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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 a faculty adviser. Your faculty 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: 1) If you signed up for one of the global-local first-year seminars (FYS), your adviser is your FYS professor. 2) If you signed up for a non-global-local FYS, you were linked to a faculty adviser based on the major interest(s) you indicated on the general application way back when you applied for college. It’s possible that your interests have changed, but no worries! Because Pitzer is so small, our faculty advise students broadly and not only in their particular areas of expertise. That’s the beauty of a liberal arts education!

For transfer students: You were linked to a faculty adviser based on the major interest(s) you indicated on your college application. It’s possible that your interests have changed, but no worries! Because Pitzer is so small, our faculty advise students broadly and not only in their particular areas of expertise. That’s the beauty of a liberal arts education!

For New Resources students (adult learners who are at least 25 years old): Incoming New Resources students will be advised by Professor Susan Phillips. 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 Phillips 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.

Changing advisers: Students are free to change advisers at any point, although this typically happens when declaring the 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 she/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.

** IMPORTANT** Be sure to indicate on the form that you wish to “drop” your assigned adviser. If you want to add a second adviser AND keep your current adviser, that’s doable as well. For example, New Resources students may wish to keep Professor Phillips after adding a major adviser. 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, 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, he or she 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 faculty 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 also 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 have 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 Add/Drop form to class from the Registrar’s Office). You may also e-mail the instructor 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 take primarily 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 these prerequisites in hand.

- 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 can be 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

If you intend to take a language course 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.


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

**Mathematics:** Math is used in numerous disciplines from economics to physics. If you have any interest in taking a math course or other disciplines in which math is used, you should take the math placement exam. Please email math@pitzer.edu to contact Professors Judy Grabiner (Fletcher 224, ext. 7-3160, jgrabiner@pitzer.edu), Jim Hoste (Bernard 205, ext. 7-3258, jim_hoste@pitzer.edu) or David Bachman (Avery 220, ext. 7-7961, david_bachman@pitzer.edu) for more information.

**The Math Info Session & Placement Exam is on Friday, 08.29, 10:30am-noon, Broad Center Performance Space, 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.
General Responsibilities of Advisees

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 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. Please be aware that a $25 fee is charged for submitting a 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 10 and 11, 2014 and April 13 and 14, 2015 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 mandated to send low grade notices. It is the student's responsibility to keep updated about 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, 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 he/she prefers.
Visit Career Services on the first floor in Scott Hall for assistance finding schools, scholarships, and related resources. The Office of Fellowships 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

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 it is 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?

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. One course in quantitative reasoning is required. 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 (e.g., pre-calculus).

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 or science, which math course should I take? Should I get started now?*

As a math or science 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).

B. PLACEMENT

4. *Who should take the math placement test?*

**A Mathematics Information Session and Placement Exam is scheduled for Friday, August 29, 10:30am-noon, Broad Center Performance Space, Pitzer College.**

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.

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

We'll do our best to get the math placement results to all Pitzer advisers and have them posted on individual students’ portal accounts by the end of placement-test day.

6. *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 trigonometry 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 review the material seriously, investing lots of time and energy.

7. *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.

C. COURSES and PROGRAMS

8. *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 most of the social sciences, which require statistics. For specific requirements, consult the Course Catalog and be sure to talk to an adviser in that field.

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

You will need to take calculus and statistics. If you think you might want to go to graduate school in Economics, you should double major in mathematics and Economics, minor in math, or major in mathematical economics. You should take the math placement exam. If you're not ready for calculus now, you'll want to take pre-calculus (Math 25).
11. Will my placement scores let me take precalculus 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 us for specific advice.

12. Do the Claremont Colleges have any courses in computing? If so, do they meet the formal reasoning requirement?

Yes, to both questions. There are always appropriate courses at Pomona, CMC, Keck Science, and/or Harvey Mudd.

D. OTHER

13. 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. Come see us!

14. 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. The Registrar has copies. Also, so do the members of the mathematics faculty. We'd be happy to give you a copy if you need one.

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 Grabiner is in Fletcher 224, ext. 73160.
Professor Hoste is in Bernard 205, ext. 73258.
Professor Bachman is in Avery 220, ext. 77961.
Answers to Frequently Asked Questions about Study Abroad

The vast majority of Pitzer students opt to 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. Start discussing study abroad in the first year with your adviser.

Some commonly asked questions:

When do students usually study abroad? The vast majority of Pitzer students choose to study abroad in their junior year. In some cases, particularly if a student wishes to study abroad more than once, s/he might study abroad in the second semester of their sophomore year.

Can a student study abroad more than once? Yes, with adviser and study abroad office 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).

b) Exchange programs, most commonly in collaboration with universities abroad. In most cases (language abilities determine course choices) students enroll directly in courses offered at the host institution. Usually, students live in university accommodations.

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 program does not meet his/her academic needs and demonstrate that the proposed program has sufficient academic rigor.

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 Chinese or 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.

*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 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 offers two direct-run summer programs in Costa Rica and Japan. 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 advisor 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 advisor, students are required to attend a study abroad information session and also meet individually with a study abroad advisor. 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).

For information not listed on our website at www.pitzer.edu/studyabroad contact the Office of Study Abroad and International Programs by emailing studyabroad@pitzer.edu, by calling 909.621.8104 or by visiting our offices in West Hall, Suite Q100.
Answers to Frequently Asked Questions about Science Courses


Success in the Sciences
Friday August 29, 2-3 pm
Benson Auditorium
Join Katie Purvis-Roberts, 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.

Chemistry 29 Placement Test
Friday, August 29, 1-2 pm
Room 125, Keck Science Center
Presented by Professor Aaron Leconte. Students with a strong chemistry background (Chemistry AP score of 4 or 5 or equivalent) may place into the one-semester accelerated chemistry course based on this exam.
1. **Is a science course required for graduation?**
   Yes, all Pitzer students must complete at least one semester course in the natural sciences (or Psych 101, Brain and Behavior) 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 or Psyc 101. The Keck Science Department courses numbered in the 60s and 70s are designed especially for non-majors and include the equivalent of ½ semester of lab each.

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.]

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 (usually during the first semester of the first year) often 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)
   - Any elective (preferably one that doesn't take up that much time because both the chemistry and biology courses have 4 hour labs each week)
Other students majoring in science or pre-health should take the following courses in their first semester:

- First Year Seminar
- BIO43 or 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 Professor Emily Wiley, convener of Biology, (ewiley@kecksci.claremont.edu) if they would like to request an exemption. Pre-Health students should not skip any science or math courses.
- Students can take a test to get into CHEM29 (Advanced Introductory Chemistry). If they get in, they only need to take this one semester of chemistry (in the fall) and will have one less chemistry course to take. This frees up a course for the student to take an elective in the spring. Pre-health students will then take organic chemistry and biochemistry (if required for their health career schools).
- 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 do 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 Chemistry with Lab
• 2 semesters Physics with Lab
• 2 semesters Organic Chemistry w/ Lab
• 2 semesters English (sometimes a composition/writing intensive course is required)
• One course in Biochemistry
• One course in Genetics
• One course in Calculus (Calc 1 or higher)
• One course in Statistics
• One course in Psychology (MCAT preparation)
• One course in Sociology (MCAT preparation)

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

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 if I don’t want to be a doctor?
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, teaching, and business. Talk with any of the science faculty about your interests. Besides, science is just plain fun (if it’s done right).
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.) General information on appropriate first-year science courses is also given below.

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

- Biology—Professor Emily Wiley (ewiley@kecksci.claremont.edu)
- Chemistry—Professor Nancy Williams (nwilliams@kecksci.claremont.edu)
- Physics—Professor Scot Gould (sgould@kecksci.claremont.edu)
- Biochemistry—Professor Mary Hatcher-Skeers (mhatcher@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 Lauren Chan (Fall) (lchan@kecksci.claremont.edu); Professor Emil Morhardt (Spring) (emorhardt@kecksci.claremont.edu)
- Human Biology—Professor John Milton (jmliton@kecksci.claremont.edu)
- Management-Engineering—Professor James Higdon (jhigdon@kecksci.claremont.edu)
• Molecular Biology—Professor Emily Wiley (ewiley@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 and 15L), “Organic Chemistry” (116L and 117L), “Introductory Biology” (43L and 44L), and “General Physics” (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 29th at 2:00pm, at Benson Auditorium, Pitzer.

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 44, followed by Biology 43 in the fall semester of sophomore year (i.e., note that Biology 43 is not a prerequisite for Biology 44).

• **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 received a 4 or 5 on the AP Chemistry exam and who pass a placement test may be admitted to “Accelerated General Chemistry” (Chemistry 29L), which is taught in the fall semester. The placement test will be administered on Friday, August 29th, from 1:00-2:00pm in Room 125 of the Keck Science Center. Students should contact Professor Aaron Leconte (aleconte@kecksci.claremont.edu) immediately for further information.

• 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 Higdon (jhgdon@kecksci.claremont.edu); all other inquiries may be directed to Professor Scot Gould (sgould@kecksci.claremont.edu).
Are You Interested in a Pre-Health Career?
Attend the Following Info Sessions!

**Group Pre-Health Advising:** Attend a session during the first week of classes. These sessions will be offered multiple times to accommodate individual schedules.

They are reserved EXCLUSIVELY for freshman and transfer students ONLY.

First-Year Students: **TAKE THE MATH PLACEMENT EXAM DURING ORIENTATION.**

**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 not a 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
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
Students who wish to register for Economics classes at CMC need to secure written permission directly from the instructor in order to register for the class. There is no cross-registration for Econ 50 at CMC.

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.

Science/Pre-Health
Pitzer students are highly encouraged to attend “Success in the Sciences” on Friday August 29th from 2-3 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.
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 their college of residence for the first semester.** Exceptions may be made in fields of study not available at their own college or if equivalent courses at their own college are full or not offered that semester. During the second semester, first-year students normally may register for one course outside their college of residence.

2. Sophomores normally may register for no more than one course per semester outside the College of residence.

3. Juniors or seniors normally may register for no more than one-half of their total program in any one semester outside the College of residence.

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 courses each semester, and 3-5 is the permissible range during any given semester. A tuition surcharge will be made for each course 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 L. Jones, the Pre-
Health Professions Advisor at Keck Science.

INDEPENDENT STUDIES
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. Fall and spring independent study forms (available at: [http://www.pitzer.edu/offices/registration/forms/pdf/Independent_Study_Form-Guide.pdf](http://www.pitzer.edu/offices/registration/forms/pdf/Independent_Study_Form-Guide.pdf)) must be submitted to the Office of the Registrar no later than one week before the last date to add full or half courses. Summer independent studies must be submitted no later than the deadline specified in the Academic Calendar. 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 meeting with the Faculty Director), and mean of evaluation.
- An independent study normally carries one course or half-course credit. A quarter-course independent study may be approved by the Curriculum Committee, but only once per student.
- 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.
Career Services

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

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

Mission
The mission of Career Services is to provide students with life-long skills. We do this through services, programs and resources to educate students about how to explore career options, create effective resumes, conduct job searches, research employers, identify internships opportunities, develop interviewing techniques, and apply to graduate/professional school.

Services, programs, and resources
Alumni Career Connections—Pitzer has a searchable online database that will allow students to access the names of alumni who are willing to serve as “Career Advisors.” These are graduates who have agreed to be contacted for career-related networking purposes.
Claremont College on-campus recruiting program - students can interview on each of the Claremont campuses with employers representing various career fields.
Career counseling
Claremont College Career Fairs (including Nonprofit Fair at Pitzer)
Four Year Plan
Graduate & Professional School Resources—books addressing the admissions process, standardized test booklets (GRE/GMAT/CBEST/LSAT), test preparation & financial aid information.
Internship listings (summer and academic year)
Job listings (full-time, part-time, on-campus, and summer)
Job search Assistance
Interviewing advice
Videotaped Mock interviews
Resource library—houses an extensive collection of career and occupational resource books and directories.
Resume writing assistance
Workshops and seminars—addressing all aspects of the career planning process and graduate/professional school.
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://www.pitzer.edu/academics/fellowships/undergraduate_fellowships.asp to learn more about fellowship opportunities.

Students are encouraged to investigate options early in their academic careers and may learn a foreign language, live abroad and complete an independent study project for credit as an undergraduate. Candidates select from a range of national and international undergraduate and post-baccalaureate opportunities. Knowledgeable advisers at Pitzer College assist candidates through the selection and application process for scholarships, grants and fellowships.

**Fellowship and Scholarship Opportunities:**
Undergraduate scholarships including Kemper Scholarship, McNair Scholarship, Udall Scholarships and Benjamin Gilman Scholarship
International Graduate Fellowships including Watson Fellowship, Fulbright Fellowship, and Rotary Fellowship
National Graduate Fellowships including Truman Fellowship and Coro Fellowship

**For Undergraduate and Post-Baccalaureate Fellowships, contact:**
Sandy Hamilton
Director, Office of Graduate Fellowships
Sandy_Hamilton@pitzer.edu
Fletcher 212, x79108
Resources at Pitzer and at the 5Cs

**Resources @ Pitzer**

**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:** All 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.

**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.

**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, 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/.

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.
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>
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<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><a href="mailto:artsmanagement@cgu.edu">artsmanagement@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>
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<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="mailto:drucker@cgu.edu">drucker@cgu.edu</a></td>
<td>contact CGU directly</td>
</tr>
<tr>
<td>Field</td>
<td>Contact Information</td>
<td>Additional Information</td>
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<tr>
<td>Mathematics</td>
<td><a href="http://www.cgu.edu/pages/1121.asp">http://www.cgu.edu/pages/1121.asp</a></td>
<td>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/9506.asp">http://www.cgu.edu/pages/9506.asp</a></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>) Contact a media studies faculty member</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>
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<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> or <a href="mailto:darleen.peterson@cgu.edu">darleen.peterson@cgu.edu</a></td>
<td>Contact CGU directly</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. We 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. Natalie Tagge 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](http://libraries.claremont.edu), the main Reference phone
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-l@cuc.claremont.edu/ext. 7-3669.
Useful Emails and Phone Numbers

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

Africana Studies, Academic Programs: Hal Fairchild (7.3056, hal_fairchild@pitzer.edu), Laura Harris (7.3633, laura_harris@pitzer.edu)

Asian American Studies: Linus Yamane (7.3769, linus_yamae@pitzer.edu), Kathy Yep (7.2645, kathleen_yep@pitzer.edu)


Office of Black Student Affairs: Kim Gadlin (7.3639, OBSA-I @cuc.claremont.edu)

Career Services: Matt Donato (1.8519, careerservices@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, Director (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):
Dean of Faculty, Muriel Poston (1.8217, muriel_poston@pitzer.edu)
Assistant to Dean, Shannan Boss (1.8217, shannan_boss@pitzer.edu)
Associate Dean of Faculty, Katie Purvis-Roberts (1.8736, kpurvis@jsd.claremont.edu)
Director of Advising, Linus Yamane (7.3769, linus_yamane@pitzer.edu)

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

Education/Teaching Credentials: Mita Banerjee (7.2648, mita_banerjee@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: (73065) or help@pitzer.edu

Institute for Global/Local Action and Study (IGLAS): Nigel Boyle (7.3770, nigel_boyle@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): Kathy Yep (7.9508, kathleen_yep@pitzer.edu) and Madeline Gosiacio (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)

Pitzer College “Embedded” Librarian: Natalie Tagge (7.7168, natalie_tagge@cuc.claremont.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

Physical Education: Rains Center, Pomona (1.8016)

Pre-Health Advising: Jill Jones, Keck Science Department (7.8275)

Queer Resource Center: Adriana di Bartolo (7.1269), Ebony Williams (7.1817)

Registrar's Office: 7.2650, registrar@pitzer.edu

Keck Science Department: Marion Preest, Acting Dean (7.8014 or 1.8298, mpreest@jsd.claremont.edu)

Science, Technology, & Society: Judy Grabiner (7.3160, judy_grabiner@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)