How to Make the Most of Your Pitzer Advising Experience
the what, why, and how of academic advising

WHAT
Each entering student—whether first year, New Resources, or transfer—is assigned an academic adviser. Your academic adviser is a Pitzer College professor who is here to help mentor and guide you as you create an academic plan of action, select your courses, and decide which curricular, extracurricular, and co-curricular opportunities will help get you to where you want to go—both during your four years in college and beyond. This fall, you were assigned an adviser based on one of four options.

For first-year students: Your academic adviser is your First Year Seminar professor. Your advisor will guide you through our general education requirements at least until you declare your major. Our faculty advise students broadly. That’s the beauty of a liberal arts education!

For transfer students: Your advisor, Professor Brian Keeley or Linus Yamane, will connect you with an academic adviser based on the major interest(s) you indicated on your college application. Our faculty advise students broadly. If your major interests have changed, they will steer you in the right directions.

For New Resources students (adult learners who are at least 25 years old): Incoming New Resources students will be advised by Professor Andrea Scott. As you take classes, come to know your professors, and settle on a major, you’ll select a major adviser in addition to your New Resources Adviser. For those of you who enter as juniors, you’ll be declaring the major in the fall semester. Professor Scott will help you work through that process.

For Pitzer- Western University School of Medicine linkage students (WUCOM): All WUCOM students are advised by Professor Tom Borowski, Intercollegiate Neurosciences Coordinator.

Changing advisers: Students are free to change advisers at any point, although this typically happens when declaring your major. If by the end of your first year or in your sophomore year you already know what major you wish to pursue, by all means, find a faculty adviser in the field
of your choice and start the major declaration process. Just remember that the best advisers are those with whom you have taken classes or had contact outside the classroom and have developed a good rapport.

To switch advisers, you’ll need to ask the faculty member of your choice if s/he would be able to take you on as an advisee. If the faculty member agrees, have your new adviser sign the Change of Advisor form, available in the Registrar’s Office and at: http://www.pitzer.edu/offices/registration/forms.asp.

Students generally have just one academic advisor unless they have two majors, or a major and a minor. If you want to add a second adviser AND keep your current adviser, that’s possible. You may have multiple advisors. However, if you aren’t meeting or consulting with an adviser, it’s best to let him or her go. This is the only way to open up slots for him/her to take on another advisee.

WHY
One of the best things about a Pitzer education is the flexibility, creativity, and autonomy that you have to pursue your intellectual and personal interests and to discover new ones. At Pitzer, you have the power to design a course of study that is individually tailored and takes full advantage of the wide array of resources available at the college and the “5-Cs” (aka The Claremont Colleges).

... But with great power comes great responsibility. There’s a lot to keep on top of, including critical deadlines throughout the year, and a lot of potential options to pursue! To successfully navigate your four years at Pitzer, you’ll be expected to work closely with your faculty adviser. Make sure to frequently consult with your adviser, with your professors, and with other faculty members in areas that match your interests as you develop your academic program. Pitzer professors have a wide range of expertise, and they are glad to share these with their students!

Keep the lines of communication open, and make sure you ask for advice and help sooner rather than later. As the person ultimately in charge of your education and future, it is your responsibility to apprise your adviser of any difficulties you may be facing or of any upcoming opportunities you’d like to take advantage of. Only by providing your adviser honest and timely updates on your academic program can you
help your adviser help you find resources and support for moving forward.

HOW
Like all relationships, advising is a two-way street. Just as you have ideas about what makes a good adviser, your faculty adviser has some ideas about what makes a good advisee.

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Below are 5 essential (and easy) tips for making the most of your Pitzer advising experience.

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1. Check your Pitzer email often and respond promptly to messages from your adviser
Keep a close eye out for important emails about deadlines, setting up a meeting, and upcoming opportunities from your adviser (or set up filters to help you). Reply promptly so your adviser knows that the message reached its destination.

2. Keep all of your advising appointments... and come prepared
No one likes to be stood up, so be sure to keep all your advising appointments. Just as important, think about (and jot down) what you want to discuss. For pre-registration advising, peruse the portal beforehand to come up with a list of interesting courses and alternatives to go over with your adviser.

3. Think ahead and keep on top of deadlines
Educate yourself about what opportunities and deadlines are on the horizon and enter important dates into your phone, computer, and/or calendar to keep you on track. Don’t wait until the last minute!

4. Communicate and follow up... including scheduling follow-up appointments
Don’t hesitate to contact your adviser for guidance when the need arises. A good advising relationship is an on-going one, not limited to once-a-semester pre-registration advising. Your adviser wants to meet with you, not only to clear you for registration but also to help you when problems arise and to share in any good news. By the same token, if you and your adviser agree on some course of action, follow through and keep your adviser in the loop. Remember, too, that sometimes
people misunderstand each other or miscommunicate. If this happens between you and your adviser, let him or her know.

5. Ask lots of questions ... about anything you’re uncertain or curious about
Do you need advice about an issue you’re experiencing in your classes? Do you have questions about registration, your major, or possible major(s)? Questions about communicating with professors, getting letters of recommendation, applying for internships and fellowships, etc.? Turn to your adviser for tips on how to be savvy and make the most of your Pitzer experience. If your adviser can’t help you directly, s/he will be able to point you in the right direction.

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Remember, advising does not end with new student orientation!

You should be in contact with your academic adviser throughout the year. Check in with them during midterms, low-grade notices, pre-registration, and final exam periods.

It is your responsibility to connect with your adviser and keep him/her apprised of your academic well-being.

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Academic Advising in Your First Semester

Preparing for your appointment with your first-year adviser
Before meeting with your adviser to discuss your course selections for the first semester, you should compile a list of 6 to 10 open courses that you are most excited about taking. In order to determine if a course has space left, visit the online portal at: https://mycampus2.pitzer.edu/ics/ and choose the “Course Schedule” tab. Courses that are full are indicated by “Closed” in the Status column.

Additional Tips:

- Ideally, have a diverse schedule with courses in different disciplines. Your schedule should not be overly clustered in one broad area of knowledge (e.g., natural sciences, social and behavioral sciences, humanities).

- Ideally, take some courses in areas that are really new to you. Colleges and universities offer courses in a wider range of disciplines than do high schools, and many disciplines that are taught in high school are very different in colleges and universities (so a subject you hated in high school may be your favorite here at Pitzer).

- Keep in mind that in your first semester, many classes may be closed (full) as continuing students had the opportunity to enroll in the previous semester. Don’t be discouraged -- there are hundreds, if not thousands, of courses from which to choose. Gradually, you will have higher registration priority, as you earn additional course credits.

- What do you do if a course is full? Selecting an array of possible classes gives you alternatives if a course is full in your first semester. Some faculty will maintain a waiting list in case students drop the class. If a course is full, submit a PERM request through the portal and be sure to attend the first day of classes to ask the instructor if it is possible to add the class (bring an Add/Drop form to class from the Registrar’s Office). You may also e-mail the professor before the first day of class to find out about the possibility of getting into the class. However, you should be aware that in many cases, if a class is
full, adding will not be possible since faculty determine the optimal class size for the best possible learning experience.

- A large number of classes are designated as suitable for first years, and many faculty encourage first-year students to enroll in these classes in their first semester. Slots are often held open specifically for first-year students in these classes.

- During your first semester, you should primarily take foundational or introductory-level courses. You will get much more out of upper-level courses if you take them after you have taken the foundational or introductory courses.

- You cannot take upper-level courses if you have not satisfied the introductory course prerequisites. Check the Requirement(s) to see if a course has any prerequisites. In most cases, incoming first-year students will not have satisfied these prerequisites.

- Some majors are sequential: You need to take introductory macroeconomics before you take intermediate macroeconomics; you need Physics 33 before you take Physics 34 or Physics 35. For students interested in majoring in the sciences, the sequencing of courses is critical. Similarly, for students considering medical school or some professional graduate school, early sequencing of courses may have to begin in their freshman year.
Placement Exams

Unless you are taking an introductory language or mathematics course, you must take a placement exam to determine the level that is appropriate for you.

Language: Approximately 70% of Pitzer students spend a semester or more abroad. If you are interested in going abroad, you should think about taking a foreign language during your first year. Some programs are becoming more competitive and require two years of college language study for acceptance.

For the full schedule, including where students should meet for assistance finding language placement test locations, visit the New Student Orientation website at:
http://www.pitzer.edu/newstudentorientation

Placement results of language exams will be posted on students’ portal accounts and emailed to faculty advisers.

Mathematics: If you have any interest in taking a calculus course or studying disciplines in which calculus is used, you should take the math placement exam. Math is used in numerous disciplines from economics to physics. Please email math@pitzer.edu to contact Professors Jim Hoste (Bernard 205, ext. 7-3258, jim_hoste@pitzer.edu), David Bachman (Avery 220, ext. 7-7961, david_bachman@pitzer.edu) or Jemma Lorenat (Bernard 209, ext. 7-4584) for more information.

The Math Info Session & Placement Exam is on Friday 26 August, 10:30am-noon, Benson Auditorium, Pitzer College.

All students are encouraged to attend this information session to find out how to fulfill the Quantitative Reasoning requirement, about mathematics courses at Pitzer and what courses they need to take for different majors. After a short presentation, students who need to take the Mathematics Placement Test can stay for the exam. The Math field group will do their best to get the math placement results to all Pitzer advisers and have them posted on individual students’ portal records by the end of placement-test day.
Meeting Deadlines
It is the advisee’s responsibility to meet all academic deadlines (e.g., adding or dropping courses; turning in study abroad applications). Please refer to the academic calendar for critical deadlines:
www.pitzer.edu/offices/registration/calendar/index.asp. Add/drop and other forms are available at: www.pitzer.edu/offices/registration/index.asp.

If you fail to meet a deadline, you may submit a late petition to the Registrar’s Office, who will forward it to the appropriate committee. You will need to meet with your adviser and explain the rationale for your petition. No petition is complete without your adviser’s signature, irrespective of whether s/he supports your petition.

Adviser Office Hours
Each faculty member sets aside 3-4 hours per week for office hours. During office hours, the advisors make themselves available to help students regarding classes, advising, and other academic matters without an appointment. While in many cases, advisers may be in their office outside these times, you should plan, whenever possible, to meet with your adviser during these designated office hours. If this is not possible, email your adviser and identify a mutually agreeable alternate time to meet.

Effective Communication with your academic adviser
We can’t stress this enough: Keep the lines of communication open. When in doubt, see your adviser—and the sooner, the better!

Communication via your Pitzer email
As with all official college business, your adviser will contact you via your PITZER EMAIL ACCOUNT. It is not the adviser’s responsibility to send communiqués to you via a personal (e.g., gmail, yahoo, hotmail, etc.) account. Failure to meet deadlines or follow-up on faculty concerns (e.g., low grade notices) because you do not check your Pitzer email, is not a valid excuse. You may have your Pitzer email forwarded to a personal email account by contacting the IT office at ext. 7.3065 or by e-mail at help@pitzer.edu.
Advising Days

November 7 and 8, 2016 and April 10 and 11, 2017 have been designated as official advising days. Faculty will be available throughout the day on each of these days for advising students prior to pre-registration. Classes will be held, but normally all other meetings will be cancelled.

Advising Evaluations

Advisees are encouraged to give anonymous feedback on their advising experiences in order to improve the advising process and provide constructive ways for advisees to have a role in improving advising. These anonymous evaluations are optional and may be returned to the adviser at the students’ discretion.

Low Grade Notices

If you receive a low grade notice for any course, check in with your adviser to discuss your options. Seeking your adviser’s feedback when you are faced with academic struggles is important. Receipt of a low grade notice is tangible evidence of problems with a course and encourages contact with the instructor and adviser. It allows the student a chance for self-assessment and improvement. Faculty are encouraged but not required to send low grade notices. It is the student's responsibility to be aware of his or her academic progress in a class.

Letters of recommendation for grad school, employment & scholarships

Most scholarships/fellowships/grants, graduate schools, and jobs require at least one letter of recommendation. You’ll probably ask your adviser and professors, those who know you and your interests best, to write letters in support of your application. While faculty are more than happy to recommend you for whatever opportunities you wish to pursue, please remember that they also have very busy schedules. Faculty will appreciate it (and be more likely to say yes!) if you ask them for a recommendation well in advance of the deadline for submission, in some cases this could be months in advance. If your adviser or professor agrees to write the letter for you, be sure to provide them with all relevant materials as soon as possible, including your resume, application instructions, application essays, any special points you’d like them to highlight, due dates, and how/where to submit the letter. Always check with your letter writer to find out what s/he prefers.
Visit Career Services on the first floor in Scott Hall for assistance finding schools, scholarships, and related resources. The Office of Fellowships and Scholarships in Fletcher Hall, second floor, is another key resource. The Registrar’s Office will store references for a student. Students can then request the Registrar’s Office to send copies to the destination (e.g., graduate school, employer) of their choice.
Tips for Writing Effective E-Mails

When the “texting” generation meets the “snail mail” generation on “email,” miscommunication is easy. How do you know when sending an e-mail is the most effective way of getting your message across? When is a brief message o.k., and when is it more appropriate to send a longer, more professional-sounding e-mail? How should a writer decide what style of writing is appropriate for each task? How can you prevent your e-mail from ending up in the junk pile? Keep reading for answers to these questions!

E-mail is a good way to get your message across when...

- You give the person ample time (2-3 business days during normal working hours) to respond to your email.
- You need to send someone an electronic file, such as a document, spreadsheet, or rough draft of your paper.
- You need to distribute information to a large number of people quickly (for example, a memo that needs to be sent to the entire office staff).
- You need a written record of the communication. Saving important e-mails can be helpful if you need to refer back to what someone said in an earlier message, provide some kind of proof (for example, proof that you have paid for a service or product), or review the content of an important meeting or memo.

E-mail is NOT an effective means of communication when...

- Your message is long and complicated or requires additional discussion that would best be accomplished face-to-face. For example, if you want feedback from your supervisor on your work or if you are asking your professor a question that requires more than a yes/no answer or simple explanation, you should schedule a meeting instead.
- Information is highly confidential. E-mail is NEVER private! Keep in mind that your message could be forwarded on to other people without your knowledge. A backup copy of your e-mail is always stored on a server where it can be easily retrieved by interested parties, even when you have deleted the message and think it is gone forever.
Your message is emotionally charged or the tone of the message could be easily misconstrued. **If you would hesitate to say something to someone's face, do not write it in an e-mail.**

**How to write an effective email**

**Subject lines** are like newspaper headlines. They should be specific and convey the main point of your message.

**Use a polite greeting and sign-off.** Don't just start with your text, and don't stop at the end without a polite signature. When in doubt, address someone more formally to avoid offending them.

- Dear Professor Smith:
- Hello, Ms. McMahon:
- Hi Petra,

If you don't know the name of the person you are addressing, or if the e-mail addresses a diverse group, try something generic, yet polite:

- To whom it may concern,
- Dear members of the selection committee,
- Hello everyone,

For your closing, something brief but friendly, or perhaps just your name, will do most of the time:

- Thank you,
- Best wishes,
- See you tomorrow,

For a very formal message, such as a job application, use the kind of closing that you might see in a business letter:

- Sincerely,
- Respectfully yours,

**Before you hit “send,” ask yourself...**

1. Is this message suitable for e-mail, or could I better communicate the information face-to-face?
2. What is my purpose for sending this e-mail? Will the message seem important to the receiver, or will it be seen as an annoyance and a waste of time?
3. How many e-mails does the reader usually receive, and what will make her read this message (or delete it)?
4. Do the formality and style of my writing fit the expectations of my audience?
5. How will my message look when it reaches the receiver? Is it easy to read? Have I used correct grammar and punctuation? Have I divided my thoughts into discrete paragraphs? Are important items, such as due dates, highlighted in the text?
6. Have I provided enough context for my audience to easily understand or follow the thread of the message?
7. Did I identify myself and make it easy for the reader to respond in an appropriate manner?
8. Will the receiver be able to open and read any attachments?
9. Is the email addressed to the right party?

Email dos and don’ts: some samples to ponder

E-mail from Student 1:
hey,
i need help on my paper can i come by your office tomorrow
thx

E-mail from Student 2:
Hi, Dr. Jones:
I am in your T/Th morning seminar and have a question about the paper that is due next Tuesday. I'm not sure that I understand what is meant by the following sentence in the prompt:
"Write a 10 page paper arguing for or against requiring an additional writing course for all Pitzer students and provide adequate support for your point of view."
I am not sure what you would consider "adequate" support. Would using 3 sources be o.k.?
May I come by your office tomorrow at 2:00 pm to talk to you about my question? Please let me know if that fits your schedule. If not, I could also come by on Friday after 1:00.
Thank you and best wishes,
Tim Smith
Answers to Frequently Asked Questions about Math Courses

A. REQUIREMENTS

1. Do I have to take a math course to graduate from Pitzer?

No. Students need one course in quantitative reasoning. Students will satisfy this objective by taking any mathematics, statistics, quantitative/survey research methods, or formal logic course offered at The Claremont Colleges or accepted for transfer credit, with the exception of mathematics courses whose sole purpose is to prepare students to take calculus (that is, pre-calculus courses such as Math 23 and Math 25 in Claremont).

2. Is it a good idea for me to get the Quantitative Reasoning objective out of the way my first year? I'm not planning to major in anything that needs math.

You might be better off waiting. When you choose a math or other quantitative reasoning course, you'll like it more--and do better in it--if it is related to the rest of your academic program, or answers questions that the rest of your education has made you wonder about.

3. If I want to major in math, science or economics, which math course should I take? Should I get started now?

As a math, science or economics major you definitely need to start in on math right away. Take the math placement test and see if you can start in the calculus sequence. If not, you should get going in pre-calculus (Math 25).

4. What’s the difference between the pre-calculus courses Math 23 and Math 25? Is there a placement test for these courses?

There is no placement test for these courses (though if you remember none of your high school algebra we recommend that you review it first, or take an algebra course at a community college). Math 23 is Scripps’s pre-calculus course. Pitzer’s is Math 25. Math 25 is more time-intensive and mathematically stronger preparation for calculus. Our experience is that students from Math 25 do better in calculus.
B. PLACEMENT

5. Who should take the math placement test?

Students who are considering taking calculus (Math 30, 31, 32) or linear algebra (Math 60) must take the placement test. You don't need to take the placement test to get into pre-calculus (Math 25), but many students probably ought to take it to avoid repeating material they already know.

6. Where do I find out how I did on the placement test? And when?

The math field group will do their best to get the math placement results to all Pitzer advisers and have them posted on individual students’ portal records by the end of placement-test day.

7. I took the placement test and did badly, but that's just because I forgot the material. Do I really need to retake that material?

It's not a bad idea. Math courses build on earlier math courses. If you can't remember trigonometry, for instance, you'll have trouble in calculus when they start using the properties of trigonometric functions. It's not much help that you knew it at some time in the past. If you can't stand the thought of retaking the material, we plead with you to seriously review the material, investing lots of time and energy.

8. What if I'm a transfer student who has had college math courses elsewhere, or if I've done well on the Advanced Placement test?

See the math faculty, both to decide which placement test to take and to see about possible AP or transfer credit. In general, the criterion for transfer credit is that the course is equivalent to courses taught in Claremont.

C. COURSES and PROGRAMS

9. Do I need math for the field I plan to major in? If so, how much is required?
Mathematics is an important part of the curriculum in all the natural sciences and also in economics. It is certainly an asset for students majoring in social sciences, which generally require statistics. For specific requirements, consult the College catalog and be sure to talk to an adviser in that field.

10. I want to major in Economics. What math should I take?

You will need to take calculus and economic statistics. If you are not ready for calculus now, you’ll want to take pre-calculus (Math 25). If you are not sure if you are ready for calculus, take the math placement test! There are no prerequisites for economic statistics. If you might be interested in graduate school in Economics, you should major in Mathematical Economics, major in Economics and minor in Math, double major in Economics and Math, or Major in Math and minor in Economics.

11. Will my placement scores let me take pre-calculus or calculus at Pomona, Scripps, or CMC?

Yes. There are minor variations between the courses at the different colleges, so you might want to ask the math field group for specific advice. The mathematics curriculum and course numbering system at Harvey Mudd are set up differently, so students and their advisors should consult with the Mathematics faculty as well as reading the course descriptions and prerequisites for mathematics classes there.

12. Do the Claremont Colleges have any courses in computer science? Can a student major or minor in computer science while at Pitzer?

Yes, to both questions. There are introductory computer science courses, some designed for non-majors, and a full program for majors and minors in computer science, all achieved through courses at Claremont McKenna, Pomona, and Harvey Mudd. See section on Introductory Computer Science Courses on page 18.

13. Do computer science courses, physics courses, or economics courses meet the Quantitative Reasoning requirement?

No.
D. OTHER

14. I'm pretty good at math and would like to be a paper-reader or tutor. Is this possible?

Yes. It's a good way to review material, and is a chance to earn money, whether you're on work-study or not. It also makes the math faculty very happy to have good readers and tutors. Go see the math field group.

15. How can I get a list of all the Mathematics courses offered in Claremont in the current semester?

Get onto the online course schedule at http://ccms.claremont.edu/files/12-13%20All%20Math%20Handbook.pdf and then, under "Course Area," choose "Mathematics."

16. Is there a booklet that lists all the math courses in all the Claremont Colleges?

Yes, it’s called Mathematics Courses in the Claremont Colleges. You can download a copy from the following link:
http://ccms.claremont.edu/files/AllMathHndbk-preview2.pdf

15. Where can I find a math professor to get more information?

We are happy to answer questions by email. You can reach us at: math@pitzer.edu

*If you have ANY questions about the math courses or placement, please contact us as soon as possible.*

Professor Hoste is in Bernard 205, ext. 73258.
Professor Bachman is in Avery 220, ext. 77961.
Professor Lorenat is in Bernard 209, ext. 74584.
Answers to Frequently Asked Questions about Computer Science Courses

Overview
Pitzer students can take introductory computer science courses at HMC, CMC or Pomona. CMC and Pomona’s introductory CS sequence comprises CS 51, CS 52, and CS 62 while HMC’s is CS 5, CS 60, CS 70. Students are not allowed to mix and match between the two introductory sequences. So, a student starting, for example in CS 51 at CMC or Pomona cannot then take CS 60 at HMC and a student starting in CS 5 at HMC cannot then take CS 52 or CS 62 at CMC or Pomona.

While all three schools are making efforts to accommodate all students in these courses, they are typically oversubscribed. Students who plan to major in computer science can do so through either Pomona or Harvey Mudd. Prospective majors are encouraged to speak with the department chairs at either Pomona (Prof. Tzu-Yi Chen, tzuyi.chen@pomona.edu) or Harvey Mudd (Prof. Ran Libeskind-Hadas, hadas@cs.hmc.edu) to help plan their paths through the major.

Harvey Mudd
Fall 2016

The HMC introductory sequence is CS 5, CS 60, and CS 70.

There are three sections of our introductory course, CS 5, offered in Fall 2016. There will be no offering of CS 5 in Spring 2017.

• CS 5 Gold, CS CI005 HM-01, TTh 8:10-9:35 AM
• CS 5 Green, CS CI005GRHM-01, TTh 9:35-10:50 AM
• CS 5 Black, CS CI005 HM-02, TTh 9:35-10:50 AM, by PERMiami of instructor

Labs

CS 5 Gold and Black share weekly labs and students should plan on attending a lab session on either Tuesdays 2:45-4:45 or 6-8PM or Wednesdays at 2:45-4:45 or 6-8PM. CS 5 Green has a lab on Fridays 3-
5PM. The lab sessions are intended to provide help getting started with the weekly homework assignments.

What’s the difference between these sections?

CS 5 Gold and Green assume no prior background in CS. Both sections cover the same foundational computer science content and both courses prepare students equally well to continue on in the Mudd CS curriculum. CS 5 Green is biologically-themed and each week the instructors (one biologist and one computer scientist) pose a real biological problem that is solved using computational methods. In contrast, CS 5 Gold uses a variety of applications, some of which are in the sciences, but many of which are not. Life sciences students (e.g., biology, neuroscience, and other biological sciences) are strongly encouraged to take CS 5 Green because it develops skills and techniques that are likely to be particularly useful in their future work. CS 5 Black is for students with substantial prior programming experience (e.g., AP CS). Students interested in Black should submit PERMs and describe their prior background.

Spring 2017
In Spring 2017, HMC does not expect to offer CS 5. Instead, HMC expects to offer two follow-on courses to CS 5: CS 35 and CS 60. CS 35 (previously CS 41) continues to use the Python language taught in CS 5 and provides students with experience and tools to write more complex programs including analyzing big data (e.g., social networks, economic data, images, etc.) among others. CS 35 is not part of the CS major sequence and is not prerequisite for any course. CS 60 is the second course in the CS major sequence and it introduces students to four different programming languages. CS 60 is the prerequisite for CS 70, the C++ programming and data structures course and the third course in the CS major. More information for students from the 5C’s is available at www.cs.hmc.edu/offcampusstudents

Pomona
The Pomona introductory sequence is CS 51, CS 52, and CS 62. CS 52 and CS 62 can be taken in either order; both have only CS 51 as the prerequisite. CS 51 assumes no prior programming experience.

Fall 2016
Pomona will offer two lecture sections of **CS 51**. One will meet MWF 10-10:50am. The other will meet MWF 11-11:50am. There is a required lab, with sections offered Thursday and Friday afternoons from 1:15-4pm.

Pomona will offer one lecture section of **CS 51G**, meeting MWF 9-9:50am with a required lab on Friday afternoon from 1:15-4pm. This class covers the same material as CS 51 and serves the same role in the major/minor, however it uses the experimental programming language Grace. The last few weeks introduce students to Java so that students can then transition to more advanced classes.

Pomona will offer one section of **CS 52**, a follow-up to CS 51. This is being taught TR 9:35-10:50.

Pomona will offer one section of **CS 62**, also a follow-up to CS 51. This is being taught MWF 10-10:50am with a required lab Wednesday afternoons either 1:15-2:30 or 2:45-4pm.

**Spring 2017**
Pomona expects to offer 2 lecture sections of CS 51, 1 section of CS 52, and 1 section of CS 62, with enrollment caps similar to Fall 2016.

Pomona also expects to offer CS 30, an introductory class for non-majors titled “Computation & Cognition”. This course uses Python and assumes no prior programming experience.

**Claremont McKenna**
The introductory sequence is CS 51, CS 52, and CS 62. CS 52 and CS 62 can be taken in either order; both have only CS 51 as the prerequisite.

**Fall 2016**
CMC will offer one section of **CS 40** (Computing for the Web) that will meet MW 11:00-12:15. CS 40 assumes no prior programming experience.

CMC will offer one section of **CS 51** (Intro to CS) on TR 9:35-10:50am. CS 51 assumes no prior programming experience.
CMC will offer one section of **CS 62** (Data Structures and Advanced Programming), a follow-up to CS 51. This will meet TR 1:15-2:30pm.

**Between CS 40 and CS 51**, we recommend that you start with CS 51 if you intend to major or minor (sequence) in CS. If you are unsure but want to take a semester of CS before you decide, CS 40 may be a better choice. If you want to discuss your options, contact Prof. Art Lee (alee@cmc.edu).

**Spring 2017**
CMC expects to offer one section of CS 40, 1 section of CS 51, and 1 section of CS 62 with enrollment caps similar to Fall 2016.

Pitzer students should be aware of the following policies:

- The three course introductory sequences can be taken at either CMC/Pomona (CS 51, 52, 62) or at HMC (CS 5, 60, 70) and the student can still choose to major in CS through HMC.
- A student who takes CS 51 should complete the introductory sequence at CMC and/or Pomona.
- A student who starts the CMC/Pomona introductory sequence and wishes to take the HMC introductory sequence must start at the beginning of the HMC sequence (CS 5).
- A student who chooses to major in CS at HMC will be considered identical to a HMC CS major with respect to advising and access to HMC CS courses.
- A student who chooses to major in CS at Pomona will be considered identical to a Pomona CS major with respect to access to HMC CS courses.
- Access to CS 70 is generally limited to HMC students and Pitzer students pursuing a CS major at HMC. Since Pomona students cannot major in CS through HMC, Pitzer students

**More on Computer Science at HMC**

Students at all of the Claremont Colleges are welcome to take Computer Science courses at Harvey Mudd. However, due to high demand for computer science courses, access to their courses for non-majors is limited. The HMC department's enrollment policies are explained here.
CS 5: The Introductory Course

CS 5 is offered in three color-coded sections: CS 5 "Gold" (CSCI005 HM-01) is for students with no prior computing background. CS 5 "Green" (CSCI005GRHM-01) is a biologically-themed version of CS 5 "Gold". CS 5 "Black"(CSCI005 HM-02) is for students with prior computing background in any programming language. These courses typically have many seats available for off-campus students. While demand for these courses often exceeds the number of available seats, most students are able to get into CS 5 eventually. Students who are declared HMC CS majors are always able to register.

Beyond CS 5

The next courses in the HMC CS sequence are CS 60 ("Principles of Computer Science") and CS 70 ("Data Structures and Program Development").

Registration priority for CS 60 is:

1. Declared CS, CSM, and MCB majors (sophomores and above) as well as HMC sophomores regardless of major
2. HMC first-year students
3. HMC students (irrespective of major) by seniority
4. Other Claremont Colleges students who are not majoring in CS, CSM, or MCB at HMC

Registration priority for CS 70 is:

1. Declared CS, CSM, and MCB majors (sophomores and above) as well as HMC sophomores regardless of major
2. HMC students (irrespective of major) by seniority
3. Other Claremont Colleges students who are not majoring in CS, CSM, or MCB at HMC

Beyond CS 70, registration priority is given to CS, CSM, and MCB majors regardless of their home campus, then to HMC students by seniority, and then other Claremont Colleges students who are not majoring in CS, CSM, or MCB at HMC.
These registration priorities are enforced by the Portal system during pre-registration. Approximately one week after pre-registration is complete, the department processes PERM requests using the same priority ordering.

CS 121 ("Software Development") is a required course for CS clinic and is required for the HMC CS major but not for the CSM or MCB majors, nor for the Pomona CS major. For that reason, CS 121 gives priority to HMC CS majors.

**Prerequisites**

The following policies address prerequisites in the introductory and mechanisms for skipping prerequisites.

- CS 51 at Pomona/CMC does not satisfy the prerequisite for CS 60. Students who have taken CS 51 should continue in the Pomona/CMC introductory sequence.
- The CS 5 prerequisite for CS 60 can be satisfied by first *independently* completing a set of CS 5 assignments covering foundational material from CS 5 that is assumed in subsequent HMC CS courses but is not covered in typical first courses. Once these assignments are completed, the student may take a placement exam. A sufficiently high score on this exam will permit the student to place out of CS 5 and into CS 60.
- Students who took CS 5 and wish to skip CS 60 must *independently* complete all assignments from the previous offering of CS 60 and then take a placement exam.

**Frequently Asked Questions**

Q: Can the Math 55 ("Discrete Math") major requirement be satisfied by CMC's Math 55 or Pomona's CS 55?

A: Yes, Pitzer students are welcome to take CMC's Math 55 or Pomona's CS 55 course in lieu of HMC's Math 55.

Q: As a Pitzer student in a HMC CS course, will I have access to the computer science computing resources?
A: Yes, all students in HMC CS courses are given accounts on departmental computing resources.

More on Computer Science at Pomona

The Pomona CS department offers introductory courses designed for students with a wide variety of backgrounds and interests. Like first courses in other sciences, CSCI 051 PO, CSCI 052 PO and CSCI 062 PO are suitable both for students who want to broaden their liberal arts education and for those who seek preparation for more advanced courses. CSCI 030 PO - Computation and Cognition with Lab, is intended especially for students majoring in cognitive science but will also be of interest to other students interested in the connections between computing and human cognition. Because CSCI 030 PO does not serve as a prerequisite for most advanced courses in computer science, students who contemplate majoring or minoring in computer science are urged to start with a course numbered CSCI 051 PO or higher.

CSCI 030 PO and CSCI 051 PO are designed for students who have no experience in programming. Students who have Advanced Placement or similar preparation may enter directly into either CSCI 052 PO or CSCI 062 PO if they have knowledge of the programming language that was used the previous semester in CSCI 051 PO. Contact the department for more information.

Pomona collaborates with the other Claremont Colleges in the offering of advanced coursework in Computer Science. The introductory sequence of courses (CSCI 051 PO, CSCI 052 PO, and CSCI 062 PO) prepares students for advanced courses at Pomona, Harvey Mudd and Claremont McKenna Colleges and provides preparation equivalent to the Harvey Mudd sequence of CSCI 005 HM, CSCI 060 HM and CSCI 070 HM. For advanced courses, a prerequisite of CSCI 060 HM will be satisfied by CSCI 052 PO, while a prerequisite of CSCI 070 HM will be satisfied by taking both CSCI 052 PO and CSCI 062 PO. The classes CSCI 051 CM and CSCI 062 CM at Claremont McKenna are considered equivalent to the Pomona classes of the same name and number.
Up-to-date information on science info sessions is available at: 
http://www.pitzer.edu/newstudentorientation

Success in the Sciences  
Friday August 26, 1-2 pm  
Benson Auditorium  
Join Barak Sanii, Professor of Chemistry & Jill Jones, Pre-health Professions  
Advisor to learn more about the Keck Science Department and how to  
select your science courses in your first semester at Pitzer.

1. **Is a science course required for graduation?**

Yes, all Pitzer students must complete at least one semester course in  
the natural sciences to meet the educational objective in science.

2. **Must that course include a laboratory?**

While it is a better educational experience to take a lab course, it is not required.

3. **Which courses meet the science objective?**

Any course in biology, chemistry, physics, astronomy, environmental science, and geology. The Keck Science Department courses numbered in the 50s, 60s and 70s are designed especially for non-majors and include the equivalent of ½ semester of lab each. Some courses in EA, Dance, and Psychology also satisfy this requirement.

4. **Does an AP course in one of the natural sciences satisfy the science objective?**

No. An AP exam score of 4 or 5 will earn 1 course credit toward graduation, but it will not fulfill the science objective. [See also “Additional Information” under Q6.]
5. **Do I need to take the science course during my first year?**

No, unless you want to major in one of the natural sciences or are interested in a health career such as medicine, dentistry, veterinary medicine, pharmacy etc. [See also Q6.] You are, however, **encouraged** by the Keck Science department to take your science course during your first two years. Seats are specifically reserved in non-major classes for first and second year students.

6. **I would like to take a variety of non-science courses my first year and start my major in science later. Is that a good idea?**

No! Science majors are strongly sequential. Students who do not begin these sequences during their first year (often during the second semester of the first year) may face scheduling problems in later years or problems in taking advantage of other programs such as study abroad.

Students majoring in science or pre-health students who have **strong academic backgrounds and performance (and who place into Calculus 1)** should take the following courses in their first semester:

- First Year Seminar
- BIO43 (a prereq for all upper level bio courses)
- CHEM14 (a prereq for all upper level bio courses)
- (or BIO 40L KS and CHEM 40L KS or AISS)
- Any elective (preferably one that doesn't take up that much time because both the chemistry and biology courses have labs each week)

Other students majoring in science or pre-health should take the following courses in their first semester:

- First Year Seminar
- CHEM14
- Any elective
- Any elective

Additional Information:

- Students aren't normally allowed to skip BIO43/44 or CHEM14/15, even if they have APs of 5. However, advisors can refer students to
the convenor of Biology, Professor Don McFarlane (Fall) or Professor Melissa Coleman (Spring) if they would like to request an exemption. Pre-Health students should not skip any science or math courses.

- Pre-health students have additional pre-requisite courses to take [See Q9] and should be advised to make an appointment with Jill Jones in the Keck Science Department to discuss their academic trajectory for health professional school. They should e-mail her at jjones@kecksci.claremont.edu with their availability so she can schedule a meeting time with ease.

7. **Can I complete a major in science and participate in intercollegiate athletics or study abroad?**

Yes. Many students do. It is best to discuss your plans with one of the science faculty and avoid scheduling problems.

8. **Can I take a science course in summer school and count it toward my science objective or major?**

Perhaps. Each request is examined by the Dean of the Keck Science Department, who should be consulted prior to enrolling in a summer course.

9. **What courses are required for medical school?**

- 2 semesters Biology with Lab
- 2 semesters General Chemistry with Lab
- 2 semesters Physics with Lab
- 2 semesters Organic Chemistry w/ Lab
- 2 semesters English (beyond the First Year Seminar, one additional course in Writing, English, or Composition is required)
- One course in Biochemistry
- One course in Genetics
- One course in Calculus (Calc 1 or higher)
- One course in Statistics

In addition to the courses listed above, students should become familiar with concepts that are taught in Introduction to Psychology and Introduction to Sociology. If students have room in their schedules, they
can enroll in these courses. This content is tested on the MCAT. So if students do not take these courses, they are encouraged to read an Introduction to Psychology and Introduction to Sociology textbook in order to set a foundation for studying for the MCAT.

Other courses that may be required or strongly recommend (sometimes with lab) include:
- Physiology
- Computer Science

For details about required and recommended courses for specific health professional schools, be sure to visit:

10. What can I do with a major in one of the natural sciences?

Although many of the Keck Science students are interested in the health professions, many others have gone on to masters or Ph.D. programs in science or to careers as diverse as fabric design, environmental law, patent law, teaching, and business. Talk with any of the science faculty about your interests. Besides, science is just plain fun.
General Information on Courses in the Keck Science Department for New Students (and Their Advisors)

The following information about Keck Science courses for new students and their advisers can be found at:
http://www.jsd.claremont.edu/news/courses.asp

If you are considering becoming a science major or pursuing a career in the health professions, please talk to a Keck Science faculty member before enrolling in your first-semester courses. Science faculty can help ensure that you are enrolled in classes appropriate to your previous experience and can assist with the advanced planning that is often necessary to navigate through the prerequisites required for many upper-division courses. (Please note that if you will be taking science courses this year and you currently do not have an advisor in the Keck Science Department, you may ask your Registrar to assign you one.)

Study Abroad Info Session: If you are interested in studying abroad and learning about programs geared towards science majors and how to plan study abroad into your college career, please attend the information session on Wednesday 14 September at 5:00pm in Burns Lecture Hall in the Keck Science Center.

General information on appropriate first-year science courses is given below.

For the majors listed below, the Keck Science faculty indicated are available for consultation:

- Biology—Professor Emily Wiley (Fall) (ewiley@kecksci.claremont.edu); Professor Jennifer Armstrong (Spring) (jarmstrong@kecksci.claremont.edu)
- Chemistry—Professor Anna Wenzel (awenzel@kecksci.claremont.edu)
- Physics—Professor Scot Gould (sgould@kecksci.claremont.edu)
- Biochemistry—Professor Aaron Leconte (aleconte@kecksci.claremont.edu)
- Biophysics—Professor Scot Gould (sgould@kecksci.claremont.edu)
- Economics & Engineering—Professor James Higdon (jhigdon@kecksci.claremont.edu)
- Environmental Analysis—Professor Donald McFarlane (dmcfarlane@kecksci.claremont.edu)
- Environment, Economics, and Politics (EEP)—Professor Marion Preest (Fall) (mpreest@kecksci.claremont.edu); Professor Emil Morhardt (Spring) (emorhardt@kecksci.claremont.edu)
• Human Biology—Professor John Milton
  (jmilton@kecksci.claremont.edu)
• Management-Engineering—Professor James Higdon
  (jhigdon@kecksci.claremont.edu)
• Molecular Biology—Professor Emily Wiley (Fall)
  (ewiley@kecksci.claremont.edu); Professor Jennifer Armstrong
  (Spring) (jarmstrong@kecksci.claremont.edu)
• Neuroscience—Professor John Milton (jmilton@kecksci.claremont.edu)
• Organismal Biology—Professor Marion Preest
  (mpreest@kecksci.claremont.edu)
• Science & Management—Professor Anna Wenzel
  (awenzel@kecksci.claremont.edu)

You may also contact Velda Ross (Room 110, Keck Science Center,
vross@kecksci.claremont.edu), the department’s program administrator,
with any questions.

• The minimal science requirements for students planning careers in
  the health professions include: “Basic Principles of Chemistry” (14L
  Biology” (43L and 44L), and “General Physics for the Life Sciences”
  (30L and 31L) or “Principles of Physics” (33L and 34L). Please see
  the Keck Science Pre-Health website
  (http://www.kecksci.claremont.edu/prehealth/) for additional
  information on required and recommended courses for pre-health
  students. Jill Jones, the department’s Pre-Health Professions
  Advisor, may also be reached at jjones@kecksci.claremont.edu.
• Students who intend to major in a science and/or pursue a career in
  the health professions should attend the information session on
  Friday, August 26th at 11:15am for CMC in Bauer Forum; Friday,
  August 26th at 1:00pm for Pitzer in Benson Auditorium; and
  Monday, August 29th at 10:00am for Scripps in Humanities
  Auditorium.

The following are guidelines for first-year students beginning study in the
biological sciences.
• Option 1—appropriate for students with strong high school
  backgrounds in science and who place into “Calculus I” (Math 30) or
  higher: Take both “Basic Principles of Chemistry” (14L and 15L) and
  “Introductory Biology” (43L and 44L) in your first year. You then
  will have fulfilled the prerequisites to take “Organic Chemistry”
  (116L and 117L) and upper-division Biology courses as a sophomore.
• Option 2—appropriate for students who have had less science
  preparation in high school but who have placed into “Calculus I”
  (30) or above: Take “Basic Principles of Chemistry” (14L and 15L) in
  your first year and “Introductory Biology” (43L and 44L) and
“Organic Chemistry” (116L and 117L) as a sophomore; alternatively, still take “Basic Principles of Chemistry” (14L and 15L) in your first year and “Organic Chemistry” (116L and 117L) as a sophomore, but start “Introductory Biology” in the spring semester of your first year with Biology 44L, followed by Biology 43L in the fall semester of sophomore year (i.e., note that Biology 43L is not a prerequisite for Biology 44L).

• Option 3—appropriate for students with math SAT scores lower than 600 and/or students who do not place into “Calculus I” (30) or above: Take precalculus (Math 23 or 25) in the fall semester and “Introductory Biology” (44L) in the spring semester of your first year, Introductory Biology (43L) and “Basic Principles of Chemistry” (14L and 15L) in your second year, and “Organic Chemistry” (116L and 117L) in your third year. If you have placed into precalculus but think you’re ready to take Biology 43L in the fall semester of your first year, we encourage you to consult with a Biology faculty member in Keck Science to discuss this possibility.

The following are guidelines for first-year students beginning study in the chemical sciences.

• Students who place into “Calculus I” (Math 30) and have had a poor high school preparation in chemistry are advised to enroll in Section 1 of “Basic Principles of Chemistry” (14L, MWF, 9:00-9:50 and W 8-8:50). This section of our introductory course uses the same textbook and covers the same material as the other sections of Chemistry 14L, but the enrollment is capped at 24 and the class has an additional hour of problem solving each week to provide students with more one-on-one help and practice doing calculations.

• Students with math SAT scores lower than 600 and/or students who do not place into “Calculus I” (30) or above are advised to enroll in precalculus (Math 23 or 25) in the fall semester of the first year, followed by “Introductory Biology” (44L) in the spring semester of the first year; “Basic Principles of Chemistry” (14L and 15L) would then be taken in the second year. If you have placed into precalculus but think you’re ready to take Chemistry 14L in the fall semester of your first year, we encourage you to consult with a Chemistry faculty member in Keck Science to discuss this possibility.

• All other students should enroll in “Basic Principles of Chemistry” (14L), Sections 2, 3, 4, or 5 in the first semester of the first year.

The following are guidelines for first-year students intending to major in Physics, Astronomy, or Engineering.

• Students should take “Principles of Physics” (33L) in their first semester. Engineering students must consult with Professor James
Are You Interested in a Science or Pre-Health Career?
Attend the Following Info Sessions!

**Success in the Sciences**
Friday 26 August from 1:00-2:00pm in Benson Auditorium

**Keck Science Department Pre-Health Basics**
Wednesday 31 August from 12:00-1:00pm in Keck room 1

**Weekly Drop-In Advising Hours**
starting on Monday 12 September
(no appointment needed)
Mondays and Fridays 12-2pm in Keck room 12

First-Year Students: **TAKE THE MATH PLACEMENT EXAM DURING ORIENTATION WEEK** on Friday 26 August from 10:30-12noon in Benson Auditorium.

Group Pre-Health Advising sessions will cover the following topics:

- Overview of the Pre-Health Advising (PHA) Structure and communication with PHA Office
- Selecting a Major
- Courses needed for MCAT preparation
- Discuss General Education requirements that overlap with Pre-Health course requirements
- Appropriate course loads and sequences for pre-health students
- Study Abroad in general
- Maximizing your summers
- Getting involved on campus: Student Organizations related to Health
- Getting involved by volunteering in the community, at hospitals, in clinics, working with patients

*Sessions co-presented/presented by Jill L. Jones, Keck Science Department Pre-Health Professions Advisor*
Pre-Med
Standard list of pre-requisite courses required for the MCAT and medical school admissions:

- Intro Biology: Bio 43L, Bio 44L (can be taken out of order...Bio 43L is offered fall, Bio 44L is offered spring.)
- General Chemistry: Chem 14L, Chem 15L (must be taken in order)
- Organic Chemistry: Chem 116L, Chem 117L (must be taken in order)
- Physics: Physics 30L, 31L (life science majors) OR Physics 33L, 34L (physical science majors)-must be taken in order
- Biochemistry: Bio 177 (cross-listed with Chemistry)
- Calculus 30 or higher (this course must be taken at the college level—AP credit does not count)
- Introduction to Psychology or High School AP Psych
- In addition to Freshman Seminar, one ENG or LIT course—Literature or Writing course

The Keck Science Department also offers two integrated science course options for first year students. Students will have placed into these courses the summer before their arrival as first year students.

AISS: Accelerated Integrated Science Sequence- covers Biology 43L and 44L, Chemistry 14L and 15L, and Physics 33L and 34L. It is a one year sequence and is a double credit course. Students who have completed AISS should speak with Jill Jones about upper-division biology that they should take for pre-med preparation.

IBC: Introductory Biological Chemistry-covers Bio 43L and Chem 14L. It one semester and is a double credit course

The timing of your MCAT exam depends on when you finish the above coursework...

Additional courses that students have found useful for medical school preparation (and courses that may be required by individual medical schools):
Genetics: Bio 143
One course in Statistics (Psych stats or Biostatistics (Bio 175) will fulfill this requirement)

Additional courses if they can be fit into the schedule:
- Physiology: Bio 132L or Bio 131L
- Computer Science
- Introduction to Sociology

There is no standard list of pre-requisite courses for the following Health Professional Schools, however the courses listed for each are most often found to be required. For more specific advising, students should meet with the Pre-Health Advisor and consult individual School websites to learn more about specific requirements at each School.

**Veterinary, Dental, Physical Therapy, Pharmacy, Optometry**
- Intro Biology: Bio 43L, Bio 44L (can be taken out of order... Bio 43L is offered fall, Bio 44L is offered spring.)
- General Chemistry: Chem 14L, Chem 15L (must be taken in order)
- Organic Chemistry: Chem 116L, Chem 117L (must be taken in order)
- Physics: Physics 30L, 31L (life science majors) OR Physics 33L, 34L (physical science majors)-must be taken in order
- Biochemistry: Bio 177 (less commonly required for Pharmacy and Physical Therapy)
- One course in Statistics (Biostats or Psych stats fulfills this requirement)
- Genetics: Bio 143
- Calculus 30 or higher—must be taken at the college level (AP credit does not count)
- Microbiology with Lab: Bio 187s (not offered consistently at The Keck Science Dept.—this course is not required for Physical Therapy)
- Some Psychology courses and Upper level Biology courses are required for certain schools—consult with Jill Jones
- In addition to Freshman Seminar, *one* ENG or LIT course (English Literature based or Writing course)

**Nursing**
- Intro Biology: Bio 43L, Bio 44L (can be taken out of order...Bio 43 is offered fall, Bio 44 is offered spring.)
- General Chemistry: Chem 14, Chem 15 (must be taken in order)
- One course in Statistics (Biostats or Psych stats)
- Microbiology: Bio 187s (not offered consistently at The Keck Science Department)
- In addition to Freshman Seminar, one ENG or LIT course (English Literature based or Writing course)
- Various Psychology and Sociology courses—consult with Jill Jones
- Specific upper level biology courses—consult with Jill Jones

**Physician Assistant**
- Intro Biology: Bio 43L, Bio 44L (can be taken out of order...Bio 43L is offered fall, Bio 44L is offered spring.)
- General Chemistry: Chem 14L, Chem 15L (must be taken in order)
- Organic Chemistry: Chem 116L and 117L (some schools require only the first semester)
- Biochemistry: Bio 177 (some schools require this and some do not)
- One course in Statistics (Biostats or Psych stats)
- Microbiology: Bio 187s (not offered consistently at The Keck Science Department)
- In addition to Freshman Seminar, one ENG or LIT course (English Literature based or Writing course)
- Specific upper level biology courses—consult with Jill Jones
- Calculus 30 or higher (must be taken at the college level—AP credit does not count)
- Various Psychology courses—consult with Jill Jones
Answers to Frequently Asked Questions about Economics Courses

- Student may begin their study of Economics with either ECON 51 (Principles of Macroeconomics) or ECON 52 (Principles of Microeconomics). You should NOT take ECON 50 (Principles of Economic Analysis) at CMC unless it is the only Economics class you will ever take. ECON 50 does not count toward the Economics major or minor at Pitzer.

- AP Credit: An AP score 5 on the AP Economics exam will be granted one elective course credit toward graduation (one-half credit for a score of 4), but will not be counted toward an economics major or minor requirement. Students must still take ECON 51 and ECON 52.

- Students should take the Math placement exam. Completion of Math 30 (Calculus I) or equivalent is required before taking ECON 104 (Macroeconomic Theory) or ECON 105 (Microeconomic Theory). Placing out of MATH 25 (PreCalculus) is recommended before taking Economic Statistics (ECON 91).

- Intermediate Microeconomics is the same as Microeconomic Theory. Intermediate Macroeconomics is the same as Macroeconomic Theory.

- Accounting classes (e.g., ECON 86, ECON 150) do not count toward the Economics major or minor.

- Business law classes (e.g. ECON 191) do not count toward the Economics major or minor.

- Economic Statistics (ECON 91) is a prerequisite for Econometrics (ECON 125), and is not the same as Psych Stats or Math Stats.

- Students planning to study abroad or seeking to transfer in courses taken at institutions outside of the Claremont Colleges consortium should consult with an Economics advisor beforehand.
At most one course for the major can be taken abroad. Additionally, only two courses taken at an institution outside of the Claremont Colleges consortium can be counted towards the major (any course taken abroad is included in this count).

- Economics majors must take the senior seminar in economics at Pitzer during the Fall of their senior year.

- Students intending to pursue graduate work in economics are strongly urged to major in Mathematical Economics, major in Economics and minor in Mathematics, double major in Economics and Mathematics, or major in Mathematics and minor in Economics.
Special Course Registration Information

Art
Students may register for Pitzer studio art courses, but should be advised that they need to attend the first class meeting and that they may not be able to stay in the course. The faculty use a selection process which gives majors first priority and then allocates available space. Studio Art courses at Scripps College and Pomona College need written permission in most cases. Students should go to the Art Departments at each College to request permission.

Economics
As a general rule, students should not enroll in Econ 50 at CMC. Students who wish to register for other Economics classes at CMC need to secure permission directly from the instructor in order to register for the class.

Music
Group or private music lessons at Scripps and Pomona College require permission slips to complete registration. Permission slips are available in the Pitzer Registrar's office and must be signed by the instructor who is offering the lessons. These lessons may be added after registration.

Physical Education
Students register for these classes during scheduled registration time. Credit is not given for P.E. courses taken by Pitzer students, although courses taken will be listed on the transcript. If a student stops going to a P.E. course, they must drop the course or receive a NC on their transcript. Credit is given for participation in NCAA Varsity sports.

Science/Pre-Health
Pitzer students are highly encouraged to attend “Success in the Sciences” on Friday August 26th from 1-2 pm in Benson Auditorium.

Students interested in pre-health or who intend to major in one of the natural sciences should enroll in the appropriate introductory course during their first semester. Students who delay taking one or more of the introductory courses often face scheduling problems in subsequent years. It is also a good idea for these students to discuss their program
and interests with one of the science faculty at the earliest possible opportunity. Pre-health students should also schedule to meet with Jill Jones, the Pre-Health Professions Advisor in the Keck Science Department. [See also Q6 and Q9 under “Ten Frequently Asked Questions about Science Courses.”]

Theater
Some Theater courses require written permission. Advisors or students should call the Theater Department at Pomona College to determine if a particular course requires this permission.

Writing
The Writing Objective of the College is met by successful completion of a required First-Year Seminar. Any student, however, can take additional courses designated as writing-intensive. Transfer students and New Resources students can meet the Writing Objective by completing a writing-intensive course, since they do not enroll in First-Year Seminars. Writing will prove to be a critical piece of your academic work at Pitzer. Everyone can improve their writing skills, and the best way to improve writing skills is to practice writing. Taking an additional writing course can also help to bolster your confidence in your own ability to communicate through writing.

For information on writing courses offered through the Writing Center, please contact Professor and Director of the Writing Center, Andrea Scott, at 7-4321 or andrea_scott@pitzer.edu.
Answers to Frequently Asked Questions about Study Abroad

A majority of Pitzer students spend a semester or in some cases a whole year abroad. In order to make deliberate connections between their study abroad program and their academic program at Claremont, it is often critical that students start thinking about study abroad early on. Pitzer has an increasing number of students interested in studying abroad in their sophomore year, so advisers should start discussing study abroad in the first year with students.

Some commonly asked questions:

▪ **When do students usually study abroad?** The majority of Pitzer students choose to study abroad in their junior year. In some cases, although as noted above, some students seek to do so in their sophomore year.

▪ **Can a student study abroad more than once?** Yes, with academic adviser and Office of Study Abroad approval in cases where a second study abroad option meets the student’s academic needs.

▪ **What study abroad options are available to Pitzer students?** Pitzer offers a combination of:

a) **Pitzer direct-run programs**, focused on cultural immersion (language acquisition, host family stays, core course in the host site’s society, politics and culture, and extensive independent research). The programs include **Botswana, Ecuador, Costa Rica, Italy and Nepal**. In addition, the college runs a summer health program in **Costa Rica**, and will be starting new summer programs in **Brazil** and **Vietnam** in 2017.

b) **Exchange and direct-enroll programs**, most commonly in collaboration with a foreign university. In most cases (language abilities determine course choices) students enroll directly in courses offered at the host institution. Usually, students live in
university accommodations, but homestays are available in a limited number of exchange programs.

c) If approved Pitzer programs do not meet a student’s academic needs, a student may petition for one of a limited number of slots for non-approved programs. Students must clearly explain why the approved Pitzer programs do not meet their academic needs and demonstrate that the proposed program has sufficient academic rigor. The number of slots (as defined by the Board of Trustees in the tactical plan) is limited to 8.

- Does study abroad have language pre-requisites? This depends on the program selected. For example, exchange programs in Latin America and Spain usually have Spanish pre-requisites, so students may need to consider taking language courses early on in their college life. Students should refer to the study abroad website or email studyabroad@pitzer.edu for clarification.

While Pitzer direct-run programs focus on language acquisition, most do not have a language pre-requisite. That said, where possible, students should consider taking introductory courses prior to departure (for example, courses in Spanish). If students will be taking courses at an English-speaking university with a different host culture language (e.g., in Turkey), they are required to take at least one course in the host language.

- Does Study abroad meet the Intercultural Education graduation requirement? It may, depending upon the program and the courses completed while abroad. Details are being determined by the Curriculum Committee.

- Is there a preference on which semester students study abroad? Due to coordinating with on-campus housing and admissions, the College encourages students to consider studying abroad in the fall semester.

- Can students apply directly to a semester study abroad program without going through the study abroad application process? No.
Students who take a leave of absence to study abroad during the fall or spring semester will not be able to transfer the academic credit back to Pitzer.

- **Can students study abroad over the summer?** Yes. Pitzer College will offer direct-run summer programs in Costa Rica, Brazil and Vietnam. In addition, with the approval of their adviser, students may apply directly for a summer program without seeking the approval of the study abroad office. *Note:* Students should be sure to receive advance approval from their adviser and from a faculty member who teaches in that subject matter (preferably at Pitzer, but if the subject matter is not taught here then it can be approved by another Claremont Colleges faculty member) that they will earn academic credit for the summer program.

- **What is the study abroad application process?** Students and faculty advisers should refer to the study abroad website for details on the application process. In addition to discussing study abroad options with their academic adviser, students are required to attend a study abroad information session and also meet individually with a study abroad adviser. There are two application deadlines for approved study abroad programs (in mid-fall and mid-spring) and one application deadline for non-approved study abroad program applications (in mid-fall).

**Study abroad application timeline:**

**Fall 2017 application deadline: November 14, 2016.** Students who wish to study abroad the following fall semester must submit an application a year prior. *All students who wish to petition for a non-approved program must submit their application in the fall (even if they intend on studying abroad in the spring semester a year and a half away).*

September and October: Multiple information sessions for students interested in learning more about study abroad. Students must attend one of these sessions before scheduling a
one-on-one meeting with a study abroad adviser. Students must meet with their academic adviser prior to the application deadline to discuss their program options and what makes best sense academically. In addition, all academic advisers are required to review the Adviser Approval form and sign after they have discussed the courses with the student. Please note: It is critical that the students understands that any credit toward a major or minor must be approved by a faculty member in the appropriate field group or department.

**Spring 2018 application deadline: March 22, 2017.** Students who wish to study abroad the following spring semester must submit an application a year prior. If fall programs are under enrolled, students may submit a late application for a fall 2017 program where applicable.

January, February and March: Multiple information sessions for students interested in learning more about study abroad. See fall application details above.

For information not listed on the Study Abroad website at: [www.pitzer.edu/studyabroad](http://www.pitzer.edu/studyabroad), please contact the Office of Study Abroad by emailing studyabroad@pitzer.edu, by calling 909.621.8104, or by visiting the Office of Study Abroad and International Programs in West Hall, Suite Q100.
Additional Regulations and Guidelines

CROSS-REGISTRATION (Taking Courses at the Other 5Cs)
Students may register for courses offered at the other Claremont Colleges, subject to the following conditions:

1. **First-year students normally register for their entire program at Pitzer during the Fall semester.** Exceptions may be made in fields of study not available at Pitzer or if equivalent courses at Pitzer are full or not offered that semester. During the spring semester, first-year students may normally register for one course at the other Claremont Colleges.

2. Sophomores may normally register for one course per semester outside of Pitzer.

3. Juniors or seniors may normally register for one-half of their total program in any one semester outside of Pitzer.

4. **Registration for courses in joint programs is not considered outside registrations,** even if they are taught on other campuses. These include courses in intercollegiate programs in American Studies; Art History; Asian Studies; Asian American Studies, Black Studies; Chicano Studies; Classics; Media Studies; Gender and Feminist Studies/Women’s Studies; Languages; Linguistics; Mathematics; Music; Philosophy; Religious Studies; Science; Science, Technology, and Society; and Theatre/Dance.

5. Exceptions to the above must be approved by the faculty adviser.

OVERLOADS
The normal student load is 4 course credits each semester, and 3-5 is the permissible range during any given semester. A tuition surcharge will be made for each course credit over 5 per semester. This surcharge is assessed after the final date to drop classes without a recorded grade and is nonrefundable.

Pre-Health students are generally not encouraged to overload. If the student plans to overload, they should consult with Jill Jones, the Pre-
INDEPENDENT STUDIES
Based on the Oxford tutorial, an Independent Study is a way of exploring an area in more depth between a faculty director and a student who already know one another, or when the project falls in an area with which the student has some prior familiarity. Students have the opportunity to plan and execute projects of their own conception and acquire a competence in original research and writing beyond that required by the regular courses of instruction.

Independent study proposals (available at: http://www.pitzer.edu/offices/registration/forms/pdf/Independent_Study_Form-Guide.pdf) should be submitted to the Office of the Registrar in the semester before the proposed independent study. Summer independent studies must be submitted no later than the deadline to register for summer courses. All forms are forwarded to the Pitzer College Curriculum Committee for review/approval.

Please Keep in Mind:
• An independent study must have an academic component in order to receive course credit.
• An independent study form should give a detailed description of the study, the academic work to be completed (including a reading list, projects and meetings with the Faculty Director), and means of evaluation.
• An independent study normally carries one course or half-course credit.
• An independent study is given credit only in the field(s) of appointment of the faculty director.
• Generally, students cannot take more than two course credits in independent studies in any one semester.
• Independent study credit may be given only for work accomplished during the semester or summer the student is receiving credit.
• We give academic credit for academic work, not for merely completing hours at an internship or extracurricular activity.
Career Services

Location: Scott Hall 126
Phone: 621-8519
Hours: Mon.-Fri.: 8am-5pm, with lunch and afternoon availability for student walk-ins

Web page: www.pitzer.edu/offices/career_services/

Mission
The Pitzer Office of Career Services empowers and equips students and alumni to identify holistic personal and professional goals and to design and implement a strategy to achieve those goals as socially responsible citizens of the world. We do this through services, programs and resources to educate students about how to discern their interests and talents, explore career options, and create effective strategies and tools (i.e. networks, resumes, applications, etc.) to seek after desired opportunities.

We seek to partner with faculty and staff to offer the best services, resources and opportunities to Pitzer students.

Services, programs, and resources
Career counseling - individualized and holistic career counseling
Pitzer Career Connections - Through electronic and programmatic venues, we connect students with alumni, parents and friends of Pitzer who are willing to offer career advice, guidance, and assistance.
Claremont Colleges on-campus recruiting program - students can connect with employers and interview for positions on each of the Claremont campuses with employers representing various career fields.
Claremont College Career Fairs and Employer/Graduate School Information Sessions - including the Nonprofit & Public Service Career Fair at Pitzer
Career “Roadmaps” - we provide general, yet customizable career discernment and preparation plans for students.
Graduate & Professional School Resources - programs and resources that advise students on the admissions process, standardized test preparation (GRE/GMAT/CBEST/LSAT) & financial aid information. We partner with faculty and other constituencies for discipline-specific information.
Job and Internship Search Assistance and Listings - summer and academic year
Career Search Preparation - resume and cover letter review, interviewing strategy and practice, offer negotiation, etc.
Resource library - electronic and print career and occupational resources and directories.
Workshops and seminars - addressing all aspects of the career planning process and graduate/professional school.
ClaremontConnect - the shared electronic career services management platform shared by all 7 Claremont Colleges. Among many resources, it is the centralized location for job and internship postings aimed at students of The Claremont Colleges.
Office of Fellowships and Scholarships (includes grants)

Did you know that there are a number of scholarships, grants, and fellowships for undergraduates that you don’t have to wait till your senior year to apply for?

Winning a fellowship earlier in your college career can help you become more competitive for other fellowships later down the road.

Visit: [http://pitweb.pitzer.edu/iglas/fellowships-scholarships/](http://pitweb.pitzer.edu/iglas/fellowships-scholarships/) to learn more about fellowship, scholarship, and grant opportunities.

Students are encouraged to investigate options early in their academic careers. Students can select from a range of national and international undergraduate and post-baccalaureate opportunities. Knowledgeable advisers at Pitzer College will assist students through the selection and application process for scholarships, grants and fellowships. There are fellowships for the academic year and also for the summer.

Fellowship and Scholarship Opportunities:
**International Graduate** opportunities including the Watson Fellowship, Fulbright Fellowship, Rhodes Scholarship, and Princeton in Asia/Africa/Latin America.

**National Graduate** opportunities including the Coro Fellowship, and NSF Fellowships, and Rangel Graduate Fellowship in International Affairs.

**Undergraduate** opportunities including the Udall Scholarships, Mellon Mays, Truman Fellowship, and Critical Language Scholarships [CLS].

For Undergraduate and Post-Baccalaureate Fellowships, contact:
Sandy Hamilton
Associate Director, Office of Fellowships and Scholarships
[Sandy_Hamilton@pitzer.edu](mailto:Sandy_Hamilton@pitzer.edu)
Fletcher 204, x79108
Resources at Pitzer and at the 5Cs

**Academic Support Services:** If a student has a physical disability or a documented learning disability such as dyslexia, attention deficit disorder, hyperactivity disorder, etc., and would like to request accommodations, encourage the student to make an appointment to meet with Jill Hawthorne, Associate Dean of Students and Director of Academic Support, in Scott Hall 122 (ext. 73553) or at: jill_hawthorne@pitzer.edu. Further information regarding documentation, services available and individual advocacy can be found in this office. See also: http://www.pitzer.edu/student_life/student_affairs/academic_support/disability_accommodations_policy.asp.

**Tutoring:** Tutoring services are handled by the Office of Student Affairs. Tutoring assistance is provided free of charge to Pitzer students. For more information, contact Jill Hawthorne at: jill_hawthorne@pitzer.edu, Scott Hall 122, ext. 73553. Popular tutoring services are in Math and Economics.

**Science tutoring:** In addition to tutoring offered through Pitzer, the Keck Science Department provides a regularly scheduled tutoring program for students enrolled in introductory physics, general chemistry, and organic chemistry. Please encourage your students in these science classes to take advantage of these services. For more information, contact Velda Ross in Keck Science at: vross@kecksci.claremont.edu, Keck Science Center Room 100, ext. 18298.

**Western University of Health Sciences/Pitzer Linkage Program:** Refer to the program adviser, Tom Borowski, Intercollegiate Neurosciences Coordinator at: thomas_borowski@pitzer.edu, ext. 73808.

**Writing Center:** The goal of the Writing Center is to provide a place where students may go when they need help with a variety of college writing tasks. The Center staff is available to help students understand the entire process of writing an essay, report, or research paper from the generation of ideas to the final draft. Drop-in hours are posted at the beginning of each semester. Writing tutors are also available by
appointment. [www.pitzer.edu/offices/writing.center/index.asp](http://www.pitzer.edu/offices/writing.center/index.asp), Mead Hall, first floor, Suite 131, x74321.

**Career Services:** Assists students with exploring their career options and provides them with the skills they will need to locate internships and jobs. Students are encouraged to use the office as soon as they arrive at Pitzer. Career Services provides a wide array of services, programs, and resources including career counseling, mock interviews, graduate school information, alumni contact names, resume writing, job search and interviewing advice, on-campus recruiting program, and career-related workshops and seminars. It also maintains full-time, part-time, on-campus and summer job listings. Scott Hall, room 126, ext. 18519.

**The Community Engagement Center:** supports research and education that contributes to the understanding of critical community issues and enhances the resources of community organizations. CEC offers student summer internships, senior-year awards and postgraduate fellowships to assist student and faculty engagement in community. Scott Hall, 108, ext. 8183, [http://www.pitzer.edu/offices/cec/](http://www.pitzer.edu/offices/cec/).

**The Rabbit Hole:** Assists students who have general questions about drugs and alcohol, as well as a safe place to go for confidential individual counseling and support. A Substance Education Counselor is available to provide confidential and anonymous support and referral services to students whose lives are affected by drugs (including alcohol). Services are available to all students including those who are concerned about the drug use of a family member or friend. Mead Hall, W Tower, ext. 77152.

**Resources @ the Claremont Colleges**

4+1 accelerated BA/MA Programs—Claremont Graduate University (CGU) offers superior undergraduate students at The Claremont Colleges the opportunity to work simultaneously toward the completion of their undergraduate degree requirements and a master’s degree in selected academic fields. Depending on the students’ qualifications, these programs will involve some shortening of the time normally required to complete an undergraduate and a master’s degree. The tuition and time savings are calculated on a case-by-case basis, but on average students save a semester of graduate study in time and tuition costs. For more information, visit: [http://www.cgu.edu/pages/623.asp](http://www.cgu.edu/pages/623.asp).
Below is a list of all the academic programs you can apply through the 4+1 Program. Note that each program has individual requirements and procedures. Students must be recommended by their respective colleges and normally apply to the program by January of their junior year. Those accepted into the program normally begin coursework at CGU in their senior year. The application fee is waived for students within the Claremont Consortium.

<table>
<thead>
<tr>
<th>Program</th>
<th>CGU Contact</th>
<th>Pitzer Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Women’s Studies</td>
<td><a href="mailto:humanities@cgu.edu">humanities@cgu.edu</a></td>
<td>contact CGU directly</td>
</tr>
<tr>
<td>Archival Studies</td>
<td><a href="mailto:humanities@cgu.edu">humanities@cgu.edu</a></td>
<td>contact CGU directly</td>
</tr>
<tr>
<td>Arts Management</td>
<td>artsmanagement@cg u.edu</td>
<td>contact CGU directly</td>
</tr>
<tr>
<td>Cultural Studies</td>
<td><a href="mailto:humanities@cgu.edu">humanities@cgu.edu</a></td>
<td>contact CGU directly</td>
</tr>
<tr>
<td>Economics</td>
<td><a href="mailto:spe@cgu.edu">spe@cgu.edu</a></td>
<td>contact an economics faculty member</td>
</tr>
<tr>
<td>Education</td>
<td><a href="mailto:ses@cgu.edu">ses@cgu.edu</a></td>
<td>contact CGU directly</td>
</tr>
<tr>
<td>Education: Teacher Ed</td>
<td><a href="mailto:ses@cgu.edu">ses@cgu.edu</a></td>
<td>contact CGU directly</td>
</tr>
<tr>
<td>English</td>
<td><a href="mailto:humanities@cgu.edu">humanities@cgu.edu</a> or (909) 621-8612</td>
<td>contact CGU directly</td>
</tr>
<tr>
<td>Financial Engineering</td>
<td><a href="mailto:drucker@cgu.edu">drucker@cgu.edu</a></td>
<td>contact CGU directly</td>
</tr>
<tr>
<td>History</td>
<td><a href="mailto:humanities@cgu.edu">humanities@cgu.edu</a></td>
<td>contact CGU directly</td>
</tr>
<tr>
<td>Information Systems</td>
<td><a href="mailto:sisat.info@cgu.edu">sisat.info@cgu.edu</a></td>
<td>organizational studies professor Jeff Lewis</td>
</tr>
<tr>
<td>Management</td>
<td><a href="http://www.cgu.edu/pages/">http://www.cgu.edu/pages/</a> 5953.asp</td>
<td><a href="mailto:drucker@cgu.edu">drucker@cgu.edu</a>  contact CGU directly</td>
</tr>
<tr>
<td>Mathematics</td>
<td><a href="http://www.cgu.edu/pages/">http://www.cgu.edu/pages/</a> 1121.asp</td>
<td><a href="mailto:math@cgu.edu">math@cgu.edu</a>                     consult with the mathematics faculty early in your undergrad career (<a href="mailto:math@pitzer.edu">math@pitzer.edu</a>)</td>
</tr>
<tr>
<td>Media Studies</td>
<td><a href="http://www.cgu.edu/pages/">http://www.cgu.edu/pages/</a> 9506.asp</td>
<td><a href="mailto:humanities@cgu.edu">humanities@cgu.edu</a> or Eve Oishi, Associate Professor of Cultural Studies, <a href="mailto:eve.oishi@cgu.edu">eve.oishi@cgu.edu</a></td>
</tr>
<tr>
<td>Field</td>
<td>Email</td>
<td>Contact Information</td>
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<td>-----------------------</td>
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<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Museum Studies</td>
<td><a href="mailto:humanities@cgu.edu">humanities@cgu.edu</a></td>
<td>contact CGU directly</td>
</tr>
<tr>
<td>Music</td>
<td><a href="mailto:music@cgu.edu">music@cgu.edu</a></td>
<td>contact CGU directly</td>
</tr>
<tr>
<td>Philosophy</td>
<td><a href="mailto:humanities@cgu.edu">humanities@cgu.edu</a></td>
<td>contact a philosophy professor</td>
</tr>
<tr>
<td>Politics &amp; Policy</td>
<td><a href="mailto:spe@cgu.edu">spe@cgu.edu</a></td>
<td>contact a political studies, organizational studies, environmental analysis, or sociology faculty member</td>
</tr>
<tr>
<td>Psychology</td>
<td><a href="mailto:psych@cgu.edu">psych@cgu.edu</a></td>
<td>consult with a member of the psychology field group</td>
</tr>
<tr>
<td>Public Health</td>
<td><a href="mailto:scgh@cgu.edu">scgh@cgu.edu</a></td>
<td>contact CGU directly</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.cgu.edu/pages/6567.asp">http://www.cgu.edu/pages/6567.asp</a></td>
<td></td>
</tr>
<tr>
<td>Religion</td>
<td><a href="mailto:religion@cgu.edu">religion@cgu.edu</a></td>
<td>contact CGU directly</td>
</tr>
</tbody>
</table>

The Monsour Counseling and Psychological Services (MCAPS)—Located at 757 College Way, immediately south of the Honnold Library. Monsour has a staff of psychologists, consulting psychiatrists, and graduate psychology interns who provide therapeutic and preventive/educational services to help students develop emotionally and cope with the stresses of college life. Individual, couples, and group therapy are offered and are provided confidentially. Workshops and structured groups are offered on topics such as Stress Management, Eating Disorders, Relationship Issues, Enhancing Self Esteem, Graduate/Re-Entry Support, and Sexual Abuse. Referrals are made to mental health resources in the community when necessary. Students with personal concerns or those simply wishing to talk with someone are welcome. There is no charge for the services of the psychologists and/or the psychiatrists at the center. For an appointment, call ext.18202.

Chaplains—Dedicated to empowering and enhancing spiritual life at The Claremont Colleges, the Interfaith Office of the Chaplains directs the programs of McAlister Center for Religious Activities. Assisting students in making contact with members of their community of belief,
the chaplains—a Protestant minister, a Catholic priest, and a Jewish rabbi—coordinate a wide range of events, programs, and pastoral counseling for the Jewish, Catholic, Protestant, Muslim, Zen, Latter-Day Saints, Christian Science, Unitarian, and other communities. The chaplains also direct The Claremont Colleges Community Service Center, which provides diverse volunteer opportunities in the local area. Located within McAlister Center are the Community Service Center, a meditation chapel, a library, a fire-side lounge, and the chaplains’ offices, ext. 72096.

The Claremont Colleges Library—partners with Pitzer and the other Claremont Colleges in learning, teaching, and research. They are committed to fostering intellectual discovery, critical thinking, and lifelong learning. Accordingly, the Library ties our academic community to varied cultural and scholarly traditions by offering user-centered services, building collections, developing innovative technologies, and providing an inviting environment for study, collaboration, and reflection. Nina Clements is Pitzer’s “embedded” librarian, who works with Pitzer faculty, staff, and students to ensure library participation in relevant campus-level discussions concerning academic planning and priorities. Visit The Claremont Colleges Library at 800 N. Dartmouth, http://libraries.claremont.edu, the main Reference phone line at ext. 73959. Contact Nina at: nina_clements@cuc.claremont.edu or her direct line at ext. 77956.

Asian American Resource Center (AARC)—collaborates with other college offices, academic departments and student organizations to provide a range of educational, cultural, social, personal, career-oriented, and leadership development programs and services to students of Asian heritage. In past years AARC has sponsored an off-campus placement program, professional mentoring program, Asian Pacific American Heritage Week and Asian American studies faculty lecture services. Through its library, programs, and various forums, AARC serves as a resource for all members of the community who want to learn more about Asian Americans and Asian American studies. AARC is located at the Smith Campus Center, Suite 240 on the Pomona College campus, x. 18639, www.pomona.edu/administration/asian-american-resource-center/index.aspx.

Center for Asian Pacific American Students (CAPAS)—Seeks to enrich and develop social, intellectual and personal growth in our students by
providing Asian American resources as well as a welcoming, supportive environment. The Center serves as an advocate for the Asian and Pacific Islander community, and promotes an educational dialogue that embraces the unique experiences of ethnic communities, part of the cultural fabric of our institution. It provides a variety of resources to promote and enhance academic, cultural, social, and political experiences for students. The center offers the following services: Asian American Resource Library, Anime & Video Library, Community Services, Computer Station, Programming (academic, cultural and social), Scholarships, Internships, Job Opportunities, and an on-line student newsletter “Voices of the Margin.” In addition, we provide limited one-on-one support and use of the TV/DVD/VCR, study lounge, full bathroom and kitchen and outdoor patio. Located in Mead Hall. CAPAS is dedicated to diversity by involving all members of the community in its programs and activities. Visit www.pitzer.edu/capas or contact Linda Lam at ext. 79816.

The Chicana/o/Latina/o Student Affairs Center—Provides various academic and personal support services, including the New Student Retreat, the Sponsor Program, the Awards Luncheon, the Tutorial Program, Dia de la Familia, academic advising and personal and career development sessions. The Chicana/o/Latina/o Student Affairs Center plays an instrumental role in the high retention rate and success of students at the Colleges. The mission of the Student Affairs Center is to assist Chicana/o/Latina/o students in achieving a positive and rewarding academic experience. This is accomplished by offering academic support services which complement existing resources at the colleges. Academic, social and cultural events which foster personal growth and multicultural awareness are also provided throughout the year. Special emphasis is given to activities that promote community-building and student cohesion. The professional staff of the Chicano/Latino Student Affairs Center includes: Maria Aguiar Torres, Dean of Students; Robert W. Viteri, Associate Dean of Students; and Ernestine Mendoza, Administrative Assistant. To contact our office, dial ext. 18044.

The Office of Black Student Affairs (OBSA)— Through its academic services and cultural programs, OBSA addresses the educational needs of students of African descent. The Office of Black Student Affairs is committed to diversity and all of its programs and services are open to all students of The Claremont Colleges. It sponsors numerous activities,
which include the New Students' Retreat, Black History Month programs, leadership training, cross-cultural programs, speaker series, poetry readings, and other programs to enhance students' interpersonal skills. Visit the OBSA at 139 East 7th Street, www.cuc.claremont.edu/obsa, or contact: OBSA-I@cuc.claremont.edu/ ext. 7-3669.

The Queer Resource Center of The Claremont Colleges — Whether you identify as lesbian, gay, bisexual, transgender, queer, questioning, asexual, omnisexual, pansexual, or as an ally, the QRC has something to offer you! Our space houses a great collection of over 1,200 LGBTQIA-related books and movies, which can be checked out for free and used as textbooks for classes or research material for papers. The QRC’s student staff members work hard every semester to hold a number of fantastic programs in addition to co-sponsoring many other events with various organizations. The Queer Resource Center is located on Pomona College’s campus in Walton Commons. We are south east of Frary Dining Hall on 6th Street. Email us at QRCClaremont@gmail.com or phone (909) 607-1817.
Useful Emails and Phone Numbers

Academic Support Services: Jill Hawthorne (7.3553, jill_hawthorne@pitzer.edu)

Africana Studies, Academic Programs: Laura Harris (7.3633, laura_harris@pitzer.edu)

Asian American Studies: Todd Honma (7.9416, todd_honma@pitzer.edu), Kathy Yep (7.2645, kathleen_yep@pitzer.edu)


Office of Black Student Affairs: Lydia Middleton (7.3639, obsa@cuc.claremont.edu)

Campus Safety: Stanley Skipworth (7.2000, dispatch@cuc.claremont.edu)

Career Services: Brad Tharpe (1.8519, careerservices@pitzer.edu)

Center for Asian Pacific Americans: Linda Lam (7.9816, linda_lam@pitzer.edu)

Chicano Studies, Academic Programs: Adrian Pantoja (7.0485, adrian_pantoja@pitzer.edu)

Chicano Studies, Chicano Studies Center: Maria Torres (1.8044, Maria_Torres@cuc.claremont.edu)

Computer Lab: Bernard 103 (7.4998)
Lab Hours: Mon-Thu 9a-12a, Fri 9a-5p, Sat Closed, Sun 11a-12a
Helpdesk/E-Mail Information/Information Technology: (7.3065 or help@pitzer.edu)
Counseling Center (Monsour): (1.8202, http://www.cuc.claremont.edu/monsour/)

CEC (Community Engagement Center): Tessa Hicks Peterson (7.8183, cec_staff@pitzer.edu)

Office of Student Affairs (OSA):
Vice President of Student Affairs, Brian Carlisle (1.8241, brian_carlisle@pitzer.edu)
Dean of Students, Moya Carter (7.4176, moya_carter@pitzer.edu)
Director of Academic Support Services, Jill Hawthorne (7.3553, jill_hawthorne@pitzer.edu)
Assistant/Receptionist, M. Sue Grier (1.8241, sue_grier@pitzer.edu)
Assistant to the Vice President of Student Affairs, Katie Tewell (7.2821, katie_tewell@pitzer.edu)
Housing Coordinator, Tressi Chun (7.3132, tressi_chun@pitzer.edu)

Office of the Dean of Faculty (DOF):
Interim Dean of Faculty, Nigel Boyle (1.8217, nigel_boyle@pitzer.edu)
Assistant to Dean, Shannan Boss (1.8217, shannan_boss@pitzer.edu)
Associate Dean of Faculty, Linus Yamane (7.7304, lyamane@pitzer.edu)
Director, Faculty Services, Katrina Sitar (1.8278, katrina_sitar@pitzer.edu)
DOF Core Assistants (1.8218, dofcare@pitzer.edu)

Duplicating Services: Lynda Casey and Brooke Atha (1.8461, Duplicating_Services@pitzer.edu)

Education/Teaching Credentials: Roberta Espinoza (7.9403, robertaEspinoza@pitzer.edu)

Financial Aid: Robin Thompson (7.3822, financial_aid@pitzer.edu)

Graduate Fellowships: Sandy Hamilton (7.9108, sandy.hamilton@pitzer.edu)

Information Technology Help Desk: (7.3065, help@pitzer.edu)

Institute for Global/Local Action and Study (IGLAS): Roberta Espinoza (7.3770, robertaEspinoza@pitzer.edu)
Intercollegiate Department of Africana Studies (IDAS): Sheila Walker (Sheila_Walker@scrippscollege.edu) and Sonya Young (7.3070, sonya_young@pitzer.edu)

Intercollegiate Department of Asian American Studies (IDAAS): Hung Thai (7.3922, hung.thai@pomona.edu) and Madeline Gosiaoco (7.9508, idaas@pomona.edu)

International & Intercultural Studies: Lako Tongun (7.3772, lako_tongun@pitzer.edu)

International Students: Michael Ballagh (1.8104, michael_ballagh@pitzer.edu)

Languages: Ethel Jorge (7.2802, ethel_jorge@pitzer.edu)

Mailroom: Kathy Kile (7.3827, kathleen_kile@pitzer.edu)

Management Engineering: Jim Higdon (1.8402 or 1.8298, jhigdon@kecksci.claremont.edu)

Math Field Group: math@pitzer.edu

Pitzer College “Embedded” Librarian: Nina Clements (7.7956, nina_clements@cuc.claremont.edu)

Physical Education: Rains Center, Pomona (1.8016)

Pre-Health: Jill Jones, Keck Science Department (7.8275, jjones@kecksci.claremont.edu)

Queer Resource Center: Al Forbes, Interim Director (7.1817, QRCClaremont@gmail.com)

Registrar's Office: Eva Peters (7.2650, registrar@pitzer.edu)

Keck Science Department: Marion Preest, Interim Dean (7.8014 or 1.8298, mpreest@jsd.claremont.edu)
Science, Technology, & Society: Andre Wakefield (7.3068, andre_wakefield@pitzer.edu)

Study Abroad: Michael Ballagh (1.8104, studyabroad@pitzer.edu)

Writing Center: Andrea Scott (7.4321, andrea_scott@pitzer.edu or Writing@Pitzer.edu)