



**BACONE COLLEGE FACULTY
ADVISING MANUAL**
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Medicine Wheel Framework

The Medicine Wheel framework is a circular, cyclical concept that is unending. It is an opportunity for life-long teaching and learning, growth, and education.

The First Section – East quadrant allows brainstorming and thinking of cultural ideas/activities that engage students, staff, faculty, administrators, Board members, and community members. Thinking about the appropriate cultural activities that respect the tribe, region and timing of the event is presented. As well, there is discussion about the personnel, budget, and intended audience.

The Second Section – South quadrant involves planning events that celebrate the various American Indian cultures of our students that creates a home-like setting for students. College employees work with student sponsors and students themselves to plan when, where, how, and why events and activities are held. Discussions are held for everyone to communicate what resources, location of the activities, and key individuals who will lead and assist in the planned activity. Time and preparation, as well as required human and fiscal resources are identified, raised, and identified.

The Third Section – West quadrant is the time to implement the idea with the appropriate resources into action. Individual and teamwork, building trust, communication, responsibility, and confidence are achieved. To see the actual idea planned and implemented creates a sense of pride and allows students and college employees to build a sense of community.

The Fourth Section – North quadrant is the opportunity to reconvene and talk about what students learned or achieved. This time to reflect allows students to identify what worked and what did not so the next time the event is held the identified missteps will not reoccur. This also opens new or additional ideas and activities to be part of the monthly, semester, or annual activities of the College, creating a sense of community.

Mission Statement

As a historic American Indian-serving institution, Bacone College provides a quality, holistic, liberal arts, educational experience for students in a culturally diverse environment, empowering life-long learners with the knowledge, skills, and capacity to be transformational leaders in both Native and non-native communities.

Institutional Education Goals

To fulfill its mission, the College has established education goals stipulating it will provide: Intellectually challenging baccalaureate and associate degree programs that include study in both professional programs and the arts and sciences.

- A core curriculum, which allows students to demonstrate critical thinking, computer proficiency, computational ability, and self-expression in writing and oral form in understanding and developing new ideas and presenting them to others.
- The opportunity for students to learn and live in a diverse cultural collegiate community.
- Emphasis and privilege in its curricular and co-curricular programs to the voice and culture of American Indians as represented in the College's students, staff, and faculty.
- Academic and non-academic support services that facilitate student success.

Advising Welcome

Academic advising is one of the most important and rewarding roles Bacone faculty perform. Our advising system allows faculty the opportunity to work individually with our students as they plan their academic course of study, develop their skills for a chosen career path, and learn to function more effectively in our technological and multicultural society while striving to maintain their sociocultural heritage. The advising relationship goes well beyond placing students in classes (enrollment). We serve as mentors and role models for responsible decision-making, careful consideration of options, and the recognition of the impact various choices have in their lives. It is our hope that sharing our wisdom with our students in such relationships will help them make positive contributions in the world.

This manual is for informational purposes to help guide you in becoming the most knowledgeable advisor. Also, this manual is under continuous review and subject to change. Consult the catalog, student handbook, faculty handbook, and academic calendar for current policies.

Responsibilities of an Academic Advisor

(portions adapted from Reed College, Portland, Oregon)

<https://www.reed.edu/registrar/pdfs/faculty-adviser-handbook.pdf>

This Manual is designed to prepare Bacone College faculty advisors for the very important engagement with those students who chose Bacone College in part because they value direct engagement with faculty. Academic advising provides one significant opportunity for students to participate in an ongoing and individual relationship with a Bacone College faculty . Academic advising affects student satisfaction and persistence and is critical to retention when it enables students to clarify their educational goals and relate them to academic offerings.

The primary goal of academic advising is to assist the student in successfully planning and carrying out the educational program. Because each adviser and each student are an individual,

there will be variation in how the advising relationship develops. However, there are general responsibilities of faculty advising that should be followed:

- By maintaining on-going relationships with advisees, by establishing those relationships from the student's perspective. Focus upon the student's purpose(s) for attending, their cultural heritage and traditions, and the academic skills they possess upon arriving to Bacone College,
- helping advisees plan their academic schedules, knowing and communicating college requirements and policies to students,
- and helping and referrals for students who are experiencing social and academic difficulty.

There are special considerations when advising new students. Guidelines for fulfilling the responsibilities of advising are provided below and special factors related to new student advising are listed in the section immediately following.

General Responsibilities

- Establish on-going individual relationships and be available to your advisees.
- Advisers should be aware that one of the most compelling reasons drawing a student back to the college year after year is the knowledge that a concerned faculty has taken a personal interest in that student's progress and their unique cultural background. Learn the names of each of your advisees and become familiar with their personal and academic interests is crucial to the success of any academic advisor. Communicate a genuine interest in their academic goals. Tell them a little about your background and explain your role as faculty adviser.
- It is recommended that you meet with each of your advisees at least twice each semester outside of the classroom. However, there are particular cases in which you may need to spend more time with individual students, including connecting with them via email, text messaging, social media, or face-to-face video conferencing. Advisees who are uncertain of their choice of major may need more of your time than those who are sure of their direction. Students experiencing academic or personal difficulties may also need a greater amount of assistance which may involve other student support services that are available on campus or upon referral to the Vice President of Student Affairs.
- Post and keep regular weekly office hours on campus. Let your advisees know the best way (or ways) to reach you when they have concerns or questions. This is the 21st Century and students may prefer more modern modes of communication rather than simple e-messages.
- Just like the rest of us, students need positive reinforcement about their work. This is even more important at Bacone because students do not have the automatic satisfaction of knowing their grades. Be familiar with your advisee's academic performance and provide praise and encouragement whenever possible. Assist students in planning their academic programs, while paying special attention to college, divisional, and departmental requirements.
- Assist students in planning their academic programs, paying special attention to college, divisional, and departmental requirements.
- Encourage the student to develop a preliminary plan for their academic program and then

adjust as necessary. You may find it helpful to use a program Course Sequence, and Degree Plan (see appendices) in constructing this plan.

- Encourage all students to maintain a personal folder to keep all academic records, notes, and completed forms throughout their time at Bacone College.
- Be present on campus during registration periods or make arrangements in advance for a substitute to talk with your advisees.
- Keep a copy of the Catalog and the Adviser Handbook in your office, or accessible online.
- Do not allow a weak student to sign up for a heavy program. A semester schedule greater than 17 credits is only for the exceptionally able student. Students requesting more than 17 credits (an overload) must have the approval of the Vice-President for Academic Affairs. Students with documented disabilities may be eligible (by petition) for a reduced load.
- Be knowledgeable about College policies and procedures and communicate these to your advisees. Understand the process of petitioning for exceptions to policy.
- Refer to the College Catalog, Adviser's Handbook, and Faculty Handbook regularly as applicable. Encourage your students to refer to the College Catalog and to their degree plan.
- A petition for exception to the College Catalog worth signing is worth considering carefully. It's best if you don't sign it in the hall, in passing, or if it is left tacked to your door. Take the time to talk with the student about it. If you are not supportive of the petition, the advisor MUST respect the student's right to petition, mark it for discussion.
- Some students may decide to take a leave of absence (LOAS) during their time at Bacone. This is a process requiring your approval and the approval of the Office of Academic Affairs. When a student
- comes to you to talk about taking a leave, or you receive word they have applied for a leave make sure that you have discussed the academic implications of taking a leave (i.e., course sequencing, etc.).
- Explain to students that if they take courses elsewhere, they should seek approval for those before
- enrolling at another school. Refer them to the registrar's office to obtain a Request for Transfer Credit form if they plan to take courses while they are away.
- Provide assistance and referral to students having trouble. Be knowledgeable about College resources and understand your own responsibilities and limits.

- Department messages and update messages from the Office of Academic Affairs are an important source of information for you and your students. Make sure you read them for your advisees at each grading cycle and address any concerns that are noted.
- Meet regularly with students on academic probation. If students miss appointments, send reminder notes; don't just let it slide. If an advisee repeatedly fails to appear when scheduled, or is not attending classes, notify the department chair, the Office of Academic Affairs and possibly make a referral to TRiO/Student Support Services.
- Don't hesitate to refer students to TRiO/Student Support Services. Student Support Services offers
- academic counseling, tutoring, services for students with learning disabilities, assistance with study skills, organization and motivation, and career counseling. **SP21 TRiO non-active
- Information about residence life, an inclusive community, and student activities is also available. You may also refer students to the different support such as the offices of the Registrar, Business, Financial Aid, Student Life, and International Programs.
- Do not think that you must handle what may seem to be serious psychological problems. Call or refer the student to the Vice President for Student Affairs. Professional counselors are employed to assist students. It is helpful if you advise Vice President for Student Affairs when you make such a recommendation. Forewarning of a possible problem is often useful.
- Note: We hope this delay will give you time to learn more about Bacone's curriculum, the College Catalog, the advising role, and the reasons for the various curricular policies and practices.

Guidelines for Advising First-Year Students

1. Showing a personal interest in the student will help initiate a good advising relationship. Read all the material in the student's advising file prior to your first meeting. These documents can provide you with information about the incoming student: past academic record, areas for potential concern, tentative choices of major, academic goals, special talents, disabilities, and the student's expectations for the advising relationship. The advising file does not contain confidential material such as teacher recommendations. Certain information such as Bacone's admission evaluation is destroyed when the student matriculates.
2. Spend some time discussing issues of adjustment to Bacone College academic life such as the differences between high school and college; expectations of faculty; successful conference participation; study skills; and grading policy. For instance, students are expected to be independent and responsible for their own learning but, students also should seek out instructors when they have questions or problems with a course.
3. Many first-year students are unfamiliar with the process of undergraduate academic advising. You and your advisee should discuss your mutual expectations of the advising relationship. It is important that you be as specific as possible regarding your role, including what you are able and willing to provide.

4. All first-year students are expected to see their advisers a minimum of twice each semester. Many advisers try to see new students more frequently during the first semester. It is usually helpful if you initiate contact with the student.
5. Assume that first-year major choices are tentative. Students should seek a program that balances types of courses, electives, and requirements.
6. Many new students assume they can take five or six academic courses as they did in high school. Students who have a good academic experience in their first year are much more likely to be successful and to remain at Bacone. A heavy course load can interfere with a satisfying academic introduction to college. First-year students typically start with First Year Seminar and two other courses. Some add a Liberal Arts elective course in art. Suggest to students that they can increase their academic load in the second semester after a successful first semester schedule of 15 credits. Any new student expecting to carry 17 credits should present an exceptionally strong record and also express a strong desire to carry an especially heavy course load. Without these indicators, students should not be advised to take a heavy schedule.
7. Many students today see our online course offerings as a viable option for them. Yet, freshman enrollees must avoid online courses. Only students who have demonstrated a strong sense how to deal with the new freedoms of the college experience should be considered to take online offerings. Once an on-campus student has shown the academic discipline to be successful with online offerings, then that student can be reasonably seen as prepared to be successful with online offerings. Yet, DOTL enrollees and adult learners associated with our tribal partners or returning to college later in life are permitted to enroll in online courses.
8. Unlike life outside the classroom, the Bacone College curriculum involves detailed requirements and expectations. Make sure students understand the general college distribution requirements and deadlines for adding and dropping courses. Students also need to know that they are responsible for completing the paperwork for course changes and petitions and that the faculty is serious about deadlines. Late requests may not be automatically granted. Students don't always understand the consequences of failing to do "the paperwork" (i.e., a transcript showing a grade of 'F' in a course they stopped attending but failed to drop).

Transfer Students

For transfer students, it is particularly important to assist your advisee with establishing a plan for the remainder of their academic program. Use the appropriate degree plan audit as a framework to plan the completion of all remaining requirements, paying attention to residency requirements of the College. The margin of error is much less in designing a program for a student who enters Bacone College in the second or third year. When in doubt, consult with the department chair, Office of the Registrar and with other faculty colleagues.

Preparing a Degree Course Sequence

There are several important factors to keep in mind when advising a student regarding an academic schedule for a semester or a year. It is important that both of you view the plan as an integral part of a four- (or perhaps five-) year academic plan for bachelor's degree seekers AND a two-year academic plan for associate degree seekers. Course sequencing and course prerequisites is most successful in the context of a plan for each individual student. The development and implementation of such a plan is the primary goal of advising students. One of the common reasons students encounter difficulty meeting requirements in a timely manner, is that they have not planned their coursework carefully within the framework of overall college requirements. Academic plans must incorporate department and general college requirements. In planning the student's educational program, consideration must be given to course sequencing and prerequisites.

Frequently, students experience indecision when it comes time to choose a major. Particularly in the first three semesters, students should choose courses which both allow them to pursue their interests and provide them with the greatest number of options in the future.

Quite often, first year major choices are tentative. Students should seek a program that balances types of courses, electives, and requirements. It is also important to consider a balance of semester and shorter online courses. It can be difficult for some students to be locked into all shorter or online courses. Although it may be difficult for some students to do this, it is helpful even in the first year to develop a proposed four-year schedule and adjust it each semester as necessary. Use the appropriate Recommend Course Sequence Plan and the individual major degree plans to develop a tentative plan and to assure that all requirements will be met. It is very important to remember that a change of major may result in changes affecting the distribution and department requirements as well.

Suggested Opportunities for Advising Conferences

It is important to meet with advisees at specific times during each semester. Some students will require more meetings than others.

Possible reasons to meet with an advisee:

- Fall and spring enrollment
- Drop/Add
- First week of class progress
- Mid-term grade review

- End of term evaluation and planning
- Change of major
- Graduation application
- Unsatisfactory grades, attendance, attitude
- Instructor/student personality conflicts
- Planning (short-term and long-term)
- Appeals
- Study habits

Additional Possible contact points

- Send students regular emails/texts to check on their progress
- Send reminders for appointments
- Send birthday cards
- Send congratulations when students win awards or do exceptional work

Means of contact

- Face-to-face
- Emails
- Texts
- Video Conferencing (i.e. Zoom, Skype, etc.)

Be sure and identify several means of contact of their choice with your advisees. Ask them for the 3 best ways they want to be contacted and make a record of those. This may include a personal email they check on a regular basis, instead of the assigned college email.

Be sure and give students your preferred method of contact (email, phone, text, etc.) also.

Advising Talking Points

During the advising session, the advisor should do the following:

- Verify the major of their choice; you may need to discuss available majors, or major which lead to career interests. If the student wants to change his or her major, fill out the Change of Major Form. Then print a copy of that form, attach the form, then send an email message to the Office of Academic Affairs and the Registrar to ensure its receipt into the system.
- Discuss the student's progress in the current semester, or expectations for the future.
- Discuss any limitations the student may have, such as work, sports, etc.
- Discuss a returning student's status on the degree plan or provide basic information on the degree plan for new students.
- Explain the importance of staying on track and following the degree plan. Graduation is based on courses completed, not solely on hours earned.
- Provide options for enrollment, based on the courses available, keeping in mind pre-requisites, and the core.

Other things to tell/remind the student about during the Advising session:

- Final date of drop/add (end of the enrollment period) and what that means.
- Textbooks may only be charged until the end of the enrollment period. So, get your textbooks early.
- Academic Support Services and TRiO services are available to assist the student.
- Computers are required for business students by the end of the first semester.
- Services available at the library.
- How to access the Student Portal, Moodle, and Student Email.
- Importance of attendance, including the fact that an excused absence does not excuse a student from assignments in class and students should check with individual faculty for the policy in their classes.

Keys to success at Bacone: Go to class every day; take notes; turn in homework on time; check Moodle regularly because Bacone classes are administered through Moodle; study for exams.

Some Other Policies related to Advising to keep in mind:

1. Students may take 12-17 hours for the same cost to be considered full time. Students who want to take 11 or fewer hours must be cautioned that there are penalties to financial aid, scholarships, and Housing for dropping below 12 hours.
2. Students wanting to take more than 17 hours will require approval from the Office of Academic Affairs, and there will be an increase in tuition based on the hourly tuition rate and the number of hours the student is going over 17. This is accomplished by completing a Drop/add form and sending it with the student to the Office of Academic Affairs for approval.
3. You cannot speak to parents (or most others) about specific information regarding a student (grades/attendance/discipline issues etc.) without a signed FERPA agreement on file with the registrar.
4. Drop/Add Forms must be completed using the paper drop/add form.
5. Students who choose to withdraw from school MUST withdraw through the form on the website (full charge for the semester unless appealed through President)
6. Leave of Absence Status (LOAS) and must be approved through The Office of Academic Affairs for reasons such as military service, illness, emergency, etc.
7. Incompletes in one or more classes, which must be worked out with the instructors. These are reserved for students who have been successful in the course up until the last week or so and a hardship occurs. Incompletes are NOT for students who have not been diligent to complete the course.

Expectations

Advising: Program Expectations

1. Students and faculty will be available for advising.
2. Appropriate time will be set aside for advising. Generally, set aside 45 minutes.
3. Students and faculty will treat each other with respect.
4. Accurate information is exchanged between student and advisor.
5. Students and advisor work in conjunction to achieve short-term and long-term academic

goals.

Advising: Student Expectations

- Students make and keep regular appointments with advisor.
- Students are prepared when they come to see their advisor. Bring their folder of academic documents.
- Students exhibit a positive attitude towards advising.

Advising: Faculty Expectations

1. Faculty make and keep regular appointments with students.
2. Faculty are prepared when students come to see them.
3. Faculty exhibit a positive attitude towards advising.

Evaluating YOUR Advising Program

Advising is a critical component to the academic success of our students. After conducting a literature review, to include NACADA, outcomes of an effective advising program have been developed by the Office of Academic Affairs in consultation with faculty.

Evaluation is the only successful way to measure the effectiveness of any program. Yearly surveys will be given to all students and faculty that address the above advising outcomes. Results are shared with advisors, Office of Academic Affairs, and the Academic Affairs Council. Improvements to advising will be made based on interpretation of results.

The Division for Indigenous Online Teaching and Learning (DIOTL), will create and evaluate advising outcomes specific to the online academic programs with our tribal partners.

Advising Folders

It is important for an advisor and the advisee to keep accurate records. A faculty folder, preferably electronic and in print, needs to be created for each advisee. Each advisee should also get into the habit to maintain their own personal print folder of all academic forms and documents themselves. This will empower the advisee to oversee their academic progress. The faculty folders and the student folder should contain an up-to-date and current degree plan that is updated as the student completes courses, correspondence to or from the advisor that effects the advising process, placement scores (if applicable), previous college transcripts, any transfer reports made available via the CAMS Enterprise database, the advisor notes, all Add/Drop forms, and other documentation as deemed necessary by the advisor.

Each semester, the folder must to be updated with the advisee to identify if courses were or were not successfully completed and possibly need to be retaken. The advising folder is perhaps the most critical component of the Advising program with each advisee.

Advising Students with Disabilities

If an advisee reveals they have a disability, refer them to Academic Support. To receive academic accommodations, students must provide documentation of the disability. Office of Academic Affairs will notify appropriate individuals of the needed accommodations.

Advising Student-Athletes

Student-athletes must follow certain regulations imposed by the NAIA in order to remain eligible for athletics. Advisors should be aware of these guidelines. If a student has questions about their individual eligibility, please refer them to the Faculty Athletic Representative (FAR), the athletic director, or designee. Do not refer them to their respective coaches to ensure proper information received by the student-athlete.

An NAIA student-athlete:

- May compete during his/her first 10 semesters of college coursework.
- Must meet freshman and/or continuing eligibility requirements.
- Must be current enrolled in at least 12 credit hours in the semester of their participation.
- Must be making normal progress toward a baccalaureate degree.
- Must have a 2.0 GPA on a 4.0 scale (for juniors and seniors).
- Must meet transfer eligibility requirements (if applicable).
- May compete during four seasons only.

Freshman Eligibility

A student considered a freshman who has not been previously identified at any institution of higher learning for 2 semesters will fall into this category. To be eligible for competition, a freshman must be:

- a graduate of accredited high school or be accepted as regular student in good standing,
AND
- Meet two of three requirements:
 1. Test Score: Minimum score of: ACT — 18, SAT — 860 (Critical Reading and Math Sections only)
 2. High School GPA: Minimum overall high school GPA of 2.000 on 4.000 scale
 3. Class Rank: Top 50% of high school graduating class

Continuing Eligibility

Applies to any student who has previously identified for 2 semesters as a participant. To be eligible for competition, must meet:

- 12 Hour Rule (a student must be enrolled in a minimum of 12 institutional credit hours)
- 24/36 Hour Rule (to compete, a student must have earned 24 hours during the student's previous two semesters)

AND

- Progress Rule (2nd Season of Competition – SOC- a student must have earned 24 semester hrs.; 3rd SOC: 48 semester hrs.; 4th SOC: 72 semester hrs.)

Advising Transfer Students

The registrar is solely responsible to determine and evaluate transfer General Education Core credits. Once a transfer student official transcript is received by the registrar from the admissions department, earned hours from the entire official transcript record is posted on the student's Bacone College record. Any general education courses and/or major courses from the transfer institution that the registrar knows have previously been accepted are marked as an equivalent to the appropriate Bacone College course. Any transfer courses needing a department approval are sent to the appropriate division chair for evaluation and approval, before they are marked as equivalent to a Bacone course. If a course is not approved for a specific equivalent course, then it is marked as an elective course. Each department chair is responsible to approve program core transfer credit(s) to be posted in the advisee's degree plan. The registrar can also provide advisors an evaluation report of transfer credits for individual students via the CAMS Enterprise database.

Advising Students Having Academic Difficulties

Almost all students experience academic difficulty at some point in their college career. The causes of their problems can be academic or personal. Early detection is important. Advisors should review mid-term and semester grades with students as soon as possible. Refer students to the appropriate offices on campus to deal with their specific problems.

Academic Standing

Academic Standing Policy (Revised 12/22/16)

At the end of every semester, the Academic Affairs Council reviews students' academic progress. Every student that falls below the accepted level of academic performance, as defined by the College's catalog or by exceptionally poor grades for one or more semesters, is placed on academic warning, probation, or suspension.

Good Academic Standing: Any student who meets the academic requirements as set forth in this policy (See chart below) is in good academic standing.

Academic Warning: Students that fail to maintain an acceptable grade point average (See chart below) are notified that they may be placed on Academic Probation at the end of the next semester if by that time they have not achieved an acceptable GPA.

Academic Probation: Students may be placed on academic probation when they fail to maintain the necessary grade point average (See chart below).

Academic Suspension: Students who failed to achieve the required grade point average (See chart below) while on academic probation may be placed on academic suspension. (See Suspension Policy under ADMISSION INFORMATION, Office of Admissions General Policies.)

Satisfactory Academic Progress Policy Requirements	Undergraduate Students		
	Total Hours Attempted from all Institutions	1-30 Credit Hours	31-60 Credit Hours
Minimum Cumulative GPA Requirements	1.60 GPA	1.80 GPA	2.0 GPA

Any course in which a student has a recorded grade will be counted in the calculation of the grade point average for academic standing purposes excluding any course repeated or forgiven,

any noncredit courses, and any physical education activity courses. Students may attend the summer sessions as an attempt to meet the minimum requirements for continued enrollment.

Appealing Academic Standing

A student, having extraordinary circumstances and wanting to appeal an adverse academic progress determination, including Academic Suspension, must make a formal request for review of his/her status through the Office of Academic Affairs. In the written appeal, a student must provide an explanation of the factors that have changed in the student's situation that will allow the student to demonstrate satisfactory academic progress at the next evaluation.

Legal Issues

In academic affairs, a relationship exists between the student and the institution. The basic provisions of the catalog and handbooks guide the college in its operations and obligations to the student.

Advisors are encouraged to keep notes of their discussions with students during advising sessions. This record can help solve disputes or issues related to student academic advancement. The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, protects the student's records from unauthorized access. The student's advisor has access to student records for the purpose of aiding the student in their academic progress. A representative of the college is prohibited from communicating, in oral or written form, any information about a student to another party without the student's consent. Students complete a FERPA disclosure form and turn it in to the registrar. The form stipulates who the student authorizes the college to communicate with regarding information held by the college.

Change in Major/Minor

Students often change their major at least once. When students express a disinterest in their major or an interest in another major, an advisor can play a key role in helping the student find their place within a major. An advisor can encourage a student to go speak with the professor over a particular program to find out more about that major. An advisor can also encourage students to take a class in a desired major to get a sense of what the degree is about.

Once a student is determined to change their major, they need to complete the "Change of Major" electronic form located on the Registrar's website. The "Change of Major" form can also be found on the Moodle Advising page. Always follow-up this step by printing the form and send it via e-mail to the Office of Academic Affairs and the Registrar. A copy of the request will be sent to the registrar and Division Chairs associated with the old and new major.

Graduation Requirements and Paperwork

Faculty should keep an updated degree plan for each of their advisees, and as that student is enrolled for an upcoming semester check to see if the student will be ready to apply for graduation in either the fall, spring, or summer of the beginning academic year. For example, the AY 2019-2020 will have one commencement in May 2020, but will have three possible completion dates: Fall 2019, Spring 2020, or Summer 2020. The application deadlines to apply for each completion date are on the academic calendar, and on the applications for graduation. The 2019-2020 Applications for graduation for bachelor and associate degrees are located on the J: drive/Campus Forms/Academic Affairs in PDF format, or copies are available at the Registrar's Office.

Requirements for Associate of Arts and Associate of Science Degrees

Successful completion of a minimum of 60 semester hours of college work and a cumulative grade point average of 2.00 is required for graduation. The last 15 of the final 30 hours applied toward the degree must be satisfactorily completed at Bacone.

- Degrees are conferred at the end of the spring semester. Candidates must file applications for degrees prior to the semester they expect to graduate. At that time, the Office of the Registrar will conduct a final degree check. No degree will be awarded and no participation in the Commencement ceremony will be allowed if a balance is owed.
- Students completing all graduation requirements during the fall semester will participate in graduation exercises the following spring semester. Students who only lack nine (9) credit hours toward graduation by the end of the spring semester may participate in the spring graduation exercises. However, all requirements for the degree must be met by the end of the summer term before the degree will be conferred. The requirements for the degree must be completed within one year from the date of the student's application for graduation to guarantee that the student may graduate under the catalog/degree plan of the student's year of entrance at Bacone College. In order to meet the U.S. Department of Education guidelines, the term in which the requirements for a degree are completed will be the date of degree completion listed on the student transcript.

In the event an applicant for an associate degree already has a bachelor's degree or higher, only those classes applied to the associate degree will be accepted and transferred to the Bacone academic record.

Requirements for Bachelor of Arts and Bachelor of Science Degrees

- A minimum of 124 credit hours is required for the bachelor's degree.
- The last 30 of the final 60 hours applied toward the degree must be satisfactorily

completed at Bacone. BSN students are required to take a minimum of 23 upper division hours within the major at Bacone.

- Students must achieve a cumulative grade point average of 2.0 as a minimum for graduation. Teacher Education Candidates must achieve a CGPA of 2.5 beginning at admission to teacher education and continuing through graduation. Exercise Science and Sport Management majors must achieve a CGPA of 2.25 for graduation. Business Administration majors must have a minimum CGPA 2.5 for graduation.
- Degrees are conferred at the end of the spring semester. Candidates must file applications for degrees prior to the semester they expect to graduate. At that time, the Office of the Registrar will conduct a final degree check. No degree will be awarded and no participation in the Commencement ceremony will be allowed if a balance is owed.
- Up to 30 credit hours may be earned through evaluation of competency in subject matter by using the College Level Examination Program (CLEP), Advanced Placement Program (APP), ACT-PEP, or distance learning courses.
- Students completing all graduation requirements during the fall semester will participate in graduation exercises the following spring semester. Students who only lack nine (9) credit hours toward graduation by the end of the spring semester may participate in the spring graduation exercises. However, all requirements for the degree must be met by the end of the summer term before the degree will be conferred. The requirements for the degree must be completed within one year from the date of the student's application for graduation to guarantee that the student may graduate under the catalog/degree plan of the student's year of entrance at Bacone College. In order to meet the U. S. Department of Education guidelines, the term in which the requirements for a degree are completed will be the date of degree completion listed on the student transcript.
- In the event an applicant for the bachelor's degree already has a bachelor's degree or higher, only those classes applied to the specific degree will be accepted and transferred to the Bacone academic record.

Academic Forgiveness

A student may request academic forgiveness for work completed five years or more prior to request. Forgiveness can be for ALL work, or for ALL work at a specific institution. Acceptance of any portion of previous work at a specific institution will make all work applicable. Students must apply to the Registrar for academic forgiveness upon application or re-application to the College. Academic forgiveness does not affect any financial aid policies or regulations.

Leave of Absence Status (LOAS)

A student, who finds it necessary to leave Bacone College voluntarily due to personal or professional reasons, may apply for Leave of Absence Status (LOAS) of up to 180 days in a 12-month period.

LOAS assures the student of readmission to the College without further paperwork or review by the Admissions Committee. Upon return, the student may continue his/her academic studies by retaking the specific courses previously enrolled in, or their equivalent in total credit hours, at no additional expense. In addition, the student may choose to re-enter the College under the academic catalog in effect at the time the LOAS was granted or may elect to enter under the current catalog. Students under full-time study may change to a later catalog at any time.

The Office of Student Accounts will explain to a student that is a Title IV, HEA program loan recipient the effect that failure to return from the leave may have on the student's loan repayment term. A student requesting a Leave of Absence Status must submit a completed, signed, and dated LOAS application prior to the requested leave time.

LOAS application is available online at www.bacone.edu as well as at the Office of Academic Affairs and the Registrar's Office and must be approved by the Office of Academic Affairs. The College's Business Office will approve the disposition of the student's financial obligations (if any) at the time of application for LOAS. "LA" will appear on the student's transcript designating the Bacone College Core Curriculum

List of Bacone courses meeting Core requirements

(Associates) Cultural & Spiritual Self: (3 hours)

Religion (3 hours)	REL 1003 Intro to Christianity or REL 2253 World Religions AIS 2513 American Indian Philosophy
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Social: (6 hours)

American Indian Studies (3 hours)	AIS 1103 Intro to American Indian Studies
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Scientific: (7 hours)

Natural Science (4 hours w/lab)	BIO 1114 Human Biology
	BIO 2134 Anatomy/Phys I (required ACT)
	GPS 1114 Physical Science
	CHM 1364 Intro to Chemistry
Math (3 hours)	MTH 1513 College Algebra or
	MTH 1493 Math Structures (Determined by Major)

Cognitive/Critical Thinking: (15 hours)

Composition (6 hours)	ENG 1113 and Comp I ENG 1123 Comp II
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Speech/Logic (6 hours)	SPC 1713 Speaking/Thinking Critical
	LOGIC 3213 Intro to Critical Thinking
First Year Seminar (3 hours)	CLE 1103 First Year Seminar

Liberal Arts Guided Electives: (6 hours from the following)
 PSY/SOC/PSC (any Bacone course with this prefix) ART/THE/HUM (any Bacone course with this prefix) LIT/JRN 1114 (Media Culture or any course with LIT prefix)

List of Bacone courses meeting Core requirements (Bachelors)
 Cultural & Spiritual Self: (5 hours)

Health (2 hours)	HPE 2112 Personal Health
Religion (3 hours)	REL 1003 Intro to Christianity or REL 2253 World Religions AIS 2513 American Indian Philosophy

Social: (6 hours)

American Indian Studies (3 hours)	AIS 1103 Intro to American Indian Studies
History (3 hours)	HIS (any BC course with an HIS prefix)

Computer Proficiency: (3 hours) -used to be AES

Computer Proficiency (3 hours)	PED 2013 Education Technology CIS 2213 Information in Modern Society
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Scientific: (7 hours)

Natural Science (4 hours w/lab)	BIO 1114 Human Biology
	BIO 2134 Anatomy/Phys I (*waived beginning FA21 ACT)
	GPS 1114 Physical Science
	CHM 1364 Intro to Chemistry
Math (3 hours)	MTH 1513 College Algebra or
	MTH 1493 Math Structures (Determined by Major)

Cognitive/Critical Thinking: (15 hours)

Composition (6 hours)	ENG 1113 and Comp I ENG 1123 Comp II
Speech/Logic (6 hours)	SPC 1713 Speaking/Thinking Critical
	LOGIC 3213 Intro to Critical Thinking
First Year Seminar (3 hours)	CLE 1103 First Year Seminar

Non-major Art Course Offerings

Below is the list of Art courses to offer to non-majors to satisfy the Art section of the Liberal Arts Guided Electives:

- Drawing I
- Ceramics I
- Printmaking I
- Painting I

Returning Students who did not earn a “C” or better in pre-collegiate course.

1. Standard process: Check Advisee's transcript for any failed classes from previous semesters and update the student's degree plan. (This includes pre-collegiate courses)
2. Standard process: Administratively change the student's schedule and enroll them into the course that needs to be repeated. Then email the student with notification of the change.
3. If the student does not believe that they should repeat the course they may attempt to “Test- up/Test- out” during the add/drop period. TRiO/Student Support Services schedules dates and times before the end of add/drop for the opportunity for students to take the assessment exam(s) for the pre-collegiate ENG/REA/MTH courses. TRiO/Student Support Services Computer space is limited, and seating is on a first come, first serve basis. The student may only attempt to “Test-up/Test-out” one time for a specific course. Math course placement tests are conducted in CC Harmon with the Associate Professor of Mathematics.

E-Advising

1. Student e-request arrives via an email from the student (paper trail is important). Copies of all emails should be kept.
2. Determine the classes the student needs.

3. Email the proposed schedule to the student. Reply to the student’s original query or a follow- up email, as appropriate. This consolidates information as much as possible and keeps the entire e- conversation in one place.
4. If the student accepts the schedule, they must “approve” that in their return email to you along with a completed electronic Student Enrollment Agreement Form.
5. After you receive the “approval,” and electronic Student Enrollment Agreement Form from the student, the next step is enrolling the students into CAMS using the faculty portal. Forward the students email to the registrar, financial aid, and Housing. NOTE: the student’s enrollment is not complete until they clear financial aid and housing.

SAVE ALL EMAILS!

	DESCRIPTION	PROCESS
1	Email arrives from student or from	
2	Preliminary Contact email	
3	Build and send a proposed schedule	Once a student is fully approved, send a list of proposed classes. Include explanation for developmental, etc. (see examples). Include the electronic Student Enrollment Agreement Form located in MOODLE or hard copies in Faculty copy rooms.
4	Follow-up email, if	Respond to questions or problems
5	Student Approval and Student Enrollment Agreement Form via email	Enroll officially in CAMS. Send student welcome email with information on classes, any changes necessary due to closed classes. Send information on Portal and tell student s/he may print a copy from the Portal the next day or may pick up a copy on campus. Refer student to Housing and Financial Aid.
6	Complete enrollment	Send the email with the schedule, student approval and acknowledgment form to the registrar, financial aid, and housing.

Appeals

Generally, all issues are encouraged to be resolved between the student and the instructor or person involved by having the student meet with the appropriate person to discuss the issue. However, if an agreement cannot be reached, students may need guidance from their Advisor as to how to proceed.

STEP #1: The first step with any type of appeal is to document what has happened thus far. After the student meets with the person involved to discuss the issue, then the student will write a statement regarding the problem. Every written appeal should include three things: 1. What is the

initial issue,

2. What did they do to remedy the situation, and 3. Exactly what would they like to see happen. The last step is the hardest for some students to put into words, but if they do not specify what they want to see happen administration cannot “guess” the desired result.

Departments to turn appeals in to:

Financial: All appeals dealing with the student's balance, refunds, scholarships, or finances in any way are to be submitted to Student Accounts. If the issue cannot be resolved with the staff, then the appeal will be presented to the Chief Financial Officer for review. Follow up should be done with Student Accounts.

Facility: All appeals dealing with the student's dorm room, cafeteria, maintenance or facilities in general should be submitted to the Office of Student Life. Follow up should be done with Student Life.

Academic Affairs: All appeals dealing with final grades, instructors, or classroom issues should be submitted to the Office of Academic Affairs. If the issue is not a final grade, but conduct or conflict of some kind, then the student should follow the guidelines as listed above for submitting a written appeal/request to the Office of Academic Affairs. If the student (or faculty member) reports a classroom incident as described on the website, they should be informed about the Campus Conduct Hotline: 1-866-943-5787

Final Grade Appeal: If the appeal is for a final grade the student will need to provide a written statement and the completed Appeal Process and Checklist form which is available on the website and J: Drive. Final grade appeals must be submitted to the OAA before the end of the 8th week of the next full semester that the grade was awarded. This form requires that the student meet with the instructor to discuss the issue of their final grade. Then if no resolution can be reached, the student requests the Division Chair and their Advisor to speak to the instructor on their behalf to see if there has been any miscommunication or documentation that may have been overlooked. If the Division Chair and Advisor do not see a reason for the final grade to change after speaking with the instructor, they sign the form. The student then brings the signed form and written statement along with any documentation to the Office of Academic Affairs. The “package” of information will be presented to the Academic Affairs Committee (AAC) at their next regular meeting. A sub-committee is assigned to review the documentation and speak to the student and instructor if necessary. The sub-committee will bring their recommendation to the following AAC Meeting. A letter or email will be sent to the student on the decision of the AAC.

Transfer of Credit

Bacone reserves the right to determine for itself those credits it will accept in transfer to meet its graduation requirements. Courses will not be accepted in transfer and applied to student degree programs until the College has made such determination and the student's advisor, the applicable

division chair/dean, and the Registrar have granted PRIOR approval. Transfer credits will only be applied to the permanent record of a student currently enrolled at the College. Transcripts received for a student who does not have a current enrollment will be filed until such time as the student officially enrolls for classes at Bacone. Bacone College allows credits transferred from another institution to apply towards one of its degree programs where a minimum grade of "C" has been earned in the course(s) taken at another institution. All coursework taken at any previous college(s) will be applied to the permanent academic record of the student according to the grading policies and procedures of Bacone College (see under Academic Forgiveness in the Academic Information section regarding the policy to request removal of any previous coursework).

Current students who want to take a course at another college to transfer back to Bacone should complete a Request for Transfer of College Credit form prior to taking the course(s) to be sure that course(s) will be accepted to transfer. This form may be obtained from the Registrar's Office or on the website, or J: Drive.

If the transfer of College Credit Request is within the last 15 hours of an Associate Degree or 30 Hours of a bachelor's degree, then after the course(s) have been approved by the Division Chair the student turns the request in to the Registrar's Office. Sometimes a written statement is needed as to why the course(s) need to be taken elsewhere in the last 15/30 of their degree.

Supporting documentation can be submitted at this time as well. The request will be presented to the Academic Affairs Committee for review. The Office of Academic Affairs (OAA) will contact the student with the approval/denial and copy the advisor.

Online and Electronic Storage of Academic files and documents

It is strongly suggested that all academic advising records are saved multiple times in multiple formats. Listed below are the suggested modes of storage of academic files and documents:

Format	Storage Location
Paper folder	Student copies of all files and documents
Paper folder	Advisor copies of all files and documents
Electronic folder	Advisor laptop or cloud storage
Electronic folder: Google Drive	Shared Academics Folders

Appendices

Bacone Student LOG-IN Procedures

Student email | Moodle Course Delivery System | CAMS Student Portal

User naming criteria: first four letters of the last name followed by the last four digits of the student ID. If the student's last name has three or less letters, then the example would be "ab4321" or "abc4321" instead of "abcd4321"

Here is some further information for both Student email and Moodle logins:

The default password is always Warriors2015 and must be changed upon the first account access.

Go here for student email	https://gmail.com
Go here for Moodle	http://learn.bacone.edu
Go here for the Student Portal in CAMS	https://camsportal.bacone.edu/student

The student username and password will be whatever the student selected when they filled out their online application in the Application Portal. If they are returning students and have had their username and password changed, it will be the "first four/last four" sequence and Warriors2015 for the default password. There is no prompt for them to change their password so unless they specifically changed it, it may still be at the default value.

Many of you have the ability to change this username and password in CAMS Enterprise. Here is the menu path: Admissions, Students, Student Access

This brings up the Find Student screen. Type in the student's last name and then the first name. You can generally get by with entering only a partial on both names.

""

Double click on the StudentID area which will open this screen: (If you get an "Alert" screen, click "OK" at the bottom.)

If necessary, change the entry in the "Portal Handle" screen to the "first four/last four" user name. Change the Portal Password to Warriors2015 which will then show a small symbol that looks like a letter.

In the "email from" line, click on the small gray box to the right and your email address will appear in the box.

Click on the aforementioned symbol that looks like a letter. This changes the password and sends an email to the student from you that contains the username and the changed password and also the URL needed to access the portal.

IF YOU CANNOT DO THIS, LET IT@BACONE.EDU KNOW AND THEY WILL SET UP THE PERMISSIONS.

Bacone College Student Portal

Bacone College is proud to announce a new service feature for students. Enrolled students now have electronic access to their account information. By following the directions below, students will be able to login using their same Bacone email login ID and Password to the "Student Portal" and see various aspects of their account.

1 www.Bacone.edu
Click on Students

2 Login with your student email & password

3 Select Student Portal

4 Select how to access the Portal

5 Login with your student email & password

Some of the features of the "Student Portal"

- Course Offerings
- Financial Aid
- Billing
- Online Payment
- Grades
- Unofficial Transcripts
- Attendance
- and more.....

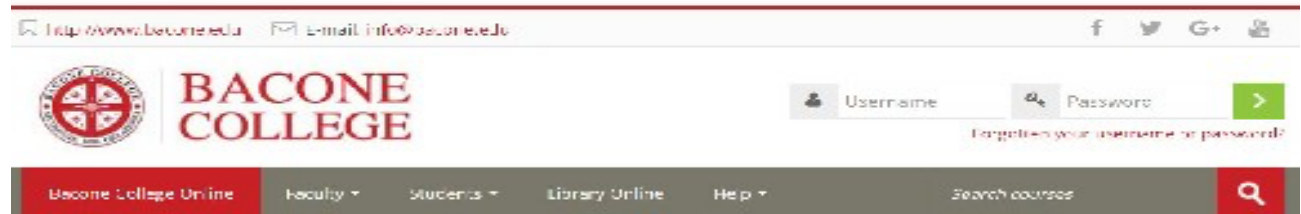
Moodle login instructions:

You can access Moodle at: <http://learn.bacone.edu>

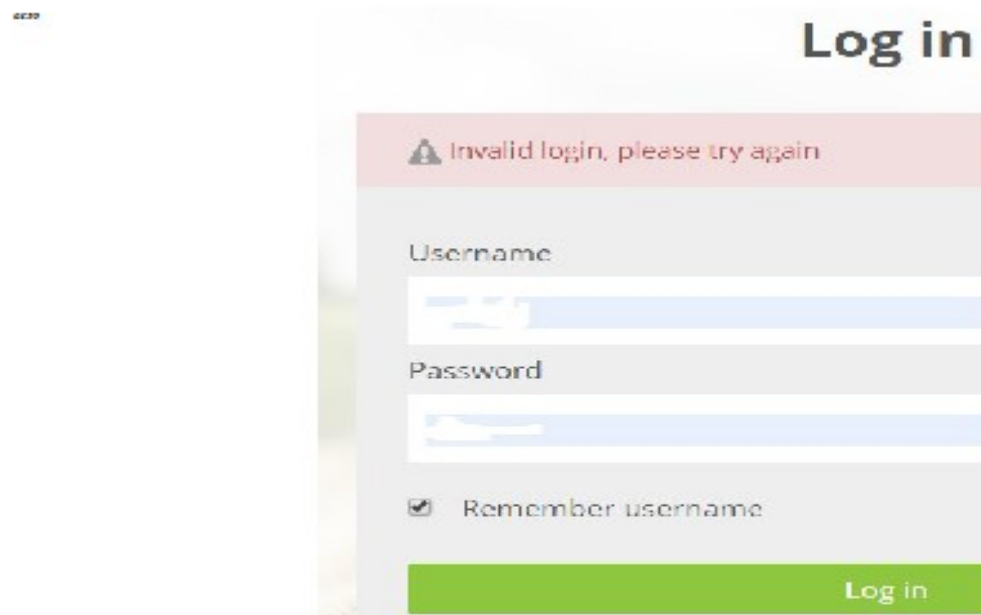
Your username for Moodle, is: abcd1234

The default password, which will need to be changed, is: Warriors2015

Here is what it looks like:



There is a known glitch in the login screen which will take you to a second login screen that looks like this:



Enter your user name and password here and click "Log in"