

EXPLANATION FOR THE GRADUATING STUDENT DEGREE PLAN GRADUATION EVALUATION

There are two evaluation forms. The first is prepared during the summer preceding the expected final year of degree studies and has three columns for items 29 to 53 for students planning to graduate the next spring semester. The second form is designed for students planning to graduate with one semester remaining to study. This second form is used in the spring for fall graduates, and it is used in December to evaluate seniors graduating the immediately following May. Very few degree plan evaluations are anywhere close to the complexity of this example. I have tried to represent as many situations as possible in this one illustrated example. This example follows the first kind of evaluation form for items 29 to 53.

The following text is an explanatory companion to the on-line illustrated evaluation example with the same name. This text is provided for graduation candidates and their advisors to define or interpret the written evaluations distributed to the candidates by the Centenary Registrar at the beginning of each fall and spring semester. *Although a graduation evaluation is not simplistic—as the comments below demonstrate— I follow a simple rule when evaluating: I compare the catalogue requirements under which a candidate is graduating to the remaining requirements and additional courses listed on the student's approved degree plan; I check emails or notes I have received to modify any requirements in the major(s) and minor(s), and I check petitions that have been approved for exceptions to these requirements.*

There are a few differences between the actual evaluation I prepare and the illustrated web example to which the numbered comments below apply. Many of the Fields 34 and following on the real evaluation are handwritten instead of typed. My YES or NO conclusions are circled on the actual form. This display example shows for fields 34 to 51 a bolded capital letter to indicate an otherwise circled Y or N. **Entered data** on the example are bolded; **data fields** are numbered on the example only.

- 1 The **year of graduation** begins with Module 2010 and ends on May 7, 2011 for the 2010-2011 year.
- 2 The **semester of graduation** is either Module, Summer, Fall, or Spring depending upon when the candidate intends to finish all degree studies as reported on the application for candidacy.
- 3 The **candidate's NAME** is as it is to appear on the **diploma** according to the application for candidacy. In some cases, I have added to the name a feature that did not automatically print. For this example, I added "Jr." because this suffix is on the candidate's application, though the suffix does not appear in Banner's version of the student's name.
- 4 The College's **ID number** for the candidate is displayed for the benefit of my office.
- 5 "F" represents a female candidate; "M" represents a male candidate.
- 6 **Race** represents ethnicity also; this field is pulled from Banner based on the candidate's self-reported race/ethnicity.
- 7 No student is eligible to be a graduation candidate without having submitted a **degree plan**, but sometimes candidates are changing majors or are in a special situation where a new degree plan must be submitted and I do not have it yet. In these instances, NO will be circled.
- 8 Centenary undergraduates normally pursue **one degree**; if two degrees are pursued, the degrees are numbered by priority according to the candidate's preference or, lacking that information, in alphabetical order.
- 9 This fictional candidate is earning two Centenary degrees simultaneously; so both are displayed. He can graduate having earned only one degree, but because he applied for **two degrees**, my evaluation assumes that he cannot graduate unless/until he earns **both**. He must inform me in writing should he change his mind to one degree only.
- 10 The BA **major** in this example of **two** degrees is Psychology. If the student were earning **one** degree and two majors (Psychology and Biology), he must choose between a BA or a BS degree. He must satisfy all requirements for both majors in such a case, and I would track him as though he could not graduate unless/until he satisfied both majors.
- 11 Each degree has at least one major attached to it; Biology is the second major being earned but the **first BS major**.
- 12 No additional **second majors** are being pursued by this candidate, but he does intend on earning **two minors**. Although the minors can be attached to majors in various ways (both minors under the BA or vice-versa), I chose this version for the example. Minors are not required for a Centenary degree and can be eliminated at any time. Until I am informed in writing of an elimination, I assume the student cannot graduate until one or all minors identified on the degree plan and/or application are completed.
- 13 See comments for field 12.
- 14 The next block of information displays the candidate's **academic profile** according to data in Banner. *PLEASE NOTE: these data represent the candidate's profile at the approach of the current academic term. Because of new transfer credit, grade changes, drop/adds, and other factors, the information displayed may have changed between the time it was pulled from Banner to construct this evaluation and the time the candidate receives this evaluation.*
- 15 Ordinarily, candidates are **registered** when I do their graduation evaluation. Sometimes a candidate delays scheduling classes until the registration deadline. My assessments of graduation status for these latter candidates are less helpful.
- 16 **Hours enrolled** displays **current** hours into which the candidate is enrolled (not hours for a previous or future semester). See NOTE for field 14.
- 17 The **Centenary cumulative GPA** is the GPA of all Centenary (only Centenary) credit hours attempted.
- 18 Field 18 is calculated by the Registrar's Office and is the only instance at Centenary where the grades for all transfer credit hours attempted are calculated. Faculty policy requires academic honors to be determined by **the combined GPA** of all Centenary and all transfer credit hours attempted. In this example, the student is eligible at the time of the evaluation to receive cum laude honors because of his combined GPA, even though his Centenary GPA is below 3.50.
- 19 Field 19 is the **total credit hours earned at Centenary**. The total will include any credit hours that cannot be used for the degree, such as excess ensemble credits or credits for repeated courses that cannot be counted more than once. This total includes credits earned by dual enrollment, but not departmental exams or Advanced Placement (AP).
- 20 **Transfer hours** displayed include **only** those credits earned at another institution that are used by Centenary for a Centenary degree. The candidate may have additional transfer hours attempted at another school that are not included in this total. Note: **AP and departmental exam** credits earned are included in the total hours reported for this field.
- 21 **Total hrs earned** is the sum of credit hours earned from fields 19 and 20. Because this total can include excess credits that cannot apply to the Centenary degree, I identify these instances by subtracting the excess hours, inserting an explanatory comment, and noting in fields 57 or 58 the number of hours to be subtracted. In this example, the student must subtract 2 excess hours of music ensembles—showing that he has thus far earned **AND** is enrolled this fall into a combined 10 hours of ensembles, while only a maximum 8 of these hours can be counted for his degrees. I

- am not expecting him to take another ensemble in Spring 2010, though he might do so. If he does, then the next evaluation will show 3 excess hours of ensemble to be subtracted from his total hours. See NOTE for field 14.
- 22 This field will either be blank or have the phrase “Good Standing” or “Academic Probation,” depending upon the student’s **academic standing**. A **blank field** is equivalent to “Good Standing.” See NOTE for field 14.
- 23 The **academic honors** field is populated only for students who are eligible to receive *cum laude*, *magna cum laude*, or *summa cum laude* honors. See NOTE for field 14.
- 24 The **department of the honors project** is displayed when the candidate replied “Yes” to the Dept Honors question on the application for candidacy.
- 25 Candidates who claim they are doing **departmental honors** are expected to submit documentation confirming their efforts to earn Departmental Honors. These candidates need to consult their academic advisors for information.
- 26 The **DEGREE EVALUATION CHECK** block provides a checklist of the College’s graduation requirements.
- 27 The first column lists the **degree requirement** to be checked off.
- 28 The last three columns identify the semester when specific **degree requirements are being or will be satisfied**.
NOTE: for candidates who have one semester remaining to graduation, the evaluation form has one less column.
- 29 The **Y (Yes)** or **N (No)** letter is circled depending upon whether or not a requirement has been completely satisfied on the date the evaluation is prepared, according to the registrar’s judgment.
- 30 The **taken in fall** column (three) lists the next Fall’s courses the candidate is enrolled into according to Banner. For candidates with one semester remaining, this column is called **Last Semester**.
- 31 The **taken in spring** column (four) lists the next Spring’s courses the candidate is either enrolled into or expected to take according to the degree plan. For candidates with one semester remaining, this column is called **Still Remaining**.
- 32 The **still remaining** column (five) lists the courses or responsibilities remaining to be satisfied beyond the Spring semester when the candidate expects to graduate. This column should not have any information in it unless a problem has been identified. In the example, a course has not transferred and is not otherwise accounted for in Fall or Spring. For candidates with only one semester remaining, this column and field are omitted from the evaluation form.
- 33 Field rows 34 through 51 are explained in light of the illustrated evaluation example. The **GENERAL EDUCATION CORE REQUIREMENTS** block includes all of the graduation requirements that apply to the Centenary Core curriculum. These requirements correspond to **AREA A** on the degree plan.
- 34 This candidate is taking **REL 310** to satisfy both the fourth **humanities** core requirement and the junior/senior level humanities requirement. He is taking this course in the Fall; upon earning credit for it, he completes this area of the core. The “N” in column two shows he has not yet satisfied the requirement; the absence of anything in columns four and five confirm that he will have no more requirements to satisfy in this row if he earns credit for REL 310.
- 35 This candidate has completed all requirements for the **Mathematics/Natural Sciences** area of core; thus, the “Y” is circled for this field row.
- 36 This candidate has one course left to complete to satisfy the **Social Sciences** area of core. He will not satisfy this requirement until Spring, so the course is listed under column four.
- 37 Centenary’s BA degree requires one year of a **second language**; the BS degree requires either a **second calculus or a statistics** course. This student is earning both a BA and a BS degree; so he must do both the second language and calculus or stats. He has, in fact, satisfied all of these requirements already.
- 38 The **MAJORS, MINORS AND SUPPORTIVE REQUIREMENTS** correspond to **AREAS B** and **C** on the degree plan. I usually accept all of the courses that are written by the adviser and student on the degree plan under Major and Minor when it is submitted as though the candidate must take them all in order to graduate—including courses that extend beyond the minimum needed to complete a major or minor. (*But see field rows 52, 53, 60, below.*) I require a note from the advisor directing me to eliminate a required major course from the candidate’s degree plan; the candidate should inform me if a non-required course is to be eliminated. Sometimes I can intuit the latter situation.
- 39 Because the **first major** displayed in field 10, “**PSYCHOLOGY**” appears to the right of column one. This candidate is taking one of his remaining three major courses this Fall, leaving the other two major courses that appear on his degree plan to be satisfied in Spring. I do not write the rubric for the dept of these courses.
- 40 By already satisfying the second language requirement for core, the candidate has coincidentally already satisfied the **supportive** requirements for Psychology; so “Y” is circled in the second column.
- 41 The **second major** (field 11) is **Biology**, and the student has four major courses remaining according to his degree plan. BIOL 900 is not a graded course but an assessment tool (see field row 49 below). BIOL 403W also satisfies the “W” requirement (field row 48) and could also double-dip to satisfy the core social science course (field row 36) if the student chose to drop SOC 354 in order to earn only one degree or if he dropped his Gender Studies minor.
- 42 This candidate has courses remaining for both **minors**. The Gender Studies minor should be completed this fall, and the Health minor will be finished in the spring, if HLTH 221 transfers to Centenary and HLTH 303 is earned.
- 43 Although choir courses are not required for a Centenary degree, they represent a mini-curriculum of repeated MUS 153 classes and, often, other music ensembles. A similar description of allowable repeats applies to a varsity athlete’s EXSC 101/102, or to REL 200 courses. Some candidates take an extra array of courses like physical therapy to prepare for graduate studies. I try to identify these **mini-curricula** in field row 43 with the understanding that these hours may affect the candidate’s class schedules each semester but often are not required for graduation. Indeed, ensembles and activity credits can create excess credit hours earned. This exemplary candidate is a choir student.
- 44 **CENTENARY DEGREE REQUIREMENTS** are universal requirements that transcend an individual department. Centenary tradition does not allow exceptions for requirements 45 to 51. Bachelor of Music candidates only are exempt from the Elective Courses requirement (field row 45). A very few programs do not require field 49.
- 45 Students cannot be required to earn more than 104 hours of credit from the combination of Core, First Major and Supportive; the minimal 20 hours outside these three areas are called “electives.” This candidate has already earned at least **20 required hours of elective credit** in courses excluding the core, his Psychology major and his Psychology supportive requirements. He needs 0 of these hours in his last two semesters to graduate.
- 46 This candidate has already earned 15 hours of required **junior/senior level credit**, leaving 15 more to be earned. Twelve of his current 16 hours are in junior/senior level courses, leaving 3 more at this level to take next spring.
- 47 This candidate has satisfied the “**S**” requirement; I have written in the course that met this requirement (BIOL 412S).
- 48 This candidate has not yet satisfied the “**W**” requirement and plans to do so next Spring with BIOL 403W.
- 49 Nearly every major has a **capstone course or an assessment** requirement that must be satisfied. This candidate will satisfy the assessment for Biology in the Fall and for Psychology in the Spring. If he had already satisfied one or both major assessments, I would have written those courses into column one and circled “Y” instead of “N.”

- 50 This candidate has already satisfied the **module** requirement. Otherwise, the word “Module” would be written into column three, four, or five.
- 51 This candidate has not yet satisfied any component of the **Centenary Plan, now called TREK**, but is enrolled into GED 351 for the Fall. I indicate on field row 51 that GED 151 and CA 253 will be finished in Spring. Too often, students enter their Spring semester needing one or more components of the Centenary Plan without registering into what they need. In those instances, I put the missing component under the Still Remaining column as a problem issue. If all three components are satisfied, I draw a line through all three in the third, fourth and/or fifth columns. *NOTE: CA 253 is now a 2 hour course. CA 250 is 0 hours of credit but is linked with a credit bearing course.*
- 52 Candidates frequently have **courses on the degree plan or enroll into courses that are not needed** to satisfy any graduation requirements. Rather than ignore these courses, I assume the candidate **MUST** earn credit for these courses until I am informed otherwise. I list those courses in field row 52. This example shows SOC 101, which is on the degree plan, even though the student does not need it for any reason I can determine.
- 53 Including those courses in field rows 52, field row 53 has the **total hours the candidate is committed to take**.
- 54 **ISSUES PENDING THAT AFFECT YOUR GRADUATION STATUS** are unique situations that can occur which usually are resolved easily but if left unresolved can pose a threat to a candidate’s graduation plans.
- 55 This student has no **Incompletes** from the previous semester; otherwise, I would identify the Incomplete course(s).
- 56 This candidate has been given permission to **transfer** HLTH 221 taken during the Summer of 2010, but the credit is pending because my office has either not received his transcript or has not yet processed the transfer of credit.
- 57 This candidate is enrolled into MUS 153 (choir) this fall, making 10 credits of ensembles he will earn. I therefore subtract 2 **excess hours** from his total hours earned as the fall semester begins (see field 21).
- 58 Unlike the candidate in this example, some candidates earn credit for more than 45 hours in a single discipline first major. These **excess hours earned in the major** cannot count toward the minimum 124 credit hours.
- 59 Field 59 is very important. It shows the **required credit hours left to the candidate in his last two semesters** of study (or last semester in the case of a candidate needing only one more semester of study). This determination is based upon all the required courses left to be taken on the candidate’s degree plan, assuming the candidate will earn credit for all courses into which he is currently enrolled. This determination is supposed to include written course waivers which I have received. I will expect all courses for any second majors and minors on the degree plan to be satisfied unless I am informed otherwise in writing. Superfluous elective credits and excess ensemble or activity credits can be included in this figure. I also indicate in field 59 the hours for courses that will transfer to Centenary if I have not yet received a transcript and for pending Incomplete courses.
- 60 **VERY, VERY, VERY IMPORTANT:** if everything extra is removed, such as a second major, any minors, courses like SOC 101), excess activity or ensemble courses that the student still plans to take, the figure in field 60 is the **bare minimum number of hours needed** to graduate from Centenary. If this figure is more than 18 or 19, I will make a comment in field 63.
- 61 The final block of data fields includes my evaluative summary notations of the senior’s **GRADUATION STATUS**.
- 62 **Field 62** will be YES if no problem issues have been identified. A NO response means that one or more problem issues exist, which will be identified in the comment box (field 63).
- 63 This very important field allows me to **comment briefly** on any issue that I think might pose a problem or that needs special attention. For the candidate in the sample, I comment on his pending transfer of credit, the practicality of dropping SOC 101, his unbalanced class load in the Fall, and the number of hours he would have left to take next Spring if he does nothing about his Fall schedule. I try always to insert the phrase “no other issues” after I have made any comments to indicate I have completed my comments. If I have no comments to make, I write the word, “None.” “None” is the most desirable response to receive from me in this field, but it is not a guarantee in itself of no problems because candidates can change their class schedules or issues may emerge subsequent to my evaluation. See my note for field 14.
- 64 This particular evaluation is **dated** on the day I prepare it.
- 65 The submission of the original degree plan is the first **occasion for my office to evaluate** a student’s graduation plans. For most candidates, the evaluation done in late summer is the second evaluation, though the first to be accompanied by this form.
- 66 Field 66 contains my initials as my **signature** verifying I personally completed this evaluation.
- 67 Field 67 remains blank until **all graduation requirements have been documented** as completed.