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

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

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

For transfer students: Professor Michael Ballagh and Professor Phil Zuckerman will connect with you and help determine an academic advisor based on the major interest(s) you indicated on your college application. Our faculty advise students broadly. If your major interests have changed, they will steer you in the right directions.

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

For Pitzer- Western University School of Medicine linkage students (WUCOM): All Western University School of Medicine linkage students are advised by Professor Tom Borowski, Intercollegiate Neurosciences Coordinator.
Changing advisers: Students are free to change advisers at any point, although this typically happens when declaring your major. If by the end of your first year or in your sophomore year you already know what major you wish to pursue, by all means, find a faculty advisor in the field of your choice and start the major declaration process. Just remember that the best advisors are those with whom you have taken classes or had contact outside the classroom and have developed a good rapport.

To switch advisors, you’ll need to ask the faculty member of your choice if s/he would be able to take you on as an advisee. If the faculty member agrees, have your new advisor sign the Change of Advisor form, available through the Registrar’s Office website: https://www.pitzer.edu/registrar/forms/

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

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

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

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

**HOW**

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

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

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1. **Check your Pitzer email often and respond promptly to messages from your 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 interesting courses and alternatives 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 on-going 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 and to share in any good news. 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 and fellowships, 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, s/he will be able to point you in the right direction.

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Remember, advising does not end with new student orientation!

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

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

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Academic Advising in Your First Semester

Preparing for your appointment with your first-year advisor

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

Additional Tips:

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

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

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

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

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

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

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

• Some majors are sequential: You need to take introductory macroeconomics before you take intermediate macroeconomics; you need Physics 33 before you take Physics 34 or Physics 35. For students interested in majoring in the sciences, the sequencing of courses is critical. Similarly, for students considering medical school or some professional graduate school, early sequencing of courses may have to begin in their freshman year.
Placement Exams
Placement exams are only required if you plan to take math or language courses and do not want start at the introductory level.

**Language:** Approximately 70% of Pitzer students spend a semester or more abroad. If you are interested in going abroad, you should think about taking a foreign language during your first year. Some programs are becoming more competitive and require two years of college language study for acceptance. If you already speak or have studied a language, a placement test can determine the course level that is appropriate for you.

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

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

**Mathematics:** Students considering majors in mathematics, economics, or the sciences should take the math placement exam. Math is used in numerous disciplines from economics to physics. Please email math@pitzer.edu to contact Professor David Bachman and Professor Jemma Lorenat for more information.

The Math Placement Exam information is being hosted on the New Student Orientation Sakai Site for new students. The placement test can be taken on Sakai between Monday, July 27th and Friday, July 31st.
General Responsibilities of Advisees

Meeting Deadlines
It is the advisee’s responsibility to meet all academic deadlines (e.g., adding or dropping courses; turning in study abroad applications). Please refer to the academic calendar for critical deadlines: https://www.pitzer.edu/registrar/academic-calendar/.
Add/drop and other forms are available at: https://www.pitzer.edu/registrar/forms/.

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

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

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

Communication via your Pitzer email
As with all official college business, your advisor will contact you via your PITZER EMAIL ACCOUNT. It is not the adviser’s responsibility to send communiqués to you via a personal (e.g., gmail, yahoo, hotmail, etc.) account. Failure to meet deadlines or follow-up on faculty concerns (e.g., low grade notices) because you do not check your Pitzer email, is not a valid excuse. You may have your Pitzer email forwarded to a personal email account by contacting the IT office at ext. 7.3065 or by e-mail at help@pitzer.edu.
**Advising Days**
The fall semester typically has advising days in early November to discuss your pre-registration plans for Spring semester courses. Faculty will be available throughout the day on each of these designated days (to be announced). Classes will be held, but normally other meetings and general office hours may be canceled.

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

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

**Letters of recommendation for grad school, employment & scholarships**
Most scholarships/fellowships/grants, graduate schools, and jobs require at least one letter of recommendation. You’ll probably ask your advisor and professors, those who know you and your interests best, to write letters in support of your application. While faculty are more than happy to recommend you for whatever opportunities you wish to pursue, please remember that they also have very busy schedules. Faculty will appreciate it (and be more likely to say yes!) if you ask them for a recommendation **well in advance of the deadline for submission**, in some cases this could be months in advance. If your advisor or professor agrees to write the letter for you, be sure to provide them with all relevant materials as soon as possible, including your resume, application instructions, application essays, any special points you’d like them to highlight, due dates, and how/where to submit the letter. Always check with your letter writer to find out what s/he prefers.
Tips for Writing Effective E-Mails

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

• You give the person ample time (2-3 business days during normal working hours) to respond to your email.
• You need to send someone an electronic file, such as a document, spreadsheet, or rough draft of your paper.
• You need to distribute information to a large number of people quickly (for example, a memo that needs to be sent to the entire office staff).
• You need a written record of the communication. Saving important e-mails can be helpful if you need to refer back to what someone said in an earlier message, provide some kind of proof (for example, proof that you have paid for a service or product), or review the content of an important meeting or memo.
• Your message is long and complicated or requires additional discussion that would best be accomplished face-to-face. For example, if you want feedback from your supervisor on your work or if you are asking your professor a question that requires more than a yes/no answer or simple explanation, you should schedule a meeting instead.
• Information is highly confidential. E-mail is NEVER private! Keep in mind that your message could be forwarded on to other people without your knowledge. A backup copy of your e-mail is always stored on a server where it can be easily retrieved by interested parties, even when you have deleted the message and think it is gone forever.
• Your message is emotionally charged or the tone of the message could be easily misconstrued. **If you would hesitate to say something to someone's face, do not write it in an e-mail.**

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

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

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

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

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

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

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

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

- Sincerely,
- Respectfully yours,

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

1. Is this message suitable for e-mail, or could I better communicate the information face-to-face?
2. What is my purpose for sending this e-mail? Will the message seem important to the receiver, or will it be seen as an annoyance and a waste of time?
3. How many e-mails does the reader usually receive, and what will make her read this message (or delete it)?
4. Do the formality and style of my writing fit the expectations of my audience?

5. How will my message look when it reaches the receiver? Is it easy to read? Have I used correct grammar and punctuation? Have I divided my thoughts into discrete paragraphs? Are important items, such as due dates, highlighted in the text?

6. Have I provided enough context for my audience to easily understand or follow the thread of the message?

7. Did I identify myself and make it easy for the reader to respond in an appropriate manner?

8. Will the receiver be able to open and read any attachments?

9. Is the email addressed to the right party?

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

E-mail from Student 2:
Hi, Dr. Jones:  
I am in your T/Th morning seminar and have a question about the paper that is due next Tuesday. I'm not sure that I understand what is meant by the following sentence in the prompt:

"Write a 10 page paper arguing for or against requiring an additional writing course for all Pitzer students and provide adequate support for your point of view."

I am not sure what you would consider "adequate" support. Would using 3 sources be o.k.?

May I come by your office tomorrow at 2:00 pm to talk to you about my question? Please let me know if that fits your schedule. If not, I could also come by on Friday after 1:00.

Thank you and best wishes,
Tim Smith
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 23 and Math 25 in Claremont). In Fall 2020 Math 25 will not be offered. Instead, Math 30P will be offered as a two-credit course that covers both pre-calculus and calculus.

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

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

3. If I want to major in math, 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 on math courses 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). If not, you should get going in precalculus.

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

There is no placement test for these courses (though if you remember none of your high school algebra, we recommend that you review it first, or take an algebra course at a community college). Math 23 is
Scripps’s pre-calculus course. Pitzer’s is Math 25. Math 25 is more time-intensive and mathematically stronger preparation for calculus. Our experience is that students from Math 25 do better in calculus. Math 25 is not being offered in Fall 2020, instead students who wish to start with pre-calculus can take Math 30P, which combines pre-calculus with calculus in a two-credit course.

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 23, Math 25, or Math 30P), but many students probably ought to take it to avoid repeating material they already know.

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

The math field group will do their best to get the math placement results to all Pitzer advisers as soon as possible.

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

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

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

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

9. Do I need math for the field I plan to major in? If so, how much is required?

Mathematics is an important part of the curriculum in all the natural sciences and also in economics. It is certainly an asset for students majoring in social sciences, which generally require statistics. For specific requirements, consult the College catalog and be sure to talk to an advisor in that field.

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

You will need to take calculus and economic statistics. If you are not ready for calculus now, you’ll want to take pre-calculus (Math 23, Math 25, or Math 30P). If you are not sure if you are ready for calculus, take the math placement test! There are no prerequisites for economic statistics. If you might be interested in graduate school in Economics, you should major in Mathematical Economics, major in Economics and minor in Math, double major in Economics and Math, or Major in Math and minor in Economics.

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

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

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

Yes, to both questions with some caveats. There are introductory computer science courses, some designed for non-majors, and a program for majors at Harvey Mudd. As the computer science major is in high demand, there is no guarantee that Pitzer students will be able to major in computer science. Please seek further guidance if you are interested in this major.
13. Do computer science courses, physics courses, or economics courses meet the Quantitative Reasoning requirement?

No.
Answers to Frequently Asked Questions about Science Courses

Up-to-date information on science info sessions is available at:
http://www.pitzer.edu/newstudentorientation

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

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

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

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

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

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

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

No. An AP exam score of 4 or 5 will earn 1 course credit toward graduation, but it will not fulfill the science objective.

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)
- Any elective (preferably one that doesn’t take up that much time because both the chemistry and biology courses have labs each week)

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

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

Additional Information:

- Students aren't normally allowed to skip BIO43/44 or CHEM14/15, even if they have APs of 5. However, advisors can refer students to Professor Patrick Ferree if they would like to request an exemption. Pre-Health students should not skip any science or math courses.

- Pre-health students have additional pre-requisite courses to take 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. Each request is reviewed by the Keck Science Department, who should be consulted prior to enrolling in a summer course.

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

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

The W.M. Keck Science Department is the interdisciplinary home to all biology, chemistry, and physics, and some environmental science faculty for Pitzer, Claremont McKenna, and Scripps colleges. The department is administered cooperatively and is based in the Keck Science Center, located at the intersection of the three colleges, with satellite locations on the Pitzer and Claremont McKenna campuses. The department offers 12 discrete degree options, including dual-degree programs in partnership with schools of engineering and majors in conjunction with disciplines outside the sciences. The W.M. Keck Science Department provides comprehensive, interdisciplinary instruction in small class settings and numerous opportunities for students to conduct research.

Information about Keck Science courses for new students and their advisers can be found at: https://www.kecksci.claremont.edu/majors/ and https://www.kecksci.claremont.edu/news/courses.asp

If you are considering becoming a science or pre-health major, please talk with a Keck Science faculty member before enrolling in your first-semester courses. Science faculty can help ensure that you are enrolled in classes appropriate to your previous experience and can assist with the advanced planning that is often necessary to navigate through the prerequisites required for many upper-division courses.
For the majors listed below, these faculty indicated are available for consultation:

- **Biology**— Professor Patrick Ferree (pferree@kecksci.claremont.edu)
- **Chemistry**— Professor Katie Purvis-Roberts (kpurvis@kecksci.claremont.edu)
- **Physics**— Professor Adam Landsberg (alandsberg@kecksci.claremont.edu) (Fall 2020); Professor Scot Gould (sgould@kecksci.claremont.edu) (Spring 2021)
- **Biochemistry**— Professor Aaron Leconte (aleconte@kecksci.claremont.edu)
- **Biophysics**— Professor Adam Landsberg (alandsberg@kecksci.claremont.edu) (Fall 2020); Professor Scot Gould (sgould@kecksci.claremont.edu) (Spring 2021)
- **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 Patrick Ferree (pferree@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)
Are You Interested in a Science or Pre-Health Career?
Attend the Following Info Session!

**Success in the Sciences**
Tuesday, July 28 from 2:00-3:00pm
via Zoom
For more information visit:

**Pre-Health Advising Information**
The *minimal* science requirements for students planning careers in the health professions include: “Basic Principles of Chemistry” (14L and 15L), “Organic Chemistry” (116L and 117L), “Introductory Biology” (43L and 44L), and “General Physics for the Life Sciences” (30L and 31L) or “Principles of Physics” (33L and 34L). Please see the Keck Science Pre-Health website (http://www.kecksci.claremont.edu/prehealth/) for additional information on required and recommended courses for pre-health students.

*Susie Fang*, Keck Science Department Pre-Health Professions Advisor sfang@kecksci.claremont.edu.
Resource for Pre-Health Students

Pre-Health Advising Home Page: Susie Fang
http://www.jsd.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

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

Additional courses that students have found useful for medical school preparation (and courses that may be required by individual medical schools):

- Genetics: Bio 143
- One course in Statistics (Psych stats or Biostatistics (Bio 175) will fulfill this requirement)

Additional courses if they can be fit into the schedule:

- Physiology: Bio 132L or Bio 131L
- Computer Science
- Introduction to Sociology
There is no standard list of pre-requisite courses for the following Health Professional Schools, however the courses listed for each are most often found to be required. For more specific advising, students should meet with the Pre-Health Advisor and consult individual School websites to learn more about specific requirements at each School.

**Veterinary, Dental, Physical Therapy, Pharmacy, Optometry**

Intro Biology: Bio 43L, Bio 44L (can be taken out of order...Bio 43L is offered fall, Bio 44L is offered spring.)  
General Chemistry: Chem 14L, Chem 15L (must be taken in order)  
Organic Chemistry: Chem 116L, Chem 117L (must be taken in order)  
Physics: Physics 30L, 31L (life science majors) OR Physics 33L, 34L (physical science majors)—must be taken in order  
Biochemistry: Bio 177 (less commonly required for Pharmacy and Physical Therapy)  
One course in Statistics (Biostats or Psych stats fulfills this requirement)  
Genetics: Bio 143  
Calculus 30 or higher—must be taken at the college level (AP credit does not count)  
Microbiology with Lab: Bio 187s (not offered consistently at The Keck Science Dept.—this course is not required for Physical Therapy)  
Some Psychology courses and Upper level Biology courses are required for certain schools—consult with Susie 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
Below is some informal course-specific advice we provide to help determine your first year of courses.

**Biology**
Biology majors or any student wishing to take upper division courses in biology are generally advised to complete the two course Introductory Biology series (Bio43 and Bio44) by the end of their second year. These courses serve as prerequisites for all upper division biology courses. The courses may be taken in either order, but Bio43 is offered only in the Fall and Bio 44 only in the Spring. Note that a Bio43 equivalent may be taken in the Spring through the Integrated Biological Chemistry (IBC) double course. Both Bio 43 and Bio 44 have a laboratory component that meets once each week for four hours.

There are several options for taking the introductory biology series. If a student has taken some Chemistry and Calculus in high school, then taking Bio 43 in the first semester (along with Chem 14) is a possibility. A popular option is to take Bio 44 in the second semester (Spring), and Bio 43 in the third semester (Fall semester of the second year). A student who wishes to have an integrated Biology-Chemistry experience may take IBC in Spring semester of their first year and Bio 44 in Spring semester of their second year. All of these options will allow a student to stay on track with their upper division coursework.

For students wishing to major in biology, it is strongly advised that they complete the introductory chemistry series in their first year. This means enrolling in Chem 14 in fall and Chem 15 (or IBC) in the spring of the first year.
Chemistry
We generally advise potential Chemistry, Biology and pre-health-intended majors to take introductory Chemistry the first year. This allows them to take organic chemistry the following year if needed, which frees up the possibility of studying abroad during the junior year. There are several paths to taking introductory Chemistry at Keck (see Figure 1).

Fall

<table>
<thead>
<tr>
<th>Basic Principles of Chemistry I</th>
<th>Integrated Biology &amp; Chemistry</th>
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</thead>
<tbody>
<tr>
<td>Chem 14</td>
<td>Chem 42 &amp; Bio 42</td>
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Spring

<table>
<thead>
<tr>
<th>Basic Principles of Chemistry II</th>
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<tbody>
<tr>
<td>Chem 15</td>
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The traditional path is Chem 14 in the Fall and Chem 15 in the Spring. These courses are to be taken in order, and each semester there are multiple lectures/professors with associated weekly laboratory sessions. For those with weaker mathematics preparation there is a section of Chem14 with additional time dedicated to problem-solving, please contact Professor Hatcher-Skeers at mhatcher@kecksci.claremont.edu for more details on this section.

An interdisciplinary path is to take Chem 14 in the Fall, and Chem/Bio 42 in the Spring. Chem/Bio 42 is an Integrated Biology and Chemistry course that is co-taught by Biology and Chemistry professors. It is not an accelerated course - it has largely the same content as the second semester of introductory chemistry (Chem15), and of introduction to biology (Bio 43), but is taught with an additional emphasis on interdisciplinary connections. There is only one section of it offered this Spring, and entry is via regular pre-registration in the late-Fall (there is no admission-test, and the only prerequisite is Chem 14). For those deciding whether to take Bio 43 in the Fall vs. Integrated Biology and Chemistry in the Spring, please email professors Van Arnam or Edwalds-Gilbert (evanarnam@kecksci.claremont.edu and gedwalds@kecksci.claremont.edu).
**Environmental Analysis Science Track**
The environmental analysis *science track* major requires a semester of Intro Bio (BIOL 044LKS) and Intro Chem (CHEM014LKS), or equivalent, which should be taken during the first and second year. Majors must also take an introductory earth science course (e.g., EA055LKS, GEOL020 PO, or approved alternate). The core courses, Introduction to Environmental Studies (EA10PZ or PO) and either Nature, Culture and Society (EA020PO) or Environmental Justice (EA86PZ), or POLI136PO, and Science and The Environment (EA030LKS), are not generally prerequisites for other courses, but are required for the major and are recommended to be taken within the first two years. Please make sure you consult with an EA-affiliated Keck Science faculty member.

**Neuroscience**
The neuroscience major requires both semesters of Intro Bio and Intro Chem, which should be taken during the first and second year. Foundations of Neuroscience (Neuro095) is only offered in the Spring and should be taken during the first or second year. It is not advised that Foundations be taken at the same time as two other science courses as that requires taking 3 labs in one semester. It is highly recommended that students take Foundations prior to Neuro1 or Neuro2. The material covered in Neuro1 and Neuro2 are quite integrative and can be a little overwhelming for students with less science background.

Students decide on a ‘sequence’; a set of 4 courses in a particular area. These are listed on the neuroscience website [neuro.kecksci.claremont.edu](http://neuro.kecksci.claremont.edu). For example, students interested in psychology-based neuroscience will take 4 psychology-related courses. The courses in the second ‘tier’ are based on the sequence. Students taking psychology-based courses should take Research Methods and Psych Stats (these usually have to be taken at their home institution), along with math or CS. The non-psychology students should take some combination of biostats, computer science, math, or physics (only one semester of physics counts).
Students contemplating a Physics major should take Principles of Physics (Physics 33) in the Fall semester of their first year, followed by Physics 34 in the Spring. Waiting until sophomore year before taking intro physics is strongly discouraged, since it can produce a variety of scheduling challenges later (including with study abroad). Potential physics majors should also plan on finishing at least through second-semester college calculus by the end of their first year. (Math 31S at Pomona has a focus on applied calculus and might be an especially good choice for science majors who need second-semester calculus.)

Students contemplating a Biophysics major have the option of taking either the Principles of Physics (Physics 33-34) intro sequence or the General Physics for Life Science (Physics 30-31) intro sequence (see below), though we recommend starting with Physics 33. Ideally, biophysics majors should take intro physics starting in the fall semester of their first year, though it is possible for biophysics majors to wait until sophomore year.

Students with a potential interest in physics or biophysics should always consult with a physics professor before making their course selections; students with a definitive plan to major in physics or biophysics should switch to a physics professor as their academic advisor. Students contemplating participating in our Engineering program should immediately consult with Prof. Scot Gould, sgoeld@kecksci.claremont.edu.

The physics program has two distinct intro physics course sequences: Principles of Physics (Physics 33-34) and General Physics for the Life Sciences (Physics 30-31). Physics, Chemistry, and Engineering majors should take Physics 33-34, while life science majors often take the Physics 30-31 intro sequence; biophysics majors can do either sequence, though 33-34 is preferred. Although the two intro sequences are similar, the key differences are: (a) 33-34 is frequently
taught in an integrated lecture-lab format, whereas 30-31 has separate lectures and labs; (b) while both sequences use calculus, 33-34 uses it more heavily; (c) 30-31 has more life science related examples; (d) 33-34 uses numerical software packages more; (e) 34 covers electromagnetism and waves, while 31 covers electromagnetism, waves, and some modern physics.

**Special Course Registration Information**

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

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

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

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

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

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

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

For information on writing courses offered through the Writing Center, please contact Professor and Director of the Writing Center, Andrea Scott, at 7-4321 or andrea_scott@pitzer.edu.
Additional Regulations and Guidelines

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

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

2. Sophomores may normally register for one course per semester outside of Pitzer. See exceptions under #1.

3. Juniors or seniors may normally register for one-half of their total program in any one semester outside of Pitzer. See exceptions under #1.

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

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

Based on the Oxford tutorial, an Independent Study is a way of exploring an area in more depth between a faculty director and a student who already know one another, or when the project falls in an area with which the student has some prior familiarity. Students have the opportunity to plan and execute projects of their own conception and acquire a competence in original research and writing beyond that required by the regular courses of instruction.

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

Please Keep in Mind:

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

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

**Web page:** [https://www.pitzer.edu/career-services/](https://www.pitzer.edu/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.
Handshake - the shared electronic career services management platform shared by all 7 Claremont Colleges. Among many resources, it is the centralized location for job and internship postings aimed at students of The Claremont Colleges.

Office of Fellowships and Scholarships (includes grants)

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

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

Visit: https://www.pitzer.edu/search-results/?q=fellowships to learn more about fellowship, scholarship, and grant opportunities.

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

Fellowship and Scholarship Opportunities:
International Graduate opportunities include the Watson Fellowship, Fulbright Fellowship, Rhodes Scholarship, and Princeton in Asia/Africa/Latin America.
National Graduate opportunities include the Coro Fellowship, National Science Foundation Fellowships, and Rangel Graduate Fellowship in
International Affairs.
Undergraduate opportunities include the Udall Scholarships, Mellon Mays, Truman Fellowship, and Critical Language Scholarships [CLS]. For Undergraduate and Post-Baccalaureate Fellowships, contact: Sandy Hamilton
Associate Director, Office of Fellowships and Scholarships
Sandy_Hamilton@pitzer.edu
x79108

Resources at Pitzer and at the 5Cs

Academic Support Services: If a student has a physical disability or a documented learning disability such as dyslexia, attention deficit disorder, hyperactivity disorder, etc., and would like to request accommodations, encourage the student to make an appointment to meet with Gabriella Tempestoso, Associate Dean of Students and Director of Academic Support, gabriella_tempestoso@pitzer.edu.
Further information regarding documentation, services available and individual advocacy is here: https://www.pitzer.edu/student-life/academic-support-services/disability-accommodations-policy/
Tutoring: Tutoring services are handled by the Office of Student Affairs. Tutoring assistance is provided free of charge to Pitzer students. For more information, contact Gabriella Tempestoso at: gabriella_tempestoso@pitzer.edu.

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, ext. 18298.

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

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

**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, 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.
[https://www.pitzer.edu/cec/](https://www.pitzer.edu/cec/)

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**Resources @ the Claremont Colleges**

**4+1 accelerated BA/MA Programs**—Claremont Graduate University
(CGU) offers superior undergraduate students at The Claremont
Colleges the opportunity to work simultaneously toward the completion
of their undergraduate degree requirements and a master’s degree in
selected academic fields. Depending on the students’ qualifications,
these programs will involve some shortening of the time normally
required to complete an undergraduate and a master’s degree. The
tuition and time savings are calculated on a case-by-case basis, but on
average students save a semester of graduate study in time and tuition
costs. For more information, visit:
[https://www.cgu.edu/academics/accelerated-bachelor-masters/](https://www.cgu.edu/academics/accelerated-bachelor-masters/)
The Monsour Counseling and Psychological Services (MCAPS)—Located at 757 College Way, immediately south of the Honnold Library. Monsour has a staff of psychologists, consulting psychiatrists, and graduate psychology interns who provide therapeutic and preventive/educational services to help students develop emotionally and cope with the stresses of college life. Individual, couples, and group therapy are offered and are provided confidentially. Workshops and structured groups are offered on topics such as Stress Management, Eating Disorders, Relationship Issues, Enhancing Self Esteem, Graduate/Re-Entry Support, and Sexual Abuse. Referrals are made to mental health resources in the community when necessary. Students with personal concerns or those simply wishing to talk with someone are welcome. There is no charge for the services of the psychologists and/or the psychiatrists at the center. For an appointment, call ext.18202.

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

The Claremont Colleges Library—partners with Pitzer and the other Claremont Colleges in learning, teaching, and research. They are committed to fostering intellectual discovery, critical thinking, and lifelong learning. Accordingly, the Library ties our academic community to varied cultural and scholarly traditions by offering user-centered services, building collections, developing innovative technologies, and providing an inviting environment for study, collaboration, and reflection. Visit The Claremont Colleges Library at http://libraries.claremont.edu.
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. [https://www.pomona.edu/administration/asian-american-resource-center](https://www.pomona.edu/administration/asian-american-resource-center)

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

The Chicano/Latino Student Affairs Center (CSLA)—Provides various academic and personal support services, including the New Student Retreat, the Sponsor Program, the Awards Luncheon, the Tutorial Program, Dia de la Familia, academic advising and personal and career development sessions. The 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. https://services.claremont.edu/clsa/

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 www.cuc.claremont.edu/obsa, located at 139 East 7th Street, or contact: OBSA-I @cuc.claremont.edu/ext. 7-3669.

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