**Academic Preparation for Winter and Spring 2024**

What year are you? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Expected graduation date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To start:

1. Which courses are you MOST excited about taking next quarter?
2. Which courses are you LEAST excited about taking next quarter?
3. What apprehensions do you have about signing up for classes next quarter?
4. What lessons did you learn in signing up for courses this fall? Think about things like: scheduling, days/times of classes, course-load, etc. How do you plan on applying these lessons to the winter and spring quarters?
5. What can you do to mentally prepare yourself for next quarter?

For next quarter:

The schedule for next quarter has been released.

1. Map out the days/times of the courses.

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| --- | --- | --- | --- | --- |
| Name of Course | Course Code | Day/Time | Co-Reqs? | Backup course |
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1. Are there any conflicts in your schedule? If yes, how do you plan to solve this problem?

Check your own work:

Am I signing up for classes with prerequisites? Have I fulfilled these?

 Classes with prerequisites: Fulfilled? Y/N

Peer-Review for FIRST YEAR students:

1. Look at the sample course schedule for their chosen major.
	1. Which courses are they taking that *most* people take?
	2. Which courses are they taking the diverge from the sample schedule?
		1. If they diverge, ask them why
	3. If they’re fulfilling a GE, which GEs are they fulfilling?
		1. Be careful to fulfilling duplicate GEs…some required courses also fulfill GEs. My advice is to take GEs that you’re unlikely to fulfil with your other classes (make the most of your units!)
		2. Some classes count for two GE’s! These are the “bonus” GE’s!
	4. Do they have the GE boxes (mostly) filled by the end of their sophomore year?
	5. If not, do you have suggestions for GE’s that might double-count?
	6. Are they taking any “just for fun” classes? How many units? Do you have suggestions?

Peer-Review for TRANSFER students:

1. Look at the sample course schedule for their chosen major.
	1. Which courses are they taking that *most* people take?
	2. Which courses are they taking the diverge from the sample schedule?
		1. If they diverge, ask them why
	3. Which GE’s do they have left to fulfill? When do they plan on fulfilling those? Do any GE’s double-count?
	4. When do they plan on taking upper-division writing?
	5. ESS only: Do they plan on specializing? Are they on track to do so?
	6. ENSP only: When do they plan on fulfilling an internship requirement? Where do they hope to do this?
	7. Do they plan on doing any research? Extra-curricular activities not listed that will require time in their schedule (ask them!)
	8. Are they taking any “just for fun” classes?
2. It is a good idea to have a list of “back-up” classes in case your courses fill and you can’t get in. With your partner, generate a list of back-up classes for courses that are likely to fill.