PITZER COLLEGE

Condensed Advising Handbook For Faculty
- with a focus on the needs of first-year students -

academic year 2019-2020
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THE CENTRAL ROLE OF FACULTY AS ADVISORS AND MENTORS

An important part of any liberal arts program, academic advising and student mentoring are absolutely crucial to the Pitzer educational experience. At Pitzer, we ask students to plan and define a course of study that addresses a number of broadly-defined objectives, but we also give them considerable room for intellectual exploration. In fact, the only Pitzer course that is specifically required is the first-year seminar (and this requirement does not apply to transfer or New Resources students).

Good advising may be the single most underestimated characteristic of a successful college experience.


To take full advantage of the open-ended and flexible nature of a Pitzer education, students work in close consultation with a faculty advisor. An advisor’s basic responsibilities include being available, creating an open and accepting climate, listening effectively, asking tough questions, and keeping on top of guidelines and policies. Beyond these fundamentals, good advisors also understand the issues and milestones associated with different stages of a student’s academic development. They help students create and track an academic plan that incorporates a variety of curricular, co-curricular, and extracurricular opportunities that will reflect students’ needs, interests, and goals. Last but not least, faculty advisors model and promote the development of key skills, such as inter-personal communication, decision-making, planning, and follow-up—skills that will help students succeed at Pitzer and beyond.

Pitzer College expects all faculty members to be effective teachers and advisors, with teaching and advising as the most important criteria for promotion and tenure. Few graduate programs train future college teachers in advising, and the best advising strategies are not always self-evident. New faculty need to devote considerable time and energy to the different dimensions of advising in their first years at the college, while more experienced faculty members should look for ways to improve their advising relationships with students.
KEY THINGS TO CONSIDER AS YOU BEGIN MENTORING NEW STUDENTS

Advising [goes beyond] course scheduling and course selection.

Advising is about helping students make the most of their choices...

The advisor’s role is to help students articulate their curricular, co-curricular, and career goals, and then assist them in creating a campus experience that will facilitate reaching those goals.

-- Tom Grites, past president of the National Academic Advising Association (NACADA), 2012

❖ A faculty advisor/mentor helps students make good decisions. To make good decisions, students need good information. When they need good information, they should call on you--their advisor. Tell them that when you don’t know the answers, you will find someone who does and connect the student with that resource. Feel free to call on the full range of resources available to you: the Course Catalog (If you consult the catalog as the first step in your information search, this will encourage students to do so as well!!); the Offices of the Registrar, the Dean of Faculty, and Student Affairs; faculty colleagues; and the resources listed at the end of this handbook.

❖ Remember that new students are typically intimidated both by the situation and by you. Find ways to put them at ease. Show them that you are someone with interests and concerns that go beyond your professional duties. Ask them about themselves, their home town, their families, and their academic and non-academic interests.

❖ Set up a schedule of meetings over the course of the semester that indicates your availability and establishes obligations on their part to meet with you regularly. Consider meetings with one or more advisees in settings apart from your office or classroom. Meet for lunch or dinner, arrange for pizza in a residence hall living room or study room, or go on a hike around the Claremont Wilderness Trail.

❖ Communication is essential. BE SURE TO POST YOUR OFFICE HOURS ON YOUR DOOR. Exchange e-mail addresses with your advisees and set up a distribution list. The office of Information Technology can help if you need assistance with this. It is an easy and informal way to communicate with students and to remind them about deadlines and important events. You can also get their cell phone numbers and an e-mail address (like gmail) that they check more often than perhaps their Pitzer e-mail address.
SOME TIPS FOR GOOD ADVISING

1. It’s not about you. Avoid using the first person singular. Instead, draw students out by asking them to articulate their thoughts, ideas, and points of view.

2. Know their names. There is nothing sweeter than the sound of our own names, so learn the names of your advisees and use them. Doing so will create a warm, open atmosphere conducive to productive conversations.

3. Be respectful of your advisees. Remember to be careful with information they disclose and follow the legal guidelines which are meant to encourage student independence. Be aware of FERPA and ask questions regarding confidentiality.

4. Listen to verbal and nonverbal cues. What students say is sometimes not what they really mean. Be alert to the non-verbal cues that body language often reveal.

5. Ask “why?” Engaging students in advising conversations is not always easy, but if you remember to ask “why,” you will challenge them to be reflective even in short conversations.

6. Use open-ended questions. Use who, what, when, and where questions rather than those that can be answered with a simple “Yes” or “No.” Encourage students to explain their thought processes.

7. Be available. Establish clear ways advisees can contact you. Schedule your office hours at times when students are most likely to be available and be there during those times. Let them know any other ways you can be contacted.

8. Learn about Pitzer’s basic policies, procedures, requirements, rules, and regulations. There is no way around it! This information forms the foundation upon which advising relationships are built. Read the Pitzer College catalog.

9. Learn about Pitzer resources. The staff in the DOF office, OSA, Career Services, Monsour Counseling, Registrar’s Office, CAPAS are your allies. Get to know our staff. These folks are your lifelines in helping to figure out degree requirements, translate policies and procedures, and helping you contact the appropriate Claremont offices and services that are resources for students.

10. Never guess. If you don’t know the answer to a student’s questions, admit it and make a point of finding the right answers or referring students to the appropriate office. Do not perpetuate a “runaround” reputation. Keep the list of useful contact people, phone numbers and email addresses at the end of this handbook handy.

11. Set limits. While it is important to be available, you do not have to be available all the time. There are advisees who seem constantly to be at your office door to complain, seek sympathy, or find a familiar comfort. For these frequent visitors, set limits.

12. Embrace technology. If you have a large advising load and need to communicate information relevant to all students, consider using alternative strategies and technologies familiar to students.
PREPARING FOR YOUR INITIAL ADVISING MEETINGS WITH NEW STUDENTS

- Before you meet with students, review the resources available to you carefully:
  - the advising portal and course schedule (https://mycampus2.pitzer.edu/ics/),
  - the College Catalog and, especially Pitzer’s educational objectives and academic regulations (http://www.pitzer.edu/academics/curriculum/pdf/Course_Catalog.pdf),
  - this handbook (see the Faculty A-Z, www.pitzer.edu/offices/dean_of_faculty/az/index.asp),
  - the Faculty Handbook (accessed via Sakai)

If you haven’t yet played around with the portal, be sure to log in and familiarize yourself with the various options, the kinds of information commonly included in an advisee’s record, and how to clear and unclear students for registration.

** Be familiar with where to locate information and whom to call for assistance. **
Contact the DOF (1.8218 or dofcare@pitzer.edu) with any questions.

- Before you meet with your new advisees, PLEASE review their college application essays and high school transcripts.
  These files are available electronically on the advising portal. Looking over these files will help you become familiar with your advisees’ backgrounds, interests, and any special needs. Take notes about each to help personalize your initial meetings. Any accommodations for documented disabilities and related conditions will no longer be listed on the student’s portal record. You will be provided with this information from the advisee or OSA.

  Contact Director of Academic Support Services Gabriella Tempestoso (7.3553, gabriella_tempestoso@pitzer.edu) for questions about accommodations and advising students with disabilities.

- During New Student Orientation, you’ll meet with your new advisees TWICE. The first meeting is a group advising session in which you cover general information and advice that your students as a whole need to know. You will also spend about forty minutes with each of your advisees during individual advising meetings to go over their courses in the fall and begin thinking about their goals for the year. More on the group and individual advising sessions follows below.

- Advising during orientation is just the beginning of the advising relationship. You’ll also meet with your advisees one-on-one for pre-registration advising in the fall and spring (check the academic calendar for exact dates). Check in with your advisees about a month into the semester and periodically throughout the year. Keep detailed notes of those meetings, including the courses you approved, the topics and concerns that you discussed, and any plans or goals that require follow-up. Reviewing these notes will help you prepare for subsequent meetings and keep you and the student on the same page.
THE GROUP ADVISING SESSION (Part of New Student Orientation)
Thursday, August 29, 4:00-5:00pm.

When students first arrive on campus, they are often anxious and uneasy. For many of them, this is their first experience away from family and friends and from the routines of high school. Welcome them to Pitzer and make them feel at home. This is the main purpose of your group meeting with new students during the group advising meeting on Thursday afternoon, August 29, from 4:00pm-5:00pm.

You should also recognize that many first-year students do not know what to expect from the advising relationship. For example, some might equate the faculty advisor with their high school guidance counselor; others might be nervous about having to take on the responsibility of selecting their courses. An early discussion about expectations that you have of your advisees and what they can expect of you in return is an important first step.

Below are some ideas for your initial group meeting:

- You might begin by introducing yourself. Where are you from? How long have you been at Pitzer? What are your academic and non-academic interests? What did you do over the summer?

- Then, have the first-year students introduce themselves. They might give their names, home town, and high school. Ask them what books they read or movies they saw over the summer. What do they think of the events in the news? What did they do over the summer? Why did they choose to come to Pitzer? Your advisees will suddenly get to know many other first-year students.

- Let them know what an advisor is and what your role will be in their college career. It is important for them to know that we are not merely people who clear students for registration and sign various forms, but that at Pitzer, advisors serve as mentors who can provide support and act as resources for students’ intellectual, psycho-social, and professional development.

- Talk about the general objectives of a Pitzer education and the need to plan course selection to meet the educational objectives. You should review the educational objectives with students and help them identify some of the many options from which they can choose to fulfill them.

- Remind students of the importance of planning ahead and keeping their options open. They should try not to close too many doors behind them. For example:
• Approximately 70% of Pitzer students spend a semester or more abroad. If they are interested in going abroad, they might think about studying a foreign language during their first year. Some programs are becoming more competitive and require two years of college language study for acceptance. They should also attend a Study Abroad informational sessions during the fall semester if they want to study abroad during their sophomore year.

• Some majors are sequential: You need to take introductory macroeconomics before you take intermediate macroeconomics; you need to take Chem 14 before Chem 15 or Chem 116. For students interested in majoring in the sciences, the sequencing of courses can be critical. For students considering medical school or some professional graduate school, early sequencing of courses may have to begin in their freshman year.

• All students must meet the quantitative reasoning educational objective. Students can 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). Pitzer has several math offerings developed solely for non-math and non-science majors. These courses are very popular and are taught by some of Pitzer's best professors. Students frequently come out of these courses with newfound appreciation of math and more enriched educationally as a result.

❖ Encourage students to attend one or two classes in addition to those in which they are enrolled, just in case they want to drop one and add another. Students cannot know if a course is appropriate for them unless they attend a session, meet the professor, see the syllabus, and find out about the details of the course. Urge them to talk to other students and to other professors about courses. Have them wander through Huntley Bookstore to see which courses have interesting books assigned.

❖ Tell them when you will generally be available during the semester and make sure your office hours are posted clearly on your door. Many faculty members are getting their advisees' e-mail addresses, creating a group mailing list, and exchanging information and reminders this way.

❖ Make them aware of S-C and Pitzer resources, such as The Writing Center, The Queer Resource Center, and CAPAS.

❖ Explain the need to meet before pre-registration each semester to plan the student’s courses and make sure the student is on track for graduation. Explain that it is both the student’s and the advisor’s responsibility to keep track of courses and which requirements they fulfill.
Have sign-up sheets for individual appointments on Saturday morning/afternoon or Sunday morning in preparation for registration on Sunday. Students will likely need most of the day Friday to attend various academic sessions and placement exams and to peruse course offerings.

Schedule individual meetings with ample time to accomplish all that you set out to do. 30-40 minutes each is probably adequate. Be prepared to explain certain things about the portal and the online registration system that the students don’t remember from their computer and registration session. If the student has a late registration time on Sunday, you might meet with them on Sunday morning.

In preparation for the individual advising session, have students familiarize themselves with the Pitzer course catalog (on the Pitzer website), especially the sections on the Educational Objectives and Graduation Requirements, Academic Policies, and requirements for any majors that they might be considering. Tell them they should come to their individual advising session with a set of, at least, 10 courses in hand (those they really want to take, plus alternates). Encourage them to talk to other students, student mentors, and academics guides about possible courses.

Provide a sense of the alternatives that exist at Pitzer. Tell them to come prepared to select a variety of courses (from the course schedule), not just to focus in one area. Some advisors ask students to think about (a) one course they always wanted to take, (b) a course in an area they know nothing about, (c) an area they are afraid to study, and (d) a course that might be related to a future career. This list then provides a useful and interesting way of starting a discussion about the purpose of a college education and what their first semester might involve.

Make your expectations of your advisees clear, including how you’d like to be addressed, how students can best get in touch with you, and the importance of following up and following through. Feel free to share the “How to Make the Most of Your Pitzer Advising Experience” two-page handout (see next page) with your advisees.
One of the best things about a Pitzer education is the flexibility and power that you as a student have to pursue your intellectual and personal interests and discover new ones ... But with great power comes great responsibility... To successfully navigate your four years at Pitzer, you’ll be expected to work closely with a faculty advisor. Like all relationships, advising is a two-way street. Just as you have ideas about what makes a good advisor, your faculty advisor has some ideas about what makes a good advisee.

Here are 5 essential (and easy) tips:

1. Check your Pitzer email often and respond promptly to messages from your advisor
   Keep a close eye out for important emails about deadlines, setting up a meeting, and upcoming opportunities from your advisor (or set up filters to help you). Reply promptly so your advisor 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 possible courses and backups to go over with your advisor.

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 advisor for guidance when the need arises. A good advising relationship is an ongoing one, not limited to once-a-semester pre-registration advising. Your advisor wants to meet with you, not only to clear you for registration but also to help you when problems arise. By the same token, if you and your advisor agree on some course of action, follow through and keep your advisor in the loop. Remember, too, that sometimes people misunderstand each other or miscommunicate. If this happens between you and your advisor, 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 advisor for tips on how to be savvy and make the most of your Pitzer experience. If your advisor can’t help you directly, he or she will be able to point you in the right direction.
Course Scheduling Worksheet

Instructions
Use the space to the right and the table below to come up with your ideal list of courses/course schedule.

Please share this sheet with your advisor during your individual advising meeting.

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<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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List of Courses
First Choices
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__________________

Alternates
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__________________
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**Language Placement Examination Schedule**

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

Students should verify placement exam times and locations with their academic guides.

<table>
<thead>
<tr>
<th>Language</th>
<th>Day/Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>Friday, Aug 30</td>
<td>8:00 -10:00 am</td>
<td>Roberts North 102, CMC</td>
</tr>
<tr>
<td><strong>Chinese (Written)</strong></td>
<td>By Aug 29, 5pm</td>
<td>8:30 - 10:30 am</td>
<td>Mason Hall Room 5, PO</td>
</tr>
<tr>
<td><strong>Chinese (Oral)</strong></td>
<td>Friday, Aug 30</td>
<td>8:30-9:30am</td>
<td>Humanities Auditorium, SC</td>
</tr>
<tr>
<td><strong>French</strong></td>
<td>Friday, Aug 30</td>
<td>8:30-9:30am</td>
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<tr>
<td><strong>German</strong></td>
<td>Friday, Aug 30</td>
<td>8:30-10:30am</td>
<td>Balch 218, SC</td>
</tr>
<tr>
<td><strong>Italian</strong></td>
<td>Friday, Aug 30</td>
<td>8:00 - 10:00 am</td>
<td>Humanities 202, SC</td>
</tr>
<tr>
<td><strong>Japanese (Written)</strong></td>
<td>By Aug 30</td>
<td>8:30 - 10:30 am</td>
<td>Mason 15, 19 PO</td>
</tr>
<tr>
<td><strong>Japanese (Oral)</strong></td>
<td>Friday, Aug 30</td>
<td>8:30 - 10:30 am</td>
<td>Mason 15, 19 PO</td>
</tr>
<tr>
<td><strong>Korean</strong></td>
<td>Friday, Aug 30</td>
<td>9:00 - 11:00 am</td>
<td>Roberts North 103, CMC</td>
</tr>
<tr>
<td><strong>Portuguese</strong></td>
<td>Friday, Aug 30</td>
<td>9:00 - 11:00am</td>
<td>Broad Hall 207, PZ</td>
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<tr>
<td><strong>Russian</strong></td>
<td>By Aug 30</td>
<td>on Sakai</td>
<td>See details below</td>
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<tr>
<td><strong>Spanish</strong></td>
<td>Friday, Aug 30</td>
<td>8:30 - 10:30 am</td>
<td>Broad Performance Space, PZ</td>
</tr>
<tr>
<td><strong>English Language Exam</strong></td>
<td>Friday, Aug 30</td>
<td>9:00 - 11:00 am</td>
<td>Broad Hall 214, PZ</td>
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</tbody>
</table>

Note: Placement results of language exams will be posted on students’ portal accounts and emailed to faculty advisors. *The placement exams for Japanese, Chinese, French, Russian and Latin are on Sakai. They are available for all new students to access. The site will close at midnight August 29th. To sign into Sakai, go to [https://sakai.claremont.edu/portal/site/](https://sakai.claremont.edu/portal/site/) and use your PitPass login information to log-in to the site. Once on the Sakai site, there is a tab for these placement exams. For the German placement test, go to [http://webcape.org/?acct=pomona](http://webcape.org/?acct=pomona) with the password “sagehens1”.*
**INDIVIDUAL ADVISING SESSIONS** (Part of New Student Orientation)  
Saturday, August 31

Several important items should be planned for this first one-on-one meeting:

- Know students’ names when they step into your office. Review their information before their appointments. Familiarize yourself with their high school courses, academic strengths and weaknesses, and extracurricular activities.
- Remember that the first one-on-one meeting with your new advisees typically sets the tone for many of their earliest college experiences. See if everything has been going smoothly for them during the first few days. Address any concerns and assist them in finding the right person to answer any questions you cannot answer. Ask if anything has happened so far that really concerns them. Have they met their roommates? Do they need anything that they have been unable to find? Have they gotten to know their mentors?
- Find out about any wide-ranging intellectual interests your advisees may have. Encourage them to explore new areas of inquiry, to consider study abroad options, internship opportunities, Pitzer governance experiences, and community service options.
- Explain how the registration process works and the need to meet before registration each semester to plan the student’s courses. Make sure the student is on track for graduation. Have a copy of the major declaration form on hand as a visual aid to help break down the educational and major requirements. Show where students can find commonly used forms, such as add/drop, non-credit social responsibility, independent study, etc. Paper copies are located in the Office of the Registrar in Fletcher Hall and online at: [www.pitzer.edu/offices/registration/forms.asp](http://www.pitzer.edu/offices/registration/forms.asp).
- Talk about the objectives of a Pitzer education and the need to plan course selection to meet the educational objectives. You should review the educational objectives with the students and help them identify some of the many options they can choose to fulfill them.
- Help them choose courses for the first semester that both permit them to explore their current interests and push them in new directions. Stress the importance of good writing skills and help them identify courses that have them writing regularly. Listen and respond to their needs and interests, but don’t be afraid to make suggestions. Planning a course of study should be an interactive and negotiated process; neither party should simply sign off.
- All advising notes can now be typed directly into each of your advisees’ portal record. As noted above, be sure to keep detailed notes of all advising meetings, including the courses you approved, the topics and concerns that you discussed, and any plans or goals that require follow-up. Each student’s portal record includes a text box for advisors to add these kinds of notes directly to an individual advisee record.

**Be aware that any and all notes that you add to the portal become part of the student’s educational record.** Under FERPA, federal rules guiding students’ educational rights and privacy, students have a right to request access to this information. **Please use discretion in determining what kinds of information/points to include in your notes.** If in doubt about what notes to include - or not include, please contact: Eva Peters, the Pitzer Registrar, at eva_peters@pitzer.edu and Gabriella Tempesto at gabriella_tempestoso@pitzer.edu.
Major Declaration Guidelines
For students entering Fall 2016 and after

Forms will not be accepted unless all sections are complete and accompanied by the appropriate attachments. (Please press firmly, using blue or black ink, or type.)

- To declare your major, you must complete and submit the Major Declaration Form to the Registrar’s Office.
- This form will serve as your plan for completion of your graduation and major requirements. If you wish to change your major, consult with your advisor(s) and resubmit another form.
- Please complete this form in consultation with your major advisor(s).
- For further assistance in completing this form you may consult your Pitzer College Course Catalogue under “Guidelines for Graduation” located near the front of the catalogue.
- A copy of your unofficial transcript will also be helpful in completing this form.
- It is important that you and your advisor(s) check to make sure the courses you choose are approved to meet the educational objectives. Please refer to the Pitzer Catalogue for a list of approved courses and guidelines for each educational objective.
- Courses that meet your major and graduation requirements must be full-credit courses, unless otherwise specified.

Section A: INTERCULTURAL UNDERSTANDING

Students, working closely with their advisers, will select a set of courses and/or programs to demonstrate intercultural understanding from a global or international perspective and from a domestic (US) or local perspective.

One full-credit Intercultural Understanding: Global course. Students will meet this objective by either completing an approved study abroad program (a semester or, in extenuating circumstances, summer program) or taking a course that discusses or addresses a culture (or cultures) outside of the U.S. (including historical cultures and civilizations).

One full-credit Intercultural Understanding: Local course. Students will meet this objective by either completing the Pitzer in Ontario Program or taking a course that addresses historically marginalized cultures in the U.S. including, but not limited to, current offerings in Ethnic Studies departments, and courses on queer theory.

Section B: SOCIAL JUSTICE / RESPONSIBILITY

One full-credit Social Justice Theory course. These courses will emphasize diverse theoretical frameworks, movements, and histories of social justice.

One full-credit Social Responsibility Praxis course. These courses will emphasize the manifestations of social responsibility through community engagement, theoretical analysis, and critical reflection, or “praxis.”

Section C: BREADTH OF KNOWLEDGE

Students may not count the same course toward meeting more than one breadth of knowledge area. Half-credit courses may not be used to fulfill any of the breadth of knowledge areas.

Two full-credit Humanities/Fine Arts courses. Fields that normally meet this objective: performing arts, fine arts, foreign language, literature, history, and philosophy.

Two full-credit Social/Behavioral Science courses. Fields that normally meet this objective: anthropology, economics, linguistics, political studies, psychology, and sociology.

One full-credit Natural Science course. Course options available to students include all courses offered through the Joint Science program as well as most other courses in chemistry, biology, physics, astronomy and geology taught at the other Claremont Colleges. In addition, Psychology 101 (Brain and Behavior), as currently taught with a significant emphasis in biology, is considered appropriate to this objective. Consult the Registrar’s Office before considering any course not named above.
One full-credit Quantitative Reasoning course. 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.

Section D: WRITTEN EXPRESSION
It is assumed that students meet this writing objective by successfully completing a full-credit First-Year Seminar course. These seminars have been designed as writing intensive courses and are required of all First-Year students. If students do not meet the writing objective through a First-Year Seminar course, they will be required to complete successfully an appropriate writing intensive course before they graduate. Transfer students who have not already taken a writing course will meet the writing objective by completing a full-credit writing intensive course.

Section E: MAJOR COURSES
These courses will be selected in consultation with your major adviser(s). You may also refer to the Pitzer Catalogue for the requirements of each major.

SIGNATURES
It is very important that you remember to sign your Major Declaration Form and obtain the signature(s) of your major adviser(s). Please keep in mind that advisers may only sign for their own field (e.g., a psychology faculty must sign for a psychology major). Combined and double majors must have a signature from a faculty in each discipline of their major. This form will not be accepted by the Registrar's Office without all the appropriate signatures.

DEADLINE
The Major Declaration Form must be completed and submitted to the Registrar’s Office by mid-term of the first semester of your junior year. Students going abroad must complete the Major Declaration Form before participation (see Study Abroad Office for deadlines). First semester juniors will not be allowed to register for the following semester until this form is submitted to the Registrar’s Office.

SPECIAL MAJORS
If you are proposing a special major, you must attach a proposal for your special major along with your Major Declaration Form. Both documents will be forwarded to the Curriculum Committee for their review, comment, and approval. You will be notified of the Curriculum Committee decision via Pitzer e-mail. The Pitzer College Catalogue contains more detailed Guidelines for Special Majors in the Academic Opportunities section.
MAJOR DECLARATION FORM
For students entering Fall 2016 and after

Name ___________________________ ID# ___________________________ Expected Grad Date __________
Contact Phone Number ___________________________ Contact E-mail ___________________________

Field of Major(s), list track if applicable
☐ Single  ☐ Combined (2 advisors needed)  ☐ Double

PLEASE LIST COURSE NUMBER AND TITLE. CHECK BOX NEXT TO COURSES ALREADY COMPLETED.

A) INTERCULTURAL UNDERSTANDING
   Local – Program or Course Number and Title:
       ___________________________ ☐
   Global – Program or Course Number and Title:
       ___________________________ ☐

B) SOCIAL RESPONSIBILITY / JUSTICE
   Justice Theory – Course Number and Title:
       ___________________________ ☐
   Responsibility Praxis – Course Number and Title:
       ___________________________ ☐

C) BREADTH OF KNOWLEDGE
   (Students may not count the same course toward meeting more than one breadth of knowledge area.)
   a) Humanities/Fine Arts
      1) ___________________________ ☐
      2) ___________________________ ☐
   b) Social/Behavioral Science
      1) ___________________________ ☐
      2) ___________________________ ☐
   c) Natural Science
      ___________________________ ☐
   d) Quantitative Reasoning
      ___________________________ ☐

D) WRITTEN EXPRESSION – Check One Line
   ____ First-Year Seminar – Course Number and Title:
       ___________________________ ☐
   ____ Writing Intensive Course - Course Number and Title:
       ___________________________ ☐

E) MAJOR COURSES – List Course Number & Title
   Course #    Course Title
   1) ___________________________ ☐
   2) ___________________________ ☐
   3) ___________________________ ☐
   4) ___________________________ ☐
   5) ___________________________ ☐
   6) ___________________________ ☐
   7) ___________________________ ☐
   8) ___________________________ ☐
   9) ___________________________ ☐
   10) ___________________________ ☐
   11) ___________________________ ☐
   12) ___________________________ ☐
   13) ___________________________ ☐
   14) ___________________________ ☐
   15) ___________________________ ☐

*ADVISORS: By signing this form you are confirming that you are a part of the appropriate field group and that you will act as the student’s major advisor.

*STUDENTS: If you are declaring a double or Claremont College major, you must have at least one Pitzer Advisor. Other advisors not within your field of major will be removed from your academic record.

Major Advisor 1 Signature ________________________ Print Name ___________________________ College ______ Date ______
Major Advisor 2 Signature ________________________ Print Name ___________________________ College ______ Date ______

Student’s Signature ___________________________ Date __________

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EDUCATIONAL OBJECTIVES: GUIDELINES FOR GRADUATION
(Consult the current Course Catalog for up-to-date details)

In order to graduate with a Bachelor of Arts degree, students are expected to fulfill the educational objectives of Pitzer College. Students design, in cooperation with their advisors, an individualized program of study that responds to the students’ own intellectual needs and interests while at the same time meeting the educational objectives in the following five ways:

1. Intercultural Understanding
   In order to meet the student learning outcomes (SLOs) for Intercultural Understanding and provide students with a well-rounded perspective on this educational objective, it is important that students demonstrate these SLOs regarding both global and local contexts. Students, working closely with their advisors, will select a set of courses and/or programs to demonstrate intercultural understanding from a global or international perspective and from a domestic (US) or local perspective.
   
   A. Demonstration of an understanding of the intercultural from a global or international perspective
      Students will meet this objective by either:
      1. Completing an approved study abroad program (a semester or, in extenuating circumstances, a summer program)
      2. Taking a course that discusses or addresses a culture (or cultures) outside of the U.S. (including historical cultures and civilizations).
   
   B. Demonstration of an understanding of the intercultural from a domestic (US) or local perspective
      Students will meet this objective by either:
      1. Completing the Pitzer in Ontario Program
      2. Taking a course that addresses historically marginalized cultures in the U.S. including, but not limited to, current offerings in Ethnic Studies departments, Gender & Feminist Studies, American Studies, and courses on queer theory.

2. Ethical Implications of Knowledge and Action
   Students satisfy this objective by completing two courses: one in Social Justice Theory and one in Social Responsibility Praxis.
   
   A. Social Justice Theory (SJT)
      The social justice theory course will emphasize diverse theoretical frameworks, movements and histories of social justice.
   
   B. Social Responsibility Praxis (SRX)
      The social responsibility praxis course emphasizes the manifestation of social responsibility through community engagement, theoretical analysis, and critical reflection, or “praxis.”

3. Breadth of Knowledge
   Students cannot count the same course towards meeting more than one breadth of knowledge area. Half-credit courses may not be used to fulfill any of the breadth of knowledge areas.

   a. Two courses in humanities and fine arts. Normally, courses in the performing arts, fine arts, foreign language, literature, history, and philosophy meet this objective. Such courses are offered by disciplinary and interdisciplinary field groups including Art; Asian Studies; Asian-American Studies; Black Studies; Chicano Studies; Classics; English and World Literature; Environmental Analysis; Media Studies; History; History of Ideas; Modern Languages, Literatures and Cultures; Music; Philosophy; Theatre; Dance; and
Gender & Feminist Studies. In cases of uncertainty about the suitability of courses meeting this objective, the advisors will consult with the instructor of the course. A course which meets both the humanities/fine arts objective and the social/behavioral science objective can only be counted toward meeting one of these objectives.

b. Two courses in the social and behavioral sciences. Normally, courses in anthropology, economics, linguistics, political studies, psychology, and sociology will meet this objective, as well as courses taught from a social science perspective in interdisciplinary programs such as Asian Studies; Asian-American Studies; Black Studies; Chicano Studies; Environmental Analysis; Organizational Studies; Science, Technology and Society (STS); and Gender & Feminist Studies. In cases of uncertainty, the advisors will consult with the instructor of the course. A course which meets both the humanities and fine arts objective and the social and behavioral science objective can be counted toward meeting only one of these objectives.

c. One course in the natural sciences, with or without a laboratory component. Course options available to students include all courses offered through the W.M. Keck Science Department, including science courses designed especially for non-science majors as well as most courses in chemistry, biology, physics, astronomy and geology taught at the other Claremont Colleges. In addition, Psychology 101 (Brain and Behavior), as currently taught with a significant emphasis in biology, is considered appropriate to this objective.

Should students seek to fulfill this objective by completing courses not identified above or through a program of independent study, their advisors must get approval from the faculty member directing the independent study or teaching the course and from a faculty member in Keck Science in the apposite discipline.

d. 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 (e.g., pre-calculus).

Should students seek to fulfill this objective by completing courses not identified above or through a program of independent study, their advisors must get approval from the faculty member teaching the course or directing the independent study and from a faculty member in the Mathematics field group. Students may not count the same course toward meeting both this and the natural sciences objective.

4. Written Expression
In order to be eligible for graduation, students are expected to demonstrate the ability to write competently. It is assumed that students meet this Pitzer writing objective by successfully completing a First-Year Seminar course. These seminars have been designed as writing intensive courses and are required of all first-year students. Transfer and New Resources students who have not already taken a writing course will meet the writing objective by completing a writing intensive course.

Near the end of a First-Year Seminar course, the instructor will provide an assessment of the students’ competence in writing. The evaluation, which will be sent to the students’ advisors, will state whether they have met the writing objective. If they do not meet the writing objective through a First-Year
Seminar, they will be required to successfully complete an appropriate writing intensive course (i.e., an academic writing course or some other course designated as writing intensive) before they graduate.

**Writing Intensive Courses**

Instructors may designate a course Writing Intensive if: (1) at least 25 pages of written work are included among class assignments, (2) they comment extensively on the writing quality of at least 10 of those pages and (3) they allow students the opportunity to re-write those pages in light of instructors’ remarks (the remaining 15 pages may be journal entries, essay exams, or non-graded exercises, such as in-class free-writing).

**5. Completion of a Major (Understanding in Depth)**

Students should develop a deep understanding of at least one academic discipline, and thereby sharpen their ability for critical analysis. To aid in meeting these objectives, students will, by the time of graduation, complete the requirements of a major, which are listed by field in the catalog, in addition to the approved advisors for the major.

**Procedures for Satisfying the Major/Educational Objectives**

The College acknowledges the wide diversity of student interests, abilities, needs and styles. We expect that each student, together with a faculty advisor, will create a coherent program of study in accordance with the College’s Educational Objectives.

By the second semester of the sophomore year, students should choose a major advisor and begin discussions regarding the major. Major advisors must be full-time faculty and have an appointment in the field. Students should complete the Major/Educational Objectives form and submit it to the Registrar’s Office at the end of their sophomore year or beginning of their junior year. If they intend to study abroad during the fall semester of their junior year, they must declare their major before they depart. Students who have not submitted a major declaration by mid-term of the first semester of their junior year will not be permitted to register for the subsequent semester. Students should begin discussion of these Educational Objectives in their first year at Pitzer as they plan their course schedules.

Copies of the completed Major/Educational Objectives form will be kept by the Registrar’s Office, the students and the advisors. The list of courses or work may be revised upon discussion and with the agreement of the advisors at any time. It is hoped that the formulation and later revisions of the statement will provide contexts for mutual, creative interaction between students and advisors in shaping a program that meets the Educational Objectives of the College and the objectives of the individual student.

Students and advisors will review the major declaration form at the beginning of the first semester of the senior year to assure that students have satisfied and/or are making satisfactory progress toward completion of the guidelines stated above.

At the beginning of the students’ final semester, the advisors will verify with the Registrar that the students will have met all the guidelines by the end of the semester (when the academic program is completed as proposed). Students will have to satisfy each of the guidelines in order to graduate. In the case of disputes between students and advisors, appeals can be made to the Academic Standards Committee.
MENTORING AND ADVISING THROUGHOUT THE SEMESTER

Faculty advising does not end with first-year orientation. Good advising depends on regular contact throughout the year. Make sure you reach out to your advisees during low-grade notices, midterms, pre-registration advising, and final exam periods. Other suggestions for year-long advising include:

- Have your advisees drop in during the first two weeks to let you know how they are doing, even if only to say everything is fine.

- Every time the students drop by the office, keep notes on the encounter. Jot down their concerns, the courses they are taking or dropping, and how they are meeting their educational objectives. These notes can be entered directly into the text box on a student’s portal account and are helpful to their future major advisors. Be aware that all notes become part of the student’s educational record, which a student can request to see under FERPA, federal rules guiding students’ educational rights and privacy.

- Send students a note or e-mail message in early October and again in March to remind them about dates to drop or add classes and to encourage them to drop by your office for a midterm talk.

- Send notes or email to your advisees throughout the year to wish them well on their exams, to see if all is going well, and to enjoy any up-coming holidays.

- Advising Days: November 4 and 5, 2019 and April 6 and 7, 2020 have been designated as advising days, and faculty are to make themselves 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 should be cancelled.

- The advisor’s role in student petitions for late adds, drops, and withdrawals: Students will need to petition to the Academic Standards Committee when they miss certain college deadlines. All deadlines are listed on the academic calendar (http://www.pitzer.edu/offices/registration/calendar/index.asp). The advisor will need to sign off on any late changes to the student’s course schedule. The Academic Standards Committee requests that the advisors assist them by making comments to support their approval or disapproval of the petition. The petition form is located at: www.pitzer.edu/offices/registration/forms.asp.

- Advisee low-grade notices: If a student is having attendance issues, has done poorly on an exam, is missing assignments, or is otherwise doing poorly in the class, faculty are encouraged to submit a low grade notice through the portal. Both the student and advisor receive an email with the notice. It is important to submit low grade notices for any students who are struggling in your courses early enough so that students know where they stand prior to the drop deadline.

- After receiving a low-grade notice, the advisor should arrange to meet with the student to discuss strategies for improvement.
EXPECTATIONS OF & GOALS FOR A STRONG ADVISING RELATIONSHIP

Beyond the particular points in which advising is “activated” during the semester that are listed above, we hope faculty will embrace the following goals of the Pitzer advising model:

1. **Advising = an extension of the teaching and learning process**
   Good advising is not only information-based, but also reflective and philosophical. The faculty advisor can help the student comprehend issues of intellectual and personal growth as well as discover a wide variety of academic, co-curricular, and career-related opportunities beyond the student’s immediate experience. The advisor can encourage the student to raise new questions about his/her academic life, help him/her clarify intellectual and personal aspirations, and help him/her appreciate the relationships between liberal learning and life after Pitzer.

2. **Advisor = your students’ primary “go-to” resource for academic and curricular questions**
   Establish early on your credibility and reliability as a faculty advisor. Students need to know that you are an academic resource for them, that the advice and information you offer is accurate, and that you are familiar with and know how to direct them to other campus resources when there are questions you cannot answer or situations you cannot handle. While you do not have to know—and cannot be expected to know—everything, the college and students appreciate when you are able to put them in touch with the help they need in situations outside of your expertise. Taking a few minutes to serve as a liaison or referral to another office or resources will make a big difference to your advisee.

3. **One of an advisor’s main roles is to help students plan their academic program**
   Helping your advisee plan an academic program that is consistent with his/her abilities, needs, and interests is a basic function of the advising relationship. You should also help your advisee monitor his/her academic standing and progress, especially with respect to all-college, major, and minor requirements. **Please teach your students how to track their academic progress, for example by using the major declaration form as a guide.** If you have questions about how to do this, please contact the Dean of Faculty’s Office for help.

4. **Fostering qualities of independence and responsibility**
   An essential goal of the advising relationship is to foster the qualities of independence and responsibility in your advisees. While you will probably need to adopt a more hands-on approach with your first-year advisees, a realistic goal for juniors and seniors is self-reliance. In the end, it is the student’s responsibility to understand and fulfill degree requirements in a timely fashion. At the same time, the advisor can model behavior and practices that help students develop these critical skills for success.

5. **Encouraging involvement outside of the classroom**
   We hope you will consider the importance of your advisees’ personal development and encourage them to become involved, even minimally, in some co-curricular activity. Such engagement can make the difference between feelings of inclusion and disaffection. This good advice comes from Harvard education professor Richard Light, author of *Making the Most of College* (2004). He also counsels us to encourage your advisees to form meaningful
relationships with their faculty—getting to know even one faculty member per term or per year can greatly enhance a student’s college experience.

6. **Accessibility and availability**

Accessibility and availability are key to the advising relationship, especially for the new student. We have no prescription for how often you should meet one-on-one with advisees, but we suggest that you schedule individual appointments with your first-year advisees at least three times during the fall semester: (1) **once before the end of the add-drop period to check on your advisees’ final course schedule and adjustment to college**, (2) **again before midterms to assess academic progress and further adjustment to college**, and (3) **prior to spring registration**. We encourage you to meet a fourth time—in early December—to offer advice and assurance to advisees who will be encountering their first final exams and term papers. Share a meal with them in McConnell. Please direct your advisees to campus resources as necessary: the Office of the Dean of Faculty, the Office of Student Affairs, the Writing Center, the Career Services Center, and Monsour all work to promote success and achievement. Remember that not all first-year advisees will respond to your invitations.

7. **What to do when crises and academic problems arise?**

Pitzer does not expect you to act as clinician or counselor to your advisees or to be able to handle all academic crises. When you discover an advisee in academic distress, either through your own observations or through notices of unsatisfactory work from colleagues, you should respond immediately. This can be done most effectively through one-on-one conversations with the advisee. Once you have identified the factors that have contributed to the student’s difficulty, you can discuss what steps the student might take to resolve the issue(s).

In the event that you have serious concerns about the emotional or physical well-being of an advisee, we urge you to take action. Consult with Student Affairs by emailing [sandra_vasquez@pitzer.edu](mailto:sandra_vasquez@pitzer.edu) and [gabriella_tempestoso@pitzer.edu](mailto:gabriella_tempestoso@pitzer.edu). If the word “suicide” comes out of their mouth, you must call the Dean of Students immediately. If your advisee is able, help him or her make an appointment with the appropriate campus resource while s/he is with you in your office so that you are certain a plan of action is in place. You might walk them over to Monsour. If you are uncertain about the effectiveness of the steps you have taken or if you continue to have concerns about your student, email or call Sandra Vasquez or Gabriella Tempestoso.

8. **Where do advisors get information and support?**

The Office of the Dean of Faculty, Student Affairs, and the Registrar’s Office ([registrar@pitzer.edu](mailto:registrar@pitzer.edu)) are available to answer your questions and to refer you to other information sources and campus support resources as needed.
MATHEMATICS PLACEMENT EXAM SCHEDULE AND FAQs

The Mathematics Information Session and Placement Exam is scheduled for Friday, August 30, 10:30am-12:00pm, Benson Auditorium

All students are encouraged to attend this information session to find out about how to fulfill the Quantitative Reasoning requirement, mathematics courses at Pitzer, and what courses they need to take for different majors. After the Mathematics Information Session, students taking the Mathematics Placement Test will be instructed how to access the appropriate tests; those for Calculus I and II are on-line, while the one for Calculus III is an essay exam. No calculators are required (or allowed) for any of these placement exams.

Answers to Commonly Asked Questions about Math Courses

A. REQUIREMENTS

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

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 25 Pre-calculus 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. 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 advisors 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.
Math Placement
• Many majors and pre-health tracks require at least Calculus I (Math 30)
• Some majors and pre-health tracks also require a course in Statistics
• An adequate algebra/trigonometry (MATH25, pre-calculus) background is necessary for CHEM14L/15L
• Calculus I is required for PHYS 30-34

Study Abroad
• Study abroad is absolutely possible and encouraged for science & pre-health students, but...
• Students must plan well ahead of time both in terms of desired country and coursework

Work Ethic
• Success in CHEM14/15 requires keeping up with the material, doing lots of practice problems, and attending office hours and review sessions.
• Both CHEM & BIOL have time-consuming labs

Intended Major or Pre-health Track
• The sooner one knows, the easier it is to plan.

Abilitydesire to enroll in summer school
• Summer school provides flexibility in planning one’s curriculum, but...
• Takes away from highly beneficial activities such as summer research and internships.
• Enrolling in summer school is much more difficult than it used to be, because fewer schools offer science in summer schools.

Summary
• Ask your advisees tough questions, demand frank and self-reflective answers
• Refer to the catalog and the Keck Science web site, and consult with your science colleagues frequently
Science Information and Answers to FAQs About Science Courses

For the latest, up-to-date information on info sessions, visit the New Student Orientation website at:
http://pitweb.pitzer.edu/student-life/newstudentorientation/

Success in the Sciences & Pre-Health Professions
Friday, August 30, 1-2 pm
Gold Student Center, Multipurpose Room PZ

Join Dr. Ulysses Sofia, Dean of the Keck Science Department and Susie Fang, the 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.

Some Frequently Asked Questions about Science Courses

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.

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.

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. 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 are generally NOT allowed to skip BIO43/44 or CHEM14/15, even if they have APs of 5. However, advisors can refer students to the Professor Irene Tang 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 spring of 2020) 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 and should be advised to make an appointment with Susie Fang in the Keck Science Department do discuss their academic trajectory for health professional school. They should e-mail her at sfang@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. Transfer courses to meet the natural science requirement must be approved by the Dean of the Keck Science Department (or appropriate Keck Science Faculty).
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 advisors can be found at: http://www.kecksci.claremont.edu/news/courses.asp

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

For major specific questions, students can contact the faculty member listed for consultation (list is subject to change):

- Biology — Professor Zhaohua “Irene” Tang (ztang@kecksci.claremont.edu)
- Chemistry — Professor Kersey Black (kblack@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 and Engineering — Professor Scot Gould (sgould@kecksci.claremont.edu)
- Environmental Analysis — Professor Donald McFarlane (dmcfarlane@kecksci.claremont.edu)
- Environment, Economics, and Politics (EEP) — Professor Branwen Williams (bwilliams@kecksci.claremont.edu)
- Human Biology — Professor Marion Preest (mpreest@kecksci.claremont.edu)
- Management-Engineering — Professor Scot Gould (sgould@kecksci.claremont.edu)
- Molecular Biology — Professor Zhaohua “Irene” Tang (ztang@kecksci.claremont.edu)
- Neuroscience — Professor Melissa Coleman (mcoleman@kecksci.claremont.edu) or Professor Thomas Borowski (Thomas_borowski@pitzer.edu)
- Organismal Biology — Professor Sarah Gilman (sgilman@kecksci.claremont.edu)
- Science Management — Professor Anna Wenzel (awenzel@kecksci.claremont.edu)

You may also contact Velda Yount (Room 110, Keck Science Center, vyount@kecksci.claremont.edu)

W.M. Keck Science Department
Claremont McKenna College • Pitzer College • Scripps College

Resources for Pre-Health Students

Pre-Health Advising Home Page Susie Fang http://www.kecksci.claremont.edu/Prehealth/

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
- 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

**OTHER HEALTH PROFESSIONAL SCHOOLS**

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 in lists of required or recommended courses. 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)( 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 187 (not offered regularly at Keck Science —not required for Physical Therapy)
- Some Psychology courses and Upper level Biology courses are required for certain schools—consult w/S. Fang
- 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 Susie Fang
- Specific upper level biology courses—consult with Susie Fang

**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 Susie Fang
- Calculus 30 or higher (must be taken at the college level—AP credit does not count)
- Various Psychology courses—consult with Susie Fang
**ADVISING FOR 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 advisors 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 advisor 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 summer programs in Brazil and Vietnam.
  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?** Yes, Study Abroad does meet the Intercultural Understanding-Global (IUG) educational objective. In general, cultural immersion programs meet this requirement. For other programs student enroll in a half-credit course MLLC course in order to fulfill IUG.
▪ 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 offers direct-run summer programs in Costa Rica, Brazil and Vietnam. In addition, with the approval of their advisor, 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 and from a faculty member who teaches in that subject matter that they will earn academic credit for the summer program.

▪ What is the study abroad application process? Students and faculty advisors 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).

Study abroad application timeline:

Fall 2020 application deadline will be in November 2019. 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 advisor. Students must meet with their academic advisor prior to the application deadline to discuss their program options and what makes best sense academically. In addition, all academic advisors are required to review the Advisor 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 2021 application deadline will likely be in April 2020. 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 2020 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, 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.
**Special Course Registration Information (To be supplemented by cheat sheet)**

**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 written 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. Hard copies of 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. Students register for private lessons the first week of classes.

**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 on NCAA Varsity sports.

**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 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. All writers improve with practice and feedback. Taking additional writing courses can also help bolster your confidence in your own ability to adapt your writing to specific audiences and purposes.

For information on writing courses offered through the Writing Center, please contact Andrea Scott, Professor and Director of the Writing Center, at 7-4321 or andrea_scott@pitzer.edu.
ADDITIONAL 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 only for Pitzer courses and those in joint, shared, intercollegiate and “5-C” programs during their first 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 second semester, first-year students normally may register for one course outside of Pitzer.

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

3. Juniors or seniors normally may 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 off-campus, even if the courses are taught on other campuses. Joint programs include American Studies; Art History; Asian Studies; Asian American Studies, Africana Studies; Chicano-Latinx Studies; Classics; Environmental Analysis; Media Studies; Gender and Feminist Studies/Women’s Studies; Languages; Linguistics; Mathematics; Music; Philosophy; Religious Studies; Science; Science, Technology, and Society; and Theatre/Dance. Some Intercollegiate courses are designated by the letters “AA,” “AF” or “CH” affixed to the course number; such courses are counted as Pitzer courses.

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

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 Susie Fang, the Pre-Health Professions Advisor at Keck Science.

INDEPENDENT STUDIES

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.

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 during the semester before the semester of the independent study. 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 a significant *academic* component in order to receive course credit. We give academic credit for academic work, not for merely completing hours at an internship or extracurricular activity.

- An independent study form should give a detailed description of the study, student learning outcomes, the academic work to be completed (e.g., reading list, projects, meetings), 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 a single semester.

- Independent study credit may be given only for work accomplished during the semester or summer the student is receiving credit.
MEETING THE NEEDS OF STUDENTS WITH DISABILITIES

Students with disabilities can take many forms and vary from person to person. The term “students with disabilities” includes students with learning, psychiatric, chronic and physical disabilities. Although a broad spectrum of disabilities is represented in our student population, the most common disabilities are attention deficit disorder (ADD), attention deficit and hyper activity disorder (ADHD), processing deficits, generalized anxiety disorder, depression, Asperger syndrome, dyslexia, dysgraphia, and dyscalculia.

Students with disabilities should not be treated differently from other students in your classes. They should be expected to meet the same standards as other students, though they may require modifications to the procedures they use in meeting those standards. Depending on the student, certain activities may take longer to accomplish; however, the result should meet course standards.

Many of the resources designed for all Pitzer students are particularly helpful for students with disabilities. Encourage your students who self-identify as having a disability that requires accommodation to contact Gabriella Tempestoso, Associate Dean of Students and Director of Academic Support Services, located in Scott Hall 122 (ext. 7-3553, gabriella_tempestoso@pitzer.edu). Additionally, all students who could benefit from support in academics may utilize the following resources:

Academic Support Services provides note taking assistance, use of specialized technology, modifications in testing procedures (extended time/proctoring exams), conversion of materials into other formats: large print, reading software for scanning books and selected materials. The Academic Support Services Office hires Claremont College students to take notes for students with disabilities. Many of the programs/services are designed to help provide instructional support to improve the retention, academic progress and success of students. For example, Pitzer provides individual and group tutoring, writing and reading software, time management and organizational strategies and many other types of resources that will help students meet their educational goals.

The Writing Center. Located in Mead Hall, Suite 131, the Center offers individual tutoring, editing software, and a small library of useful reference texts. For more information, contact Professor Andrea Scott (ext. 74321, andrea_scott@pitzer.edu or Writing@Pitzer.edu).

Monsour Counseling and Psychological Services. Located in Tranquada Student Services building at 757 College Way, Monsour is available for those in need of counseling. All sessions and discussions with a therapist are confidential. Consultation services are also available to help students who are concerned about the emotional well-being of any friend, relative, or acquaintance. Call ext. 18202 or visit: www.cuc.claremont.edu/monsour/ for more information.
Instructors need to be alert to the difficulties students with disabilities experience such as interpreting visual aids and complex diagrams, and/or understanding a particular style of teaching. You might consider the following:

- Listing objectives of the class lecture on the board at the beginning of class. Knowing the underlying structure of the class lecture will aid the student in note taking and completing class assignments. A review of the main points brought up in the classroom also helps to guide the student’s focus on the main concepts and ideas presented in class lecture and discussions.

- Course work. Most students with disabilities will benefit from extended time on quizzes and examinations (time and half or double time depending on the documentation). Students must provide documentation to the Academic Support Services Office to receive extended time. Additionally, students may require the tape recording of lectures and taking exams in a quiet place are helpful. Academic Support Services Office will proctor exams for students with disabilities when given two weeks notification that services are needed.

The following are symptoms that may indicate a student has a disability:

- difficulty keeping current with reading assignments and retaining what was read.
- trouble organizing thoughts orally and on paper.
- inability to construct logical sentences.
- trouble spelling even basic words.
- letters and words are often out of sequence.
- inability to complete assignments and exams in the allotted time frame,
- even though the material is understood, students may do poorly on written assignments and exams.
- trouble taking notes and processing class lecture simultaneously.
- marked difficulty learning foreign languages.
- inability to do basic calculations; may reverse numbers.

Though students who exhibit classic symptoms of a disability are not always disabled, any student struggling with class assignments can benefit from an instructor/student conference.

Establishing personal contact and receiving feedback on their progress is extremely beneficial in helping students with disabilities. Students with Disabilities are often overwhelmed by their inability to keep up with the class lecture or class readings. A professor can help by suggesting relevant study skills, reviewing early drafts of assigned papers and/or referring them to the Academic Support Services Office.
MEETING THE NEEDS OF INTERNATIONAL STUDENTS

When non-native English speakers learn the conventions of American academic rhetoric, in general as well as in their fields, and build their English language ability to an advanced level of proficiency, they are doing developmental, not remedial work. When they enter college here, they have already reached a higher level of second-language proficiency than most American students ever achieve.

Challenges international students face
International students are struggling with many of the following challenges simultaneously, some to a greater degree than others.

❖ Cultural and Social Adjustment

❖ Lack of Relevant Academic/Cultural Background for Courses

A student from Oman commented: “Some professors assume that international students know about what I call ‘typical American issues,’ which take time for international students to follow. These include politics and societal issues such as TV shows and current events.”

❖ Listening Difficulties

A first-year Korean student said: “I think listening is more difficult than the other skills because if we can understand what Americans are saying easily, rapidly and perfectly, our adjusting effort to the American way of life, especially academic life, will be easier.”

❖ Speaking Problems

Many international students are inhibited about speaking because they are painfully aware of their problems in some or all of these areas:

fluency    intonation    pronunciation    word and phrase stress

They fear not being understood, not being able to respond rapidly or correctly, and not being able to say what they mean, as the following students testify.

A first-year student from Hong Kong explained: “Active participation in the classroom is really a problem for me. Even if I can understand the question, I cannot respond quickly to it or do not have the courage to talk in class. In most cases I feel disappointed.”

A first-year Taiwanese student: “When asked to speak, international students think in their own languages and then try to translate into English. It is the most difficult thing for international students to react immediately in English. They need some time, but sometimes they don’t get it. These situations might make the students upset.”

An Indonesian student: “Although I’ve been here for three years, I sometimes still have difficulties expressing my opinion in class, and this makes me afraid to speak up. I sometimes find that what I am saying is different from what I am thinking. I lose control of the talk.”
Critical Thinking Level/Language Control

Benjamin Bloom, whose taxonomy of thinking skills has been widely taught in education courses, arranges these skills in hierarchical order with the later ones incorporating the former:

- Knowledge
- Analysis
- Comprehension
- Synthesis
- Application
- Evaluation

As international students address more challenging thinking tasks, you may see their English language ability break down in both speaking and writing. A student may narrate, describe, or summarize information in good English but may produce more fractured language when trying to argue or evaluate ideas. Rhetorical differences and reading comprehension difficulties may also affect performance. Overcoming these difficulties takes time, intensive language exposure, and active practice.

Rhetorical Differences

What may be less apparent than pronunciation or grammatical problems are the significant rhetorical differences between American academic writing and that of other cultures. What may appear to us as disorganized, illogical, or wordy written expression may be perfectly acceptable academic prose in another culture. While most of our international students have studied English grammar and vocabulary, many have not learned our expectations in this area. Even European students often have to alter their writing styles to make them acceptable to American professors. Here are some of the rhetorical conventions for writing that students may bring with them from their academic cultures contrasted with ours.

<table>
<thead>
<tr>
<th>We value</th>
<th>Some other cultures value</th>
</tr>
</thead>
<tbody>
<tr>
<td>--A clear, focused thesis, stated directly, early in the paper*</td>
<td>--Thesis is held back to the end or only implied.</td>
</tr>
<tr>
<td>--Paragraphs with one main idea</td>
<td>--Paragraphs that contain several main ideas are the norm.</td>
</tr>
<tr>
<td>--Original analysis and evaluation of author’s ideas—not just a summary</td>
<td>--Questioning, challenging, criticizing an authority is unacceptable; demonstrating understanding, knowledge is all that is expected.</td>
</tr>
<tr>
<td>--Logical, linear organization with clear connections</td>
<td>--Digressions, circular logic, or conclusions that introduce whole new ideas may be common practice.</td>
</tr>
<tr>
<td>--Specific supports for generalizations in order to be convincing**</td>
<td>--Generalizations alone can convince, and sometimes repeating them is the best way to be persuasive.</td>
</tr>
<tr>
<td>--A concise, straightforward style</td>
<td>--Flowery, lengthy, indirect language is admired.</td>
</tr>
<tr>
<td>--Appropriate documentation and use of sources</td>
<td>--Conventions on plagiarism vary. It is not treated seriously in some cultures where copying another author’s words may be done without what we consider proper crediting of the source.</td>
</tr>
</tbody>
</table>

*A Korean student: “It was very difficult to follow the American writing style when I began to learn it. When studying in Korea, I did not learn it. Even though I did not start a paper with the main idea, my Korean professor did not take a serious view about it.”

**An Indonesian student: “I express my opinion in a different way compared to the natives. They tend to speak everything in details while I do not. I sometimes assume that jumping into details is not really necessary. The most important thing is to state the main idea since the time given is limited.”
The Stages of Cultural Adjustment

The majority of people studying, working, or living in a new and different culture undergo cultural adjustment. Most international students spend the first few days in Claremont settling into an apartment and “getting adjusted”; however, adjustment is not accomplished in a few days or even a few weeks for international students. Adjustment is an on-going process demanded by one situation and then another.

Gregory Trivonovitch, a researcher and Associate Director of the Culture Learning Institute at the East-West Center in Hawaii, identified Four Stages of Cultural Adjustment which are normal and to be expected of human beings adjusting to a new and different culture. “These four stages are cyclic in nature, not linear, and a person will encounter periods of adjustment continuously as he or she moves from one situation to another.”

The Honeymoon Stage

The honeymoon stage is characterized by exhilaration, anticipation, and excitement. Often the recently arrived international student is fascinated with everything new. Most of them are embarking on a “dream come true,” an education at a U.S. university.

A student in the honeymoon stage will demonstrate an eagerness to please, a spirit of cooperation, and an active interest when others speak. Students in this stage are delightful to work with and to work for, BUT in their enthusiasm to please, they frequently nod or smile to indicate understanding when in fact they have not understood. When their misunderstandings mount up, they are likely to experience the second stage of cultural adjustment.

The Hostility Stage

The hostility stage is characterized by frustration, anger, anxiety, judgmentalism, fear, and sometimes depression. Following the initial period of excitement is confusion and frustration with college bureaucracy and the weariness of speaking and listening to English every day. It can be very upsetting that although students have studied textbook English, at times they feel like they don’t understand anybody, or worse still, others don’t seem to understand them.

Sleep patterns may be disrupted. The student may suffer from indigestion and may be unable to eat. International students generally react in one of two ways to their frustrations. One way is to reject the new environment which seems the source of intense personal discomfort. Internally the student may think, “if I feel this bad, it’s because of them.” The students blame the external environment for their pain. The other common reaction is for the students to internalize their pain and sit mute and inattentive in the classroom. (They might be thinking, “If I feel this bad, it’s because something is wrong with me.”) Whether the student withdraws or displays hostility, his or her pain shows in fits of anger over seemingly minor frustrations, displays of excessive fear and mistrust of Americans, frequent absenteeism, lack of interest, lack of concentration, lack of motivation, and at worst, complete withdrawal. Academic problems will be magnified during this stage.

This is a painful, difficult stage, but it does not last. As each situation is “figured out,” there is a sense of relief and accomplishment which leads students to the third stage.

The Integration/Acceptance Stage

The integration stage follows when the international student begins to feel comfortable and relaxed in the new environment. The student begins to smile or even laugh at minor mistakes and misunderstandings which previously would have caused major headaches during the hostility stage. The student feels more able to get needed information.

This more relaxed state of being is accomplished by making some friends, finding recreational outlets, understanding one’s studies, passing some tests, or finishing a research paper. The student is relieved once some progress has been made in managing the complexity of the Claremont Colleges where organization of time, professor’s expectations, subject content, language, and rules of behavior are all different.

The Home Stage

The home stage occurs when the international student not only retains allegiance to his or her home culture, but also “feels at home” and functions quite well in the new US culture. The student has successfully adjusted to the norms and standards of the Claremont Colleges and should be commended for the ability to live successfully in both cultures.

Prepared by the East-West Center in Hawaii.
**Career Services**

**Location:** Scott Hall 126  
**Phone:** 621-8519  
**Email:** career_services@pitzer.edu  
**Hours:** Mon.-Fri.: 8am-5pm, with lunch and afternoon availability for student walk-ins  
**Web page:** [www.pitzer.edu/offices/career_services/](http://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

We would like all advisors to be familiar with the many fellowship and scholarship opportunities available for Pitzer students so that you can match students with appropriate fellowships given their interests and graduate school plans. There are numerous fellowships available for first years, sophomores, juniors, and seniors. There are fellowships for the academic year and also for the summer.

Check out the Pitzer fellowship website: [http://pitweb.pitzer.edu/iglas/fellowships-scholarships/](http://pitweb.pitzer.edu/iglas/fellowships-scholarships/)

Knowledgeable advisors at Pitzer College assist candidates through the selection and application process for scholarships, grants and fellowships. 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.

If you would like to become an advisor for one or more of the fellowships, please contact Sandy Hamilton.

**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 National Science Foundation Fellowships, and Rangel Graduate Fellowship in International Affairs.

**Undergraduate** opportunities including the Udall Scholarships, Doris Duke Conservation Awards, 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
**The Writing Center**

The study and practice of writing are integral to a liberal arts education. The Writing Center advances the college’s educational objectives in critical thinking and effective expression. Although individual writing consultations are a cornerstone of this work, we also offer resources on writing and its instruction, including workshops, courses, reference works, and handouts.

Writing Center consultations and workshops are designed to foster student engagement, a core Pitzer value. Sessions are peer-led and inquiry-driven. Writing Center Fellows are Pitzer students trained in the tutoring of writing. In one-to-one sessions they ask questions that encourage students to discover and refine their ideas. They also equip students with strategies they may carry forth in future assignments, like planning the writing process, framing arguments for specific audiences and purposes, and using sources to intervene in academic debates. In addition, Writing Fellows serve as leaders of writing on campus, helping facilitate workshops and participating in scholarly conversations about writing center theory and practice at conferences.

Throughout this process, the Writing Center builds community around writing, teaching, and learning. We believe learning to write is a life-long pursuit and all writers benefit from focused feedback on works-in-progress. We listen carefully to writers, giving their ideas attention and respect, and tailor our approach to support diverse learning styles. At the same time, we help writers see beyond their local frameworks to situate their work in public and academic discourse.

To advance these goals, we offer:

- Individual consultations for writers on projects in any discipline
- Workshops on academic and professional writing
- Workshops on the teaching of writing
- Fellowship support through special consultations and peer consultants embedded in the Fulbright course
- Writing consultations for international students with a TESOL professional
- Handouts and reference works on academic writing
- Teaching support for Pitzer faculty
- Collaborations with students, faculty, librarians, and staff around writing, research, and pedagogy
- Teaching, learning, and leadership opportunities for Pitzer Writing Center Fellows
- Courses on academic writing and writing center pedagogy
- Research opportunities in writing studies (e.g., conference participation, learning communities, program-building, and curricular design)

Contact us:
Professor Andrea Scott, Faculty Director
Writing Center
Mead Hall 131
909.607.4321
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 Gabriella Tempestoso, Associate Dean of Students and Director of Academic Support, in Scott Hall 122 (ext. 73553) or at: gabriella_tempestoso@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 Gabriella Tempestoso, Associate Dean of Students and Director of Academic Support, at: gabriella_tempestoso@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 Yount in Keck Science at: vyount@kecksci.claremont.edu, Keck Science Center Room 100, ext. 18298.

Western University of Health Sciences/Pitzer Linkage Program: Pitzer’s curriculum prepares students for the distinctive approach that characterizes osteopathic medical education. Refer to program advisor, Tom Borowski at: thomas_borowski@pitzer.edu/ ext. 73808.

Writing Center: The Writing Center is one of Pitzer’s most popular academic resources. Each year Writing Center Fellows offer over 1,100 free individual conferences with fellow writers from across the disciplines. Writing Center Fellows are Pitzer students trained to consult with student writers at all stages of the writing process, from brainstorming ideas to polishing a draft. Students may bring any writing project to the center, from academic essays to grant proposals, lab reports to senior theses. In addition to offering one-on-one conferences, the Writing Center facilitates Workshops open to all faculty, students, and staff on topics related to academic writing, research, and teaching. 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, first floor, 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 and alcohol. Services are available to all students including those who are concerned about the drug and alcohol abuse of a family member or friend. Mead Hall, W Tower, ext. 77152.

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 preventative/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.

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 a 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 call ext. 79816.

The Chicana/o/Latino Student Affairs Center (CLSA)—Provides various academic and personal support services, including the New Student Retreat, the Sponsor Program, the Awards Luncheon, the Tutorial Program, Día de la Familia, academic advising and personal and career development sessions. The Chicano/Latino 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 Chicano/Latino 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. Phone: 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.

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: QRCClaremont@gmail.com Phone: (909) 607-1817.

Office of the Dean of Faculty (DOF):
Dean of Faculty, Allen Omoto (1.8217, allen.omoto@pitzer.edu)
Assistant to Dean, Susan Cantone (1.8217, susan.cantone@pitzer.edu)
Associate Dean of Faculty, Melinda Herrold-Menzies (7.7960, mmenzies@pitzer.edu)
Assistant Dean of Faculty, Shelva Paulse (1.8278, shelva.paulse@pitzer.edu)
DOF Core Assistants: (1.8218, dofcare@pitzer.edu)

Office of Student Affairs (OSA):
Vice President of Student Affairs, Mike Segawa (7.2821, mike.segawa@pitzer.edu)
Dean of Students, Sandra Vasquez (1.8241, sandra.vasquez@pitzer.edu)
Director of Academic Support Services, Gabriella Tempestoso (7.3553, gabriella.tempestoso@pitzer.edu)
Assistant to the Dean of Students, Melissa Burrows (1.8241, melissa.burrows@pitzer.edu)
Assistant to the Vice President of Student Affairs, Katie Tewell (7.2821, katie.tewell@pitzer.edu)