Academic Advising Manual
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I. MISSION
The primary purpose of the Academic Advising Program is to assist a student in the development of a meaningful educational plan that will lead to the successful completion of a degree.

II. GOALS AND OBJECTIVES

For the Advisor:

1. An academic advisor must be familiar with the general education requirements.
2. An academic advisor assists students in finding a good match between the student’s interests, abilities, and career objectives and Rocky Mountain College’s courses and programs.
3. An academic advisor provides accurate information regarding college policies, educational options, curricular offerings, registration procedures and deadlines.
4. An academic advisor assists students in planning appropriate steps to overcome/correct academic difficulties.
5. An academic advisor works to foster a relationship between advisor and student.
6. An academic advisor assists students in completing all requirements for graduation in five or fewer years.
7. An academic advisor is accessible and approachable.

For the Student (Advisee)

1. The student will understand the importance of the general education requirements and obtain accurate information and assistance in completing general education requirements in a timely way.
2. The student will understand the importance of a liberal arts education.
3. The student will identify his or her interests and objectives beyond college and complete a major that supports those objectives.
4. The student will complete all requirements for graduation in five or fewer years.
5. The student will obtain assistance in planning appropriate steps to overcome/correct academic difficulties.
6. The student will work to build a relationship of trust and respect with his or her faculty advisor.
III. ADVISING INFORMATION

a. Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) (20U.S.C. 1232g; 34 CFR Part 99) protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the US Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Further information can be found here.

http://www.rocky.edu/pdf/admissions/FERPA-Form.pdf

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance unless a student requests a "directory hold."

Rocky Mountain College asks that each student fill out a FERPA form indicating a waiver of his or her right, so that staff and faculty can speak to parents or other individuals that the student identifies on the form. A student also has the right to indicate that he or she does not waive these FERPA rights and thus does not give permission for staff and faculty to share academic information. FERPA waiver forms are available in the office of student records. Do NOT discuss anything related to a student with any party external to RMC, unless such party is noted in the student’s FERPA release. Always check a student's FERPA release status before discussing matters related to the student.

b. Professional Issues in Advising

Advisors Are Responsible:

1. to the individuals they advise;
2. for themselves and their professional practices;
3. to their educational community;
4. to higher education;
5. to their institutions;
6. for involving others.


http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm

Professional Aspects of Advising

A professional is a person who has an understanding of his or her profession sufficient to be self-monitoring. One outgrowth of this self-monitoring is that professionals have thought through ethical issues, principles, and practices. A professional advisor:

1. understands the limits of his or her expertise;
2. acknowledges what he or she does not know;
3. takes the initiative to seek consultation whenever there is a question;
4. makes referrals when necessary;
5. is a continuous learner;
6. avoids (define dual relationship). (These principles apply, as well, to every academic discipline.)
Four Ethical Ideals of Advising
Advising in an ethical manner involves the principles of:
1. beneficence. An advisor should work to bring about the most benefit and the least harm possible for the student.
2. justice. An advisor should treat all individuals equally, granting no one rights or privileges that are not granted to all.
3. respect for persons. An advisor should never treat individuals as a means to the advisor’s own ends.
4. fidelity. An advisor should live up to commitments that he or she has implicitly or explicitly made.

Ethical Principles of Advising
An advisor should also:
1. maximize the educational benefit of the advisee;
2. treat all students equitably by not playing favorites or creating special privileges;
3. enhance the advisee’s ability to make decisions;
4. tell the advisee the truth about policies and procedures;
5. respect the confidentiality of advisee interactions;
6. advocate for the advisee with other offices when warranted;
7. support the educational philosophy and policies of the institution;
8. maintain the credibility of the advising program;
9. accord colleagues appropriate professional courtesy and respect.

Minimum Standards of Conduct
Advisors will:
1. be available to their advisees;
2. keep office hours and appointments;
3. be on time;
4. know the information that in order to give useful advice;
5. meet deadlines;
6. not discriminate against students;
7. not limit advising to providing a signature.


**c. RMC Advising Information**

1. RMC advisors should meet with their advisees, especially freshmen and sophomores, at least twice per semester – once at the beginning of the semester and once before registration for the following semester. It’s good to meet with advisees at the beginning of the semester to mark progress from the previous semester, and to ensure that they are still enrolled in appropriate courses considering the grades they earned the previous term (e.g. if a student failed CHM 101, they should not be enrolled in CHM 102). RMC advisors should be proactive in setting up appointments with advisees.

2. RMC advisors should know under which catalog a student is working. Keep in mind that major, minor, and general education requirements may change from catalog to catalog. Students must complete all graduation requirements from one catalog – typically the catalog they start
under; however, students may choose to follow the graduation requirements for any catalog in place during an academic year in which they were enrolled.  
http://lead.rocky.edu/academics/DegreeRequirements.shtml

3. Courses can be double-counted for the current catalog. This means that courses that count towards a major or minor can also count towards general education requirements (GERs) or a second major or minor.

Satisfaction of the general education requirements is outcomes-based. Courses satisfying the outcomes associated with each requirement are stipulated in the catalog. Courses not indicated as “GER qualifiers” do not count toward the general education regardless of course prefix.

Courses that are cross-listed within two separate GER categories cannot be counted in both categories. Example: BIO/SOC 241 – Biological Anthropology cannot be counted towards both a social science and natural science GER. If the student wishes to earn credit for a non-lab natural science GER, he or she should enroll in the course as BIO 241. If the student would prefer credit for a social science GER, the student should enroll in the course as SOC 241. The prefix of the course used for enrollment will dictate the GER credit.

4. Requirement 1 is waved if the student has earned one of these scores or greater – ACT Match score of 26, SAT Math score of 610, or COMPASS Trigonometry score of 41.

5. Total credits required: The number of credits completed must total a minimum of 124. Of the 124 credits required for a degree, a minimum of 40 credits must be upper division (300- and 400-level). Of the 40 upper division credits required, 12 upper division credits must be completed in a major and 6 in a minor.

6. Transfer students:
A maximum of 64 credits may be transferred from a two-year institution toward the 124 credits required for graduation. Likewise, a maximum of 94 credits can be transferred from 4-year institutions.

Advisors can check transfer students’ transcripts on CampusPortal to see what courses have been accepted for transfer by the student records office.
   i. Transfer credits that count toward GERs are vetted by the student records office.
   ii. Official determination of transfer credits that may count toward majors or minors is made by the student records office in consultation with the faculty in the discipline.
   iii. A copy of approved transfer credits towards GERs, majors, and minors are kept in students’ academic files. Advisors may request a copy from the student records office.

Students transferring to Rocky as seniors must complete 24 of their last 30 credits at Rocky, with at least 20 of those credits being upper division.

Courses taken at another institution in which grades of “D” or “F” have been earned will not be accepted in transfer. While no credits will be transcribed if the grade is below a “C,” students may petition to have grades of “D” fulfill general education requirements. No credit will be
given and the course will not show up on a Rocky Mountain College transcript, but the course will be noted as being completed on a General Education Requirements worksheet in the student’s academic file. Petitions should be addressed to the student records office.

All students seeking a bachelor degree from Rocky are required to complete Rocky Mountain College general education requirements. Students not seeking a bachelor degree who are accepted into graduate programs (MPAS, MAcc, MEd), or those seeking only teacher certification and not a degree do not have to complete Rocky Mountain College GERs.

7. Waivers and substitutions: If a course requirement is waived, the student is still responsible for earning 124 credits to graduate. If a course requirement is waived for a major, the student is still responsible for earning the total number of credits required by the major. Example: If BIO 203 is waived as a requirement for a biology major, the student still needs to earn 30 credits in other courses with BIO prefixes to earn the major.

When a student requests a waiver or substitution, the student’s primary academic advisor should consult with faculty in the content area for a decision. The student records office must be provided with written documentation of the details of the waiver or substitution for the student’s academic file.

8. Prerequisites and co-requisites: Prerequisites are courses that must be completed prior to a student enrolling in a specific course. Co-requisites are courses that need to be taken concurrently with a specific course. Students have a very difficult time succeeding in courses for which they are inadequately prepared. Do not allow students to register in classes without the proper pre- and co-requisites without first consulting the instructor for the course.

9. Experiential Learning: Students may earn up to 15 credits from internships or other experiential learning activities. All 15 credits will count towards the 124 credits needed to graduate, but the applicability of credits to the major is limited in some programs. Some majors require an internship. Please refer to specific major requirements in the catalog.

10. Requirements for a second degree: If a first degree was completed at Rocky and a student wishes to return to complete a second degree, the general education requirements are considered complete. The student must complete an additional 30 credits at Rocky beyond what was required for the first degree, of which 12 credits must be upper division, and the student obviously must fulfill the requirements of the second major.

11. Bachelor’s degrees: RMC confers both the Bachelor of Arts and Bachelor of Science. Which specific degree a student earns is a function of their major, as stipulated in the catalog. When a student pursues multiple majors, the degree conferred will be based on their primary major. A student may earn a Bachelor of Arts and a Bachelor of Science degree concurrently by completing a minimum of 150 credits and the requirements for both majors in addition to the general education requirements. Students must file a written application to the student records office for prior approval to pursue two degrees concurrently.

12. Repeating courses: The previous grade is not removed from the transcript, but is coded and removed from the GPA calculation. The most current grade (either higher or lower) is used in GPA calculation.
13. **Declaration of a major:** When a student declares a major, the student must also declare an option if applicable. Example: a major in Equestrian Studies does not exist; the major must include an option: Equestrian Studies (Equine Business option). Students may declare a major by completing a “Declaration of Major” form. When you meet with your advisees, please ensure that their declared major, as listed on CampusPortal, is up to date. The information about the number of students enrolled in each major is used for institutional research, and is also useful for instructors who wish to know the majors of the students enrolled in their classes. Accuracy of this information is critical for effective decision-making.

14. **Applications for graduation:** All students intending to graduate in December must file an application for graduation by March 31 of the previous year. Applications received between April 1 and June 15 will incur a late graduation fee. All students intending to graduate in May must file an application for graduation by October 31 of the previous year. Applications received between November 1 and February 15 will incur a late graduation fee. After February 15, any student filing an application for graduation will not be allowed to participate in the ceremony. Graduation ceremonies for the academic year are in May.

15. **Physical education activity courses:** A specific activity may be taken twice for credit. Pass/No Pass. No more than eight (8) PEH activity credits may count toward graduation. This rule does not apply to activities required in the PEH major.

16. **Activity courses:** Unless being counted toward a major, a maximum of eight credits in applied music, eight credits in ensemble, eight credits in theatre production, or eight credits in physical education activity courses may be counted toward graduation. Unless being counted toward the major, no more than 12 of these activity credits in total may be counted toward the 124 credit requirement.

17. **Financial aid and dropping courses:** Students need to be full-time (enrolled in 12 credits per semester) to be eligible for certain types of financial aid. If a student drops a course during the first two weeks of class, it’s as if the student never registered for the class for financial aid purposes. If dropping the class causes the student to fall below 12 credits, he or she will no longer be considered a full-time student and may lose financial aid. Students who drop a class after the first two weeks of class receive a grade of “W” on their transcript and are considered to be enrolled in the course for financial aid purposes.

18. **Contact information:** It is imperative that students and faculty members keep contact information up to date. Please ask your advisees at each meeting to check their contact information and update as necessary (especially email addresses). Please remember to keep your own contact information up to date as well. This means updating the listing of your office hours each semester or as they are changed. A new program will soon be in place which will require students to update their contact information on CampusPortal before they’ll be allowed to register for courses or view their grades.
d. **Hints for New Advisors**

All good advisors assist their advisees by:

1. identifying academic goals and setting courses of study that promote discovery;
2. being proactive in setting up meetings with students;
3. helping advisees become self-directed, life-long learners;
4. helping advisees learn how to manage their time.

The tools of good advisors are:

1. the use of regularly posted office hours. Office hours are to be maintained, and at least one hour should be scheduled at a time other than 8:45 am - 2:00 pm. MWF
2. a willingness to meet and speak with students outside of the classroom;
3. a familiarity with the course scheduling process;
4. an understanding of specific RMC academic policies.

Advisors should work to meet the following goals:

1. Meet with advisees individually at least three times each semester.
2. Clearly outline the advisee's responsibilities in the academic process.
3. Continually reassess an advisee's course of study in light of past performance.
4. Know to whom students should be referred regarding personal and social problems.
5. Maintain accurate records of all conversations with advisees.
6. Seek reassignment of advisees when necessary.

**Advisors and students partnerships.**

<table>
<thead>
<tr>
<th>Advisor Responsibilities</th>
<th>Student Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate the college’s curriculum, requirements, policies, and procedures</td>
<td>Become knowledgeable about college programs, policies, and procedures</td>
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<td>Encourage and guide students to define and develop realistic educational goals</td>
<td>Clarify personal values and goals</td>
</tr>
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<td>Assist students with planning programs consistent with their abilities and interests</td>
<td>Participate proactively in the decision-making process</td>
</tr>
<tr>
<td>Listen carefully to questions, concerns, and confusions</td>
<td>Prepare a list of questions or concerns before each advising visit</td>
</tr>
<tr>
<td>Match students’ needs with available resources and make referrals</td>
<td>Follow through on suggested actions, resources, or referrals</td>
</tr>
<tr>
<td>Monitor students’ progress</td>
<td>Keep a personal record of academic progress</td>
</tr>
<tr>
<td>Discuss the relationship between academic preparation and the work world</td>
<td>Accept responsibility for academic decisions and performance</td>
</tr>
</tbody>
</table>

**Conversation Starters**

For new advisors, the advising interview can seem like just another student interaction. A few tips may help make these interviews more productive. Often the advising interview follows a common trajectory. For example, first an issue is outlined, then all possible options are discussed, and finally a viable plan is formed.

**Questions to consider for advising interviews:**

1. Why are you here today?
2. What do you want to talk about today?
3. How can I help?
4. How are things going?
5. Do you have any concerns?
6. Do you feel like you are making progress?
7. How well do you think you are doing?
8. Do you need to talk about work or financial aid?
9. Do you have questions about health or family?
10. Is the college meeting your expectations?
11. How well have you done in previous terms?
12. Is the major working for you?
13. Is your course load appropriate?
14. Do you have school or career-related questions?
15. How are your classes going?
16. Are you enjoying college?
17. What are your extracurricular interests?
18. What would get you up at 5 a.m.?
19. What are three topics which you could talk about forever? Why are they so interesting?
20. What things can you do for hours at a time?
21. What are your plans for the summer?
22. What makes you feel great?
23. What are two successes you have had in the past six months?
24. What are some of your goals for the next six months?
25. What things do you dread doing? Why?
26. How do you see yourself living five years from now?
27. Can you tell me about a turning point in your life?
28. What academic work have you found the most difficult? Why? Noel-Levitz, 1997

**Follow up for after the advising interview:**
1. Check back after registration and at weeks four and eight. Require extra follow-up for probationary students or anyone you consider “at risk”.
2. Schedule a firm time and place for a follow-up.
3. Make notes in the advising folder
4. Follow up with an email if you have made some recommendations or referrals. Did the advisee talk to the person to whom she or he was referred?
5. Did the student register for the appropriate classes?
6. Make sure your advisees’ questions were answered. Consider sending a note saying that you enjoyed talking with him or her and offering further assistance.

e. Academic Advising Syllabus

Academic Advising Syllabus
Rocky Mountain College
2009-2010

Advisor:________________

Contact Info:

Office Hours:

Required Materials:

- Your major advising check sheet and 4-year plan.
- A copy of your General Education Profile
- You must be able to login to Campus Portal
- List of questions or concerns you may have for your advisor.

MISSION
The Academic Advising Program assists students in the development of meaningful educational plans that lead to successful completion of a degree and self-directed, life-long learning.

Student Learning Objectives

1. The student will understand the importance of the general education requirements and obtain accurate information and assistance in completing general education requirements in a timely way.
2. The student will use the career planning software, “FOCUS”, to assist in planning and developing a college and career plan.
3. The student will understand the importance of a liberal arts education.
4. The student will identify his or her interests and objectives beyond college and complete a major that supports those objectives.
5. The student will complete all requirements for graduation in five or fewer years.
6. The student will obtain assistance in planning appropriate steps to overcome/correct academic difficulties.
7. The student will work to build a relationship of trust and respect with his or her faculty advisor.
## Responsibilities in an Advisor-Student Partnership

### Advisor Responsibilities

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<td>Discuss the relationship between academic preparation and the work world</td>
<td>Accept responsibility for academic decisions and performance</td>
</tr>
</tbody>
</table>

### Dates to Remember:

Rocky Mountain College administration reserves the right to change the calendar. Please consult your 2009-2010 Rocky Mountain College Calendar to confirm “Dates to Remember”

http://rocky.edu/academics/AcademicCalendar.shtml

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<table>
<thead>
<tr>
<th>When</th>
<th>What</th>
<th>Objective</th>
<th>When</th>
<th>What</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 26</td>
<td>Classes Begin</td>
<td>Be Present and On time for All Classes</td>
<td>Jan. 11th</td>
<td>Classes Begin</td>
<td>Be Present and On time for All Classes</td>
</tr>
<tr>
<td>Oct.26</td>
<td>Pre-Registration For Spring 2010</td>
<td>Make Appointment With Advisor.</td>
<td>Mar. 22</td>
<td>Pre-Registration For Fall 2010</td>
<td>Make Appointment With Advisor.</td>
</tr>
<tr>
<td>Dec. 7-10</td>
<td>Final Exams</td>
<td>Plan Ahead. Don’t Let assignments Pile up. Be on time For exams.</td>
<td>May 3-6</td>
<td>Final Exams</td>
<td>Plan Ahead. Don’t Let assignments Pile up. Be on time For exams.</td>
</tr>
</tbody>
</table>
Related Rocky Resources:
Academic Forms: http://rocky.edu/academics/AcademicForms.shtml
Campus Portal: http://campusportal.rocky.edu
Career Services: careerservices@rocky.edu
    FOCUS: https://www.focuscareer2.com/portal/login.cfm?SID=724
Services Academic Success (SAS): sas@rocky.edu
Tutoring services: sas@rocky.edu
Disability services: sas@rocky.edu
Chaplain: Kristi Foster College Chaplain Phone: (406) 657-1098
Counseling Services: Cynthia Hutchinson - 657-1049
International Student Services: Michael West michael.west@rocky.edu
Health Services: Audrey Jurovich: (406) 657-1068
    Office: Fortin Education Center 125
    Email: jurovica@rocky.edu
Financial Aid: finaid@rocky.edu or 657 – 1031
Academic Advising Manual (coming soon)
Rocky Student Handbook: is available on Rocky’s website, Site index, click on Student
Handbook.

Caveat: Every effort has been made to ensure this syllabus provides accurate and current
information to you. Please understand that the educational choices you make are yours and the
responsibility for knowing and fulfilling degree requirements rests with you.

Attr: Our thanks to Baylor University and Macon University for allowing us to use some of their
material in producing this Academic Advising Syllabus for Rocky Mountain College.
IV. PLACEMENT GUIDELINES

a. English and Math Placement

**English**

**CUT-OFF SCORES FOR ENTERING FRESHMEN**
AND COMPASS CHALLENGE SCORES FOR PLACEMENT AT A HIGHER LEVEL

Entering students who have not completed an equivalent First-Year Writing Course (ENG119 at Rocky) at the college level must complete ENG 119 and ENG120 as part of the General Education requirements. To determine whether a student is prepared to succeed in ENG119, the English faculty have established the following cut-off scores on the ACT and SAT tests:

<table>
<thead>
<tr>
<th>ACT English</th>
<th>ENG119</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 and &gt;</td>
<td>ENG119</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAT Reading and Writing</th>
<th>ENG 119</th>
</tr>
</thead>
<tbody>
<tr>
<td>450 and &gt;</td>
<td>ENG 119</td>
</tr>
</tbody>
</table>

Students scoring under 18 on the ACT or under 450 on the SAT should be enrolled in ENG118, Basic Composition.

Students who believe their skills in reading and writing would enable them to perform well in ENG119, despite ACT or SAT scores that recommend ENG118, may challenge placement by taking the COMPASS exam.

Students who wish to challenge placement must take the COMPASS **Writing Skills test** and **Reading Skills test**.

Cut-off scores for admission to ENG119 on these two COMPASS tests are:

<table>
<thead>
<tr>
<th>Writing</th>
<th>29 and &gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>55 and &gt;</td>
</tr>
</tbody>
</table>

**Math**

<table>
<thead>
<tr>
<th>Event</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT score less than 19</td>
<td>MAT 090 (Refresher Math)</td>
</tr>
<tr>
<td>SAT score less than 450</td>
<td>MAT 090 (Refresher Math)</td>
</tr>
<tr>
<td>COMPASS score Pre-Algebra 0-100 or Algebra 0-24</td>
<td>MAT 100 (College Algebra)</td>
</tr>
<tr>
<td>ACT score 19-22</td>
<td>MAT 100 (College Algebra)</td>
</tr>
<tr>
<td>SAT score 450-549</td>
<td>MAT 100 (College Algebra)</td>
</tr>
<tr>
<td>COMPASS score</td>
<td>ACT score</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Algebra 25-100 or College Algebra 0-24</td>
<td>23-25</td>
</tr>
<tr>
<td>College Algebra 25-100 or Trigonometry 0-40</td>
<td></td>
</tr>
<tr>
<td>ACT score 26 or higher</td>
<td>SAT score 610 or higher</td>
</tr>
</tbody>
</table>

* Student tests out of Math General Education Requirement I if he/she places into, and successfully completes MAT 175.

Students enrolling in MAT 103 (Math for Elem. Ed. I), MAT 152 (To Infinity and Beyond) or MAT 210 (Probability and Statistics) must have completed MAT-100 (College Algebra) or have an ACT Math score ≥ 23.

Students without ACT or SAT scores must take the COMPASS to determine placement.

If a student wishes to take a course at a higher level than where he or she places, the student must take the COMPASS to challenge the placement. If a student places in MAT-110 Elementary Functions but wishes to take Calculus I, he or she must see the Calculus I professor for permission.

**b. Advanced Placement (AP) Guidelines**

Below are the minimum score requirements for credit, followed by the course/examinations available.

In order the credit to be granted by Rocky Mountain College, we must have a copy of your score sheet sent to us from The College Board, Advanced Placement Program. Students may code in Rocky Mountain College when testing. Please use 4660 as the college code. For more information, please see the CollegeBoard website, www.college board.com.

If you have any questions, please feel free to contact the Student Records office at 406-657-1030 or email your inquiry to registrar@rocky.edu.

3 - Art, History of Art
3 - Art, Studio Art Drawing Portfolio or General Portfolio
3 - Biology
3 - Chemistry
4 - Computer Science A
4 - Computer Science AB
If you have any questions, please feel free to contact the Student Records office at 406-657-1030 or email your inquiry to registrar@rocky.edu.
V. Resources

a. Services for Academic Success (SAS)

Services for Academic Success (SAS) is a federally-funded TRIO program supported by a grant from the U.S. Department of Education and funds from Rocky Mountain College. It is limited to 250 participants.

Services Offered:
SAS provides a variety of services tailored to meet a student's individual needs. Services are free to participants and include the following:
- Developmental course work in reading, writing, and mathematics
- Study skills classes
- Tutoring in all subjects
- Academic, career, and personal counseling
- Graduate school counseling
- Accommodations for students with physical and learning disabilities
- Cultural and academic enrichment opportunities
- Special scholarships
- Use of computer labs
- Stipends for international study trips
- Advocacy

Eligibility:
Participants must meet one of the following criteria:
- Low income
- First generation college student (neither parent completed a baccalaureate degree)
- A physical or learning disability
- A U.S. citizen
- An academic need for the program

How to Apply:
Students receive an application form for SAS when they are accepted for admission to the college. SAS will notify students who are selected.

Contact Information
(800)877-6259
Email: sas@rocky.edu
Disability Services
Rocky Mountain College is committed to providing courses, programs, services, and facilities that are accessible to students with disabilities. To identify and provide the necessary support services as soon as possible, students with disabilities are encouraged to complete a Services for Academic Success Application at the same time they apply for admission to Rocky, or as soon as possible after enrolling.
SAS offers a comprehensive program of individualized services to accommodate the needs of students with disabilities. Typical services may include advocacy, test taking accommodations, note taking and tutoring.
Students with disabilities are responsible for identifying themselves, providing appropriate documentation, and requesting reasonable accommodations. Diagnostic services are not available through SAS.
Disability documentation needs to be submitted to the Director and approved before any accommodations can be arranged.
The following documentation is needed to determine eligibility for modifications or accommodations:

A detailed evaluation from a professional qualified to diagnose a disability. The evaluation should have been completed within the last three years.
Evaluations may be from a licensed clinical psychologist, school psychologist, LD specialist, medical doctor and/or neuropsychologist.
For learning disabilities, evaluations should include test results, with composite and subtest scores, for: intelligence, reading, math, written language, processing skills, and speech and language, when appropriate.
Reports should state the disability as a diagnosis.
A current IEP or 504 Plan with stated modifications and accommodations.

All documentation is confidential and should be submitted to:

Mary Reiter, Director
For students with Attention Deficit Hyperactivity Disorder or Attention Deficit Disorder, please follow the Guidelines for Documentation of ADHD or ADD.

**Guidelines for Documentation of ADHD or ADD**

Students who seek support services from the Rocky Mountain College Services for Academic Success program on the basis of Attention Deficit Hyperactivity Disorder or Attention Deficit Disorder are required to submit documentation to verify eligibility.

Students with ADHD/ADD are responsible for identifying themselves, providing appropriate documentation, and requesting reasonable accommodations. Diagnostic services are not available through SAS.

The following documentation is needed to determine eligibility for modifications or accommodations:

- A current ADHD/ADD assessment, preferably within the last three years, with the exact DSM-IV diagnosis.
- The assessment must be from an individual qualified to diagnose ADHD/ADD, such as a medical doctor. Diagnostic reports must include the names and titles of the evaluator as well as the date(s) of testing.
- A list of the questionnaires, interviews and observations used to identify the ADHD/ADD behaviors.
- A summary of information regarding the onset, longevity and severity of the symptoms.
- Medication history and current recommendations regarding medication.
- Recommendations for appropriate accommodations for the college setting (such as testing in a quiet place free from distractions).
- Information concerning co-morbidity.
- Recommended but not required: A complete psycho-educational evaluation, including test results with composite and subtest scores, for: intelligence, reading, math, written language, processing skills, and speech and language, when appropriate.

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**b. Tutoring**

RMC offers a comprehensive tutoring program utilizing peer tutors with two major initiatives: drop-in tutoring, provided three evenings a week at the college's library, and by-appointment tutoring.

**Drop-in Tutoring**

For students needing immediate help, peer tutors are available in the library on Sundays, Tuesdays, and Thursdays between 7:30 and 9:30 p.m. Top-notch student tutors are available to help with assignments, papers, study skills, math, and more. Free help for almost all classes.
By-Appointment Tutoring
For students with disabilities or those attending classes where drop-in tutoring is not available, these one-on-one sessions can be arranged with student peers at mutually convenient times, usually once or twice a week.
For more information about tutor options, contact Bob Ketchum in the SAS office:
  Bob Ketchum
  Email: ketchumb@rocky.edu
  Office: Fortin Education Center 128
  Phone: (406) 657-1129

c. Career Planning and Placement

The mission of the Career Services Office is to provide assistance to students on career-related topics. We will help students build a network of opportunities and develop the skills needed for success in today’s ever-changing job market.
Students can receive individual or group mentoring on topics such as career exploration, building a resume, interviewing strategies, job search techniques, and locating an internship. Students are encouraged to design an individualized career development plan which will build the vital skills every employer seeks:
  Communication
  Organization
  Leadership
  Problem solving
  Critical thinking
  Effort and motivation
  Working with others

Rocky Mountain College students can develop these skills through internships, academic programs, part-time jobs, volunteerism and extra-curricular activities.

Contact Career Services
Blaire Martin, Director
(406) 657-1039
careerservices@rocky.edu

FOCUS Career Exploration
Choosing a career is an important and often daunting task. The computer program FOCUS helps students develop an accurate picture of personal strengths, needs, and preferences; and with developing a sound career plan. To log on to FOCUS, students must go to the website below.

http://www.focuscareer.com/register/rockymountain.cfm
Students will need a key code to register with FOCUS. To request a keycode, they must call 406.657.1039 or email careerservices@rocky.edu. When a student has completed the FOCUS assessment, they should make an appointment with Career Services to discuss what was discovered.

Student Internship Information
The internship program is an academic program that enables college students to participate in either paid or unpaid career-related work experiences as part of their academic training. The internship program allows students an opportunity to apply classroom lessons and theory to real work applications, acquire career experience, and enhance personal growth while earning academic credit.

**How do students begin setting up an internship?**
Students must contact the Career Services office to sign up for the Internship Program. They will be encouraged to plan for when an internship will be completed.

Deadlines vary, but students should meet with Career Services by the end of March for a fall or summer internship. For a spring internship they will need to do this by the end of October. There are wonderful opportunities outside of Montana but students must plan ahead. Many summer deadlines for out of state internships fall between October 15 and November 30th. Employers require a resume when applying for an internship, so students must submit one to Career Services for review. They may contact our office if assistance is needed in creating a resume. Students should be encouraged to discuss their internship plans with their academic advisor, including possible sites, timing and goals.

**Locating and internship**

Students should be encouraged to use Rocky CareerLink, the Rocky internship database, faculty contacts and community contacts to locate an internship. If a student has a potential site in mind for an internship, he or she should come prepared to discuss those options. Students should keep in mind that internships are a learning experience and not a part-time job, and they are not always paid positions. Students should plan accordingly.

**Registering for credit**
Students must complete the Internship Contract to be able to register for credit. These contracts may be obtained from the Career Services Office, or online under Resources. The student’s site supervisor, as well as the supervising faculty member, will sign off on the approved number of credits and content of the internship. The contract will also be signed by the student intern and the director of career services. Once all signatures have been obtained, the form will need to be returned to Career Services for registration (1 Credit = 45 hours). Internships are limited to juniors and seniors, unless recommended and approved by a faculty member.

A minimum GPA of at least a 2.00 cumulative GPA and a 2.25 GPA within the major is required. Career Services has the right to verify grades and GPA information to ensure that a student is qualified for the Internship Program.

A STUDENT MUST BE REGISTERED FOR AN INTERNSHIP BY THE FIRST DAY OF CLASSES OF THE SEMESTER IN WHICH THEY WILL BE INTERNING.

Internships are an academic class. Internship credits are counted in the academic course load and the student is responsible for validation and covering any fees (i.e. summer credit fees or overload fees) incurred by the internship.

**Internship Orientation**
The student must complete the Internship Orientation before he or she begins an internship.
Students are only required to complete the Orientation once regardless of the number of internships completed. The orientation will train student interns on employer expectations, designing a personal internship experience to fit academic and career goals, building competency skills and understanding proper attire. It will also discuss RMC's expectations for students as professionals representing the college. If a student is unable to attend the orientation session, he or she may complete it online, facilitated on WebCT. Once a student has registered for an internship, he or she will receive information regarding how to access and complete this required orientation session.

**Academic Requirements**
Students should discuss academic requirements with their faculty internship advisors. They should review these requirements at the beginning of the semester, and be prepared to turn in any required assignment at the completion of the internship.

**How Will The Internship be Graded?**
The internship supervisor will complete a midterm and a final evaluation of the student’s performance. The evaluations will be primarily based on work ethic and the objectives set forth for the internship experience. It will be the student’s responsibility to ensure these internship evaluations are reviewed and returned to Career Services. The student must also complete time logs and a self-evaluation of the internship. Supervising faculty will receive copies of the evaluations and will submit a grade based on employer feedback and successful completion of academic assignments.

**Why Should A Student Participate in an Internship?**
Ninety percent of students who have completed an internship earn a higher starting salary upon graduation than those who did not complete an internship.
Sixty percent of interns are offered full-time jobs by the internship employers.
Graduates who complete an internship are thirty-eight percent more likely to receive one or more promotions in the same time period compared with graduates who did not complete an internship.
*National data from the Cooperative Education and Internship Association, Inc.

**d. Gateway check list for Teacher Education**

**Teacher Education Program Gateways Checklist - Elementary Education**
Download the education department handbook for detailed information and forms [http://www.rocky.edu/academics/programs/Education.shtml](http://www.rocky.edu/academics/programs/Education.shtml)

**Gateway 1 - Acceptance into the Teacher Education Program**
- Complete the Teacher Education Application Form in the department handbook
- Complete the Montana Self Disclosure and Informed Consent Form
- Schedule your Supervised Writing Exam Early in the Semester (see advisor)
- Schedule your interview with the TEC Early in the Semester (see advisor)
- Successful completion of ENG 119
Successful completion of PSY 205 and PSY 206
Successful completion of EDC 202
Successful completion of EDC 302
Successful completion of EDC 291E/S
Pass the Supervised Writing Exam
Complete a successful interview with TEC
Receive your Letter of Acceptance into the Program upon successful completion of above

Signature: _____________________ Advisor Signature: _____________________

Gateway 2 – Complete Additional Required Coursework

124 hours required to graduate

Gateway 1 (15 credits)
Gateway 2 (59 program required credits as listed below, and 44 General Education or Electives)
Gateway 3 (12 credits)

☐ EDC310 (2) ☐ EDC350 (4) ☐ EDC391E (1)
☐ EDC330 (3) ☐ EDC353 (2) ☐ EDC402 (3)
☐ EDC336 (1) ☐ EDC355 (3) ☐ EDC427 (3)
☐ EDC341 (2) ☐ EDC356 (3) ☐ HST211 or 212 (3)
☐ EDC342 (2) ☐ EDC360 (3) ☐ MAT103 (3)
☐ EDC/ ART338 (3) ☐ EDC/NAS365 (3) ☐ MAT104 (3)
☐ EDC/MUS344 (3) ☐ EDC370 (2) ☐ PSY205 (3)
☐ EDC349 (3) ☐ EDC351 (3) ☐ PSY206 (3)

General Education Courses and Electives (2009 – 2010 Catalog)

☐ MAT100, 110, or 103 (3) see waiver option ☐ Arts (3) Mu, T, or Ar ☐ Elective (optional)
☐ MAT175, 176, or 210 (3) ☐ HST (3) ☐ Elective (optional)
☐ ENG120 (3) ☐ LIT (3)
☐ COM102 (3) ☐ PHR (3)
☐ COM250 or 260 (3) ☐ BSA365 (3)
☐ PEH115 (1)* ☐ POL, PSY, SOC (3)
☐ Arts (3) Mu, T, or Ar ☐ POL, PSY, SOC (3)
☐ Natural Sciences* ☐ Natural Sciences*
☐ 40 upper division credits (12 in major, 6 in minor, 20 at RMC)
☐ Maximum of 64 transfer credits from a 2 year institution
☐ Minimum of 30 credits from RMC including 24 of the last 30 credits
☐ “24 of the last 30 credits must be completed at RMC” of which 20 must be upper division.
* Indicates special requirements or waiver possibilities (see catalog)

Signature: _____________________ Advisor Signature: ________________________

Gateway 3 - Acceptance into Student Teaching

Deadlines for Student Teaching Applications:
October 15 to student teach in the Spring Semester
February 15 to teach in the Fall Semester

☐ Register for EDC453 and EDC490 (12)
☐ Successful completion of required coursework as outlined in the college catalog
☐ Maintain GPA of 2.50
☐ Obtain and complete fingerprint background check (see advisor)
☐ Complete Student Teaching application form and submit to advisor
☐ Complete Teaching Philosophy statement and submit to advisor
☐ Submit academic transcript to advisor
☐ Received placement from RMC field supervisor
☐ Met with host teacher and RMC field supervisor in orientation meeting
☐ Take Praxis II in your Senior year (must be passed for licensure)

Signature: _____________________ Advisor Signature: ________________________

Rocky Mountain College
Teacher Education Program Gateways Checklist – K-12 Education
Download the education department handbook for detailed information and forms
http://www.rocky.edu/academics/programs/Education.shtml

Gateway 1 - Acceptance into the Teacher Education Program

☐ Complete the Teacher Education Application Form in the department handbook
☐ Complete the Montana Self Disclosure and Informed Consent Form
☐ Schedule your Supervised Writing Exam Early in the Semester (see advisor)
☐ Schedule your interview with the TEC Early in the Semester (see advisor)
☐ Successful completion of ENG 119
☐ Successful completion of PSY 205 and PSY 206
☐ Successful completion of EDC 202
☐ Successful completion of EDC 302
☐ Successful completion of EDC 291S
☐ Pass the Supervised Writing Exam
☐ Complete a successful interview with TEC
☐ Receive your Letter of Acceptance into the Program upon successful completion of above

Signature: _____________________ Advisor Signature: _____________________

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**Gateway 2 – Complete Additional Required Coursework**

124 hours required to graduate

**Gateway 1** (15 credits)

**Gateway 2** (29 credits as listed below, an Art, Music or PHE education major, general education requirements, and electives)

**Gateway 3** (12 credits)

☐ EDC310 (2)
☐ EDC330 (3)
☐ EDC336 (1)
☐ EDC353 (2)
☐ EDC/NAS365 (3)
☐ EDC370 (2)
☐ EDC391 E or S (1)
☐ EDC402 (3)
☐ EDC420 (3)
☐ EDC427 (3)
☐ PSY206 (3)
☐ PSY205 (3)

**General Education Courses and Electives (2009 – 2010 Catalog)**

☐ MAT100, 110, or 103 (3) see waiver option
☐ MAT175, 176, or 210 (3)
☐ ENG120 (3)
☐ COM102 (3)
☐ COM250 or 260 (3)
☐ PEH115 (1)*
☐ Arts (3) Mu, T, or Ar
☐ Arts (3) Mu, T, or Ar
☐ HST (3)
☐ LIT (3)
☐ PHR (3)
☐ BSA365 (3)
☐ POL, PSY, SOC (3)
☐ POL, PSY, SOC (3)
☐ Natural Sciences*
☐ Natural Sciences*
☐ Elective (optional)
☐ Elective (optional)
☐ 40 upper division credits (12 in major, 6 in minor, 20 at RMC)
☐ Maximum of 64 transfer credits from a 2 year institution
☐ Minimum of 30 credits from RMC including 24 of the last 30 credits
☐ “24 of the last 30 credits must be completed at RMC” of which 20 must be upper division.

* Indicates special requirements or waiver possibilities (see catalog)

Signature: _____________________ Advisor Signature: ______________________

Gateway 3 - Acceptance into Student Teaching
Deadlines for Student Teaching Applications:
October 15 to student teach in the Spring Semester
February 15 to teach in the Fall Semester

☐ Register for EDC454 and EDC490 (12)
☐ Successful completion of required coursework as outlined in the college catalog
☐ Maintain GPA of 2.50
☐ Obtain and complete fingerprint background check (see advisor)
☐ Complete Student Teaching application form and submit to advisor
☐ Complete Teaching Philosophy statement and submit to advisor
☐ Submit academic transcript to advisor
☐ Received placement from RMC field supervisor
☐ Met with host teacher and RMC field supervisor in orientation meeting
☐ Take Praxis II in your Senior year (must be passed for licensure)

Signature: _____________________ Advisor Signature: ______________________

Rocky Mountain College
Teacher Education Program Gateways Checklist – Secondary Education
Download the education department handbook for detailed information and forms
http://www.rocky.edu/academics/programs/Education.shtml

Gateway 1 - Acceptance into the Teacher Education Program
☐ Complete the Teacher Education Application Form in the department handbook
☐ Complete the Montana Self Disclosure and Informed Consent Form
Schedule your Supervised Writing Exam Early in the Semester (see advisor)
Schedule your interview with the TEC Early in the Semester (see advisor)
Successful completion of ENG 119
Successful completion of PSY 205 and PSY 206
Successful completion of EDC 202
Successful completion of EDC 302
Successful completion of EDC 291S
Pass the Supervised Writing Exam
Complete a successful interview with TEC
Receive your Letter of Acceptance into the Program upon successful completion of above

Signature: ____________________  Advisor Signature: ____________________

Gateway 2 – Complete Additional Required Coursework
124 hours required to graduate

Gateway 1 (15 credits)
Gateway 2 (29 credits as listed below, a 40 credit major OR a major/minor combination, general education requirements, and electives)
Gateway 3 (12 credits)

- EDC310 (2)
- EDC330 (3)
- EDC336 (1)
- EDC353 (2)
- EDC/NAS365 (3)
- EDC370 (2)
- EDC391S (1)
- EDC402 (3)
- EDC420 (3)

General Education Courses and Electives (2009 – 2010 Catalog)
- MAT100, 110, or 103 (3) see waiver option
- Arts (3) Mu, T, or Ar
- Arts (3) Mu, T, or Ar
- Natural Sciences*
- Natural Sciences*
- Elective (optional)
- Elective (optional)
- MAT175, 176, or 210 (3)
- HST (3)
- LIT (3)
- Elective (optional)
- Elective (optional)
- ENG120 (3)
- PHR (3)
- BSA365 (3)
- POL, PSY, SOC (3)
- POL, PSY, SOC (3)
- PEH115 (1)*
☐ 40 upper division credits (12 in major, 6 in minor, 20 at RMC)
☐ Maximum of 64 transfer credits from a 2 year institution
☐ Minimum of 30 credits from RMC including 24 of the last 30 credits
☐ “24 of the last 30 credits must be completed at RMC” of which 20 must be upper division.

* Indicates special requirements or waiver possibilities (see catalog)

Signature: _____________________ Advisor Signature: _____________________

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**Gateway 3 - Acceptance into Student Teaching**

**Deadlines for Student Teaching Applications:**
October 15 to student teach in the Spring Semester
February 15 to teach in the Fall Semester

☐ Register for EDC452 and EDC490 (12)
☐ Successful completion of required coursework as outlined in the college catalog
☐ Maintain GPA of 2.50
☐ Obtain and complete fingerprint background check (see advisor)
☐ Complete Student Teaching application form and submit to advisor
☐ Complete Teaching Philosophy statement and submit to advisor
☐ Submit academic transcript to advisor
☐ Received placement from RMC field supervisor
☐ Met with host teacher and RMC field supervisor in orientation meeting
☐ Take Praxis II in your Senior year (must be passed for licensure)

Signature: _____________________ Advisor Signature: _____________________

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**Teacher Placement Resources**

Teacher Credential File. Teacher placement files, or credential files, are maintained in the Career Services Office. Credential file services include preparation of sets of credentials, updating credentials, and mailing credentials as properly authorized. Procedures conform to the Educational Rights and Privacy Act.

A hard copy of a student’s credentials is kept on file at the Career Services Office, and are photocopied for mailing. The file contains information such as job objectives, educational history and work experience, records of special honors and skills and letters of recommendation.
Establishing or Updating a Credential File
To establish or update a credential file, a student will need information regarding his or her educational and work history, including a transcript analysis, which is available on Campus Portal.

For credential file forms and complete instructions for establishing a credential file, look under Career Services on the Rocky webpage.

Requesting a Credential File
To request that a credential file be sent to a school district, a student must call or email careerservices@rocky.edu, or send a written request. The name and contact information and the address of the school district where the credentials should be sent must be included. Please allow two days for processing and include appropriate fee (if necessary).

Applying for Teaching Jobs
When applying for teaching jobs, the standard application process involves the applicant sending:
Letter of application
Resume
Unofficial transcript
District application or Montana Universal Application available online at the Montana Office of Public Instruction, (http://www.opi.state.mt.us/)
Copy of state teaching certificate
Career Services sends at student or school district's request:
Credential file (including letters of recommendation)
Please remember that the application process for each school district may be different and it is important for the student to follow appropriate application procedures exactly or the application may not be considered.

Montana Educator Licensure
Information regarding teacher licensure and licensure application forms for the State of Montana are available on the Montana Office of Public Instruction website (http://www.opi.state.mt.us/). Links to licensure offices for all other states are listed below in the Teacher Web Links section. For further information regarding teacher licensure, please contact the Teacher Certification Official for Rocky Mountain College.

Dr. Barbara J. Vail, Licensure Officer
Director, RMC Education Program
305 Morledge-Kimball Hall
406.657.1052

e. Early Warning Program
Purpose
In an effort to promote student success, Rocky Mountain College has created an Early Warning program. The goal of this program is to assist students in realizing their academic goals, explore their career options, and provide access to information regarding campus resources.

VI. NAIA ATHLETIC ELIGIBILITY
NAIA Eligibility Rules

The following is excerpted from the NAIA Official Handbook and Policy Manual. Please refer to this manual, available at NAIA.org, for complete information regarding athletic eligibility. Please note that athletic eligibility is certified by the office of Student Records and the Faculty Athletics Representative to the NAIA who have sole responsibility for the College’s official interpretations of eligibility requirements. Most eligibility regulations are very straightforward, but should questions arise, they should be directed to the Registrar or the FAR.

(ARTICLE V, Section C)
ELIGIBILITY REQUIREMENTS
ENTERING FRESHMEN
For a student to be eligible for any NAIA-recognized intercollegiate competition, a member institution must ensure that the student conforms to the following regulations.
1. An entering freshman student must be a graduate of an accredited high school or be accepted as a regular student in good standing as defined by the enrolling institution.
2. An entering freshman student must meet two of the three entry-level requirements:
   a. A minimum score of 18 on the Enhanced ACT or 860 on the SAT (for tests taken on or after April 1, 1995).
   b. An overall high school grade point average of 2.000 or higher on a 4.000 scale;
   c. Graduate in the upper half of the student’s high school graduating class.

Exceptions applying to GED, home-schooled, and international students are as follow:
NOTE 1: GED and home-schooled students
The GED will be recognized as satisfying the grade point average equivalent. The GED student must achieve a score of 18 on the Enhanced ACT or 860 on the SAT to meet the freshman requirements.
Home-schooled students must receive the certificate (or equivalent) granted by the appropriate state verifying successful completion of home schooling requirements and achieve the minimum ACT/SAT score to meet the freshman requirements.

NOTE 2: International students
An incoming freshman international student shall first be reviewed under the same conditions required of a regular freshman student. The evaluation listed below shall be applied only if the high school GPA and class ranking cannot be determined.
If a student has graduated from a high school outside of the United States or one of the U.S. territories and the high school transcript is such that the grade point average cannot be determined and the class ranking is not available, this student can be ruled eligible by meeting the specific institution's admission criteria for international students and by meeting the following NAIA criteria:
1. A score of 18 on the Enhanced ACT or 860 on the SAT
2. Meet the entering freshman requirements as defined for students from each country in the most current Guide to International Academic Standards for Athletics Eligibility published by the NCAA (based on AACRAO guidelines).

CONTINUING ELIGIBILITY
1. The student must be identified and enrolled in a minimum of 12 institutional credit hours at the time of participation, or, if the participation takes place between terms, the student must have been identified with the institution the term immediately before the date of participation.

EXCEPTION to the 12-credit-hour enrollment rule:
A student who will complete requirements for graduation within 10 semesters, 15 quarters, 12 trimesters or less may retain eligibility during the last term of attendance of the senior year by enrolling in fewer than 12 institutional credit hours. Official verification must be provided by the registrar that the student has completed all other academic requirements for graduation except for the currently enrolled credits. Such verification must be provided to the Eligibility Chair.
A student invoking the above Exception who completes all academic requirements for graduation and who subsequently enrolls in the graduate or professional school of the institution where he/she earned an undergraduate degree, who is enrolled and seeking a second baccalaureate or equivalent degree at the same institution, who is enrolled in a fifth year post-baccalaureate degree teacher education program at the same institution, or who is enrolled and pursuing a second major area of study at the same institution is eligible to participate provided the student has athletic eligibility remaining and meets the criteria of the Exception to Article V, Section D (5).
The term in which the student invokes this Exception shall be counted as a term of attendance. However, this term will not count in the calculation of the 24-credit-hour rule. To calculate the 24 credit hours, the institution should consider the two terms immediately preceding the term the student completes the requirements for graduation.
A student who invokes the above Exception and does not graduate forfeits any remaining eligibility in all sports sponsored by the NAIA.

2. The student must maintain institutional identification during any term of participation. This means the student must remain enrolled in at least twelve (12) credit hours in order to maintain eligibility.

3. The student must have accumulated a minimum of nine (9) institutional credit hours prior to identification for the second term of attendance.

Only those institutional credit hours earned after identification (at any institution) may be applied toward meeting the nine (9) institutional credit hour-rule for a second-term freshman.
4. After completion of the second semester term or third quarter term of attendance and from then on, a student must have accumulated a minimum of 24 institutional credit hours in the two immediately previous terms of attendance in a semester system or 36 institutional credit hours in the three immediately previous terms of attendance in a quarter-system.

A student transferring from a quarter-system to a semester system must have accumulated 24 institutional credit hours in the previous two terms of attendance after the first term of attendance at the new institution.

A student in a quarter-system must have accumulated 24 institutional credit hours in the previous two quarter terms of attendance if completion of three quarter terms of attendance has not occurred. Upon completion of three quarter terms of attendance the student must have accumulated 36 institutional credit hours.

No more than 12 institutional credit hours earned during summers and/or during non-terms may be applied to meet the 24/36 institutional credit-hour requirement. Such credit must be earned after one or both of the two immediately previous terms of attendance.

All credit hours used to meet this total of 24/36 institutional credit hours are to be taken at face value and are not to be converted, even if earned at different institutions using different credit hour systems (e.g., quarter and semester).

EXCEPTION: See Article V, Section S, Item 8, Note 2.

EXCEPTION: A transfer student who has met the graduation requirements for an associate degree from a junior college and who has not been identified with any institution(s) of higher learning for more than five semesters or seven quarters will be exempt from meeting the 24/36-hour rule for the first term upon transferring to an NAIA institution provided:
the transferring student passed all hours required for graduation in the term in which graduation occurs and; less than 24/36 hours were required for graduation during the last two semesters/three quarters terms.

Students receiving this exception must pass at least 12 hours in their first term of attendance at the four-year school to retain eligibility for a second term. The last semester/trimester/quarter at the junior college shall count as a term of attendance.

EXCEPTION: A student will be exempt from meeting the 24/36-hour rule only during the first term in which the student initially competes in any sport at the intercollegiate level, provided the student has not previously participated in any intercollegiate sport at any institution; met freshman eligibility requirements upon initial identification with any institution (applies only to students in the first four semesters/six quarters or equivalent, of attendance); and has an overall GPA of 2.000 on a 4.000 scale calculated on the basis of all transcripts from all institutions (applies to students in all terms following the fourth semester/sixth quarter, or equivalent of attendance.)

5. The student must be making normal progress toward a recognized baccalaureate degree and maintain the minimum grade point average as defined by the institution and the NAIA (where applicable).
6. Upon reaching junior academic standing as defined by the institution, a student must have a cumulative grade point average (GPA) of at least 2.000 on a 4.000 scale. The 2.000 cumulative grade point average (GPA) or higher must be certified each grading period in which the student wishes to compete after junior academic standing is reached.

7. To participate a second season in a sport, all students must have accumulated at least 24 semester/36 quarter (or equivalent) institutional credit hours. Transfer students shall use institutional credit hours as certified by the previous institution(s) to meet this requirement only for their first term of attendance at a member institution. Thereafter only institutional credit recognized by the student's current institution and submitted to the registrar for posting on the transcript shall apply. EXCEPTION: A freshman who initially becomes identified after the first term in the fall shall meet this requirement by having passed 12 semester or 20 quarter institutional credit hours. This exception shall apply to the second season of competition regulation only.

8. To participate the third season in a sport, all students must have accumulated at least 48 semester/72 quarter (or equivalent) institutional credit hours. Transfer students shall use institutional credit hours as certified by the previous institution(s) to meet this requirement only for their first term of attendance at a member institution. Thereafter only institutional credit recognized by the student's current institution and submitted to the registrar for posting on the transcript shall apply.

9. To participate the fourth season in a sport, all students must have accumulated at least 72 semester/108 quarter (or equivalent) institutional credit hours, at least 48 semester/72 quarter hours of which must be in general education and/or in the student's major field of study. Transfer students shall use institutional credit hours as certified by the previous institution(s) to meet this requirement only for their first term of attendance at a member institution. Thereafter only institutional credit recognized by the student's current institution and submitted to the registrar for posting on the transcript shall apply.

10. To participate in a third and/or fourth season in a sport, all students must have and maintain a total cumulative GPA of at least 2.000 on a 4.000 scale. The GPA for students with continuing identification at your institution shall be calculated according to the official institutional policy for all students. The GPA for entering transfer students shall be calculated by dividing all quality points achieved by the total number of hours attempted for all courses listed on all official transcripts from all institutions previously attended.

11. The student must be eligible according to the institution's standards for intercollegiate competition.

12. The student must be eligible according to affiliated conference standards when such standards are more stringent than NAIA rules and standards.

13. Repeat courses previously passed with a grade of "D" or better in any term, during summer, or during a non-term cannot count toward satisfying the 24/36 credit hour rule.
A maximum of one repeat course per term previously passed with a grade of "D" (or the equivalent) may be counted toward satisfying the 12-hour enrollment rule. Repeat courses previously passed with a grade of "C" or better cannot be applied to meet either the 12-hour enrollment rule or the 24/36 credit-hour rule.

VII. REFERENCE INFORMATION

a. Academic Policies

1. Attendance

Students are expected to be in class regularly and promptly. They are responsible for all assignments, including but not limited to written papers, quizzes, class tests, midterm tests, and/or final examinations, even when ill or representing Rocky Mountain College officially in extracurricular activities such as sporting events.

After warning students who have excessive absences (in writing) and notifying the academic vice president of this warning, instructors may drop such students from courses with grades of "F" by notifying the office of student records. The academic vice president may, by written notice, place such students on a "no-cut" basis in some classes or in all classes. If, after this notice is given, students are absent from class without adequate reason, the academic vice president may dismiss such students from the College. In the event students are dismissed under the terms of this paragraph, a grade of "F" will be recorded in each course for which the students are registered.

2. Examinations

Final examinations are given at the close of each semester. No change in the stated schedule may be made, except by the academic vice president. Faculty members shall report the final grade for each student missing a final examination as "F" unless the academic vice president has excused this absence.

Dead Week: With the exception of performance and laboratory examinations, no examinations may be scheduled during the final academic week of classes. The academic vice president must approve any exceptions.

3. Course Load

A normal load is considered to be 15 to 16 semester hours. Students in good academic standing may register for up to a total of 19 semester hours with the approval of their primary academic advisor. The advisor and the academic vice president must approve all other overload registrations. For each semester hour over 19, a student is charged an overload fee.

Note: A student must average 15.5 semester hours for eight semesters to complete the required minimum of 124 semester hours.
4. Part-time Enrollment

Once a student has enrolled at Rocky Mountain College, all coursework in the major or to be applied to the degree and/or certificate must be done in residence at Rocky Mountain College. If coursework is to be done at another university or college, prior approval should be obtained from the director of advising. Courses submitted in transfer must have a grade of "C" or better.

5. Addition of a Course or Change of Section

Necessary registration changes, such as a change in a course or section, may be made within two weeks of the beginning of the fall or spring terms. Students may not earn credit in any course for which they have failed to register.

6. Withdrawal from a Course

A student may withdraw from a course with a grade of "W" up to and including the last day to drop a class as published in the academic calendar. An exception to this date occurs for classes that only meet for part of the semester. For these classes, the student may withdraw from the course with a grade of "W" up to and including the day of the 50% point in the course.

After that day a student who withdraws from a course shall receive a grade of "F" in that course. (Students who officially withdraw from the College are not subject to this regulation.) It is required that both the student's advisor and the instructor concerned initial the withdrawal form obtained from the office of student records. Failure to withdraw in the official manner will result in a grade of "F." No withdrawal is official until the proper form has been filed in the office of student records.

7. Withdrawal from College

Students contemplating withdrawing from the College must meet with the vice president/dean of student life to discuss the academic and financial implications associated with withdrawing from the College before the end of a semester. The office of the vice president/dean of student life is located in the Bair Family Student Center. Office hours are 8:00 a.m. to 5:00 p.m. Monday through Friday. Failure to withdraw in the official manner will result in a grade of "F" for each course.

The official withdrawal date will be the date the student notifies the vice president/dean of student life of his or her intent to withdraw. The student provides official notification of withdrawal to the College by sending a letter to the designated office stating his or her intention to withdraw. The College has the option of using a later date if it has evidence of attendance by the student at an academically related activity after that date. An academically related activity includes, but is not limited to, a lecture, a lab, an exam, a tutorial, academic counseling, turning in a class assignment, or attending a study group assigned by the institution. If a student leaves without official notification, the College will attempt to determine a last day of attendance. Although not required to take attendance, many faculty members do take attendance, thus allowing the College to document an academically related activity. If a last day of attendance
cannot be identified, and the College can verify the student attended at least one class during the semester, the 50% midpoint of the semester will be used as the withdrawal date. Rocky Mountain College does not have a leave of absence policy.

8. Grades

Grade Points and Grade Point Average

In order to determine students' scholastic averages, grade points are awarded for each hour of credit as follows: "A" – 4 points; "B" – 3 points; "C" – 2 points; "D" – 1 point; "F" – 0 points. Grades of "I," "P," and "W" are not used in calculation of the grade point average (GPA). A plus (+) or minus (-) does not change the value of the grade for calculation of the GPA. GPA is determined by dividing the number of earned grade points by the number of attempted credit hours.

The GPA is used in determining academic probation and suspension, eligibility for intercollegiate athletics, determining scholastic honors, and granting of degrees. GPA is understood to mean cumulative GPA unless indicated for one semester. Grade point average for all uses in the college shall be based on all courses accepted in transfer and all courses attempted at Rocky Mountain College. When a student repeats a course, the most recent grade will count toward GPA calculation.

Course Grades

Grades in courses are recorded as follows:
"I" – incomplete, "X" – no grade received from the instructor, and "W" – withdrawn. All grades except "I" and "X" become a matter of permanent record. The "I" grade is given only under unusual circumstances and with the instructor's consent. The instructor must file a completed "request for grade of incomplete" form in the office of student records before the assignment of a grade as "I" (incomplete). An "I" must be made up within one year. After one year it will be permanently recorded as an "F." A grade of "F" can be made up only by repeating the course. The previous "F" is not removed from the permanent record, but is removed from the GPA calculation. Students who have an "F" in required courses should give precedence to re-taking those courses in planning subsequent schedules.

Grades not submitted to the office of student records by the due date will be recorded as "X." Grades not received from faculty by 10 days after the grade due date will be recorded as "F."

Grades submitted to the office of student records are final and may not be changed except upon request of the instructor. No grade change can be made more than one year after the end of the semester in which the course was taken.

b. Academic Standing: Probation and Suspension

Students at Rocky Mountain College are expected to make progress toward attaining their degree. The criteria for good academic standing are as follows:
<table>
<thead>
<tr>
<th>If………</th>
<th>Then………</th>
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</thead>
<tbody>
<tr>
<td>Semester GPA of 1.00 – 1.75 and ≤ 26 credits completed</td>
<td>Academic Probation for next semester (P)</td>
</tr>
<tr>
<td>Semester GPA &lt;1.00 and cumulative GPA is &lt;2.00</td>
<td>Academic Suspension for next semester (S)</td>
</tr>
<tr>
<td>Semester GPA &lt;1.00 and cumulative GPA of ≥ 2.00</td>
<td>Academic Probation for next semester (P)</td>
</tr>
<tr>
<td>Cumulative GPA between 1.00 and 2.00 and more than 27 credits completed</td>
<td>Academic Probation for next semester (P)</td>
</tr>
<tr>
<td>27+ credits completed and cumulative GPA &lt; 2.00</td>
<td>Academic Probation for next semester (P)</td>
</tr>
<tr>
<td>Semester GPA 0.00</td>
<td>Academic Suspension for next semester (S)</td>
</tr>
<tr>
<td>While on Probation and semester GPA ≥2.00 and cumulative GPA &lt;2.00</td>
<td>Academic Probation continues for next semester (P)</td>
</tr>
<tr>
<td>While on Probation and semester GPA &lt;2.00 and cumulative GPA &lt; 2.00</td>
<td>Academic Suspension for next semester (S)</td>
</tr>
</tbody>
</table>

**Note:** Each major has a minimum cumulative GPA required for graduation. Check with your academic advisor.

A student may appeal an academic suspension by indicating in writing the reasons why he or she did not make satisfactory academic progress, submitting a letter of support from a faculty member or academic advisor and submitting a plan for improvement. The appeal must be made
within 15 days of notification of suspension and directed to the office of Student Records. The office of Student Records will forward appeals to the academic progress committee for review.

Students on probation must follow specific steps to remove probationary status. These include enrolling for no more than 13 credits, meeting weekly with his or her academic advisor and seeking assistance from other resources.

Suspended students may be re-admitted after one semester’s absence. Re-admission requires submission of an application for re-admission to the office of Student Records, and consideration by the Academic Progress Committee. If re-admission is approved, the probationary status shall be continued until good academic standing is restored.

Students may lose eligibility for financial aid while on probation. Check with the financial aid office for more information.

**Academic Dismissal**

If a student is suspended a second time, the student is dismissed with no further opportunity to enroll at Rocky Mountain College. Probation, suspension, and dismissal are permanently recorded on the student’s transcript.

**Readmission Guidelines**

Students who previously attended Rocky Mountain College but were not enrolled during the previous semester must apply for readmission. Applications for readmission may be downloaded from the Rocky Mountain College website or from the office of Student Records. Students must submit the application along with all transcripts from institutions attended since their last enrollment at Rocky Mountain College.

**Admission Criteria**

Students who left Rocky Mountain College in good academic standing will be approved for readmission if they have a minimum of 2.00 GPA on a 4.00 scale from any institution attended since their last enrollment at Rocky Mountain College; are in good standing at that/those institution(s); and have not been convicted of a criminal offense.

The admissions committee will consider any student for readmission who does not meet these criteria, including students with a Rocky Mountain College cumulative GPA below a 2.00. In addition to the readmission application, students are required to submit an essay for review by the committee. The essay should address the following: an explanation of past performance; strategies the student will employ to improve his or her academic standing; and changes in the student's personal life which will contribute to academic success.

**c. Support Services**

As a college founded in the liberal arts tradition, Rocky Mountain
College is interested primarily in the development of the whole person. A caring, personal atmosphere fosters this development. Students are encouraged to seek the counsel of any faculty member, and special counseling services through the vice president/dean of student life office and services for academic success (SAS). Residence hall staff also provides support in educational, vocational, social, and personal matters.

**Counseling Services**: Rocky Mountain College counseling services are available to all students. The counseling center provides support for students experiencing personal, social, or adjustment difficulties. The campus counselors also sponsor special events and programming within the College community and provide referrals to community resources.

**Career Services**: The career services office provides assistance to students in career awareness and decision-making, career-educational planning, and job searching. In addition, the career services office maintains a current list of full and part-time jobs, internships, and seasonal work available to Rocky Mountain College students. Information is accessible from the career services website. Career services assists students in establishing credentials, developing resume-writing and interviewing skills, and making contact with employers.

**d. Counseling and Heath Centers**

**Counseling Services:**

Cynthia Hutchinson, LCPC

Call (406) 657-1049

Services provided by the college are:

- Individual counseling
- Crisis Walk-in Service
- After hours urgent care
- Brief assessment for addictions & community referrals
- Psychiatric consultation referrals
- Referrals to community-based agencies & colleagues
- Special interest groups - led by student's interest
- Grief and trauma counseling always available
- Medication management in cooperation with a physician

Rocky Mountain College counseling services provides brief therapy for students to address concerns that are problematic. Confidentiality is maintained to give support, care and to achieve beneficial solutions for the student. In instances where it is beneficial to employ additional support, community-based services are advised in coordination with RMC counseling.
services.

**Student Health Service:** The College maintains a health service office in Fortin Center on a half-time basis under the direction of a nurse practitioner and consulting physician. Examinations, the diagnosis of minor illness, and the primary treatment of injuries are available to all students at no charge. Prior to enrollment, every student must submit a completed medical history form and provide documentation of two MMR inoculations. The student must assume the cost of illness and injury requiring hospitalization or other referrals. The College is not responsible in the case of accidents incurred by students in pursuit of their work, on field trips, involved in athletics, or participating in any other student activity.

**Immunization Policy**
Entering students must present documentation of immunization as part of the enrollment process at Rocky Mountain College. Montana state law requires proof of two measles and rubella immunizations for all students unless born before Jan. 1, 1957. Prior to enrollment at Rocky Mountain College, prospective students must complete the immunization section of the health service form. If adequate documentation is not available, immunization must be performed at the Rocky Mountain College health service upon arrival. Students with incomplete immunization records will not be allowed to register for classes.

**e. Honors Program**
Dr. Matthew O'Gara, Director

The honors program enhances the education of some of our finest students within an eight-credit-hour curriculum that allows them to work intensively with a single professor in the production of a project relevant to their career or graduate education interests. The projects vary widely in scope. Some students elect creative works in music, drama, or spatial arts. Others may do specialized research on historical or literary topics. Students in the sciences may wish to complete original research. Often, topics will be interdisciplinary. In all cases, students' projects are begun and completed with the approval and close support of the honors committee, their divisions, and their readers, as explained in the sequence below.

Successful honors students find that participation in this program not only brings them closer to professionals in their chosen fields, but also grants them substantial credentials in their applications to graduate schools or employment opportunities.

The honors program at Rocky Mountain College is open to students who, at completion of the second semester of their sophomore year, have achieved a GPA of 3.40 or better or are recommended by a faculty member. Interested students may also petition the honors committee for admittance to the program.

Honors students enjoy reserved carrels in the library, freedom from academic overload fees (students are exempt from overload fees due to enrollment in their honors courses; any extra credits students taken beyond the 19 non-honors credits would normally be subject to the overload fee), and an increase in scholarship assistance as they pursue projects during their
senior year (honors students enrolled in HON490 are eligible for a $300 scholarship each semester they are enrolled in HON490).

Spring semester junior year: Approved honors entrants participate in HON309, Honors Proposal Development. A single leader will bring to this course faculty guests appropriate to the academic interests of the participants. Honors students will share development issues and other common concerns, producing honors proposals with research outlines and planning future coursework germane to their proposals. Only well developed proposals will be approved for possible academic support and funding by the honors committee, although a student may submit a revised proposal during the semester. Honors students with approved proposals then pursue courses relevant to their projects in the following semester and continue their research.

Fall semester senior year: Honors students commence work on their projects in HON490, Senior Honors Project, as well as participate in a leadership course, HON409.

Spring semester senior year: Honors students register for a second semester of HON490, Senior Honors Project as well as HON491, Project Presentation, a rehearsal seminar climaxing in the graded public presentation of the completed project. In cases of mid-year graduation, HON491 will also be provided for the fall semester.

f. Registration Enrollment Procedures and Guidelines

1. Note the registration dates on your calendar.

2. At least one week prior to the online registration weeks, notify your advisees of:
   a. The upcoming dates.
   b. Setting up advising appointments.
   c. What to bring with them during the advising session.
      i. 4-year plan
      ii. List of courses
      iii. Print out of degree audit for both general education requirements and their major.

3. Your job during this advising session is to:
   a. Find out how they are doing.
   b. Review their mid-term grades, make recommendations or referrals. Note the last day to drop a course.
   c. Review their course requirements, make recommendations. These can be seen in the student’s “degree audit” through CampusPortal.

4. When you and the student are satisfied with course selections, you should remove the student from the “Registration Hold Group” through CampusPortal. The student can now login to their campus portal and proceed with the registration process.
g. Academic Standards Committee and Student Appeals

The academic standards committee is the body of original jurisdiction for student requests to be granted exceptions to the standard academic policies of the College. The academic standards committee has jurisdiction over all such matters unless specifically noted otherwise in the catalog (see waivers and substitutions of program requirements, academic standing, and academic integrity). Common examples of student requests appropriate to the academic standards committee involve exceptions to the general education requirements and other requirements for graduation, exceptions to the College’s drop/add policy, and exceptions to the College’s policy related to participation in graduation ceremonies. Requests for exceptions must be submitted in writing to the office of student records. Most requests should be accompanied by a letter of support from the student’s academic advisor or an appropriate faculty member. Students should take steps to ensure that their requests reference specific policies to which they are seeking exceptions and specific desired remedies.

Decisions of the academic standards committee may be appealed to the academic vice president/provost. Any appeal must be submitted, in writing, within 10 days of receipt of the academic standards committee’s decision. In some cases, requests made of the academic standards committee may be referred to an appropriate faculty member and/or academic division chair for informal resolution. In such cases, students should provide documentation of the results of said attempts should they desire to reinstate their request with the committee.

h. Waivers and Substitutions

In exceptional circumstances specific program requirements may be waived or substituted. If the requested waiver or substitution pertains to requirements of a student’s major or minor area of study, an exception to the stated requirements may be granted at the discretion of the faculty in the relevant discipline subject to the approval of the Academic Vice President. Waivers or substitutions related to the general education requirements are, like other exceptions to stated academic policy beyond those already noted, the purview of the academic standards committee (see academic standards committee and student appeals in the catalog).

A waiver or substitution may be granted, for example, if a student unexpectedly does not have the opportunity to meet a program requirement because of an unavoidable conflict or because of a course cancellation. Substitutions are preferred over waivers so that the student will have an opportunity to learn most or all of the material by taking another course or combination of courses. When waivers or substitutions are approved, the student must still meet the minimum credit requirement for the major or minor – the student may need to take additional elective courses in the discipline. Students are not awarded credit for waivers. Waivers and substitutions are not appropriate in cases in which a student believes he or she has already learned the material necessary for the requirement. In such cases, the student should challenge the course.
i. **Challenging a Course**

Students may challenge courses not previously taken. Approval of the faculty in the discipline and the academic vice president must be obtained, and written notification of successful challenge must be filed with the office of student records. A challenge of a course involves a process whereby faculty members can effectively evaluate the student’s knowledge and skills in the content area. Examples of methods faculty may use to evaluate a challenge include exams, having the student write a paper or give a presentation, and/or having the student demonstrate skills in relevant activities.

j. **Requesting a Change to The Final Exam Schedule**

Students may request exceptions to the published final exam schedule in cases where adherence to the published schedule would cause undue academic hardship. For example, a student may request the rescheduling of a final exam when the published schedule would require the student to take more than two final examinations on a single day. Since the final examination schedule is published well in advance, exceptions related to personal/travel reasons will not be granted. Requests for exceptions to the published schedule are initiated through the office of the academic vice president/provost, and an official request form may be obtained from that office. Requests will be granted only upon the approval of the academic vice president and the course instructor. Completed forms indicating instructor approval must be returned to the office of the academic vice president/provost prior to the earlier of the scheduled examination time or the requested alternate examination time.