



Advising Manual

2018/2019 Academic Year

THE OFFICE FOR
**STUDENT
SUCCESS**

ADVISING MANUAL-TABLE OF CONTENTS

	PAGE
UM Undergraduate Advising Guidelines.....	6
Introduction	6
Advising Best Practices.....	6
Minimum Expectations for the Advising Appointment	7
Expectations of Students: How to Prepare for the Advising Appointment	7
Resources	8
Advising Approaches.....	8
Documentation	10
Family Educational Rights and Privacy Act (FERPA).....	11
Assessment	12
Placement Tests	14
Math.....	14
Writing	16
Languages.....	18
Chemistry	20
Co-Requisite Support Courses (**NEW**)	21
General Education Requirements.....	22
Foundational Information and Objectives	22
Basic Considerations	23
Requirement Groups.....	23
Transcript Review	26
General Education Requirements and the Montana University System Transferable Core	27
Graduation Appeals	27
Registration.....	27

Pre-Registration Advising.....	27
Priority Registration	27
Before the first instructional day	28
First 15 instructional days of semester	28
16 th -45 th instructional days of semester	29
After the 45 th instructional day of semester	29
Paperless course add/drop/change workflow instructions.....	30
Waitlists	33
Prerequisites	34
Major Changes	34
Withdrawal.....	34
Change of Status (Distance Education/Fully Online Student)	35
Academic Standing.....	35
Good Standing and Dean’s List	35
Academic Probation.....	35
Academic Suspension.....	35
Appeal of Suspension.....	36
Academic Reinstatement	36
Academic Forgiveness.....	36
Grade Point Average Calculation Chart	37
Red Flags for Academic Difficulty.....	37
Advisor’s Toolkit.....	38
UM Catalog.....	38
Banner for Advisors.....	38
Academic Planner	41

Pre-Registration Dashboard.....	41
InfoGriz.....	41
Advising Listserv.....	42
New Advising Technologies.....	42
Starfish	42
Degree Works.....	45
Degree Plans within Degree Works (**NEW**)	45
CyberBear Student and Advisor Profiles.....	46
CyberBear Registration and Degree Planning (**NEW**)	47
Academic Advising Certificate Program (Advising Trainings)	48
University of Montana Academic Advising Council	49
Tutoring Resources for Students	51
Financial Matters	52
Financial Aid	52
UM Financial Education Program.....	53
Scholarships	53
Advising Students Utilizing Veterans Affairs (VA) Education Benefits.....	54
Editorial Feedback.....	54
References	55
Appendices.....	56
Appendix A - CAS Standards for Advising	56
Appendix B – FERPA Release Form	67
Appendix C – Math Placement and Sequencing Chart	68
Appendix D – Advanced Placement (AP) Information	70
Appendix E – International Baccalaureate (IB) Information	74

Appendix F – CLEP Information.....	78
Appendix G – Intermediate Writing Course Appeal Policy and Procedure	81
Appendix H – Montana University System Transferable Core.....	83
Appendix I – Graduation Appeals Form	86
Appendix J – College Restriction Override Form	88
Appendix K – Registration Override Form	89
Appendix L – Course Add/Change Form	90
Appendix M – Course Drop Form.....	91
Appendix N – Prerequisite/Corequisite Waiver Form	92
Appendix O – Major Change Form.....	93
Appendix P – Semester Withdrawal Form	94
Appendix Q – Appeal of Suspension Form.....	95
Appendix R – Academic Reinstatement Plan Form.....	97
Appendix S – Academic Reinstatement Contacts Mountain Campus	99
Appendix T – Academic Reinstatement Contacts Missoula College.....	100
Appendix U – Academic Forgiveness Request Form.....	101

University of Montana Undergraduate Academic Advising Guidelines

Introduction:

Academic advising is critical to student success at University of Montana (UM). All undergraduate students are required to meet with their advisor at least once each semester to review educational progress, discuss future plans, and secure schedule approval prior to registration. Additional meetings are recommended for information and guidance on dropping and/or adding courses, changing/declaring majors, exploring available resources, and ensuring that graduation requirements are met.

The UM catalog is the official source of information on the UM General Education Requirements, requirements of individual academic programs, and graduation-related policies. The Advising Manual is a comprehensive policy and procedural guide for faculty and staff advisors at UM.

Faculty and professional advisors, as well as peer advising assistants, facilitate positive academic advising experiences by:

- o helping students to develop mentoring relationships with faculty and professionally trained staff
- o encouraging students to fulfill their obligation to plan in advance for advising sessions
- o educating students to understand and accept their responsibilities in the advising process and for advising decisions, and
- o promoting open and productive dialogue about the student's academic, personal, and career goals.

Advising Best Practices:

No two advising sessions are ever the same. There are guidelines and best practices, however, that apply to most interactions between an advisor and advisee. These include:

- First, do no harm. Ask questions, double check information, and always document your interactions.
- Always reference a student's current academic record during an advising session. If you do not have access to printable student transcripts, access student records in Banner, Cyberbear, or Degree Works.
- Always maintain confidentiality. The student's academic record and all discussions (face-to-face, by phone or via email) between you and an advisee cannot be discussed with a third party unless you have the advisee's authorization. See the FERPA website maintained by the Registrar's Office – link included in the Resources section of this document – for detailed information on student confidentiality.
- Go beyond approving a class schedule and discuss the student's major choice, career or professional objectives, co-curricular opportunities and university resources. Help students make the most of their undergraduate experience at UM by connecting them with relevant resources and opportunities rather than simply making referrals.
- Advisors help students find the information they need to make good decisions and effectively advocate for themselves; advisors do not make decisions for the advisee.
- Use the available tools and resources to maximize the effectiveness of individual advising sessions with students. There are numerous technological and other tools available to advisors. Familiarize yourself with available tools by attending relevant trainings.

Minimum Expectations for the Advising Appointment:

Advising numbers are distributed to academic departments 3-4 weeks prior to the Priority Registration period. Advising procedures and distribution of advising numbers vary widely among academic departments. At a minimum, the advising session should cover the following:

- Ask the student how they are doing and how their semester is going. Are they enjoying and performing well in their current courses? Are there additional support services they might benefit from? Based on student's responses and subsequent needs, provide student with available campus resources, encourage the student to utilize them, and, when possible, follow-up with the student to ensure that they have taken advantage of relevant resources. *Distributing the advising number shouldn't be the goal of advising.* Sometimes students are looking for the opportunity to discuss an issue but don't know how to start the conversation.
- Is the student's major a good fit and might a minor or second major be appropriate?
- Using Degree Works, conduct a comprehensive degree evaluation to inform student of progress towards degree completion (major requirements, GERs, Upper Division credits and general electives to meet the 120 credit requirement). Educate students on how they can access Degree Works to self-serve.
- Check to see if a student has registration-preventing and/or other holds, release advising pin, and notify student of when they can register for upcoming semester classes based on the priority registration timetable.
- Discuss the student's plans following graduation and encourage the student to take advantage of co-curricular or academic enrichment opportunities such as internships, service learning, undergraduate research, education abroad, etc. Also encourage the student to investigate federal student aid, scholarships and other higher education funding opportunities.
- At the end of the advising session with each student, summarize the main issues that surfaced in your advising interaction with the student, and ask them what their next steps are with respect to completing tasks and addressing issues pertaining to their academic progress.

Expectations of Students: How to Prepare for the Advising Appointment:

Although academic advising is a relationship of shared responsibility between the advisor and the student, it is important for students to realize that the ultimate responsibility for meeting all graduation requirements is their own. Students improve their academic planning and success by learning about the academic requirements of their academic program(s), UM policies on registration and graduation, and by fully using available advising services. In order to prepare for a productive advising appointment, students should:

- Develop a plan of courses for upcoming semester registration and be prepared to discuss your long-term academic, personal, and professional goals.
- Login to the Cyberbear Student Profile to check for registration-preventing holds. If holds are present, try to clear them before the advising appointment.
- Research academic enrichment and other beyond-the-classroom opportunities of interest to discuss during the advising appointment.

- Be honest with your advisor about issues impacting your ability to be successful. Advisors can only help with issues or situations they are aware of. This requires open and effective communication with your advisor.

Resources:

- University Catalog – <http://umt.edu/catalog>
- Advising Manual - http://www.umt.edu/oss/for_faculty_staff/Advising%20Manual.pdf
- Advising Technologies website – <http://umt.edu/advisingtech>
- Academic Advising Certificate Program and training opportunities: http://www.umt.edu/oss/for_faculty_staff/academic_advising_certificate.php
- Advisor’s Toolkit: http://www.umt.edu/oss/for_faculty_staff/toolkit.php
- Mountain Campus Advising Directory: <http://www.umt.edu/advising>
- Missoula College Advising Directory: <http://mc.umt.edu/aac/Advising/Who.php>
- Registrar’s Office FERPA Website (Privacy and Release of Student Education Records) - <http://www.umt.edu/registrar> (look for “FERPA” link)
- National Academic Advising Association (NACADA) Statement of Core Values of Academic Advising - <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Core-values-declaration.aspx>
- CAS Standards for Academic Advising - <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/CAS-Advising-Standards.aspx>

***Although advising tends to be busiest right before each semester’s priority registration period (i.e. during pre-registration advising), advising happens year round, whether or not students are preparing for registration. Part of an advisor’s job is to help students understand the difference between acquiring an advising number and being advised.**

****University policies and procedures relevant to advising frequently change. ALWAYS reference the most current UM Catalog for up-to-date information. If you aren’t positive about information when working with students, don’t guess: check with colleagues, the Registrar’s Office, and/or the Office for Student Success to verify details to ensure you provide accurate information to students.**

Advising Approaches

Academic advisors are among the many campus professionals who provide students with information about requirements, opportunities and procedures. Effective advising, though, goes well beyond the informational (this is *how* to add or drop a class) to help a student integrate all elements of the academic experience (these are the pro’s and con’s for you to consider before adding or dropping this class). Advising is substantively more complicated than picking out classes.

Every academic advisor has a unique style and collection of techniques for working with students. Your approach with a given student may change over time, depending on the student’s needs. Different advising approaches are described in this section.

Developmental advising focuses on the "whole student." Crookston (1972) was the first to use the term *developmental advising* and proposed that this advising approach incorporates a relationship in which there is an agreement between advisor and advisee that responsibilities are shared. He defined developmental

advising as a systematic process through which students identify and achieve their academic, personal, and career goals with the support of advisors and institutional resources. Ender, Winston, and Miller (1982) define developmental advising as a process that is concerned with human growth, is goal related, and requires the establishment of a caring relationship. According to Winston, Jr. et. al. (1984), "advisors serve as role models and mentors in this relationship. Developmental advising incorporates all resources on campus, particularly in integrating academic and student affairs" (p. 442). The authors also posit that "academic advising based on developmental theory legitimately recognizes this [student] wholeness and serves to encourage effectively wholesome development of each student's life in and out of the classroom" (pp. 90-91). In a nutshell, developmental advising entails getting to know students as individuals so that we can base our guidance on their individual situations, capabilities, and goals.

A primary objective of developmental advising is for the advisor to facilitate student growth, skill mastery, and, ultimately, independent decision-making. Developmental advising depends on interactive dialogue, with the advisor's questions stimulating self-reflection and discovery on the part of the student. Although developmental advising is typically associated with the freshman undeclared major, it can be equally effective with a senior declared major.

Common discussion threads of a developmental advising session might include the following:

- Tell me about your academic interests (what did you like best/least in high school?)
- What are your goals for the semester/year?
- Have you thought about extra- or co-curricular activities that might complement your academic pursuits?
- Have you thought about what you'd like to do after graduating from college?

Prescriptive advising is most commonly used in majors or academic programs which follow a linear, clearly defined academic plan with limited flexibility. However, prescriptive advising goes well beyond proving a student with a list of courses and generating a schedule that begins at Point A (the top) and ends at Point B (the bottom). It should consider the unique experience of the student in generating a plan that the student can reasonably complete in a time-effective manner. The student's interest or motivation in the program should also be discussed.

Common discussion threads in prescriptive advising might include the following:

- Do you have any AP, IB or prior college work that might impact your course selection?
- Are you involved in any programs or receive scholarships/ funding that might impact your credit load?
- How many credits do you plan to take this semester?

Proactive (also referred to as **Intrusive**) **advising** identifies a student at risk or in difficulty, and targets specific resources to the student in a meaningful way. Instead of waiting for the student to contact the advisor, the advisor reaches out and tells the student the date and time of the appointment. Our Freshman Academic Outreach program for students placed on academic probation after their first semester of study is an example of proactive advising; we proactively meet with these students to address the issues that impacted their academic performance and connect them with appropriate campus resources. Pre-requisite enforcement is another example: students cannot register for a course without successful completion of one or more foundational courses. If the student fails or withdraws from a pre-req, they are dropped from the higher level course before the start of the next term. Students are notified that they need to make the change (prescriptive), but if they fail to act, the task is done for them (proactive).

Typical elements of proactive advising include the following:

- Determine risk factors
- Anticipate potential areas of difficulty
- Establish preventative measures or supports through connection with campus resources

Career Advising - As stated by Gordon (2006):

Career advising may be thought of as a less psychologically intensive approach than career counseling. The emphasis is on information and helping students understand the relationships between their educational choices and general career fields rather than how to cope with intense career-related personal concerns. Career advising helps students understand how their personal interests, abilities, and values might predict success in the academic and career fields they are considering and how to form their academic and career goals accordingly. (pp. 11-12)

Career counselors, on the other hand, "provide the more traditional career counseling functions, such as helping students with career self-assessment, job search and job placement activities, or counseling students who are experiencing more stressful situations such as coping with academic and career transitions and indecisiveness" (Gordon, 2006, p. 14).

It is always a good idea to refer students to Career Services for guidance on career-related exploration and decision making. Ideally, academic advising and career counseling complement each other so that students are equipped to make the most informed decisions possible about their long-term academic and career goals.

Appreciative Advising seeks to incorporate Appreciative Inquiry into academic advising practices. According to Bloom (2002), "Appreciative Inquiry is an organizational development tool that focuses on bringing out the best in people and organizations, instead of viewing them as problems that need to be solved." Bloom posits that the link between Appreciative Inquiry and academic advising seems clear:

As advisors, we are constantly trying to help our students reach their full potential, and one of the primary tools that we have for empowering students is asking questions. Appreciative Inquiry challenges us to make sure that we ask positive questions aimed at helping students discover their strengths, abilities, and skills. Ask open-ended questions whenever possible and encourage students to push themselves throughout their educational careers.

Documentation

Documentation provides a record of the conversation between the advisor and the advisee. Documentation is there to help ensure continuity of advising interactions and to protect the student and the advisor in case questions arise later in the student's academic career. A good guiding principle for documentation is to consider what the next advisor really needs to know about the advising session. Considering the capability of our online advising tools to store documentation from advising appointments, it is no longer necessary to maintain physical advising files for students. See the Advisor's Toolkit section for more information on documentation capabilities of our numerous online technology tools for advisors.

- Standard content
 - Details from discussions on program(s) of study, courses for future registration, and review of program-specific and General Education requirements, using Degree Works to show student's progress toward degree completion.
 - Program specific differences (are there professional guidelines or compliance issues that should be considered)
 - Include policies and procedures explained, referrals made, recommendations and resources discussed

- Referrals
 - Sensitivity issues (less is typically more; if it is an especially touchy scenario, explain documentation to the student, draft it together and get student's approval)
 - Use generic terms such as "Chronic medical issue impacted attendance," "discussed appropriate campus resources" whenever possible
 - If no sensitivity issues are present, be specific ("Walked student to Career Services to schedule appointment")

All advisor notes and documentation are part of a student's academic records. They are accordingly covered by FERPA Privacy Laws and cannot be disclosed to a third party without the student's clearly articulated authorization. Students also have the right to review any and all parts of their advising records. Additional information on FERPA is provided in the next section.

FERPA

The Family Educational Rights and Privacy Act of 1974 (FERPA), in conjunction with Montana law, prevent advisors from releasing any part of a student's academic registration unless there is a legitimate educational interest or the student has consented to release of information. The Registrar's Office maintains a comprehensive webpage detailing the requirements and implementation of FERPA. Some FERPA issues for advisors include:

- Advisors MAY NOT release any part of a student's record (what courses they are registered for, whether they attended or missed an appointment, if they are on probation or suspension) to a third party (typically a parent or other family member) unless there is a release on file with the Registrar's Office - check SPACMNT if you have access to Banner; call the Registrar's Office for more information if you do not have access to Banner.
- Advisors MAY discuss academic policies or resources with that same third party, provided it does not disclose a student's status
- The FERPA release form is available on the Registrar's website. An advisor can serve as the student's witness (indicate on the form that the student's identity and signature have been verified and return the form to the Registrar's Office). See Appendix B for a copy of the FERPA release form, also called Consent to Disclose Educational Records.
- FERPA does not prevent the third party from providing the advisor with information about the student.
- The advisor rarely has information that the student can't access. The student is almost always going to be the better source of information about his or her standing in classes during the semester. Helping the parent or family member understand what the student can access sometimes reduces the frequency of requests for FERPA-protected information.

Assessment

Assessment is tied to the objectives of your department or unit. These objectives should be based on the unit's mission, link to institutional priorities, and, most importantly, positively contribute to student learning. Department or unit advising objectives can be evaluated through (1) articulating relevant student learning outcomes expected to result from advising sessions and (2) identifying and tracking measurable indicators of success for those outcomes. In a nutshell, assessment should answer the question, "How do we know our advising practices are effective?" It is important to regularly review various elements of your advising, such as:

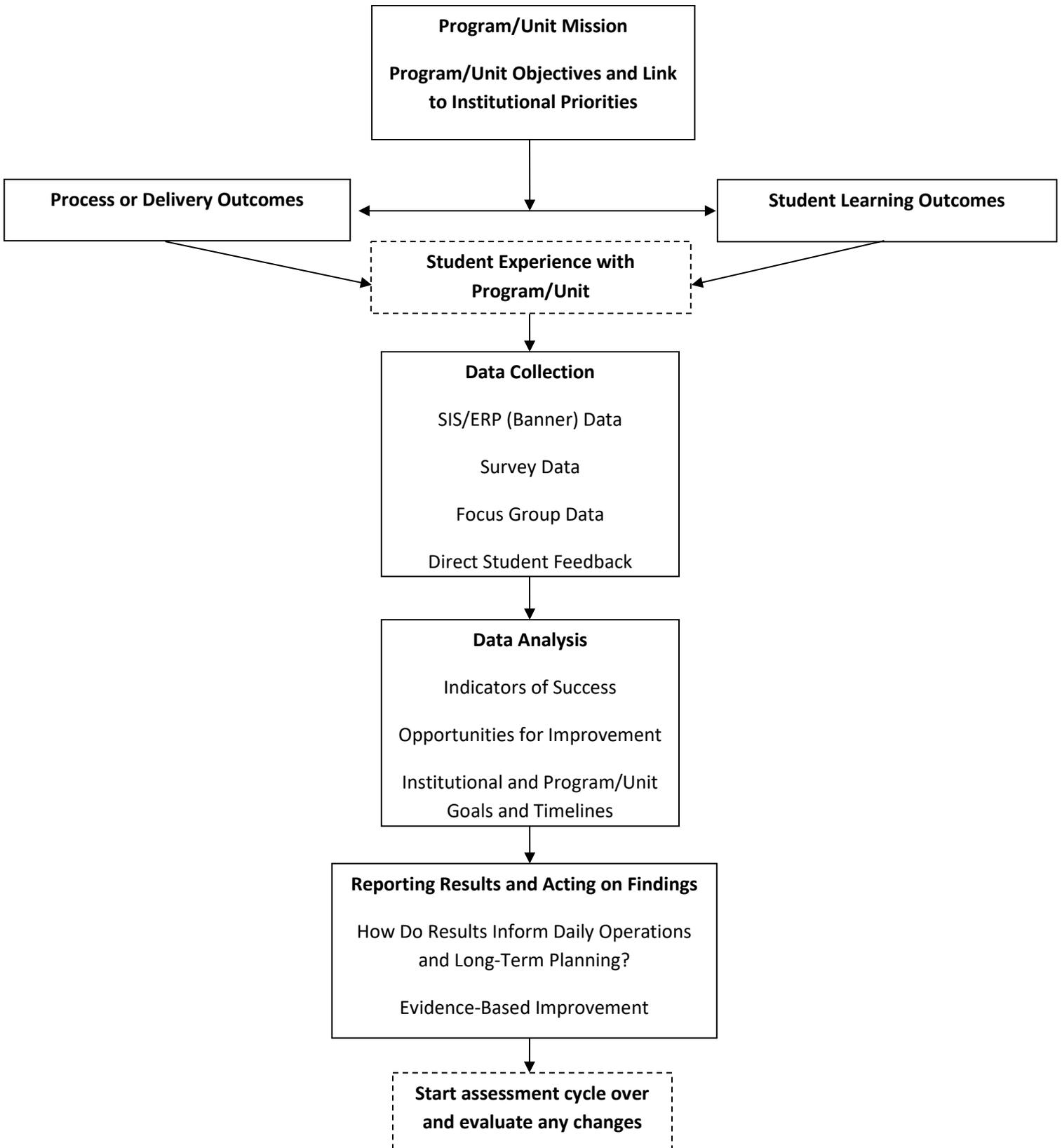
- Accuracy- When a new advisor joins your team, how are they trained, supported, and evaluated? This will have a substantial impact on that advisor's ability to provide consistent and accurate advising to the student.
- Availability- Students need advising throughout the year, not just during the peak registration periods. Do your students know how to reach advisors in your unit and when it is appropriate to do so?
- Approachability- Advisors are uniquely situated to maintain ongoing relationships with students throughout their educational careers. With this in mind, it is critical that students are able to approach advisors for guidance at every step of their collegiate journey. Are students comfortable approaching you and other advisors in your unit? Are there barriers in your unit? Sustaining a welcoming and supportive atmosphere for students is one of the most important responsibilities of advisors. Effective signage is an important and often overlooked aspect of advisor approachability.
- Metrics- How can you measure whether or not you are achieving your department's objectives and whether student learning outcomes are being met? A focus on measurable outcomes allows us to evaluate the efficacy of our efforts and continuously improve our service based on data-driven decision making.
 - o Does your unit have advising survey instruments that are regularly distributed to students?
 - o Does your unit conduct student focus groups?
 - o Are you accessing and reviewing relevant data from available sources (Banner, Starfish, Degree Works, InfoGriz, APS, etc.) and strategically tailoring advising approaches based on what you learn from the information? For example, failure in "sentinel" major courses, failure to maintain good academic standing, and/or regular course drops or repeats should drive proactive advising outreach.
 - o You can also informally solicit feedback from students (advisees as well as student workers) on what they find useful or frustrating. Ask students who are struggling in addition to high achievers.

Cuseo (2008) conveys that "transforming assessment results into demonstrable improvement represents the key final step that closes the loop in the assessment process, bringing it back to its original purpose - to improve advising effectiveness" (p. 381).

The graphic on the following page, adapted from Darling's (2010) assessment flowchart, represents the assessment cycle.

*Important resources for advising assessment include the CAS Standards for Academic Advising Programs (see Appendix A) and the UM Advising Guidelines (see first section of this Manual).

Assessment Cycle



Adapted from Darling's (2010) assessment flowchart

Placement Tests

The University of Montana utilizes placement tests to determine initial placement in writing, math, foreign languages, and chemistry. Placement tests measure readiness, not aptitude.

1. Math Placement (<http://www.umt.edu/mathplacement>)

***See Appendix C for Math Placement and Sequencing Chart**

Math placement at UM depends on two criteria: a student's declared major and placement level. Many incoming freshmen and transfer students still needing to meet their math requirement will need to take a math placement exam before registering for a math course.

UM utilizes Maplesoft math placement exams and offers three version of the exam: Arithmetic (M01), Algebra (M02), and Pre-Calculus (M03). Students should take the appropriate exam based on their declared or intended major. See information below for details.

***Students should speak with their academic advisor(s) for guidance on selecting the appropriate math placement exam for their program(s) of study.**

EdReady Montana is a personalized, self-paced, FREE online program that helps students master the mathematics skills they need to succeed in college-level math courses. EdReady modules were designed by selecting skills necessary for success in each math course.

By completing EdReady, students are placed directly into the appropriate college-level math class of their major. This saves students from having to take a semester or more of developmental coursework that does not count toward degree requirements. In addition, this prevents students from needing to take a math placement exam and allows students to focus on the precise skills they will need to succeed in their math courses at UM.

To learn more about EdReady Montana and to sign up, contact Lauren Fern, EdReady Montana Coordinator at UM, at Fernl@mso.umt.edu.

UM uses **ACT and SAT scores** to determine students' placement into math courses for the majors listed below. If students don't meet the minimum scores required to place into college-level courses (100-level or higher), they have the option of taking the appropriate Maplesoft math placement exam to try to place into college level courses. Students without minimum ACT or SAT test scores who choose not to take a math placement exam will be required to enroll in a developmental course (below 100-level) in order to acquire the skills necessary to succeed in college-level math courses.

The minimum ACT mathematics portion score required to place into college level math courses for the majors listed below is 22 and the minimum SAT mathematics portion score is 520. For students in the below majors who bring in these minimum scores or higher, the math placement exam requirement is waived.

Majors that use ACT and SAT scores to determine math placement:

Mountain Campus: Accounting, Anthropology, Art, Central and Southwest Asian Studies, Classics, Communication Studies, Communicative Sciences and Disorders, Community Health and Prevention Sciences

(HHP), Dance, East Asian Studies, English, Environmental Studies, Finance, French, Geography, German, Health Enhancement (HHP), History, History/Political Science combined degree program, International Business, Japanese, Journalism, Liberal Studies, Management, Management Information Systems, Marketing, Media Arts, Music, Native American Studies, Philosophy, Political Science, Pre-Nursing, Psychology, Radio-Television Production, Russian, Social Work, Sociology, Spanish, Theatre, Undeclared/Exploratory, and Women's, Gender, and Sexuality Studies.

Missoula College: Accounting Technology, Administrative Management, Business Media Design, Computer Support, Culinary Arts, Customer Relations, Food Service Management, Hospitality Management, Information Technology, Management, Medical Assisting, Medication Information Technology, Medical Reception, Paralegal Studies, Practical Nursing, Pre-Nursing, Pre-Radiologic Technology, Pre-Respiratory Therapy Technology, Pre-Surgical Technology, Sales and Marketing, and Social Media Management.

The math placement exam requirement will also be waived for students in the above majors if one of the following conditions is met:

- By earning a score of 3 or above on the AP Calculus AB or BC exam or AP Statistics exam
- By earning a score of 4 or above on the IB Mathematics HL exam
- By earning a score of 50 or above on the CLEP subject examinations in College Algebra, College Algebra-Trigonometry, Trigonometry, Pre-Calculus or Calculus
- By successfully completing GAC010 – Math II: Probability, Statistics and Finance or GAC 016 – Math III: Calculus and Advanced Applications
- By successfully completing a college-level math course while enrolled in either a high school dual enrollment program, a high school pilot program, or while enrolled at another college or university prior to a student's transfer to UM.

Students in the below majors will need to take the appropriate Maplesoft math placement exam unless one of the above conditions is met. Please see the note immediately below for additional, important information:

- **Students in the below majors should check with an academic advisor in their program of study to verify that their AP, IB, CLEP, GAC, or dual enrollment, etc. credits are acceptable prerequisites for additional math and/or other major-specific coursework. The appropriate Maplesoft math placement exam may be required in some situations.

Majors that DO NOT use ACT and SAT scores to determine math placement:

Mountain Campus: Biochemistry, Biology, Chemistry, Computer Science, Computer Science/Mathematical Sciences combined degree program, Economics, Ecological Restoration, Ecosystem Sciences and Restoration, Education, Elementary Education, Exercise Science Applied (HHP), Exercise Science Pre-Professional (HHP), Forestry, Geosciences/Geology, Mathematics, Medical Laboratory Sciences, Microbiology, Neuroscience, Pharmacy, Physics, Pre-Athletic Training (HHP), Pre-Engineering, Pre-Medical Sciences, Pre-Pharmacy, Pre-Education, Parks, Tourism, and Recreation Management, Resource Conservation, and Wildlife Biology.

Missoula College: Building Maintenance, Computer Aided Design, Carpentry, Diesel Technology, Electronics Technology, Electrician Helper, Energy Auditor, Energy Technology, Facility Management, General Associate of Arts Degree, Heavy Equipment Operation, Nondegree, Pre-Diesel Technology, Pre-Heavy Equipment Operator, Pre-Pharmacy Technology, Precision Machine Technology, Pre-Welding Technology, Recreational Power Equipment, Sustainable Construction Technology, Sustainable Construction, and Welding Technology.

Academic Advisors: Please note that M151 is a one semester version of M121 and M122. This is a fairly intense class and students should be advised to take M151 only if they need a *refresher* of the material (as opposed to *learning* the material). If they are in the latter situation, we strongly advise the students to take the two semester sequence of M121 and M122.

2. Writing Placement

The various test scores listed below and/or the AP Language and Composition exam (**NOT the AP Literature and Composition exam!**) are used for placement into Mountain Campus Writing courses as shown below. Where there are multiple scores indicating conflicting placements, the highest placement is used.

Banner SOATEST code	Description	Placement into WRIT 095	WRIT 101-eligible score range	WRIT 201-eligible score range
A07	ACT Combined English/Writing	17 or below	18-31	32-36
SWR	ACT Writing subscore	6 or below	7-10	11-12
S07	SAT Writing score	430 or below	440-690	700-800
S08	SAT Essay subscore	6 or below	7-10	11-12
A08	ACT Writing subject score	18 or below	19-32	33 or higher
A13	ACT English Language Arts (ELA) score	17 or below	18-31	32 or higher
S14	SAT Writ/Language Test Score	24 or below	25-36	37 or higher

AP Language and Composition exam scores of 3 or above transfer in as 6 credits and fulfill the WRIT 101 General Education Requirement. Please refer to <http://admissions.umt.edu/apply/advanced-credits/ap.php> or see Appendix D.

Students entering UM without WRIT 101 or one of the tests listed, or those wishing to challenge their initial placement, should take the WRIT Placement Exam. This exam is offered at Orientation and via Moodle, and both are open to new and continuing students.

The placement exam is administered in a 50-minute session at each Orientation and once during each semester to coincide with the Priority Registration period. No pre-registration is required. Students must bring

their student ID and a pen or pencil. Students who are non-native English speakers may use an electronic translating device. Students with disabilities may contact Disability Services to arrange for accommodations.

The WRIT Placement Exam is now online in Moodle. If any of your advisees require the WRIT Placement Exam, please instruct them to email writingplacement@umontana.edu with their names and student ID numbers. Students can submit their placement exam electronically and take as much time as they need. Essay scoring/placement determination is not immediate.

Continuing students may submit electronically or attend one of the face-to-face exams. A Moodle login is required for access.

Incoming, first-year students are encouraged to take the placement exam during or before Summer and Fall Orientations.

Banner SOATEST screen codes used for WRIT placement:

Test scores	
WRIT 095	1
WRIT 101	3
WRIT 201	3*
WRIT 101 exemption	4

*WRIT 201 eligibility noted in SFASRPO, additional entry in SOATEST, and student notification via email regarding differences between 101 and 201. WRIT 201 satisfies **both** the WRIT 101 General Education Requirement and the Intermediate Writing Course General Education Requirement. It's a "double-dip" course. It is important for students to understand that placement into WRIT 201 does not exempt them from the WRIT 101 requirement. WRIT 201 uniquely satisfies both the WRIT 101 and Intermediate Writing Requirements; no other Intermediate Writing Requirement courses satisfy WRIT 101.

**The presence of the ALPH code in SOATEST indicates fall enrollment eligibility. Spring registration is unrestricted.

For information on the Writing and math placement tests for **Missoula College** and **Bitterroot College** students, please see <http://mc.umt.edu/aac/Placement/default.php>

The Writing Placement Chart below was used for academic years prior to 2016/2017. Some students currently enrolled for the 2018/2019 academic year may have scores that are not included on the current chart listed at the beginning of this section. The old chart below may be helpful in assisting students with writing placement scores not included in the current placement chart listed at the beginning of this section.

Decision Rule	MUS Writing Assessment Score	SAT or ACT Writing Sub-score	SAT Writing Section	Combined English/Writing ACT	AP Lang. & Comp.*	Course Placement
Score in any of these ranges	5.5-6	11-12	700-800	32-36	3-5*	WRIT 201**
	3.5-5	7-10	440-690	18-31	n/a	WRIT 101
	2.5-3	5-6	390-430	16-17	n/a	WRIT 095 or take placement exam to challenge placement
Score below any of these cut-offs	Below 2.5	Below 5	Below 390	Below 16	n/a	WRIT 095

3. Languages (Information provided by the Department of Modern and Classical Languages and Literatures (MCLL))

What is the MCLL World Language Placement Exam?

The Placement Exam is a nationally recognized Computer Adaptive Placement Exam, first created for Brigham Young University. It is a free, computer based program. The WebCAPE assessment tests reading comprehension, grammar, and vocabulary in French, German, and Spanish in a multiple choice format. The exam is timed and usually takes about 30 minutes to complete. The total time from start to finish is taken into consideration; students must inform the MCLL administrative associate prior to the exam if special accommodation is required. Group exams are offered during Orientations. MCLL also offers individual testing via an online link.

What languages are tested?

Currently MCLL tests only Spanish, German, and French. Students with an interest in or prior experience with Russian, Japanese, Italian, Chinese, Latin, Blackfoot, Arabic, ASL, or Hindi can contact Olivia White at 243-2603 or olivia.white@umontana.edu to set up an appointment with the respective sections.

English is not my first language, but I did not take the TOEFL [ESL assessment], can I waive the requirement?

International Students who have not completed the TOEFL, heritage speakers, and students who are fluent in a language that is not offered at the U of M are welcome to waive the requirement. MCLL requires the student set up an appointment with the chair of the department. The student must find another fluent speaker of the language they wish to use to waive the requirement. A written paragraph in the language and a brief interview with the other speaker must be witnessed by the chair.

Who should take the Placement Exam?

MCLL recommends that students with prior language experience take the placement exam. This includes students wishing to major or minor in French, German, or Spanish and transfer students with partial credit from another institution. Students with prior college credit or AP credit do not necessarily need to take the exam, but are welcome to do so.

How much does the exam cost?

The Placement Exam is free.

How many times can the exam be taken?

The exam can be taken three times. It is progressive, so each exam is different. However, if a student does not receive the desired score after the third try it is recommended that they take the course.

Is the test timed?

The test is timed, but there is generally no time limit. Most students complete the exam in about 30 minutes. The time is considered in the score, particularly for remote testing. MCLL requests anyone whose remote test lasts longer than an hour retake the test in the office.

When are results received?

Results are immediate. The scores placing over the 102 level are recorded on the SOATEST form in Banner. Information is also available in Cyberbear for Faculty and Advisors in the “Prior Education and Testing” section of the Student Profile. Students taking the test remotely must contact Olivia White at olivia.white@umontana.edu for advice regarding placement, they are asked to keep a copy of their result sheet for their advisor. If a student tests out of the exam the results will be entered into their records [SOATEST in Banner]. Students testing out of the general education requirement or attempting to test into an advanced course must meet with an instructor to test speaking and listening comprehension. A stamped and authorized copy of the results is available upon request from Olivia White [olivia.white@umontana.edu, 406 243 2603]. Scores are usually entered into SOATEST immediately after the test results are received. Scoring is calibrated on a scale from 0-1000:

French Placement

Below 260	101
260-333	102
334-403	201
Above 403	Into 202 [403-500] or into 301 [500-1000 –four semesters achieved]

German Placement

Below 281	101
281-383	102
384-492	201
Above 492	Into 202 [492-500] or into 301 [500-1000 –four semesters achieved]

Spanish Placement

Below 270	101
270-345	102
346-427	201
Above 427	Into 202 [427-500] or into 301 [500-1000 –four semesters achieved]

Is credit received for the exam?

Students do not receive credit for these exams; if a student successfully places into the Intermediate level [201 or higher] the MCLL general credit requirement will be waived by the student's major advisor /chair upon successful completion of the student's major. The credits not used towards the MCLL language requirement [8-10 credits for first year and additional 8 if testing out of the second year language course] can be used towards the student's major or a complimentary minor.

Students must adhere to their major requirements regarding additional language proficiency requirements.

Please contact Olivia White at olivia.white@umontana.edu, or 406 243 2603 for any further questions regarding the exams, remote testing, or if you are interested in taking the Latin, Russian, Japanese, Chinese, Arabic, Hindi, Blackfoot, Italian, or ASL placement exams.

4. Chemistry Placement

There are two Chemistry tracks at UM: one for students requiring one year or less of chemistry (starting with CHMY 121N) and another for students intending to take two or more years of chemistry (starting with CHMY 104/141N). The Chemistry Placement Exam is only required for students whose major requires them to take either CHMY 104 Preparation for Chemistry or CHMY 141N College Chemistry I. Students should automatically have access to the exam in Moodle if they are declared in a major that requires CHMY 104/141N. Alternatively, students can request access to the placement exam by contacting Jimmy Stevens (james.stevens@umontana.edu) or the Office for Student Success at either officeforstudentsuccess@mso.umt.edu or 406-243-2800.

CHMY 121N Introduction to Chemistry

- Chemistry Placement Exam is **not** required.
- Majors and concentrations requiring CHMY 121N: Pre-Nursing, Pre-Physical Therapy, Biology (Biological Education, Ecology and Organismal with one year of chemistry, Field Ecology with one year of chemistry, Human Biology with one year of chemistry, and Natural History), Ecosystem Science and Restoration, and Health and Human Performance.
- CHMY 121N with a grade of a C- or higher is a pre-requisite for CHMY 123 Intro to Organic and Biochemistry.

CHMY 104 Preparation for Chemistry

- CHMY 104 is only recommended for students whose majors will require them to complete CHMY 141N, but has a Chemistry Placement Score lower than a 13.
- CHMY 104 requires a Maplesoft M02 score of 12 or higher, an ALEKS math score of 3 or higher, or completion of M 090 with a minimum grade of an RC+.
- CHMY 104 is designed to prepare students for CHMY 141N. Students who struggle with a significant portion of the questions on the Chemistry Placement Exam must improve their skills at scientific reasoning, applications of algebra, and the fundamentals of chemistry before they can succeed in College Chemistry. This course is designed to provide a sound understanding of these fundamentals.
- CHMY 104 is **not** recommended for students whose majors require CHMY 121N and it does not meet the Natural Science General Education Requirement.

CHMY 141N College Chemistry I

- CHMY 141N is only recommended for students whose majors will require them to complete two or more years of chemistry. This course requires a Chemistry Placement score of 13 or higher, as well as a Maplesoft M02 score of 12 or higher, a Maplesoft M03 score of 10 or higher, an ALEKS math score of 4 or higher, or completion of M 095/115/121/162/171 with a C- or better.
- Majors or concentrations requiring CHMY 141N: Pre-Engineering, Pre-Health Sciences (Pre-Medical, Pre-Dental, Pre-Veterinary, etc.), Pre-Pharmacy, Biochemistry, Biology (Cellular and Molecular, Ecology and Organismal with two years of chemistry, Field Ecology with two years of chemistry, and Human Biology with two years of chemistry), Chemistry, Geosciences, Medical Laboratory Sciences, Microbiology, and Neuroscience (Cellular and Molecular).
- Students with a Maplesoft M02 score of 11 or lower or an ALEKS math score of 3 or lower are advised to delay the start of their chemistry sequence until they have completed the appropriate algebra sequence based on their major.

Co-Requisite Support Courses (**NEW**)

Co-requisite support, as defined by Complete College America (CCA), is “placing students into college-level courses and providing support while enrolled in those courses” (see <https://completecollege.org/strategy/corequisite-support/>). As outlined on CCA’s website, over a million students in the United States start college in remediation, and approximately a third of these students are unnecessarily involved in non-credit developmental courses. In addition, data collected from across the country show that traditional mediation (using non-credit pre-requisites) does not work for most students. CCA reports that only 36% of students enrolled in remediation classes at four year institutions complete the associated college level course in two years, whereas only 20% of students at two year colleges complete the associated class.

In contrast to the low completion rates for traditional pre-requisite developmental classes, the co-requisite support efforts are often increasing college-level gateway course pass rates to nearly three times the rate of traditional remediation, and it’s happening in about a quarter of the time.

UM began offering co-requisite support courses in math and writing during the Fall 2017 Semester. UM is continuing to scale co-requisite support courses as much as possible. For the 2018/2019 Academic Year, the following co-requisite support courses are available to students who would otherwise place into developmental sections:

Math: M 105 Plus; M 115 Plus (M 121 Plus will be developed and offered as soon as possible). For more information on co-requisite support courses in math, contact Lauren Fern at fernl@mso.umt.edu.

Writing: WRIT 101 Plus. For more information on co-requisite support courses in writing, contact Jessica Dougherty-McMichael at Jessica.dougherty@mso.umt.edu.

General Education Requirements

1. Foundational Information and Objectives

The Preamble to the General Education section of the 2018-19 University of Montana Catalog (emphases added) states:

The University of Montana-Missoula's General Education Program provides a broad academic base that supports both undergraduate learning at The University of Montana-Missoula and continued learning following graduation. While the General Education Program offers students considerable flexibility in selecting courses, it has a set of common educational objectives for all students.

In accordance with the mission of The University of Montana- Missoula, these objectives are to develop competent and humane individuals who are informed, ethical, literate, and engaged citizens of local and global communities. Students should become acquainted with issues facing contemporary society, participate in the creative arts, develop an understanding of science and technology, cultivate an appreciation of the humanities, and examine the history of different American and global cultures. Upon completion of the general education requirements students should be able to articulate ideas orally and in writing, understand and critically evaluate tangible and abstract concepts, and employ mathematical and other related skills appropriate to a technologically focused society.

*In summary, the General Education Program is designed to provide a high quality intellectual foundation that accommodates all UM students whether in liberal arts or professional programs. This foundation will be reinforced, expanded, and refined as students continue through their course of study. Students are encouraged to prepare for productive roles in their chosen fields by cultivating civic awareness vital to the greater community and a democratic society. The acquired skills will allow students to examine critically the human experience and achieve genuine confidence in their knowledge and abilities. **For the General Education Program to accomplish its goals, students must assume primary responsibility for their growth and education.***

The General Education Requirements (GERs) are sometimes perceived as extra requirements, quite separate from the important work of the major. Students select what they consider the “least objectionable” option from a list of course names; the decision sometimes relates more to the day, time and professor than the actual subject matter. Other students will sometimes comment that they don’t have a major yet, so they’ll just take GERs. Left to their own devices, two years down the road those students could have completed their GERs and still have no idea about a major.

Students will typically follow your lead as an advisor when you discuss the GERs. If you present them as an added burden, students will view the GERs as exactly that. On the other hand, if you talk about GERs as a mechanism for gaining skill sets needed for a competitive job market, that same student will enthusiastically engage in the academic planning process. Conversations about GERS can often be a platform for a broader discussion of a student’s goals for their undergraduate experience.

Encourage your students to keep track of their credits and use Degree Works and the UM Catalog to track their progress toward degree completion - how many they need, how many they’ve attempted, and whether any restrictions apply (repeatability, technical attribute credits, activity/skills course limits). All baccalaureate students need a minimum of 120 credits to graduate; some will need more.

2. Basic considerations

All students are required to complete the general education requirements (GERs) detailed in the governing catalog in effect at their original matriculation date. Caveats and fine print:

- If a new set is adopted after their initial enrollment, the student may elect to follow the newer requirements but they may not use a combination of two systems of GERs.
- Students may use different catalogs for their major and GERs only if the original date of matriculation is prior to 201370.
- The course must be listed in the catalog corresponding to the year in which the course was taken, not the student's catalog year, in order to meet a General Education Requirement
- If a student's enrollment is not continuous, they may follow the catalog in effect at the time of their original enrollment, provided they can graduate within six academic years of that catalog's publication.
- Transfer students may use a governing catalog in effect during any semester they were previously enrolled at any higher education institution as a degree-seeking student, provided they can graduate within six academic years of that catalog's publication. Transfer students using a set of requirements other than that of their original matriculation date to UM should work with Admissions Evaluations (406-243-2251) to make sure their catalog designation is correctly reflected in Banner.
- The Faculty Senate passed a motion to allow students transferring to UM from a quarter or trimester institution to "round" credits for the purposes of satisfying General Education requirements. The motion reads as follows:
 - o In order to determine if transfer course work satisfies UM General Education requirements, the credits for each course are rounded. For example, courses from schools on other calendars (such as quarters or trimesters) that are articulated on UM transcripts at 2.5 credits or higher will be rounded to 3 credits for the purpose of fulfilling, or partially fulfilling, General Education requirement groups I-XI. This "rounding rule" does not apply when calculating students' total completed credits for graduation requirements, nor towards the 39 upper-division credit requirement.
- Coursework used to satisfy the Upper Division requirement may be taken for Cr/NCr and must earn a passing grade.

Generally speaking, all coursework to be applied towards the GERs must be taken for a traditional letter grade; the earned grade must be a "C-" or higher. Exceptions:

- AP, IB, and CLEP credits listed as "Cr*" (see appendices D, E, and F for lists of all AP, IB, and CLEP credits awarded at UM).
- Coursework taken at an institution that uses Cr/NCr instead of a traditional letter grading system AND a grade of "Cr" is equivalent to a C- or higher.
- The student has been granted an exception by the Graduation Appeals Committee.

3. Requirement Groups

To earn a baccalaureate degree, all students must complete successfully, in addition to any other requirements, the following General Education Requirements. Students who have completed an approved

lower-division general education program at an approved Montana institution of higher education should refer to the catalog section on General Education for Transfer Students.

All General Education courses must be at least 3 credits, must be introductory and foundational, and have no more than one pre-requisite. The General Education Committee may allow exceptions for upper-division courses, courses fewer than three credits, and for courses with more than one pre-requisite, if the proposing unit can justify such an exception.

Group I: English Writing Skills - The writing requirement consists of three components, Introductory College Writing, Intermediate College Writing, and Advanced College Writing, usually within the major. Some of the trickier aspects of this series include:

- WRIT 101 was formerly known as ENEX 101. A student with a grade of C- or higher in ENEX 101 does not need to retake WRIT 101.
- A transferred course of fewer than 3 credits will satisfy the requirement if it is posted to the UM transcript with an equivalent of WRIT 101.
- The acceptance of Intermediate Writing Requirement (IWR) course equivalents (e.g. AP, IB, MUS- and outside-MUS transfer course equivalents) went into effect for the 2017/2018 academic year, per an OCHE directive, but this acceptance of equivalents is not applied retroactively to satisfy IWR. Currently enrolled students following previous governing catalog years can elect to change their governing catalog to 17/18 or later to allow IWR equivalents to satisfy our IWR or they can submit appeals to the Writing Committee (see Appendix G).
- The "more than 27 transfer credit" exemption from the IWR has been eliminated.
- Students may not use a course from the Advanced College Writing Requirement list to satisfy the Intermediate College Writing requirement.
- Some of the courses listed as "Intermediate Writing" are upper division (300 or higher) but do not meet the Advanced Writing Requirement.

Group II: Mathematics- All students, irrespective of major, must earn a grade of C- or higher in one of the following: M 104, 105, 115, 118, 121, 122, 135, 151, or a 3-credit math course for which one of the listed courses is a pre-requisite. Students may also use various CLEP or AP tests. Some of the finer details:

- The Maplesoft math placement test is for placement only and does not exempt a student from the math requirement.
- If a student enters UM with a course posted as an equivalent to one of the math courses listed above, or with a designation of "M TR1M," the math requirement has been met irrespective of the number of credits (e.g. 2 credits of TR1 M is sufficient).
- Math skills tend to erode quickly if not used regularly. It is in a student's best interest to satisfy the math requirement early in his or her college career.

Group IIIa: Modern and Classical Languages –

The language requirement can be met in any of the following ways:

1. by achieving a C- or better in a second-semester language course offered at the University of Montana;

2. by achieving a grade of C- or above in a language course numbered 201 or above at the University of Montana;
3. by presenting a transcript record of completion with a grade of C- or better of a second- semester (or more advanced) language course at an accredited college or university;
4. by achieving an appropriate score on a placement exam administered by the offering department;
5. by receiving verification of an appropriate level of proficiency in any other natural language in collaboration with the department of Modern and Classical Languages and Literatures. Note that the student's native language, if it is not English, can be used to fulfill this requirement.
6. By demonstrating equivalent skill in any of these or other languages in testing administered by the Department of Modern and Classical Languages and Literatures.
7. International students from non-English-speaking countries may satisfy this requirement by presenting a sufficient TOEFL score (contact Admissions Evaluators to verify sufficient TOEFL scores).

Group IIIb: Exceptions to the Modern and Classical Languages Requirement –

The extended majors listed below have been granted exceptions to the Modern and Classical Language requirement. Students graduating in any one of these majors are not required to complete the Modern and Classical Language requirement.

Accounting & Finance, BAS Applied Arts and Science, Biochemistry, Biology, Chemistry, Computer Science, Curriculum & Instruction, Ecosystem Science & Restoration, Forestry, Geoscience, Health and Human Performance, Management Information Systems, Management & Marketing, Mathematics or combined Mathematics /Computer Science or Computer Science/Mathematics, Media Arts - Bachelor of Fine Arts only (BA students take Foreign Language), Medical Laboratory Science, Microbiology, Music and Music Education, Neuroscience, Pharmacy, Parks, Tourism and Recreation Management, Physics and Astronomy (Astronomy, Computational Physics, Teaching Broadfield Science concentrations), Resource Conservation, Theatre - Bachelor of Fine Arts only (BA students take Modern and Classical Language requirement), Wildlife Biology

Students graduating with an Associate of Arts (AA) Degree have also been granted an exception to the Group III requirements. Missoula College and Bitterroot College students who continue to Mountain Campus without earning an AA Degree will need to complete Group III unless their declared four-year major has been granted an exception.

Important Notes:

- Passing a proficiency test administered by the Modern and Classical Languages Department does not result in degree credit.
- If a student completes two majors, the FL requirement is determined by the first major. Important note: some majors require completion of FL as a part of the major requirements.
- Transfer students may elect to use a catalog in effect while they were degree-seeking students at another institution, as long as that catalog has not expired under the 6-year catalog expiration policy.
- Encourage students with prior experience with the language to take the relevant placement test.

These are **minimum requirements**. Many students will benefit greatly from additional writing, math and language study. For example, additional language fluencies can increase students' options for international study and/or employment, and their competitiveness for scholarships and graduate/professional study. Ideally, the advisor will work with students to determine educational and professional goals to develop comprehensive academic plans.

Groups IV-XI: These requirement groups give breadth to the undergraduate experience. They expose a student to fields of study beyond the major and help achieve our goal of educating “informed, ethical, literate and engaged citizens of local and global communities” (taken from the Preamble referenced earlier). There are eight categories; students need a minimum of 3 credits in all but the Natural Sciences, where six credits (including a lab) are needed. Some courses may satisfy more than one group. Courses that satisfy these requirement groups have a letter in the course number that corresponds to the requirement group (e.g. CRWR 210A satisfies the Expressive Arts requirement group).

- **Group IV: Expressive Arts (A)**
- **Group V: Literary and Artistic Studies (L)**
- **Group VI: Historical and Cultural Studies (H)**
- **Group VII: Social Sciences (S)**
- **Group VIII: Ethics and Human Values (E)**
- **Group IX: Democracy and Citizenship (Y)**
- **Group X: Cultural and International Diversity (X)**
- **Group XI: Natural Sciences (N)**

4. Transcript Review

Every advisor has his or her unique “best practices” for transcript review. A unit’s documentation practices can also influence how reviews are done, if a student receives a copy, or whether a copy is retained by the unit. The availability of Degree Works has also changed many aspects of transcript review and makes the process of degree requirement evaluation much easier for advisors and students. Some key elements of transcript review include:

- For transfer students, check to see if there is an “AA Degree- Lower Div GEN ED Met” notation. This will simplify the process considerably. If notation is missing but the student has 60+ credits from a two year school, ask if the AA was awarded. The student should speak to Admissions-Evaluations in Griz Central to have the degree posted.
- Grade check. Did the student earn a C- or better? If the course is in progress, a reminder that C- is the minimum grade is in order.
- Repeatable and non-repeatable courses.
- Credit limits. Although we do not limit the number of Activity courses a student can take, only 4 credits may be applied to the 120 credits needed for graduation. All credit limits are listed in the UM Catalog.
- Count total credits and upper division credits (300-level and above). Calculate how many credits are still needed in each category.

Majors, minors and options are noted on a student’s transcript, specializations are not. Talk with students about what they hope to accomplish by having additional credentials. The student may also need to speak with a financial aid specialist about the implications of additional credits or semesters.

5. General Education Requirements and the Montana University System Transferable Core

Students attending Montana University System campuses have three options for transferring general education core requirements: (1) complete all lower-division general education requirements for one specific campus, (2) complete the Montana University System Core transferrable general education curriculum (also known as the MUS Transfer Core or the MUS Core), or (3) obtain an A.A. or A.S. transferrable degree.

***Eligible transfer students who elect to use the MUS Transfer Core to satisfy UM general education requirements should alert their academic advisor of this decision as soon as possible. See Appendix H for detailed information on the MUS Transfer Core.**

6. Graduation Appeals

The Graduation Appeals Committee (GAC) is a standing subcommittee of the Academic Standards and Curriculum Review Committee (ASCRC), which derives its authority from the By-laws of the Faculty Senate.

Section III. 3.c.1 of the Faculty Senate By-laws gives the GAC the authority to “grant exceptions to the faculty rules for graduation, admission, and readmission.” Its function is stated as: “Petitions for exceptions to the rules governing admission, graduation, retention, and readmission shall be reviewed and acted upon by the subcommittee.

The committee primarily deals with University requirements for graduation, including general education requirements, academic policies and procedures, minimum credits for graduation, and residency requirements.

The underlying operating assumption of the Graduation Appeals Committee is that the University policy governing the particular issue will be followed unless there are compelling reasons to set it aside. **Students should understand that any petition that is submitted is a request for an exception to requirements that the rest of the student population has to fulfill.** In fairness to students who (sometimes with substantial inconvenience) fulfill all requirements, exceptions will not be granted for reasons of simple inconvenience, student mistakes, or other weak reasons.

See Appendix I for the Graduation Appeals Form, which details the procedure for filing graduation appeals.

Registration

1. Pre-Registration Advising

Advising numbers are posted in Banner, Cyberbear for Faculty and Advisors, and InfoGriz 3-4 weeks prior to the Priority Registration period. **Advising numbers are no longer distributed to academic departments.** During each semester, Pre-Registration Advising begins the Monday of week 6 of classes. Advising procedures and distribution of advising numbers vary widely among academic departments.

2. Priority Registration

Priority registration is the one-week period during which students can first register for the following fall or spring semester. During each semester, Priority Registration begins the Monday of week 9 of classes. The

Priority Registration timetable is set by the Registrar's Office and published on their website (<http://www.umt.edu/registrar/Registration/registrationschedule.php>). Points to remember:

- Priority sequence: students with disabilities, graduate students, Post Baccalaureate/Seniors, Four Bear/Athletes/Veterans, Juniors, Sophomores and Freshmen.
- Priority codes (DSSS, ATHL, BEAR, VET) appear in Banner and in CyberBear for Faculty and Advisors under Registration Notices – look for Time Tickets section.
- Credits in progress (exclusive of remedial/developmental credits) are included in the determination of class- year standing.
- Students may register during and after their designated time period.
- Incoming transfer students typically do not begin registration until after the priority period ends, although they may register during the priority period if they can connect with an advisor in their major department.
- Students are eligible to register for up to 21 credits without an advisor's authorization. In order to register for 22 or more credits, a Maximum Credit Override Form signed by the advisor is required. These forms are available at the Registrar's Office. The advisor and student need to be realistic about what can reasonably be accomplished.

****For all course registration instructions noted below in items 3-6, advisors should use the paperless course add/drop/change process described in item 7 whenever possible. While the paper override and add/drop forms are still accepted, the Registrar's Office is transitioning to going paperless as soon as possible.**

3. Before the First Instructional Day

Registration override forms may only override a full or closed course prior to the first day if:

- The Dean of the college or school has made an exception. In most cases, the student will need to join the waitlist for the course as exceptions are RARELY made.
- The course is a 500 or 600 level graduate course.

4. First 15 instructional days of the semester

Students may add a class on CyberBear during the first seven days of the term (see the Registrar's webpage for special info on timelines for Summer and Winter Session); classes may be dropped on CyberBear through the 15th class day.

- Mountain Campus students intending to take course(s) on the Missoula College campus (and vice versa) will need to obtain a "College Restriction Override" form (see Appendix J) and garner the appropriate approvals. This also applies to online courses. Additional restrictions apply to Distance Learners.
- The "Registration Override" form (see Appendix K) is used for Major Restrictions, Class and Level Restrictions, Consent of Instructors and Consent of Honors/Cohort Restrictions until the 15th instructional day of the semester.
- Changes to or from "Audit" must be completed by the 15th class day.
- Students may not drop their last course online. If a student intends to do a complete withdrawal for the semester, he or she should be directed to the Registrar's Office.

5. 16th - 45th instructional days of the semester

Courses may be added or the grade change option changed using an “Add/Change” form (see Appendix L); courses may be dropped using the Course Drop Form (see Appendix M). In either case, the instructor and advisor must approve the action. Points to discuss with the advisee before authorizing the change:

- Has the student read the “Policies and Procedures” info on the back of the form, and are there any questions?
- If it is a late add, has the student been attending the class and is it reasonable for the student to be able to complete missed work?
- Courses dropped will result in a grade of “W.” If students receive Financial Aid or scholarships, or participate in a program with credit requirements (e.g., Pell Grants, WUE, Veterans Benefits or Vocational Rehabilitation support, NCAA athletes, international students), they should be directed to the relevant office to make sure the drop will not jeopardize their aid or program status.
- How will the registration change alter the student’s academic plans? If it is a foundational course for the major, will it affect the anticipated graduation date? If the student plans to retake the course at a later date, are there additional campus resources available to the student?
- Courses dropped after the 15th instructional day do not generate a refund. This is especially important for students registered for fewer than 12 credits who may think adding and dropping the same number of credits will be a financial wash. It will instead result in additional charges for the added course with no associated refund for the dropped course since both courses remain on the transcript.

6. After the 45th instructional day of the semester

For late adds or grading option changes, see the previous section. To drop a course after the 45th day, the student must solicit the approval of his or her college dean (or designee) in addition to that of the instructor and advisor. The course instructor indicates whether the student is passing (WP) or failing (WF) at the time of the withdrawal.

- The last day to drop a class or change grade option is the last day of classes (Friday before Finals Week), unless the instructor has designated an earlier deadline.
- Course changes cannot be processed if the student has one or more registration holds in effect. Students can view their holds in CyberBear (advisors can view them in Cyberbear on the Student Profile page and in Banner on the SOAHOLD screen).
- Could the decision have been made earlier in the semester? If so, this may indicate a broader range of academic issues.
- Similarly to drops initiated between the 15th and 45th instructional day, students who receive Financial Aid, scholarships, or participate in a program with credit requirements (e.g., Pell Grants, WUE, Veterans Benefits or Vocational Rehabilitation support, NCAA athletes, and International students), should be directed to the relevant office to make sure the drop will not jeopardize their status.
- How will the registration change alter the student’s academic plans? If it is a foundational course for the major, will it impact their anticipated graduation date? If the student plans to retake the course at a later date, are there additional campus resources available to the student?

Any change in registration is an opportunity for a discussion between the advisor and the student.

A student may apply a maximum of 18 “Cr” credits towards the 120 credits needed for graduation. Some graduate and professional programs view courses taken on a Cr/NCr basis differently from those taken for a traditional letter grade.

7. Paperless course add/drop/change workflow instructions

Overview:

The Office of the Registrar has previously required paper forms for students to add, drop, or change classes when the CyberBear editing period ends after the 15th instructional day (or equivalent for summer). Workflow allows students to collect the required permissions to complete a registration change without paper.

Step 1: Student submits request to add, drop, or change grade mode/credit level in CyberBear.

The *Course Add Change Drop* link is located in CyberBear under Student Services (left column or collapsed under “Additional Links” if on a mobile device). It routes to their current term schedule:

The screenshot shows the 'Student Profile' page. On the left is a sidebar with navigation links: Curriculum and Courses, Prior Education and Testing, Additional Links, Registration, **Course Add Change Drop** (highlighted in yellow), and Student Accounts. The main content area is titled 'Current Registration' and includes the instruction 'Click a CRN to Change or Drop a Course'. Below this is a table of current courses:

CRN	Subject	Course	Section	Title	Credits
33307	ANTY	133X	01	Food and Culture	3
30292	MUSI	132L	01	History of Rock & Roll	3
30180	PSYX	100S	03	Intro to Psychology	4
30007	THTR	120A	04	Introduction to Acting I	3
35100	WRIT	201	06	College Writing II	3

Below the table is an 'Add Course' button.

If adding a new class, use the Add Course button to search. CRNs are clickable to change or drop. The CRN redirects to give the option to drop or change the selected course:

The screenshot shows the 'Choose your action below.' screen. It features a table with the following columns: CRN, Subject, Course, Section, Title, Credits, and Grade Option. The data in the table is:

CRN	Subject	Course	Section	Title	Credits	Grade Option
30180	PSYX	100S	03	Intro to Psychology	4	Traditional

Below the table are three buttons: 'Change Credits/Grade Options', 'Switch Sections', and 'Drop Course'.

The next screen displays fillable selections for changes (grade mode & credit load where applicable) and policy affiliated with the chosen action. This includes the route their request will be sent through before the request can be approved and processed.

For a change:

Course Change Credits/Grade Option

If credits or grade option cannot be adjusted, no choices will appear in the dropdown menus below.

CRN	Subject	Course	Section	Title	Credits	Grade Option
30180	PSYX	100S	03	Intro to Psychology	4	C - Credit/No Credit

Change Reason

Check the checkboxes below to agree and finish changing course

I understand my request to change this course will be forwarded to the instructor and my assigned academic advisor. Post-baccalaureate and graduate students do not require an academic advisor's approval. Students who receive veteran's benefits, hold certain student visa types, or are NCAA athletes require additional approvals from those advisors.

I have reviewed the policy for changing courses after the 15th instructional day (or equivalent day for summer/wintersession) and understand it is my responsibility to secure all approvals by the deadline. Courses taken to meet general education, major, or minor requirements must be taken for a traditional letter grade. There is no charge to change the grade option. Increasing the number of credits may result in additional tuition and fees. If an increase is approved, the additional credits will be added to my current semester registration and any corresponding tuition and fees will be billed to my account.

For a drop:

Drop Course

CRN	Subject	Course	Section	Title	Credits	Grade Option
30180	PSYX	100S	03	Intro to Psychology	4	

Drop Reason

Check the checkboxes below to agree and finish dropping course

I understand my request to drop this course will be forwarded to the instructor and my assigned academic advisor. The Dean of my major will also be included if not approved by the 45th instructional day (or equivalent day for summer/winter session). Post-baccalaureate and graduate students do not require an academic advisor's approval. Students who receive veteran's benefits, hold certain student visa types, or are NCAA athletes require additional approvals from those advisors.

I have reviewed the policy for dropping courses after the 15th instructional day (or equivalent day for summer/winter session) and understand it is my responsibility to secure all approvals by the deadline. If approved before the 45th instructional day, the course status will change to "withdrawn" and a "W" will appear on my transcript. If approved after the 45th instructional day, the course status will change to "withdrawn while passing" or "withdrawn while failing" per the instructor's notation, and a "WP" or "WF" will appear on my transcript. A \$10 late drop fee will be billed to my account for each approved course drop. There is no refund of any tuition or fees for courses dropped at this time. Dropped courses do not affect my GPA, but appear on my transcript and count as attempted credits which can affect future Financial Aid eligibility and VA benefits.

Step 2: Email is sent to the required signer with a link to the student's request.

Routing for signatures is automated, based on Banner information and the action (add, drop, or change) requested by the student. The first person notified of a request is always the instructor of record in Banner. Signers are notified one at a time, so if one signer denies or fails to respond to the request, the student's request will not move to the next signer in line. Routing is as follows:

Add Class & Change Grade Mode or Credits:

Instructor of Record

*Assigned Academic Advisor
(skips for Post-Bac & Grad Students & skips in summer)*

*Specialty Advisor
(Veteran benefit recipients, NCAA athletes, or international students w/ certain visas)*

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Drop Class:

Instructor of Record

*Assigned Academic Advisor
(skips for Post-Bac & Grad Students & skips in summer)*

*Specialty Advisor
(Veteran benefit recipients, NCAA athletes, or international students w/ certain visas)*

*Dean of Declared Major
(after 45th Class Day or equivalent)*

Office of the Registrar

Step 3: Click the link in the email to navigate to the Workflow log-in screen.

Log in using your netID and password. If you are already logged in to CyberBear, Moodle, etc. it should put you directly into Workflow without prompting for your log-in information.

Step 4: Click the pending request in your Worklist to start your review of the student's request.

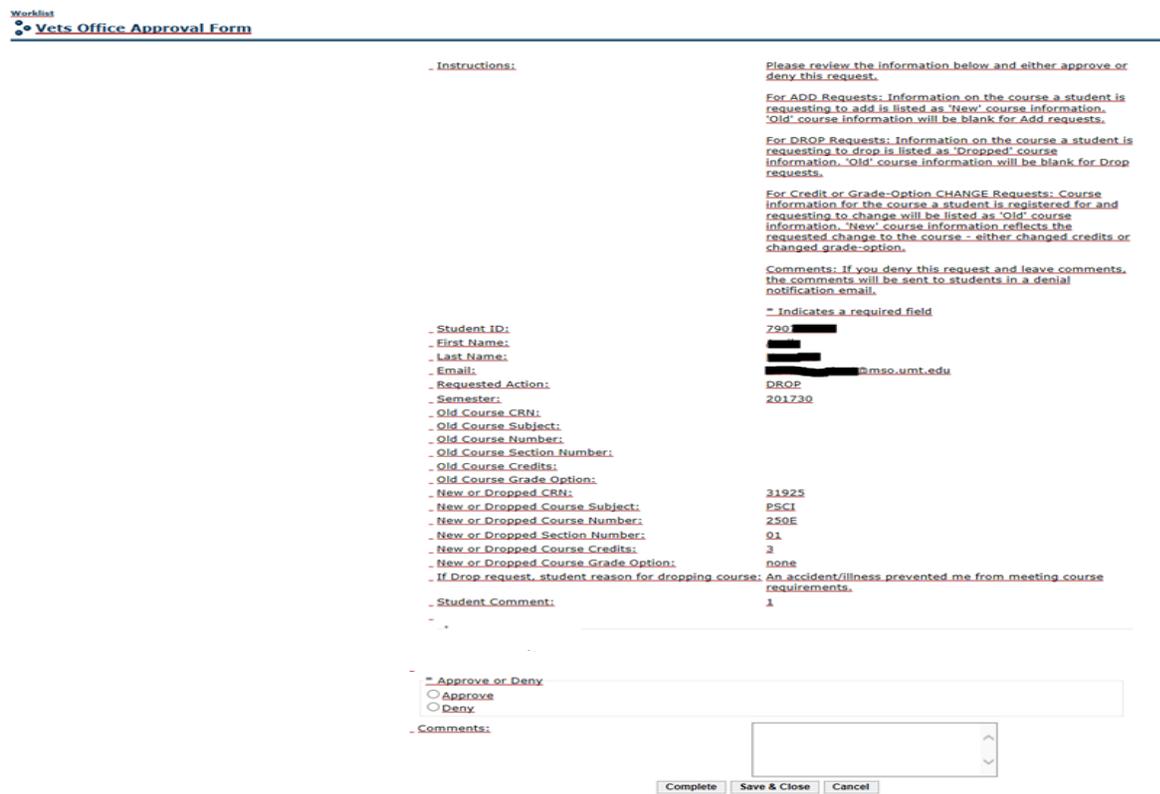
Each request will be labeled "CRSECHG – Student's Name – ACTION".



Step 5: Review the student's request & approve or deny.

The student's information will be listed, along with the course information, and any comments submitted by the student. Based on this information, you can approve or deny the request at the bottom. If you deny a student's request, your comments will feed into the denial email to the student and the Workflow ends. If you approve the request, a Workflow email notice is sent to the next signer in line. You may click the Cancel button at the bottom if you need more time or information before approving or denying the request.

Your screen will look similar to this, depending on your role (*be sure to click "Complete" to finish):



Step 6: Student receives email once the request is processed by the Registrar's Office or is denied by a signer.

If you have questions or need help with this process, you may contact the Registrar's Office at (406)243-5600 or registration@umontana.edu.

8. Waitlists

Prior to the first day of classes, students attempting to register for a closed section of a course will have the option of adding themselves to a waitlist through CyberBear. If a space becomes available, the first student on the waitlist will be notified via university email. The student has 72 hours to register for the course before the space is offered to the next student on the list. Key points for advisors:

- Encourage student to have a solid back-up plan in place in case a space does not become available. It should not be a random "space-filler."
- Waitlisted courses are not included in a student's registration. Students on one or more waitlists should register for an alternative course if they need to maintain a minimum number of credits for program eligibility.
- Students who do not meet the eligibility criteria for a course (pre-requisite, college or major restriction) may not add themselves to a waitlist.
- Students on a waitlist should attend class on the first day and bring a Registration Override form.
- If there are multiple sections of the course, check the waitlist (SFAWLPR form in Banner) for each. Often the first section listed will have a long list, but later sections will only have one or two students
- Additional information is available on the Registrar's Office website at <http://www.umt.edu/registrar/waitlisting.php>.
- An override form, even with the instructor's signature, will not bypass a waitlist until the first instructional day.

*Beginning in Spring 2019, students will be able to see their position on the waitlist for a course in their Registration within CyberBear. Students' Waitlist Position can be found in the **Register for Classes** section on the *bottom left* under the **Schedule Details** tab within the Message line.

Example:

Message: Wait List | **Hours:** 0 | **Level:** Undergraduate | **Campus:** UM-Msla | **Schedule Type:** Lab | **Grade Mode:** Credit/No Credit | **Waitlist Position:** 1 | **Notification Expires:** None

The screenshot shows the 'Schedule Details' tab for a class. The class is 'Fund Women's Weight Training' (Activities 111 Section 01) starting on 01/10/2019 and ending on 05/03/2019. The instructor is Riley, Christopher (Primary) with CRN 30026. The message line at the bottom shows the waitlist position as 1, which is highlighted with a red box. Other message details include Hours: 0, Level: Undergraduate, Campus: UM-Msla, Schedule Type: Lab, Grade Mode: Credit/No Credit, and Notification Expires: None. The word 'Waitlist' is also highlighted with a red box.

9. Prerequisites

Many courses require successful completion of one or more foundational courses or prerequisites. CyberBear will allow students to register for a course if they have completed or are actively enrolled in the prerequisite. If a student withdraws, fails or does not earn the minimum required grade in the prereq, he or she will be dropped for the more advanced course. There are certain cases in which a student has the needed coursework, but it is not reflected on the transcript. In these situations, the student will need to obtain a Prerequisite Waiver (see Appendix N). Before recommending the student pursue the waiver, review:

- How has the student demonstrated the necessary knowledge base? He or she may need to document this to receive a waiver.
- Transfer credits, particularly if the student started before Common Course Numbering took effect, often have the most prereq issues. Encourage the student to bring a copy of an unofficial transcript (or the grade report for the prior school if the credits are not yet posted to the UM transcript) when speaking with the department or instructor.

Additional information is available at <http://www.umt.edu/prereq>.

10. Major Changes

After their initial matriculation to UM, students change majors by way of the Change of Major Form (see Appendix O). Students can obtain a Change of Major form from either the Registrar's Office in the Lommasson Center or the Undergraduate Advising Center in Lommasson Center room 269. Students should fill out the appropriate information as indicated on the Change of Major form, and then get the required signatures from departmental representatives of the major they are declaring **AND** from the major they are changing out of. Once required signatures are on the form, students should return the form to the Registrar's Office or leave the completed form in the drop box outside Griz Central.

11. Withdrawal

In many cases, a student can salvage at least a portion of his or her coursework for a semester instead of a complete withdrawal. Could individual courses be dropped and/or grade options changed in one or more courses? Are there campus resources available such as tutoring that could provide the extra support necessary for a student to be successful? Withdrawal should be viewed as a last resort option in all cases.

If a student intends to do a complete withdrawal for the semester, he or she should be directed to the Registrar's Office. If the student receives Financial Aid, he or she will be referred to a representative in Business Services. If the student does not receive financial aid, he or she will be referred to a representative in the UM Financial Education Program. For more information, see the Semester Withdrawal Form (see Appendix P).

Hardship Withdrawals, Medical Withdrawals, and Retroactive Withdrawals are all important options for students with appropriate situations. For more information on these processes, contact the Registrar's Office.

12. Change of Status (Distance Education/Fully Online Student)

Students who intend to enroll only in online courses may opt to change their student status to "Distance" by visiting https://umonline.umt.edu/distance_form.php. Doing so may result in reduced tuition and fees. This will waive the requirement to submit an immunization form before being registering for classes. It is very important to note that Distance students are not eligible for The University of Montana Health Insurance, Curry Health Center services, ASUM services, discounted tickets for athletic events or access to Campus Recreation services and cannot live in campus housing. Distance students are not eligible to take on-campus courses.

Academic Standing

Academic standing is based on a student's cumulative, UM institutional grade point average, exclusive of transfer work.

1. Good Standing and Dean's List

A student's cumulative GPA is at 2.00 or higher.

- Dean's List distinction is awarded when the term GPA is 3.5 or greater in at least 9 credits with no grades of C+, C, C-, D+, D, D-, F, NC or NCR.
- Grade changes after "grade roll" do not alter a student's academic standing.
- Academic standing is not retroactively changed when the GPA is recalculated following a course repeat.

2. Academic Probation

A student's cumulative grade point average is below a 2.00. Once on probation, the student must maintain a semester GPA of 2.00 or higher to avoid academic suspension. Topics to discuss with the probation student:

- What do they view as the primary reasons for their unsatisfactory performance?
- Are there any campus resources they need to utilize to be successful?
- Are they in the right major (or do they need additional skill development to be successful in that major)?
- What are the repercussions (financial and academic) of continued low performance?

3. Academic Suspension

No student is suspended after a single semester of bad grades, nor does one grade ever cause a student to be suspended. If a student has otherwise performed well, that one bad grade won't have dire consequences. A student is suspended if, after a semester of probation, he or she fails to achieve a semester grade point average of 2.00 or higher. The student will be eligible to apply for reinstatement following one semester away from UM.

- Academic suspension is not synonymous with Financial Aid Suspension, although they sometimes go hand-in-hand.

- Encourage the student to consider how to use the time away from school to succeed when they return.
- Students may not attend another MUS institution while on Suspension.
- Summer, autumn and spring are considered “semesters.” A student suspended after the spring semester can sit out the summer and apply for fall reinstatement.

4. Appeal of Suspension

A student has the option to appeal a suspension and return to the university without sitting out a semester. Appeals are considered where the student has otherwise demonstrated an ability to succeed at the university and the *compelling* circumstances that led to the poor performance have been resolved. See Appendix Q for the Appeal of Suspension Form, which details eligibility criteria and appropriate procedures.

5. Academic Reinstatement

Students typically apply for reinstatement to the college or school of their last semester of attendance, although in some cases they will apply to the college or school they intend to pursue coursework in after they are reinstated. Students will work with a reinstatement coordinator to develop a reasonable plan for getting back into good academic standing. The student may be subject to course restrictions. See Appendix R for the Academic Reinstatement Plan form, Appendix S for reinstatement contacts and procedures on the Mountain Campus and Appendix T for the reinstatement contact and procedures at Missoula College.

6. Academic Forgiveness

Academic Forgiveness was developed for students who had one or more poor semesters of academic work, left the university for 3 or more years, and demonstrated their ability to be successful upon their return.

- Student must have completed 30 degree credits with a GPA of 2.5 or higher to apply for Academic Forgiveness.
- Whole semesters are affected; students cannot select individual grades within a prior semester to remove from grade point average.
- Grades remain on transcript with an “E” prefix to exclude the grade from the GPA.
- Academic Forgiveness is marked on the transcript as indicated below.
- See Appendix U for the Request for Academic Forgiveness Form, which includes additional information.

Autumn 1983

Fresh Start Academic Forgiveness

Approved 12/30/2013

Deletion of Credits & GPA

Undeclared

ENGL 110	Comp	3.00	EC	0.00
SOC 100B	Cont. Social Probs	5.00	EF	0.00
SPAN 201B	Intern Spanish	4.00	ED	0.00
Ehrs:	0.00	GPA-Hrs:	0.00	QPts:
			0.00	GPA:
				0.00

Academic Warning

Winter 1984

Fresh Start Academic Forgiveness

Approved 12/30/2013

Deletion of Credits & GPA

Undeclared

COMM 110B	Intro Comm Relatns	5.00	ED	0.00
EDUC 195	Imprv Read/Stdy Sk	3.00	EB	0.00
GEOG 100B	Intro to Geography	5.00	EF	0.00
Ehrs:	0.00	GPA-Hrs:	0.00	QPts:
			0.00	GPA:
				0.00

Academic Probation

7. Grade Point Average Calculation Chart

CREDITS	GRADE	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
	→	4.0	3.70	3.30	3.00	2.70	2.30	2.00	1.70	1.30	1.00	0.70	0.00
	1	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.7	0.0
	2	8.0	7.4	6.6	6.0	5.4	4.6	4.0	3.4	2.6	2.0	1.4	0.0
	3	12.0	11.1	9.9	9.0	8.1	6.9	6.0	5.1	3.9	3.0	2.1	0.0
	4	16.0	14.8	13.2	12.0	10.8	9.2	8.0	6.8	5.2	4.0	2.8	0.0
5	20.0	18.5	16.5	15.0	13.5	11.5	10.0	8.5	6.5	5.0	3.5	0.0	
CLASS		# OF CREDITS				GRADE				QUALITY POINTS			
TOTALS													

$$\text{GPA} = \frac{\text{Total Quality Points}}{\text{Total \# of Credits}} \quad \underline{\hspace{2cm}}$$

****The GPA Calculator in Degree Works is a great tool for advisors and students that negates the need for manual GPA calculations.**

8. "Red Flags" for Academic Difficulty

It is important for the advisor to look for potential red flags, and to discuss them with the advisee. The student may need to access additional campus resources such as Financial Aid, Career Services, or Counseling Services. Red flags include:

- Repeated drops or grade option conversions, especially in foundational courses for a major.

- Consistent pattern of dropping one or two courses each semester.
- Pattern of avoidance of coursework in an area (most frequently either math or writing).
- Low ratio of credits completed relative to attempted credits.
- Change of major after 60 or more attempted credits.

Advisor's Toolkit

Several new advising technology tools were implemented over the last two academic years. In addition, a newly architected version of Banner is now live and the advising community is beginning to transition to the new "Banner 9" version during the 2018/19 Academic Year. This section provides an overview of various tools available to advisors, including implementation timelines, descriptions of what new tools will replace existing tools, and instructions for how to use the various tools. Although technology has dramatically changed the face of academic advising and is increasingly improving students' ability to self-serve, it is not a substitute for traditional face-to-face sessions with a student.

Advisors who have **query-only** access to Banner forms need to start shifting to the Student/Advisor Profile pages in CyberBear for Faculty and Advisors for their student data needs. CyberBear for Faculty and Advisors is the "gateway" to all new advising-related technologies. Information on Banner query forms that advisors have traditionally used for advising purposes is provided below, but the campus advising community should begin transitioning to the new technologies as soon as possible.

Information on the new advising technology tools is provided in this section and is also available online at <http://umt.edu/advisingtech>.

1. UM Catalog

The UM Catalog (<http://umt.edu/catalog>) is the academic roadmap for students and advisors. There are various ways to navigate the catalog. It is strongly encouraged that advisors attend an "Advisor Toolkit" training to learn how to effectively utilize the catalog and other advising tools. To access prior year catalogs, go to <http://umt.edu/catalogs> and select the catalog year you are looking for. If you need information from a catalog that pre-dates those available on the website, contact the Registrar's Office.

2. Banner for Advisors

A few of the most frequently used Banner forms are:

UADVISE- This UM-specific form is now obsolete and no longer available in Banner 9. All UADVISE notes were converted and moved into Starfish. Advising notes need to be entered via the Note function inside Starfish or on the Notes tab on the Advisor Profile page in CyberBear for Faculty and Advisors. Any notes entered in CyberBear for Faculty and Advisors will be sent to Starfish during the nightly Banner-to-Starfish data refresh. See "Documentation" section under "Advising" for additional information about documenting notes from an advising session.

SGASTDN (formerly UGASTDN in Banner 8)- This is the general student information form. It includes major, class status, residency, admission codes and matriculation term.

- 1- Learner: admit type, class standing, fee structure, major (scroll down under “General Learner” block to see if student switched status or program).
- 2- Veteran: indicates if student was certified for veterans benefits (may limit options for Cr/NCr or dropping a class).
- 3- Academic and Graduation Status- academic standing (Good, Probation, Suspended, Suspended and Reinstated), provisional admit (3 semesters, 24 degree credits, 2.00 GPA).
- 4- Miscellaneous: Orientation codes
- 5- Activities: student affiliation with various student support programs and services (TRIO Student Support Services, Veteran’s Education and Transition Services, etc.).

SHATERM- This gives you a semester by semester screen shot of coursework and grades. Enter “01” for Course Level Codes and blank out the term date on top to view all terms of attendance.

- 1- Current Standing: Provides first/last dates of attendance, academic standing, and Institution, Transfer, and Overall GPAs.
- 2- Term GPA and Course Detail Information: Transfer work will appear first, with one screen per institution.
- 3- Advanced Placement credits appear next. Note that the * after “CR” means the credits can meet General Education Requirements.

SOAHOLD- This form contains any holds on a student’s record. Check effective date (“from”) and release (“to”) date. Hold information can also be found in the Student Profile in Cyberbear.

SHACRSE- This gives a complete listing of courses taken by the student. It does not show courses in progress, transfer, or AP credits. Clear “Term” to view all completed semesters or enter specific semester.

SFAREGQ (formerly UFAREGQ in Banner 8) - This form will show you a student’s registration for a semester. It lists the classes, instructors, grading mode and days/times of the week.

SHARQTC (formerly UHARQTC in Banner 8) - This is the form used to print unofficial student transcripts. You must first select the correct destination printer on the SOADEST form that automatically appears when you initially go to SHARQTC and click on the ‘X’ in the upper left-hand corner of the SOADEST form. Click Insert or press F6 to start a new transcript request. The Request Date defaults to the current date. Required fields for **Transcript Request** tab:

- Level AL
- Transcript Type WEB
- Number of Copies 1

If you do not have access to print unofficial transcripts and would like to request access for your department, contact the UM Registrar.

SFAREGS- This is the form used to see a student’s course registration. You can see the student’s schedule for a specific semester and whether or not they have finalized their registration bill.

SSASECT- This provides section and term-specific information on courses. "Grade Mode" indicates whether a course can be taken for a traditional letter grade only ("T"), for Credit/No Credit ("C"), or either (blank).

SPAAPIN - This form shows the student's advising PIN. The number can also be found in the list of Registration Notices in the upper right-hand corner of the advisee's Student Profile page in CyberBear for Faculty and Advisors. Occasionally you'll have a student report that the PIN comes up with an invalid message. Check SPAAPIN to make sure you have the correct semester's PIN.

SPAIDEN- This form provides contact information for the student, including phone numbers and alternate email addresses.

SPACMNT- Indicates if a student has signed a release form with the Registrar's Office or Business Services. The first comment to appear typically refers to tax form preferences; use the scroll bar on the right to see additional comments. The comment will list the name and relationship to student of anyone authorized to discuss the student's records.

SFASRPO- Pre-requisite overrides can be entered using this form (access is granted on a case-by-case basis to individuals with the authority for overrides into courses in their department).

SFASLST- View the roster for a current class (view grades).

SFARHST- Lists a student's registration history, including grades. Grades shown are pre-grade roll (good way to check on academic status inconsistencies).

SFAWLPR - Enter the CRN for a course to view the Waitlist for that section of the course. **SFIWLNT**- This form shows the record of email notifications for the waitlist for a given CRN. The third tab will show you the location of the high school.

*See Waitlist information in previous Registration section for detailed information on how students can view their position on course waitlists.

SOAHSCH- This form shows the student's high school graduation (or GED) date, grade point average, class size and standing.

SHATRNS (formerly UHATRNS in Banner 8) - Click "Transfer Institution Number" to view a list of the institutions previously attended by a student.

SHADEGR- This form allows you to view the UM degree(s) awarded.

GUAPMNU- This will allow you to develop a personalized Banner menu. You can access the forms you need by a double click instead of typing in the name each time.

3. Academic Planner

Effective December 31, 2018, Academic Planner will no longer be available.

The campus advising community should be transitioning to the *registration planner* **Plan Ahead** feature in the new **Registration** module and the *degree planner* **Plans tab** in **Degree Works**.

Academic Planner allowed students to plan both their upcoming semester schedules and the rest of their academic careers. Effective Fall 2018, these two activities will be done in two different tools:

- Planning for upcoming semester registration schedules (*registration planning*) will be done in the Plan Ahead feature inside the CyberBear Registration module.
- Planning for the remaining academic career (*degree planning*) will be done in the Plans feature inside Degree Works.

4. Preregistration Dashboard

*Pre-Registration Dashboard will also be going away on December 31, 2018. More information on the tools for new freshman orientation 2019 will be coming in January, 2019.

Preregistration Dashboard was developed by UM to assist advisors during the Core Course Registration process for incoming freshmen and transfer students. It can be accessed from <https://www.umt.edu/prereg/>.

Advisors can search by student ID number (790), major, Orientation code, registration status, or any combination of characters indicated above by selecting from the drop-down menus and hitting the “Search” button. This will generate a list of students who meet the criteria (e.g., registered transfer students with a declared Anthropology major). The list can be sorted alphabetically by clicking on the column header. Click on the student’s ID number to see the following information:

- Admit status (Freshman, Transfer, Post-baccalaureate)
- Holds (Insurance Election, Records, Financial, Immunization)
- Test Scores
- Prior Advisor comments (pulled from UADVISE in Banner)
- Current registration
- Recommended core courses for the major (this will not be relevant for Transfer students)

To print the dashboards for a sort, hit the “Generate Report for Mass Printing button in the lower left-hand corner. If your printer defaults to double-sided copying, adjust the setting before printing.

If you do not have access to the Dashboard, please email OSSTechTeam@mso.umt.edu.

5. InfoGriz

InfoGriz is a web application developed by Enterprise Information Systems (EIS) to provide custom Banner reporting capabilities to departments. InfoGriz empowers individuals and departments on campus to pull custom reports out of Banner (i.e. List of Students in Academic Difficulty, List of Students

by Major, Degree Candidates, etc.) without having to rely on programmers for information. For academic advisors, reports usually focus on student data. Reports provided can be printed in the designed view or can be exported to Excel.

In order to access InfoGriz, advisors must go through training and be granted an account. For more information, contact Brenda Avery in the Registrar's Office at brenda.avery@mso.umt.edu.

6. Advising Listserv

The primary function of this listserv is to distribute information to academic advisors and their campus partners regarding course availability, policy changes, registration information, pertinent events and professional development opportunities. To receive these emails, please contact Brian French at brian.french@mso.umt.edu.

****New Advising Technologies****

It is very important for all advisors at UM to familiarize themselves with all of the below tools during the 2018/2019 Academic Year. Comprehensive information on technology implementation projects in support of student success is available at <http://umt.edu/advisingtech>.

1. Starfish

Starfish is a student success platform, available directly or through Cyberbear, that incorporates academic support and student self-service capabilities into a single portal for students, faculty, and advisors. The University of Montana utilizes Starfish to improve student success and facilitate communication among students, faculty, and staff across campus. Starfish is made up of two modules: Early Alert and Connect.

Starfish Early Alert: the early warning and student tracking module.

As part of our institution-wide strategies to improve student retention, persistence and completion, UM began using Starfish as our Early Alert system Fall 2017 Semester.

Faculty members teaching undergraduate courses are asked to respond to **Progress Surveys** during weeks 2, 5, 8, and 12 of each fall and spring semester. Through each Progress Survey, instructors can issue **Tracking Items - Flags or Kudos** – to inform students of current class performance.

Flags are intended to alert students and relevant members of the student's Success Network that the instructor is concerned with their current class performance. When a flag is raised by an instructor,

students and their advisor(s) will be notified immediately. Advisors can then clear the flag and “close the loop,” informing all parties that the student has been reached and the concern has been alleviated.

Kudos are intended to provide positive feedback to students who have displayed either “outstanding academic performance” or are “showing improvement.” This positive reinforcement can greatly improve student morale and contribute to student persistence.

Below is the standard Early Alert timeline for each fall and spring semester:

Progress Survey	Focus	Deployment Date	Closing Date
Week 2	Attendance Concerns	Beginning of week 2	End of week 3
Week 5	Early Academic Progress	Beginning of week 5	End of week 6
Week 8	Academic Progress before 45 th class day	Beginning of week 8	End of week 9
Week 12	Academic Progress before final course drop/change deadline	Beginning of week 12	End of week 13

Detailed information on the Starfish Early Alert process, expectations for instructors and advisors, and instructions for using Starfish are available at <http://umt.edu/starfish>.



Starfish Connect: *the student self-service, online appointment scheduling and case management module of Starfish.*

Starfish Connect – available to the campus advising community and to students beginning Spring 2018 Semester - facilitates meaningful contact between students and their advisors, instructors, and tutors. The module encourages students to engage more deeply in their academic experience by connecting them to the people and resources best equipped to help them succeed.

Key features include:

- ✦ Personal, searchable success network
- ✦ Online scheduling for individual and group appointments
- ✦ Integration with Outlook and other online calendars
- ✦ Central student folder with notes, photos, and attributes
- ✦ Shared notes
- ✦ Kiosks
- ✦ Student plan tracking
- ✦ Dynamic outcomes reporting

Increase access through online scheduling

Starfish Connect brings people together, whether for in-person meetings with an advisor, a phone call with a disability specialist, or a virtual meeting with a tutor—including email and text message reminders. Starfish CONNECT offers an integration with Microsoft Outlook, allowing advisors to keep one schedule while Starfish manages the rest.

Support walk-ins and efficient waiting rooms

Starfish Connect includes a flexible Kiosk to enable student service centers to accept walk-in meetings. Students can “check in” and staff members can manage the queue more efficiently. At any point, staff can record notes that will be placed in the Starfish student folder.

Promote support resources designed to help students

Typically, institution websites are organized by department, service area, or campus, which can make finding support information difficult for students. Starfish Connect presents each student with a personalized view of every person and service that can help, including a fully searchable interface. In addition, advisors can refer students to specific services and assign a To Do that encourages action.

Track success plans

Starfish Connect allows an advisor to document for the student and the student’s support network the road map the student should take to achieve his or her goals. Starfish then allows everyone (with a need to know) to see where the student is along that path. These case management tools focus limited institutional resources on what needs to be done next for student success.

Detailed information on Starfish Connect and instructions for getting started are available at <http://umt.edu/starfish>.



2. Degree Works

Degree Works is a web-based tool made available Fall 2016 for students and advisors to monitor students' academic progress toward degree completion. Available through CyberBear, Degree Works reviews past, current, and planned coursework and provides information on completed and outstanding requirements necessary for degree completion.

Degree Works also allows students and their advisors to plan future academic coursework through the degree planning tool described in the next section.

Advisors should be aware that degree requirements are scribed in Degree Works beginning with the 2014/2015 catalog year and for all catalog years after that.

A KPCN tutorial video for students on how to use Degree Works is available at https://www.youtube.com/watch?v=4x_OASFTcqc. This video is also very useful for advisors.

**If students or advisors encounter problems or issues with Degree Works, this information should be reported to the Registrar's Office through the Degree Works issue reporting form available at <http://www.umt.edu/registrar/DegreeWorksIssueReporting.php>.



3. Degree Plans within Degree Works (**NEW**)

The Plans tab within Degree Works is a degree planning tool which also provides online advising notes. With locked plans, automated tracking is available to indicate whether a student is on-track or off-track with their degree requirements. Multiple views allow for quick assessment of what requirements are needed for graduation and a summarized view of all advising notes and advising checklist items.

Context and Terminology

- As we move away from UM's custom Academic Planner application, there will now be a distinction between **degree planning** and **registration planning**.
- The Plans tab is the **degree planning** feature within UM's *degree audit* system, Degree Works.

- The **registration planning** feature is a part of CyberBear for Faculty and Advisors new Registration module implemented Summer 2018. Students and advisors can use information from the *degree plans* to build semester specific *registration plans*.
- *Degree plans* can be built on templates: model degree plans that can be assigned to individual students or to a group of students in batch.

For example: All new freshmen Biology majors will have the Biology degree plan *template* pre-loaded onto their Degree Works record before they arrive for Orientation.

- The templates are specific to the catalog year, degree **and** major.

4. CyberBear Student and Advisor Profiles

The Student and Advisor Profiles in CyberBear provide a quick and easy academic snapshot and entry way into Degree Works and Starfish. Online advising notes can be entered here and will be fed to Starfish which will aggregate all advising notes and activities from other systems. Information on registration-preventing holds, advising pins, and academic transcripts are available through the CyberBear Student and Advisor profiles.

The screenshot displays a student profile with the following sections:

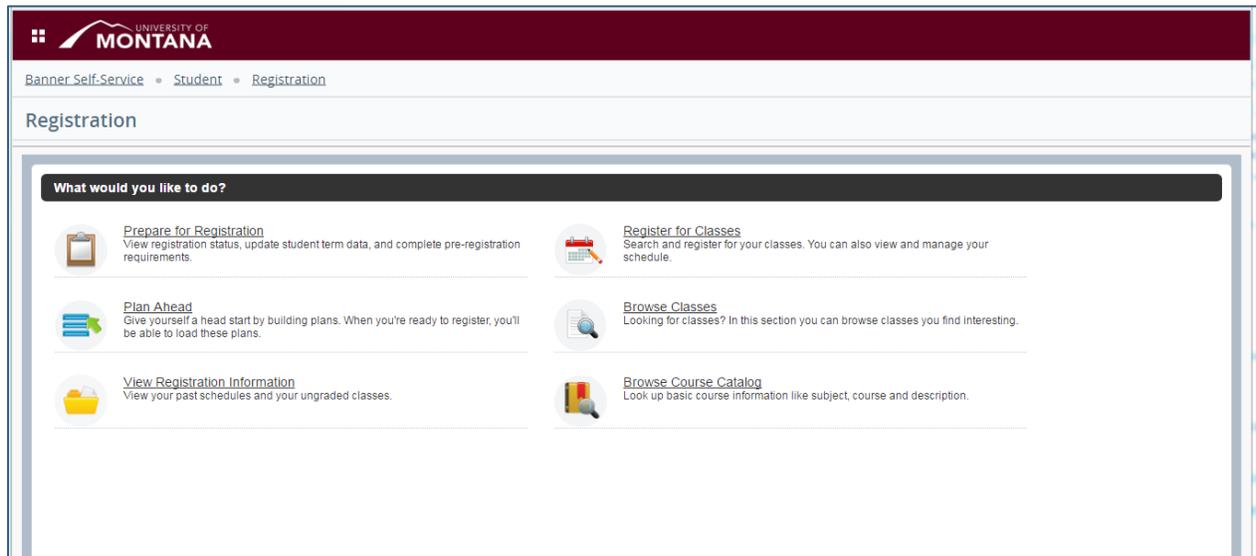
- Personal Information:** Email, Phone, Gender (Female), Date of Birth (10/05), Ethnicity (Not Hispanic or Latino), Race (White), Citizen (Yes), Citizenship (Citizen), Emergency Contact (Not Provided), Emergency Phone (Not Provided).
- General Information:** Level (Undergraduate), Class (Freshman), Status (Active student), Student Type (Continuing (Prior CE)), Residency (In-state), Campus (Missoula College), First Term Attended (Spring Semester 2016), Matriculated Term (Spring Semester 2016), Last Term Attended (Autumn Semester 2016), Leave of Absence (Not Provided).
- Graduation Information:** Advisors (Primary / Professional Advisor: [Advising Center, Missoula College](#)).
- Registered Courses Table:**

Course Title	Details	CRN	Hours	Registration Status	Instructor
Introduction to General Chemistry	CHMY 121N 02	30506	0	**Registered**	Dwyer, Daniel
Introduction to General Chemistry	CHMY 121N 00	30872	3	**Registered**	Dwyer, Daniel
Introduction to General Chemistry	CHMY 121N 04	31551	0	**Registered**	Dwyer, Daniel
Human Form and Function II	BIOH 113 01	31561	3	**Registered**	Lalabe, Heather
Intermediate Algebra	M 065 50	31900	3	**Registered**	Phillips, Steven
Prevention and Care Athletic Injuries	AHAT 210 90	32548	2	**Registered**	Moody, Valerie
Prevention and Care Athletic Injuries Lab	AHAT 213 91	33693	1	**Registered**	Moody, Valerie
Intro to Psychology	PSYX 100S 50C	34295	4	**Registered**	Crosby, Leslie
- Summary:** Total Hours: 16 | Registered Hours: 16 | Billing Hours: 16 | CEU Hours: 0 | Min Hours: 0 | Max Hours: 21

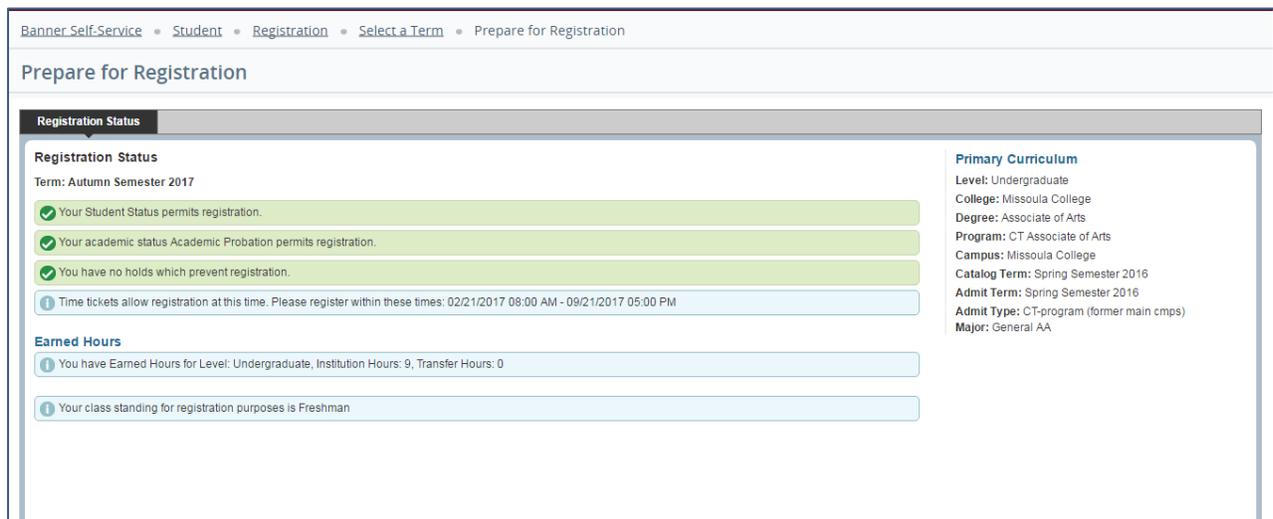
5. CyberBear Registration and Degree Planning (**NEW**)

The CyberBear Plan Ahead feature inside the new Registration module, used in conjunction with the degree plans in Degree Works, will replace Academic Planner and External Course Search during the Fall 2018 Semester.

The new CyberBear Registration module is organized functionally and puts student registration workflow in a logical order:

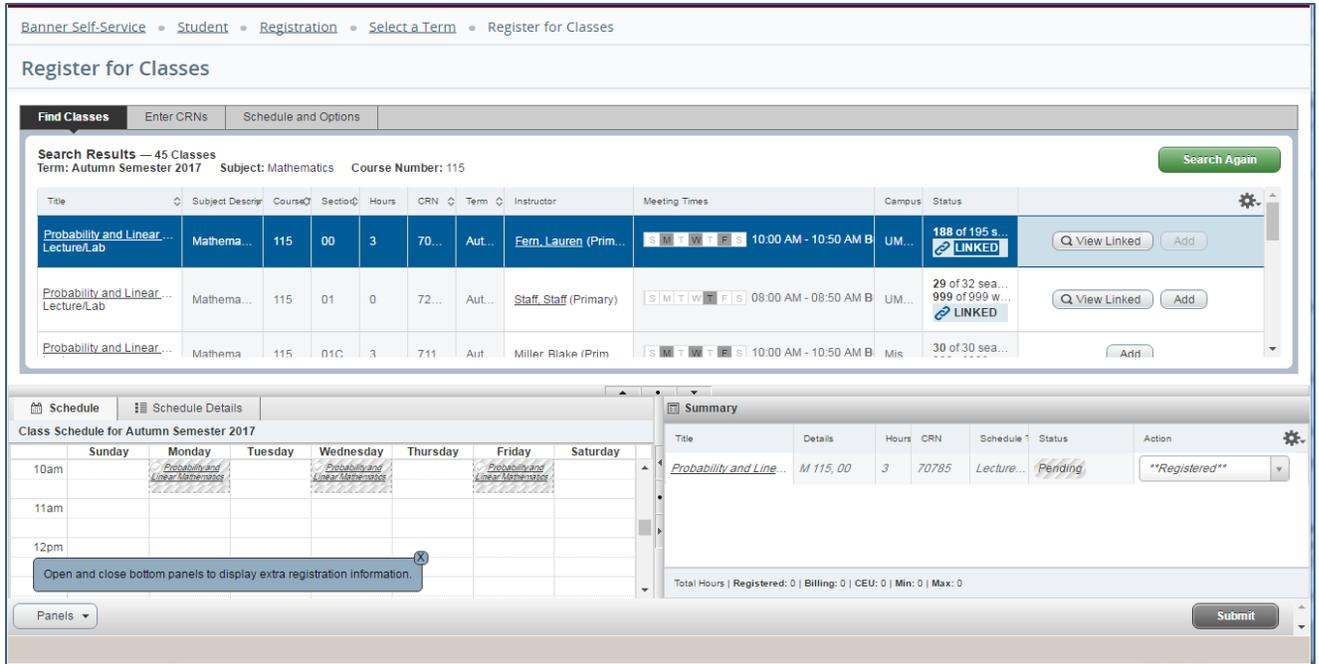


The **Prepare for Registration** feature gives the student information, alerts, and tasks they need to do to make sure they are ready to register when their priority registration timeslot opens.



The **Plan Ahead** feature gives students and advisors the ability to build a registration schedule in advance. Students and advisors can build a semester-specific plan for registration from scratch or load the semester from their degree plan in Degree Works.

The **Register for Classes** feature provides students with a collapsible worksheet to search and schedule courses. As courses are added to the worksheet, there is a single button to then submit their registration.



Academic Advising Certificate Program (Advising Trainings)

The Office for Student Success, in collaboration with campus partners, is offering the Academic Advising Certificate Program to ensure the consistency and high quality of academic advising at UM and to provide professional development opportunities for individuals interested in academic advising.

Through the training program, participants learn about historical and theoretical foundations of advising, different approaches or strategies of academic advising today, UM-specific policies and procedures relevant to advising, various tools available to UM advisors, and support services and resources available to UM students. In addition, participants will have the opportunity to learn about specialized advising services for various diverse communities of students and other topics relevant to advising.

These trainings provide great introductions to advising for faculty or staff members who do official or unofficial advising on a daily basis in their positions and need a refresher. The trainings are also useful for those who are interested in advancing into a professional academic advising position at UM or elsewhere.

Additional information on the Academic Advising Certificate Program, including learning objectives for each individual training and the current training schedule, is available at http://umt.edu/oss/for_faculty_staff/academic_advising_certificate.php

University of Montana Academic Advising Council (UMAAC)

The UMAAC mission is to enhance student retention, persistence, and completion at UM by promoting a common and productive advising experience for all undergraduate students, as well as by developing data-informed recommendations on institutional advising policies and procedures and departmental advising delivery models.

UMAAC Goals:

- To regularly assess the effectiveness of academic advising at UM, identify and address campus-wide advising concerns, review policies and procedures relevant to advising, and recommend improvements as appropriate
- To serve as an advisory group to UM Administration and College/School leadership to promote the improvement of campus advising delivery models, to ensure alignment with the UM Strategic Vision, and to make recommendations on strategic investment in advising services
- To share and promote advising best practices on campus
- To enhance and promote advisor training, professional development, and recognition initiatives

UMAAC Membership:

- UMAAC is convened with the guidance of the Office of the Provost, and is comprised of the following members (all appointed UMAAC members serve two-year, renewable terms):
 - Up to two academic advising representatives – ideally one faculty and one non-faculty – from each UM College and School with undergraduate degree programs. These members of UMAAC are appointed by each College and School Dean.
 - One representative from the UM Faculty Senate. This member of UMAAC is appointed by the Executive Committee of the Senate (ECOS).
 - One representative from the Associated Students of the University of Montana (ASUM). This member of UMAAC is appointed by ASUM executive leadership.
 - One representative from the UM Staff Senate. This member of UMAAC is appointed by the Executive Committee of the Staff Senate.
 - One representative from each of the following units that serve as primary advising contacts for unique subpopulations of students: Athletic Academic Services, TRIO Student Support Services, Undergraduate Advising Center.
 - Executive Director of the Office for Student Success (UMAAC Chair)
 - Vice Provost for Dynamic Learning (Executive Oversight for UMAAC)

UMAAC Subcommittees

Subcommittees report findings and recommendations to UMAAC for review and discussion. UMAAC then makes recommendations to appropriate campus entities for consideration.

Subcommittee leadership will be assigned on a rotating basis. The intent is to provide various members of the campus advising community with meaningful leadership opportunities.

- Advising Assessment and Continuous Improvement of Advising Services Subcommittee
This subcommittee is charged with assessing the effectiveness of academic advising at UM, reviewing institutional policies relevant to advising, and making recommendations for improvement.

During the 2018/2019 Academic Year, this subcommittee will focus on (1) guiding the expansion of professional advising positions across campus toward assigning all first-year students to professional advisors and (2) developing an assessment framework for campus advising through assessing the recently developed Academic Advising Center in the College of Humanities and Sciences.

- Student Success-Related Technology Implementation Advisory Subcommittee
This subcommittee is charged with guiding student success-related technology implementation projects.
 - During the 2018/2019 Academic Year, this subcommittee will focus on (1) successfully implementing additional advising technology (Degree and Registration Planning tools in CyberBear, additional Starfish functionality, and reporting elements of all advising technology) and (2) assisting the campus advising community with the transition to using Starfish as the common advising platform.
- Increasing and Incentivizing Student Engagement and Early Registration Subcommittee
Working collaboratively with various campus units and programs, this subcommittee is charged with identifying and implementing strategies to increase student engagement and early course registration. Where feasible, the subcommittee will explore incentives to promote these activities.

UMAAC Meetings

UMAAC will meet monthly during the fall and spring semesters. Meetings during the summer will be scheduled as needed. It is the responsibility of the UMAAC Chair to organize and lead all meetings.

UMAAC will not replace Advising Conversation meetings. UMAAC updates will be provided during each Advising Conversation meeting. These updates will be based on UMAAC Subcommittee reports.

Tutoring Resources for Students

For comprehensive information on campus tutoring options, visit umt.edu/oss/tutoring.



Free drop-in group tutoring during the semester. Visit umt.edu/tutoring for an updated schedule and a full list of courses supported.

Biology 101N, 160N, 170N, 260; Biochemistry 110; Microbiology 250; Business Management Information Systems 270, 365, 372 & 373, Chemistry 104, 121N, 123N, 141N & 143N; Economics 101S, 201S & 202S; French 101, 102, 201, 202; Spanish 101, 102, 201, 202; Statistics 216; Physics 205N, 207N, 215N & 217N.



The Writing and Public Speaking Center **works with all students** as they write papers or prepare presentations **in any discipline**, free of cost. They help students interpret assignments, generate and organize ideas, edit prose, synthesize and integrate research, develop timed writing strategies, and deliver presentations.

**Check us out. Visit early. Visit often.
We're ready when you are.**

Visit umt.edu/writingcenter or stop by Lommasson 271 to make an appointment.



Math Tutoring

Free, drop-in math tutoring at two locations for any student taking developmental and 100-level math courses including STAT 216: Intro to Statistics.

Math Tutoring
UC Commons
Sunday – Thursday, 5 – 9 pm

Math Learning Center
Basement of Math building
Monday – Thursday, 10-3 pm
Fridays, 10-1 pm

Financial Matters

The days when academic advisors could simply refer all financial concerns to other offices are long gone. Habitually dropping courses, changing majors multiple times and after accumulating a significant number of credits, registering for classes but never attending them are all actions with the potential to cause financial issues for students.

1. Financial Aid

Some of the most common issues students face:

- Max Credit Appeals- Students are limited to funding for 150 percent of the number of credits required for the degree. If the degree requires 120 credits, the student can receive funding for only 180 attempted credits, exclusive of developmental courses. This includes withdrawn and failed coursework. A good rule of thumb is to calculate how many credits the student still needs (including GERs, major requirements, Upper Division credits and general electives), then subtract that sum from the maximum allowed. Is it mathematically possible for the student to complete the desired major(s)/minor(s)? The form is available at <http://www.umt.edu/finaid/documents/MaxCrBAform.pdf>
- Loan caps- Both subsidized and unsubsidized loans have life-time caps or ceilings. If students continually take out the maximum aid without taking a full course load, they may run into the caps before completing their degree.
- "Unearned aid"- In order to have "earned" the Federal Financial Aid a student receives, he or she must attend classes at least 60% of the way through the semester. If a student withdraws before the 60% date, the university is responsible for return of the unearned aid to the federal government. The student then owes the university this amount. Nonattendance in courses can also result in a financial penalty.
- Failure to meet Satisfactory Academic Progress (SAP) - Any student who fails to maintain a 2.00 overall grade point average and a 70% completion rate is placed on Financial Aid Warning. If the student does not move above the two figures in the following semester, the student is placed on Financial Aid Suspension. Being academically reinstated does not mean their financial aid will be reinstated. The student will need to submit an appeal to the Financial Aid Office.
- Additional forms are available on the Financial Aid website (<http://www.umt.edu/finaid/forms.php>).

Red flags to look for:

Large numbers of credits earned prior to matriculation at UM (transfer work, AP/CLEP credits)
Pattern of changing majors after accumulating a significant number of credits towards the last major
Frequent withdrawals or a pattern of failing and then repeating classes (low credit attempt to complete ratio)
Pattern of credit overloads each semester

Advisors are not Financial Aid counselors. If we see one or more red flags, however, it is important for us to work out a reasonable plan and timeline for degree completion, and then connect the student to

the appropriate resources. **Always refer students to the Financial Aid Office for official information and guidance on financial aid-related issues.**

2. UM Financial Education Program

The UM Financial Education Program is dedicated to empowering the UM community to make informed financial choices and take action to improve their present and long-term financial well-being. This includes helping students who attend the UM Mountain Campus, Missoula College and Bitterroot College increase their financial knowledge through workshops and one-on-one counseling sessions. Program representatives work with students to increase their understanding of credit, budgeting, savings, student loans and loan repayment. Although the Financial Education Program does not offer financial aid, it can help students in a variety of ways, including but not limited to:

- understanding their FAFSA and *Student Aid Report* (SAR),
- understanding the differences between grants and loans,
- understanding repayment of loans and the interest they will accrue,
- learning how to construct a budget for personal finances, and
- learning how to manage debt and strengthen credit scores

All students who express an interest in these or similar topics should be referred to the Financial Education Program in the Office for Student Success (Lommasson 269, 243-6016, FinancialEducation@mso.umt.edu). Students who have “low credits attempted” to “credits earned” ratios should also be referred. The Financial Education Program’s goal is to help students be financially prepared for their college experiences as well as life after graduation.

3. Scholarships

The UM Scholarship Application software, Academic Works, is available to all current and continuing UM students and offers one centralized general application, regardless of a student’s major or program of study. This application replaces the “General University Scholarship Program,” as well as many individual departmental, school and college administered programs. New students are automatically considered for scholarships based on their admissions applications.

Students sign in to Academic Works using their Net ID and password at:

https://umt.academicworks.com/users/sign_in

Opening and closing dates vary by department. To learn more about specific scholarship opportunities in each major, students should login to the database and complete the general application and/or contact their degree program office.

UM Scholarship website: www.umt.edu/scholarships

High achieving students may be on track to apply for one or more external scholarships. These options typically have a complicated application process, so students should be directed to the Davidson Honors College as early as possible.

Scholarships are typically awarded on the basis of demonstrated academic merit.

Eligibility criteria vary widely. Encourage your students to check with their scholarship administrator before making significant changes to their registration.

4. Advising Students utilizing Veterans Affairs (VA) Education Benefits

Not all veterans receive VA benefits; not all students receiving VA benefits are veterans. If a student is utilizing VA benefits, however, there are a few points critical to remember:

- All courses taken by students using VA benefits must meet GER or Major requirements to be covered.
- For course repeats, advisor must contact VETS Office to make sure that the repeated courses can be covered by the VA.
- Students must submit a Notification of Intent form (NIF) after registering for courses to certify VA benefits. **Students must submit the NIF every semester of attendance.** The NIF - weblink can be found at: <http://umt.edu/veterans>
- Students cannot take activity (ACT) courses under 12 credits (full-time) and have them be paid for by the VA. If students want to take activity courses, they must take them above 12 credits and pay the associated fees out of pocket.
- Students must take courses using the Traditional grade option. Only courses that meet GER/Major requirements only offered as credit/no credit will be covered by VA education benefits.

For any additional questions or inquiries regarding advising students utilizing VA Education benefits, please contact:

VETS Office Phone: (406) 243-2744, Email: vetsoffice@umontana.edu, or

Nathan Domitrovich, Undergraduate Advising Center Director, Phone: (406) 243-2851, Email: Nathan.domitrovich@mso.umt.edu

Editorial Feedback

Please send all editorial feedback to **Brian French**, Office for Student Success Executive Director, Phone: (406) 243-2565, Email: brian.french@umontana.edu.

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Part 1. MISSION

The mission of Academic Advising Programs (AAP) is to assist students as they define, plan, and achieve their educational goals. The AAP must advocate for student success and persistence.

AAP must develop, disseminate, implement, and regularly review their missions, which must be consistent with the mission of the institution and with applicable professional standards. The mission must be appropriate for the institution's students and other constituents. Mission statements must reference student learning and development.

The specific model used for AAP should be consistent with the mission, structure, and resources of the institution.

Part 2. PROGRAM

To achieve their mission, Academic Advising Programs (AAP) must contribute to

- students' formal education, which includes both the curriculum and the co-curriculum
- student progression and timely completion of educational goals
- preparation of students for their careers, citizenship, and lives
- student learning and development

To contribute to student learning and development, AAP must

- identify relevant and desirable student learning and development outcomes
- articulate how the student learning and development outcomes align with the six CAS student learning and development domains and related dimensions
- assess relevant and desirable student learning and development
- provide evidence of impact on outcomes
- articulate contributions to or support of student learning and development in the domains not specifically assessed
- use evidence gathered to create strategies for improvement of programs and services

STUDENT LEARNING AND DEVELOPMENT DOMAINS AND DIMENSIONS

Domain: knowledge acquisition, integration, construction, and application

- **Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life**

Domain: cognitive complexity

- **Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity**

Domain: intrapersonal development

- **Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness**

Domain: interpersonal competence

- **Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership**

Domain: humanitarianism and civic engagement

- **Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility**

Domain: practical competence

- **Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life**

[LD Outcomes: See *The Council for the Advancement of Standards Learning and Development Outcomes* statement for examples of outcomes related to these domains and dimensions.]

AAP should determine which of the CAS learning and development domains and dimensions are most relevant to the advising functions on their campus and develop appropriate outcomes.

AAP must be

- **intentionally designed**
- **guided by theories and knowledge of learning and development**
- **integrated into the life of the institution**
- **reflective of developmental and demographic profiles of the student population**
- **responsive to needs of individuals, populations with distinct needs, and relevant constituencies**
- **delivered using multiple formats, strategies, and contexts**
- **designed to provide universal access**

AAP must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

AP must provide the same quality of academic advising and in the appropriate accessible forums to distance learners as it does to students on campus.

Advisors must engage students in the shared responsibility of academic advising.

Advisors must provide opportunities that help inform student choices and decisions about academic work and about educational, career, and life goals.

Advisors should inform students that the ultimate responsibility for making decisions about educational plans and life goals rests with the individual student.

AAP must be guided by a set of written goals and objectives that are directly related to its stated mission.

Academic advisors should offer advising sessions in a format that is private and safe. Sessions should be convenient and accessible to the student, employing the use of electronic and multimedia formats and traditional in-person or telephone interactions as appropriate. Advising information sessions may be carried out individually or in groups, depending on the needs of the student and always with the student's consent.

Programs and materials associated with the AAP must

- **promote student learning, development, and personal growth to encourage self-sufficiency**
- **support students, on an ongoing basis, as they establish and evaluate their educational, career, and life goals**
- **assist students in identifying the realistic timeframe to complete their educational goals and support their efforts**

- provide current and accurate advising information
- raise awareness of institutional and community resources and services for students
- provide advisors with training and development for making effective referrals to both on- and off-campus services and agencies
- make advising available to students throughout their time at the institution
- proactively identify academically at-risk students and connect those students with appropriate resources to facilitate student success
- employ appropriate and accessible technology to support the delivery of advising information
- clarify institutional policies and procedures for students
- monitor academic progress and direct students to appropriate resources and programs
- advocate for appropriate resources to facilitate student success
- support learning and professional development for those involved in delivery of academic advising
- collect and distribute relevant data regarding student needs, preferences, and performance for use in institutional decisions and policy

AAP must provide adequate resources to ensure that academic advising caseloads are consistent with the institutional mission and stated goals.

When institutional policy or process interferes with students' learning and development, the AAP must advocate for change using appropriate institutional means.

Factors that affect determination of advising caseloads include mode of delivery, advising approach used, additional advisor responsibilities, student needs, and time required for this activity.

The academic status of the student being advised should be taken into consideration when determining caseloads. Specific students groups (e.g., undecided students or students on academic probation) may require more advising time than upper-division students who have declared their majors.

Workloads should reflect that advisors may work with students not officially assigned to them and that advising related responsibilities may extend beyond direct contact with students.

Part 3. ORGANIZATION AND LEADERSHIP

To achieve program and student learning and development outcomes, Academic Advising Programs (AAP) must be purposefully structured for effectiveness. AAP must have clearly stated and current

- goals and outcomes
- policies and procedures
- responsibilities and performance expectations for personnel
- organizational charts demonstrating clear channels of authority

Leaders must model ethical behavior and institutional citizenship.

Leaders with organizational authority for AAP must provide strategic planning, management and supervision, and program advancement.

Strategic Planning

- articulate a vision and mission that drive short- and long-term planning
- set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes
- facilitate continuous development, implementation, and assessment of program effectiveness and goal attainment congruent with institutional mission and strategic plans
- promote environments that provide opportunities for student learning, development, and engagement

- develop, adapt, and improve programs and services in response to the changing needs of populations served and evolving institutional priorities
- include diverse perspectives to inform decision making

Management and Supervision

- plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
- manage human resource processes including recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward
- influence others to contribute to the effectiveness and success of the unit
- empower professional, support, and student personnel to become effective leaders
- encourage and support collaboration with colleagues and departments across the institution
- encourage and support scholarly contributions to the profession
- identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement
- use current and valid evidence to inform decisions
- incorporate sustainability practices in the management and design of programs, services, and facilities
- understand appropriate technologies and integrate them into programs and services
- be knowledgeable about codes and laws relevant to programs and services and ensure that programs and services meet those requirements
- assess and take action to mitigate potential risks

Program Advancement

- advocate for and actively promote the mission and goals of the programs and services
- inform stakeholders about issues affecting practice
- facilitate processes to reach consensus where wide support is needed
- advocate for representation in strategic planning initiatives at divisional and institutional levels

The campus community must be able to identify the individual or group coordinating academic advising.

AAP may be a centralized or decentralized function with a variety of employees throughout the institution assuming responsibilities.

Specific advisor responsibilities must be clearly delineated, published, and disseminated to the campus community.

Advisors must determine and articulate the need for administrative, technological, and executive support of advising.

Part 4. HUMAN RESOURCES

Academic Advising Programs (AAP) must be staffed adequately by individuals qualified to accomplish mission and goals.

AAP must have access to technical and support personnel adequate to accomplish their mission.

Support personnel and technical staff may maintain student records, organize resource materials, receive students, make appointments, handle correspondence, and meet other operational needs, as well as assist with research, data collection, systems development, and special projects.

Within institutional guidelines, AAP must

- **establish procedures for personnel recruitment and selection, training, performance planning, and evaluation**
- **set expectations for supervision and performance**
- **provide personnel access to continuing and advanced education and appropriate professional development opportunities to improve their competence, skills, and leadership capacity**
- **consider work/life options available to personnel (e.g., compressed work schedules, flextime, job sharing, remote work, or telework) to promote recruitment and retention of personnel**

Administrators of AAP must

- **ensure that all personnel have updated position descriptions**
- **implement recruitment and selection/hiring strategies that produce a workforce inclusive of under-represented populations**
- **develop promotion practices that are fair, inclusive, proactive, and non-discriminatory**

Personnel responsible for delivery of AAP must have written performance goals, objectives, and outcomes for each year's performance cycle to be used to plan, review, and evaluate work and performance. The performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of programs and services.

AAP personnel, when hired and throughout their employment, must receive appropriate and thorough training.

AAP personnel, including student employees and volunteers, must have access to resources or receive specific training on

- **institutional policies pertaining to functions or activities they support**
- **privacy and confidentiality policies**
- **laws regarding access to student records**
- **policies and procedures for dealing with sensitive institutional information**
- **policies and procedures related to technology used to store or access student records and institutional data**
- **how and when to refer those in need of additional assistance to qualified personnel and have access to a supervisor for assistance in making these judgments**
- **systems and technologies necessary to perform their assigned responsibilities**
- **ethical and legal uses of technology**

AAP personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

Continuing and regular professional development should address

- **theories of student development, student learning, career development, and other relevant theories**
- **academic advising approaches and best practices**
- **research, assessment, and evaluation processes**
- **widely adopted purposes of academic advising and its relevance to student success at the institution**
- **strategies that contribute to achievement of student learning outcomes**
- **academic policies and procedures, including institutional transfer policies and curricular changes**

- ethical and legal issues including U.S. Family Education and Records Privacy Act (FERPA)/Canadian Freedom Of Information and Protection of Privacy (FOIPP) and other privacy laws and policies
- technology and software training (e.g., to perform degree audits, web registrations)
- comprehensive knowledge of the institution's programs, academic requirements, policies and procedures, majors, minors, and certificate programs
- institutional and community resources and services (e.g., research opportunities, career services, internship opportunities, counseling and health services, tutorial services)
- non-discrimination and accommodations laws and directives (e.g., Americans with Disabilities Act (ADA)/Canadian Human Rights Act).
- strategies for building strong relationships and connections with students from diverse backgrounds through a variety of advising interactions

Administrators of AAP must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, and crisis prevention and response. Risk management efforts must address identification of threatening conduct or behavior and must incorporate a system for responding to and reporting such behaviors.

AAP personnel must be knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

PROFESSIONAL PERSONNEL

AAP professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.

Academic advising personnel may be full-time or part-time professionals for whom advising is a primary or secondary function; they also may be faculty members whose responsibilities include advising. Paraprofessionals (e.g., graduate students, interns, or assistants) and peer advisors may assist advisors.

INTERNS OR GRADUATE ASSISTANTS

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and relevant experience. These students must be trained and supervised by professional personnel who possess applicable educational credentials and work experience and have supervisory experience. Supervisors must be cognizant of the dual roles interns and graduate assistants have as both student and employee.

Supervisors must

- **adhere to parameters of students' job descriptions**
- **articulate intended learning outcomes in student job descriptions**
- **adhere to agreed-upon work hours and schedules**
- **offer flexible scheduling when circumstances necessitate**

Supervisors and students must both agree to suitable compensation if circumstances necessitate additional hours.

STUDENT EMPLOYEES AND VOLUNTEERS

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. Students must have access to a supervisor. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Part 5. ETHICS

Academic Advising Programs (AAP) must

- review applicable professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice
- publish and adhere to statements of ethical practice and ensure their periodic review
- orient new personnel to relevant ethical standards and statements of ethical practice and related institutional policies.

Advisors must uphold policies, procedures, and priorities of their departments and institutions.

Statements of ethical standards must

- specify that programs and services personnel respect privacy and maintain confidentiality in communications and records as delineated by privacy laws
- specify limits on disclosure of information contained in students' records as well as requirements to disclose to appropriate authorities
- address conflicts of interest, or appearance thereof, by personnel in the performance of their work
- reflect the responsibility of personnel to be fair, objective, and impartial in their interactions with others
- reference management of institutional funds
- reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities
- include the expectation that personnel confront and hold accountable other personnel who exhibit unethical behavior.
- address issues surrounding scholarly integrity

AAP personnel must

- employ ethical decision making in the performance of their duties
- inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements
- recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation
- perform their duties within the scope of their position, training, expertise, and competence
- make referrals when issues presented exceed the scope of the position

AAP personnel must recognize their responsibility to ensure the privileged, private, or confidential nature of advisors' interactions with students is not sacrificed.

Part 6. LAW, POLICY, AND GOVERNANCE

Academic Advising Programs (AAP) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

Advisors must be knowledgeable about and sensitive to laws, regulations, policies, and procedures, particularly those governing harassment, use of technology, personal relationships with students, privacy of student information, non-discrimination, and equal opportunity policies.

AAP must have access to legal advice needed for personnel to carry out their assigned responsibilities.

AAP must inform personnel, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

AAP must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

AAP must have written policies and procedures on operations, transactions, or tasks that have legal implications.

AAP must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

AAP must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

Personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

AAP must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

AAP must inform personnel about internal and external governance organizations that affect programs and services.

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's mission and in accordance with institutional policies and applicable codes and laws, Academic Advising Programs (AAP) must create and maintain educational and work environments that are welcoming, accessible, inclusive, equitable, and free from harassment.

AAP must not discriminate on the basis of disability; age; race; cultural identity; ethnicity; nationality; family educational history (e.g., first generation to attend college); political affiliation; religious affiliation; sex; sexual orientation; gender identity and expression; marital, social, economic, or veteran status; or any other basis included in institutional policies and codes and laws.

AAP must

- **advocate for sensitivity to multicultural and social justice concerns by the institution and its personnel**
- **ensure physical, program, and resource access for all constituents**
- **modify or remove policies, practices, systems, technologies, facilities, and structures that create barriers or produce inequities**
- **ensure that when facilities and structures cannot be modified, they do not impede access to programs, services and resources**
- **establish goals for diversity, equity, and access**
- **foster communication and practices that enhance understanding of identity, culture, self-expression, and heritage**
- **promote respect for commonalities and differences among people within their historical and cultural contexts**
- **address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices**
- **provide personnel with diversity, equity, and access training and hold personnel accountable for applying the training to their work**
- **respond to the needs of all constituents served when establishing hours of operation and developing methods of delivering programs, services, and resources**

- recognize the needs of distance and online learning students by directly providing or assisting them to gain access to comparable services and resources

Part 8. INSTITUTIONAL AND EXTERNAL RELATIONS

Academic Advising Programs (AAP) must reach out to individuals, groups, communities, and organizations internal and external to the institution to

- establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services
- garner support and resources for programs and services as defined by the mission
- collaborate in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes
- engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents
- disseminate information about the programs and services

Promotional and descriptive information must be accurate and free of deception and misrepresentation.

AAP must have procedures and guidelines consistent with institutional policy for

- communicating with the media
- distributing information through print, broadcast, and online sources
- contracting with external organizations for delivery of programs and services
- cultivating, soliciting, and managing gifts
- applying to and managing funds from grants

For referral purposes, AAP should maintain strong working relationships with relevant external agencies and campus offices. AAP should then provide comprehensive referral information to all who advise.

Part 9. FINANCIAL RESOURCES

Academic Advising Programs (AAP) must have funding to accomplish the mission and goals.

In establishing and prioritizing funding resources, AAP must conduct comprehensive analyses to determine

- unmet needs of the unit
- relevant expenditures
- external and internal resources
- impact on students and the institution

AAP must use the budget as a planning tool to reflect commitment to the mission and goals of the programs and services and of the institution.

AAP must administer funds in accordance with established institutional accounting procedures.

AAP must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

Financial resources should be used to raise awareness of the academic advising program and its value to a range of stakeholders.

Sufficient institutional and financial resources must be provided to assist professional development of academic advisors.

Financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

Procurement procedures must

- be consistent with institutional policies
- ensure that purchases comply with laws and codes for usability and access
- ensure that the institution receives value for the funds spent
- consider information available for comparing the ethical and environmental impact of products and services purchased

Part 10. TECHNOLOGY

Academic Advising Programs (AAP) must have technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and with relevant codes and laws.

AAP must use technologies to

- provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and other constituents in accessible formats
- provide an avenue for students and other constituents to communicate sensitive information in a secure format
- enhance the delivery of programs and services for all students

AAP must employ technologies that facilitate interaction with students in the advising process.

AAP must ensure that online and technology-assisted advising includes appropriate processes for obtaining approvals, consultations, and referrals.

AAP must

- back up data on a regular basis
- adhere to institutional policies regarding ethical and legal use of technology
- articulate policies and procedures for protecting the confidentiality and security of information
- implement a replacement plan and cycle for all technology with attention to sustainability
- incorporate accessibility features into technology-based programs and services

When providing student access to technology, AAP must

- have policies on the use of technology that are clear, easy to understand, and available to all students
- provide information or referral to support services for those needing assistance in accessing or using technology
- provide instruction or training on how to use the technology
- inform students of implications of misuse of technologies

Part 11. FACILITIES AND EQUIPMENT

Academic Advising Programs' (AAP) facilities must be intentionally designed and located in suitable, accessible, and safe spaces that demonstrate universal design and support the program's mission and goals.

Facilities must be designed to engage various constituents and promote learning.

Personnel must have workspaces that are suitably located and accessible, well equipped, adequate in size, and designed to support their work and responsibilities.

AAP must provide work space that is private and free from visual and auditory distractions.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information and conversations. Personnel must be able to secure their work.

AAP must incorporate sustainable practices in use of facilities and purchase of equipment. Facilities and equipment must be evaluated on an established cycle and be in compliance with codes, laws, and accepted practices for access, health, safety and security.

When acquiring capital equipment, AAP must take into account expenses related to regular maintenance and life cycle costs.

Part 12. ASSESSMENT

Academic Advising Programs (AAP) must develop assessment plans and processes.

Assessment plans must articulate an ongoing cycle of assessment activities.

AAP must

- specify programmatic goals and intended outcomes
- identify student learning and development outcomes
- employ multiple measures and methods
- develop manageable processes for gathering, interpreting, and evaluating data
- document progress toward achievement of goals and outcomes
- interpret and use assessment results to demonstrate accountability
- report aggregated results to respondent groups and stakeholders
- use assessment results to inform planning and decision-making
- assess effectiveness of implemented changes
- provide evidence of improvement of programs and services

AAP must employ ethical practices in the assessment process.

AAP must have access to adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

General Standards revised in 2014;

AAP content developed/revised in 1986, 1997, 2005, and 2013

**THE UNIVERSITY OF MONTANA - MISSOULA
 CONSENT TO DISCLOSE STUDENT EDUCATION RECORDS
 (Form to be completed and signed by student)**

If any person other than you needs or will need access to your education records as maintained by The University of Montana, complete this form and return it to the Griz Central or the Registrar's Office, Room 201, Emma Lommasson Center. Other University officials may take this form directly from the student and forward to the Registrar's Office. *(This form must be signed by the student in the presence of a university employee, or if being completed elsewhere, the form should be signed in the presence of a notary public and notarized before being forwarded to The University. The form may be faxed or scanned into a pdf so long as the notary information can be viewed.)*

Federal Law and Student Academic Records

Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA defines the requirements for access to and release of student education records. Student education records are generally defined as records that are directly related to a student and are maintained by an educational institution. The University of Montana has designated certain parts of a student's education record as "Directory Information," which may be disclosed to third parties without the student's written permission unless the student requests non-disclosure at the Registrar's Office. Student education records include, but are not limited to, course grades, billing records, and disciplinary records.

In general, education records that are not designated Directory Information may be disclosed only to the student unless the student provides written consent to disclose those records to other persons. However, disclosure of non-directory information may be made to (1) to parents or legal guardians of a student who is under 21 years of age and has been disciplined by the college for any alcohol or drug policy violations, and (2) to parents or legal guardians of a student who is in a health and safety crisis.

Montana Law and Student Academic Records

MCA 20-25-515. Release of student records. Montana Code Annotated (MCA) is very specific with regard to student academic records. "A university or college shall release a student's academic record only when requested by the student or by a subpoena issued by a court or tribunal of competent jurisdiction. A student's written permission must be obtained before the university or college may release any other kind of record unless such record shall have been subpoenaed by a court or tribunal of competent jurisdiction."

I, _____ Student ID Number 790 - _____ - _____.

hereby give my permission to the University of Montana to release my education records to the following person(s). **This release shall remain in effect until I submit a separate written request to the Registrar's Office to change or rescind this consent to disclose my education records.**

NAME	RELATIONSHIP
1. _____	_____
2. _____	_____
3. _____	_____

Student Signature: _____ Date: _____

Registrar's Office Use Only:
 Processed by: _____ Date: _____
 8/4/2009 67

UMI Math Courses & Placement Exam Scores

Math placement at the University of Montana depends on two criteria: a student's declared major and placement level. Many incoming students (both freshmen and transfer) may need to take a placement exam before registering for a Math placement course at UM. The University utilizes Maplesoft Math placement exams and offers three versions of the exam: Arithmetic (M01), Algebra (M02), and Calculus (M03). Students should take a specific version of the exam based on their declared or intended major. Students should speak with their Academic Advisor for exam selection guidance or visit: http://www.umt.edu/oss/for_students/mathplacement/

Access to Math Placement Exams: Students will complete the Maplesoft placement exam by logging in to Moodle, UM's online learning system, with their NetID and password. To login, visit: umonline.umt.edu.

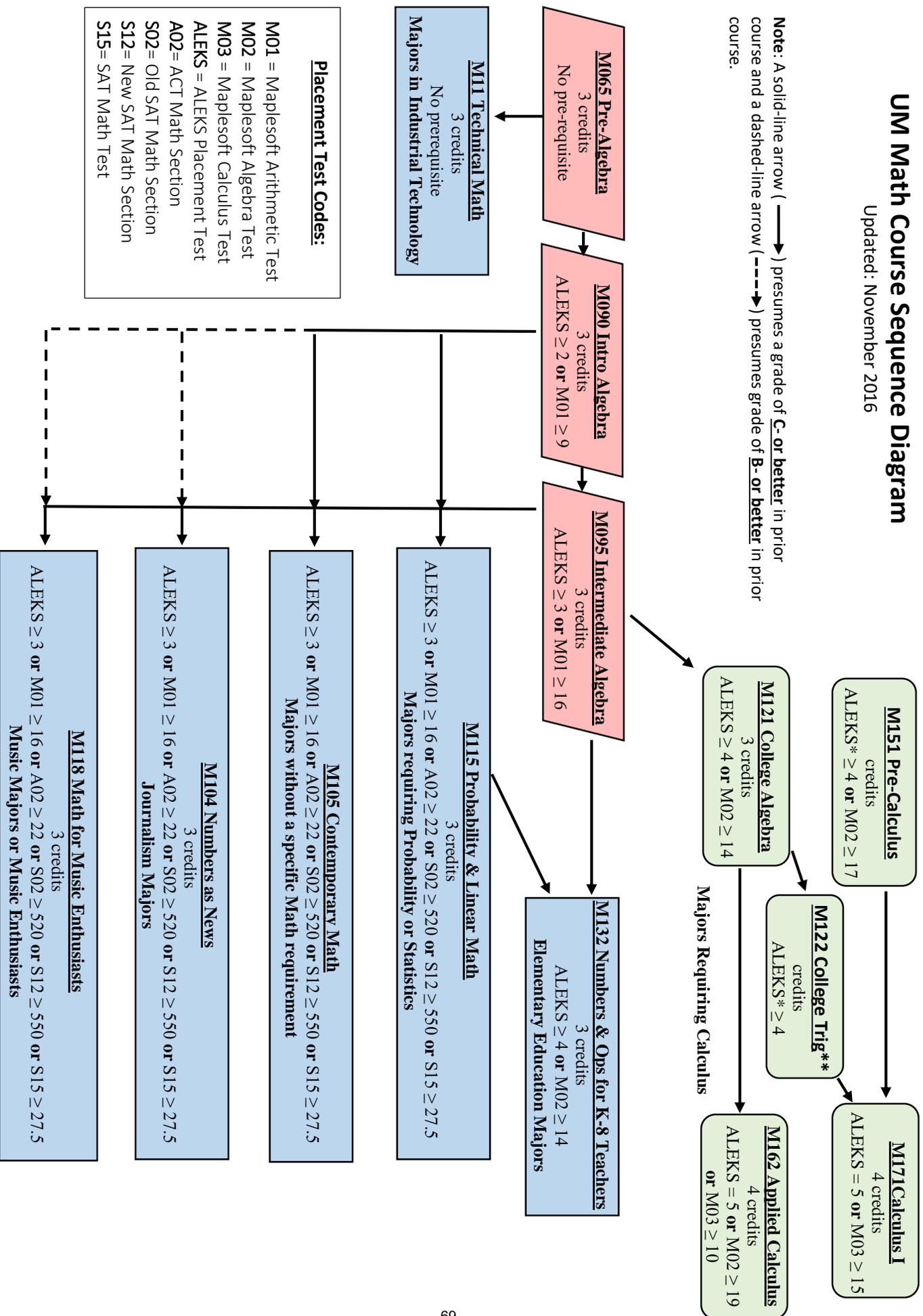
* Effective 12/31/16, the ALEKS math placement exam will be replaced by Maplesoft math placement exams and will no longer be used for math placement at UM. However, ALEKS scores received prior to 12/31/16 may still be used to satisfy prerequisites. **Alternative pre-requisites include ACT Math Score ≥ 22 or Old SAT Math Section ≥ 520 or New SAT Math Section ≥ 550 or SAT Math Test Score ≥ 27.5 (The new SAT test went into effect March 1, 2016)

UMI Math Courses by Placement Exam Score	
Placement Exam Score	UM Math Course
No pre-requisite course	M065 Pre-Algebra
No pre-requisite course AND Industrial Technology Majors Only	M111 Technical Math
ALEKS ≥ 2 or M01 ≥ 9	M090 Introductory Algebra
ALEKS ≥ 3 or M01 ≥ 16	M095 Intermediate Algebra M104 Numbers as News** M105 Contemporary Math** M115 Probability & Linear Math** M118 Math for Music Enthusiasts**
ALEKS ≥ 4 or Consent of Instructor	M122 College Trigonometry
ALEKS ≥ 4 or M02 ≥ 14	M121 College Algebra M132 Numbers & Ops for K-8 Teachers
ALEKS ≥ 4 or M02 ≥ 17	M151 Pre-Calculus
ALEKS ≥ 5 or M02 ≥ 19 or M03 ≥ 10	M162 Applied Calculus
ALEKS ≥ 5 or M03 ≥ 15	M171 Calculus I

UM Math Course Sequence Diagram

Updated: November 2016

Note: A solid-line arrow (→) presumes a grade of **C- or better** in prior course and a dashed-line arrow (---→) presumes grade of **B- or better** in prior course.



Appendix D: Advanced Placement (AP) Information

Updated Spring Semester 2018

NEW for FALL 2018: The University of Montana recognizes and awards credit for the AP Capstone Diploma! For more about the AP Diploma, visit <https://advancesinap.collegeboard.org/ap-capstone>.

All incoming students who have completed the AP Capstone Diploma will be given priority consideration for admission to [UM's Davidson Honors College](#). Students completing the AP Capstone Diploma Research course will earn the equivalent of 3 credits of HONR 190 Honors Research. Students completing the AP Capstone Seminar will earn the equivalent of 3 credits of HONR 194 Honors Seminar.

General Education and course equivalency credit is granted for the posted exams as indicated. These credits cannot be used toward upper-division coursework. Enrollment Services-Admissions will provide students with an evaluation of their credits upon receipt of official scores.

If you do not see a specific AP course on our list and would like it evaluated for credit, please contact Admissions with the course title and level. To request that your score reports be sent to the University of Montana visit the AP website (recommended) or call AP directly at (212) 713-8000. The University of Montana awards college credit to undergraduate degree students on the basis of official score reports from the Advanced Placement Program/College Board.

AP EXAMINATION	MINIMUM SCORE	UM COURSE	UM GEN ED*	UM CREDITS
Art History	3	ARTH 200H ARTH 201H	HX HY	3 3
Art: Studio Art-2-D Design	3	ARTZ 106A	A	3
Art: Studio Art-3-D Design	3	ARTZ 108A	A	3
Art: Studio Art-Drawing	3	ARTZ 105A	A	3
Biology	3	BIOB TR1N <i>Dept. of Major will substitute in Degree Works either:</i> a) <i>BIOB 160N/161N</i> <i>or</i> b) <i>BIOB 170N/171N</i> <i>or</i> c) <i>BCH 110/111</i>	N LAB	4
Biology	4	BIOB 160N BIOB 161N BIOB 170N BIOB 171N	N LAB N LAB	3 1 3 1

AP EXAMINATION	MINIMUM SCORE	UM COURSE	UM GEN ED*	UM CREDITS
Calculus AB	3	M 171	M	4
Calculus AB Subscore (60% portion of Calculus BC exam)	3	M171	M	4
Calculus BC *Note: No more than 8 credits will be issued for all Calulus exams combined.	3	M 171 M172	M M	4 4
Chemistry	3	CHMY TR1N	N	3
Chemistry	4	CHMY 121N	N	3
Chinese Language and Culture	3	CHIN 101 CHIN 102	- FL	4 4
Computer Science A	3	CSCI 135	-	3
Computer Science AB * Exam no longer administered	3	CSCI 135	-	3
Computer Science Principles	3	CSCI 100	-	3
Economics: Macroeconomics	3	ECNS TR1S	S	3
Economics: Macroeconomics	4	ECNS 202S	S	3
Economics: Microeconomics	3	ECNS TR1S	S	3
Economics: Microeconomics	4	ECNS 201S	S	3
English Language and Composition	3	WRIT 101	WRIT 101	6
English Literature and Composition	3	LIT TR1L	L	6
English Literature and Composition	4	LIT 110L	L IWC	6
Environmental Science	3	ENSC TR1N	N	4
Environmental Science	4	ENSC 105N	N	4
European History	3	HSTR TR1HY	HY	6

AP EXAMINATION	MINIMUM SCORE	UM COURSE	UM GEN ED*	UM CREDITS
French Language and Culture	3	FRCH 101 FRCH 102	- FL	4 4
German Language and Culture	3	GRMN 101 GRMN 102	- FL	4 4
Government and Politics: Comparative	3	PSCI 220S	S	3
Government and Politics: United States	3	PSCI 210S	SY	3
Human Geography	3	GPHY 121S	SX	3
Italian Language and Culture	3	ITLN 101 ITLN 102	- FL	4 4
Japanese Language and Culture	3	JPNS 101 JPNS 102	- FL	4 4
Latin	3	LATN 101 LATN 102	- FL	4 4
Latin: Literature * Exam no longer administered	3	LATN TRIFL	FL	6
Music Theory	3	MUSI TR1 <i>Determined by Music Department</i>		6
Physics 1	3	PHSX 205N PHSX 206N	N LAB	4 1
Physics 2	3	PHSX 207N PHSX 208N	N LAB	4 1
Physics B * Exam no longer administered	3	PHSX 205N PHSX 207N	N N	4 4
Physics C - Electricity and Magnetism	3	PHSX 217N	N	4
Physics C - Mechanics	3	PHSX 215N	N	4
Psychology	3	PSYX 100S	S	3
Research	3	HONR 192	-	3

AP EXAMINATION	MINIMUM SCORE	UM COURSE	UM GEN ED*	UM CREDITS
Seminar	3	HONR 194	-	3
Spanish Language and Culture	3	SPNS 101 SPNS 102	FL FL	4 4
Spanish Literature and Culture	3	SPNS TR1L	L	6
Statistics	3	STAT 216	M	3
United States History	3	HSTA TR1HY	HY	6
World History	3	HSTR TR1HX	HX	6

KEY TO GENERAL EDUCATION SYMBOLS

A – Expressive Arts	N – Natural Science (without Lab) LAB – Natural Science Lab
E – Ethical and Human Values	S – Social Sciences
FL – Modern & Classical Languages	X – Cultural & International Diversity
H – Historical and Cultural Studies	Y – Democracy and Citizenship
L – Literary and Artistic Studies	WRIT 101 – Introductory Writing Requirement IWR – Intermediate Writing Requirement
M – Math M* – Student should meet Mathematics Associate Chair for placement in courses	Double Dippers - Courses that satisfy more than one Gen Ed

Appendix E: International Baccalaureate (IB) Information

The University of Montana recognizes IB achievement and awards credit for each Higher Level exam passed with an examination score of four or higher. The University grants credit for Standard Level exams for some IB languages or if they are taken as a component of the full Diploma.

The University of Montana will offer a maximum of 30 credits (sophomore equivalent standing) to all incoming students who have received a Diploma with a score of 30 or better, with no individual exam scores lower than four. These credits will normally be distributed as electives, although students who desire credit for specific UM courses, may petition the Admissions Office.

All incoming students who have completed the IB Diploma will be given priority consideration for admission to the [UM Davidson Honors College](#).

General Education and course equivalency credit is granted for the exams listed below as indicated. These credits cannot be used toward upper-division coursework. Enrollment Services-Admissions will provide students with an evaluation of their credits upon receipt of official scores.

If you do not see a specific IB exam on our list and would like it evaluated for credit, please email Admissions with the following information: exam title and level.

IB EXAMINATION	LEVEL	SCORE	UM COURSE	UM GEN ED*	UM CREDITS
Art/Design	HL	4	ARTZ-TR1L ARTZ-TR1X	L X	3 3
Biology	HL	4	BIOB-160/161N BIOB-170/171N	N N	4 4
Business & Management	HL	4	BMGT-TR1	-	3
Chemistry	HL	4	CHMY-121N	N	3
Computer Science	HL	4	CSCI-TR1	-	3
Dance	HL	4	DANC-TR1A DANC-TR1L	A L	2 2
Design Technology	HL	4	BGEN-TR1	-	3
Economics	HL	4	ECNS-101S ECNS-202S	S S	3 3
Environmental Systems and Societies	SL	4	ENSC 105N	N	3
Film	HL	4	FILM-TR1L	L	2
Further Mathematics	HL	4	M-TR1M	M*	8
Geography	HL	4	GEOG-TR1X	X	3
Global Politics	HL	4	PSCI-TR1SX	SX	3

IB EXAMINATION	LEVEL	SCORE	UM COURSE	UM GEN ED*	UM CREDITS
History: Africa & Middle East	HL	4	HSTR-TR1HX	HX	4
History: Americas	HL	4	HSTR-TR1HY	HY	4
History: Asia & Oceania	HL	4	HSTR-TR1HX	HX	4
History: Europe	HL	4	HSTR-TR1HY	HY	4
History: Islamic	HL	4	HSTR-TR1HX	HX	4
History: World	HL	4	HSTR-TR1HX	HX	4
Language A: English- Language & Literature	HL	4	LIT-110L WRIT-101	L & IWR COMP	3 3
Language A: English- Literature	HL	4	LIT-110L WRIT-101	L & IWR COMP	3 3
Language A: French	HL	4	FRCH-101 FRCH-102 FRCH-201 FRCH-202	- FL FL FL	3 3 3 3
Language A: German	HL	4	GRMN-101 GRMN-102 GRMN-201 GRMN-202	- FL FL FL	3 3 3 3
Language A: Japanese	HL	4	JPNS-101 JPNS-102 JPNS-201 JPNS-202	- FL FL FL	3 3 3 3
Language A: Spanish	HL	4	SPNS-101 SPNS-102 SPNS-201 SPNS-202	- FL FL FL	3 3 3 3
Language B: French	SL	4-5	FRCH-101	-	3
Language B: French	SL	6-7	FRCH-101 FRCH-102	- FL	3 3
Language B: French	HL	4-5	FRCH-101 FRCH-102 FRCH-201	- FL FL	3 3 3
Language B: French	HL	6-7	FRCH-101 FRCH-102 FRCH-201 FRCH-202	- FL FL FL	3 3 3 3
Language B: German	SL	4-5	GRMN-101	-	3

IB EXAMINATION	LEVEL	SCORE	UM COURSE	UM GEN ED*	UM CREDITS
Language B: German	SL	6-7	GRMN-101 GRMN-102	- FL	3 3
Language B: German	HL	4-5	GRMN-101 GRMN-102 GRMN-201	- FL FL	3 3 3
Language B: German	HL	6-7	GRMN-101 GRMN-102 GRMN-201 GRMN-202	- FL FL FL	3 3 3 3
Language B: Japanese	SL	4-5	JPNS-101	-	3
Language B: Japanese	SL	6-7	JPNS-101 JPNS-102	- FL	3 3
Language B: Japanese	HL	4-5	JPNS-101 JPNS-102 JPNS-201	- FL FL	3 3 3
Language B: Japanese	HL	6-7	JPNS-101 JPNS-102 JPNS-201 JPNS-202	- FL FL FL	3 3 3 3
Language B: Latin	SL	4-5	LATN-101	-	3
Language B: Latin	SL	6-7	LATN-101 LATN-102	- FL	3 3
Language B: Latin	HL	4-5	LATN-101 LATN-102 LATN-201	- FL FL	3 3 3
Language B: Latin	HL	6-7	LATN-101 LATN-102 LATN-201 LATN-202	- FL FL FL	3 3 3 3
Language B: Spanish	SL	4-5	SPNS-101	-	3
Language B: Spanish	SL	6-7	SPNS-101 SPNS-102	- FL	3 3
Language B: Spanish	HL	4-5	SPNS-101 SPNS-102 SPNS-201	- FL FL	3 3 3
Language B: Spanish	HL	6-7	SPNS-101 SPNS-102 SPNS-201 SPNS-202	- FL FL FL	3 3 3 3

IB EXAMINATION	LEVEL	SCORE	UM COURSE	UM GEN ED*	UM CREDITS
Mathematical Studies	SL	5	M-105	M	3
Mathematics	SL	4	M-151	M	4
Mathematics	HL	4	M-171 M-TR1M	M M*	4 4
Music	HL	4	MUSI-TR1A MUSI-TR1L	A L	3 3
Philosophy	HL	4	PHL-TR1Y	Y	3
Physics	HL	4	PHSX-205N PHSX-207N	N N	4 4
Psychology	SL	4	PSYX- TR1S	S	3
Social & Cultural Anthropology	HL	4	ANTY-TR1SX	SX	3
Theatre Arts	HL	4	THTR-TR1A	A	3
Visual Arts	HL	4	ARTZ-TR1L	L	4

KEY TO GENERAL EDUCATION SYMBOLS

A – Expressive Arts
E – Ethical and Human Values
FL – Modern & Classical Languages
H – Historical and Cultural Studies
L – Literary and Artistic Studies
M – Math
M* – Student should meet Mathematics Associate Chair for placement in courses
N- Natural Science
S- Social Sciences
X- Cultural & International Diversity
Y- Democracy and Citizenship
COMP- Introductory Writing Requirement
IWR- Intermediate Writing Requirement
Double Dippers- Courses that satisfy more than one Gen Ed

Appendix F

CLEP

The following credit will be granted for CLEP examination scores in the following categories. For information on credit by examinations or subjects not listed, please contact Enrollment Services (800) 462-8636.

CLEP EXAMINATION	MINIMUM SCORE	SEMESTER CREDIT	*GENERAL EDUCATION
College Composition	50	6	WRIT 101
College Composition Modular-Multiple Choice Only	50	3	None
College Composition Modular with Essay	50	6	Writ 101
Humanities	50	6	L
College Mathematics	50	6	M
Natural Sciences	50	6	N without Lab
Social Sciences & History	50	6	S =3 credits H = 3
American Government	50	3	SY
American Literature	50	6	LY
Analyzing & Interpreting Literature	50	6	L

CLEP EXAMINATION	MINIMUM SCORE	SEMESTER CREDIT	*GENERAL EDUCATION
Biology	50	6	N without Lab
Introduction Business Law	50	3	None
Calculus	50	3	M
Chemistry	50	6	N without Lab
College Algebra	50	3	M
College French I	50	6	FL
College French II	59	12	FL
College German I	50	6	FL
College German II	63	12	FL
College Spanish I	50	6	FL
College Spanish II	63	12	FL
Introduction Educational Psychology	50	3	
English Literature	50	6	L
Financial Accounting	50	6	None

CLEP EXAMINATION	MINIMUM SCORE	SEMESTER CREDIT	*GENERAL EDUCATION
United States History I: Early Colonizations to 1877	50	3	HY
United States History II: 1865-Present	50	3	HY
Human Growth & Development	50	3	S
Information Systems & Computer Applications	50	3	None
Pre-calculus	50	3	M
Principles of Macroeconomics	50	3	S
Principles of Microeconomics	50	3	S
Principles of Management	50	3	S
Principles of Marketing	50	3	
Intro Sociology	50	3	S
Intro Psychology	50	3	S
Western Civilization I: Ancient Near East to 1648	50	3	HY
Western Civilization II: 1648 - Present	50	3	HY

Appendix G

The University of Montana – Missoula



Procedure Writing Course Transfer Equivalency Appeal Guidelines

Procedure Number: 202.50.5
Date Adopted: 10/1/12
Last Revision: 6/25/16

Approved by: ASCRC Writing Committee

Writing Course Requirement and Transfer Students

The Admissions Office (406-243-6266) evaluates transcripts for course equivalencies with the exception of UM's approved writing courses.

This information pertains only to the intermediate writing course, not the departmental advanced writing requirement. Students should speak to their major department regarding any issues relating to the advanced writing requirement.

If transfer students believe a transfer course meets the intermediate writing course requirement (http://www.umt.edu/facultysenate/committees/writing_committee/guidelines.php), they may petition for course equivalency through the Writing Committee. These students must provide the materials listed below. Materials should be submitted to the Faculty Senate Office, UH 221, camie.foos@mso.umt.edu, 243-5553.

Students within two semesters of graduation must use the Graduation Appeal process (<http://www.umt.edu/registrar/PDF/GraduationAppealsForm.pdf>) in place of the Writing Course Transfer Equivalency Appeal process

Students applying for course equivalency through the Writing Course Transfer Equivalency Appeal process must submit the following materials. Incomplete applications will not be considered.

1. A cover letter outlining the basis for the request. The cover letter should clearly articulate how the proposed course meets the outcomes of the University of Montana course. Include pertinent information such as contact information, student ID number, and how you fulfilled this requirement in a course at your previous institution.
2. Evidence of a C- or better in the course.
3. A syllabus and course description, and any available writing assignment prompts. The syllabus or assignment prompts must show that the course required at least 16 pages of writing and that 50% of the course grade was based on writing performance.

Evaluation

Course equivalency will be evaluated based on the following criteria:

- Student earned a C- or better in the course, and at least 50% of the course grade was based on writing performance

The course required student to:

- Use writing to learn and synthesize new concepts
- Formulate and express written ideas that are developed, logical, and organized
- Compose written texts that are appropriate for a given audience, purpose, and context
- Revise written work based on comments from the instructor
- Find, evaluate, and use information effectively and ethically
- Begin to use discipline-specific writing conventions
- Demonstrate appropriate English language usage
- Produce at least 16 pages of writing

Review Procedure

Petitions are reviewed by the Writing Committee. Students within two semesters of graduation must use the Graduation Appeal process (<http://www.umt.edu/registrar/PDF/GraduationAppealsForm.pdf>) in place of the Writing Course Transfer Equivalency Appeal process. Notice of the decision is sent to the student's University of Montana email address.

Appendix H

General Education & Montana University System Transferable Core

How Do General Education Courses Transfer in the MUS?

Students attending Montana University System campuses have three options for transferring general education core requirements: (1) complete all lower-division general education requirements for one specific campus, (2) complete the Montana University System Core transferrable general education curriculum (also known as the MUS Transfer Core or the MUS Core), or (3) obtain an A.A. or A.S. transferrable degree. **This document provides additional information for faculty and academic advisors working with students selecting option 2.**

Students who have earned 20 or more credits equivalent to the approved Montana University System Transfer Core (see [MUS Transfer core website - http://mus.edu/transfer/MUScore.asp](http://mus.edu/transfer/MUScore.asp)) as a degree-seeking student at another institution prior to their initial registration at UM-Missoula may choose to complete the MUS Transferable General Education Curriculum to satisfy all UM lower division General Education requirements. Students will still have to complete UM's advanced writing requirement.

Credits earned as a non-degree seeking student (e.g., AP, CLEP, IB, and high school pilot/dual enrollment credits) can only be counted towards the 20 credits eligibility requirement for a student to use the MUS Transfer Core if the student has earned at least 20 credits as a degree-seeking student at another institution prior to their initial registration at UM-Missoula.

****Eligible transfer students who elect to use the MUS Transfer Core to satisfy UM general education requirements should alert their academic advisor of this decision as soon as possible. When students file the UM graduation application, they must note on the general education requirements section of the application that they are using the MUS Core instead of UM's general education requirements.**

****It is not necessary for students to notify the Registrar's Office or Admissions of their intention to use the MUS Transfer Core prior to applying for graduation.**

MUS Transfer Core

Transferable General Education Curriculum

The Montana University System Core (MUS Core), described in [Policy 301.10](#) and the [Operational Rules for the Montana University System Core](#), represents a transfer agreement among community, tribal, and publicly-funded colleges and universities in the state of Montana. It assures the transfer of up to **30 lower-division semester credits** for those students enrolled in courses approved within each of the following six areas:

<u>Natural Science</u>	6 credits
<u>Social Sciences/History</u>	6 credits
<u>Mathematics</u>	3 credits
<u>Communication</u>	6 credits
<u>Humanities/Fine Arts</u>	6 credits
<u>Cultural Diversity</u>	3 credits

Note:

Students may be required to take additional coursework at the upper division level that is part of an approved general education program at the receiving campus.

****Academic advisors should use the following website to verify that MUS transfer courses satisfy the above areas of the MUS Transfer Core requirements:**

<https://ccn.mus.edu/search/>

Use the “General Ed. Designators” checkboxes on the above website to display all MUS courses that satisfy each MUS Transfer Core requirement area.

Review the Operational Rules for the MUS Transfer Core on the following page for additional, important information.

Operational Rules

For the Montana University System Core

Operational Rule 1. In order to satisfy the Montana University System (MUS) Core, students must successfully complete at least one course that includes significant content related to the cultural heritage of American Indians. It could be a course in the cultural diversity category, or it could also be a course in any other category, as long as it has the appropriate content.

Operational Rule 2. In order to successfully complete the Montana University System Core, students must earn the minimum number of credits in each of the six (6) categories of coursework. Students can only use credit-bearing competency tests or coursework to satisfy the MUS core.

Operational Rule 3. Coursework can only be used once to satisfy the requirements of the MUS Core. It cannot be “double counted” to satisfy the requirements of more than one category.

Operational Rule 4. In order to satisfy the requirements of the Communications area, students must successfully complete a combination of courses that includes significant content in both written and oral communications.

Operational Rule 5. Students must satisfy the “minimum grade” requirements established by Board of Regents’ Policy 301.5.3, along with any exceptions to that policy that may have been established by their program of study. Information about those exceptions may be found at: <http://mus.edu/transfer/highermingrades.asp>

Operational Rule 6. Transfer students should remember that completion of the MUS Core means that they have satisfied the general education requirements at the 100 and 200-level when they move to their new campus. They will not be required to complete additional general education classes at the lower division course level. If their new campus has general education requirements at the 300 and 400-level, however, transfer students will be expected to satisfy those requirements, according to Board of Regents’ Policy 301.10 concerning general education transfer. The most common example is an upper division writing requirement on some of the campuses.

Please note: 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 degree more quickly, since the classes could be used to satisfy both the requirements of the major and the requirements of the MUS Transfer Core.

Appendix I

GRADUATION APPEALS FORM

(Please return the Appeals Form to the Registrar's Office. Please call 243-2422 or 243-2421 in regards to upcoming due dates for Appeals Forms.)

Petition Cover Sheet and Instructions

NAME: _____ ID: _____

EMAIL: _____ DATE: _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

MAJOR: _____ PHONE: _____

The Graduation Appeals Committee is charged with following university policy governing graduation requirements unless there are **exceptional, compelling, necessary, and verifiable reasons** to set it aside. Detailed information is available at: <http://www.umt.edu/facultysenate/procedures/default.php>. Scroll to form number 203.50.

*** Please attach documentation in response to, or in support of, the following three steps.**

1. STATE YOUR REQUEST CLEARLY. Specify the university requirement(s) to which you are requesting an exception. If your request involves transfer work, indicate the course and school where the course was taken. For example: "I am requesting that course _____, taken in _____ semester at _____ University be used to satisfy requirement _____."

2. STATE YOUR REASONS CLEARLY IN A BRIEF SUMMARY. You are requesting an exception to a university requirement(s), and the submission of a petition does not guarantee approval. You must demonstrate that you made an effort in good faith to satisfy graduation requirements as written, that the failure to meet requirements was due to circumstances beyond your control, and that obliging you to meet the requirements now would impose an unreasonable burden. Attach additional pages if necessary.

3. GATHER SUPPORTING DOCUMENTATION. Any claims made in Section 2 should be supported by evidence. Petitions to count a non-designated course or transfer course towards a General Education requirement should include a course description and syllabus, and a letter of support from the chairperson of the department involved.

4. OBTAIN THE FOLLOWING SIGNATURES Signatures indicate only that the undersigned have reviewed the petition for clarity and complete documentation. They do not indicate endorsement of the petition. Signatories may, if they choose, submit a supporting letter which may be added as supporting documentation. *Neither the dean, nor the dean's designee may sign as the student's advisor.* (Petitions cannot move forward without the signatures below, but the signatures do not guarantee that your appeal will be approved):

A. Student Signature _____ **Date** _____

B. Advisor Signature* _____

Print Name _____ Date _____

C. Signature of Dept. Chair of Student's Major* _____

Print Name _____ Date _____

D. Signature of Dean of School/College of Student's Major* _____

Print Name _____ Date _____

5. TRANSCRIPTS: Unofficial transcripts can be obtained online from your CyberBear account at www.cyberbear.umt.edu.

6. GRADUATION APPLICATION: Please provide a copy of your graduation application if you have applied to graduate, which can be obtained from the Graduations Office in the Registrar's Office. If you have not yet filed a graduate application, please provide a completed General Education check sheet, which is available at the following link - <http://www.umt.edu/undergrad-advising-center/Files%20and%20Forms/GER%20F09.pdf>

7. PETITION PACKET: When your packet is complete, scan and email to Paulette Nooney (nooneype@mso.umt.edu) or Sperry DesRosier (sperry.desrosier@mso.umt.edu) or submit a single copy of the complete packet to the Graduation Department in the Registrar's Office.

Important! Only complete petition packages will be considered by the committee. Failure to complete steps 1-7 will result in the petition being returned to you. You will be notified by mail of the results of your petition.

Questions: Please contact the Graduations Department at (406) 243-2422 or (406) 243-2421.

The Registrar's Office at



COLLEGE RESTRICTION OVERRIDE
For Mountain Campus students requesting coursework
at the Missoula College only

Student ID Number

790

Last Name		First Name	Middle
Fall	Spring	20____	
(Circle one)		Phone Number/ Email	

- Mountain Campus Students must get approval from their Advisor and the instructor of the course or the Department in order to take Missoula College credits, even if offered online.
- Advisor's signature must be obtained before the instructor's signature.
- **After this form is turned in to either the Missoula College Registrar's Office or Griz Central students will still need to register for their desired course in CyberBear.**

Student's Major/Program

	CRN	Subject	Course #
ADD	_____	_____	_____
ADD	_____	_____	_____
ADD	_____	_____	_____

WARNING: This form will not override any additional restrictions or a closed course.

Fax: 406-243-7899

Advisor _____
 Signature _____
 DATE _____

Instructor/Department _____
 Signature _____
 DATE _____

Student, please tear off this lower portion for directions on how to register for your course(s)

COLLEGE RESTRICTION OVERRIDE (Student Copy)

WAIT! YOU'RE NOT FINISHED!!!

- Log in to CyberBear
- Go to Registration
- Find an open section that fits with your schedule
- Add to worksheet
- Click Submit Changes
- Review your schedule!

Questions or Problems? Please contact the Missoula College Registrar's Office at 406-243-7887 or the Griz Central Registration Counter at 406-243-6077.

This form is for Mountain Campus students only



REGISTRATION OVERRIDE

(do not use after third week of Semester)

Student ID Number

Last Name
Email

First Name

Middle

Fall Spring 20
(Circle one)

Phone Number

DROP ON CYBERBEAR	Course Request #	Subject	Course #	Section	Credits	Grade Option
ADD						<input type="checkbox"/> Traditional <input type="checkbox"/> Credit/No Credit <input type="checkbox"/> Audit
LINK		SECTION #		<i>Link Sections are for courses with a Required Lab/Small Group ONLY</i>		

Courses taken to meet General Education Requirements must be taken for a traditional grade.

By signing below, I give my permission to the Registrar's Office to enroll this student and override all restrictions (Major, Class, Consent of Instructor, and enrollment limit)

Instructor _____ Date _____
Signature

Link Instructor _____ Date _____
Signature

Override is available for instructor review in
Griz Central or Missoula College Registrar's Office

The following options DO NOT require the instructor's signature:

- Override Time Conflict
- Change Variable Credit from _____ to _____
- Change Grade Option
- Traditional Credit/No Credit Audit

Student _____
Signature _____
Date _____



COURSE ADD/CHANGE FORM

REGISTRATION CENTER – GRIZ CENTRAL

Courses added may result in additional fees.

CHANGING GRADE OPTIONS ARE NOT PERMITTED AFTER THE FRIDAY BEFORE FINALS WEEK

(Circle one) Autumn Spring Semester 20__

Student ID #

Student ID input boxes

Last Name

First Name

Middle Name

Student Signature

Phone

Advisor Signature (REQUIRED)

Recommended Not Recommended

I have read and understand the information on the reverse side. Override Time Conflict

Veterans: VA Coordinator Signature

(1000 E. Beckwith Ave.)

International Students: FSSS Director Signature

(Lommasson 219)

Read the policies and procedures on the reverse side of this form.

Table with columns: Add, Link, Section Change, Courses taken to meet General Education Requirements, Change Grade Option, Change Variable Credit. Rows include Course Request Number, Subject, Course Number, Section Number, Credits, Grade Option, Instructor Signature, Date.



COURSE DROP FORM

Revised October 2013

REGISTRATION CENTER – GRIZ CENTRAL

DROPS MUST BE COMPLETED BY THE LAST CLASS DAY BEFORE FINALS WEEK

(DO NOT use this form to drop your only remaining class. See the Registration Center in Griz Central)

(Circle one) Autumn Spring Semester 20__

Student ID #

____-____-____

Last Name

First Name

Middle Name

Student Signature

Phone

I have read and understand the information on the reverse side.

Advisor Signature (REQUIRED)

Recommended Not Recommended

Veterans: VA Coordinator Signature

(1000 E. Beckwith Ave.)

International Students : FSSS Director Signature

(Lommasson 219)

Read the policies and procedures on the reverse side of this form.

Drop	Course Request Number	Subject	Course Number	Section Number	Credits	Grade Option (After 45 th day)	Instructor Recommendation
						<input type="checkbox"/> W/P <input type="checkbox"/> WF	<input type="checkbox"/> Recommended <input type="checkbox"/> Not Recommended

Instructor Comments REQUIRED for DROPS _____

Did the student begin attending the course? Yes No Instructor Signature _____

DATE _____

DEAN SIGNATURE REQUIRED AFTER 45th INSTRUCTIONAL DAY

DEAN SIGNATURE (of student's major) _____

DATE _____

APPROVED DENIED

- An accident/illness prevented me from meeting course requirements.
- I received no evaluation of my performance before a drop deadline.
- A family/personal emergency prevented me from meeting course requirements
- Employment schedule changed, preventing me from meeting course requirements.



Prerequisite/Corequisite Waiver Request

Instructions:

1. Prior to completing this form, review the [course description](#) and your [academic record](#)*. Note the required prerequisites and/or co-requisites along with the associated grades and/or test scores from your academic record in Cyberbear or Academic Planner.
2. If after review, you think you have satisfied the prerequisite and/or co-requisite requirements and would like to submit a waiver request, please print this form and complete **Section I** below. Attach appropriate supporting documentation (for example, unofficial transcripts listing transfer course work or placement test results).
3. Bring the signed form to the main office of the academic department responsible for the course.* Department staff will provide information on who is authorized to review your application.

Student ID Number <div style="border: 1px solid black; display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> - <div style="border: 1px solid black; width: 20px; height: 20px;"></div> - <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>	Semester in which the course is to be taken: <input type="checkbox"/> AUTUMN <input type="checkbox"/> SPRING/WINTERSESSION <input type="checkbox"/> SUMMER 20____	
Last Name	First Name	Middle I.
Phone Number/Email		

SECTION I: To be completed by the STUDENT *Attach supporting documentation	
Subject and Course Number (CRN optional)	Prerequisite(s)
I have satisfied the prerequisite(s) and/or co-requisite(s) for this course for the following reason(s):	
Student Signature	Date

SECTION II: To be completed by the ACADEMIC DEPARTMENT	
Based on the case presented by the student, I am waiving the prerequisite(s) for the course for the semester indicated above.	
Faculty or Authorized Designee Signature	Date

*ADDITIONAL RESOURCES

- Review course descriptions in the UM Course Catalog: <http://umt.edu/catalog>
- Review academic records: <http://umt.edu/cyberbear> Student Services->Student Records->Academic Transcript
- Review test scores: <http://umt.edu/academicplanner> Profile page
- Check the Common Course Numbering Guide: https://webprocess.umt.edu/cyberbear/uwgccneg.p_CCN_Equivalencies
- Prerequisite Enforcement Resources: <http://umt.edu/prereq>
- List of Academic Departments – Location & Contact Information:
<http://umt.edu/uac/Files%20and%20Forms/10-11advisingcontacts.php>

Appendix O



Major/Minor/Option Change Form

Student ID Number _____ Student Name _____

Student Phone _____ Last _____ First _____ Middle _____

- If you drop your Primary Major, you **must** add a new Primary Major.
- If you are a non-degree student, apply for admission through the Admissions Office to declare a Major.
- All signatures below must be from either the Dean, Department Chair, or Designee.

ADD

DROP

Primary Major	Major _____ Signature _____	Major _____ Signature _____
Option or Concentration to Major	Option _____ / _____ Signature _____	Option _____ / _____ Signature _____
Second/Third Major	Major _____ Signature _____	Major _____ Signature _____
Minor	Minor _____ Signature _____	Minor _____ Signature _____

Major/Minor/Option Changes will be effective for the current semester **only if submitted during the first 15 days of instruction**, otherwise they will be effective for the next semester.

Students: retain the yellow copy as your receipt until you see the change in CyberBear.

Obtain the required signatures and return to the Registration Counter in Griz Central. The back copy is for the student's records.

SEMESTER WITHDRAWAL FORM*Submit this form to the Registrar's Office*

Withdrawal may not be your only or best option. Please review the website or see a Withdrawal Coordinator for more information. <http://www.umt.edu/withdrawal>

Circle Semester & Indicate Year: Autumn Spring Summer 20__

790-____ - ____ Name (print) _____
 Student ID# Last First Middle

Forwarding Address: _____
 Street Address City State Zip Code Phone#

Reason for Withdrawal: ____ Academic ____ Health ____ Financial ____ Work ____ Military ____ Family ____ Personal

MONTANA UNIVERSITY SYSTEM POLICY AND SCHEDULE: <http://mus.edu/borpol/bor900/9407.htm>

DEFERRED PAYMENT PLAN:

Are you on the Deferred Payment Plan: ____ Yes ____ No

You are responsible for any remaining payments on your deferred payment plan. Any refund of fees will be applied to your deferred payment plan. Any refund of fees will take 4 to 5 weeks to process. For additional information contact Business Services at (406) 243-2223 or UM.Statements@mso.umt.edu.

FINANCIAL AID:

Did you receive Federal Financial Aid for this semester? ____ Yes ____ No

Using a pro-rated formula, refunds are returned to the financial aid programs before students receive any cash. In addition, you may owe repayment out of your pocket for unearned financial aid.

- I understand that 1) I may owe a repayment for received aid; 2) any aid not yet received for this current semester will be cancelled; and 3) aid for future semesters will be cancelled. If I choose to return to school and re-apply for financial aid, I must contact the Financial Aid Office and meet the conditions for reinstatement as explained in the Satisfactory Academic Progress Policy for Financial Aid at www.umt.edu/finaid. Reinstatements of financial aid petitions are available in the Financial Aid Office or at www.umt.edu/finaid using the link "Maintaining Eligibility".

VETERAN'S BENEFITS:

Did you receive Veteran Benefits for this semester? ____ Yes ____ No

Students receiving Veteran's benefits must obtain the signature of the Veteran's (VA) Coordinator in the Registrar's Office.

- I met with the VA Coordinator (Registrar's Office, EL 201) and understand the consequences of my withdrawal on my benefits.

VA Coordinator's Signature _____

Are you a U.S. Citizen? ____ Yes ____ No

If you are not a U.S. Citizen, Foreign Student Service's Director Signature required. FSSS Director Signature _____

Do you live in student housing (residence halls, family housing, Lewis & Clark, etc.)? ____ Yes ____ No

If yes, you must contact Residence Halls/Family Housing.

Do you have health insurance through The University of Montana? ____ Yes ____ No

My signature on this form is my official notification of my intent to withdraw from all classes at The University of Montana.

Signature _____

OFFICE USE

Academic Course Load

Processed By: _____

Mailed or Obtained (date) _____

Comments:

Withdrawal Coordinator _____ Date _____

Official WD Date



Appeal of Suspension

Name: _____
 Mailing Address: _____

Student ID # _____
 Email: _____
 Date: _____

In compliance with Board of Regents Policy 301.9, the University of Montana requires a semester of non-attendance following an Academic Suspension. Students may appeal a Suspension in cases where there are compelling and documented circumstances. Complete the questions below to the best of your ability. Attach additional pages as necessary.

1. How have you demonstrated your ability to be successful at UM? List, with most recent semester first, the number of credits attempted and completed each semester, along with the earned GPA. Place an asterisk next to any semester above 2.00.

Term	Credits Attempted	Credits Completed	Term GPA
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2. What were the specific issues that impacted your ability to be successful last semester? Any relevant documentation should be attached. If it is of a sensitive or confidential nature, please enclose documentation in a sealed envelope with your name, 790# and "Confidential" marked clearly on it.
3. Please describe and/or document how those issues have been resolved.
4. What is your two-semester plan for returning to Good Academic Standing? Include a list of planned courses and any campus resources you intend to utilize.

 Signature of Academic Advisor

 Date

- Form continued on reverse -



Date: _____

Reinstatement Plan for Students on Academic Suspension

(Complete this form with an advisor and present it, with a transcript, at your reinstatement meeting with the Dean.)

Name _____ Student ID# _____

Address _____
 (city) (state) (zip)

Phone _____ Email address _____

Major _____ Advisor _____

Last Semester of Attendance _____

Status: Academic Suspension Financial Aid Suspension
 (all financial aid matters handled by Financial Aid Office)

As a student who has experienced academic difficulty and has been suspended, I understand that my first goal is to provide a plan for my academic success. I understand and agree that my academic success is dependent on my efforts to achieve the expected outcomes of each course and that I must maintain a minimum GPA of 2.0 each semester. I agree with, and will abide by, the following plan to enhance my academic opportunities at The University of Montana-Missoula.

I will take a course load of no more than _____ credit hours for _____ semester.

I will enroll in the following courses (Note which are repeats). **Registering for other courses and/or failure to register for agreed courses could jeopardize future academic reinstatement:**

I will attend all classes for the semester (except for emergencies).

I will seek the following tutoring resource(s) for the following courses:

Writing Center _____ TRIO SSS _____
 Math Tutoring _____ Study Jam _____

I will enroll in one or more of the following classes/workshops (check all that apply):

M065 – Pre-Algebra C&I 160 – Learning Strategies
 M 090 - Introductory Algebra WRIT 095 – Basic Composition
 Test Anxiety Workshop Take ALEKS Math Placement Exam
 Take Writing Placement Exam

I will consider limiting my work schedule to _____ hours per week.

I will contact the following services to see if I may be eligible for additional assistance:

- American Indian Student Services – Payne Family Native American Center (243-6306)
- Career Services – Lommasson 154 (243-2022)
- Counseling Services – 634 Eddy (243-4711)
- Disability Services for Students (DSS) – Lommasson 154 (243-2243)
- Financial Aid Office – Lommasson Center, Griz Central (243-5373)
- Financial Education Program – Lommasson Center, Griz Central (243-6016)
- Registration Counter – Lommasson Center, Griz Central (243-6077)
- TRIO SSS (Student Support Services) – Lommasson 180 (243-5032)
- Veterans Education and Transition Services – 1000 E. Beckwith (243-2744)

Finally, I will:

Contact my advisor if I experience any difficulty this semester.

Contact my instructors about my progress in all of my classes at mid-term and one other time prior to the end of the semester.

Meet with my advisor regularly for progress updates during the following months: (i.e. September for class and schedule update, October for mid-term grade report, November for Priority Registration)

I agree to complete the items checked above. If I do not meet these responsibilities, I will jeopardize my continued enrollment at The University of Montana-Missoula.

Student Signature

Date

Advisor Signature

Date

Administrative Review:

Reinstatement Plan approved Reinstated for (semester): _____

Revise Reinstatement Plan and resubmit

Comments:

Signature of Dean/Associate Dean (or designee)

Date

Tutoring is available through:

- | | |
|------------------------|---|
| Study Jam: | UC Commons (243-5672) |
| TRIO SSS: | Lommasson 154 (243-5032) |
| Writing Center: | Liberal Arts 144 (243-2266) |
| Math Tutoring: | Mansfield Library Main Floor or Math Building Rm 011 (243-5672) |
| Departmental Tutoring: | Academic Departments (availability varies) |

Information for MOUNTAIN CAMPUS students

Important Information for Academically Suspended Students

As a result of Academic Suspension **you are required to sit out next semester** and may not take additional classes at the University until you have been reinstated. If you registered for next semester, those classes will be dropped. A hold will be placed on further Cyberbear registration until a Reinstatement is approved by the appropriate dean or designee.

We understand that a student can get in over his or her head in college, and that an academic suspension may feel like a dead end. **However, every student who has been placed on academic suspension has the opportunity to apply for reinstatement to The University.** We encourage you to use the time away to develop a concrete plan to maximize your opportunity for success when you resume your studies.



Academic Suspension and the Academic Reinstatement Plan

Your education is an investment in your future, and it should be approached with the same degree of careful consideration you would give any other long-term investment.

Your required semester of non-attendance will give you the opportunity to re-assess your educational goals and your approach to your studies. We encourage you to meet with your academic advisor and discuss your academic difficulties and how to best resolve them. You may apply for reinstatement after you've prepared an **Academic Reinstatement Plan** in consultation with the reinstatement advisor in your major's academic department.

The Plan will cover both the academic and out-of-classroom issues that impacted your prior academic performance. The meeting serves as an opportunity for you and the advisor to explore the reasons for poor performance in the past, and develop strategies to address the identified issues. For example, an Academic Reinstatement Plan often includes referrals to the Office for Student Success, math tutoring, STUDY JAM group tutoring sessions, the Financial Aid office, and study skills courses. You also may be required to take a math placement test.

We encourage you to begin working with your advisor early. Your Academic Reinstatement Plan is then submitted for approval by the academic Dean of your college.

Academic Reinstatement Plan Advising Contacts

For 4-year degree students:

If your major is:

- Undeclared
- Freshman Media Arts
- Pre-Nursing

Undergraduate Advising Center – EL 269, 243-2835

If your major is not listed above, see your assigned departmental advisor. If you do not know who that is, contact the Dean's Office in your school or college.

College of Humanities & Sciences <i>Stephanie Ritrievi</i>	243-4005
College of Education and Human Sciences	243-6170
College of Forestry and Conservation <i>Shonna Trowbridge</i>	243-4844
College of Health Profession and Biomedical Sciences	243-4621
School of Business Administration <i>Sandi Nelson</i>	243-6947
School of Journalism	243-4001
College of Visual and Performing Arts	243-4970

Information for MISSOULA COLLEGE UNIVERSITY OF MONTANA (formerly COT) Students

Important Information for Academically Suspended Students

As a result of Academic Suspension **you are required to sit out next semester** and may not take additional classes at the University until you have been reinstated. If you registered for next semester, those classes will be dropped. A hold will be placed on further Cyberbear registration until a Reinstatement is approved by the appropriate dean or designee.

We understand that a student can get in over his or her head in college, and that an academic suspension may feel like a dead end. **However, every student who has been placed on academic suspension has the opportunity to apply for reinstatement to The University.** We encourage you to use the time away to develop a concrete plan to maximize your opportunity for success when you resume your studies.



Academic Suspension and the Academic Reinstatement Plan

Your education is an investment in your future, and it should be approached with the same degree of careful consideration you would give any other long-term investment. Your required semester of non-attendance will give you the opportunity to re-assess your educational goals. We encourage you to meet with your academic advisor, with Career Services (243-2022) and with other resource people to explore your academic interests and career goals, and how to best resolve your academic difficulties. When you have decided to re-enroll at Missoula College, you may appeal your suspension by completing the Academic Reinstatement process. Please follow these steps:

1. Complete the Academic Reinstatement Appeal paperwork available from Missoula College's Admissions Office or Registrar's Office, or at the Missoula College website, through the A-Z Index under "A". Follow the steps listed on the front page of that paperwork packet to complete the reinstatement process. Please note that the form for Missoula College is not the same as the mountain campus form.
2. Make an appointment to meet with the Missoula College Learning Center Director to process your paperwork and create an academic plan.
Betsy Cincoski, Learning Center Director/Missoula College
AD 06, Missoula College University of Montana campus
243-7826 for appointments
3. You will need to process your appeal for academic reinstatement to Missoula College **prior to the beginning of the semester** in which you wish to return. **Reinstatement appeal processing concludes approximately 2 weeks prior to the beginning of the semester;** exceptions only for unusual and extreme circumstances. See the Missoula College website for the specific date for each semester.
4. Your Academic Reinstatement is submitted for approval by the Academic Associate Dean of Missoula College. If you are denied reinstatement, you may appeal the decision in writing to the University President within ten days of receiving the notice of denial.

Please note that an Academic Reinstatement does not reinstate Financial Aid. That is a separate process through the Financial Aid Office (243-5373).



The University of Montana

Request for Academic Forgiveness

(See the next page for information outlining the University's *Academic Forgiveness Program* policy)

Identification:		
Student (Full legal Name)		
Student ID (790) Number	790 - -	
Information:		
1. Date of re-entry as a student at The University of Montana – Missoula (You must have been out of attendance for a minimum of three years)		
2. Number of credits completed since re-entering The University of Montana – Missoula (Must be at least 30 credits)		
3. Cumulative GPA for work since re-entering The University of Montana – Missoula (Must be \geq 2.50. See worksheet)		
4. Previous and/or Maiden Name(s)		
5. Dates of prior enrollment(s) as a student at The University of Montana – Missoula		
6. For which semester or semesters of your prior enrollment at The University of Montana – Missoula are you requesting Academic Forgiveness?		
7. (Optional) Provide any additional information you would like considered on an attachment.↓		
Certification:		
I have read and understand the criteria for Academic Forgiveness. I understand that, if approved, my new GPA will exclude grades and credits for selected semester(s) earned at The University of Montana – Missoula. I understand that the forgiven coursework and grades <u>will remain on the transcript</u> , but cannot be used to fulfill any university requirements. Further, I understand that I may request Academic Forgiveness <u>one time only</u> .	Signature	Date
Endorsement		
Student's Advisor		

Allow 30 days for processing of this request

The University of Montana

Academic Forgiveness Policy

Effective Autumn Semester 2011

- A University of Montana – Missoula undergraduate who returns to the university after a minimum absence of three years and completes 30 credits of academic study with a minimum cumulative GPA of 2.5 is eligible for Academic Forgiveness.
- Academic Forgiveness allows a student who has met the requirements in statement #1 to select a prior semester or semesters he/she wishes to have excluded from calculation in the cumulative GPA. The semester(s) chosen must have occurred prior to his/her return to the university.
- Receiving Academic Forgiveness for a semester or semesters results in **all** credits and grades earned in the semester to be excluded from the student's GPA calculation. A student will not be allowed to select specific grades and credits to retain while excluding others earned within the same semester. The excluded courses and grades will remain on the transcript; however, they may not be used to fulfill any university requirements.
- Only The University of Montana – Missoula grades and credits will be excluded.
- A student will be granted Academic Forgiveness only one time.
- All excluded courses are still counted as attempted courses in determining if a student is meeting the Pace standard of the financial aid satisfactory academic progress (SAP) policy. If the terms being forgiven include courses a student previously passed the result could be that the student would now be out of compliance with the SAP policy and would have to do a financial aid appeal to have aid eligibility reinstated
- Students who receive Academic Forgiveness will be bound by the University Catalog in effect at the time of their return to The University or any subsequent catalog in accordance with University policy.
- Students wishing to apply for Academic Forgiveness will contact the Registrar's Office for the appropriate form. The Registrar's Office will be responsible for verifying eligibility and notifying the student of approval.

- Other options exist for students who have not left the university such as course repeat, withdrawals, and other mechanisms listed under academic policies in the catalog.
- Students wishing to apply for Academic Forgiveness may obtain the form at the GrizCentral registration counter, or via the registrar's website at <http://www.umt.edu/registrar/>

Registrar's Office 23 August 2011