest Degree offered Associate's degree

Campus Setting Urban

* Information is based on 2012-2013 Academic Year data provided by the National Center for Education Statistics. Please visit the school's official website for the most current information.

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Emergency Medical Services

Great Falls College MSU

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WANTED: INDIVIDUALS TO SAVE LIVES!

Can you see yourself as a **Paramedic**, working on an ambulance, or at a fire department, maybe as a Flight Medic?

Great Falls College Montana State University's Paramedic Program may have a spot for you. We need individuals that are high in energy, strong minded, good communicators, and most of all caring. Our Paramedic Program offers an A.A.S degree as an EMT Paramedic, with personalized instruction, high end **simulated Hospital** experience, and progressive clinical sites.

GFC MSU Paramedic Program has an outstanding pass rate of the NREMT exam.

For details on how to become a Paramedic student check out the requirements in our application, click on link above "APPLICATION", or in our catalog.

Job Outlook

Employment for EMTs and paramedics is expected to grow faster than the average for all occupations through 2016 (by 19%). Job prospects should be good, particularly in cities and private ambulance services. EMTs and paramedics who have advanced education and certifications, such as Paramedic level certification, should enjoy the most favorable job prospects as clients and patients demand higher levels of care before arriving at the hospital.

NEWS

- **Nationally ACCREDITED Paramedic PROGRAM !!**
- **UMBC CCEMTP SITE**
- **SIMULATED HOSPITAL!!**
 - Montana/region's only institution with a fully functional simulated hospital housing an actual ambulance.
 - Take a virtual tour of the Simulated Hospital and the Great Falls College MSU campus [HERE](#).
- **Inquire about our EMT-Basic courses.**
- **Download Paramedic Application** Application deadline is June 1st. See application TAB above.

Who to Contact

Joel Henderson

EMS Program Director



Emergency Medical Services

Great Falls College MSU

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Become a Paramedic or EMT Today!

We at Great Falls College MSU are delighted to learn of your interest in the Emergency Medical Services program. Career opportunities in the field of Emergency Medical Services (EMS) have never been better and the future looks even more promising.

Paramedic students are selected through an application process. EMT's applying for our Paramedic program must also have required Math, Writing, and Human Anatomy courses, see application for details. Select Download Application to see this year's application. Applications are due by June 1st and approx. 2-3 weeks later candidates will be notified of status. For admission to the Emergency Medical Services Paramedic program please contact Great Falls College MSU today at (1-800-446-2698 or local at 406-771-4420) or on the web at <http://www.gfcmsu.edu/>, and download new application.

Spots are limited so apply now!!

The Experience

Upon being selected students will embark on a 11month (1200 hrs) journey that involves classroom/didactic, skills lab, clinical and ambulance ridealong, and finally Paramedic Internship. Students will also be certified in ACLS, PALS, and PHTLS.

Paramedics today are highly trained and skilled health care professionals on the leading edge of technology and emergency medical knowledge. Besides working on an ambulance, Paramedics are employed by hospitals, fire departments, tactical teams, helicopter transport services - even Hollywood movie studios! Should you choose to further your education to become a nurse or emergency physician, training in EMS will prove to be a valuable asset to your chosen profession.

Our distinguished program is exciting and challenging. You will gain knowledge in areas such as anatomy, physiology, pharmacology, trauma and medical emergencies. You will develop advanced life-saving skills by working side-by-side with experienced instructors and other health care providers both in the hospital and "on the street."

- [Benefis Health System](#)
- [Great Falls Emergency Services](#)
- [Great Falls Fire Rescue](#)
- [View the Catalog](#)
- [Fall 2014 Application](#)



Emergency Medical Services

Great Falls College MSU

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**Joel Henderson**

Experience: 13 Years

Training: BAS, EMT Paramedic, NREMT-P; CCEMTP

Job: EMS Program Director

Office: 406-268-3718

jhenderson@gfcmsu.edu

**Will Fleming**

Experience: 9 years

Training: BS, EMT Paramedic, NREMT-P

Job: EMS Instructor (Basic, I99, ACLS, PALS)

Office: 406-771-4370

will.fleming@gfcmsu.edu

**Roger Fleek**

Experience: 6 years

Training: NREMT I99

Job: EMS Instructor (Basic)

Office: 406-771-4370

roger.fleek@gfcmsu.edu

**Terry Brandt**

Experience: 14 years

Training: NREMT-P; CCEMTP

Job: EMS Instructor (Paramedic), Clinical Coordinator

Office: 406-771-4370

terry.brandt@gfcmsu.edu

**Micheal Shell**

Experience: 7 years

Training: PhD., NREMT-P

Job: EMS Instructor (I99, Basic)

Office: 406-771-4370

michael.shell@gfcmsu.edu



EMERGENCY MEDICAL TECHNICIANS



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Emergency Care Provider (ECP)

The [Montana Board of Medical Examiners](#) has the privilege of licensing ECPs. We pleased to share with you the licensing and regulatory information for ECPs. However, if you are actually looking for **EMS SERVICE** (Ambulance Service) information, you'll need to go to the [EMS and Trauma Systems Section](#) of the Montana Department of Public Health and Human Services.

You can apply as an ECP at any level, [download a paper application for ECP licensure](#) or [apply on-line with the on-line application process](#) .

If applying on-line, you'll be directed to our eBiz web site. Once there,

1. **Create** an account
2. **Select** the "Health Care Licensing" tab
3. **Select** "Apply for license"
4. **Agree** to the terms
5. **Select** "Medical Examiners" from the drop down box
6. Select level of licensure you are applying for, EMR, EMT, AEMT or Paramedic
7. Follow the steps for completing the application including uploading documents
8. Pay for your application

You can verify who is already licensed (by choosing the "Services Tab" above), and learn the statutory and regulatory requirements for ECPs licensed in Montana (by selecting the "Regs" Tab above). You can also learn of board meetings and agenda topics (by making a selection to the left).

Please choose from the board information topics to the left or select another tab from above for associated information.

For additional assistance please use this [form](#) to contact the board.



Commission on Accreditation of Allied Health Education Programs


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Request for Accreditation Services

PLEASE REVIEW BOTH OPTIONS BELOW BEFORE PROCEEDING

OPTION 1 – Electronic Submission (This requires the CEO/President to type his/her name in the CEO Signature field prior to submission)

- Choose the appropriate Profession in the drop-down menu and click "Continue"
- Complete all required fields in the form
- Click "Submit" and a copy of the form will be emailed to the appropriate Committee on Accreditation and the email address entered for the "Individual completing this form"

OPTION 2 – Manual Submission

- Choose the appropriate Profession in the drop-down menu and click "Continue"
- Click "Blank Printable Version" located at the top, left side of the screen
- Print the form and complete all required fields manually
- Mail/fax/email the completed, signed form to the appropriate Committee on Accreditation (contact information for submission appears at the top of the form)

* Denotes Required Field(s)

| | |
|----------------------|------------------|
| Profession: * | Please Select... |
|----------------------|------------------|

1361 Park Street Clearwater, FL 33756

Phone: 727-210-2350

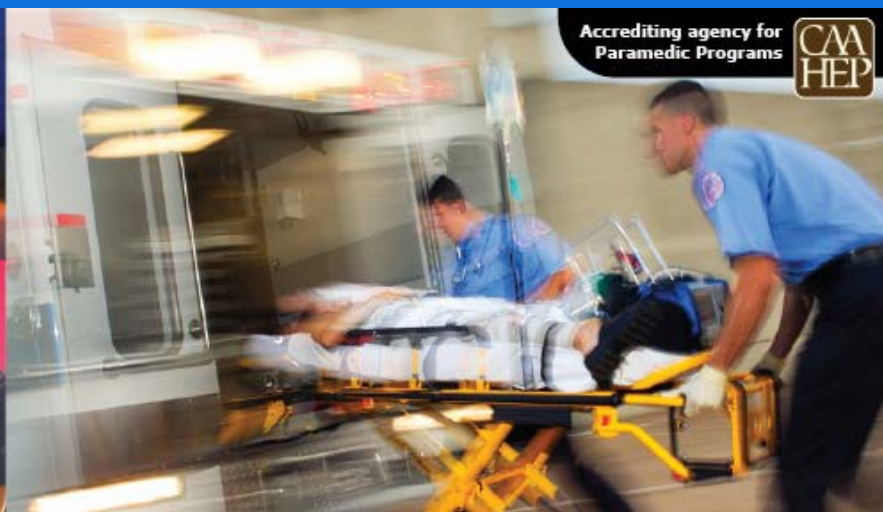
Fax: 727-210-2354

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Accrediting agency for
Paramedic Programs



CoAEMSP is @ NAEMSE
Annual Symposium!

NEWS

New *Standards Interpretations* Adopted by Board of Directors

Register Now for New 2014 Accreditation Workshops.
Discounted \$139 hotel rate for Pittsburgh workshops extended to May 12.

Annual Fees for Satellite Campuses. Effective July 1, 2014, programs with satellite campuses will be assessed an additional \$500 per satellite campus per year. [More information.](#)

Airway Management Recommendation & Resources [here.](#)

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PHARMACY TECHNICIAN

PROFESSIONAL CERTIFICATE – Online (except for on-site clinical)

Program Director: Pam Christianson

As a pharmacy technician, you help licensed pharmacists provide medication and other health care products to patients. Technicians usually perform routine tasks to help prepare medication, such as counting tablets and labeling bottles. They also perform administrative duties, such as answering phones, stocking shelves, and operating cash registers. Any questions regarding prescriptions, drug information, or health matters are referred to the pharmacist. When you complete this program you will have the skills and knowledge required for an entry-level pharmacy technician position and will be prepared to take the national certification exam. Courses are online with an on-site clinical component and can be completed in as little as one, 16-week semester.

JOB OPPORTUNITIES:

About 72 percent of pharmacy technicians work in retail pharmacies that are independently owned or part of a drugstore chain, grocery store, department store, or mass retailer. The other 18 percent are employed in hospitals and a small proportion work in mail-order and Internet pharmacies, offices of physicians, pharmaceutical wholesalers, and the federal government.

The U.S. Bureau of Labor and Statistics predicts the employment of pharmacy technicians to increase by 32 percent from 2006 to 2016, which is much faster than the average for all occupations. The 2008 median hourly wage in Montana was \$13.78/hr with a median annual salary of \$24, 289.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Practice as a qualified, licensed pharmacy technicians working with pharmacists to provide medication and other healthcare products to patients.
- Demonstrate positive work ethic, professionalism and appropriate interpersonal skills whether in a hospital, clinical or retail setting.
- Demonstrate knowledge of medical terminology, pharmacy calculations, ethics, pharmacology and healthcare delivery methods pertaining to pharmacy law, practice and calculations.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|---|-----------|--------------|
| Tuition and Fees | \$ | 3077 |
| Application Fee | \$ | 30 |
| Course Fees | \$ | - |
| Montana Board of Pharmacy Licensing Fee | \$ | 60 |
| Books/Supplies | \$ | 1042 |
| TOTAL | \$ | 4,209 |

*Beginning with fall 2012, MUS Student Health Insurance Premium is changing, please check the online catalog and Student Central soon for confirmed premium rates. Students will be charged an additional fee of \$20 per credit for online/hybrid courses.

The Pharmacy Technician program is a limited enrollment program accepting up to 23 students each year. If you are interested, you must apply for entry to the program. Questions about application criteria should be directed to the Health Sciences Division.

FALL SEMESTER (PRE-REQUISITE COURSES)

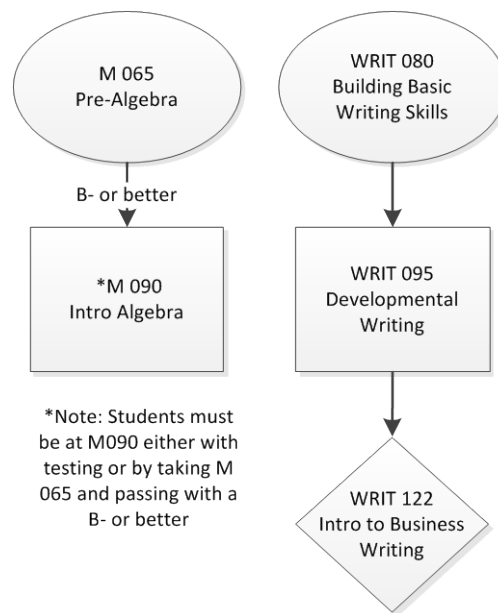
| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|-----------------------------------|---------|-----------|
| WRIT | 122** | Introduction to Business Writing | 3† | _____ |
| PHAR | 100 | Intro to Pharm Practice for Techs | 2+ | _____ |
| PHAR | 101 | Pharmacy Calculations | 3+ | _____ |
| CAPP | 120 | Introduction to Computers | 3+ | _____ |
| AHMS | 144 | Medical Terminology | 3± | _____ |
| | | Subtotal | 14 | |

SPRING SEMESTER (PROGRAM COURSE REQUIREMENT AFTER FORMAL ACCEPTANCE)

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|--------|-------|-------------------------------------|---------|-----------|
| AHMS | 105 | Healthcare Delivery | 2† | _____ |
| PHL | 221 | Intro to Philosophy & Biomed Ethics | 3+ | _____ |
| AH | 140* | Pharmacology | 2† | _____ |
| PHAR | 112 * | Pharmacy Practice, Law, & Calc | 4+ | _____ |
| PHAR | 198* | Internship | 4± | _____ |
| | | Subtotal | 15 | |

TOTAL PROGRAM CREDITS - 29~

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.





PHYSICAL THERAPIST ASSISTANT

ADVISORY SHEET 2010- 2011 CATALOG

Student Name: _____

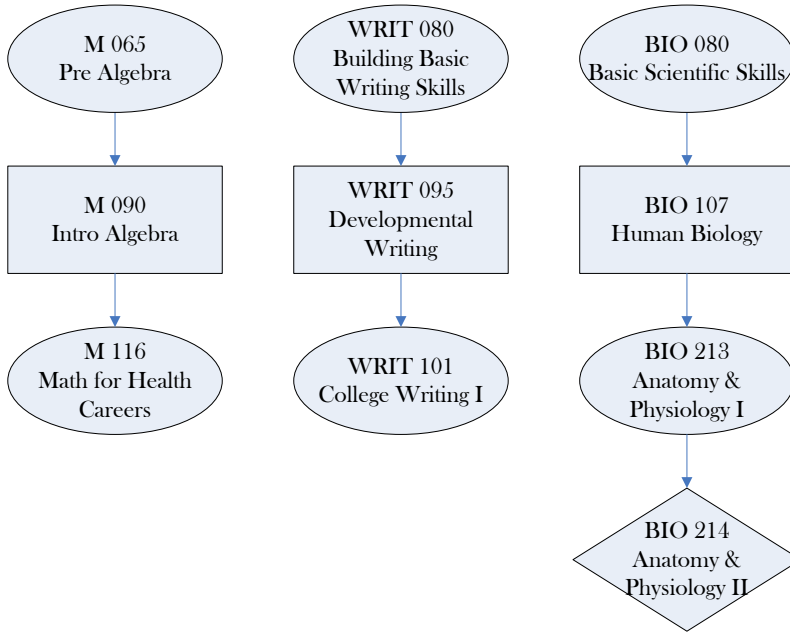
Student ID #: _____

The PTA program is designed to graduate individuals who are knowledgeable, competent, self-assured, adaptable, and service-oriented patient/client care providers performing their duties within the ethical and legal guidelines of the physical therapy profession as an entry-level PTA having successfully passed the NPTAE. This Advisory sheet is valid as long as the student stays currently enrolled at MSU-Great Falls. Each time the plan is changed; it must be signed and dated by both the student and advisor. *A copy of this plan should be kept by the student and advisor*

Developmental Coursework

Many students need preliminary math, writing and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and writing placement before planning out their full program schedule.

Math Placement _____ Writing Placement _____ Biology Placement _____



| Course | Title | Credits | Grade | Term Planned | Term Taken | Transfer |
|--------|-------|---------|-------|--------------|------------|----------|
| | | | | | | |
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PHYSICAL THERAPIST ASSISTANT

ADVISORY SHEET 2010- 2011 CATALOG

Pre-requisite Coursework

Background in basic sciences and proficiency in computer skills are essential to success in the Physical Therapy Assistant Program. Applications for formal acceptance may be found online or from the Health Sciences Department.

| Course | Title | Credits | Grade | Term Planned | Term Taken | Transfer |
|----------|----------------------------------|---------|-------|--------------|------------|----------|
| AHMS 144 | Basic Medical Terminology | 3 | | | | |
| BIOH 201 | Anatomy & Physiology I/Lab | 4 | | | | |
| BIOH 211 | Anatomy & Physiology II/Lab | 4 | | | | |
| COMM 135 | Interpersonal Communication | 3 | | | | |
| M 116 | Mathematics for Health Careers | 3 | | | | |
| PSYX 100 | Introduction to Psychology | 3 | | | | |
| PSYX 230 | Developmental Psychology | 3 | | | | |
| PTA 105 | Introduction to Physical Therapy | 3 | | | | |
| SOCI 101 | Introduction to Sociology | 3 | | | | |
| WRIT 101 | College Writing I | 3 | | | | |

- High School Chemistry
- High School Physics
- Keyboarding

After formal acceptance into the program:

A grade of "C-" or above must be earned in all required pre-requisite courses to continue into the formal portion of the program. Potential applicants should ensure immunizations and CPR training requirements are met. Submission of proof of immunizations, background and drug screenings, and CPR certification is required after formal acceptance to the PTA Program.

Fall Semester

| Course | Title | Credits | Grade | Term Planned | Term Taken | Transfer |
|---------|--|---------|-------|--------------|------------|----------|
| PTA 101 | Physical Therapist Assisting/Lab | 5 | | | | |
| PTA 205 | Anatomy & Kinesiology for PTA/Lab | 6 | | | | |
| PTA 206 | Pathophysiology for the PTA | 3 | | | | |
| PTA 218 | Therapeutic Exercise for the PTA | 2 | | | | |
| PTA 210 | Clinical Experience I (4 week) 160 hours | 3 | | | | |

Spring Semester

| Course | Title | Credits | Grade | Term Planned | Term Taken | Transfer |
|---------|---|---------|-------|--------------|------------|----------|
| PTA 201 | Physical Therapist Assisting II/Lab | 5 | | | | |
| PTA 213 | Neurorehabilitation for the PTA/Lab | 6 | | | | |
| PTA 215 | Introduction to Orthopedics/Lab | 4 | | | | |
| PTA 210 | Clinical Experience II (4 week) 160 hours | 3 | | | | |

Summer Semester

| Course | Title | Credits | Grade | Term Planned | Term Taken | Transfer |
|---------|--|---------|-------|--------------|------------|----------|
| PTA 225 | Seminar & Project in PTA | 2 | | | | |
| PTA 230 | Clinical Experience III (9 week) 360 hours | 6 | | | | |

Total Program Credits 77

Please continue to signature page



OBSERVATION FORM PRE- PHYSICAL THERAPIST ASSISTANT

Potential PTA Student Name: _____

Facility Name: _____

| <u>Dates of Observation</u> | <u># of Hours</u> | <u>Printed Name of Clinician</u> | <u>Clinician's Phone #</u> |
|-----------------------------|-------------------|----------------------------------|----------------------------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |

Type of Setting (circle the setting that applies): acute, rehab, sub-acute, nursing home, home health, schools, and/or out-patient

Total Hrs Observed _____

Clinician to fill-out the remainder of this form:

Please help evaluate this potential PTA student by filling in the following:

| | Yes | No |
|---|-------|-------|
| 1) Courteous when establishing appointment time for clinical visit. | _____ | _____ |
| 2) Punctual in attendance for clinical observation. | _____ | _____ |
| 3) Respectful of clinicians time and schedule. | _____ | _____ |
| 4) Appropriate attire worn during observation. | _____ | _____ |
| 5) Demonstrated interest in the clinical setting. | _____ | _____ |
| 6) Asked appropriate questions of clinician. | _____ | _____ |
| 7) Exhibited respect and courtesy toward clinicians, patients and others. | _____ | _____ |
| 8) Demonstrated positive and appropriate interpersonal skills. | _____ | _____ |
| 9) Demonstrated true interest in the physical therapy profession. | _____ | _____ |
| 10) HIPPA compliant. | _____ | _____ |
| 11) Followed clinical site policies and procedures. | _____ | _____ |

Please provide comments about this individual and their potential for success in the Physical Therapist Assistant Program at Montana State University - Great Falls College of Technology. **When completed please enclose within an envelope with your signature across the seal and returned to the student as part of his/her application towards the PTA Program.**

Signature of Clinician:

Thank you for your support of the PTA Program and for allowing this potential student to observe your work. Please contact Brad Bechard, PTA Program Director at (406) 771-5134 with any questions or comments.

Observation Hours:

Students are required to complete a minimum of 40 observation hours. Observation must occur with a licensed physical therapist or physical therapist assistant. This observation should be completed **in at least two or more different practice settings. At least 20 hours need to be in an acute, acute rehab, or sub-acute environment.** Please contact the program director if you have questions. Suggestions to help you to meet this requirement:

- Request a list of clinical sites from the PTA Program Director if needed. Most facilities are willing to allow prospective physical therapist assistant students to observe their physical therapy practice. Any facilities can be contacted and asked if they would be willing to allow you to observe.
- Select several sites and telephone them early in the day- between 8:00 and 8:30 am. This is usually the best time to speak with them. Have your calendar available with possible dates and times that will work for your schedule. Please remember, you will need to be flexible and accommodate their schedules. DO NOT automatically expect to observe the day you contact them.
- When you visit the site, dress professionally casual (no jeans). Wear comfortable shoes with no open toe, no or minimal fragrances, and minimal jewelry. Remember, you are in a professional environment!
- Provide your healthcare professional with the Observation Form with the upper portion completed. When you have completed your hours at that site, the professional you're observing will need to fill-out a portion of this form and sign it. It will then need to be signed by the healthcare professional on the form and over the seal of the envelope and submitted with your PTA Program Application. The Observation Form may be copied if needed or additional copies can be obtained on the College website at www.msugf.edu under the PTA Program section.
- Remember, as you are observing, they are also observing you!
- We suggest that during or shortly after you have completed each observation that you take the time to jot down your impressions of the experience. This may include your thoughts, diagnosis observed, what was good or bad, etc.
- DO NOT WAIT to obtain observation hours. Practicing Physical Therapists and Physical Therapist Assistants are busy people, so fit in the observation time when you can and early.
- Finally, you may want to send out a thank you note to the healthcare professional for taking time out of their schedule to assist with your educational experience.

Potential Physical Therapist Assistant Observation Sites

PT / PTA CONTACT PERSON FACILITY INFORMATION

| | |
|--|---|
| Michelle Murray Mountain View Physical Therapy 908 8th Ave South Great Falls, MT 59405 406 454-0438 Outpatient administrator@mvpt.net | Jennie Bollich Benefis Healthcare- Acute care/Acute Rehab/PEAK/Sub Acute/Pediatric setting 500 15th Avenue South Great Falls MT 59405 406 731-8969 |
| Peggy Ray Physical Therapy at the Evergreen Mall 1301 11th Avenue South, Suite 6 Great Falls, MT 59405 406 727-2608 Outpatient | Jeff Johnson Physical Therapy Center of Great Falls 2517 7th Ave South Suite A-1 Great Falls, MT 59405 406 771-0777 Outpatient ptcenter@mt.net |
| Dawn Clutter Advanced Practice Physical Therapy 900 2nd St South Ste 2 Great Falls, MT 59405 406 770- 3171 Outpatient | Ken Holland Spectrum Medical- Home Health Care 2526 12th Avenue South Great Falls MT 59405 406 727-9322 Home Health |
| Andrea Johnson, PT Advanced Practice Physical Therapy 900 2nd St South Ste 2 Great Falls, MT 59405 406-770-3171 OP northernlightspt@bresnan.net | Patti Jo Lane Great Falls Clinic 3000 15th Avenue South Great Falls MT 59405 406 268-3882 Outpatient patti.lane@gfclinic.com |
| Donna Vinnedge, PT Advanced Practice Physical Therapy 900 2nd St South Ste 2 Great Falls, MT 59405 406-770-3171 Outpatient | Mike Jensen Frontier Physical Therapy 115 Smelter Ave. NE, Suite 104 Great Falls, MT 59404 406 727-2826 Outpatient Mjensen@frontierpt.com |
| Michelle Caldwell C & C Physical Therapy 2119 10th Avenue South Great Falls MT 59405 406 452-0001 Outpatient candcpt@qwestoffice.net | Karen Miszler Park Place Health Care Center 3200 15th Avenue South Great Falls MT 59405 406 761-4300 Sub Acute Rehab |
| Susie Nelson River's Edge Physical Therapy 1000 25th St. North Great Falls MT 59405 406 453-5555 Outpatient sephtherapy@qwestoffice.net | Kelli Spayd Missouri River Manor 1130 17th Avenue South Great Falls MT 59405 406 771-4500 Sub Acute kelli.spayd@sunh.com |



Pre-requisite Course Work
Must be completed prior to application to
PN Program



PN Program Course Work
Completion 1 year
2 semesters
Eligible to sit for PN licensure board exam
May choose to apply for ASN RN program
PN license required



RN Program Course Work
Completion 1 year (2 semesters)
Eligible to sit for RN licensure board exam



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Radiologic Technology News

Women Can Wait on Virtual Colonoscopy Screening

Women may be able to wait five to 10 years longer than men to undergo a virtual colonoscopy screening for precancerous polyps, according to a study.

[Full story](#)

CT Appears Safe for Cardiac Device Patients

Patients with cardiac rhythm management devices can safely receive computed tomography scans, according to a study.

[Full story](#)

ARRT Announces CE Requirement Updates

The ARRT has announced revisions to its Continuing Education Requirements for Renewal of Registration governing document.

[Full story](#)

ASRT News & Announcements

Field of View Blog

By the Board of Directors

Fun Facts About ASRT That I Never Knew Until I Joined the Board

ASRT Board members learn about all aspects of the association that work together to support our mission and values.

[Full story](#)

ASRT Donates \$5,000 to Support Tornado Recovery Efforts

The ASRT will donate \$5,000 to the American Red Cross to assist with disaster relief efforts in the Midwest and South following tornadoes there April 25-29.

[Full story](#)

ASRT Series Takes You Inside the Human Body

The ASRT has launched Sectional Anatomy Essentials, an online educational series that illustrates the location and function of the body's major anatomical structures.

[Full story](#)

ASRT Names 2014 Life Members and Fellows

Regulatory & Legislative News

Michigan Bill Outlines Performance Standards

Radiologic technologists met with legislators at the state capitol in Lansing on April 30 to ask them to support House Bill 4869, a measure that sets minimum training and performance standards.

[Full story](#)

Arizona Passes Breast Density Law

Arizona Gov. Jan Brewer has signed a breast density notification law.

[Full story](#)

CARE and MARCA Focus of R.T. in D.C.

More than 70 radiologic technologists and students from around the country traveled to Washington, D.C., to participate in ASRT's R.T. in D.C. advocacy event.

[Full story](#)

Resources for ...

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▲ Students

▲ Volunteers

▼ Patients



We've put together basic information about exams and procedures for radiologic technologists and radiation therapists to share with patients. Read and print out our updated articles.

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The ASRT will award Life Member status to two members and bestow the status of Fellow on three members during the ASRT Annual Governance and House of Delegates Meeting.

[Full story](#)

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Occupational Outlook Handbook >

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Epidemiologists

Epidemiologists are public health professionals who investigate patterns and causes of disease and injury in humans. They seek to reduce the risk and occurrence of negative health outcomes through research, community education, and health policy.

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U.S. Bureau of Labor Statistics | Office of Occupational Statistics and Employment Projections, PSB Suite 2135, 2 Massachusetts Avenue, NE Washington, DC 20212-0001
www.bls.gov/ooh | Telephone: 1-202-691-5700 | [Contact OOH](#)



changing lives – achieving dreams [2014-2015 catalog]

>GFCMSU

Great Falls College Catalog for 2014-2015

This catalog contains general information about the campus and specific information about degree programs. If you have questions or comments, please contact admissions@gfcmsu.edu.

* Indicates Catalog Update GEPI = Gainful Employment Programs Information

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- Health Administration
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- Health Information Technology
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- Secondary Education
 - Associate of Arts to Univ of Great Falls





Programmatic Outcomes Data

The intent of the reporting is that comparable information be readily available to the public. If the program has a web page, the information below must be included on the program's web page, or a reference to the location of that information must be included on the web page.

This policy strengthens the ability of programs and CoARC to fulfill mutual obligations to inform, educate, and to enhance the level of public confidence in higher education institutions in the process of accreditation. Its goals are to:

- 1) Make a meaningful contribution to the body of information available to consumers of higher education services;
- 2) Provide institutions with a way to communicate with the public regarding accreditation; and
- 3) Enhance public understanding of accreditation and confidence in higher education.

[CLICK HERE](#) for the Outcomes Data* from 2013 CoARC Annual Report of Current Status (RCS) for Respiratory Care Programs.

[CLICK HERE](#) to access an [interactive map](#) of Outcomes Data* from 2013 CoARC Annual Report of Current Status (RCS) for Respiratory Care Programs.

[CLICK HERE](#) for the Outcomes Data* from 2013 CoARC Annual Report of Current Status (RCS) for Sleep Specialist Program Options.

[CLICK HERE](#) to access an [interactive map](#) of Outcomes Data* from 2013 CoARC Annual Report of Current Status (RCS) for Sleep Specialist Program Options.

* Based on July, 2013 Annual Report of Current Status (RCS) data accepted by CoARC.

CoARC has completed the verification of the Outcomes data from the 2013 Annual Report of Current Status (RCS). This data is self-reported by respiratory care programs to CoARC and reflects the aggregate data for the three year time period being reported.

- 3-year time period being reported; [?](#)
- CRT credentialing success; [?](#)
- RRT credentialing success; [?](#)
- Attrition; [?](#)
- Job placement; [?](#)
- Total number of program enrollees for each year during that period; [?](#)
- Total number of program graduates for each year during that period. [?](#)

*All non-public information generated or received by the CoARC that relates to a program's accreditation status (including but not limited to accreditation letters, survey reports and progress reports) is confidential and will not be released unless authorized by the program or required by law.

Questions about programmatic outcomes data should be sent to the Executive Director at tom@coarc.com.

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About Us



The National Board for Respiratory Care, Inc. (NBRC) is a voluntary health certifying board which was created in 1960 to evaluate the professional competence of respiratory therapists. A group of Chicago physicians and therapists recognized the need to formalize the training and registration of practitioners involved in the care and support of patients with respiratory disorders.

Through the guidance of these individuals, the American Registry of Inhalation Therapists (ARIT) was incorporated as a not-for-profit corporation in the state of Illinois. This organization has responded to the growth of the profession through the years and has evolved as the current NBRC.

MORE

NBRC

Joint Statement from the NBRC & ARIT *Wednesday, January 15, 2014*

The National Board for Respiratory Care Accreditation for Respiratory Care (C

New Detailed Content Outlines for *Wednesday, July 03, 2013*

The Detailed Content Outline for the Examination that will be released in.

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What is Respiratory Care?

Respiratory Care is a healthcare specialty that offers a set of unique challenges in prevention, treatment, management, and rehabilitation of people with lung problems. Respiratory Care involves a wide variety of life saving, life supporting situations, working side by side with physicians, nurses, and others on the healthcare team, and treating patients ranging in age from newborns to senior citizens.

The work of respiratory care practitioners, involves the administration of treatments using sophisticated medical equipment to patients with lung disorders such as asthma, emphysema, pneumonia, and bronchitis. The respiratory care practitioner also works as a member of the critical care team, in laboratories, in rehabilitation, and in home care. Excellent judgment, assessment, and communications skills are essential for the respiratory care practitioner.

Problem solving and creative thinking are also essential skills for respiratory care professionals. The curriculum is designed to develop critical thinking and analytical skills including collection and organization of data as well as the ability to develop logical actions based on data analysis.

All RTs help people breathe easier.

They're some of the most tech savvy employees in the job market, and their patients are their top priority. They might work with anesthesiologists to monitor patients' breathing during surgery or help diagnose sleep disorders like apnea. Sometimes they help people kick the tobacco habit, work one-on-one with patients in home health care environments or treat asthma sufferers. Some RTs are "first responders" who provide emergency care to people with lung injuries from fires or other disasters.

A day in the life of an RT might include:

- Diagnosing lung and breathing disorders and recommending treatment methods.
- Analyzing breath, tissue and blood specimens to determine levels of oxygen and other gases.
- Managing therapy to help patients recover lung function.
- Monitoring and maintaining mechanical ventilation and artificial airway devices for patients who can't breathe normally on their own.
- Conducting smoking cessation classes for their patients and their communities.

Roughly 115,000 health care workers in the United States are respiratory therapists. The demand is growing fast and will keep growing for a long time, so if you decide to become an RT, you'll insulate yourself from a lot of the downsizing your liberal arts and business major friends may have ahead of them.

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Orientation Handbook Page One

A Message from the Faculty

Dear Students:

Welcome to MSU - Great Falls College of Technology , Respiratory Care Program. This college is part of the Montana University System. The program is accredited by the Commission on Accreditation of Allied Health Educational Program (CAAHEP). It is designed to prepare you for an exciting career in respiratory care. You will receive the necessary information and preparation to sit for the National Board for Respiratory Care, NBRC examinations.

The Respiratory Care Student Orientation Handbook has been designed to explain the policies and guidelines unique to the respiratory care program. The handbook is to be used in conjunction with the college catalog to provide general information, which will assist you in your college experience. It is your responsibility to become familiar with the handbook, as your faculty will refer to it throughout the academic year. You should keep the handbook in a safe and convenient place. It will help answer questions that may arise at any point during the program.

If you have concerns, questions or problems related to the program, please discuss those with the respiratory faculty. If the concern is not resolved, you are encouraged to meet with the Health Sciences Department Chair.

Please do not hesitate to ask for further information. We hope that the time spent in class and in the clinical sites will be a rewarding time for you as you pursue a challenging and rewarding profession in respiratory care. Best wishes to each of you for a stimulating and successful program and career.

Sincerely,

Respiratory Care Faculty

Leonard Bates, M.Ed., RRT, RCP
Program Director

Greg Paulauskis, Ph.D., RRT, RCP
Director - Clinical Education

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Application Process

*** During this process it is advisable to make arrangements to talk to one of the professors at the Respiratory Care Program.

You can download the application available here:

<http://gfcmsu.edu/catalog/Programs/ProgramApplications/RESP%20Application%20Fall%202014.pdf>

Requirements to Complete Your Admission File:

- Documents must be provided to the Admissions Office prior to registration for a 2nd term at Great Falls College MSU.
- Completed Application of Admission to GFCMSU including a one -time \$30 application fee payable when you submit your application.
- Submit test scores for ACT/SAT taken within the last three years or sign up to take the ASSET test available on the Great Falls College MSU Campus.
- Furnish a copy of your high school transcript or diploma with Graduation Date or GED scores with Date of Completion.
- Request official transcripts from all postsecondary institutions previously attended. (if applicable)
- Furnish proof of immunization against measles and rubella by records of a physician, health agency or school. State law requires that prior to school entry students who are degree/certificate seeking students or students taking seven (7) or more credits must provide documentation of **TWO** doses of measles if born after January 1, 1957.

For further information, please E-mail: Information@gfcmsu.edu

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Testimonials

- [Tavi Townsend, RRT](#)
- [Christine Stanish, RRT](#)
- [Gayleen R. Bedwell, B.A., RRT](#)

Tavi Townsend

"I can honestly say that going through the RT program changed my life for the better! I went into the program at the suggestion of my parents, who were tired of me working minimum wage jobs (two or three at a time), and living in their house, basically being irresponsible and refusing to grow up! While I can't say I have been thrilled with the "growing up" part, I learned responsibility as well as job skills I will have to fall back on for the rest of my life.

While I do not currently practice in the RT field, it is my past RT experience and education that led to my current position as Compliance Officer for General Distributing Company. I also keep my license current, and keep abreast of current trends in RT, so that some day I can return to the profession.

While practicing as an RT, I was an active member in the AARC, and the MSRC, even serving as MSRC president. This was a truly valuable experience that taught me many skills to be used in other aspects of life.

The rewarding feeling you get from caring for your patients and earning the trust of them, as well as their families, and going home each day knowing you have improved the quality of life for even one person, is a feeling that can not be replaced."

Tavi Townsend, RRT
Compliance Officer
General Distributing Company

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Christine Stanish

"Great Falls College MSU-COT has a terrific respiratory therapy program. Following graduation I spent my first 5 years working in critical care and on the flight team and have been working as a Pulmonary Rehabilitation Specialist at Deaconess Billings Clinic for the past several years. 2 years of specialized education in respiratory therapy made it possible to have a challenging and rewarding career with a great income. **even in MT.** It also

helped me develop lasting personal and professional relationships."

Christine Stanish, RRT

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Gayleen R. Bedwell

"Montana State University - College of Technology's Respiratory Care Program provided a highly organized and structured agenda to meet the requirements I needed to become an excellent therapist. Throughout this two-year program the primary focus was to teach in a method that enabled me as a student to pass the certification and registry on a first time basis. In addition, the layout of the clinical rotations allowed me to see exactly what I needed to accomplish within a given semester. In comparing the MSU program to colleges on the east coast, I think I was much more prepared to meet the challenges of the medical field than students I teach at Concord Hospital. I like to think of MSU-COT RCP program as a great example for other colleges to follow to ensure the students get a quality education.

MSU-COT Respiratory Care program has so much to offer for students looking for a quality education in Respiratory Therapy. I love a challenge and this was certainly an excellent foundation to build my knowledge of the medical field. Furthermore, I liked the fact that the student to teacher ratio was small so the professor was available to answer questions and overall it's a fun place to learn."

Gayleen R. Bedwell, B.A., RRT
Respiratory Therapist
Concord Hospital
Concord, New Hampshire

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Professional Observation

We think our profession is exciting, diverse, and rewarding, but we encourage you to see for yourself. Making a career choice is a big decision.

Indeed, being an effective respiratory therapist requires commitment and dedication. Respiratory therapists become valuable members of the health care team by applying the science and art of the profession to each of their patients. Prior to their professional career, respiratory care students work hard in learning this science and art.

To help you make an informed decision about such a commitment, we invite you to participate in a Professional Observation also known as "Clinical shadowing". During this Professional Observation, you will be assigned to a respiratory therapist at the local hospital. Arrangement can be made to do your professional Observation in your local area. At the hospital, you will have an opportunity to interact with both respiratory therapists and students and see them in action. You will be exposed to most areas of respiratory care throughout the facility. The therapist, student and respiratory faculty will be more than willing to answer all of your questions.

To schedule a Professional Observation, please [contact us](#).



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Employment Outlook and Salary

Watch the [Life and Breath Video](#) - You need realPlayer to view, [download realPlayer here](#).

Employment Outlook

Job opportunities are expected to remain good. Employment of respiratory therapists is expected to increase faster than the average for all occupations through the year 2010, because of substantial growth of the middle-aged and elderly population-a development that will heighten the incidence of cardiopulmonary disease. It is projected that by the year 2010 the need for respiratory therapist will grow by 43.8 percent.

Older Americans suffer most from respiratory ailments and cardiopulmonary diseases such as pneumonia, chronic bronchitis, emphysema, and heart disease. As their numbers increase, the need for respiratory therapists will increase, as well. In addition, advances in treating victims of heart attacks, accident victims, and premature infants (many of whom are dependent on a ventilator during part of their treatment) will increase the demand for the services of respiratory care practitioners.

Opportunities are expected to be favorable for respiratory therapists with cardiopulmonary care skills and experience working with infants.

Although hospitals will continue to employ the vast majority of therapists, a growing number of therapists can expect to work outside of hospitals in respiratory therapy clinics, offices of physicians, nursing homes, or homecare.

Salary

Median annual earnings of respiratory therapists were \$39,360 in 2001. The middle 50 percent earned between \$33,630 and \$45,090. The lowest 10 percent earned less than \$29,700, and the highest 10 percent earned more than \$52,970. In hospitals, median annual earnings of respiratory therapists were \$40,670 in 2001. Information provided by the Bureau of Labor Statistics.

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Licensing authority for Respiratory Care Practitioners in the State of Montana

Board of Respiratory Care Practitioners
PO BOX 200513
301 South Part, 4th Floor
Helena , Montana 59620-0513
(406) 841-2385



Commission on Accreditation of Allied Health Education Programs

35 East Wacker Drive, Suite 1970
Chicago, IL 60601-2208
(312) 553-9355



Committee on Accreditation for Respiratory Care

1248 Harwood Road
Bedford , TX 76021-4244
(817) 283-28x35



National Board for Respiratory Care, Inc.

8310 Nieman Road
Lenexa, KS 66214-1579
(913) 541-0156



American Association for Respiratory Care

11030 Ables Lane
Dallas , TX 75229
(972) 243-2272



Montana Society for Respiratory Care

PO BOX 10601
Bozeman , Montana 59715

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Professional Accreditation, Licensure, and Credentialing

Information about Great Falls College MSU's Respiratory Therapist Program is posted on the Commission on Accreditation for Respiratory Care (CoARC) web site, <http://www.coarc.com/47.html>. You can see information about our program by selecting interactive map of CoARC program data and then Great Falls from the map. Graduate job placement, and credentialing success as well as program attrition data for all CoARC accredited program is also posted at this site. Click on Outcomes data from the Annual Report of Current Status. Programs are listed by state.

The Associate of Applied Science Program in Respiratory Care at Montana State University-Great Falls meets the "Essentials" and "Guidelines" for Accredited Programs for the Respiratory Therapist as set by the Committee on Accreditation for Respiratory Care (CoARC). Our program accreditation is granted through the Commission on Accreditation of Allied Health Education Programs (CAAHEP), of which CoARC is their accrediting authority to evaluate respiratory programs.

The Board of Respiratory Care Practitioners:

The Board of Respiratory Care Practicioners are the licensing authority for the State of Montana.

Professional Association

The American Association for Respiratory Care (AARC) encourages students and graduates to become members and participate in national and state meetings. The AARC's aim is to foster professional growth, encourage research, and provide services and representation to its members. Further information may be obtained from the national office.



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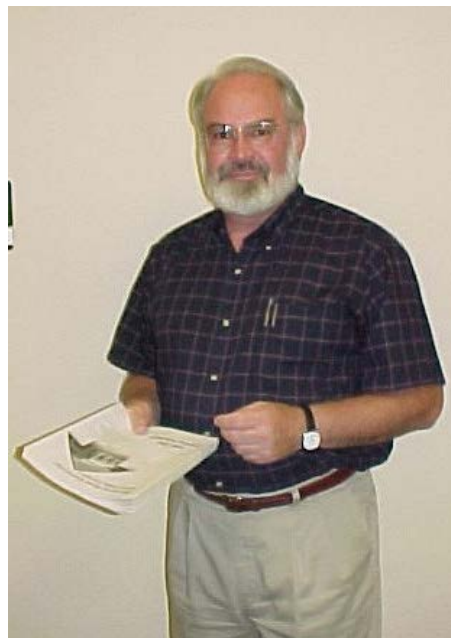
Brian Cayko

Director of Clinical Education,
Respiratory Care
Montana State University , Great Falls

2100 16th Avenue South
Great Falls , Montana 59405

Office (406) 771-4359
Office (800) 446-2698 ext. 4359
FAX (406) 771-4317
e-Mail: brian.cayko@gfcmsu.edu

[Website](#)



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FAX (406) 771-4317
e-Mail: lbates@gfcmsu.edu

Occupational Employment Statistics



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Occupational Employment and Wages, May 2013

29-2055 Surgical Technologists

Assist in operations, under the supervision of surgeons, registered nurses, or other surgical personnel. May help set up operating room, prepare and transport patients for surgery, adjust lights and equipment, pass instruments and other supplies to surgeons and surgeon's assistants, hold retractors, cut sutures, and help count sponges, needles, supplies, and instruments.

[National estimates for this occupation](#)

[Industry profile for this occupation](#)

[Geographic profile for this occupation](#)

National estimates for this occupation: [Top](#)

Employment estimate and mean wage estimates for this occupation:

| Employment (1) | Employment RSE (3) | Mean hourly wage | Mean annual wage (2) | Wage RSE (3) |
|--------------------------------|------------------------------------|------------------|--------------------------------------|------------------------------|
| 97,930 | 1.1 % | \$21.36 | \$44,420 | 0.3 % |

Percentile wage estimates for this occupation:

| Percentile | 10% | 25% | 50% (Median) | 75% | 90% |
|---------------------------------|----------|----------|--------------|----------|----------|
| Hourly Wage | \$14.64 | \$16.91 | \$20.54 | \$25.13 | \$29.47 |
| Annual Wage (2) | \$30,450 | \$35,180 | \$42,720 | \$52,270 | \$61,300 |

Industry profile for this occupation: [Top](#)

Industries with the highest published employment and wages for this occupation are provided. For a list of all industries with employment in this occupation, see the [Create Customized Tables](#) function.

Industries with the highest levels of employment in this occupation:

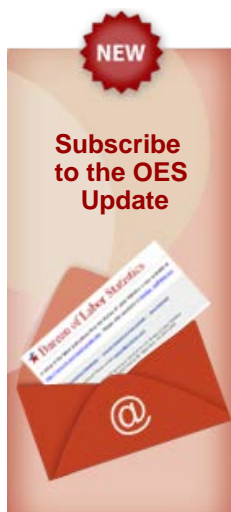
| Industry | Employment (1) | Percent of industry employment | Hourly mean wage | Annual mean wage (2) |
|--|--------------------------------|--------------------------------|------------------|--------------------------------------|
| General Medical and Surgical Hospitals | 67,920 | 1.29 | \$21.02 | \$43,710 |
| Offices of Physicians | 11,530 | 0.48 | \$21.83 | \$45,400 |
| Outpatient Care Centers | 9,080 | 1.35 | \$22.54 | \$46,870 |
| Offices of Dentists | 3,880 | 0.45 | \$20.73 | \$43,120 |
| Employment Services | 1,520 | 0.05 | \$23.13 | \$48,110 |

Industries with the highest concentration of employment in this occupation:

| Industry | Employment (1) | Percent of industry employment | Hourly mean wage | Annual mean wage (2) |
|--|--------------------------------|--------------------------------|------------------|--------------------------------------|
| Outpatient Care Centers | 9,080 | 1.35 | \$22.54 | \$46,870 |
| General Medical and Surgical Hospitals | 67,920 | 1.29 | \$21.02 | \$43,710 |
| Offices of Physicians | 11,530 | 0.48 | \$21.83 | \$45,400 |
| Offices of Dentists | 3,880 | 0.45 | \$20.73 | \$43,120 |
| Other Ambulatory Health Care Services | 410 | 0.15 | \$21.76 | \$45,270 |

Top paying industries for this occupation:

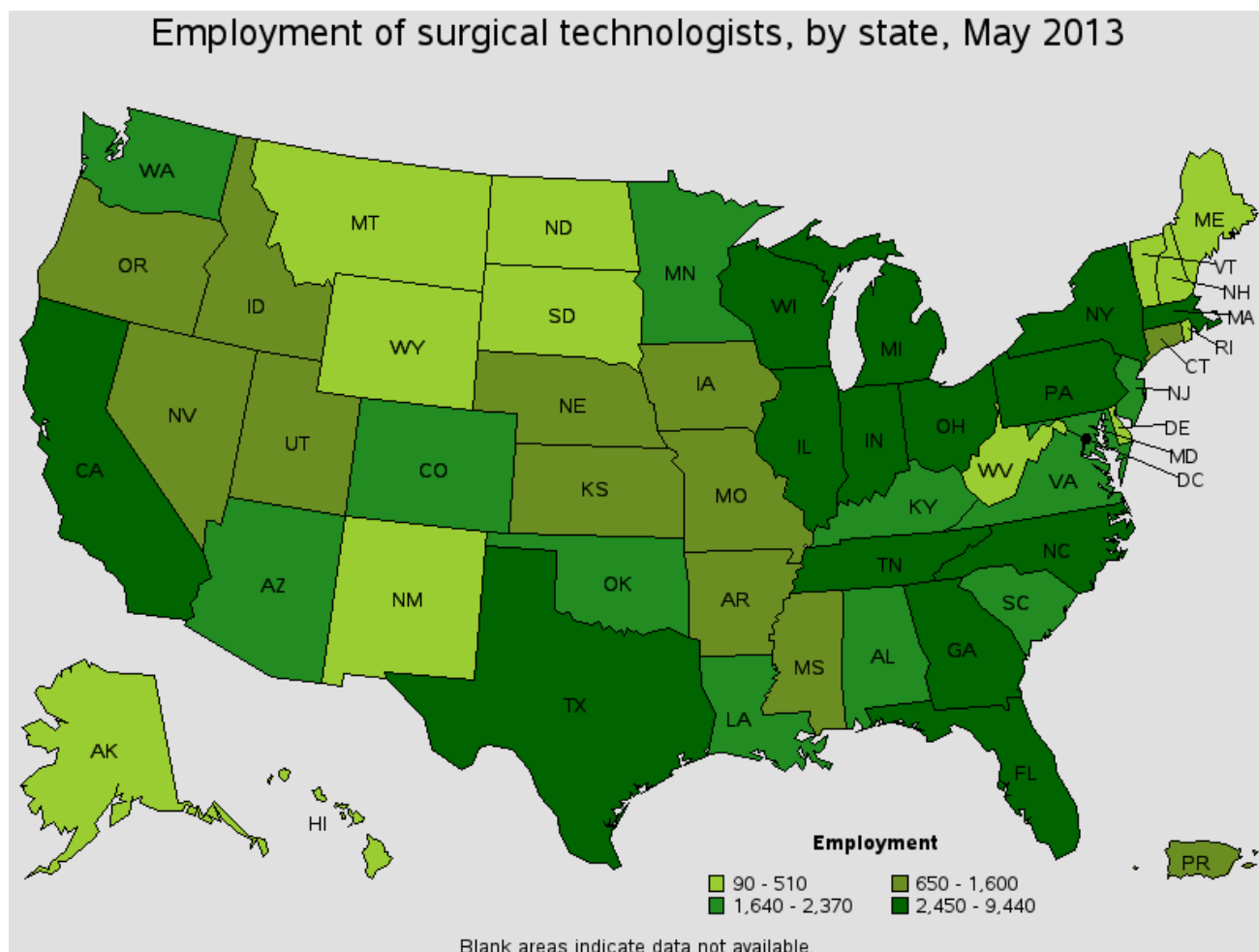
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| Industry | Employment (1) | Percent of industry employment | Hourly mean wage | Annual mean wage (2) |
|--|----------------|--------------------------------|------------------|----------------------|
| Home Health Care Services | (8) | (8) | \$30.52 | \$63,480 |
| Offices of Other Health Practitioners | 800 | 0.11 | \$24.92 | \$51,840 |
| Colleges, Universities, and Professional Schools | 530 | 0.02 | \$24.29 | \$50,530 |
| Individual and Family Services | (8) | (8) | \$24.28 | \$50,500 |
| Specialty (except Psychiatric and Substance Abuse) Hospitals | (8) | (8) | \$23.39 | \$48,660 |

Geographic profile for this occupation: [Top](#)

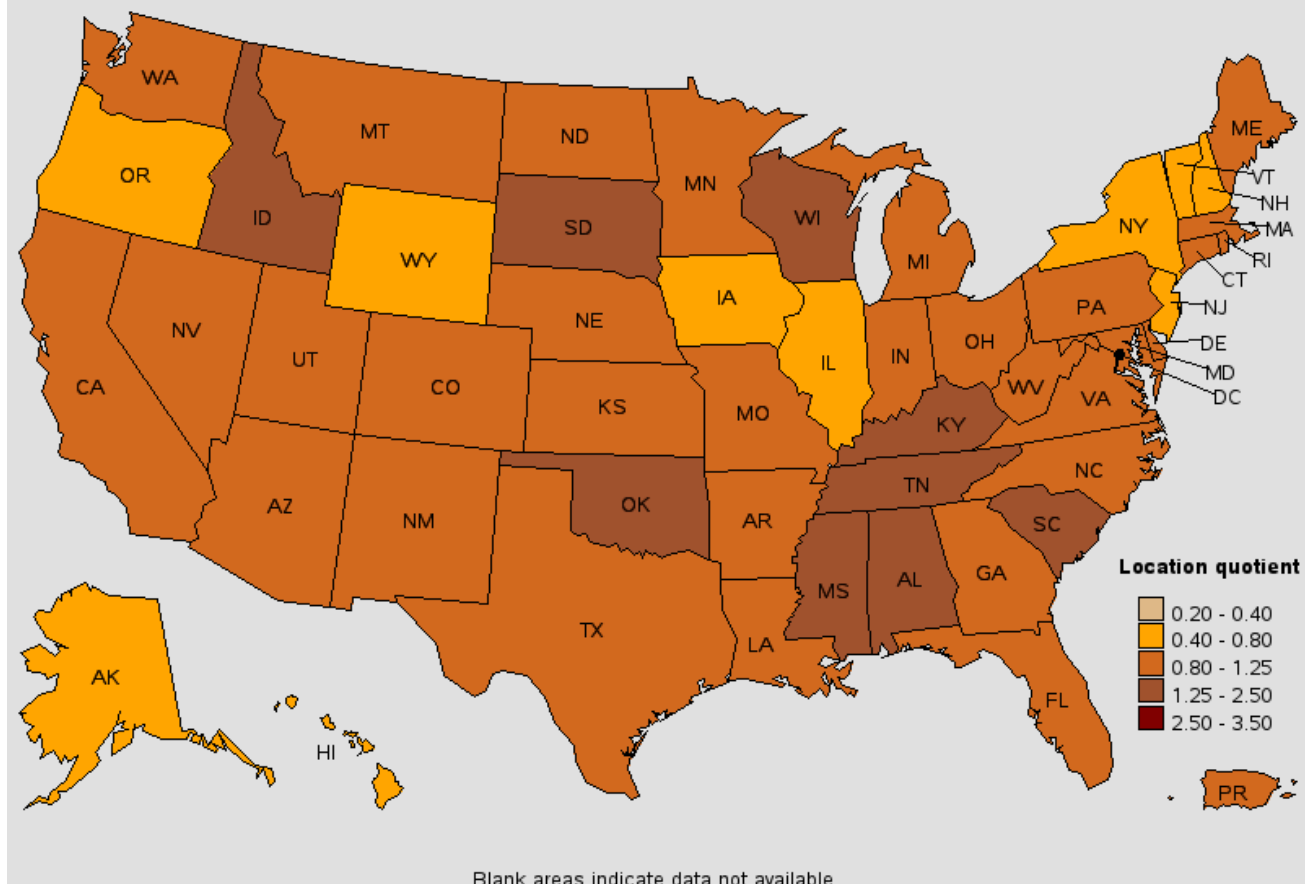
States and areas with the highest published employment, location quotients, and wages for this occupation are provided. For a list of all areas with employment in this occupation, see the [Create Customized Tables](#) function.



States with the highest employment level in this occupation:

| State | Employment (1) | Employment per thousand jobs | Location quotient (9) | Hourly mean wage | Annual mean wage (2) |
|----------------------------|----------------|------------------------------|-----------------------|------------------|----------------------|
| California | 9,440 | 0.64 | 0.87 | \$27.78 | \$57,790 |
| Texas | 9,230 | 0.85 | 1.14 | \$21.07 | \$43,840 |
| Florida | 6,100 | 0.82 | 1.11 | \$18.95 | \$39,420 |
| New York | 4,980 | 0.58 | 0.78 | \$22.79 | \$47,400 |
| Ohio | 3,670 | 0.72 | 0.97 | \$20.58 | \$42,800 |

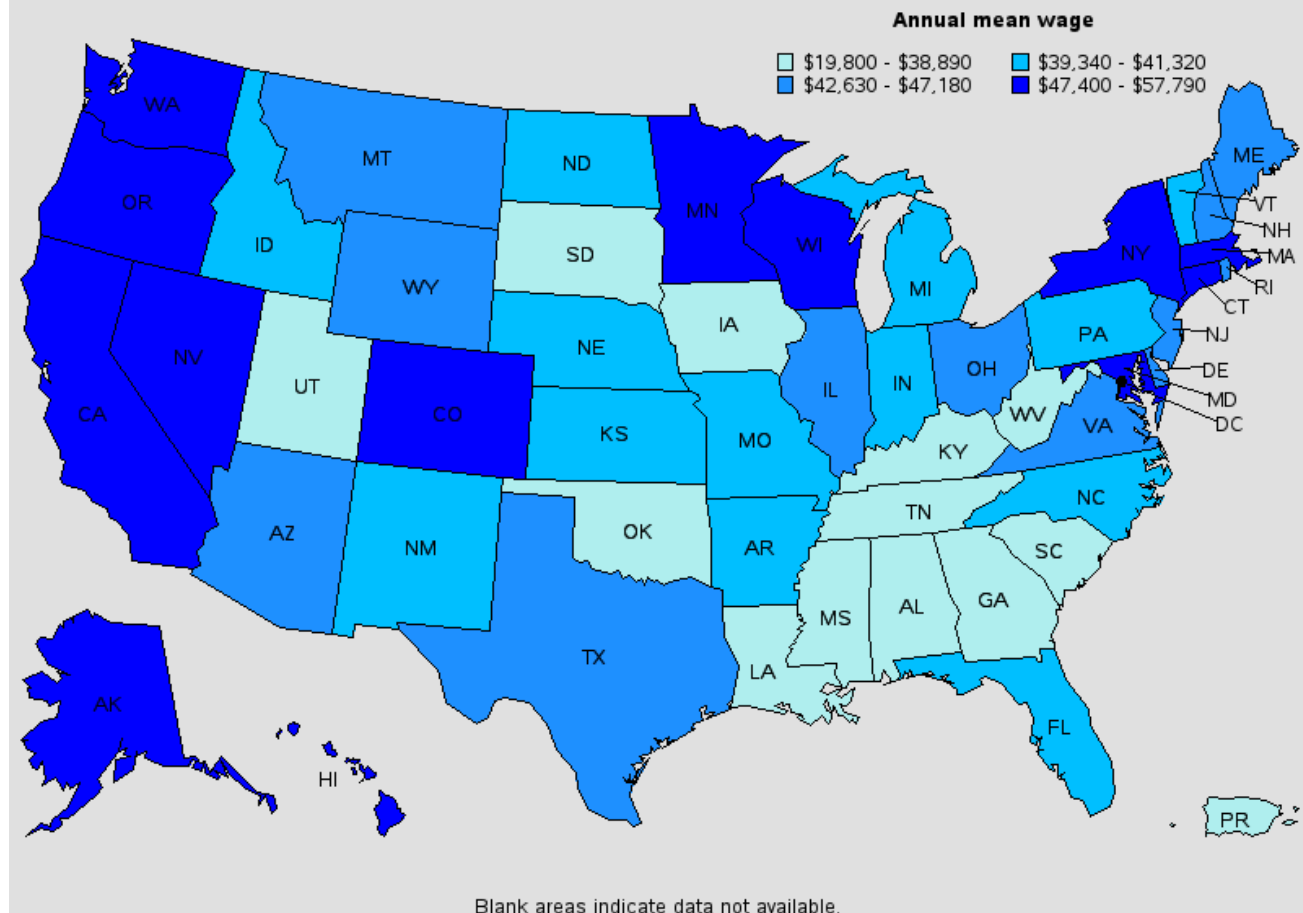
Location quotient of surgical technologists, by state, May 2013



States with the highest concentration of jobs and location quotients in this occupation:

| State | Employment (1) | Employment per thousand jobs | Location quotient (9) | Hourly mean wage | Annual mean wage (2) |
|------------------------------|----------------|------------------------------|-----------------------|------------------|----------------------|
| Mississippi | 1,340 | 1.24 | 1.67 | \$16.52 | \$34,360 |
| South Dakota | 480 | 1.20 | 1.62 | \$18.27 | \$37,990 |
| Tennessee | 3,170 | 1.17 | 1.59 | \$18.69 | \$38,870 |
| Idaho | 710 | 1.15 | 1.56 | \$19.82 | \$41,230 |
| Oklahoma | 1,640 | 1.05 | 1.43 | \$17.37 | \$36,130 |

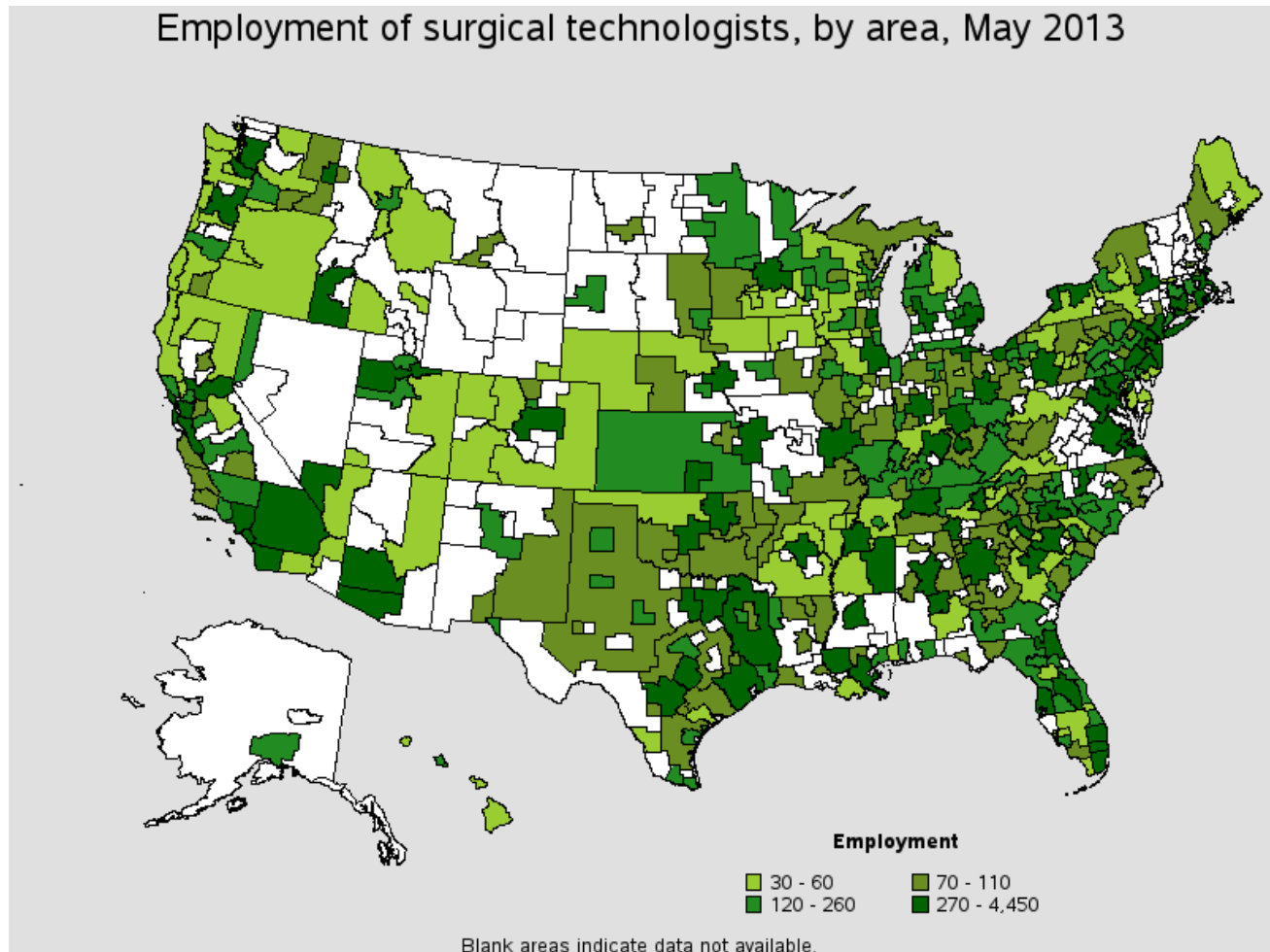
Annual mean wage of surgical technologists, by state, May 2013



Top paying States for this occupation:

| State | Employment (1) | Employment per thousand jobs | Location quotient (9) | Hourly mean wage | Annual mean wage (2) |
|-----------------------------|----------------|------------------------------|-----------------------|------------------|----------------------|
| California | 9,440 | 0.64 | 0.87 | \$27.78 | \$57,790 |
| Hawaii | 280 | 0.47 | 0.64 | \$26.80 | \$55,740 |
| Nevada | 840 | 0.73 | 0.99 | \$26.25 | \$54,590 |
| Connecticut | 1,100 | 0.67 | 0.91 | \$25.94 | \$53,950 |
| Alaska | 180 | 0.57 | 0.77 | \$25.35 | \$52,730 |

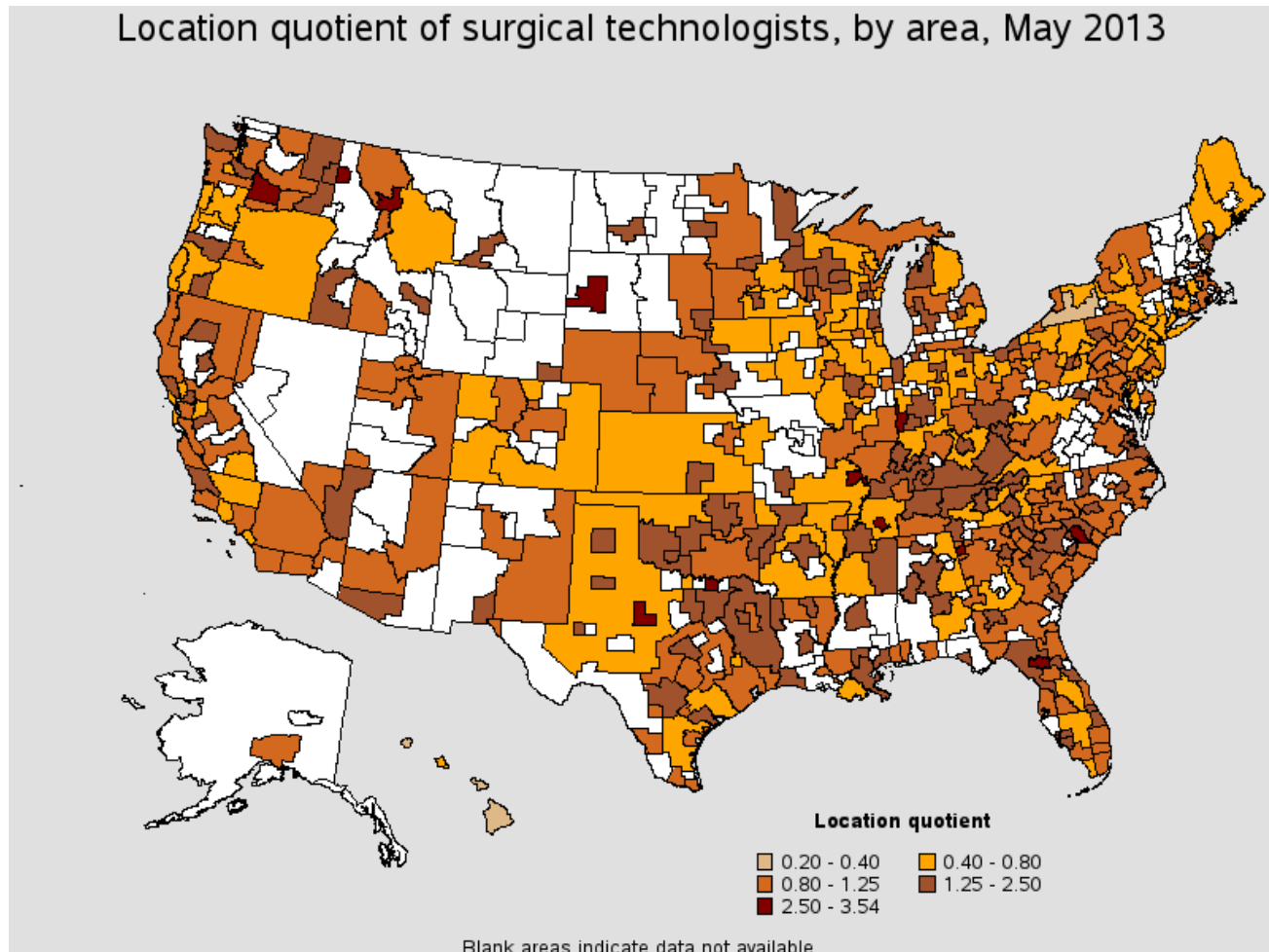
Employment of surgical technologists, by area, May 2013



Metropolitan areas with the highest employment level in this occupation:

| Metropolitan area | Employment (1) | Employment per thousand jobs | Location quotient (9) | Hourly mean wage | Annual mean wage (2) |
|--|----------------|------------------------------|-----------------------|------------------|----------------------|
| New York-White Plains-Wayne, NY-NJ Metropolitan Division | 3,000 | 0.57 | 0.77 | \$24.00 | \$49,920 |
| Los Angeles-Long Beach-Glendale, CA Metropolitan Division | 2,700 | 0.68 | 0.92 | \$26.45 | \$55,020 |
| Dallas-Plano-Irving, TX Metropolitan Division | 2,110 | 0.98 | 1.33 | \$20.93 | \$43,530 |
| Chicago-Joliet-Naperville, IL Metropolitan Division | 1,770 | 0.48 | 0.65 | \$22.34 | \$46,460 |
| Houston-Sugar Land-Baytown, TX | 1,760 | 0.64 | 0.86 | \$23.39 | \$48,650 |
| Washington-Arlington-Alexandria, DC-VA-MD-WV Metropolitan Division | 1,570 | 0.66 | 0.90 | \$23.86 | \$49,640 |
| Atlanta-Sandy Springs-Marietta, GA | 1,500 | 0.65 | 0.88 | \$20.17 | \$41,960 |
| Phoenix-Mesa-Glendale, AZ | 1,480 | 0.83 | 1.13 | \$22.50 | \$46,800 |
| Boston-Cambridge-Quincy, MA NECTA Division | 1,310 | 0.75 | 1.02 | \$24.29 | \$50,530 |
| Denver-Aurora-Broomfield, CO | 1,050 | 0.82 | 1.11 | \$25.84 | \$53,740 |

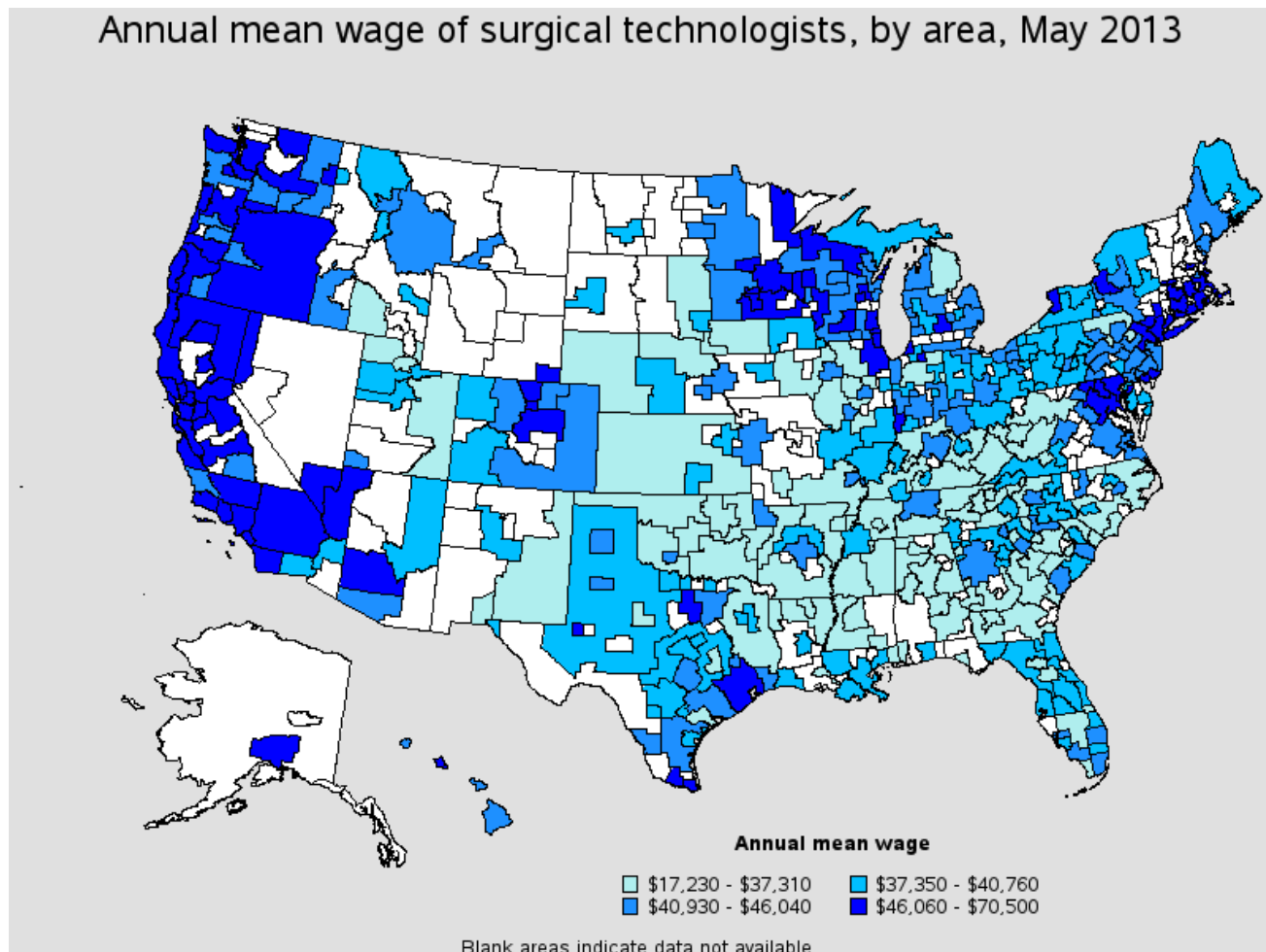
Location quotient of surgical technologists, by area, May 2013



Metropolitan areas with the highest concentration of jobs and location quotients in this occupation:

| Metropolitan area | Employment (1) | Employment per thousand jobs | Location quotient (9) | Hourly mean wage | Annual mean wage (2) |
|---|-------------------|------------------------------------|--------------------------|---------------------|-------------------------|
| Florence, SC | 210 | 2.61 | 3.54 | \$18.32 | \$38,110 |
| Jackson, TN | 140 | 2.35 | 3.18 | \$16.79 | \$34,930 |
| Sherman-Denison, TX | 90 | 2.30 | 3.11 | \$18.11 | \$37,680 |
| Terre Haute, IN | 150 | 2.29 | 3.10 | \$22.42 | \$46,640 |
| Missoula, MT | 120 | 2.13 | 2.88 | \$21.11 | \$43,910 |
| Rapid City, SD | 120 | 2.05 | 2.78 | \$19.58 | \$40,730 |
| Gainesville, FL | 240 | 2.00 | 2.71 | \$16.95 | \$35,260 |
| Cape Girardeau-Jackson, MO-IL | 80 | 1.99 | 2.70 | \$21.41 | \$44,520 |
| Abilene, TX | 120 | 1.96 | 2.66 | \$16.82 | \$34,990 |
| Coeur d'Alene, ID | 100 | 1.93 | 2.62 | \$19.29 | \$40,110 |

Annual mean wage of surgical technologists, by area, May 2013



Top paying metropolitan areas for this occupation:

| Metropolitan area | Employment (1) | Employment per thousand jobs | Location quotient (9) | Hourly mean wage | Annual mean wage (2) |
|--|----------------|------------------------------|-----------------------|------------------|----------------------|
| Oakland-Fremont-Hayward, CA Metropolitan Division | 710 | 0.71 | 0.96 | \$33.89 | \$70,500 |
| Vallejo-Fairfield, CA | 120 | 1.01 | 1.36 | \$33.50 | \$69,680 |
| Modesto, CA | 160 | 1.03 | 1.40 | \$31.68 | \$65,890 |
| San Francisco-San Mateo-Redwood City, CA Metropolitan Division | 540 | 0.52 | 0.70 | \$31.21 | \$64,910 |
| San Jose-Sunnyvale-Santa Clara, CA | 700 | 0.75 | 1.01 | \$30.79 | \$64,040 |
| Sacramento--Arden-Arcade--Roseville, CA | 580 | 0.69 | 0.94 | \$30.28 | \$62,990 |
| Portsmouth, NH-ME | (8) | (8) | (8) | \$29.76 | \$61,910 |
| Chico, CA | 90 | 1.37 | 1.86 | \$29.30 | \$60,930 |
| Fresno, CA | 260 | 0.82 | 1.11 | \$28.82 | \$59,940 |
| Santa Ana-Anaheim-Irvine, CA Metropolitan Division | 600 | 0.41 | 0.56 | \$27.93 | \$58,100 |

Nonmetropolitan areas with the highest employment in this occupation:

| Nonmetropolitan area | Employment (1) | Employment per thousand jobs | Location quotient (9) | Hourly mean wage | Annual mean wage (2) |
|--|----------------|------------------------------|-----------------------|------------------|----------------------|
| Eastern Texas nonmetropolitan area | 310 | 1.11 | 1.51 | \$17.88 | \$37,190 |
| Northeast Mississippi nonmetropolitan area | 270 | 1.24 | 1.68 | \$15.94 | \$33,160 |

| | | | | | |
|---|-----|------|------|---------|----------|
| Balance of Lower Peninsula of Michigan nonmetropolitan area | 260 | 0.90 | 1.22 | \$20.41 | \$42,450 |
| Other North Carolina nonmetropolitan area | 230 | 0.79 | 1.07 | \$17.80 | \$37,020 |
| East Central Pennsylvania nonmetropolitan area | 210 | 0.87 | 1.18 | \$19.81 | \$41,200 |

Nonmetropolitan areas with the highest concentration of jobs and location quotients in this occupation:

| Nonmetropolitan area | Employment (1) | Employment per thousand jobs | Location quotient (9) | Hourly mean wage | Annual mean wage (2) |
|--|----------------|------------------------------|-----------------------|------------------|----------------------|
| North Central Tennessee nonmetropolitan area | 160 | 1.46 | 1.98 | \$16.51 | \$34,340 |
| Hammond nonmetropolitan area | 70 | 1.37 | 1.85 | (8) | (8) |
| Southwestern Oklahoma nonmetropolitan area | 90 | 1.32 | 1.78 | \$16.17 | \$33,640 |
| Eastern Washington nonmetropolitan area | 70 | 1.26 | 1.71 | \$20.64 | \$42,940 |
| Northeast Mississippi nonmetropolitan area | 270 | 1.24 | 1.68 | \$15.94 | \$33,160 |

Top paying nonmetropolitan areas for this occupation:

| Nonmetropolitan area | Employment (1) | Employment per thousand jobs | Location quotient (9) | Hourly mean wage | Annual mean wage (2) |
|--|----------------|------------------------------|-----------------------|------------------|----------------------|
| Northern Mountains Region of California nonmetropolitan area | 40 | 0.70 | 0.95 | \$27.81 | \$57,850 |
| Mother Lode Region of California nonmetropolitan area | 30 | 0.84 | 1.14 | \$26.54 | \$55,200 |
| North Coast Region of California nonmetropolitan area | 60 | 0.68 | 0.92 | \$25.65 | \$53,360 |
| North Central Oregon nonmetropolitan area | 30 | 0.52 | 0.71 | \$23.80 | \$49,490 |
| Northern Wisconsin nonmetropolitan area | 40 | 0.58 | 0.78 | \$23.58 | \$49,040 |

[About May 2013 National, State, Metropolitan, and Nonmetropolitan Area Occupational Employment and Wage Estimates](#)

These estimates are calculated with data collected from employers in all industry sectors, all metropolitan and nonmetropolitan areas, and all states and the District of Columbia. The top employment and wage figures are provided above. The complete list is available in the [downloadable XLS files](#).

The percentile wage estimate is the value of a wage below which a certain percent of workers fall. The median wage is the 50th percentile wage estimate--50 percent of workers earn less than the median and 50 percent of workers earn more than the median. [More about percentile wages](#).

(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

(2) Annual wages have been calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours; for those occupations where there is not an hourly mean wage published, the annual wage has been directly calculated from the reported survey data.

(3) The relative standard error (RSE) is a measure of the reliability of a survey statistic. The smaller the relative standard error, the more precise the estimate.

(8) Estimate not released.

(9) The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average.

Other OES estimates and related information:

[May 2013 National Occupational Employment and Wage Estimates](#)

[May 2013 State Occupational Employment and Wage Estimates](#)

[May 2013 Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates](#)

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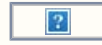
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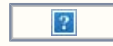
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Basic Information Regarding Surgical Technology

Surgical Technologist, brief description

The surgical technologist functions as an integral member of the surgical team working closely with surgeons, anesthesiologists, registered nurses, and other surgical personnel (AST 1996). Some of the responsibilities include preparation of the operating room, instruments, supplies and equipment prior to the surgical procedure. During the surgical procedure, the technician passes instruments, supplies, and suture to the surgeon and surgical assistant. The surgical technologist must maintain strong knowledge of human anatomy, allowing them to anticipate the needs of the surgeon in an ever-changing environment.

This is an exciting career choice for anyone who desires a career in the medical field. The surgical technology field has historically been a stable high paying job for the amount of education required. Job opportunities have been plentiful world-wide.

Job outlook

According to the Bureau of Labor Statistics (<http://www.bls.gov/oco/ocos106.htm>), employment of surgical technologists is expected to grow 19 percent between 2010 and 2020, much faster than the average for all occupations, as the volume of surgeries increases. The number of surgical procedures is expected to continue to rise as the population grows and ages.

In Montana, the average hourly pay for a surgical technologist is approximately \$18.93 per hour (per the Association of Surgical Technologists). According to the Bureau of Labor Statistics the median hourly wage nationally is \$19.69 and the median annual wage is \$40,950. There is also opportunity to earn additional hourly pay with on-call schedules and shift differentials. The certified technologist can work in various environments such as a large trauma center, out-patient surgical center, surgeon's office, or veterinarian office. After about one year of experience the certified surgical technician can work as a 'traveler' and travel the world with your lodging expenses paid for.

Mission, philosophy & outcomes

The Surgical Technology Program provided by Great Falls College Montana State University is a student-centered program responsive to the needs of the community, state and nation. The program strives to provide a quality education through lecture (on-line) laboratory and preceptor-model clinical experience to produce competent entry-level graduates who will perform their duties ethically and professionally within the guidelines of the profession.

It is the belief of the program that all students regardless of race, creed, age, gender or ethnic origin have the right to a quality education, which challenges their intellect and curiosity and prepares them to become effective members of a health care team.

The program is an outcomes based program intended to prepare the student to function in the field of the operating room and successfully complete the certification test resulting in a Certified Surgical Technologist, CST. The graduates of this program will be prepared to:

- ✦ Work with surgeons, anesthesiologists, nurses and other health professionals in providing direct or indirect patient care while demonstrating positive work ethic, professionalism and appropriate interpersonal skills in the surgical setting.
- ✦ Practice professional, value directed actions based on didactic and clinical knowledge, ethical principles and legal standards as member of the surgical team.
- ✦ Organize surgical instrumentation, supplies and equipment in an efficient manner while utilizing principles of aseptic technique for physical preparation and maintenance of the surgical environment.
- ✦ Demonstrate understanding of biomedical sciences and technology as it applies to the patient focused events that occur in the operating room.
- ✦ Promote lifelong learning fostering the development of professional and personal growth, critical thinking and leadership.
- ✦ Meet the Accreditation Review Council on Surgical Technology and Surgical Assisting (ARCSTSA) benchmark pass rate for the national Certified Surgical Technologist exam.

Commitment

The commitment to this program is made not only by you, but by your family and loved ones. You will be investing as much as 12 to 15 hours a day during clinical rotations, and that is without adding the 'call' factor. You will be required to take one weekend of call which means you will be available to work in the operating room within 20 minutes of a phone call from Saturday at 6am until the following Monday at 7am.

Graduation degree: AAS

Students will graduate with an Associate of Applied Science degree upon completion from this program. The Association of Surgical Technologist (AST) and all governing bodies look at students who graduate from accredited programs as equal in qualifications in the working field. This program became accredited in 2002 by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and is recognized by the AST.

Length of program

After prerequisite courses are completed the actual Surgical Technology Program is three semesters long, beginning in the spring; so it would be a spring semester, fall semester, and another spring semester.

Technical Standards

The surgical technologist has strenuous demands placed on them routinely. These demands are called Technical Standards.

To successfully complete the Surgical Technology program, students must demonstrate their competency in carrying out the tasks necessary for safe and effective practice in the field including:

1. Maintain appropriate professional decorum in high stress situations and when exposed to unusual sights and smells.
2. Follow ethical guidelines of the profession in all patient and professional interactions.
3. Respond appropriately to patients' and healthcare workers' questions, requests, and directions.
4. Acknowledge and perform based on instructions in surgical settings.
5. Move and position heavy and/or large surgical trays and equipment.
6. Provide safe and effective direct care and emergency treatment to patients.
7. Manipulate sutures finer than a human hair.
8. Accurately assess patient data created by equipment impacting care and treatment.
9. Effectively follow instructions given in the surgical suite.
10. Detect and respond appropriately to activation/warning signals on equipment.
11. Detect odors sufficient to maintain environmental safety and patient needs.
12. Manipulate instruments, supplies, and equipment.
13. Demonstrate necessary stamina to forego nourishment or restroom breaks for long periods during surgical procedures.

Tuition and other costs

Students should begin planning early for financial aid to meet educational goals. See the campus catalog for program tuition. In addition to tuition costs, students will be required to fund/purchase the following:

Required books

One scrub uniform

Identification name tag

CST exam fee

Background check fees

Lab fees

Comfortable professional shoes

Clinical access badge (fob)

Immunization fee

Contact info: Financial Aid

Phone: (406) 771-4420

finaid@gfcmsu.edu



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Surgical Technology Program: Forms

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For additional information about Surgical Technology please visit these websites:

- <http://www.SurgicalTechSuccess.com>
- <http://www.ast.org>

For additional information about Surgical Technology scholarship sites, please visit these websites:

- <http://www.ast.org/educators/scholarships.aspx>

Great Falls College MSU Emails:

- [Financial Aid](#)
 - [Office of Admissions](#)
 - [Surgical Technology Program Director](#)
-

SUSTAINABLE ENERGY TECHNICIAN

CERTIFICATE OF APPLIED SCIENCE DEGREE

Program Director: Jason Harding

NOTE: This program is under significant review. Please contact the Business, Trades & Technology Division at 406-771-4391 for more information.

"To be accepted into this program, students must have a qualifying placement assessment score or have completed M065 within the last 3 years."

NOTE: The Sustainable Energy Technician program is a limited enrollment program. Interested students must apply for entry into the program. An application packet is available on the MSUGF catalog website and from the Business, Trades, and Technology Administrative Assistant (Room B116).

The Sustainable Energy Technician Certificate of Applied Science program prepares students for operation and maintenance jobs in the rapidly expanding sustainable energy industry. Program graduates have general skills in industrial safety, electrical troubleshooting, hydraulic and pneumatic system operation, and mechanical system repair. These skills are built on a strong educational foundation in math, writing, communications, and computing.

OUTCOMES: GRADUATES ARE PREPARED TO:

- Identify and practice safe workplace habits.
- Demonstrate familiarity with basic electrical tools and the ability to troubleshoot a basic electrical system.
- Demonstrate familiarity with basic mechanical tools and the ability to repair a basic mechanical system.
- Demonstrate a basic understanding of hydraulic and pneumatic systems.
- Demonstrate an understanding of both conventional and renewable energy sources.
- Demonstrate the ability to use personal computers and common operating systems and applications software.
- Develop and practice professional standards of workplace communication and interpersonal skills.

PARTNERSHIPS:

This program was developed as a workforce development project funded by the Department of Labor's Community-Based Jobs Training Grant program. Project partners include the Wind Montana project industrial advisory board and four units of the Montana University System: Montana Tech College of Technology, Montana State University-Northern, Montana State University-Billings College of Technology, and Montana State University-Great Falls College of Technology. The program is available on all four campuses.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 3077 |
| Application Fee | \$ | 30 |
| Program Fee | \$ | 500 |
| Books/Supplies | \$ | 1198 |
| TOTAL | \$ | 4,805 |

***Beginning with fall 2012, MUS Student Health Insurance Premium is changing, please check the online catalog and Student Central soon for confirmed premium rates. Students will be charged an additional fee of \$20 per credit for online/hybrid courses.**

FALL SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|------------------------------------|----------------|------------------|
| SET | 101 | Introduction to Sustainable Energy | 3+ | _____ |
| EET | 120 | AC/DC Electronics I | 3† | _____ |
| M | 111* | Technical Mathematics | 3† | _____ |
| SET | 102 | Industrial Safety and Rigging | 3+ | _____ |
| WRIT | 104** | Workplace Communication | 2+ | _____ |
| SET | 103 | Fundamentals of Mechanical Systems | <u>3+</u> | _____ |
| | | Subtotal | 17 | |

SPRING SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---|----------------|------------------|
| CAPP | 120 | Introduction to Computers | 3+ | _____ |
| EET | 121* | AC/DC Electronics II | 3† | _____ |
| ELEC | 130* | Electric Motors and Generators | 3† | _____ |
| SET | 104* | Fundamentals of Hydraulic/Pneumatic Sys | 3+ | _____ |
| COMM | 135 | Interpersonal Communication | <u>3+</u> | _____ |
| | | Subtotal | 15 | |

TOTAL PROGRAM CREDITS – 32~

~ Many students need preliminary math, writing, and biology courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.

WRIT 104
Communication
Skills in workplace

WELDING TECHNOLOGY**CERTIFICATE OF APPLIED SCIENCE DEGREE**

Program Director: Kyle Gillespie

NOTE: The Welding program is a limited enrollment program. Interested students must apply for entry into the program. An application packet is available on the MSUGF catalog website and from the Business, Trades, and Technology Administrative Assistant (Room B116).

“To be accepted into this program, students must have a qualifying placement assessment score or have completed M065 within the last 3 years.”

OUTCOMES: GRADUATES ARE PREPARED TO:

- Meet safety requirements.
- Produce welds in all positions that meet industry standards using the following process(es):
 - Shielded Metal Arc Welding (SMAW)
 - Gas Metal Arc Welding (GMAW)
 - Flux Cored Arc Welding (FCAW)
- Make cuts that meet industry standards in the following process(es):
 - Oxy-Fuel Cutting (OFC)
 - Plasma Arc Cutting (PAC)
 - Air Carbon Arc Cutting (CAC-C)
- Understand the use of measuring instruments and their purpose.
- Understand power sources and current types.
- Interpret welding blueprints and weld symbols.
- Utilize basic welding metallurgy.
- Utilize oral and written communication skills in the workplace, including terminology in the welding industry.

ESTIMATED RESIDENT PROGRAM COST*:

| | | |
|------------------|-----------|--------------|
| Tuition and Fees | \$ | 3077 |
| Application Fee | \$ | 30 |
| Program Fees | \$ | 550 |
| Tools/clothing | \$ | varies |
| Books/Supplies | \$ | 592 |
| TOTAL | \$ | 4,249 |

***Beginning with fall 2012, MUS Student Health Insurance Premium is changing, please check the online catalog and Student Central soon for confirmed premium rates. Students will be charged an additional fee of \$20 per credit for online/hybrid courses.**

FIRST SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|-------------------------------------|----------------|------------------|
| M | 111** | Technical Mathematics | 3† | _____ |
| WLDG | 110 | Welding Theory I | 2† | _____ |
| WLDG | 111 | Welding Theory I Practical | 3† | _____ |
| WLDG | 117 | Blueprint Reading & Welding Symbols | 2† | _____ |
| WLDG | 121 | Welding Theory II Practical | 3† | _____ |
| WLDG | 205 | Applied Metallurgy | 2† | _____ |
| | | Subtotal | 15 | |

SECOND SEMESTER

| COURSE | NO. | TITLE | CREDITS | GRADE/SEM |
|---------------|------------|---------------------------------------|----------------|------------------|
| COMM | 120 | Interpersonal Skills in the Workplace | 1+ | _____ |
| WRIT | 104 | Communication Skills in the Workplace | 2+ | _____ |
| WLDG | 106* | Welding Fabrication Methods | 3† | _____ |
| WLDG | 120* | Welding Theory II | 1† | _____ |
| WLDG | 122* | Welding Theory III Practical | 3† | _____ |
| WLDG | 130* | Intro to Structural Welding | 3† | _____ |
| WLDG | 185* | Welding Qualification Prep | 2† | _____ |
| | | Subtotal | 15 | |

TOTAL PROGRAM CREDITS – 30~

~ Many students need preliminary math and writing courses before enrolling in the program requirements. These courses may increase the total number of program credits. Students should review their math and English placement before planning out their full program schedules.

M 111
Technical
Mathematics

WRIT 104
Communication
Skills in workplace

COMM 120
Interpersonal Skills
in workplace



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The Northwest Commission on Colleges and Universities (NWCCU) is an independent, non-profit membership organization recognized by the U.S. Department of Education as the regional authority on educational quality and institutional effectiveness of higher education institutions in the seven-state Northwest region of Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington. It fulfills its mission by establishing accreditation criteria and evaluation procedures by which institutions are reviewed.

The Commission oversees regional accreditation for 163 institutions. Its decision-making body consists of up to twenty-six Commissioners who represent the public and the diversity of higher education institutions within the Northwest region.

Fall 2014 Reports without visits are due **September 2, 2014.**

The 2014 Annual Report is now available. Please [click here](#) for further information and for links to the electronic report form.

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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



Accreditation Process

The Commission recently modified the ten year accreditation cycle with nine standards to a seven year accreditation cycle with five standards. The new standards are as follows:

1. Mission, Core Themes, Expectations
2. Resources and Capacity
3. Planning and Implementation
4. Effectiveness and Improvement
5. Mission Fulfillment, Adaptation, Sustainability

Accreditation Cycle

Great Falls College MSU began the transition to the revised accreditation cycle in 2011. The transition will be condensed and completed in five years. (*Transition Calendar by Institution*) After completion of the condensed cycle, the regular seven-year cycle will begin. The timeline for the condensed cycle is as follows:

- Year Three Report & Site Visit - Standard Two - Due March 1, 2012
- Year Five Report - Standards Three and Four - Due March 1, 2014
- Year Seven Report & Site Visit- Standard Five - Due March 1, 2015

We are currently in Year Three of the condensed cycle. Section leaders have been appointed and will be spearheading specific sections of the Year Three Report as noted in the **Year Three Report Handbook**. The **Training Presentation** outlines the plan for the Year Three Report.



ACCREDITATION LIAISON OFFICER TO THE NWCCU

Heidi Pasek
Associate Dean/CAO
2100 16th Avenue South
Great Falls, MT 59405
406-771-4397
hpasek@gfcmsu.edu

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GREAT FALLS COLLEGE MONTANA STATE UNIVERSITY



ACCREDITATION REPORTS

Great Falls College MSU continues to submit reports to the NWCCU in accordance with our accreditation cycle. Links to the reports from the current and previous cycles can be found below.

2011-2015 Accreditation Cycle

- Year Three Report - March 2012
 - Year Three Peer Evaluation Report – April 2012
 - GFCMSU Year 3 Evaluation Reaffirmation & Finding
- Year One Report - March 2011
 - Year One Peer-Evaluation Report - May 2011
 - Reaffirmation of Accreditation

2005-2010 Accreditation Cycle

- Regular Interim Report - March 2010
- Progress Report - October 2008
- Focused Interim Report - March 2007
- Progress Report - October 2006
- Self-Study Report - April 2005



ACCREDITATION LIAISON OFFICER TO THE NWCCU

Heidi Pasek
Associate Dean/CAO
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QUICK LINKS

- [Accreditation Home](#)
- [Accreditation Process](#)
- [Budget & Planning](#)
- [Building Hours](#)
- [Campus Map](#)
- [Common Ground](#)
- [Current Catalog](#)
- [Mission](#)
- [Program Review](#)
- [Strategic Plan](#)



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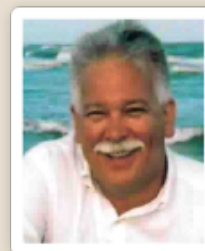
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[Meet the Staff](#)

George W. Hatch Jr., EdD, LP, EMT-P Executive Director

george@coaemsp.org or Ext. 112

- New Program Inquiries
- Self Study Content
- Consortia Agreements
- Student complaints against educational program
- CAAHEP Standards & Guidelines
- Change in Sponsorship



Gordon A. Kokx, MS, NRP Assistant Director of Accreditation Services

gordy@coaemsp.org or Ext. 117

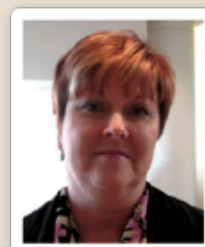
- Self Study content
- Consortia Agreements
- CAAHEP Standards & Guidelines
- Best practices for Program Directors
- Distance Education



Karen Franks Assistant to the Executive Director

karen@coaemsp.org or Ext. 111

- Accreditation Process
- Self Study Report submissions
- Findings Letters and Progress Reports submissions
- Miscellaneous document submissions
- FileShare account
- SurveyMonkey surveys (student, graduate, employer)
- Database Management
- Meeting Planning
- Special Projects

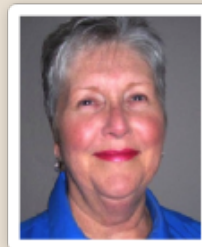


Lynn Caruthers

Accreditation Services Assistant

lynn@coaemsp.org or Ext. 115

- Workshop registrations
- Submission of the CAAHEP Requests for Accreditation
- PD Bachelor's degree
- Access to the FileShare
- Annual Report - completing, submitting, passwords/resets
- Survey tools SurveyMonkey tool (graduate, employer, SSR student questionnaires)
- Personnel Changes

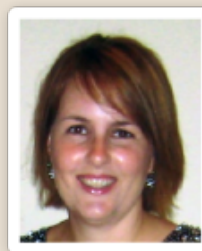


Jennifer Anderson Warwick, MA

Accreditation Consultant

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- Site Visit scheduling
- Site Visit Findings Letters and responses
- Recruit + train Site Visitors
- Quality Assurance and improvement of the accreditation process
- Marketing + Communications
- Training + Development



Bill Goding, MEd, RRT

Technical Consultant

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- Consortiums
- Sponsorship



Ruth Crump

Accreditation Services Assistant

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- Invoices
- Personnel Changes
- Request for Accreditation Services
- Vendor Applications





COMMISSION ON ACCREDITATION FOR RESPIRATORY CARE

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CoARC PRESIDENT, STEPHEN P. MIKLES, WAS POSTHUMOUSLY PRESENTED A SPECIAL PROCLAMATION FROM THE AARC, CoARC AND THE NBRC AT THE AARC SUMMER FORUM IN ORLANDO. PLEASE [CLICK HERE](#) TO READ THE PROCLAMATION. [CLICK HERE](#) TO VIEW THE PRESENTATION CEREMONY BY GEORGE GAEBLER, MEd, RRT, FAARC, AARC PRESIDENT (It takes a few moments to load. Please be patient).

Welcome

The Commission on Accreditation for Respiratory Care (CoARC) accredits respiratory care degree programs at the Associate, Baccalaureate, and Master's Degree level in the United States. The CoARC also accredits professional respiratory care degree programs offering certificates in polysomnography. CoARC's mission is to ensure that high quality educational programs prepare competent respiratory therapists for practice, education, research, and service.

Accreditation is a status that provides assurance to prospective students, their families and the general public that an institution (or a program) meets minimum requirements (i.e., Accreditation Standards) and that there are reasonable grounds to believe the institution (or program) will continue to meet those standards in the future.

Programs that have successfully undergone the review process are granted accreditation status by CoARC, which provides public recognition of achievement. The CoARC Board has final decision-making authority for all accreditation actions.... [Read more](#)

To learn more about CoARC's accreditation process, [click here](#).

Looking for a CoARC-
accredited
program?



News and Announcements

The reporting period for the 2013 RCS has ended. The portal is currently locked down for programming updates. All Program Directors will receive an e-mail from us when the portal has been reopened for data input.

►CoARC Releases the Fourth (Final) Draft of the Proposed Accreditation Standards

From now until **May 15, 2014**, provide additional comments or suggested edits/additions/deletions regarding the fourth (final) draft of the proposed accreditation *Standards for Entry into Respiratory Care Professional Practice*. [Click here](#)

►Updated Accreditation Policies and Procedures

The CoARC Accreditation Policies and Procedures have been updated and will go into effect **as of January 1, 2014**.

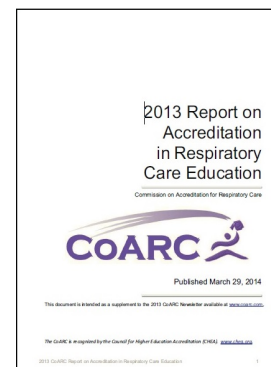
[Click Here](#) to view the revised Accreditation Policies:

►CHEA Recognition Statement

At its meeting on September 24-25, 2012, the CHEA Board of Directors reviewed the recommendation of the CHEA Committee on Recognition regarding the recognition application submitted by the Commission on Accreditation for Respiratory Care (CoARC). The board of directors accepted the committee's recommendation and granted recognition to CoARC.

2013 Report on Accreditation

This is the third edition of this report.



It provides critical data in the following four areas:

- Descriptive statistics of CoARC programs as of December 31, 2013;
- Accreditation actions taken in 2013; and
- Aggregated statistics of graduate, enrollment, and outcomes data.
- Programmatic data related to the AARC 2015 and Beyond Project.

CoARC Webinars are Here!

In an effort to develop and maintain an effective orientation, training, and professional development program for key program

personnel, CoARC has established a webinar training series....[Read more](#)

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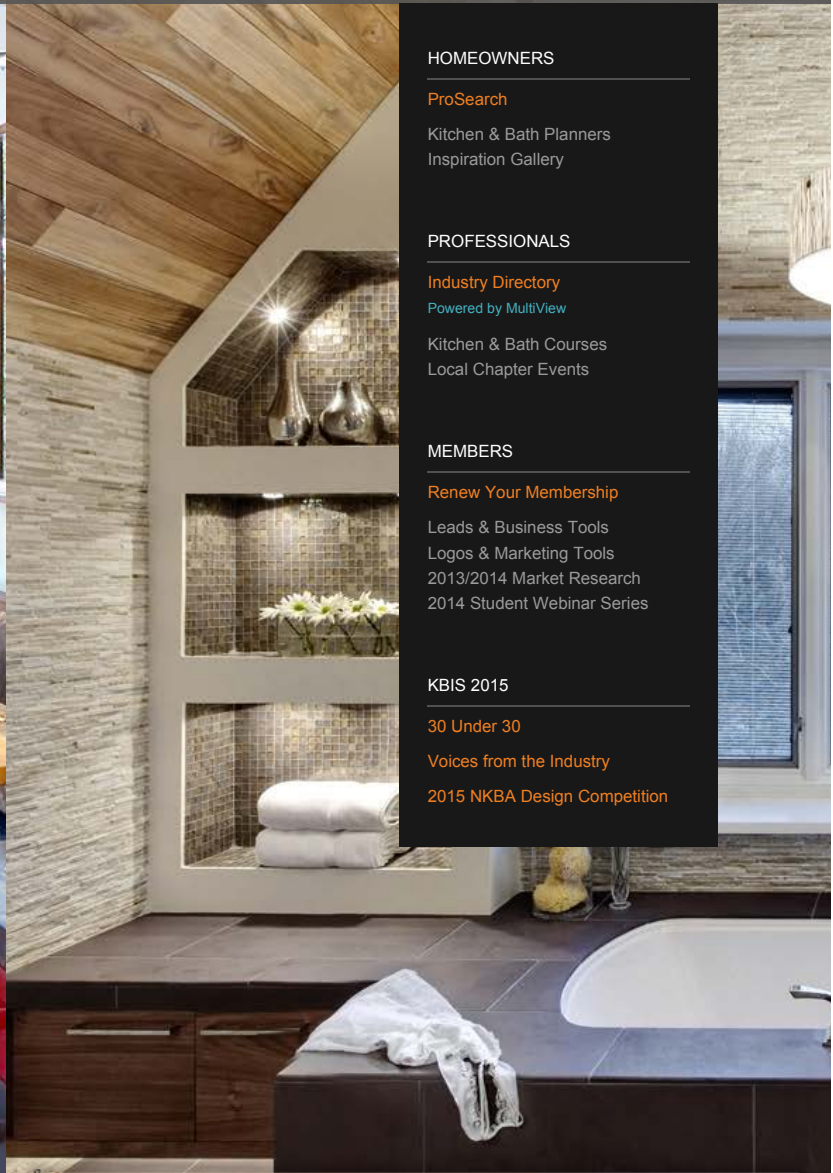
Office hours: Monday through Friday 8:00am to 5:00pm Central Time

The content on this web page will be updated periodically. For the most current information, contact the CoARC Executive Office.

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Become a Presenter. Submission form now open.

Deadline - **May 26, 2014**

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