



ADVISING
HANDBOOK
2015-2016

For Students & Advisors

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Academic Advising at Centre College

According to Centre's statement of purpose we nurture in our students the ability to think logically and critically, to work creatively, to analyze and compare values, and to write and speak with clarity and grace. We acquaint students with the range of accomplishments of the human mind and spirit in a variety of arts and theoretical disciplines. The opportunities at Centre enable students to choose and fulfill significant responsibilities in society. In short, Centre's highest priority is to prepare its students for lives of learning, leadership, and service.

Many elements contribute to Centre's outstanding education: talented students, challenging and supportive teachers, excellent facilities, financial strength, an alumni body known for national leadership, achievement, and loyalty, the friendly, family-like atmosphere, a living sense of connection with the past, and a vision of new levels of achievement for the future.

We aim for our students to achieve extraordinary success. The academic advisor at Centre plays a significant role in student success by

- helping students take an active role in their own education and goal-setting
- fostering an understanding of the nature and benefits of a liberal arts education
- encouraging academic exploration
- encouraging life-long learning and illuminating possibilities for the future

The faculty advisor serves as a "faculty mentor" who eases the student's adjustment to college by helping to bring needed information together and directing students to other resources on campus. Advisors and students are encouraged to get to know each other. Advisors should be available to support the student in various ways, just as students are likewise encouraged to seek advisors' help and to play an active part in the advising relationship. Advising at Centre is, therefore, a form of robust one-on-one teaching.

Ultimately, the advising relationship at Centre is more than simply following checklists and completing forms: it is a mentoring relationship that advances individual development, supports the curricular and co-curricular program at Centre, and plays a vital role in the current and future success of Centre students.

Who Are Advisors?

All full-time faculty members are expected to serve as advisors beginning the second year at Centre. Faculty members typically serve as advisors to first-year students on an every-other-year rotational basis and serve as major advisors continuously. Faculty members may choose not to advise during sabbatical leaves or other off-campus academic pursuits, although most advisors continue advising during leaves, through e-mail communication, if possible. The obvious value of this arrangement is that the advising relationship is not interrupted and consistent advising is maintained.

Staff members may also serve as academic advisors if their roles on campus give them special knowledge of College policies, procedures, and curriculum. For example, the Registrar advises all new transfer students and the Associate Registrar advises first and second year students.

The Advising System at Centre

The Administrative Computing System, CentreNet, and Alfresco

Advising assignments are official when the information has been added to the **Jenzabar** CARS system, Centre's primary computerized administrative system. The Assistant Dean for Advising and the Registrar's Office are responsible for adding and updating the advising information in the Jenzabar so that students can register for courses, advisors can access advising information, and to ensure accurate record keeping in the Registrar's Office. Advising information linked with Jenzabar is available to advisors, students, and head coaches through **CentreNet**, a password protected campus informational portal. Advisors access the faculty tab of CentreNet to get biographical information, course registrations, degree audits, GPA projection, grades, progress reports, and registration clearance for each advisee.

Beginning in 2014, advisors access student advising information through a document management system called **Alfresco**. This is a password protected document management system that allows documents to be shared with specific faculty via permissions. The ability to share student advisee information through Alfresco will replace the creation and necessary movements of paper files during advisor transitions, allowing for more efficient and secure access of student information.

Two phases of Advising at Centre

We tend to think of two definitive phases of advising at Centre: advising in students' first two years at Centre prior to major declaration, and advising for juniors and seniors within a major program. This is a natural division because students do not declare a major until the spring of the sophomore year, at which time a major advisor is assigned to each student until graduation time.

First-Year and Sophomore Year Advising

Students are classified as "Undecided" until declaring a major during the second term of the sophomore year. New students are paired with advisors based on information provided on an Advising Survey administered during the summer before starting at Centre or by other information that indicates possible subject or career interests. Efforts are made to match students with a faculty member in the area of interest, although it is common for students to eventually declare a major in another subject. Students often develop a fondness for subjects outside of their initial focus – which is, after all, one purpose of our general education requirements.

Major Declaration and Major Advising

The second phase of advising begins when sophomore complete the major declaration form through CentreNet in March. The form asks students to list the chosen major(s) and minor(s) and to request a faculty member from the major program(s) to serve as their advisor until graduation. Students are not assigned an advisor for minors. The due date for completed forms is usually before spring break.

Major advising assignments are completed on CentreNet by the program chair of the stated major. The program chair usually bases major advising assignments on the 1) student requests, 2) programmatic work load of each faculty member in the program, 3) leave rotations, and 4) individual faculty preferences within the program.

Students may request to have the same advisor for their major as they had during the first two years. While this is acceptable, having a different faculty member serve as major advisor has many benefits, including enabling the student to know other faculty members well and getting advice from another perspective. Students should be encouraged to maintain a close association with former advisors even though that person may not continue to be the advisor of record.

Reassigning or Changing Advisors

Advising During Faculty Leave

There may be times when it is not possible for a faculty member to advise his or her students for a period of time (i.e. sabbaticals, extended study abroad stays, long term health issues, or leaving the College). In these cases, the faculty member should alert both the program chair and the Assistant Dean for Advising so that advisees can be reassigned within the major program. Advising information will be transferred to the new advisor through Alfresco with the new advisor permissions replacing the former advisor.

Student Initiated Advisor Change

Only under special circumstances may a student be allowed to change academic advisor. Students must first speak with the Assistant Dean for Advising to discuss the reasons for the change. The Change of Advisor form will be approved by the Assistant Dean for Advising only after considering the reasons very carefully and after a discussion with the student's current advisor. Students requesting a change of advisor must attach a letter to the form stating the reason(s) they wish to make this change.

Likewise, an advisor may request a change in advisee. It is extremely rare that students are reassigned to new advisors except in cases of faculty leaves or during major declaration.

The Advising Relationship

The advising relationship is reciprocal and cooperative. New students may be unfamiliar with the benefits and responsibilities involved in the advising relationship because most students do not have official academic advising in high school. Explaining the expectations surrounding academic advising, including students' responsibilities, sets the stage for a successful relationship and may eliminate misunderstandings.

Students should see their advisor to:

1. Discuss any problems (academic, social, personal) which may affect academic performance
2. Select courses for the upcoming term and be cleared for registration
3. Alert advisor to any changes in course choices during the registration process or during the add/drop period
4. Discuss academic progress in current courses
5. Declare a major or change a major or minor
6. Discuss postgraduate and/or career plans
7. Seek advice to improve academic skills or personal development

Advisors should request a meeting to:

1. Initiate or follow up on discussions concerning academic performance or other issues which have arisen since the previous meeting
2. Provide information about upcoming courses of interest to advisees
3. Alert students to opportunities for research, internships, study abroad, study away, or other opportunities of interest
4. Discuss progress reports, academic alerts, midterm grades, or probationary status.

Student and Advisor Responsibilities

The **final responsibility** for meeting degree requirements **rests with the student**. Therefore, the student must:

- 1) be knowledgeable about Centre's graduation requirements
- 2) know institutional policies and procedures (found in the Student Handbook and on Centre's catalog)
- 2) maintain accurate records of course work
- 3) meet all Registrar deadlines
- 4) communicate with his or her advisor about anything that may affect academic development
- 5) understand own responsibilities and accountability in their academic performance and success

To help with these responsibilities, students should prepare intentionally for each advising conference. This may include creating possible course schedules and having questions ready for the advising conference, following through with actions identified during advising conferences, and relating progress on the actions back to the advisor. In fact, the student should keep the advisor informed of decisions which may affect academic progress and tell the advisor about academic or personal achievements. Students should attend all advising conferences at the agreed upon time and meet all deadlines for course registration, major declaration, degree applications, drop/add dates, and other academically related deadlines.

<u>Expectations of STUDENTS</u>	<u>Expectations of ADVISORS</u>
<ul style="list-style-type: none"> • Contact and keep in touch with advisor • Know advisor's office hours and location • Respect the advisor's time by planning ahead • Respond to advisor's e-mails/calls quickly 	<ul style="list-style-type: none"> • Contact students periodically to check progress • Post office hours and keep appointments • Respond to student e-mails/calls quickly
<ul style="list-style-type: none"> • Make and keep appointments • Call or email to change appointment 	<ul style="list-style-type: none"> • Keep appointments • Call to change appointment
<ul style="list-style-type: none"> • Be prepared for the meeting • Run degree audits every term • Have specific written questions prepared • Bring appropriate materials to the meeting • Follow through on advice & suggestions • Take responsibility for your choices 	<ul style="list-style-type: none"> • Be prepared for the meeting • Provide accurate information • Have access to resources
<ul style="list-style-type: none"> • Be open & honest concerning school work, study habits, and academic progress • Seek advisor's help early when you have a problem 	<ul style="list-style-type: none"> • Listen and suggest solutions • Know the curriculum • Know major and graduation requirements • Know campus resources to suggest & follow up to determine if student is using resources Follow up with advisee ab
<ul style="list-style-type: none"> • Prepare a thoroughly reasoned course schedule with alternative selections for each course 	<ul style="list-style-type: none"> • Be aware of available courses • Make suggestions for possible courses
<ul style="list-style-type: none"> • Keep records of grades and all important academic information • Meet deadlines and follow instructions 	<ul style="list-style-type: none"> • Keep and guard confidentiality of records
<ul style="list-style-type: none"> • Make decisions regarding choice of classes, major, and career • Register on time 	<ul style="list-style-type: none"> • Suggest options regarding choice of classes, major, and career

Characteristics of a Good Advisor

There is no grand “advisor” personality type. Each person brings unique experiences and perspectives to the advising relationship and it is the rich diversity of approaches and interpersonal styles which leads to successful advising. Even so, there are some core characteristics which may prove helpful to both new and experienced advisors alike. “Good” advisors should be...

1. **AVAILABLE.** Set aside scheduled time to meet with advisees, especially two weeks prior to the beginning of course registration. Communicate with advisees how they go about scheduling appointments with you. There may be times when you need to meet with an advisee outside of the scheduled time and you should be as flexible as possible to meet when the student needs you immediately. Be careful, though, that advisees do not take advantage of your time as the respect for others’ time is an important lesson for them to learn.

2. **PROACTIVE.** Do not hesitate to contact an advisee if you need to meet with them. You should send e-mails to all of your advisees when course registration time nears so that each can schedule appointments. You should also contact an advisee when you are aware of academic problems, such as when an academic alert is issued, a progress report or midterm report shows academic difficulties, or when the student is placed on probation. You should contact an advisee any time you have a concern about academic performance or the well-being of the student.

3. **KNOWLEDGABLE.** Advisors must know the College’s curriculum, policies, procedures, and resources. You don’t have to know everything, of course, but you should know how to access the necessary information through the College’s web pages, catalogue, student handbook, and CentreNet and be familiar with campus resources to call when you have a question. A list of resources and information concerning advising information CentreNet and in Alfresco is included in this handbook. You may also contact the Assistant Dean for Advising at x5223 or mary.gulley@centre.edu.

4. **GOOD LISTENERS.** Try to get to know each advisee— ask questions about them as individuals, learn their academic strength and social habits, and discover the stressors in their lives. During conversations it is important to appreciate the emotion behind advisee’s words and to constantly check your understanding of what you hear. Try to let the student tell his or her story first so that you can assess the true meaning and ask many questions to tease out what is left unsaid. Ask clarifying questions and offer reflections on what you see or hear (i.e. “I see that you are upset about this?”) and ask the non-obvious questions. Try to relax, maintain an open posture, and fight off external distractions, all of which demonstrates to the student that you are actively involved in the conversation and helps develop rapport.

5. **MENTORS.** Realize that students are young adults who need varying degrees of assistance. Being an advisor does not mean to baby-sit or coddle a student. It instead entails balancing guidance with the freedom for students to explore and be self-sufficient. Students are responsible for their own decisions but should be given the tools to engage in sound decision-making.

6. **RECORD KEEPERS.** Advisors have access to electronic advising information through the advisor information portal on Centrenet and in student advising files in Alfresco. You may wish to keep handwritten notes to help you and the student remember previous conversations and to clarify information should any confusion arise later.

Suggestions for Effective Advising Meetings

Students and Advisors should...

1. Prepare for each meeting in advance:

Review notes from the last meeting, any material received since the last meeting, and information added to CentreNet or Alfresco since the last meeting.

Spend some time thinking about what has occurred since the last meeting.

Think about and discuss current academic goals.

2. Identify the student's status:

Is the student registered for classes, on probation, returning to the College following a leave or withdrawal? Check the class status of the student (i.e. sophomore, junior). Realize that class status may differ from actual year in school (i.e. second year, third year) because class is determined by number of credit hours earned to date – not time on campus.

3. Review general education and/or major requirements:

Check that requirements are completed in a timely manner and that the student is on course to graduate on time. Advisors and students should run a degree audit every term through the advising portal on CentreNet.

4. Discuss current classes:

Ask in detail how the student is performing in classes and determine if there are any trouble areas. Students should be proactive in seeking help by talking with professors, asking for peer tutoring and/or help session schedules, and accessing campus resources through the Academic Affairs or Student Life Offices.

5. Determine how you may help:

Advisors should refer students to campus resources, if necessary, by making the telephone call or writing an e-mail while the student is in the advisor's office. This will motivate the student to follow through with seeking help from others on campus and keep the advisor updated on resources used by the student. See the Resources section of this handbook for a list of resources available to students.

6. Allow time to discuss other issues:

Such as campus activities, internships, study abroad and study away opportunities, graduate school or job explorations, and personal issues affecting a student's academic progress.

7. Remind advisees about Convocation Requirements and Extended Orientation requirements:

Ask how many convocation credits a student has earned to date. Help the student plan to attend the required number of convocations.

8. Be sure to release each advisee to register for courses following a discussion of course choices.

This is done through the advisor portal in CentreNet.

Yearly Advising Checklist

The following are suggestions for tracking students' continuing development.

The First-Year Student – Becoming Familiar with Academic Life

- _____ knows the location of advisor's office, phone number, office hours, and how the advisor prefers to be contacted
- _____ understands academic expectations, such as class attendance, completion of assignments by deadlines, importance of talking with professors
- _____ knows to proactively seek help for problems from professors or others on campus
- _____ is familiar with the purpose and location of College offices (such as Registrar, Academic Affairs Office, the Writing Center, the Student Life Office, Business Office, Financial Planning office)
- _____ knows to read the Student Handbook for specific policies affecting students. All students are responsible for knowing and understanding the policies and regulations of Centre College
- _____ understands academic deadlines provided on-line and
- _____ knows the Convocation requirement for all students as stated in the Student Handbook. Knows to frequently check Convocation credit totals through CentreNet
- _____ knows the Extended Orientation schedule and policies (as stated in the Student Handbook and on the EXO 001 syllabus)
- _____ can perform own degree audit on CentreNet (this is also demonstrated during EXO class)
- _____ knows to refer to the College Catalog on-line for questions relating to GPA, requirements for scholarships, probationary status, and suspension
- _____ understands progress reports, academic alerts, and midterm grades
- _____ is developing accurate expectations about time and effort required to make successful academic progress
- _____ is actively thinking about possible majors (will declare major spring of sophomore year)
- _____ is assuming responsibility for own educational progress
- _____ is becoming an engaged student in the classroom
- _____ is becoming an active member of the Centre community

Sophomore Year – Crystallizing Academic Plans

- _____ is realistically investigating major options and is knowledgeable about requirements for considered majors
- _____ knows to declare a major during the spring semester (students will receive notification of this in March when the process begins)
- _____ is continuing to fulfill basic and graduation requirements
- _____ knows about and meets with consultants at the Center for Career and Professional Development, in Old Carnegie.
- _____ understands procedures and academic planning necessary for study abroad, internships, research, or study away programs
- _____ is becoming a more focused student with clearer ideas of how to be a successful student
- _____ knows the importance of forming relationships with faculty members for mentoring, future references, expert opinions, and learning outside of the classroom

Junior Year – Integrating Academic Plans with Career Plans

- _____ has declared a major and is achieving competence in chosen major
- _____ is exploring post-graduate plans (i.e. graduate programs, preparing for graduate exams, making contacts for establishing a career)
- _____ is considering an internship in chosen area and/or a research opportunity off-campus
- _____ reviews current academic standing in light of College, major, and general requirements
- _____ is fully aware of remaining courses to take
- _____ has a well edited, professional resumé
- _____ knows professors well and knows how and when to ask for letters of reference

Senior Year – Preparing for Transition

- _____ has taken graduate exams and is applying to graduate schools/or has established connections post-graduate jobs.
- _____ is prepared interviews
- _____ has completed all forms required by Registrar's office, including application for degree

Record Keeping and Legal Issues

Advisors will have access to advising information through Alfresco, a document management system that allows for sharing of information through permission assignments set by the Assistant Dean for Advising. An advisor will have permission to view, as a “consumer”, certain information in an advisee’s folder in Alfresco. Viewing permissions change automatically when a student’s advisor changes, so that a former advisor will no longer have viewing permissions.

Advising information contains confidential information and the advisor is responsible for protecting the confidentiality of all material in the advising file. Special care should be taken to protect the security of student electronic or printed records.

Materials typically found in the NEW STUDENT advising file in Alfresco, with naming convention in parentheses:

- Application material (**APP.pdf**)
- High School transcript (**HSTRANS.pdf**)
- College transcripts, if applicable (**COLTRANSENT.pdf**)
- ACT and/or SAT scores (part of **APP.pdf**)
- Scholarship letters (**SCHOLARLET.pdf**)
- Advising survey (**ASVY.pdf**)
- Basic Skills summary sheet (for writing placement and math placement) (**BS-PL.pdf**)
- Statement concerning Foreign Language Placement (**BS-PL.pdf**)
- Statement concerning Math Placement (**BS-PL.pdf**)
- Exam credit at entrance (i.e. AP test results) (**EXAMCREDIT.pdf**)
- Report of college credit at entrance for first-year students (**COLCREDITENT.pdf**)
- Report of Transfer credit for transfer students (**TRFSUMMARY.pdf**)
- TOEFL scores for international students (**TOEFL.pdf**)

Information added to advising file in Alfresco over time:

- Probation or suspension letters (**PROB.pdf** or **SUSP.pdf**)
- Writing Proficiency statements (**WPROF.pdf**)
- Self-designed major documents (**SEDMAJOR.pdf**)

Information available through Advising portal on CentreNet:

- Course registration
- Progress Reports
- Degree audit
- Grade reports
- Midterm reports
- Major declaration approval
- Course registration approval
- Student internship information
- Student organization involvements

NOTE: Educational records as defined by FERPA include, but are not limited to: grades; the admissions application; notes or information added to a student’s active folders maintained in the Registrar’s Office, the Student Life office, or by the faculty advisor. Students may review the contents of their advising file at any time.

Accessing Folders on Alfresco

The link to Alfresco is available on the CentreNet launch pad. Follow these steps to access your advising folders:

1) Login to **CentreNet**.



2) From the CentreNet launch pad Click on the **Alfresco icon**

3) **Login to Alfresco** using the same login name and password as you use for CentreNet

4) Click on “**Sites**” at the top, black ribbon of the homepage. Click on “**Student Files**” from the **dropdown menu**.

5) Click on “**Document library**” on the far right. This takes you to the new student folder repository.

6) From this repository you will see the 2015-2016 folders. **Click on the 2015-2016 repository** to access your advising folders.

Returning Advising Folders

Paper-based advising files are being phased out. The transition to all-electronic student records began with the first-year class entering in Fall 2014. Until all paper files are obsolete, however, please follow the protocol for the security and transfer of advising information as follows:

Advisors should return advising files to the Assistant Dean for Advising when:

1. A student withdraws from the College.
2. An advisee graduates.
3. The advisor is on leave off campus (i.e. sabbatical, study abroad) – please provide suggestions for a temporary advisor during your absences. Be aware that you may still advise via e-mail when away from campus which is preferable to reassigning advisors to students. Please talk with Dean Gulley prior to a leave to clarify all details.
4. During the major declaration – you will receive an e-mail asking for your sophomore files. Please return all sophomore files even if you know that your advisee is to be reassigned to you as his or her major advisor.
5. An advisor reassignment has occurred.

Degree Requirements from the 2015-2016 College Catalog

[\(http://www.centre.edu/academics/registrar/catalog/ \)](http://www.centre.edu/academics/registrar/catalog/)

Degree Requirements

We believe that the most appropriate formal preparation to meet the challenges of today's world and to lead a satisfying personal and professional life is a carefully conceived educational program in the liberal arts and sciences. With this philosophy in mind, the College developed a precise set of curricular and degree requirements based on the principles of basic skills, breadth, depth, and discovery.

Basic Skills Requirements in Expository Writing, Foreign Language, and Mathematics

The College requires each student to demonstrate basic competency in three academic areas: expository writing, foreign language, and mathematics. Basic skills examinations are given once to all students—during orientation prior to entrance. If basic competency is not achieved at that time, a student should take an appropriate course to satisfy the requirement. Students should plan their studies to ensure that all basic skills requirements are met by the end of the sophomore year.

Expository Writing

Entering first-year students are initially placed in HUM 110 or HUM 111 based on English ACT or critical reading SAT scores. (HUM 111 includes a one-hour writing lab). At the end of fall term, the writing performance of all first-year students is evaluated by the Committee on Student Writing. At this time, students whose writing is judged to be competent will have satisfied the writing requirement. Those students whose writing is judged to fall short of competency will be required to submit a satisfactory three-paper portfolio to the Committee on Student Writing by the end of the spring term of the first year or pass a writing course (ENG 170) by the end of the sophomore year.

Foreign Language

Competency in foreign language may be established through attaining a satisfactory score on a College-administered exam at entrance or through earning a grade of "C-" or higher in Chinese 120, Classics 120, French 120, German 120, Japanese 120 or Spanish 120/121 (or, when offered, CLA 121 or REL 360).

Mathematics

Competency in mathematics may be established by presenting acceptable scores on the appropriate sections of the ACT or SAT examinations or the AP calculus exam. Alternatively, students may meet this requirement by earning a grade of "C-" or higher in the Centre math course MAT 110 or other appropriate math course by placement.

Placement Policy for Expository Writing, Language, and Mathematics

The College's placement policies are flexibly designed to place students in the course which will best serve as a continuation of their previous education. Placement is based on all available data: results from tests given at the beginning of the first year, scores of College Board achievement tests and other standardized tests taken before entrance, number of years of high school preparation (consideration is given to the time at which high school courses were taken), level of achievement in high school courses, and performance during the first two weeks of college classes. Proper placement helps assure students that they will not be placed in a course which is either too advanced or repetitious of previous work.

Policies for Fulfilling Foreign Language Requirements

All students other than international students must satisfy foreign language requirements through course work or examinations in foreign languages offered by the College, or through foreign language course work transferred from another approved college or university. In the case of U. S. resident students entering with some fluency in a foreign language other than one offered by the College, the

College is not obliged to evaluate the student in that language. Normally, such students must establish basic competency in a language offered by the College. Admitted international students (permanent residents of a country other than the United States) whose native language is something other than English automatically satisfy the foreign language requirements (basic competency and further fluency) based on their ability in English, as demonstrated by their entrance credentials.

Convocation Requirement

A minimum of 50 events each year will be designated as convocations. Since “convocation” derives from the Latin com (meaning together) and vocare (to call), a convocation may be any event in which members of the Centre community are called together. The Convocation Committee, consisting of two students, at least two faculty, and at least two members of the administration, will coordinate the selection of convocations and will have final authority in all other matters having to do with convocations. Convocations are a co-curricular requirement.

Full-time students who accumulate at least 12 convocation credits in an academic year will receive the equivalent of one hour of “A” recorded on their transcripts and figured into their grade point average. Full-time students who do not accumulate at least 12 convocation credits during the academic year will receive the equivalent of one hour of “U” recorded on their transcripts and figured into their grade point average. Convocation credit is not applied toward the number of credit hours required for graduation. Students who participate in Centre’s fall term or spring term programs abroad receive 6 convocation credits for the term they are abroad. Students who participate in an off-campus program or international internship during CentreTerm receive one convocation credit. A schedule of convocation events will be distributed at the beginning of each term; any additions or changes to the schedule will be publicized. The complete convocation policy is provided in the Centre Student Handbook.

First-Year Orientation Program and Requirement

Each Fall Term, Centre College conducts a required orientation program for new students. The orientation program starts five days before classes begin and extends into the first half of the term with six weekly meetings. The goal of the program is to help new students make a successful transition into college and into the Centre experience. All new first-year students are required to fully participate in the program. Transfer students and exchanges students have the option of participating in Extended Orientation. For details about the orientation program, visit the orientation website at http://www.centre.edu/student_life/orientation.html

First-year students who fail to satisfy the participation requirements of the orientation program (i.e. who are absent without notifying Megan Noltemeyer or the session instructor) will have one credit hour of the grade “U” added to their transcripts and included in their cumulative grade average. That grade may not be replaced or removed through participation in subsequent programs.

If a student must miss an Extended Orientation class due to illness, it is the student’s responsibility to:

- 1) Contact the session instructor immediately by e-mail (contact information is included in the syllabus), **AND**
- 2) Receive an excuse from the college physician or physician assistant in order to be rescheduled for another class.

Missing a class for any reason other than illness requires the student to contact Megan Noltemeyer at megan.noltemeyer@centre.edu or at 238-5341 the day of the missed class. Students should not presume that a make-up session will be offered.

Degree Requirements Listing

The College offers two degrees: Bachelor of Arts and Bachelor of Science. The general education requirements of the degrees are identical. Students are responsible for making sure that they have fulfilled all degree requirements prior to their intended graduation date. The Bachelor of Arts degree is awarded under all major programs. Students majoring in any program in the Division of Science and Mathematics may elect to receive either the degree of Bachelor of Arts or Bachelor of Science. Under certain conditions, students majoring in economics or finance may elect to receive either the degree of Bachelor of Arts or Bachelor of Science. Students majoring in the interdisciplinary program environmental studies receive the Bachelor of Arts degree.

Degree Requirements

1. 2.000 or higher cumulative grade point average.
2. Presentation of 110 credit hours successfully completed, subject to the following conditions:
 - A. No more than 42 credit hours in any one discipline.
 - B. A minimum of 54 credit hours taken at Centre, including 23 of the last 30 hours applied toward the degree
3. Basic competency in expository writing, foreign language, and mathematics.
4. In addition to demonstrating basic competency in foreign language and mathematics, at least one additional course above the basic competency level in foreign language (courses numbered 210 or higher) or mathematics (courses numbered 130 or higher), or a computer science course numbered 117 or higher
5. Completion of specified general education requirements as follows:
 - A. **A First-Year Studies** course taken in the CentreTerm of the first year.
 - B. **Humanities Division:** HUM 110 or 111 and HUM 120
 - C. **Social Studies Division:** One of HIS 110, HIS 120, HIS 230, HIS 240; One of ANT 110, ANT 120, ECO 110, POL 120, POL 130, SOC 110
 - D. **Science Division:** One of BIO 110, BIO 210, NSC 120, PSY 110 (life science); One of CHE 117, 131, CHE 135, NSC 110, PHY 110 (physical science)
 - E. **Completion of two courses in fundamental questions:** REL 110 or REL 150: One of PHI 110, PHI 140, PHI 145, PHI 160, PHI 170, PHI 210, PHI 220, REL 130, REL 140, REL 210, REL 220, REL 230, REL 240, REL 250
6. Completion of a major program.
7. Submission of formal application for the degree.
8. Approval of the faculty and of the Board of Trustees.

Notes:

1. Additional courses may, from time to time, be added to or deleted from the list of courses fulfilling specific general education requirements; updates will be announced to all students and revised lists of courses approved for general education will be available in the Registrar's Office.
2. No course may be used to fulfill more than one general education requirement.
3. The College's general education requirements normally should be completed by the end of the sophomore year, except for the fundamental questions requirement, which should be completed by the end of the junior year.

College Regulations

In the Centre community, students practice self-governance. This implies individual freedom, which is linked with community responsibility. Students are encouraged to speak out and become involved in the College Council, Student Government Association, and other student organizations that determine campus policies. Experiences in residence halls, in fraternities and sororities, in student and College governance, and in athletics—all are powerful occasions for education. Centre's regulations are expressions of the fundamental educational commitments of our community—commitments to academic integrity and to opportunities for education and personal growth.

Academic Policy

Grading System

The following grading system applies to all students matriculating at Centre.

Excellent

A 4.000

A-3.670

Good

B+ 3.330

B 3.000

B-2.670

Satisfactory

C+ 2.330

C 2.000

C-1.670

Marginal

D 1.000

Unsatisfactory

U 0.000

WU 0.000 Withdrew Unsatisfactory

None*

P: A passing mark awarded for work at the C-level or above in courses offered or taken on a pass/unsatisfactory basis.

WP Withdrew Passing

I Incomplete

W Withdrew

AU Audit

NC No Credit (Internships only)

**Not used in computing the grade point average (the total of grade points earned divided by the number of quality points attempted).*

A grade of "I" (Incomplete) is awarded only when the student is unable to complete the course for unavoidable cause such as illness, death in the family, or accident. Incomplete grades must be approved by the Associate Dean before the end of the academic term. The "I" automatically becomes a "U" unless a final grade is turned in within 30 days after the end of the term or unless a further extension is granted by the Academic Standards Committee on the written request of the instructor. End-of-term grade reports are available to students via CentreNet approximately five days after the last final exam. Students who do not complete all required online course evaluations will not be able to access their grades for an additional fifteen days. Grades are not mailed to students unless specifically requested in writing. In the long terms (fall and spring terms), midterm grades of D or U (if reported by the instructor) are also reported to the student via CentreNet.

Grade Changes

Members of the faculty may not, except by action of the Academic Standards Committee, change a final grade after it has been filed with the Registrar. Grade changes based on clerical errors may be approved by the Associate Dean and reported to the Academic Standards Committee. Requests to change a grade for reasons other than clerical must be made in writing to the Academic Standards Committee. Requests to change a grade for any reason must be made no later than the end of the sixth week of the following long term.

Grade Appeals

Grading is a matter of professional judgment and is the responsibility of the course instructor. Questions concerning the reasonableness of grading should be addressed first to the course instructor no later than the end of the sixth week of the following long term. If after consultation with the instructor the student believes that a final grade has been unfairly determined or that considerations other than professional judgment have influenced the grade, petition should be made to the Associate Dean. If after conferences among the instructor, the student, and the Associate Dean there is still disagreement, an appeal may be made in writing to the Academic Standards Committee. The decision of the Academic Standards Committee is final.

Classification of Students

Students are normally enrolled at the College only as declared candidates for a degree. Class standing is based upon the following progression in course work successfully completed:

First-Year: 0-26 credit hours
Sophomore: 27-53 credit hours
Junior: 54-82 credit hours
Senior: 83 or more credit hours

Academic Records

Transcript of Record

The official record of the academic accomplishment of each enrolled student is the transcript of record maintained and certified by the Registrar. All courses attempted and the grades awarded, the award of the degree when conferred, and the major program for degree recipients are certified on the transcript. Grade averages include grades in Centre College courses only. Transcripts are furnished upon the written request of the student. Transcripts are released only if a student's financial account at the College is clear.

Confidentiality of Records

The transcript and other student records are confidential to the College and the student. They will be made available to unauthorized persons only with the consent of the student, under legal compulsion, or in cases where the safety of persons or property is involved. Centre's complete policies on confidentiality of student records are listed in the Centre Student Handbook.

Credits

Academic credit is recorded in credit hours. Credit hours are equivalent to semester hours.

Registration and Enrollment Policies

Course registration policies and instructions are published by the Registrar's Office. Credit will not be awarded for any course taken without appropriate registration through the Registrar's Office. A student must confer with his or her advisor and obtain registration clearance before registering for classes. Registration dates for each term are published by the Registrar. The Registrar may change student registrations to accommodate changes in the schedule of classes, to facilitate optimal access to courses for all students, and to balance sections of courses.

Eligibility for Course Registration

Limitations in course registration are stated in course prerequisites, which are included in official course descriptions. Students are responsible for seeing that they have met stated prerequisites. Juniors and seniors have priority in enrolling in courses numbered 300 or higher during regular registration.

Repeating courses

Students may repeat a Centre College course graded "D" or "U", in which case only the most recent grade will be computed into the cumulative grade point average. The course must be repeated at Centre College. The original grade ("D" or "U") remains on the transcript. When repeating a course in which a "D" was received, no additional course credit toward graduation is granted. Grades of "U" in convocations always remain a part of the cumulative grade point average.

Notes:

- a. Students repeating a letter-graded course must take the course for a letter grade the second time to take advantage of the repeated-grade policy. Likewise, students repeating a pass/unsatisfactory-graded course must take the course on a pass/unsatisfactory basis the second time to take advantage of the repeated-grade policy.
- b. Students may not use the repeated-grade policy to return to the College following graduation to improve their grade point average. Grade averages are restarted following graduation for students who return for additional course work.
- c. The College is not obligated to provide students with an opportunity to repeat any course.

Pass-Unsatisfactory

After attaining junior standing, a student may enroll in courses on a Pass-Unsatisfactory basis, with a maximum of seven credit hours of Pass-Unsatisfactory course work to be counted for graduation (excluding courses offered only on a Pass-Unsatisfactory basis). A maximum of four credit hours may be taken on a Pass-Unsatisfactory basis in a given term. First-years and sophomores may enroll in regularly graded applied music courses on a Pass-Unsatisfactory basis but those hours will be counted against the seven-hour limit. Courses taken under the Pass-Unsatisfactory grading option may not be applied toward general education and major requirements. The obvious exception to this rule is a course offered only on a Pass-Unsatisfactory basis. Major courses taken beyond the minimum requirements of the major also may be taken on a Pass-Unsatisfactory basis. Students enrolled in off-campus programs may not take courses on a Pass-Unsatisfactory basis during that term, including CentreTerm off-campus courses. Courses used to fulfill the basic competency requirement in mathematics or foreign language, or the requirement of an additional course above the basic competency level in foreign language, mathematics or in computer science, may be taken on a Pass-Unsatisfactory basis. Within two weeks after the beginning of a long term or two days after the beginning of a CentreTerm, a student may elect to change from a regularly graded status to a Pass-Unsatisfactory basis. Within eight weeks after the beginning of a long term or two weeks after the beginning of CentreTerm, a student may revert from a Pass-Unsatisfactory status to a regularly graded status. Hours reverted to the regularly graded status after the first two weeks of a long term or the first two days of a CentreTerm will count against the seven-hour limit. At the conclusion of a course, the instructor will report regular grades for all students and, if a student has registered on a Pass-Unsatisfactory basis, the registrar will record a "P" for grades of "C-" or better, a "D" for grades of "D," and a "U" for grades of "U."

Course Load

All candidates for a degree are required to register for a minimum of 12 credit hours per long term unless excused by the Associate Dean of the College, and the Dean of Students for students living on campus. All students take one course during the CentreTerm (three credit hours). In the long terms, students wishing to enroll for more than 16 credit hours must obtain permission from the Associate Dean.

Limitation on Registration in Courses

- a. A student may not apply more than 42 credit hours in any one discipline toward the minimum hours required for the degree.
- b. A student may not register for more than one course numbered 400, 401, or 402 (Individual Study) in any term unless granted permission by the Associate Dean of the College. Registration for such a course requires submission to the Registrar's Office of the appropriate form on which the title, description, and method of evaluation are given, as approved by the appropriate program committee chair, the instructor, and the Associate Dean. Forms must be submitted to the Registrar no later than one week after the start of the term of the study.
- c. To be eligible for graduation, a degree candidate must complete 54 credit hours at Centre, including 23 of the last 30 credits applied toward the degree.

Adding a Course

Students may add a course during the first two weeks of a long term and the first two days of a CentreTerm. The instructor's signature of approval is required during the second week of long-term classes.

Dropping a Course

A student may withdraw from a course without an entry on the permanent record during the first two weeks of long terms and the first two days of CentreTerm. From that point but before midterm, a student may be permitted to withdraw from a course, but the instructor will be required to report a "WP" or a "WU" and an entry will be made on the student's record accordingly. Withdrawal from any course after midterm is not permitted. Any exceptions to this rule can only be granted by the Associate Dean for unavoidable cause, such as illness, accident, or a death in the immediate family. NOTE: Withdrawals from a course resulting in part-time enrollment normally are not permitted. Students are expected to maintain full-time enrollment at the College (12 credit hours or more in the fall and spring terms).

Auditing Courses

Any student who wishes to audit a course must register for that course as an auditor through normal registration procedures. The instructor will indicate whether the audit was completed successfully. Students should consult with the instructor to determine specific expectations for a successful audit. The fee for auditing is the same as for a course taken for credit. Audited hours cannot be applied toward hours counted for full-time enrollment. Normally, only degree candidates may, with the instructor's permission, attend a course without registering or paying a fee. In this case, no official record of the audit is kept. Subject to the permission of the instructor, the College permits members of the local community to audit classes without following normal registration procedures. The fee for community audits is \$100 per class, and registration is handled through the Dean's Office. The College does not keep a permanent record of such audits.

Leave of Absence from the College

A student in good standing may request a leave of absence from the College for a specified reason and for a specified academic term or terms (up to one year maximum) by petition to the

Associate Dean of the College. The request for a leave of absence should be submitted at least two weeks prior to the beginning of the leave period. Students on leave must relinquish their student ID card at the Registrar's Office and are denied access to campus housing and other facilities at the College. Failure to follow these instructions will result in the student's withdrawal from the College. Normally, readmission to the College is automatic at the end of the leave period, except in the case of students who enroll at another college or university during their leave. Such students must submit official transcripts with satisfactory grades and a "Statement of Eligibility to Continue or Return" form completed by an appropriate official at the host institution before they can enroll at the College (see "Application for Readmission" form on the Registrar's webpage). Students taking courses elsewhere while on leave of absence should have their courses approved for transfer in advance. The appropriate form is available on the Registrar's webpage.

Withdrawal from the College

Voluntary withdrawal from the College

Any student deciding to withdraw from the College must complete an official withdrawal form and relinquish his or her student ID card in the Registrar's Office. Failure to do so will result in a \$25 withdrawal processing fee. Students who withdraw voluntarily sever their connection with the College and are denied access to campus housing and other facilities at the College. If the student withdraws from the College after the deadline to drop a course without an entry on the permanent record, the student's instructors will be required to report a "WP" or "WU" and an entry will be made on the student's record accordingly. Withdrawals from the College are not permitted during the final examination period. Any student not enrolled in successive terms, other than the summer term, is considered withdrawn from the College unless granted a leave of absence by the Associate Dean.

Medical Withdrawal from the College

Students who must withdraw for physical and/or mental health reasons must submit a timely written request to the Associate Dean. Requests should be submitted at the time the student intends to stop attending classes. A letter from an appropriate licensed physical or mental health professional must accompany the student's request for a medical withdrawal. The letter should provide sufficient detail regarding the student's diagnosis, current condition, and treatment requirements. If the medical withdrawal is granted by the Associate Dean, the student will receive grade of "W" in each of his or her current classes. NOTE: Partial medical withdrawals are not permitted (medical withdrawal from one or two courses while the student is permitted to continue in other courses).

A student who misses more than one-third of a term's class meeting days due to illness may be required to take a medical withdrawal from the College if the Associate Dean and the student's instructors agree that the student will not be able to successfully make-up the missed work in the class.

Involuntary Withdrawals and Leaves

If a leave of absence, withdrawal or exception to an academic or residential regulation is based upon medical or psychological factors, the Director of the Parsons Student Health Center and/or the Director of Residence Life/Coordinator of Health and Counseling Services and/or the Assistant Dean for Advising will be involved through the Offices of the Dean of Student Life and the Associate Dean of the College. The Directors and Assistant Dean will usually also be involved in the readmission of any student who is granted a medical or psychological leave or withdrawal. Either Director or the Assistant Dean may recommend to the Dean of Student Life and/or the Associate Dean of the College a mandatory leave or withdrawal for medical or psychological reasons if it would be in the best interest of the student or the College. This action may be taken if, in the opinion of either Director or the Assistant Dean, a student exhibits irresponsible or uncontrolled behavior, which creates or continues either unreasonable risk or clear and present danger to the physical or mental health of the student concerned or others. This mandatory leave or withdrawal will be implemented through the Office of the Dean of Student Life and/or the Associate Dean of the College and is subject to administrative appeal to the Dean of the College, if the student so chooses.

Readmission to the College

Any former student may apply for readmission. Suspended students must wait one long term before applying for readmission. Applications for readmission are reviewed by the Academic Standards Committee or, in some cases, by the Associate Dean on behalf of the Committee. The College reserves the right to require sufficient documentation that the student is qualified and ready to resume full-time studies at the College. An on campus interview with the appropriate Dean or College counselor may be required. Applications for readmission are available in the Registrar's Office on the Registrar's webpage. Readmission to the College is never automatic. A student will not be readmitted if required progress toward graduation is not feasible, or if continued separation is considered to be in the best interest of the student or the College. Students must return the completed application, along with all required materials, so that the Associate Dean receives it by November 30, December 30, or July 30 for Centre, spring or fall terms, respectively.

Students who were suspended for academic reasons or who withdrew under academic probation must demonstrate a clear understanding of the causes for their academic difficulties, must describe the activities they have undertaken to address and overcome the causes of their problems, and must submit an academic plan for the completion of their degree requirements. Suspended and probationary students who are readmitted will have academic stipulations placed on their continued enrollment at the College. Students suspended twice are rarely readmitted to the College. In the case of a voluntary withdrawal for medical/psychological reasons, or any administrative withdrawal related to a physical or mental health condition, the student must submit a written progress assessment from a treating health professional with the readmission application, describing the student's current condition and indicating that the student is ready to resume full-time studies at the College. The Associate Dean requires a release from the student to discuss current treatment and follow-up needs with the treating health professional. Readmission will not be granted if there is any doubt that the student can manage full-time course work or if the College is unable to provide or the student is unable to secure appropriate follow-up care.

Reinstatement of merit awards for readmitted students is not automatic. Students should check with the Financial Aid Office. In the case of suspended students and students who withdrew on academic probation, specific academic stipulations may condition the reinstatement of a merit award. Enrollment of readmitted students and of students returning from leave of absence is subject to clearance with the Finance Office to make certain that the student has no outstanding financial obligations to the College. In addition, the payment of a \$300 nonrefundable deposit is to be made to the Finance Office.

Transfer Credit

Credit earned prior to high school graduation and credit by examination

Centre's policies in these areas are designed to reward extraordinary achievement while at the same time supporting our belief that the best Centre College experience is a four-year experience. It is our philosophy that everything a student does prior to high school graduation is preparation for college, and all Centre students enter with exceptional academic credentials. Some of those credentials include college course work and others do not. Consequently, we limit the amount of credit first-year students can be awarded prior to their enrollment at the College:

1. A maximum of 24 hours of pre-matriculation credits may be awarded to first-year students from all sources (e.g., Advanced Placement, International Baccalaureate, dual-credit, all other college credit).
2. Credit will not be awarded for any course or examination completed prior to the start of the junior year in high school.
3. Credit will not be awarded for any course or examination that serves to satisfy the college's entrance requirements.
4. Students who legitimately exceed the 24-hour limit may choose which credits will be awarded, and may adjust his or her choices later subject to the constraints of any other College policies.

5. Regardless of credit granted, students must complete at least one general education course in residence in each of the following three areas: social studies, science and fundamental questions.

Credit by Examination

1. Advanced Placement: Centre awards a minimum of three hours of credit for scores of 4 or 5 on most Advanced Placement exams. Credit for foreign language requires validation by an institutional exam. Academic programs may award additional credit and assign course equivalencies. Specific policies and course equivalencies are available in the Registrar's Office.

2. International Baccalaureate: Centre awards a minimum of three hours of credit for scores of 6 or 7 on higher-level exams. Credit for foreign language requires validation by an institutional exam and may be awarded for a grade of 5 on a higher-level exam. Grades of 5 in some other subjects are reviewed for credit by the appropriate program. Academic programs may award additional credit and assign course equivalencies.

3. Credit is not granted for CLEP exam scores.

4. Appropriate international exam scores are reviewed for credit on a case-by-case basis.

College Credit

Credit may be granted for appropriate courses appearing on a college transcript provided the course is taught in a classroom on a college campus, by a college instructor who is not also a high school instructor, in a class that includes college students who are not also high school students. These criteria must be verified in writing by a high school counselor or college official.

Note: Regardless of credit granted, individual major programs have the prerogative to place students in an appropriate course, to waive lower-level requirements, and to determine equivalencies to courses in its curriculum.

Transfer credit for currently enrolled students

Credits earned by a currently enrolled student through work at another college or university may be transferred to Centre if they are approved in advance by the advisor, the appropriate program committee chair, and the Registrar. Requests for credit for courses that do not fit into an existing academic program at Centre must be approved by the Associate Dean.

Forms for securing advance approval are available in the Registrar's Office. Students must provide a catalog course description and are encouraged to provide a syllabus. Program chairs may require a syllabus before approving a course for transfer credit.

Additional transfer credit policies:

Grades in transferred courses are recorded on the Centre College transcript but are not included in the Centre College grade point average. Grades in non-Centre semester abroad courses are included when determining a student's eligibility for graduation with honors.

Transferred course work may not be applied toward the College's general education requirements, excluding courses fulfilling basic-skills requirements and the further fluency in basic skills requirement.

A maximum of two courses from junior-senior requirements of the major may be fulfilled through external credit.

Once enrolled at the College, a student may transfer a maximum of seven credit hours from two-year, junior, or community colleges.

Once enrolled at the College, students may transfer up to six hours of credit for online courses subject to the normal transfer credit approval process. In addition, students requesting transfer credit for online courses must provide, and program chairs must review, evidence of opportunities for instructor and student interaction in the course, and a list of the assessment requirements of the course.

Students enrolled full-time at the College may not receive transfer credit for courses taken elsewhere concurrently.

Class Attendance Policy

Excessive absences, that is, missing 12 or more hours of class time in each of two or more classes, are grounds for immediate suspension from the College. See the College Catalog for the full policy.

Academic Probation and Suspension

Graduation requires a 2.00 cumulative grade point average. The College reserves the right to suspend at any time a student whose academic standing or progress is regarded as unsatisfactory, including students on academic probation during a CentreTerm who made unsatisfactory progress that term. In such cases fees will not be refunded or remitted, in whole or in part. All suspensions result in a permanent notation on the student's academic transcript.

A student who is suspended is immediately denied use of any campus services or facilities and may not participate in campus-sponsored activities. Keys belonging to the College, especially to the residence hall room, must be turned in at the Student Life Office, and the student ID card must be turned in at the Registrar's Office or the Student Life Office and the premises vacated within 48 hours of dismissal. Any exceptions must be authorized by the Dean of Students or Associate Dean. Failure to complete this process will jeopardize readmission to the College and incur a fine of \$30 per day.

Students subject to suspension at the end of a term will be notified via email and will be given at least 48 hours to submit a written appeal detailing any extenuating circumstances for consideration by the Academic Standards Committee.

Academic Probation

1. A student who at the end of any long term has a cumulative grade point average less than those listed below is placed on academic probation.

long term #	1	2	3	4	5	6 and beyond
grade avg.	1.65	1.75	1.85	1.93	1.97	2.00

2. A student who at the end of any long term has a term grade point average below a 1.500 is placed on academic probation regardless of the student's cumulative grade point average. When a student goes on academic probation, he or she will be required to meet with the Assistant Dean for Advising. The Assistant Dean for Advising will determine the needs of the particular student after an interview and testing as needed and will supervise the student's progress in consultation with the advisor and instructors. The Assistant Dean for Advising will provide the Academic Standards Committee with information about the progress or lack of progress of the students on probation.

Academic Suspension

1. Students placed on academic probation under No. 1 under "Academic Probation" must raise their cumulative grade point average to the required level within a year (two long terms and one CentreTerm). Students who fail to meet this requirement are subject to suspension. In addition, during the probationary period, students other than first-years must earn term grade averages of at least a 2.000 to avoid academic suspension. First-years are reviewed term by term and may be suspended during the probationary period if they are not making satisfactory progress toward their cumulative grade point average requirement.

2. Students placed on academic probation under No. 2 under "Academic Probation" remain on probation if they continue to earn term averages below 1.500. They will be suspended if their cumulative grade point average falls below the levels set under "Academic Probation," No. 1.

3. Sophomores, juniors, and seniors who earn a term average below 1.000 will be suspended, without benefit of the probationary period. First-years who earn a term average below 1.000 will be subject to suspension.

Tutoring

Class tutoring is offered through specific courses or academic programs, rather than through a centralized tutoring center. Some programs, such as the Math program, have coordinated math help sessions that are led by upper-level math majors four evenings a week. Other programs offer less formalized tutoring in group or individual formats. Further, some professors prefer students to help students individually during office hours. It is best to suggest to your advisee that he or she seek help first from the professor, who can then recommend the most appropriate form of tutoring for the student.

Test Proctoring

Test proctoring is available by appointment Tuesday through Friday 10:00 am – 2:00 pm in Young 140. Professors schedule a test to be proctored by contacting Kathy Merryman at kathy.merryman@centre.edu at least 48 hours prior to testing. Kathy Merryman will confirm the testing appointment with both the professor and student and will confirm arrangements for the professor to deliver the test to Kathy for proctoring and for Kathy to return the completed test to the professor. Tests are never sent through campus mail for security reasons. Additional testing times may be available for midterm exam and final exam periods

Advising Related Reports

Academic Alerts

An “Academic Alert” is issued by a professor when a student has three consecutive absences from a class or two consecutive absences from a laboratory. The professor sends an alert by e-mailing mary.gulley@centre.edu who then solicits additional information from each of that student’s professors and advisor(s). Dean Gulley schedules a meeting with the student to determine the cause of the absences. The advisor should also communicate and/or meet with the student to offer additional specific help.

This system has been very effective in 1) motivating all students to attend class and to maintain engagement in classes, 2) alerting professors and advisors of potential student problems so that lines of communication are established among all involved, and 3) getting immediate help for students experiencing difficulties. The academic alert system is a powerful tool for ensuring academic engagement which is the strongest predictor of academic success and student retention.

Progress Reports

All professors of all first-year students complete progress reports through CentreNet during the fourth week of the fall and spring terms. This report is a concise estimation of how a student is progressing in a course. Performance may be rated as “strong,” “satisfactory” or “of concern. Automatic e-mail announcements are sent prior to and during the process so that faculty and advisors are aware of deadlines and processes. Advisors meet with each first-year student during the fifth week of the term to discuss progress reports, even those who are doing well. Meeting with advisees early in each term is a good way to maintain communications with students and make sure that academic progress is on track.

Be aware that some upper-class students may also have progress reports because the student is on probation or requires continued monitoring.

Midterm Grades

Approximately one week after midterm, advisors receive a list of advisees who are earning grades of “D” or “U” at the midterm mark. Advisors should talk with these students as quickly as possible to see what may be done to improve performance. Students receive an e-mail of midterm grades and so are fully aware of the midterm assessment. Advisors are instrumental in urging students to attend all available study sessions, asking professors for tutoring recommendations, meeting regularly with professors, and implementing better study habits may boost the student’s self-efficacy and push the student in the right direction.

Probation, Suspension and Readmission Letters

Letters of probation, suspension or readmission are sent to the student and will be added to the student’s advising file in Alfresco. Advisors will be asked to provide information to the Academic Standards Committee in cases when an advisee is being considered for suspension.

Recommended Preparation for Major Coursework

The best information on major requirements is at <http://www.centre.edu/academics/majors-minors/>.

The following represents a guide for early preparation for majors. We offer over 35 major or minor programs with the flexibility to double major, complete dual-degree programs, and prepare for admission to professional schools. There is also an opportunity for a self-designed major option (<http://www.centre.edu/wp-content/uploads/2013/11/SelfDesignedMajor.pdf>) making use of our already-existing courses and the expertise of our faculty.

RECOMMENDED PREPARATORY COURSES for MAJORS

Anthropology/Sociology	ANT 110, 120; SOC 110, 120
Art Studio	ARS 110 or FRS 119 (these are equivalent courses) ARS 230 Ceramics-1 or an FRS Ceramics course ARH 260, 261 Survey of Western Art-I,II Students with previous studio experience may take ARS 210 Painting & Drawing-I (pre-req is ARS 110) upon review of portfolios. Students with an AP score of 4 or 5 on AP Drawing Portfolio are automatically given credit for ARS 110 and placed in ARS 210 if they want to continue. Students interested in studying glass (ARS 240) must take at least one studio or art history course first.
Art History	ARH 260, 261 and pursue a foreign language.
Behavioral Neuroscience	Normally, BIO 110, CHE 131 or 135, MAT 130 and PSY 110 should be completed in the first year PSY 205, BNS 210 and BNS 295 should be completed in 2 nd year
Biochemistry & Molecular Biology	CHE 135 (or 131 & 132), CHE 241, BIO 210 & BMB 210 by the end of sophomore year. Most students will complete CHE 242 during sophomore years, as well. BMB 210 (co-requisites of CHE 241 & BIO 210) should be taken in sophomore year, either fall or spring. Other recommended courses: CHE 250, MAT 170, PHY 110 or 210. level courses required and electives. Some of these courses if taken in sophomore year provide timely preparation for upper division objectives.
Biology	BIO 110 in first year; CHE 131 & CHE 132 (or CHE 135) in either first or second year. BIO 210 no later than the spring of their sophomore year CHE 241 and BMB 210 should be completed no later than the fall of the junior year. Any prospective BIO major with specific graduate/pre-professional school goals should consult one of the specific pre-health careers advisors early in the student's academic career to determine both the types of courses that should be taken and the specific terms in which these courses should be taken. See the

health professions advisory committee's website for information.

Chemical Physics	CHE 131 and 132 or CHE 135, CHE 241 MAT 141 or 170; MAT171, MAT 230, MAT 240 PHY 110, 210, 230 First-year students interested in taking physics courses or perhaps majoring in physics, chemistry, or chemical physics should consult a member of the physics program early in their first year for proper placement in either PHY 110 or PHY 210.
Chemistry	CHE 135 or CHE 131 and CHE 132 in first year CHE 241 in sophomore year MAT 170 and MAT 171 in sophomore year CHE 250 in CentreTerm of either sophomore or junior year Either CHE 242 or BMB 210 is a prerequisite for BMB 310.
Classical Studies	All classical studies courses are open to all classes Greek and Latin are open to everyone and first-year students are encouraged to register Second or third level Latin classes require sufficient preparation Greek is especially valuable for potential classics majors and for any religion major
Computer Science	CSC 117 in first year CSC 223 and MAT 190 by end of sophomore year Students are encouraged to supplement this preparation with additional courses in mathematics (especially MAT 130 and MAT 240), physics, and logic. Students who plan on graduate study in computer science need to select additional courses in math & science.
Dramatic Arts	DRA 117, 150, 133, Anyone interested in backstage work, stage management, or design, is advised to take DRA 150
Economics	ECO 110 ECO 210, ECO 220, MAT 130, & MAT 140 by end of sophomore year Recommended (but not required): MAT 141 or170 & MAT 171
Financial Economics	ECO 110, ECO 210, ECO 220, MAT 130, & MAT 140 by end of sophomore year Recommended (but not required): MAT 141 or170 & MAT 171
English	ENG 210 or ENG 220 or ENG 230 (take the appropriate period before declaring a major) ENG 301 or ENG 302 (usually sophomore year)
French	Plan as wide a distribution of courses as possible, especially in literature, history, philosophy, and fine arts.

German Studies	Plan as wide a distribution of courses as possible, especially in literature, history, philosophy, and fine arts.
History	Plan as wide a distribution of courses as possible Pay particular attention to the study of foreign languages and develop appropriate computer and statistical skills
International Studies	HIS 110, HIS 120, ECO 110, ECO 220 GOV 110, GOV 260 REL 130 or REL 150 Language through 220
Mathematics	MAT 170 or both MAT 140 and 141, or equivalent MAT 171, or equivalent completed by the end of first year to complete the major in the normal four-year period
Music	MUS 120, MUS 121, MUS 220, MUS 221, MUS 230 & MUS 231 For those who need review, MUS 110 is a fundamentals course offered in the spring. For those considering a major who need a review, the first-year spring semester is a good time to take it.
Philosophy	100-level course in the first year PHI 210 and 220 in the sophomore year Three courses numbered 300+ in both junior and senior year The order in which these courses can be taken is quite flexible
Physics	Consult a member of the Physics Program before beginning the fall term of the first year for orientation to the program and proper placement in PHY 110 or PHY 210. It is highly recommended that students take PHY 210 and PHY 230 during the first year if they meet the prerequisite. If not, it is highly recommended that they take PHY 110 during their first year. Consult a member of the Physics Program before registering for each term thereafter. At minimum complete CHE 131, PHY 210 and 230, and MAT 360 by the end of sophomore year. Additional information available at http://web.centre.edu/phy/
Politics	Satisfy as many graduation and major requirements as possible. Elective courses in government, history, and economics Courses in foreign language, and mathematics, especially statistics are useful
Psychology	MAT 130, PSY 110, PSY 205 and PSY 210 completed by end of sophomore year

	BIO 110 or NSC 120 completed by end of junior year
Religion	REL 110, 120, 130 plus additional courses applied toward major
Spanish	Plan as wide a distribution of courses as possible, especially in literature, history, philosophy, anthropology, government, and the fine arts

See <http://www.centre.edu/academics/majors-minors/> for complete information about course requirements for all majors and minors.

MCAT Preparation

<http://web.centre.edu/workmanj/MEDWEBSITE/Pages/SCHEDULE.htm>

PREPARATION FOR THE NEW MCAT

MCAT²⁰¹⁵ test started in the spring of 2015. Students affected will be mostly in the 2015 and 2016 graduating classes. Please advise students to go to <http://web.centre.edu/workmanj/MEDWEBSITE/Pages/SCHEDULE.htm> for full information and to talk with Dr. Joe Workman in the first term of the first year at Centre.

Specific information about course planning for MCAT preparation can be found at <http://www.centre.edu/academics/majors-minors/health-professions-advisory-faculty/health-professions-advisory-group-scheduling/> .

Campus Resources

Resource	Name	Location	Phone	Additional information
Academic Support	Dean Mary Gulley	Old Centre	x5223	Academic support services, student issues, Baldrige program, disability services
Bonner Community Service	Dr. Matt Klooster	Student Life Office	x8752	
Brown Scholar Director	Dr. Brian Cusato	Young 214	x5330	Each cohort has a faculty mentor who changes annually
Career Services	Joy Asher	Old Carnegie	x 5284	http://www.centre.edu/career_services/faculty_resources.html
Counseling Services	Ann Goodwin	Parsons Wellness Center	x5760	
CTL	Dr. Sarah Lashley	Crouse First Floor	X 5288	
ESL Assistance	Dr. Maria Galvan	Crouse 323	x 6234	
Health & Wellness	Kathy Jones	Parsons Wellness Center	x 5330	
International Student Advisor	Stephen Swan	Old Carnegie	x 6106	
Internships	Mindy Wilson	Old Carnegie	x 8792	
ITS Helpdesk				helpdesk@centre.edu
Registrar's Office	Sharon Duncan	Wiseman Hall	x5360	http://web.centre.edu/regist/d/index.html
Residence Life Office	Jacob Raderer	Nevin Hall	x 5946	
Shuttle Service	Cody Cook	Nevin Hall	x6033	
Student Financial Plan	Julie Graham	Boles Hall	x 5365	
Study Abroad	Leigh Cocanougher	Old Carnegie	x 5285	
Writing Center	Dr. John Kinkade	Young 140	x 6508	Open Sunday through Thursday 7:00 – 10:00 p.m.

Pre-Professional Advisors

<http://www.centre.edu/academics/majors-minors/pre-med/health-professions-advisory-group/>

Pre-Med	Dr. Joe Workman	Young 117	x5415	http://www.centre.edu/majors/premed.html
Pre-Vet	D. Jessica Wooten	Young 225	X5322	http://www.centre.edu/majors/pre_veterinary.html
Pre-Dental	Dr. Aaron Godlaski	Young 220	x 6330	http://www.centre.edu/majors/predentistry.html
Pre-Pharmacy	Dr. Kerry Paumi	Young 116	x 5324	http://www.centre.edu/majors/pre_pharmacy.html
Pre-Optometry	Dr. Marie Nydam	Young 118	x 6329	http://www.centre.edu/majors/pre_optometry.html
Pre-Nursing	Dr. Peggy Richey	Young 124	x 5319	http://www.centre.edu/majors/pre_nursing.html
Pre-Physical Therapy	Dr. Katie Ann Skogsberg	Young 216	x 5238	http://www.centre.edu/majors/pre_physicaltherapy.html
Pre-Engineering	Dr. Jason Neiser	Olin 16	x 6036	http://www.centre.edu/majors/engineering.html
Pre-Law	Dr. Dan Stroup	Crouse 471	x 5246	http://www.centre.edu/majors/pre_law.html
Pre-MBA	Dr. Mike Fabritius	Crouse 431	x 5461	http://www.centre.edu/majors/pre_mba.html
Pre-Social Work	Dr. Nicolás Eilbaum	Crouse 460B		
Education	Dr. Donna Plummer	Grant 314	x 5308	http://www.centre.edu/majors/education.html

Center for Career & Professional Development

Faculty Quick Reference Guide

[WEB SITE](http://www.centre.edu/careers) (www.centre.edu/careers)

CAREER COUNSELING

- [Divisional career counselors](#) – Each academic division has a career counselor liaison who meets with students in that division and serves as resource for faculty in that division.
Division I – Tamera Fenton, Career Counselor (filling in for Mindy Wilson, 2015-16 school year)
Division II (and undecided students) – Kirk Knott, Associate Director
Division III – Joy Asher, Director
- Self-Assessment – includes the Myers-Briggs Personality Type Indicator (MBTI), Strong Interest Inventory, and StrengthsFinder
- Career Roadmap – used to help guide students through the 4-year process of career development (including assisting with choosing a major and researching potential careers)
- Career Mentor Directory – database of alumni willing to provide career information and advice

INTERNSHIPS

- [Academic internships](#) – the coordination of all academic credit internships
- [Internship funding](#) – competitive funding programs for summer or CentreTerm internships, including: Centre Internship Plus, Parents Committee Internship Fund, and Centre Education Fellows. Awards range \$750-\$2000 for CentreTerm and \$2000-\$5000 for summer (before taxes). Additional funds are also available through the Brown Foundation for students completing academic-credit internships in the summer.
- [Summer internships](#) – numerous resources to help students locate summer internships (both academic credit and non-credit)

JOB SEARCH & GRADUATE SCHOOL ASSISTANCE

- Resume, cover letter, and graduate school personal statement writing
- Mock interviews
- Numerous job listings and job search resources – on CentreWorks and our [web page](#)
- Job Search Booklet (information on networking, resume writing, interviewing, and job searching)

TARGETED CAREER EVENTS:

- **Extended Orientation (EXO)** – introduce first year students to our office and services
- **Career Chats (NEW!)** – monthly, informal presentations on a wide array of career fields
- **Emerging Professionals Series (NEW!)** – monthly presentations on professional development topics including networking, professional communication, resume writing, interview preparation, workplace etiquette, and more
- **Senior Celebration** – advice from recent alumni on “what I wish someone had told me at the start of my Senior year”

SPECIAL EVENTS:

- Includes Etiquette Dinner, Law School Fair, “So, You Think You Want to Go to Graduate School?”, Get LinkedIn!

DIRECT CONNECTION WITH EMPLOYERS

- On-campus interviews
- Information sessions and tables, classroom presentations
- Resume reviews and mock interviews with employers
- [Spotlight Career Fair](#) – annual job, internship and graduate school fair held at the end of February with the other 20 AIKCU schools and Hanover College in Indiana

Forms

The following forms are available from the Registrar's Office in pdf format at <http://www.centre.edu/academics/registrar/academic-forms/>

Student Forms

[Change of Address](#)

[Transcript Request](#)

[Withdrawal from the College](#)

[Readmission](#)

Course Forms

[Independent Study](#)

[Pass-Unsatisfactory](#)

Major/Minor Forms

[Change Major/Minor](#)

[Self-Designed Major](#)

[Major/Minor Substitution](#)

Transfer Credit Forms

[Transfer Credit from Abroad](#)

[Transfer Credit from Another U.S. Institution](#)

Faculty Forms

[New or Revised Course](#)

[First-Year Studies Course Approval](#)

Academic Calendar 2015-2016

Fall Term

New Faculty Orientation	Tuesday-Wednesday, August 18-19
Opening Faculty/Staff Conference	Tuesday, August 25
First-Year Students Arrive	Wednesday, August 26
Opening Convocation	Sunday, August 30
Classes Begin	Monday, August 31
Family Weekend	Friday-Saturday, September 18-19
Homecoming	Friday-Saturday, October 2-3
Midterm	Wednesday, October 14
Fall Break	Thursday-Sunday, October 15-18
Thanksgiving Break	Wednesday-Sunday, Nov. 25-29
Classes End	Friday, December 4
Final Examinations	Sunday-Friday, December 6-11

CentreTerm

Classes Begin	Tuesday, January 5
Founders Day Celebration	Wednesday, January 20
Classes End	Tuesday, January 26

Spring Term

Classes Begin	Wednesday, February 3
Midterm	Friday, March 18
Spring Break	Saturday-Sunday, March 19-27
Classes End	Tuesday, May 10
Final Examinations	Thursday-Wednesday, May 12-18
Commencement	Sunday, May 22

2015-2016 Important Dates and Deadlines

August 31: Classes begin.

September 4: Permission to add a class requires instructor's approval after this date.

September 11: Last day to add or drop a class without a grade entry on the permanent record. Last day to register for a course on a pass/unsatisfactory basis.

September 21-25: Professors of first-year students complete progress reports

September 28 - October 2: Advisors meet first-year advisees individually about progress reports

October 14: MIDTERM – Any withdrawal from a course after this date requires approval of the Associate Dean

October 15-18: Fall Break

October 20: Mid-term grades due in the Registrar's Office.

October 22: Advisors begin meeting with any advisee who has a midterm grade

November 9-13: student register for CentreTerm and Spring Term courses

December 4: Last day of classes

December 6-11: Final Examinations

December 15: Final grades due in the Registrar's Office 4:00 p.m.

December 17: Final grades are available to students online.

CENTRETERM

January 5: Classes begin.

January 6: Last day to add a class. Last day to drop a course without a grade entry on the permanent record.

Withdrawal from a course after this date will result in a course grade of WP or WU. Last day to register for a course on a pass/unsatisfactory basis.

January 20: FOUNDERS DAY

January 26: Last day of classes/final exam day.

January 29: Final grades due in the Registrar's Office by 3:00 p.m..

January 30: Final grades available to students online.

SPRING TERM

February 3: Classes begin.

February 9: Permission to add a class requires instructor's approval after this date.

February 16: Last day to add or drop a class without a grade entry on the permanent record. Withdrawal from a class after this date will result in a grade of WP or WU. Last day to register for a course on a pass/unsatisfactory basis..

March 18: MIDTERM – Any withdrawal from a course after this date requires approval of the Associate Dean

March 19-27: Spring Vacation

March 28: Mid-term grades due in the Registrar's Office.

March 30: Advisors begin meeting with any advisee who has a midterm grade

May 10: Last day of classes

May 12-18: Final Examinations

May 19: Senior grades due in the Registrar's Office by 4:00 p.m.

May 22: Commencement

May 24: Final grades due in the Registrar's Office 4:00 p.m.

May 26: Final grades are available to students online.