UNIVERSITY OF MONTANA

THE OFFICE FOR STUDENT SUCCESS

Advising Manual

2025-2026 Academic Year

UM Advising Manual

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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:

- helping students to develop mentoring relationships with faculty and professionally trained staff
- encouraging students to fulfill their obligation to plan in advance for advising sessions
- educating students to understand and accept their responsibilities in the advising process and for advising decisions, and
- 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, GrizPortal, or DegreeWorks
>
> 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 DegreeWorks, 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 DegreeWorks 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 GrizPortal 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** - https://www.umt.edu/office-student-success/for-faculty-staff/advising_manual.php
- **Academic Advising Certificate Program** - https://www.umt.edu/office-student-success/for-faculty-staff/academic_advising_certificate.php
- **Advisor's Toolkit** - http://www.umt.edu/oss/for_faculty_staff/toolkit.php
- **DegreeWorks UM website** - https://www.umt.edu/registrar/degree-works/
- **EAB Navigate UM website** - http://umt.edu/navigate
- **Mountain Campus Advising Directory** - https://www.umt.edu/undergrad-advising-center/advisingdirectory.php
- **Missoula College Advising Directory** - https://www.umt.edu/missoula-college-academic-advising-center/advising/who.php
- **Registrar's Office FERPA Website (Privacy and Release of Student Education Records)** - https://www.umt.edu/registrar/records/ferpa.php
- **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

- **Advising Community Teams Channel** - Advisors can sign up for the new Advising Community group in Teams by going to this link.

Although advising tends to be busiest right before each semester's priority registration period (i.e. during priority 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.

New Academic Advisor Onboarding Process (For Supervisors)

1. Submit new employee **HRS forms** that must be completed on or before the employee's first day and submitted to HR directly. Once completed an employee email and net ID is generated. Hiring forms can be accessed here. Also, send advisor HRS Welcome New Employees Resource Website and encourage advisor to explore additional links on the left-hand navigation column under "Welcome U" section.
2. If advisor does not have **Banner account**, submit EBARF form (https://winapps.umt.edu/winapps/adminfin/ebarf/#Banner%20Account%20Request). This can be completed prior to the employee's first day. If advisor is new UM employee, advisor will have to complete FERPA training previous to be granted access to Banner. If advisor is not new employee and already has access to Banner account but needs modifications made to Banner forms, contact Lorrie DeYott to request adjustments to account at: lorrie.deyott@umontana.edu.
3. Complete the Advising Security Request form to request new advisor be granted access to GrizPortal Advisee profiles, Navigate and DegreeWorks.
    a. For questions regarding access to Advisee profiles and Navigate contact OSS Tech at: oss.tech@mso.umt.edu
    b. For questions regarding access to DegreeWorks, contact Troy Morgan at: troy.morgan@umontana.edu
4. Supervisor requests new advisor to complete Cybersecurity and FERPA trainings in NEO ED. After trainings are completed, new advisor will need to submit Solutions Center ticket to request **InfoGriz** access at https://umt.teamdynamix.com/TDClient/2032/Portal/Requests/ServiceDet?ID=56036 .
5. Email Brian French in the Office for Student Success (brian.french@umontana.edu) to request new advisor be added to the **Advising Listserv**.
6. New advisor must complete the **UM Academic Advising Certificate Program**. Certificate Program can be accessed at: https://www.campusce.net/umextended/course/course.aspx?C=659&pc=13&mc=&sc.
7. New advisor must review the **UM Academic Advising Manual**. After reviewing manual, supervisor should ask new advisor about comprehension of information and answer any questions new advisor has regarding contents included in manual.
8. New advisor must complete the **EAB Navigate Trainings**. Email osstech@mso.umt.edu to request access to the trainings.
9. Supervisor must take new advisor on tour of working unit and other departments that center collaborates with, to introduce advisor to existing employees and other stakeholder groups that new advisor will interact and work with. In addition to professional advisors who are assigned to students in a primary capacity (i.e. based on student major), be sure to include units/colleges that house secondary advisors, including Athletic Academic Services/NCAA Advising, Davidson Honors College, Franke

Global Leadership Initiative, Montana 10, and TRiO Student Support Services. Also keep these units in mind for possible shadowing opportunities. For a dynamic listing of advising contacts by major department, visit the Mountain Campus Advising Directory and the Missoula College Advising Directory.

10. Schedule opportunities for new advisor to shadow advising appointments with other advising center staff and supervisor in cases where supervisor has existing advising caseload. Where possible, supervisor should also shadow new advisor's first appointments until advisor feels comfortable conducting appointments independently. In cases where advising unit doesn't have additional advisors to facilitate shadowing of appointments, please contact Nathan Domitrovich for shadowing opportunities in the Undergraduate Advising Center at: Nathan.domitrovich@mso.umt.edu.

UM Professional Advisor Performance Evaluation Criteria

Notes: The majority of criteria listed are intended to apply to primary-role advisors (i.e. assigned to students based on student major) and to help guide performance evaluation-related conversations between advising supervisors and their direct reports. The criteria may be useful in secondary-role advisor performance evaluation conversations as well. These criteria are strictly focused on advising-related responsibilities; they do not include other performance evaluation-related criteria such as those listed on the HRS Performance Review Form or the HRS Employee Performance Management Guide.

Criteria:

- Advisor adheres to the Advising Guidelines during advising appointments with students
- Advisor actively uses Navigate. Minimum expectations are as follows:
    - Sets availability in Navigate each semester and regularly updates availability as appropriate
    - Deploys appointment campaigns to assigned students at least once per semester and makes Personal Appointment Link (PAL) available for scheduling
    - Submits appointment summary reports for all appointments – see Documentation section of Advising Manual for additional guidance on what should be included in appointment documentation
    - Actively manages alerts and cases for assigned students. All cases and alerts must be followed up on with an email from the advisor within 48 hours. The goal is for advisors to close 100% of cases assigned to them each semester and to follow the general intervention approaches.
    - Identify assigned students with concerning predicted support levels
    - Each fall and spring semester, adhere to the Advisor Communication and Support Plan to proactively communicate with students on caseload
    - While not required at this time, to the extent possible, advisor should also use Navigate to:
        - Review any missed Success Marker Courses for assigned students and provide guidance as appropriate
        - Deploy enrollment campaigns to manage re-recruitment-related outreach
- Advisor actively contributes to re-recruitment/re-enrollment campaigns for each fall and spring semester, including: monitoring lists of active students within advisor's major(s) of responsibility who are expected to continue enrollment and have not registered for upcoming semester classes; conducting outreach to these students and supporting them with future semester registration; and submitting Not Attending Reporting form entries for any students who indicate that they do not intend to attend.
- Advisor actively contributes to Core Course Registration each year, including: developing course schedules for incoming students in advisor's area(s) of responsibility in a timely manner (within 7 days after the student completes required Bear Tracks

tasks); and connecting with student to schedule a follow up appointment to finalize course schedule soon after the initial schedule is developed.

- Supervisor and advisor review and discuss the following information together:
    - Number of students on advisor's caseload and the number of students – both on and off caseload - that advisor had appointments with each semester
    - Direct student feedback on advisor from advising surveys
    - Professional development opportunities for the advisor to potentially participate in
    - Any feedback the advisor has related to their position and/or performance

Education Advisory Board Navigate Student Success Management System (Navigate)

Navigate is a student success management platform for students, faculty, advisors, University administrators, and other student support services. The University of Montana will utilize Navigate to improve student success and facilitate communication among students, faculty, and staff across campus.

In addition to the web-based Navigate platform, Navigate is a free mobile app that all undergraduate students at UM are encouraged to download and use regularly. Students can download the Navigate mobile app by visiting the UM Navigate website (http://umt.edu/navigate) or by searching for "Navigate Student" in the App Store, Google Play, etc. For more information on features for students within Navigate, please visit https://www.umt.edu/navigate/for-students/default.php.

Detailed information, training materials, and FAQs on Navigate are available on the UM Navigate website at http://umt.edu/navigate. The website content is organized into various sections – use the top ribbon to locate the different sections. Please visit the website regularly as we will publish additional information and resources as we continue to expand the functionality and scope of the Navigate platform.

Information, Guidance, and Training Materials

- **Navigate Quick Start Guide** (walks users through setting up availability, calendar syncing, and appointment campaign management): https://www.umt.edu/navigate/for-instructors/umt-navigate-quick-start-guide-production.pdf
- **Navigate Training Guide for advisors and other staff users:** https://www.umt.edu/navigate/for-advisors/
  Detailed Navigate information for faculty/instructors: https://www.umt.edu/navigate/for-instructors/umt-navigate-quick-start-guide-production.pdf
- **Setting up and managing the Kiosk in Navigate:** https://www.umt.edu/navigate/for-advisors/kiosk-user-guide.pdf

Early Alert

Our campus Early Alert initiative for all undergraduate courses is administered through Navigate. Summary information on Early Alert, how to pull alert reports, alert reasons, general intervention approaches, expectations of advisors to respond to alerts and cases with email templates for each alert reason, and instructions for faculty on providing feedback to students can be found at: https://www.umt.edu/navigate/early-alert/default.php.

Advisors are expected to respond to alerts within 48 hours, and to help with this, OSS Tech has developed an automated messaging campaign whereby students who receive one or more

negative alerts will be tagged on a Monday, Wednesday, Friday schedule and will receive a generic email from OSS encouraging them to connect with their instructors, utilize tutoring resources, and keep their academic advisor informed about their situation. Primary advisors for students receiving alerts will also receive an email notification with a tally of their students who received the automated messaging.

Please note that Early Alerts are not the same as assigned Cases, which need to be resolved in Navigate. For instructions about managing cases, and additional information and tutorials for advisors and other staff users can be found at https:/www.umt.edu/navigate/for-advisors/default.php.

Progress Report Schedule

**for current semester's Deployment Dates please see https://www.umt.edu/navigate/early-alert/

Week of Instruction	Primary Focus of Progress Report
Week 1-3	**Student attendance in courses through the first three weeks of the semester.** *We are especially interested in gathering feedback on student attendance in courses through the second week of classes. This will notify students of the importance of attending their courses (or dropping courses that they don't plan to attend before "W's" appear on transcripts) and will also allow advisors to connect with students who are not attending and assist them with appropriate actions.*
Week 6-8	**Early academic progress.** *The Week 6/7/8 Progress Report Campaign is an opportunity to give students feedback on early performance in a course. This also provides feedback to students so that they can drop individual courses with a "W" on the transcript, if appropriate, before the 45th class day (10/29).*
Week 11-12	**Academic progress prior to the final course drop/change deadline.** *The final deadline for students to submit requests to drop, change, or add classes for autumn semester is Sunday, December 1 at 11:59 p.m. ("WP" or "WF" appears on transcript). Instructors and advisors will be asked to complete any approvals for course drop/change requests by Wednesday, December 4.*

Basic expectations of advisors for using Navigate

Communicating with students and regularly monitoring Early Alert activity: Navigate provides advisors and other users with a powerful and sophisticated tool to communicate with students. Advisors should use Navigate to request that students schedule appointments during the priority advising period each semester, to track and respond to student feedback provided by instructors through Early Alert as appropriate, and to conduct re-recruitment outreach following the priority registration period each fall and spring semester. It is strongly encouraged that all advisors communicate regularly with their assigned students each semester by sending students an email every two weeks (the more frequent the communication, the better!). Advisors and other Navigate users have the ability to send text messages through the platform as well.

Utilize Predictive Support Model: Advisors are also expected to utilize Navigate's predictive modeling feature to identify lists of students who are likely to need extra support. Instructions for creating and utilizing student support lists can be found here and the related advisor communication and support plan can be found here.

Scheduling and Documenting advising appointments: all advisors are expected to post availability and schedule appointments with students using Navigate. Advisors are also expected to complete Appointment Summary Reports in Navigate for all advising appointments with students. Detailed guidance on completing Appointment Summary Reports is available on p. 12 of the training guide. The following section on documentation provides additional guidance on information advisors should document from appointments with students.

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).
- 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.

TITLE IX REPORTING REQUIREMENTS

Title IX: The U.S. Department of Education's Office for Civil Rights (OCR), enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

All employees at The University of Montana are considered "Responsible Employees," which requires them to report incidents of gender-based discrimination (e.g. sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: if any employee of UM, including instructors, teaching assistants, advisors, etc., learns of any potential gender-based discrimination, they are required to immediately notify the Office of Equal Opportunity and

Title IX (243-5710, eoaa@umontana.edu, Main Hall Room 006). Once an incident is reported to Title IX, the student will be contacted by a representative for follow up. Students can also report any gender-based discrimination directly to the Title IX office.

CONFIDENTIAL RESOURCE

The Student Advocacy Resource Center (SARC) provides ***free and confidential*** support and brief counseling services for students who have experienced gender-based discrimination. SARC is located in Curry Health Center, Room 108, and their number is **(406)243-4429**. Students are also welcome to call their **24-hour support line (406)243-6559**. Speaking with a confidential resource does not disqualify students from making a formal report to the Title IX office if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through SARC.

Advising Assessment

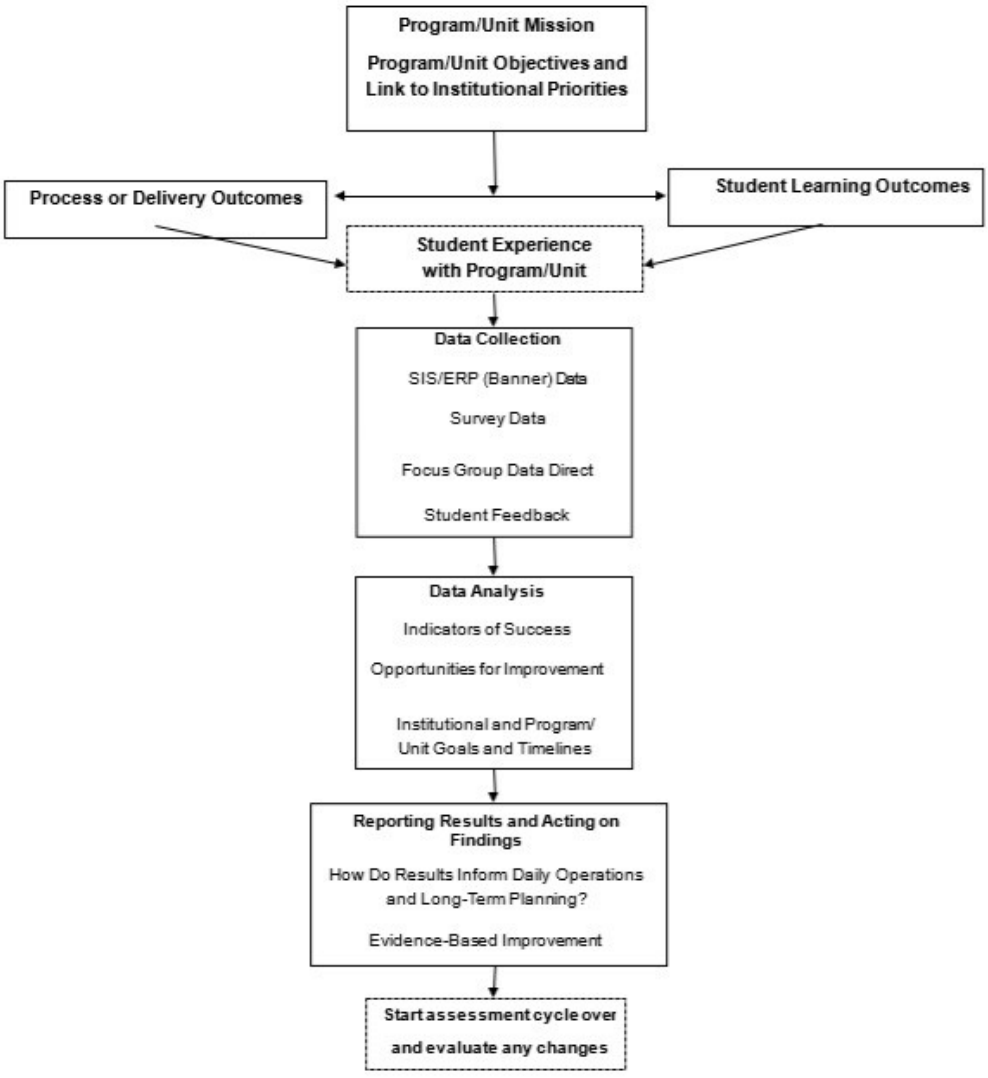
Assessment is tied to the objectives of your department or unit. These objectives should be based on the unit's mission, link to institutional priorities, and, most importantly, positively contribute to student learning. Department or unit advising objectives can be evaluated through (1) articulating 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.
    - Does your unit have advising survey instruments that are regularly distributed to students?
    - Does your unit conduct student focus groups?
    - Are you accessing and reviewing relevant data from available sources (e.g. Banner, Navigate, DegreeWorks, 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.
    - 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.

Assessment Cycle



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.

Math Placement

(https://umt.edu/mathplacement)

Advisors should encourage students to complete their first college-level math requirement in their first year of college. UM uses multiple measures placement and EdReady as the primary methods of math placement. Through EdReady, students complete an initial placement diagnostic and are given an initial placement score. Then, EdReady develops a customized study path that provides the student with an opportunity to increase their placement score/level by completing their study path.

The math placement website contains all relevant information, including math placement charts, which are also copied on following pages. Math placement charts include placement for previously used math assessment methods as well.

On the website, we have provided detailed guidance for both new/incoming and continuing students. In summary:

- New/incoming students who need to take the placement exam in EdReady will be provided with step-by-step instructions through targeted messages that align with Admitted Student Checklist communications
- Continuing students who need to take the placement exam will need to complete the online sign up form, enter required information, and when prompted to answer "why are you choosing to take the EdReady Montana program?", should choose "to take the math placement"

	Level 10	Level 15	Level 20	Level 25	Level 30	Level 40	Level 45	Level 50
Math Courses by Tier	***M065 or M105+**	**M115+ or M191*** (Algebra for STEM)**	**M105, or M115, or M191*** (Algebra for STEM)**	**M121+**	***M121, M132, or STAT 216**	***M151 or M162**	**Can take WebWork Calculus Placement Test for M171**	**M171**
ACT MATH alone	17 or below	18	21	22	23	25		
SAT MATH alone	459 or below	460	530	540	560	590		
ACT MATH and HS GPA		15-17 & 3.0 GPA	20 & 3.2 GPA	21 & 3.4 GPA	21-22 & 3.5 GPA	23-24 & 3.6 GPA & HS Precalc or Calculus with a B- or better		
SAT MATH and HS GPA		400-450 & 3.0 GPA	510-520 & 3.2 GPA	530 & 3.4 GPA	530-550 & 3.5 GPA	560-580 & 3.6 GPA & HS Precalc or Calculus with a B- or better		
EdReady General Math**	45 or below	46-48	49-51	52-54	55-64	65-69	□ 70 & Take Calculus Placement Test for M171	
<u>Initial</u> Placement (MERI score)	**Improve score with the EdReady General Math <u>Study Path</u> (MERS)** Note that the MERS study path score is different than the MERI score. For example, to be placed at level 20, you need a 49 or higher with the MERI score, but need a 69 or higher with the MERS (Math EdReady Study Path) score. **See next page for scoring!!**							
Maplesoft (no longer offered)	M01: <9	M01: 9-15	M01 □ 16	M02 □ 12	M02 □ 14	M02 □ 17 M03 □ 10	M03 □ 15	
WebWork Calculus Placement								11
Alternative Calculus Placement (different from EdReady exam if 6<= WebWork <11) Can only take this placement after taking WebWork placement								

* Indicates you should consult with your advisor as placement depends upon intended track

**EdReady Initial Math Placement scores can be improved to move up your placement level. Please view the webpage: https://www.umt.edu/oss/for-students/mathplacement/edreadybreakdown.php or consult your advisor.

*** M191 is a special topics course but the placement is ONLY for courses named “Algebra for STEM”.

EdReady Math Placement Matrix

EdReady Math Placement Matrix

	Initial EdReady Score		How to improve placement	Improved math placement based on Study Path Score						
	EdReady Initial Score	Initial Math Placement		Level 10	Level 15	Level 20	Level 25	Level 30	Level 40	Level 45
Initial math placement	<46	Level 10	Complete the EdReady Study Path. Improved placement depends on Study Path Score.	<65	65	69	73	--	--	--
	46	Level 15		--	<69	69	73	78	--	--
	49	Level 20		--	--	<73	73	78	--	--
	52	Level 25		--	--	--	<78	78	97	--
	55	Level 30		--	--	--	--	<97	97	--
	65	Level 40		--	--	--	--	--	<100	100
	70	Level 45	Can improve math placement by taking calculus test (separate test outside of EdReady – see Math Dept)							

Writing Placement

The following chart provides an overview of writing placement and course sequencing at UM based on a variety of ACT or SAT scores, the UM Writing Assessment or AP scores. Students who do not have ACT, SAT or AP scores, or a high school GPA of 2.6 or higher will need to take the writing placement to determine placement level.

Test	Description	Placement Level 10	Placement Level 15	Placement Level 20
	Courses for each placement level —>	**WRIT 095 or WRIT 101+**	**WRIT 101**	**WRIT 201**
UM				
	UM Writing Assessment See below to learn how to sign up for this assessment.	2 and below	3	4
High School				
	High School GPA (on a 4.0 scale)	Below 2.60	2.60 and higher *Above 3.9 encouraged to take UM Writing Assessment to challenge into WRIT 201*	Cannot use high school GPA for this placement level

ACT				
A01	English	21 and below	22-27	28+
A07	ACT Combined English/Writing	17 and below	18-31	32-36
A08	ACT Writing subject score	18 and below	19-32	33+
A13	ACT English Language Arts (ELA) Score	17 and below	18-31	32+
A32	ACT Writing subscore 2016	6 and below	7-10	11+

SAT				
S07	SAT Writing score	430 and below	440-690	700-800
S08	SAT Essay subscore	6 and below	7-10	11-12
S11	Evidence Based Read/Write	N/A	N/A	750+
S14	SAT Writ/Language Test Score	24 and below	25-36	37+
S25, S26, S27	Reading Analysis Writing	N/A	N/A	22+
S27	Essay Writing Subscore	N/A	N/A	7+
	Advanced Placement: English Language and Composition*	N/A	N/A	3 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. For additional information see Advanced Placement Information.

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 Assessment. This assessment accepts rolling submissions throughout the year. No pre-registration is required. Students with disabilities may contact the Office of Disability Equity to arrange for accommodations.

The WRIT Placement Assessment is online in Submittable. The link to the active Submittable form will be updated regularly. If you need the current Submittable link, please email writingplacement@umontana.edu to request it. Students can submit their placement essay electronically and take as much time as they need. Essay scoring/placement determination is not immediate; scoring sessions take place roughly once per month throughout the year.

Banner SOATEST screen codes used for WRIT placement:

Test Scores

1-2 WRIT 101 Plus

3 WRIT 101

4 WRIT 201

*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.

The same placement tests for writing and math are used by **Missoula College** and **Bitterroot College**, and for more information please see https://www.umt.edu/missoula-college-academic-advising-center/placement/.

Please note that the process for the WRIT transfer petitions is changing to more closely align with other gen-ed petition processes. Information about the transfer process can be found in here.

Language Placement

(Information provided by the H&S Advising Center)

**Not all students need to satisfy the language general education requirement. For more details, please see Group III: Exceptions to the Modern and Classical Language Requirements in the General Education Requirements section of the UM Catalog.

The Language Placement Assessment helps students with previous language experience to register for a language level that is appropriate, or to test out of the MLC general education requirement. Students with prior college credit or AP credit for a language do not need to take the assessment, but they can if they choose to. If a student has academic credits for AP, IB, etc. language courses, they receive credits for those courses and advisors can use those scores to help the student place into an appropriate language course. If a student has prior language experience and they want to continue with that language and/or they are required to satisfy a language requirement (GER or Major) it is ideal for them to have their language skills assessed. Language placement assessments are free. If a student wants to take a new language, then they should start at the 100 level and do not need to take the assessment.

French, Spanish, German

The most common languages that are assessed are French, German and Spanish. Students with prior experience in these languages can take an online language placement assessment. This placement assessment is a nationally recognized Computer Adaptive Placement Exam (CAPE, first created for Brigham Young University. The WebCAPE measures reading comprehension, grammar, and vocabulary in a multiple choice format. The placement assessment usually takes about 30 minutes to complete. Group assessment dates and times are usually offered during Fall Orientation. Individual assessments can also be requested during any time.

Students who want to take the online assessment should read through the language placement webpage and then complete the Language Assessment Request Form on that page. Students will receive a link to the placement assessment 2-3 days after completing the request. The link will expire 7 days after it is sent. Students must inform H&S (HSAdvising@umontana.edu, 406-243-4100) prior to the assessment if special accommodations are required.

The assessment is timed, but there is generally no time limit. Most students complete the assessment in about 30 minutes. The time is considered in the score, if the online assessment lasts longer than an hour and the student did not request an accommodation prior to taking the assessment, the student will be requested to retake the assessment with a proctor.

Results from the online assessment are immediate, and students see their score result on screen. Scoring is calibrated on a scale of 0-1000. These scales are not the same across languages.

French Placement

Score	Course
0-259	101
260-333	102
334-402	201
403-495	202
496-1000	301

German Placement

Score	Course
0-280	101
281-383	102
384-491	201
492-499	202
500-1000	301

Spanish Placement

Score	Course
0-269	101
270-345	102
346-426	201
427-499	202
500-1000	301

Placement assessment scores at the 101 and 102 level are manually recorded in the SOATEST form in Banner within 2-3 business days by the H&S Advising Center. This information is also available in GrizPortal for students, faculty and advisors in the “Prior Education and Testing” section of the student profile.

For students who score at the 201 level or above, the manner is which they completed the assessment determines whether or not the scores are entered in SOATEST. If the student took the online test in a proctored environment, their score will be entered and consequently their DegreeWorks audit will show that their language GER has been completed.

If the student did not take the online assessment in a proctored setting, the score will not be entered and their language GER will remain unsatisfied. They will receive an email from H&S Advising explaining that they can either take the course they placed into, or can repeat the assessment with a proctor in order to satisfy the language requirement. If the student chooses to take the course, a prerequisite waiver will be entered in Banner.

Students never receive course credit for taking the language placement assessment.

The online assessment can be taken three times. It is progressive and adapts to the student's answers, so each assessment is different. If a student does not receive the desired score after the third try, it is recommended that they take the course at the level they placed into.

If a student successfully places into the intermediate level (201 or higher), the language GER requirement will be waived by the student's major advisor/chair. It is the student's responsibility to ensure that they communicate with the major advisor/chair to have the petition entered in DegreeWorks.

Students with prior experience with a language that UM teaches and/or has faculty for (Russian, Japanese, Chinese, Latin, Blackfoot, Arabic, Irish) can contact H&S Advising Center to set up an appointment. During the assessment, the student may be asked to demonstrate the ability to read in the language (e.g.a newspaper article), write in the language (e.g. a self-introduction paragraph), and to have a conversation with a fluent speaker. The student may be responsible for finding the fluent speaker if the WLC Department does not have someone readily available.

The language GER can also be waived in the following circumstances by contacting the Registrar's Office.

1. The student is not a native English speaker and they have passed WRIT 101 (or equivalent) or a COMX course in English.
2. The student is international. They do not need to have completed the TOEFL (ESL assessment).
3. The student is a heritage speaker.
4. The student is fluent (or at an intermediate level or above) in a language that is not offered at UM.

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 necessary for students whose major requires them to take two or more years of chemistry and is intended to place students into either CHMY 104 Preparation for Chemistry or CHMY 141N College Chemistry I. Students should automatically have access to the exam in Canvas if they are declared in a major that requires CHMY 104/141N. Alternatively, students can request access to the placement exam by contacting 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, but does require EdReady placement level 25; or SAT>=540; or ACT >=22; or completion/co-registration in M 121 or higher.
- Majors and concentrations requiring CHMY 121N: Pre-Nursing, Pre-Physical Therapy, Biology (Biological Education, Ecology and Organismal with one year of chemistry, Genetics and Evolution with one year of chemistry), Environmental Science and Sustainability, Geosciences (with one year of chemistry) and Integrative Physiology – Health and Exercise Science. 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 whose Chemistry Placement Score lower than a 13.
- CHMY 104 requires a math ACT score of 21, a math SAT score of 530, or an EdReady score of 20 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 math ACT score of 23, math SAT score of 560, an EdReady math score of 30 or higher, or completion of M 095/115/121/151/162/171 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 (Ecology and Organismal with two years of chemistry, Genetics and Evolution with two years of chemistry), Chemistry, Geosciences (with two years of chemistry), Medical Laboratory Sciences, Microbiology, and Neuroscience - Cellular and Molecular.
- Students with lower scores than those listed above, 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

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.

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 2023-2024 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. M 191 is being offered in addition to the other corequisite math sections. It is designed to shorten the sequence for STEM students, and consists of material from the former M 090, and the first part of M 095 (M 121 includes the second part of the former M 095). ***Students in the M 191 class are being prepared for M 121 with corequisite support only***. For more information on co-requisite support courses in math, contact Lauren Fern at fernl@mso.umt.edu.

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-mcmichael@umontana.edu.

General Education Requirements

Foundational Information and Objectives

The Preamble to the General Education section of the 2024-2025 University of Montana Catalog 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 DegreeWorks 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.

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. (**Changes to General Education for the 2024-2025 catalog can be found in Appendix L**). 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 201470.
- 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 GER.
- 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.
- 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 GERs. The motion reads as follows:
    - 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- I. This rounding rule does not apply when calculating students' total completed credits for graduation requirements, nor towards the 39 upper division credit requirements.
- 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.

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, Writing Across the Curriculum, and Writing in the Disciplines, which is usually within the major. Some of the trickier aspects of this series include:

- WRIT 101 was formerly known as ENE 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.
- Writing Across the Curriculum courses must be taken at UM or at another institution within the Montana University System (MUS). Courses taken at institutions outside the MUS may transfer for degree credit, but will not satisfy the writing requirement without authorization from the Writing Committee (see Appendix F for detailed information). As of September, 2017, MUS transfer courses articulated on UM transcripts as equivalents to UM Writing Across the Disciplines courses (e.g. LIT 110L) can be retroactively applied to satisfy the requirement. For example, if a student took LIT 110L at MSU-Bozeman during the 2015/2016 academic year and transferred to UM during the 2016/2017 academic year, this course would satisfy the requirement even though the MUS course equivalent transfer policy didn’t go into effect until Fall 2017 semester.
- Students may not use a course from the Writing in the Disciplines list to satisfy the Writing Across the Curriculum 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 Edready 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 III a: 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 World Languages and Cultures. 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 World Languages and Cultures.
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 III b: Exceptions to the Modern and Classical Languages Requirement

The majors listed below have been granted exceptions to the Modern and Classical Language requirement. Student graduating in any one of these majors are not required to complete the Modern and Classical Language requirement. Students graduating with an Associate of Arts degree have also been granted an exception to the Group III requirements. Missoula College students who continue to Mountain Campus without graduating will need to complete Group III unless their declared four-year major has been granted an exception.

Accounting, Art (Bachelor of Fine Arts only; BA students must complete thee language requirement), Bachelor of Applied Arts and Sciences, Biochemistry, Biology, Business Management, Chemistry, Computer Science, Computational Biochemistry, Cybersecurity, Early Childhood Education, Elementary Education, Environmental Science and Sustainability, Finance, Forestry, Game Design and Interactive Media, Geosciences, Integrative Physiology, Management Information Systems, Marketing, Mathematics, Mathematics/Computer Science and Computer Science/Mathematics combined majors, Media Arts (Bachelor of Fine Arts only; BA students must complete the language requirement), Medical Laboratory Science, Microbiology, Music, Neuroscience, Pharmaceutical Sciences, Parks Tourism and Recreation Management, Physics, Theatre (Bachelor of Fine Arts only; BA students must complete the language requirement), Wildlife Biology.

Students graduating with an Associate of Arts (AA) or an Associate of Science (AS) 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/primary major. Important note: some majors require completion of FL as a part of the major requirements.
- 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)

Transcript Review

Every advisor has unique “best practices” for transcript review. Some key elements of transcript review include:

- For transfer students, check to see if there is an AA Degree/AS 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 Associate of Arts (AA) or Associate of Science (AS) was awarded. The student should speak to Admissions Evaluations have the degree posted. Don't confuse an AA or AS degree with Associate of Applied Science (AAS) degrees. AAS degrees do not satisfy lower division GERs like AA or AS degrees do.
- 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.

Transfer Course Evaluation Request

The Transfer Course Evaluation Request form is intended to expedite the course-re-evaluation and study plan approval process. It should be used when current students need help with: course re-evaluation, study plan approval forms, new transcript evaluation for courses taken elsewhere.

This form is not intended for new applicants, re-applications or admitted students, non-degree or graduate students, since new applicants and newly admitted students will have their transfer work evaluated at the time of admission. This form can be found on the Admissions website.

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. Please find more detail about the MUS Transfer Core here.**

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 additional information about Graduation Appeals, including the Graduation Appeals Form.

DEGREE MAPS

Degree planning helps students stay on track for graduation. We have developed Degree Maps for all undergraduate, four-year degree programs at UM to serve as resources for students and advisors when planning coursework. These plans indicate both classes required by each major, and the academic department's recommended sequencing through those requirements. The Degree Maps are published in the UM Course Catalog. Degree Maps for students pursuing Pre-

Health Professions can be found at: https://www.umt.edu/degree-maps/degree-maps/pre-health-professions/default.php.

Please reference the Degree Maps when working with students to develop graduation plans and use the DegreeWorks “Plans” tab to create graduation plans.

Degree planning also ensures that students can take advantage of the various experiential learning and co-curricular opportunities we offer at UM without adding more time to their path to degree completion. Staff in UM’s office of Experiential Learning and Career Success are available to help students connect with opportunities such as internships, civic engagement, and undergraduate research, and to ensure students are prepared for post-graduation success.

REGISTRATION

Priority Advising

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

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. Points to remember:

- Priority sequence: students with disabilities, graduate students, Post Baccalaureate/Seniors, Four Bear/ Athletes/Veterans, uniors, Sophomores and Freshmen.
- Priority codes (DSSS, ATHL, BEAR, VET) appear in Banner and in GrizPortal 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 with advisor approval is required. The electronic Maximum Credit Override form can be accessed through the Registrar's Office website. The advisor and student need to be realistic about what can reasonably be accomplished.

Before the First Instructional Day

Registration overrides 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.

First 15 instructional days of the semester

Students may add a class on GrizPortal during the first seven days of the term (see the Registrar's webpage for special info on timelines for Summer Session); classes may be dropped on GrizPortal 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" and garner the appropriate approvals. This also applies to online courses. Additional restrictions apply to Distance Learners.
- The "Registration Override" process 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, they should be directed to https://www.umt.edu/withdrawal/

16th - 45th instructional days of the semester

Courses may be added or the grade change option changed using the paperless "Course Add/Drop/Change" Workflow process described in item 7. 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 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.

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 have the approval of their 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 GrizPortal (advisors can view them in GrizPortal 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?
- 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.

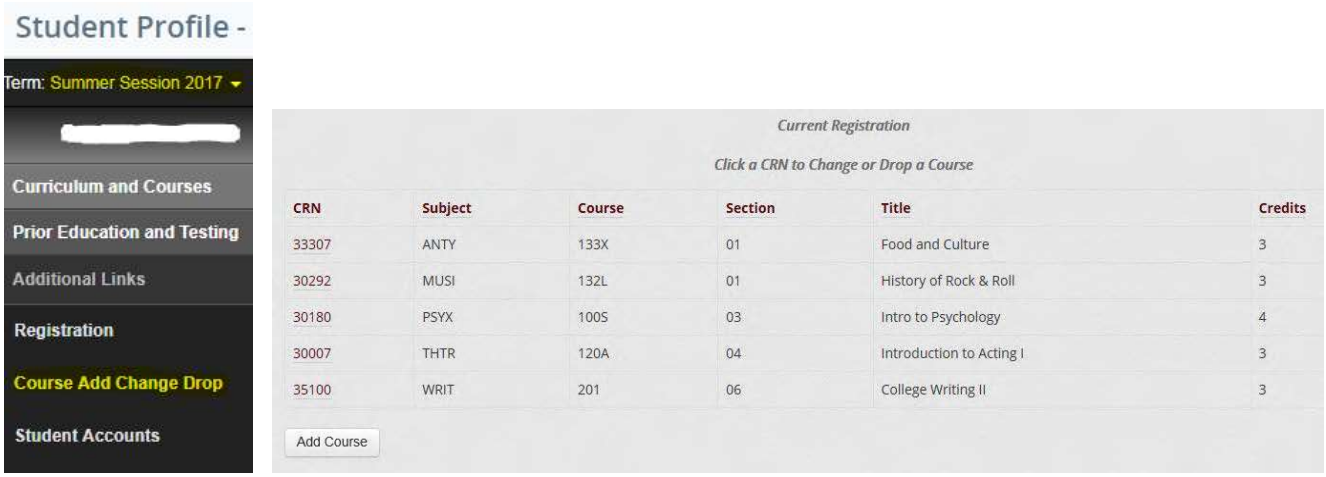
Any change in registration is an opportunity for a discussion between the advisor and the student.

Paperless course add/drop/change Workflow instructions Overview:

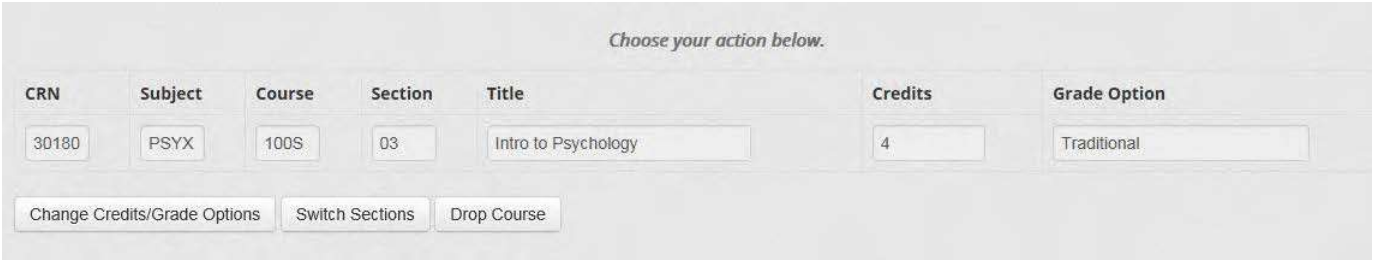
Workflow allows students to collect the required permissions to complete a registration change without using paper forms.

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

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

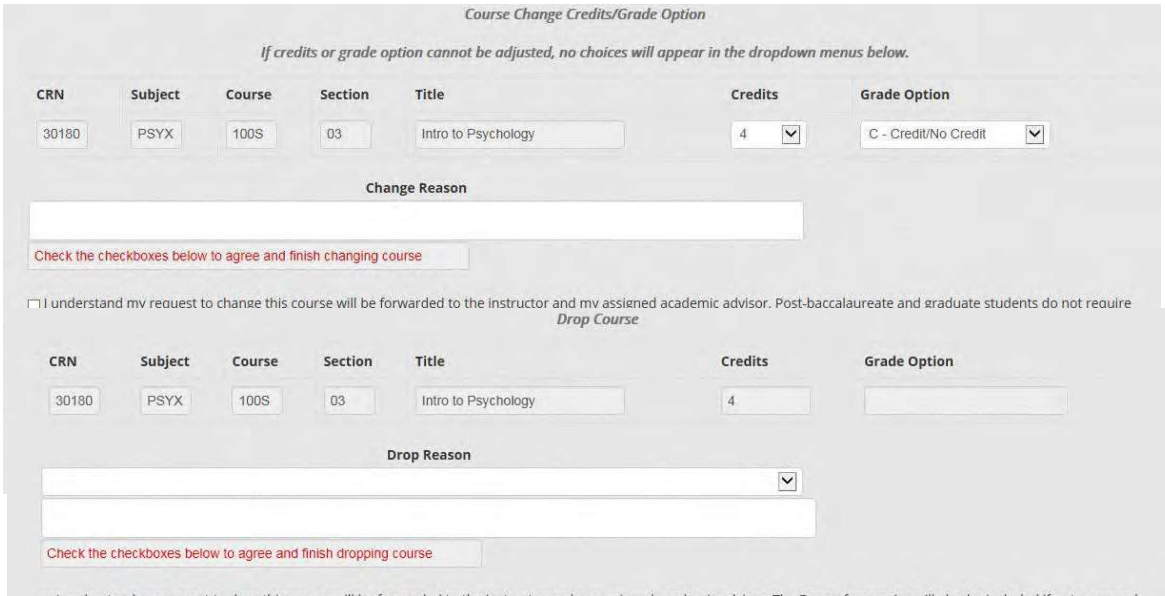


If adding a new class, use the Add Course button to search. CRNs are clickable to change or drop. The CRN redirects to give the option to drop or change the selected course:



The 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:



For a drop:

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:	***Drop Class:***
Instructor of Record	*Instructor of Record*
Assigned Academic Advisor *(skips for Post-Bac & Grad Students & skips in summer)*	*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)*	*Specialty Advisor* *(Veteran benefit recipients, NCAA athletes, or international students w/ certain visas)*
Office of the Registrar	*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 GrizPortal, Canvas, etc. it should put you directly into Workflow without prompting for your log-in information.

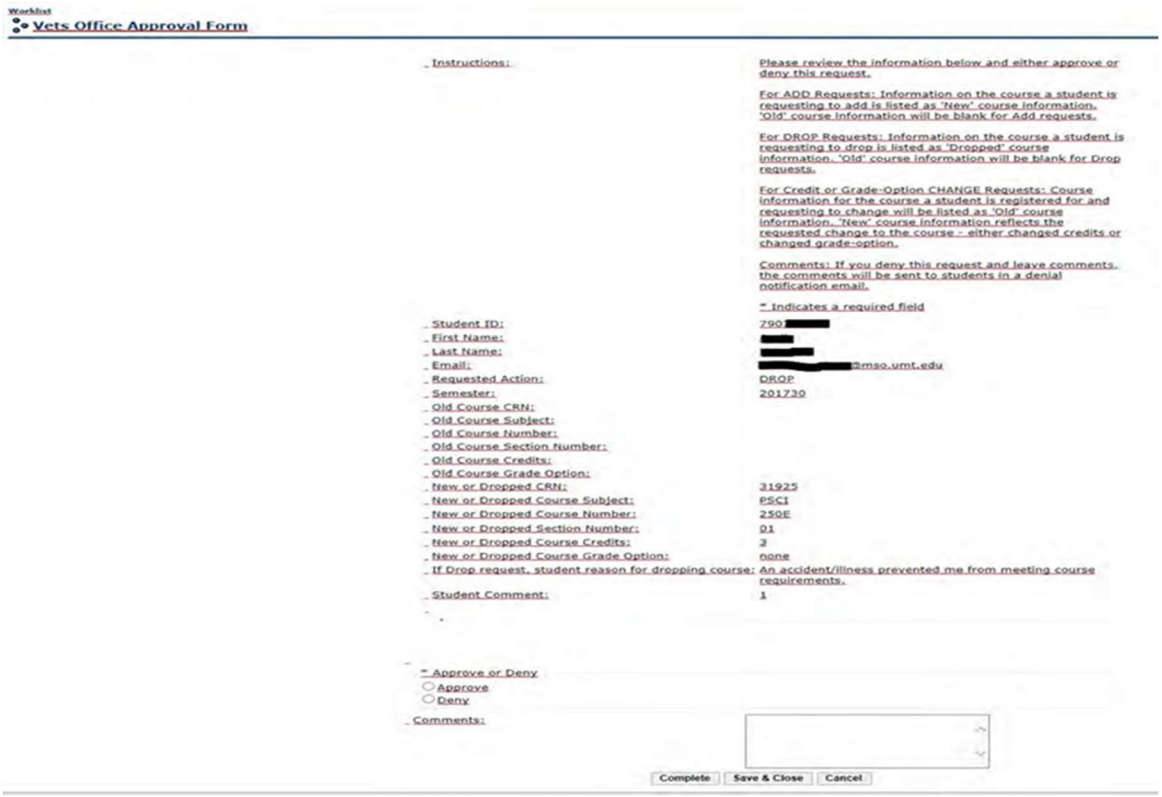
Step 4: Click the pending request in your Worklist to start your review of the student's request.

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.

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 GrizPortal. 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. ey points for advisors:

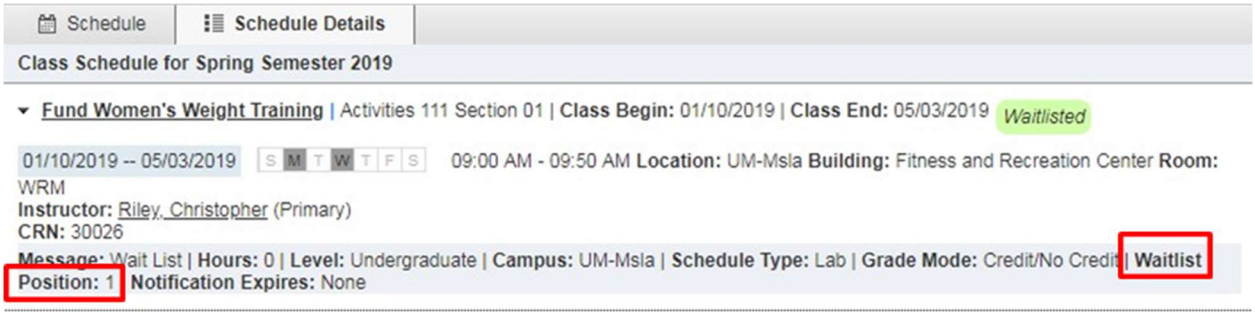
- Encourage student to have a solid back-up plan in place in case a space does not become available. It should not be a random “space-filler.”

- 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 https://www.umt.edu/registrar/Registration/waitlisting.php
- An override form, even with the instructor's signature, will not bypass a waitlist until the first instructional day.

Students will be able to see their position on the waitlist for a course in their Registration within GrizPortal. 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



Prerequisites

Many courses require successful completion of one or more foundational courses or prerequisites. GrizPortal 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, they 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 from the instructor, to be entered into GrizPortal. Before recommending the student pursue the waiver, review:

- How has the student demonstrated the necessary knowledge base? They 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 https://www.umt.edu/registrar/registration/prerequisites.php

Major Changes

After their initial matriculation to UM, students change majors by having their academic advisor

email the graduation coordinator in the Registrar's Office (graduation@umontana.edu). Email requests should include the student's full name, student ID number and the major they want to declare. The advisor should cc the student into the email request, in addition to the student's former advisor.

To comply with a federal requirement as of Spring 2024, ALL major changes with licensure requirements will need to be submitted by the advisor to the Registrar's Office through the **Advisor-Initiated Curriculum Change form**. More information about this process can be found in Appendix A.

Withdrawal

See http://umt.edu/withdrawal for detailed information and guidance on withdrawals.

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, they should be directed to the Semester Withdrawal Form. For more information on these processes, see the withdrawal website, linked above.

Change of Status (Distance Education/Fully Online Student)

Students who need to change their status to or from online only can do so through the Change To/From Online Only Status Request form accessed through the Registrar's website. 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. More information regarding online only status can be found here: https://www.umt.edu/registrar/records/distance.php.

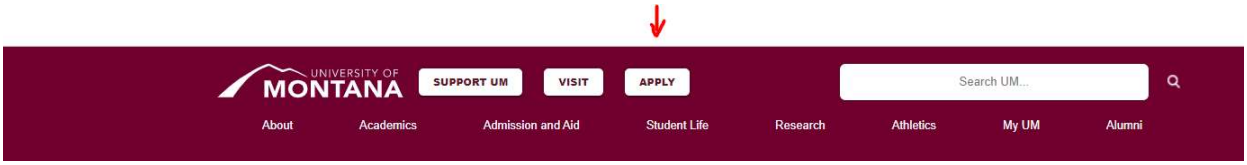
Residency Classification Information

Upon initially enrolling at UM, a student' residency classification is determined by Admissions as either in-state or out-of-state. This decision affects admissions decisions and fee determination. Continuing students can apply for residency reclassification through the Registrar's office, after having completed a12-month continuous period of domicile in Montana, during which they may not enjoy status, receive benefits or exercise rights or privileges based upon residency outside of Montana. More information can be found here: https://www.umt.edu/registrar/students/residencyinfo.php.

If a student has been inactive for 24 months, they are automatically changed from continuing' to returning', and they must submit a reapplication to the Admissions office, at which point that office will review their residency status.

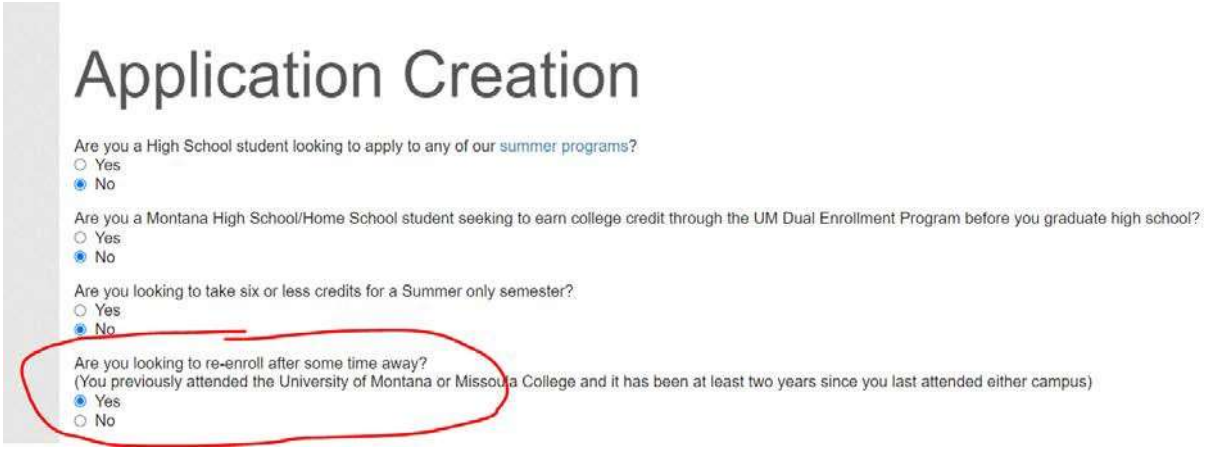
Readmission for Previously Enrolled UM and Missoula College Students[1]

- All students who have previously matriculated at UM-Mountain or Missoula College campuses as degree-seeking students and who have not been actively enrolled for 24 months or more (≥4 semesters) must apply for readmission.
- The application should be completed one month before registration to avoid registration delays and late fees. Applications for readmission are accepted through the seventh class day of the semester for which you are applying.
- To apply for readmission, students must complete the online application available from the UM Undergraduate Admissions web page. There is only one application link. This link serves all applicant types, including students seeking readmission. The link is also available from the umt.edu home page:



- The link will take the student to an Application Creation page where they will be asked if they intend to re-enroll:

[1] *Prepared by: Brigitta Lee, Asst. Dir. of Admissions, Evaluations 5/10/2022*



- From there, they will need to complete the rest of the application and submit it. There is no application fee for students seeking readmission. Processing times are usually 5-10 business days.
- Students who have completed university coursework at another institution since attending UM will also need to submit an official transcript of that coursework. We will need to receive that transcript before we can process readmission or evaluate coursework.
- Students who have interrupted their enrollment for 23 months or less (<4 semesters) do not need to apply for readmission. They are considered active students.
- Non-Degree students and students only previously enrolled in SELL or continuing education courses are not eligible to apply for Readmission. They must complete the standard application for admission to degree-seeking programs.
- New or former students who are applying for readmission after an absence of 24 months or more must submit a Medical History Report to the Curry Health Center before registration can be permitted.

Please see the following resources for more information:
https://www.umt.edu/admissions/admission-requirements/other-applicants.php

Bear Tracks and Core Course Registration for New Incoming Freshmen

Every spring semester after priority registration for continuing students ends, in April the advising community starts Core Course Registration (CCR), whereby advisors pre-register new incoming first- time students for their core first semester courses. These include Math, Writing, a first-year seminar, courses for their major and general education requirements. In following the principles of Complete College America's '15 to Finish' initiative, advisors strive to register each student into 15 total credits. After developing their core course schedule, advisors contact each student to arrange an appointment to review their schedule, make any necessary adjustments and release the student's Advising PIN. The primary purpose of CCR is to ensure that most new first-time students are enrolled in their autumn classes before arriving for Move-in and the week of Big Sky Experience.

The Admissions Student Checklist is a process overseen by Admissions that runs in tandem with CCR; new first-time students are invited to complete a series of required tasks in their Admitted Student Checklist in their Admissions portal, including completing their health Items, the Academic Interest questionnaire (AI) and their Course Placement form. The AI is a survey that asks students to confirm their major, assists advisors with core course registration by providing information about previously acquired college credits, student course preferences, etc. Advisors are able to view each student's completed AI and Course Placement form in Slate, in addition to their eligibility for accommodations through ODE.

New student data that advisors reference to pre-register new first-time students and conduct outreach to new transfer students is accessed by advisors in Tableau reports provided by OSS Tech Solutions at: https://tableau.mus.edu/#/site/missoula/workbooks/2996/views. If you don't have access to Tableau, email OSS Tech Solutions (oss.tech@mso.umt.edu). To request access to Slate, go to: https://beagriz.umontana.edu/portal/slatetickets.

For more information or questions about the CCR process and advisor expectations, please contact: Nathan Domitrovich, Director, Undergraduate Advising Center, UM, phone: (406) 243-2851, email: Nathan.domitrovich@mso.umt.edu.

Academic Standing

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

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.

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?

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, they 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.

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. The Appeal of Suspension form, which details eligibility criteria and appropriate procedures can be found here and on the Registrar's website.

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 their academic advisor to develop a reasonable plan for getting back into good academic standing. The student may be subject to course restrictions. The Academic Reinstatement Plan form can be found here and on the Registrar's website. See https://www.umt.edu/registrar/academic-standing/reinstatement.php for additional information.

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.
- The Request for Academic Forgiveness form can be found here and on the Registrar's website. See https://www.umt.edu/registrar/grades/academic-forgiveness.php for 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 Probls               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
```

Grade Point Average Calculation Chart

	A 4.00	A- 3.70	B+ 3.30	B 3.00	B- 2.70	C+ 2.30	C 2.00	C- 1.70	D+ 1.30	D 1.00	D- 0.70	F 0.00
1 cr.	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 cr.	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 cr.	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 cr.	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 cr.	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			

GPA = Total Quality Points / Total # of Credits

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

"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, Experiential Learning and Career Success, or Counseling Services. Red flags include:

- Alerts submitted in Navigate by instructors of students' current courses.
- 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

This section provides an overview of various tools available to advisors. 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.

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.

Banner for Advisors

Below are a few of the most frequently used Banner forms. If you have completed FERPA training, and would like to request access to these resources, please complete the Advising Security Request Form found here https://www.umt.edu/office-student-success/for-faculty-staff/advising_security_request_form.php

SGASTDN - 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 GrizPortal.

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 UFAREG 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 UHAR TC 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 SHAR TC and click on the ' 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 WE
- Number of Copies B1

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 GrizPortal 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).

SFASTCA - Student Course Registration Audit, including wait list information

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.

DegreeWorks

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

DegreeWorks 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 DegreeWorks beginning with the 2014/2015 catalog year and for all catalog years after that.

More information on Degreeworks can be found here: https://www.umt.edu/registrar/degree-works/audit.php.

If students or advisors encounter problems or issues with DegreeWorks, this information should be reported to the Registrar's Office by emailing graduation@umontana.edu.

Degree Plans within DegreeWorks

The Plans tab within DegreeWorks 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. More information about using the Plans feature of DegreeWorks can be found here: https://www.umt.edu/registrar/degree-works/plan.php

Please encourage your advisees to take advantage of the Plans tab in DegreeWorks and prioritize developing and "locking" degree plans with students during advising appointments.

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 request access to InfoGriz, advisors should submit a Solutions Center ticket once they have complete the required FERPA and Cybersecurity trainings in NEOED. For more information, contact Brenda Avery in the Registrar's Office at brenda.avery@mso.umt.edu.

Advising Listserv

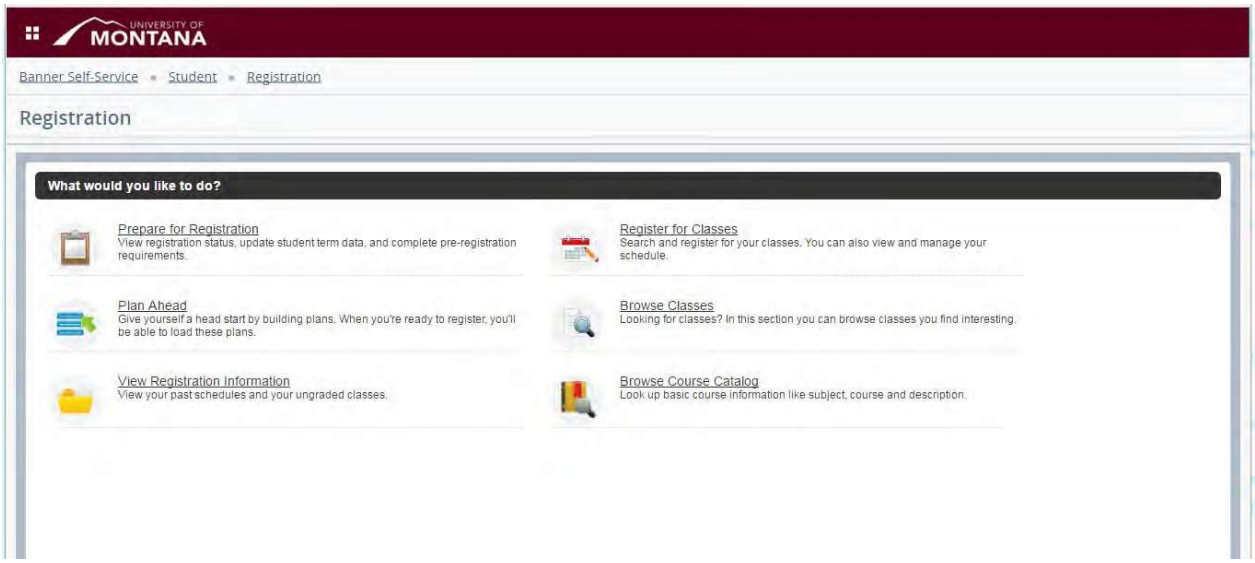
The primary function of this listserv is to distribute information to academic advisors and their campus partners regarding course availability, policy changes, registration information, pertinent events and professional development opportunities. To receive these emails, please contact Brian French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

GrizPortal Student and Advisor Profiles

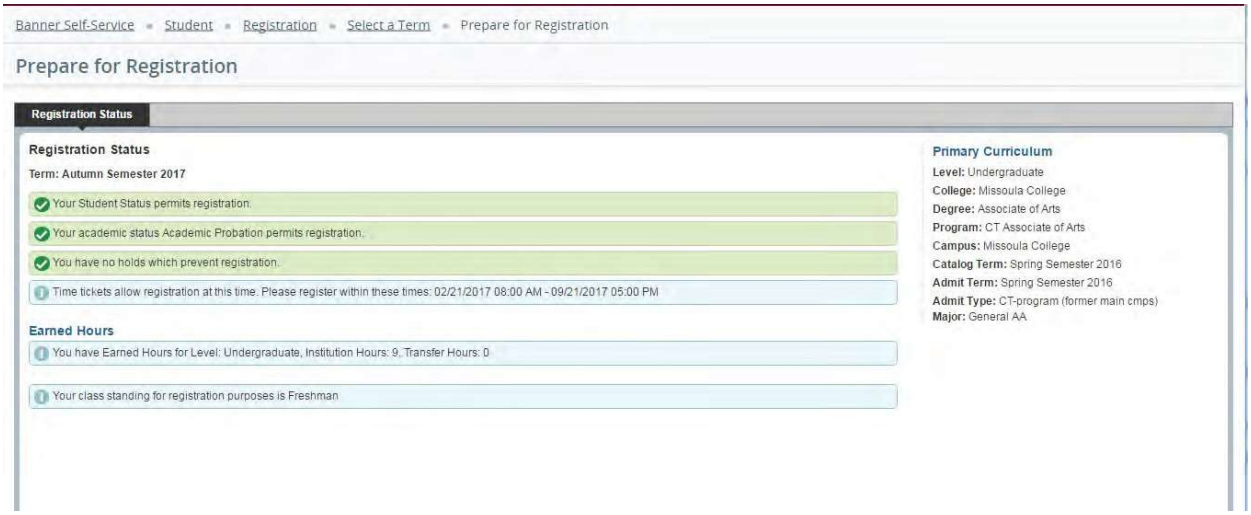
The Student and Advisor Profiles in GrizPortal provide a quick and easy academic snapshot and entry way into DegreeWorks and other online systems. Online advising notes can be entered here, but Navigate is the preferred platform for advising appointment documentation. Information on registration-preventing holds, advising pins, and academic transcripts are available through the GrizPortal Student and Advisor profiles.

GrizPortal Registration Module

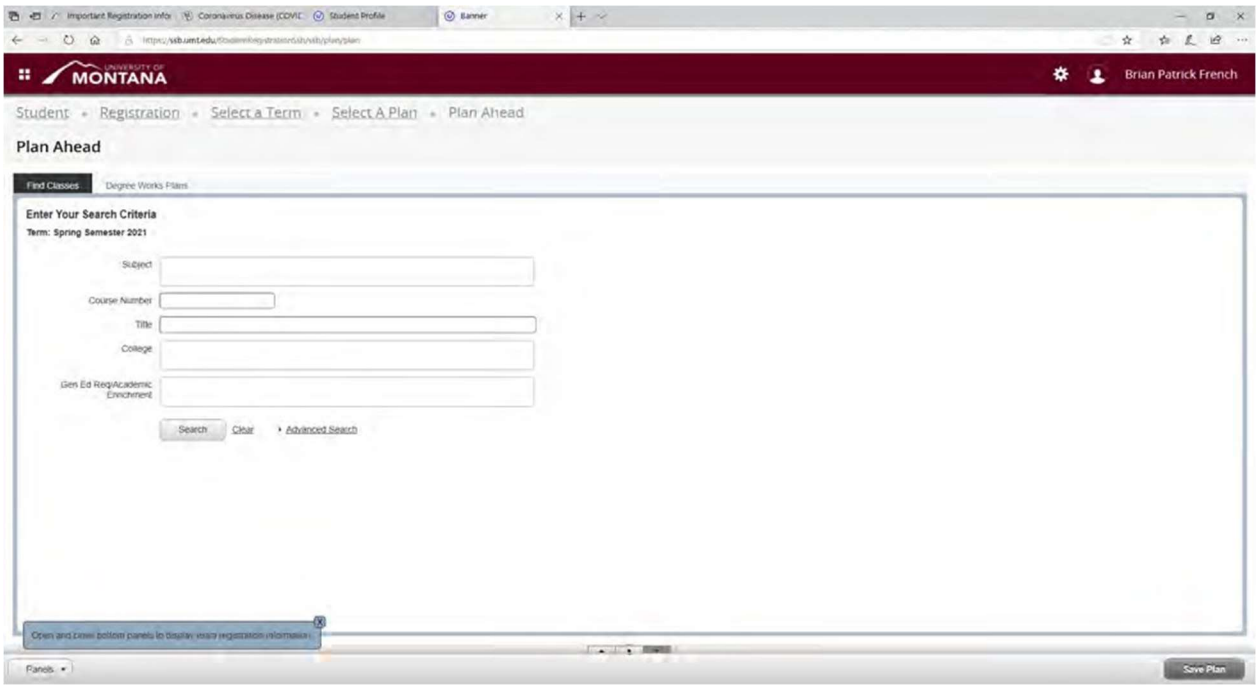
The GrizPortal Registration Module is organized functionally and puts student registration Workflow in a logical order:



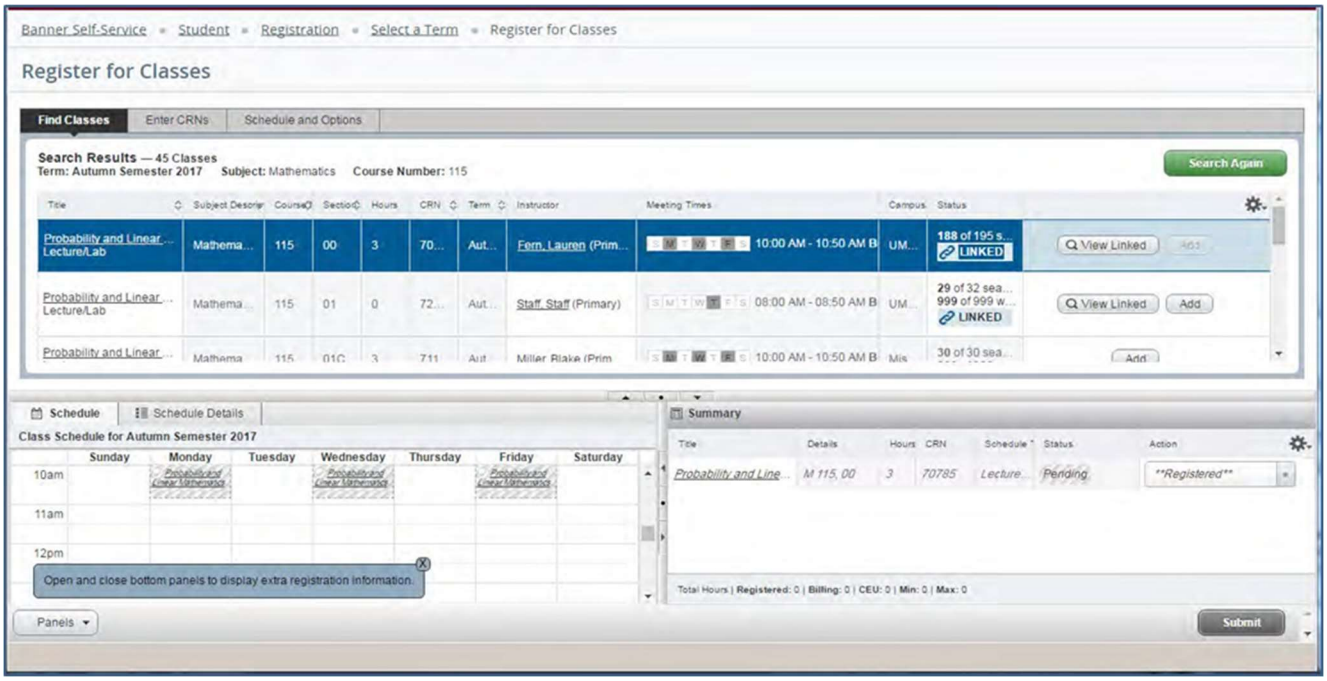
The **Prepare for Registration** feature gives the student information, alerts, and tasks they need to do to make sure they are ready to register when their priority registration timeslot opens.



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 DegreeWorks.



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 parters, offers 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. All trainings are in Canvas, are fully online and asynchronous, so participants can work through the material at their own pace as their schedule allows. Participants who complete the required trainings and specialized advising services trainings will be awarded a certificate of completion and a digital badge. Additional information on the Advising Certificate Program, including learning objectives for each individual training, is available at: https://www.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 graduation 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.

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 administration and college/school leadership to promote the improvement of campus advising services. To share and promote advising best practices on campus. To enhance and promote advisor training and professional development and recognition initiatives.

UMAAC membership: Representatives from all UM Colleges and Schools with undergraduate programs of study and UM's specialized advising units (Athletic Academic Services, Davidson Honors College, Experiential Learning and Career Success, Franke Global Leadership Initiative, Montana 10, TRIO Student Support Services, and Undergraduate Advising Center) serve on the UMAAC. The Executive Director of the Office for Student Success serves as UMAAC Chair.

CRITICAL ADVISING PRACTICES FOR EQUITY (CAPE)

REDACTED

TUTORING RESOURCES

Math Resources

At the University of Montana, we recognize that passing a math class can be hard, especially when students don't have access to extra help and assistance. We are committed to helping students get the support they need to be successful. We offer free, drop-in math tutoring for any student taking math and statistics courses through the 200-level. The Math Learning Center (MLC) offers trained and experienced tutors who are ready to help students work through whatever issues they're having in their class, whether it be homework, test preparation, clarification and deeper understanding of ideas presented in class, or just someone to listen to them say, "This is hard." Our tutors have been there, too, and want to help make the process a little easier for their fellow students.

The Math Learning Center

Located in the basement of the Math Building (look for the MLC over the door by the bottom of the stairs and the signs on the Oval), tutors at the MLC help with a wide range of courses, including developmental studies, Contemporary Math, Probability, Statistics, College Algebra, Trigonometry, Calculus I and II, and Math for Elementary Teachers.

For more information, please visit the Math Learning Center website.

The Writing Center

The Writing Center **works with students, faculty, and staff** as they write papers, letters, applications, or prepare presentations **in any discipline and at any time in the process**. Professional consultants help students interpret assignments, generate and organize ideas, edit prose, synthesize and integrate research, develop timed writing strategies, and deliver presentations.

Writing Center Hours:

During spring and fall semesters, online and in-person appointments are available six days a week, with drop-in hours two days a week. More limited hours are available during summer sessions. Please visit our website for the current schedule. Same day appointments are often available.

If scheduled times do not work for you, please email writingcenter@umontana.edu to request an alternative time to meet. Check out our schedule, create an account, and make an appointment.

Contact: Call 406-243-2266, or email writingcenter@umontana.edu.

Study Jam

Study Jam provides group and one-to-one tutoring support to students enrolled in over 30 core courses at UM ranging from languages to chemistry. Tune into the program's website for updates.

TRiO Student Support Services Tutoring

TRiO primarily provides math tutoring in addition to several other course areas based upon our tutors' expertise. If you meet the eligibility for TRiO services (first in family to attend college; low-income or receiving a Pell grant; or, documented disability), you may receive FREE tutoring services from TRiO! Visit the TRIO office on the third floor of Aber Hall or their website.

Missoula College Tutoring

The Learning Center (LC) on the Missoula College campus offers a variety of services to enhance students' academic success. Students can receive tutoring in math, writing and numerous other subjects. Skills assessments, accommodated test services and make-up testing are also offered at the LC. Working with the LC staff, students can develop study skills, participate in academic coaching and other student support activities, and accomplish reinstatement plan tasks. For information about these services, contact the LC at (406)243-7826 or the Retention Director at (406)243-7878, or visit our website.

Missoula College students are also welcome and encouraged to use any tutoring service offered on the Mountain Campus.

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.

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 https://www.umt.edu/finaid/form/maxcrbaform.pdf#SAP. Additional information about Undergraduate Max Credit is available on the Financial Aid website.
- 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, they 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 place 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 https://www.umt.edu/finaid/forms.php.

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.

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.

Student Financial Services

**Financial Education is now part of Student Financial Services, and is a combination of Financial Aid and Student Account offices.

The UM Student Financial Services is dedicated to empowering the UM community to make informed financial choices and act 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. Student Financial Services 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,
- guidance with Financial Aid Forms

All students who express an interest in these or similar topics should be referred to the Student Financial Services (Aber Hall, 5th floor), 243-5373, (faid@umt.edu). Students who have “low credits attempted” to “credits earned” ratios should also be referred. The Student Financial Services’ goal is to help students be financially prepared for their college experiences as well as life after graduation.

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.

Advising Students Using Veterans's Affairs (VA) Education Benefits

Information Sheet: Military-Affiliated Students

All military-affiliated students can access the Military and Veteran Services (MVS) Office website: https://www.umt.edu/veterans/ and contact the MVS at vetsoffice@mso.umt.edu or 406-243-2744, or via a Zoom Room on the MVS Website during working hours.

Note: military-affiliated students not using military education benefits are encouraged to still use the MVS office for services and assistance

General Advising

I. The MVS office will verify students' registered classes and that those classes apply toward the students' graduation requirements. The main tool used is DegreeWorks, and if a class is questionable the MVS office will verify the class with the assigned advisor through email.

II. Student may take activities courses; however, the MVS office advises against taking excessive Activities courses. The advisor will need to verify in writing that the advisor has verified the activity course will apply toward the student graduation requirements in accordance with the catalog. If a course is not approved it may affect the students housing allowance if the student is less than full time (12 credits for undergraduate and 9 credits for graduate students for standard semester courses)

III. If a student does not get a passing grade in a course, they can repeat the class if it is a General Education Requirement or a Major Requirement. If a student has already met a General Education requirement they may not take another course to fulfill that requirement and may not repeat General Elective courses.

IV. Remedial/developmental online courses are not allowed.

V. Students can be an Undeclared Major student for two years, after which they must declare a major. Prior to declaring a major, all courses taken must meet General Education Requirements. Advisers need to stress the importance of declaring a major sooner rather than later, particularly in discipline programs that have a prescriptive sequence of linear course requirements (ex. Biology, Chemistry, Forestry, Math, Music and Pre-Pharmacy).

VI. Courses taken must use the traditional grade option. Courses which are offered credit/no credit will be covered by education benefits if all students are taking the course for credit/no credit. Courses in which the student selects or switches to credit/no credit from traditional grade option will result in a reduction in VA-certifiable credits and can result in a student debt.

Notification of Intent form

- Students must complete and submit a Notification of Intent form (NOI) online after registering for courses in order to be certified with the VA.
- Student should submit NOI at least two weeks prior to the start of the semester in order to avoid delay of VA benefit.
- The NOI must be submitted to the MVS Office every semester the student chooses to use their VA education benefits.
- The NOI form and additional information about accessing Veteran's benefits can be found here: https://www.umt.edu/veterans/activate_benefits_page.php

Joint Service Transcripts (JST)/Community College of Air Force Transcripts:

- All students with military service should submit their military transcripts
- Army, Navy, Marines, & Coast Guard – ST
- Air Force – Community College of the Air Force Transcripts

"Admissions Option Selection" Form:

- Most military credits are considered *elective* credits.
- This form asks the veteran if they would like their credits posted now or at a later date
- Students are instructed to meet with the VETS Office and then an academic advisor for consultation
- After the selection is made, the form is turned into the Admissions Office for processing
- A maximum of 12 *elective* credits may be applied – unless petitioned for more through the department (need based). Substitutions/Equivalencies do not count toward max 12 elective)

Yes (apply now)	**No** (waiting for later date)
✓ Credits cannot be removed later. ✓ Subs/Eq are specific to department. ✓ Vet must meet with advisor or dept. chair to have credits count towards degree requirements. ✓ May affect financial aid eligibility ✓ May affect the ability to take additional elective credits.	✓ Credits cannot be removed later. ✓ Credits may only count as electives but can apply towards graduation elective requirements. ✓ Vet must contact Admissions **the semester before graduation** to have credits posted to transcript.

"Veterans Prior Learning Assessment" Form

- Used to certify and record course Substitutions / Equivalencies from military transcripts
- Some ST credit may be substituted for major or graduation requirements in consultation with an academic advisor and approval from the department

- Admissions has transcribed JST Equivalency credits with General Education Attributes under “District of Columbia” within the Transfer Equivalency Guide
- “CR/NCR” on ST is okay to apply towards GERs
- **Equivalencies** may apply toward major requirements, once a decision is made by a department the equivalency will become permanent and all students who have that military credit will automatically be given the equivalency for the major the Admissions Office processes equivalencies
- **Substitution** credits will be posted to the student’s DegreeWorks degree audit once the student is ready to graduate and this form has been turned into the Registrar’s Office Graduation Coordinator

Advisors Role

- “Admission Option Selection”:
    - If **yes**, please note, using current academic advising tools, that student is applying recommended amount of credits towards their major. Use this note for future course and degree track planning.
    - If **no**, please have note how many credits can be applied at a later date.
- “Veterans Prior Learning Assessment”:
  Report learning outcomes from ACE website – have eq approved by dept. chair, connect student and chair. An equivalency can be applied right away. Subs are applied with the graduation application

Resources

- “ ST – Evaluating your Joint Service Transcript” Video: https://www.youtube.com/watch?v=iwf5O8Szsp0
- ACE (American Council of Education) Military Guide Website: https://www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/military-guide-online.aspx

All service members are required to submit their Joint Service Transcripts or their Community College of the Air Force Transcripts to UM Admissions for evaluation. This applies not only to service members receiving VA benefits, but all veteran students.

To request a transcript be sent to UM Admissions Office, for the ST go to: https://jst.doded.mil/jst/ and for the Air Force https://www.airuniversity.af.edu/Barnes/CCAF (Community College of Air Force Transcripts). Students need to make an appointment with the MVS Office for transcript evaluation and assistance.

Add/Drop/Change/Withdrawal/Fail

For students considering adding or dropping courses, change of grade options, or withdrawing from a semester, the student should reach out to a Veteran Advisor to discuss the potential impacts on their benefits and must notify the MVS Office before making final a decision.

- The MVS Office is an approval authority for any changes to students' registration after the scheduled adjustment period. All course change forms, including semester withdrawal form, requires a Veteran Advisors (MVS Office) signature or approval through Workflow.
- If a student fails all courses during a given time-period or No-show fails a course it will be reported to the VA with the Last Date of Attendance (LDA) and will result in a debt for the student.

National Guard or Reservists

There are many funding options available for National Guard or Reservist student, please direct all students to meet with a Veterans Advisor to verify which benefits are available for them and the process of how to access those benefits. National Guard and reservist students may not be aware of the benefits available to them, so it is important to direct them to the MVS Office for counseling.

ROTC

Students that sign a ROTC contract are obligated to a specific degree completion timeline. Additionally, many ROTC students receive scholarships and education benefits. ROTC students are required to provide a copy of their academic plans and notify ROTC of possible changes or updates. Academic advisors of any ROTC student should contact the ROTC Office with academic plans and updates.

Course Pre-Approval for National Student Exchange and Study Abroad

Admissions, in collaboration with Education Abroad and the National Student Exchange coordinator, has made some updates to the course pre-approvals process used by students going on National Student Exchange/Study Abroad. These updates allow us to better leverage our newer systems (Transferology and Slate) to move a paper process mostly online. National Student Exchange students will be using Transferology to search for transfer courses and to submit course evaluation requests.

In cases where credits are transferable but UM direct equivalents are not available, NSE students will be able to work with advising staff and departments to request pre-approvals for course substitutions. Once the student has completed the courses and transferred the credits to UM, advisors can petition the Graduation Committee for substitutions via Degree Works. For reference, please see the attached student instructions and form. Study Abroad students will be using a different, but parallel, process to request course pre-approvals. Students studying abroad will be completing an online form with the courses needing pre-approvals. Admissions will review for existing direct UM course equivalents, general education credit, upper division credit and perform credit conversions. Where direct UM course equivalents do not exist or have not been approved, will transfer as elective credits. Once Admissions has finished its review and posted its pre-approvals, the student and the student's advisor(s) will be emailed with the results. The student will print out their version of the review results and will then be responsible for securing department approvals for any course substitutions.

Once applied, substitutions will show in Degree Works for the degree audit, but the courses will show on the UM transcript as elective credits. Direct UM course equivalency is reserved only for transfer courses where the transfer course and the UM course are essentially the same course in all respects. Only the subject matter department at UM has authority to decide on equivalencies, which are applied through the Admissions-Evaluations office. Detailed instructions on requesting/appealing direct course UM equivalencies where none exist are included with the study abroad report sent to advisors. If you have questions about the criteria or process for establishing an equivalency, please feel free to contact UMEvaluationsOffice@mso.umt.edu.

The course pre-approval process is described in the following pages. The Study Plan Approval form can be found here and on the Experiential Learning and Career Success website.

NSE Course Pre-Approval Process

Definitions

Direct Equivalent= transfer course equated 1:1 to a UM course (**ex. ENGL 100 = WRIT 101**)

Elective Course= course without a direct UM equivalent and transfers in as an elective (**WRIT TRI**)

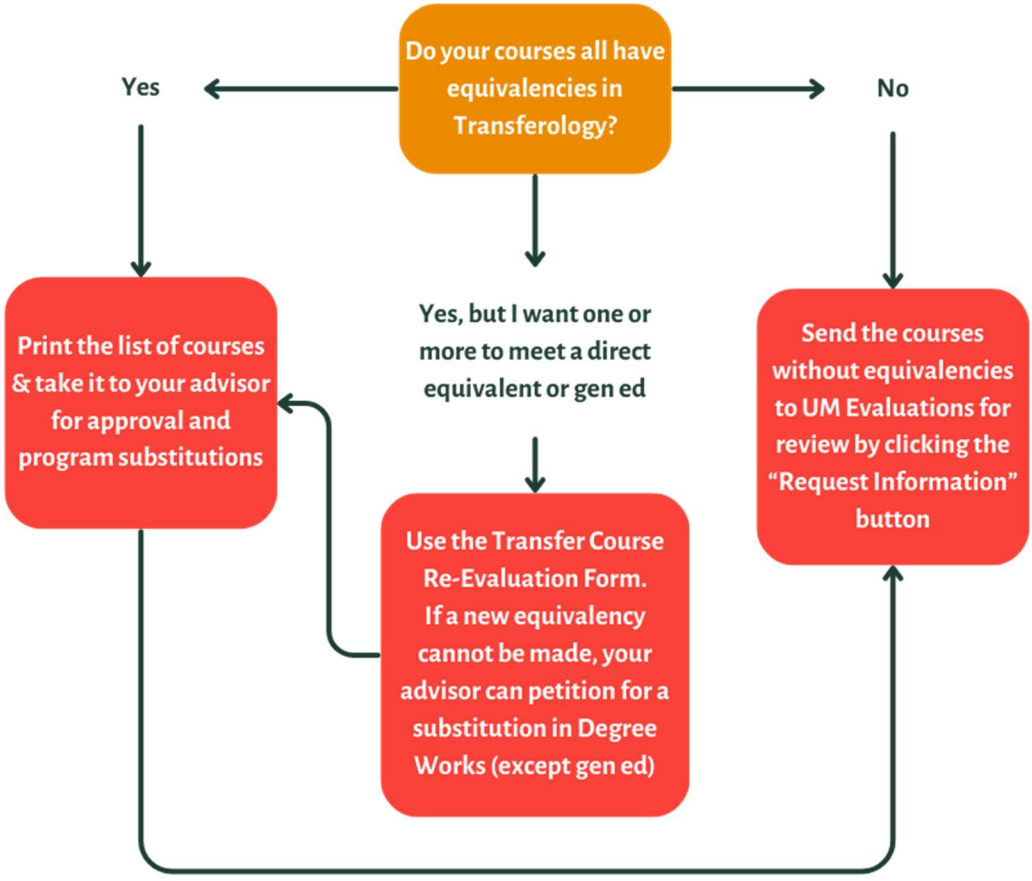
Course Substitution= a petition in Degree Works to have a transfer course meet an individual student's degree requirement (ex. student has transfer course **ENGL 100 or WRIT TRI** but needs **WRIT 101**)

Process

Please note: general education requirements and upper-division credits CANNOT be petitioned for in Degree Works. All general education review requests should be sent via the Transfer Course Re-Evaluation Request form once an equivalency exists in Transferology. Requests for upper-division course substitutions must be petitioned by your advisor via Degree Works. Per the UM Catalog lower-division transfer courses accepted as substitutions for upper-division courses required for a particular major do not count toward the 39 upper-division credit requirement.

- Consult Transferology to see if the host school has existing direct equivalencies at UM for the courses you plan to take.
- If some or all planned host courses do not have direct equivalencies set up at UM, send the courses for evaluation by clicking the "Request Information" button in the Transferology portal.
- If your planned courses have an existing elective or direct UM equivalency, but you want it reviewed for a different equivalency, complete the Transfer Course Re-Evaluation Request form.
- If a new equivalency is denied by Admissions and a course substitution is necessary for your program requirements, a petition can be requested by an advisor in your Degree Works portal. Please note: General education requirements CANNOT be petitioned in Degree Works.
- Once all the equivalencies are set up that can be set up in Transferology, print the list from Transferology and take it to your advisor for approval and any substitutions.

See flowchart on following page.


Do your courses all have equivalencies in Transferology?
Yes
No
Print the list of courses & take it to your advisor for approval and program substitutions
Yes, but I want one or more to meet a direct equivalent or gen ed
Send the courses without equivalencies to UM Evaluations for review by clicking the "Request Information" button
Use the Transfer Course Re-Evaluation Form. If a new equivalency cannot be made, your advisor can petition for a substitution in Degree Works (except gen ed)

USEFUL LINKS FOR ADVISORS

CAS Standards - https://cetla.howard.edu/new_showcase/lectures/docs/carter/CAS%20Standards.pdf

FERPA information and Release of Educational Record Request
- https://www.umt.edu/registrar/records/ferpa.php

Prevention Education Programming - https://www.umt.edu/campus-life/programs/

AP Information - https://www.umt.edu/admissions/admission-requirements/advanced-credits/ap.php

IB Information - https://www.umt.edu/admissions/admission-requirements/advanced-credits/ib.php

CLEP Information - https://www.umt.edu/admissions/admission-requirements/advanced-credits/clep.php

Transfer Credit Appeal Guidelines for Introductory and Intermediate Writing Courses
- https://www.umt.edu/faculty-senate/procedures/procedure-202.50.5.pdf

General Education & Montana University System Transferable Core
- https://www.mus.edu/transfer/GenEd.html

Graduation Appeals Information and Form - https://www.umt.edu/faculty-senate/committees/academic-standards-curriculum-review-committee-ascrc/graduationappeals.php

How to Create and Use Student Support Lists - https://www.umt.edu/navigate/predictive-modeling/how-to-create-and-use-student-support-lists.pdf

UM Advisor Communication and Support Plan - https://www.umt.edu/navigate/predictive-modeling/um-advisors-communication-and-support-plan.pdf

Appeal of Suspension - https://www.umt.edu/navigate/predictive-modeling/how-to-create-and-use-student-support-lists.pdf

Reinstatement information and Reinstatement Plan for Student Academic Suspension - https://www.umt.edu/registrar/academic-standing/reinstatement.php

Request for Academic Forgiveness - https://www.umt.edu/registrar/grades/content/files/academic-forgiveness-form.pdf

Study Plan Approval Form - https://www.umt.edu/global-engagement/education-abroad/resources/credit-transfer-folder/um_studyplanapprovalform.pdf

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Winston, Jr., R., Miller, T., Ender, S., Grites, T., and Associates. (1984). Developmental Academic Advising: Addressing Students' Educational, Career, and Personal Needs. San Francisco: Jossey Bass.

Appendix A: Major Changes for Majors with Licensure Requirements

A new Dept of Education requirement states that students can ONLY enter a program if UM's curriculum meets the licensure/certification requirements in either the state where they are currently located in or the state where they plan to be employed. As a result, students who are adding majors, minors, or certificates that lead to licensure are required to complete an attestation form.

To manage this new federal requirement, ALL major changes with licensure requirements will need to be submitted by the advisor to the Registrar's Office through the Advisor-Initiated Curriculum Change form. Advisor-Initiated Curriculum Change form completed by advisor

After entering the student's name and UMID (79#), the advisor selects the relevant changes. Below is a partial screenshot of the form which shows how up to two programs each can be selected for the additional majors, minors, and certificates. In the rare instance that more fields are needed, the advisor would need to submit another curriculum change form. All drops can simply be typed out together in one free text field.

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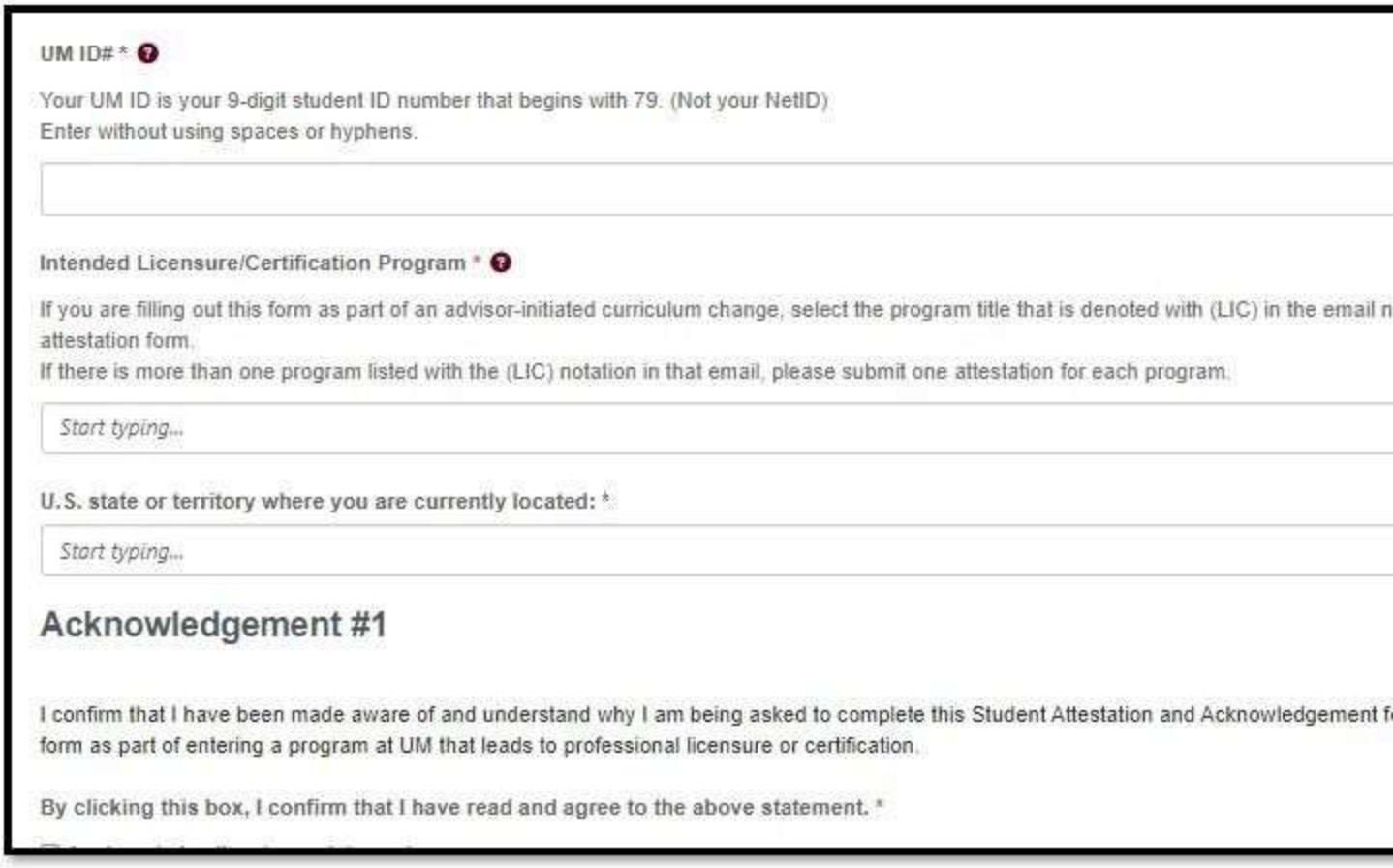
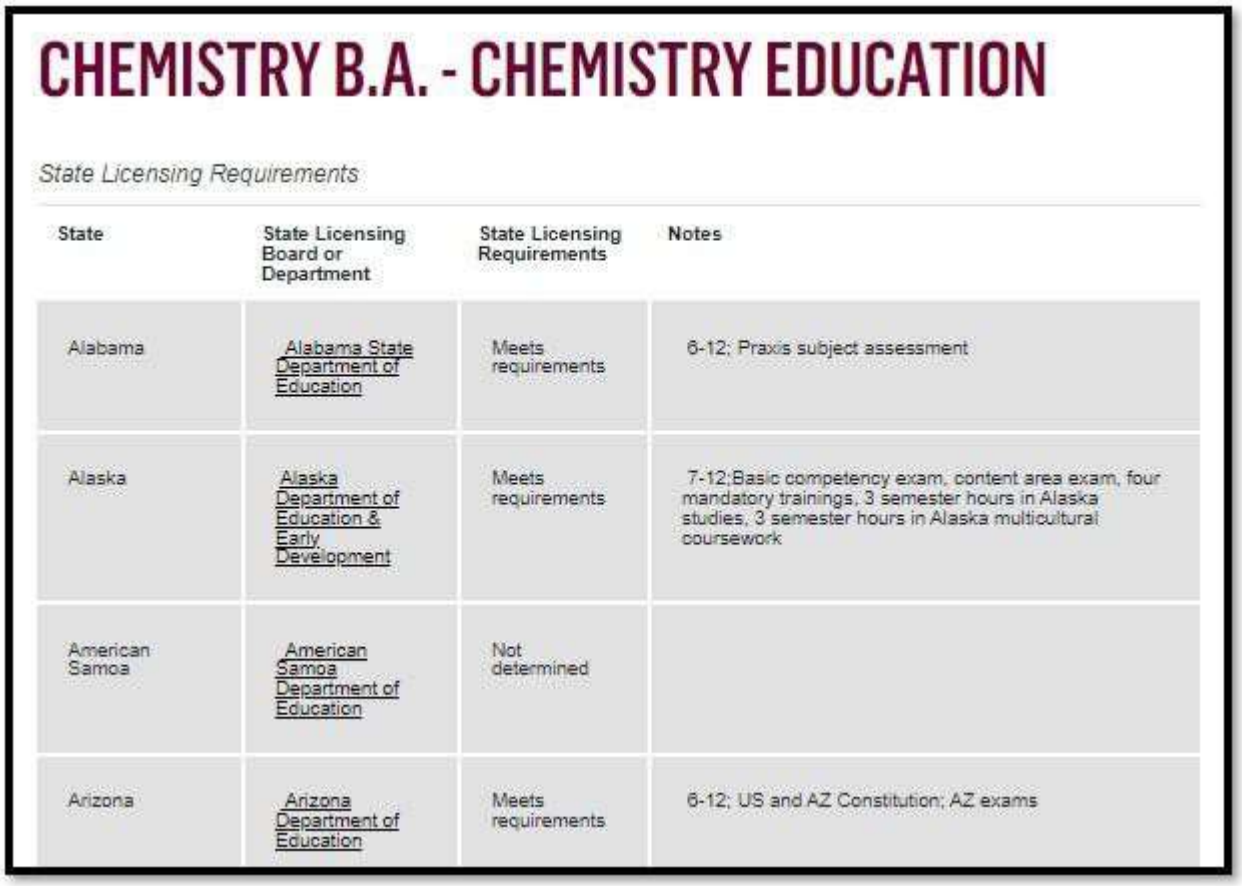
The link to the form is sent in an email to the student automatically. Once the student completes the attestation, the Registrar's Office will receive the request and can begin processing it.

Below is a partial screenshot of the form which asks the student for some basic information and then three acknowledgements with checkboxes.





CHEMISTRY B.A. - CHEMISTRY EDUCATION

State Licensing Requirements

State	State Licensing Board or Department	State Licensing Requirements	Notes
Alabama	Alabama State Department of Education	Meets requirements	6-12; Praxis subject assessment
Alaska	Alaska Department of Education & Early Development	Meets requirements	7-12;Basic competency exam, content area exam, four mandatory trainings, 3 semester hours in Alaska studies, 3 semester hours in Alaska multicultural coursework
American Samoa	American Samoa Department of Education	Not determined	
Arizona	Arizona Department of Education	Meets requirements	6-12; US and AZ Constitution; AZ exams

Why is the Dept of Ed requiring this?

-Previously, a student could attend a college for four years only to find their career plans are derailed when they move to another state and are no longer able to pay off their student loans.
-This new requirement is meant to educate students so they can make informed decisions about what degrees to pursue and where. It prevents students from enrolling in a program that does not meet the licensing requirements of the state they plan to work in after graduation and ensures that they will be able to use their degree as intended.

What about incoming students in the affected majors when they apply to UM?

-Incoming students will be directed to an attestation form by Admissions in Slate before they get added to a major/minor/certificate that leads to licensure.
-While not required by the Department of Education, as part of your first meeting with your advisee, you should still discuss how state licensure works for all students in the program even if they aren't considering moving to another state after graduation.

Appendix B:

UNIVERSITY OF MONTANA
FACULTY SENATE

CURRICULUM SUMMARY, FALL FOR 2025 CATALOG

New Writing Courses

Course Number	Title	Writing Group
BMIS 474	Cybersecurity Operation Center	Writing in the Disciplines
WGSS 263S	Gender & Sexuality	Writing Across the Curriculum
SOCI 469	Homicide	Advanced Writing

New General Education Courses

Course Number	Title	General Education Group
BIOB 220	Our Environment & Us	Ethical & Human Values
CSD 222	Intro to Sound & Hearing	Natural Science
KIN 105	Foundations of Exercise Science	Natural Science
KIN 106	Foundations of Exercise Science Lab	Natural Science, Natural Science Lab
EDU 222	Educational Psychology Child Development	Social Sciences
PHL 306	Science, Democracy, & Truth	Democracy & Citizenship
S W 110	Global Justice & Sustainable Development	Cultural & International Diversity
THTR 113A	Introduction to Voice Acting	Expressive Arts

Policy Updates

- DHC Requirements for graduation with University Scholar Distinction
  - Changed the number of credits required from 24 to 21 to increase flexibility for honor students.
- Upper-Division Credit Requirement
  - Changed to “at most 19 of these 39 upper-division credits can be upper-division credits transferred from other four-year institutions.”
- Credit Residency Requirements for the First Baccalaureate Degree
  - Changed to “a minimum of 20 upper-division credits of the required 39 upper-division credits must be earned from the University of Montana-Missoula.”

- Credit Residency Requirements
    - Language was updated to reflect that on-campus study is no longer required due to online offerings.

New Courses (126)

- ARTH 341: BrEd: Contemporary Art & Global Feminisms
- ARTH 344: BrEd: Hogarth to Himid: Histories of British Art
- ARTH 345: BrEd: Curator Academy
- ARTH 346: BrEd: The Global Art Market
- ARTH 347: BrEd: Exploring Collections, Exploding Canons
- BGEN 310: Course Title Professional Sales, Relationship Management & Business Development
- BIOB 194: Your Future in Biology
- BIOB 220: Our Environment & Us
- BMGT 301: Entertainment & Sport Facility Management
- BMIS 364: Linux Network Security
- BMIS 374: Ethical Hacking
- BMIS 474: Cybersecurity Operation Center
- BMKT 451: Logistics and Transportation
- COLS 362: Life After Sport
- COMX 317: Health Misinformation
- COMX 462: Qualitative Research Methods
- CSCI 406: Careers in Computer Science
- CSCI 423: Advanced Software Engineering
- CSD 115E: Signed Communication for Health & Ed Professionals: Foundational Skills & Ethical Considerations
- CSD 215: Signed Communication for Health and Education Professionals: Foundational Skills II
- CSD 305: Clinical Applications of Language Science
- CSD 322: Diagnostic Audiology
- EDSP 475: Cultural Responsiveness in Special Education
- EDU 382: Assessment, Curriculum, & Instruction
- EDU 444: Classroom Management in Secondary Schools
- FRCH 314: French Literature and Culture: 18th Century
- FRCH 315: Literature and Culture of the Francophone World
- GRMN 313: German Narratives in Literature and Film
- HSTA 308: Hunting in America
- HSTA 310: Automobile in American History
- HSTR 311: Plagues, People & Environment
- MART 328: BrEd: Digital Futures in Contemporary Art
- MART 363: Level Design
- MART 442: Professional Development in Games
- MART 464: Creatively Exploring Artificial Intelligence: An Interdisciplinary Approach
- MUSI 419: Advanced Topics in Pedagogy

- NEUR 409: Human Neuroanatomy
- NRSM 221e: Sustainability & Society
- PHL 305: Science, Democracy, and Truth
- SOCI 329: Green Criminology
- SOCI 359: Crime, Justice, and Media
- SOCI 420: Violence in America
- SOCI 426: Sociology of Immigration
- SOCI 451: Race, Crime, and Criminal Justice
- BGEN 509: Foundations of Accounting and Finance
- BGEN 540: Management Foundations
- BGEN 541: Data Literacy
- BGEN 560: Marketing & Operations: An Integrated Supply Chain Perspective
- BMGT 567: Global Operations and Supply Chain Management
- BMIS 501: Fundamentals of Network & Security Management
- BMIS 502: Advanced Network & Security Management
- BMKT 550: Logistics and Transportation
- BMKT 582: Telling Stories with Data
- CSD 510: Counseling in Speech-Language Pathology
- EDSP 475: Cultural Responsiveness in Special Education
- ENSC 574: Environmental Analytics
- MART 521: Game Analysis & Theory
- MART 531: PROFESSIONAL PRESENTATION IN GAMES
- MART 581: Graduate Game Seminar
- MART 582: Graduate Studio in Game Design and Interactive Media
- MART 603: Advanced Topics in Game Design and Interactive Media
- MUSI 552: Ensemble
- NEUR 409: Human Neuroanatomy
- O T 500: The Foundations of Occupational Therapy
- O T 510: Applied Clinical Anatomy
- O T 515: Promoting Health & Wellness Through Meaningful Occupation
- O T 520: Occupation Across Life Stages and Diverse Populations
- O T 526: Fundamental Clinical Skills
- O T 530: Reflective Professional Practice Seminar I and Fieldwork Ia
- O T 536: Neurosciences
- O T 538: Assessment, Activity Analysis & Outcomes in Occupational Therapy
- O T 542: Health, Well-being, Participation & Productive Aging in Adults
- O T 545: Development, Health and Meaningful Participation from Birth through Adolescence
- O T 550: Reflective Professional Practice Seminar II and Fieldwork Ib

- O T 555: Scholarly Engagement to Enhance Practice
- O T 560: Reflective Professional Practice Seminar III and Fieldwork Ic
- O T 567: Neurorehabilitation for Functional Participation
- O T 600: Research Methods for Health Professionals
- O T 606: Assistive Technology and Innovation to Promote Occupation
- O T 608: Advanced Clinical Skills
- O T 612: On-Campus or Community Screening Clinic
- O T 620: Reflective Professional Practice Seminar IV and Fieldwork Id
- O T 628: Professionalism, Practice and Leadership
- O T 630: Scholarship of Teaching & Research
- O T 632: Global Perspectives on Occupational Science
- O T 640: Clinical Synthesis
- O T 646: Doctoral Capstone Design and Preparation.
- O T 648: Doctoral Capstone Preparation and Planning.
- P T 603: Examination: Test & Measures Administration in Therapy
- P T 604: Medical & Surgical Procedures Across the Lifespan and Patient Emergency Procedures
- P T 606: Cultural Competence and Psychosocial Aspects of Health and Disability
- P T 607: Overview of Basic Sciences for Physical Therapists: Human Physiology, Pathology, Histology and Immun
- PA PHAS 511: INTRODUCTION TO HEALTH PROFESSIONS & PA PRACTICE
- PA PHAS 512: PREVENTIVE MEDICINE
- PA PHAS 513: EVIDENCE-BASED MEDICINE
- PA PHAS 514: CROSS CULTURAL HEALTH
- PA PHAS 516: MEDICAL ETHICS
- PA PHAS 521: DIAGNOSTIC METHODS
- PA PHAS 522: BEHAVIORAL HEALTH
- PA PHAS 523: PROFESSIONAL PRACTICE I
- PA PHAS 524: RESEARCH
- PA PHAS 531: PATHOPHYSIOLOGY I
- PA PHAS 532: PATHOPHYSIOLOGY II
- PA PHAS 533: CLINICAL PHARMACOLOGY I
- PA PHAS 534: CLINICAL PHARMACOLOGY II
- PA PHAS 541: PATIENT ASSESSMENT I
- PA PHAS 542: PATIENT ASSESSMENT II
- PA PHAS 543: PATIENT ASSESSMENT III
- PA PHAS 544: CLINICAL MEDICINE I
- PA PHAS 545: CLINICAL MEDICINE II
- PA PHAS 546: CLINICAL MEDICINE III
- PA PHAS 550: ANATOMY & PHYSIOLOGY

- PA PHAS 551: CLINICAL SKILLS
- PA PHAS 560: Clinical Rotation 1
- PA PHAS 561: Clinical Rotation 2
- PA PHAS 562: Clinical Rotation 3
- PA PHAS 563: Clinical Rotation 4
- PA PHAS 564: Clinical Rotation 5
- PA PHAS 565: Clinical Rotation 6
- PA PHAS 566: Clinical Rotation 7
- PA PHAS 567: Clinical Rotation 8
- PUBH 546: Theories of Community Health Promotion
- S W 526: Critical Skills in Social Work Practice
- S W 533: History of Social Policy, Justice, and Change
- SLP 682: Topics in Speech Science
- SLP 683: Topics in Hearing Science

Deleted Courses (55)

- ACTG 304: Accounting Lab
- ACTG 409: Financial Reporting & Controls
- BFIN 425: Principles of Financial Analysis
- BMGT 280: Evolution of the Music Industry: Past, Present, and Future
- BMGT 440: Management & Legal Systems
- BMGT 474: Entertainment Rsrch & Planning
- BMIS 441: Systems and Operations
- BMKT 445: Marketing & Stats
- CHTH 485: Theories of Health Behaviors and Counseling
- COMX 241: Persuasive Communication
- COMX 343: Persuasive Speaking and Criticism
- COMX 447: Rhetorical Construction of Women
- CSCI 105: Computer Fluency
- CSCI 107: The Joy and Beauty of Computing
- CSCI 125: Computation in the Sciences
- CSCI 126: Computation in the Sciences with Calculus
- CSCI 442: Computer Vision
- CSCI 464: Applications of Mining Big Data
- CSCI 475: Software Optimization
- CSCI 480: Applied Parallel Computing Techniques
- CSD 109: SLPeeps: A First Year Guide to CSD
- CSD 261: Introduction to Speech-Language Pathology Assistant
- CSD 460: Language Assessment and Intervention for Children Birth to Preschool
- EDU 202: Early Field Experience
- EDU 221: Ed Psych & Measurement
- EDU 338: Academic Interventions
- EDU 345: Exceptionality & Classroom Management
- EDU 451: Clinical Experience: L3 Pedagogy Content

- FRCH 440: Studies in French Poetry
- HSTR 352: France Revolution 1789-1848
- PHAR 322: Ayurvedic Medicine
- SIGN 101: Introduction to American Sign Language
- SOCI 345: Sociology of Organizations
- SOCI 350: The Community
- SOCI 382: Social Psychology and Social Structure
- SOCI 386: Preceptorship in Sociology
- SOCI 438: Seminar in Crime & Deviance
- SOCI 441: Capstone: Inequality and Social Justice
- SOCI 446: Prostitution & Human Trafficking
- SOCI 488: Writing for Sociology
- SOCI 496: Public Service
- ACTG 509: Financial Reporting & Control
- BFIN 522: Principles of Financial Analysis
- BMGT 540: Mgmt & Legal System
- BMIS 541: Systems & Operations
- BMKT 560: Marketing & Stats
- CSCI 552: Computer Vision
- CSCI 564: Applications of Mining Big Data
- CSCI 575: Software Optimization
- CSCI 580: Applied Parallel Computing Techniques
- M 570: Calculus for Teachers
- M 572: Algebra for Teachers
- M 573: Geometry for Teachers
- M 574: Probability and Statistics for Teachers
- SOCI 545: Seminar in Inequality & Social Justice

Courses with Credit Changes

- ARTZ 302A: Teaching Early Childhood and Elementary Art (~~Credits 2-3~~, Credits 2)
- EDU 222: Educational Psych Child Dev (~~Credits 0,3~~, Credits 3)
- PTRM 484: Capstone in Parks, Tourism, and Recreation Management (~~Credits 3~~, Credits 4)
- WILD 408: Aquatic Habitat Conservation & Restoration (~~Credits 3~~, Credits 0,4)
- ENST 516: Climate Change: Mekong Delta (~~Credits 3~~, Credits 1)
- NRSM 575: Environment & International Development (~~Credits 3~~, Credits 4)
- P T 516: Movement System Exam & Eval (~~Credits 5~~, Credits 4)
- P T 565: Pediatric Physical Therapy (~~Credits 2~~, Credits 4)
- P T 572: Practice & Administration (~~Credits 4~~, Credits 3)
- P T 576: Clinical Reasoning II (~~Credits 2~~, Credits 3)
- THTR 570: Graduate Stage Management (~~Credits 2~~, Credits 3)

New Certificates

- Certificate in Chemical Pharmacology
- Certificate in Logistics & Supply Chain Management

New Programs / Minors

- BS in Human Biology and Biomedical Sciences
- BS in Business Administration in Entertainment, Event, and Sport Management
- BA in Integrative Microbiology

Program Moratorium / Terminations

- BS in Integrative Physiology with concentration in Applied Human Physiology
- BS in Integrative Physiology with concentration in Sports Medicine
- BS in Integrative Physiology with concentration in Pre-Athletic Training
- BS in Integrative Physiology with concentration in Exercise Science Applied
- BS in Microbiology with concentration in Microbial Ecology
- BS in Biology with concentration in Cellular and Molecular Biology
- BS in Biology with concentration in Field Ecology
- BS in Biology with concentration in Human Biological Sciences
- BS in Sustainability Science and Practice
- BS in Environmental Science and Sustainability with concentration in Climate Science and Environmental Change
- BS in Environmental Science and Sustainability with concentration in Ecosystem Science and Restoration
- BS in Environmental Science and Sustainability with concentration in Environmental Policy and Planning
- BS in Environmental Science and Sustainability with concentration in Sustainable Livelihoods and Communities
- BS in Environmental Science and Sustainability with concentration in Water Resources
- BS in Computational Biochemistry
- BS in Chemistry with concentration in Environmental Chemistry
- BS in Chemistry with concentration in Pharmacology
- Minor in Greek
- Certificate in Communicative Sciences and Disorders Leveling
- Certificate in Business
- Certificate in Data Visualization