

ACADEMIC ADVISING
HANDBOOK FOR STUDENTS



PITZER COLLEGE

Fall 2023

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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: In most cases, 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 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 Phil Zuckerman. 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 Zuckerman 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 advisors: Students are free to change advisors 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 only have one academic advisor unless they have a combined major, off-campus major, double major or major and 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 them go. This is the only way to open up slots for them 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 assist you to find resources and support for moving forward.

HOW

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

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.

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.***

Academic Advising in Your First Semester

Preparing for your appointment with your first-year advisor

Before meeting with your advisor, 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.

An Academic Orientation Overview session is being hosted with information coming to the New Student Orientation Sakai Site for new students.

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.

- While it is important to submit a PERM request for a full class you'd like to get into, not all professors handle PERMS the same way. Some respond right away, others do not. If you don't, hear back regarding a PERM, seek other options.
- 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 often 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, language or chemistry 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.

The Modern Languages Information session information will be made available on Sakai.

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

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, Professor Jemma Lorenat, and Professor Bahar Acu for more information.

The Math Placement Exam information along with an information session on math, computer science, and data science is being hosted on the New Student Orientation Sakai Site for new students.

Chemistry

Students with AP or IB courses in chemistry may be interested in the CHEM 029 placement exam. CHEM 029 is an accelerated course that combines two semesters of general chemistry. The test information is being hosted on the New Student Orientation Sakai Site for new students.

Please contact Professor Nancy Williams (NWilliams@KeckSci.Claremont.edu) for more information.

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 advisor'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. 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 advisor's responsibility to send an e-mail 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 909-607-3065 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 designated days. Classes will be held, but normally other meetings and general office hours may be cancelled. Information for advising days will be listed on the Pitzer Academic Calendar as it is periodically updated <https://www.pitzer.edu/registrar/academic-calendar/>.

PERMs

PERMs are online requests to be allowed to register for a course. There are only two situations in which you need to submit a PERM:

1. A course is closed to you because of your College or class-year. Some courses at each campus are restricted to students from only that campus. Other courses may be limited to a particular class-year, such as first-years or seniors. Other courses are PERM-only and no student can register without first having their PERM approved by the instructor.
 - If you want to enroll in one of these courses you should submit a PERM before registration starts.
 - Your PERM should explain why you want to enroll in the course, particularly if the course is not open to you because of your class-year, home campus, or major.
 - You should expect to hear back from the professor before registration starts (unless it is a very popular course with tons of PERMs). If you don't hear anything back, you may want to send a follow-up email to the professor.
 - If your PERM is accepted, you will still need to register for the course during your registration time.
2. You want to register for a course that is full.
 - If you want to take a course and it fills up before your registration time, you should submit a PERM as soon as the course fills up.
 - You generally don't need to write anything in the PERM unless you have extenuating circumstances that you want to explain (for example you need the course for your major and you can't take it in a later semester because you'll be studying abroad).
 - Avoid platitudes ("I've heard such great things about your course", etc.) They won't help you get into the course.

- PERMS do not function like a traditional waiting list. For example, if you see a class with 8 PERMS already, that does *not* mean that there are eight people automatically ahead of you in line to register. It just means that 8 other people have submitted a PERM. But they may – for many reasons – no longer be interested in taking the class, and you could still possibly get in.
- Instructors vary a lot in how they handle PERMS when their course is full. Some may do nothing and wait to see who shows up to the first class. Some may monitor enrollment closely and add students as soon as spots open up.
- If your PERM is approved, you still need to register for the course.

A few of things to note about PERMS

- A PERM is not a registration. If your PERM is approved, you still need to log on to the Portal and register for the class.
- Some PERMS may come with expiration dates. If you do not register before the PERM expires, you will need to submit a new PERM
- A PERM is not a guarantee of a seat in the course. Most PERMS will only allow you enroll if there are open seats in the class. (Although some instructors will use PERMS to overenroll the course).
- If you PERM a course with multiple sections, the instructor can see if you have PERMed other sections or are already enrolled in a different section.

Low Grade Notices

What is a Low Grade Notice?

A low grade notice is an alert sent to the Registrar by your instructor through the Portal to let you know if you are doing poorly in a class. “Poorly” is usually defined as a C- or lower, but instructors can send low grade notices any time they are concerned about your attendance or performance in their course. When an instructor sends a low grade notice, it goes to you, your advisor(s), and the Academic Standards Committee.

What should I do if receive a Low Grade Notice?

First, talk to the course instructor and to your academic advisor. Low grade notices are meant to be a “wake-up call” so that you can turn your grade around before the end of the semester. You need to figure out why you received the notice and what you can do to improve your grade. Work together with your instructor and advisor to design a plan for improving your grade in the class. This could mean submitting missing work, improving your attendance, going to office

hours more often, finding a study group, attending tutoring (if offered), meeting with Pitzer's academic coach, or changing your study habits.

If I get a Low-Grade Notice, do I need to drop the class?

This is something you should discuss with your instructor and your academic advisor. In most cases, students can improve their grades by changing how they study and prepare for the class. In some cases it may be appropriate to drop the course or switch to pass/no-credit grading. This is a decision that you should make only after consulting with your instructor, academic advisor, and other supportive people in your life.

If you decide to drop the class, you should discuss with your advisor how you will make up the course credit and stay on track for graduation. There are many ways to do this. The worst way to make up the credit is to take 5 courses in your next semester. Instead, talk to your advisor about taking several half or quarter-credit courses over a few semesters, using AP, IB, or transfer credits, taking a summer course, getting academic credit for a summer internship, or other options that may be relevant to you.

Tips for Writing Effective E-Mails

Give the person you are e-mailing ample time (**2-3 business days during normal working hours**) to respond to your email.

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

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

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

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

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

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

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

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

- Sincerely,
- Respectfully yours,

Before you hit "send," ask yourself...

1. Is this message suitable for e-mail, or could I better communicate the information face-to-face?
2. What is my purpose for sending this e-mail? Will the message seem important to the receiver, or will it be seen as an annoyance and a waste of time?

3. Do the formality and style of my writing fit the expectations of my audience?
4. 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?
5. Have I provided enough context for my audience to easily understand or follow the thread of the message?
6. Did I identify myself and make it easy for the reader to respond in an appropriate manner?

E-mail from Student 1:

hey,
i need help on my paper can i
come by your office tomorrow
thx

E-mail from Student 2:

Hi, Dr. Jones:

I am in your T/Th morning seminar and have a question about the paper that is due next Tuesday. I'm not sure that I understand what is meant by the following sentence in the prompt:

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

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

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

Thank you and best wishes,
Tim Smith

Answers to Frequently Asked Questions about Math Courses

A. REQUIREMENTS

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

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 2023 Math 25 will be offered.

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 Precalculus/Calc I class (Math 30P) or Math 25 dependent on the fall's offering.

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 being offered in Fall 2023. Any students who wish to start with pre-calculus, if Math 25 is not offered, can take Math 30P if offered, 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 advisors 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. All of the Claremont colleges (including Pitzer) now offer introductory Computer Science classes. However, to major in CS students will have to take the introductory classes offered by Harvey Mudd or Pomona, and entry into those classes is not guaranteed. Hence, not all Pitzer students will have the option of majoring 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.

14. Are there any other related courses/degrees

Yes! Pitzer now offers a minor in Data Science, an emerging field in high demand. Students wishing to pursue this degree should start with any Introductory Computer Science class and any Introductory Statistics class.

Answers to Frequently Asked Questions about Science Courses

Up-to-date information on science information sessions is being hosted on the New Student Orientation Sakai Site for new students.

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 $\frac{1}{2}$ 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?

Typically yes, but make sure you take one introductory science course in your first semester as science majors are strongly sequential. Students who do not begin these sequences during their first year may face scheduling problems in later years or problems in taking advantage of other programs such as study abroad.

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 Lars Schmitz if they would like to request an exemption. Pre- Health students should not skip any science or math courses.

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.

Are You Interested in a Science or Pre-Health Career?

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 (<https://www.kecksci.claremont.edu/student-resources/pre-health-advising/>) 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.

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

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 909-607-4321 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 Africana Studies; American Studies; Art History; Asian Studies; Asian American 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. Students who wish to overload must petition with Academic Standards Committee using the petition form through the Registrar's Office.

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.

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.
- 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.

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 contact staff from the Pitzer Academic Support Services Team: <https://www.pitzer.edu/student-life/academic-support-services/>

Further information regarding documentation, services available and individual advocacy is here: <https://www.pitzer.edu/student-life/academic-support-services/disability-accommodations-policy/>

Office of Fellowships and Scholarships (includes grants):

Visit here to learn about fellowship, scholarship, and grant opportunities: <https://www.pitzer.edu/fellowships/>

Tutoring: Tutoring services are handled by the Office of the Dean of Faculty and Academic Affairs. Tutoring assistance is provided free of charge to Pitzer students. For more information, contact dofcore@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, 909-621-8298

Western University of Health Sciences/Pitzer Linkage Program: Refer to the program advisor, Tom Borowski, Intercollegiate Neurosciences Coordinator at: thomas_borowski@pitzer.edu, 909-607-3808

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/>

Career Services:

Location: Scott Hall 126

Contact: 909-621-8519 / <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.

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/>

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/>

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 909-621-8202. Information is available through:

<https://services.claremont.edu/mcaps/>

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, <https://services.claremont.edu/chaplains/> or 909-607-2096.

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 life-long 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>

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 <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 <https://services.claremont.edu/office-of-black-student-affairs/> located at 139 East 7th Street, or contact: OBSA-I@cuc.claremont.edu / 909-607-3669.

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/>