

**COLGATE UNIVERSITY**  
**Academic Planning Worksheet for First-Term Students**

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Faculty Adviser:** \_\_\_\_\_

**To the Student:** This worksheet is an aid to help you understand the Colgate graduation requirements and to think out your academic plans; it is not a firm commitment on your part to take certain courses at certain times. Study the Colgate University Catalogue carefully, particularly the sections entitled "The Undergraduate Program" and "Academic Regulations." It is your best source of information for filling out this worksheet. We would suggest leaving this completed form in your advising folder so you can refer to it when pre-registering for courses.

The Catalogue is also the adviser's most important tool. Pre-concentration advisers should be thoroughly acquainted with the sections of the Catalogue entitled "The Undergraduate Program" and "Academic Regulations." The Catalogue itself is organized in the following manner. Test yourself. Are you familiar with all the programs and policies addressed under these subheadings?

#### UNDERGRADUATE PROGRAMS

##### The Curriculum

- The Academic Program
- Academic Advising
- First-Year Seminars
- The Academic Curriculum
- Curricular Requirements for Graduation
- Language Requirement
- Foreign Language Across the Curriculum
- Elementary Language Credit
- Liberal Arts Core Program

##### Concentration Programs

- Honors in Concentration
- Double Concentration
- Optional Minor Concentration
- Approved Programs
- Additional Minor Concentrations
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- Summer Research in the Humanities, Natural Sciences and Mathematics, and

##### Social Sciences

##### Off-Campus Study Programs

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- Honors and Awards
  - Honors in Concentration
  - University Honors
  - The Dean's Award
  - Honorary Societies
  - Other Awards and Prizes
  - Graduate Honors and Fellowships
- Career Services and Postgraduate Planning
  - Career Opportunities
  - Graduate Study and Fellowships

## ACADEMIC REGULATIONS

- Requirements for Graduation
- Residency Requirement
- Physical Education Requirement
- Registration
- Normal Course Loads
- Scheduling Conflicts
- Grading Policies
- Satisfactory/Unsatisfactory (S/U Option)
- Independent Study
- Advanced Placement and Pre-matriculation Credit
- Policy for Transferring Credit from Other Institutions
- Transfer Credit Procedures
- Transfer Student Program
- Class Attendance
- Withdrawal from a Course
- Incompletes
- Repeating a Course
- Minimum Academic Progress
- Academic Warning and Dismissal
- Academic Leave of Absence
- Petition for Exemptions

**I. Number of Courses Required for Graduation** -- Students are required to successfully complete 32 course credits (including AP and transfer credits) for graduation. These credits normally are accumulated by taking four courses per term for a total of eight semesters.

Of the 32 course credits required for graduation, 26 must be earned at Colgate. Students who bring in three or more credits, either from Advanced Placement exams or pre-college work, may encounter difficulty should they wish to take a semester at another institution or go abroad on a non-Colgate program. The strategies that have proved helpful in this situation are:

a. Students may “drop” one or more of their AP credits, provided those credits have not been used (e.g., been used to place them in an advanced course). If the AP credit was brought in as general unclassified credit, it can be dropped to allow the student to transfer in courses from elsewhere within the limit.

b. Students may opt to take fewer courses on their non-Colgate program.

c. Students may take the standard load on their non-Colgate program, but must be given to understand that one or more of those classes will not transfer in because of the limit.

d. Students may petition to exceed the six-course transfer limit. On occasion a student may have formed a plan to petition to exceed the transfer limit in order to graduate early; in most cases, such a plan will bump up against another graduation requirement--the residency requirement.

**II. Residency Requirement** – Colgate requires students entering as first-year students to spend seven semesters in residence at Colgate. A Colgate Study Group counts as a semester in residence; a non-Colgate group does not.

The Residency Requirement will affect those students who want to study abroad for an entire year (e.g., on the Hamilton College Paris Program), who want to take a year as a visiting student at another college, or who want to combine pre-matriculation credit with a non-Colgate semester experience. In such cases, the student must ask the Petitions Committee to grant an exemption to the requirement. It also becomes an issue for those students who take more than four years to complete the degree. These students must have fulfilled the Residency Requirement before they can take a partial load for per-course tuition.

### **III. Advanced Placement (AP) and Transfer Credit**

A. If you have Advanced Placement credit, have you been notified by Colgate that your AP scores have been received by the Office of the Registrar?

Yes \_\_\_\_\_ No \_\_\_\_\_

B. If you have any transfer credit for pre-college work, have you made arrangements to transfer the credit to Colgate?

Yes \_\_\_\_\_ No \_\_\_\_\_

When students take an Advanced Placement examination, they are asked to list the schools to which they want the scores sent. If they have listed Colgate, the scores will be sent to the Office of the Registrar. If the AP score is a 4 or 5, students automatically receive course credit. First year students will receive a copy of their Colgate academic record with AP credit indicated from their FSEM adviser/instructor at the start of the fall semester. All AP credit must be recorded on the official Colgate transcript no later than the time when the student declares a concentration in the second semester of the sophomore year or such credit will be forfeited. AP credit and other pre-college credit, as well as courses completed during a summer term, at another institution cannot be counted toward Colgate's Distribution Requirement.

Students who have participated in pre-college programs for which college credit has been awarded must make arrangements to have the credit transferred to Colgate before a concentration is declared, or such credit will be forfeited.

**IV. Liberal Arts Core Curriculum** -- consists of two sets of requirements.

**A. Distribution Requirement** -- Students must take at least two courses in each academic division -- Humanities, Social Sciences, and Natural Sciences and Mathematics, not including the Division of University Studies. Within each division, the two courses selected ***must represent different departments***. **Please note that AP courses and Summer courses can not be used to fulfill distribution requirements.**

Indicate below how you plan to meet the Distribution Requirement.

Two courses, from *different* departments, \_\_\_\_\_  
in the Humanities Division \_\_\_\_\_

Two courses, from *different* departments, \_\_\_\_\_  
in the Social Sciences Division \_\_\_\_\_

Two courses, from *different* departments, \_\_\_\_\_  
in the Natural Sciences and \_\_\_\_\_  
Mathematics Division \_\_\_\_\_

It is often difficult to get students to see the difference between the spirit and the letter of the Distribution Requirement. Thus, a discussion of the nature of this requirement is usually in order.

There are several reasons for the Distribution Requirement. One of these is to encourage students to explore the Colgate curriculum before deciding on a concentration, particularly those areas that are not normally taught in secondary school. Another is to acquaint the student with different approaches to the problem of "knowing," in terms of both the "what" and the "how." A student who has taken Spanish 202 and German 101 has, in fact, fulfilled the Humanities distribution requirement. However, the adviser should ask whether this combination of courses has given the student any exposure to the range of subjects addressed by the Humanities and the methodologies used to explore these subjects. The student should consider, for example, whether it might be more appropriate to take a course in one of the creative arts (writing, fine arts, or music) or perhaps a course in philosophy or religious studies.

Another attitude that crops up in discussions of the Distribution Requirement is the "I'm-terrible-at-X" syndrome. One could fill in almost any subject area, but most often the student identifies "math and science." In making this statement, the student is asking for help in finding courses which fulfill the Natural Sciences distribution requirement but which do not involve any significant degree of quantitative reasoning. While it is indeed possible to circumvent the requirement in this manner, advisers should explore alternative approaches to such avoidance behavior.

**B. CORE Requirements** -- The CORE requirement consists of a set of four courses that should be completed by the end of the sophomore year and need not be taken in a particular order. Indicate the semester/year you hope to enroll in these courses and for items 1 and 4, list the particular course you hope to take:

- |    |                             |                                                                |
|----|-----------------------------|----------------------------------------------------------------|
| 1. | SP CORE<br>(110-149)        | Scientific Perspectives<br>_____ (course)                      |
| 2. | CORE 151                    | Western Traditions                                             |
| 3. | CORE 152                    | Challenge of Modernity                                         |
| 4. | CORE Cultures;<br>(160-199) | Cultures of Africa, Asia<br>and the Americas<br>_____ (course) |

Students are expected to complete the four required CORE courses by the end of their sophomore year.

In deciding about the order in which they should take CORE courses, one thing students should consider is study group planning - specifically those study groups for which completion of a course in a CORE culture is either required or recommended.

A few CORE courses are cross-listed with other departments or programs. The following courses are cross-listed with SP Core courses:

- MATH102 Introductory Statistics
- PSYC 252 Language and Thought
- COSC100 Computers in the Arts and Sciences
- COSC150 Modern Issues in Computing
- ENST 201 Human Systems, Ecosystems and Social Science

In order to receive CORE credit, students must sign up for the course as CORE; there is no double counting. Students should register for the course under the appropriate course number, depending upon the requirement they wish to fulfill.

**V. Language Requirement** --Students who have not demonstrated competence in a foreign classical language must study a foreign language through at least one semester at the intermediate (200) level.

A. Have you already satisfied the language requirement? Yes \_\_\_\_\_ No

B. If not, write down the courses you plan to take to complete the Requirement.

\_\_\_\_\_

When the incoming class has been admitted, the Admissions Office reviews each student's secondary school transcript to determine whether the Language Requirement has been satisfied in high school. The Admissions Office identifies the students who have not met the requirement and the Registrar informs them of this fact by letter. Given the great variety of high school transcripts and the scope of the task, it is not surprising that a few students always slip through those proverbial cracks. Thus, it is wise to review each student's language training to confirm that the 3<sup>rd</sup> year/level language study has been completed. (Please note that students may have completed

the first year or level in 7<sup>th</sup> or 8<sup>th</sup> grade, which is acceptable.) Make certain that they have been properly informed of their status vis-à-vis the Language Requirement and that they have a sound plan for completion of the language requirement. If students feel that they have been improperly identified as not having satisfied the requirement, or should not begin language study in first semester, they should contact the Department of Romance Languages or the Registrar.

**VI. Writing Requirement** --Students designated as having Priority I status in writing are required to complete a composition (COMP) course by the end of the first year.

A. Do you have priority one status?    Yes \_\_\_\_\_    No \_\_\_\_\_

B. What composition (COMP) course do you plan to take?    When?

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Student's writing priority is conferred by the Registrar's Office based solely upon standardized test scores: the SAT I Reasoning Test (verbal) and the SAT II Subject Test in Writing, or the ACT.

**VII. Concentration**-- Students are required to complete a concentration (major) in an academic department or program. Please write down the concentrations you are considering at this point. Read carefully the requirements and guidelines for those concentrations in the current Colgate Catalogue.

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## **CHOOSING A CONCENTRATION**

Colgate faculty and students have high expectations about the selection of the concentration program. As scholars and educators, we hope that each student will become intellectually inspired and challenged by a particular discipline, develop good working relationships with faculty within the department or program, and achieve academic excellence throughout the courses taken in the chosen field. Many times, this ideal scenario is fulfilled at Colgate and begins with students choosing a concentration as a result of intellectual and scholarly motivation. Other times, the selection of the concentration represents a logical choice given the student's personal and professional goals. The academic adviser can help in the process of declaration by discussing with the student the relationship of the concentration program both to the Colgate curriculum as well as to the academic interests of the individual student.

Choosing a concentration is one of the most important decisions a student will make in his or her academic career, and the student's academic adviser is one of the

individuals on campus who should guide the student through this decision-making process.

It is not uncommon to hear faculty comment that they feel uncomfortable advising "outside" their particular field. In making this statement, they are implying that the primary function of the adviser is to guide the student through a concentration program. However, this is not the role of the First-Year Seminar adviser. If a student needs specific advice about a concentration, the seminar adviser can either consult the Colgate University Catalogue, contact a colleague in the appropriate department, or send the student directly to the department. It is the job of the faculty adviser to get the student to think about his or her Colgate education as a whole, to contemplate what it means to study at a liberal arts college for four years. Advisers should be certain that their advisees are aware of the wide range of educational opportunities available to them at Colgate. They should guide students in ways that will encourage them to take advantage of these opportunities in some meaningful ways.

**The issue of choosing a concentration can be raised in many ways.** The First-Year Seminar instructor might want to devote some class time to discussing the place of a concentration in a liberal arts education. One might want to get the students to consider the relationship, if any, between a concentration program and a career. Many students tend to think of a concentration as a kind of preparation for a particular job or profession. That is an issue that could perhaps profitably be raised in a group discussion. Students could also be asked about the goal of a concentration program. Is it to learn as much as possible about a particular field? To prepare the student for post-graduate study or employment? To give the student the tools to begin to work creatively and independently in the discipline? A combination of the above? Something else? This too could be the topic of a good group discussion. The purpose of such discussions should not be to get students to decide early on a concentration program, but rather to get them to think about the process of choosing a concentration.

A group discussion can be followed by an individual conversation with the student prior to pre-registration for the spring term of the first year. The adviser might wish to return to that question toward the end of the student's first year, during pre-registration for the student's sophomore courses. By this time, the student may have some clearly developed interests or, on the other hand, may have discovered that earlier interests have lost their appeal. This is a good time to get students to articulate their thoughts about concentration programs.

Students are required to declare a concentration in the spring of their sophomore year. Their new concentration adviser will sign their pre-registration card.

Students should understand that the decision they make during the spring term of their sophomore year is not irrevocable. Students desiring to change their concentration may do so by filing a new Declaration of Concentration form with the Registrar's Office no later than the end of Drop/Add during the first semester of the senior year.



## **A Second Concentration?**

Another issue that arises with regard to concentration selection is the double concentration. It is not uncommon for students to express an intention to pursue two majors before they have made a decision about a first one.

In some cases, students use a second concentration to establish yet another set of requirements that must be fulfilled. In other words, in the absence of a second concentration or minor, some students are at a loss for how to choose their other courses. A situation somewhat similar to that of first semester students who have trouble picking a fourth course when the other three have been chosen in order to fulfill requirements.

Some students assume that with regard to concentrations, "two is better than one." They may believe that it distinguishes them as candidates for graduate school or employment. It can be helpful to ask students about their expectations concerning two concentrations and to suggest a means through which they might test their assumptions (e.g., a visit to Career Services).

A separate form must be submitted for each concentration including a minor concentration. A second concentration or minor concentration is strictly optional, and should be declared no later than the end of the drop/add period in the first semester of senior year.

**VIII. Optional Minor** -- Students may complete one minor. If you have some ideas about possible minors, write them below. Read carefully the requirements and guidelines in the current Colgate Catalogue.

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The adviser should encourage the student to think of a minor either as a corollary to the concentration (e.g., philosophy or history for a German concentration, biology for a geography concentrator interested in ecology, etc.) or as an opportunity to build on an interest or avocation unrelated to the concentration. (Music could be a minor for a student who is involved with one of Colgate's musical organizations.) A minor must be declared by the end of the drop/add period in the Spring semester of the senior year.

**IX. Possible Study Groups** -- Students interested in one or more of the Colgate Off-Campus Study Groups are urged to plan carefully for the groups themselves and any pre-requisite courses. Colgate study groups are associated with academic departments, divisions and programs on campus.

A. Have you identified any study groups that would augment your proposed course of study? Yes \_\_\_\_\_ No \_\_\_\_\_

B. Does the group you are interested in have specific pre-requisites?

Yes \_\_\_\_\_ No \_\_\_\_\_

What are the pre-requisites? What is your plan for meeting them?

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Approximately 55% of every graduating class will have had an off-campus experience, either on Colgate's programs or those of other institutions. Many of the Colgate programs have stiff pre-requisites. If a student comes to Colgate planning to go on one of the language-based groups and has no prior experience with the language, he or she needs to begin language study during the first year. Students interested in exploring possibilities for studying abroad are welcome to use the library of information in 105 McGregory or to make an appointment to see the Director of Off-Campus Study.

#### **X. Physical Education Requirements**

Students must complete four units of Physical Education and pass a survival swim test. Are you aware of the various ways to obtain credit in Physical Education?

Yes \_\_\_\_\_ No \_\_\_\_\_

There are several things to remember in advising students about the Physical Education Requirement. Students should be advised to finish the requirement by the end of the sophomore year. Normally, a course lasts six weeks. Students who fail to complete PE requirement by end of sophomore year will lose registration priority for the fall semester of junior year. Second, students tend to concentrate more in the traditional courses such as racquetball and Nautilus. However, there are a wide variety of programs available. For example, many of the activities sponsored by the Outdoor Recreation Program count for Physical Education credit. Finally, students should be encouraged to sign up for an activity that truly interests them. Some individuals will choose courses such as woodworking or bowling as an easy way to fulfill the requirement and then become quickly bored. These particular courses sometimes have a dropout rate as high as 40%, which is frustrating to both instructors and students who stay with the courses.

A maximum of three units may be earned by participation in at least three seasons of intercollegiate sport. A maximum of two units may be earned by participation in at least two seasons of club sport.

#### **XI. Proposed and Actual Academic Programs for the First Two Years**

Indicate below which courses you are taking now and which courses you plan to take during the next three semesters. The spaces for summer plans are intended as opportunities for you to think about summer experiences (e.g., courses, internships, research, assistantships, etc.) that may enhance your academic program.

Much of the entire back page of the Academic Planning Worksheet is set aside for the development of a tentative two-year course schedule. Adjacent to the proposed schedule there is room to fill in the courses actually taken. This worksheet should be kept in the student's advising folder. A comparison of the projected schedule with the courses actually taken is a good way to begin an advising session, particularly in those terms when the student is no longer enrolled in the First-Year Seminar. Such a discussion will provide the student and adviser with an opportunity to review how the student is developing academically, to see if the student has discovered a new direction or is questioning his or her original academic goals. For example, perhaps the student came to college intending to concentrate in a particular subject and planned a two-year schedule accordingly. However, after having taken the introductory course in the field, the student decides that he or she would rather do something else but doesn't know exactly what. The student and adviser might want to plan another two-year schedule, exploring the reasons for the student's disenchantment with the abandoned subject. The adviser might discuss with the student the other courses he or she has taken to see if there is interest in further exploration of any ideas raised in these courses.

<u>Proposed Academic Program</u>	<u>First Year - Fall</u>	<u>Actual Academic Program</u>
1 _____		1 _____
2 _____		2 _____
3 _____		3 _____
4 _____		4 _____
	<u>First Year - Spring</u>	
1 _____		1 _____
2 _____		2 _____
3 _____		3 _____

4 \_\_\_\_\_

Proposed Summer Plan

\_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

Second Year - Fall

4 \_\_\_\_\_

Actual Summer

\_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

Second Year- Spring

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

Proposed Summer Plan

\_\_\_\_\_

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

Actual Summer Plan

\_\_\_\_\_