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Office Hours: You are free to drop in anytime that I have office hours. Priority will be given to those who have signed up on the office hour sheet posted on my door.

Description

Academic Planning (APL) 102 extends the advising and planning begun in FS 101 and is part of a three course sequence in which you explore your interests and design a program of study and co-curricular activities that meets your academic, professional, and life goals.

Grading

APL 102 is graded on a credit/no credit basis. To receive credit, you must complete three written assignments and meet with me individually at least twice during the semester, once early in the semester and once again shortly before registration for the fall semester begins.

Assignments

<i>Due Date</i>	<i>Assignment</i>
Friday, Jan. 30 4:30-5:00pm	All my advisees will meet with me as a group to discuss the goal of the course and the semester's assignments.
Friday, Feb. 9	Assignment One (described below) is due in my office mailbox by 5pm. Also, schedule a meeting with me to discuss Assignment One . Please do so by registering on the schedule hanging on my office door. If none of these times work for you, e-mail or see me to arrange an alternative time.
Friday, Mar. 14	Assignment Two (described below) is due in my office mailbox by 5pm.
Friday Apr. 13	Assignment Three (described below) is due in my office mailbox by 5pm. Schedule a meeting with me to discuss Assignment Three and your upcoming course selection for registration. Please do so by registering on the schedule hanging on my office door. If none of these times work for you, e-mail or see me to arrange an alternative time.

Assignment 1. College life: Expectation v. Reality

Experiencing college during the first semester often leads to academic, social, and personal changes and revelations. When you arrived as a new first-year student, you had many preconceived notions on what it meant to be in college. These preconceptions were formed by what you heard about college life, what your friends and family told you, what high school teachers and counselors relayed to you, or even by numerous movies that pretend to portray college life (Animal House, anyone??). Having now lived the college experience for a semester, you can now compare what you thought about college versus the actual experience.

In this assignment, you are to reflect on your first semester and identify how your presumptions matched the reality. Think also about your successes and disappointments, pleasant surprises and frustrations. Consider both your course work and your co-curricular activities. *Note that success and disappointment may not necessarily be reflected in your final grade in a course.*

Consider what changes, if any, you might make in your approach to your college education and what benefits you would hope to get from them. Possible areas to consider include, but are not limited to,

- your top priority—what you would change if you could only change one thing?
- study habits, time management, and your learning style
- what *you* can do to maximize the likelihood of future successes
- new things and experiences that you might wish to try
- your goals for college—have they changed? How? Why?

After reflecting on your last semester, you will now write a letter to either a teacher in your high school, your guidance or college counselor, or some other person either in your high school or in your life who will be in a position to assist other students anticipate the reality of the college experience.

Assignment 1 Requirements:

- Text in the body of the letter: 400 word minimum, 500 word maximum
- Typed letter, properly addressed
- Bring one copy of the letter for me to read
- Place the second, signed, letter into a properly addressed envelope (I'll provide the stamp)

Assignment 2. Interviews

Have you ever wondered about the experiences of other students or of their professors? Interviews are a good way to find out more. For this assignment you are to interview one or two students, faculty, or professionals of interest to you. In a response essay, you will summarize the content of the interview and describe how it informs your thinking about your own educational program. You might consider interviewing seniors about their senior thesis experience, a student who has returned from a study abroad about their experience and how it has impacted their education, or one of your professors about his or her educational choices or experiences.

In conducting interviews, it is important to respect the rights of interviewees. In particular, you must inform the person you interview of the interview's purpose, explain what you will do with the material you collect and who will have access to it, and in general treat their

comments as confidential. It is also helpful to use a prepared set of questions to guide your interview; of course, valuable and interesting conversations often deviate from prepared questions.

You *must* review the information on interviews found under speech at the Learning Commons web site (<http://learningcommons.allegheny.edu>), prepare a set of questions to guide your interview, and have the subject of your interview approved by me before conducting the exercise.

Assignment 3. – Scheduling

Assignment Three is due shortly before pre-registration for fall courses and will prepare you for registration. The course plan you submit should indicate what you intend to take at Allegheny through your sophomore year, clearly noting course preferences in each semester. Complete the APL Course Planning Form below. Keep a copy for your records.

Online Resources that may be useful

- The College Catalogue, online.
- The University of California at Berkeley maintains a nifty page of Career Exploration Links: <http://www.uhs.berkeley.edu/Students/CareerLibrary/links/Occup.cfm>
- Check out ACCEL, the Allegheny College Center for Experiential Learning, for information on internships, off-campus study and other co-curricular opportunities.

Student-designed Majors and Minors

Students may design their own minor if a minor that is similar in content is not offered. Student designed minors must be comparable in academic rigor and integrity to a conventional minor, and must contain at least 20 credits. To register for a student designed minor, the student must submit an application form to the Curriculum Committee. Forms are available from the registrar's office and must be signed by the student's advisor and the faculty member(s) who is/are supervising the minor. The form must also contain a statement that describes and justifies the minor by showing how its individual courses combine to create rigor and integrity. Students must complete at least 12 credits of course work in the minor after the application has been submitted to the Curriculum Committee. Minors submitted after all course work for the proposed minor has been completed will not be approved.

Online Resources regarding majors and minors

- See the online catalogue material about Student Designed Majors.
- Some thematic minors already exist. See the online catalogue for interdisciplinary programs.
- With off-campus study, you supplement college course offerings with specialized courses. Sometimes you can do nearly an entire minor in special program. For information, check out ACCEL Office, Allegheny College Center for Experiential Learning

APL Course Planning Form

Name _____ Current Date _____
E-mail _____ Year of intended graduation _____
Possible Major _____ Advisor _____
Possible Minor _____

List of courses to be taken to satisfy the MAJOR:

Course#	Course Name	Expected year and semester course will be taken
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____
16.	_____	_____

List of courses to be taken to satisfy the MINOR:

Course#	Course Name	Expected year and semester course will be taken
17.	_____	_____
18.	_____	_____
19.	_____	_____
20.	_____	_____
21.	_____	_____
22.	_____	_____
23.	_____	_____
24.	_____	_____
25.	_____	_____
26.	_____	_____
27.	_____	_____

Describe any plans for off-campus study _____

Internships _____

Semester Plan of Courses

Fall, 200__

Spring, 200__

Fall, 200__

Spring, 200__

Fall, 200__

Spring, 20__

Fall, 20__

Spring, 20__
