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THE FIRST-YEAR STUDENT ADVISING PROGRAM

First and foremost, we thank you for serving this year as a first-year student advisor.

We all know well how much time, mental and emotional energy, and effort it takes to mentor a new college student and provide excellent academic advising. Both the Dean of Faculty and Student Affairs Offices also recognize how truly crucial and important your work as advisor is to both the students and the College. Indeed, the National Academic Advising Association, in its Statement of Core Values of Academic Advising, has its predominant premise that “Few experiences in students' postsecondary careers have as much potential for influencing their development as does academic advising”. *Statement of Core Values of Academic Advising*. (n.d.). Retrieved August 11, 2002 from National Academic Advising Association website: <http://www.nacada.ksu.edu/Profres/corevalu.htm>.

While good and accurate assistance in course selection is one of the more immediate aspects of advising (especially in the eyes of an entering first-year student who has pre-registered for only two courses), we all know that it is often not the most important, or rewarding, part of advising. The advising relationship provides each student with a one-on-one relationship with a caring adult interested in that student's academic and personal success at Bates. For many undergraduate students, perhaps even some of us, the college advisor/advisee relationship was one within which we could grow intellectually and personally. For some students, the mentoring an advisor offers provides the catalyst for positive, life-changing decisions. So we thank you, and offer this handbook as one means of supporting you in this advising adventure.

There are several goals of this handbook, but one stands above all others— namely, to serve as a clear, efficient and effective resource to you in academic advising sessions. The booklet is most effectively used in conjunction with the *Bates Catalog* and the registration materials issued each semester. We encourage you to use all of these resources together and to help your advisees learn to do the same.

Finally, know that many resources exist to provide support to you as an academic advisor. If questions arise during a session that you aren't sure how to answer, if there is some small point in the general education requirements that you wish to confirm, or if you need something researched for your student advising sessions, do not hesitate to call. The finer points of academic advising and college policy at any institution often seem byzantine in their details, exceptions, and special cases. Between the Dean of Faculty and Student Affairs Offices as well as the Registrar, we can assist you in navigating these fine details.

I hope you enjoy your time working with these students and that we have the opportunity to talk about your advisees throughout the year. Good communication between you, your advisees, and members of the Student Affairs and the Dean of Faculty's Offices will go a long way toward providing consistent support and information to students. It will also allow all of us to remain connected to the students' lives as they learn, live, and socialize throughout the year. We believe that such a coherent network of interest and involvement will be a positive component of their Bates experience this year.

We want this handbook to be a document that is continuously improved and revised to better meet the information and resources that advisors find useful. If, in the course of using this handbook, you think of something useful to add, or notice currently included items that could be deleted, please let us know. That information will prove most helpful to offer dynamic changes as needed throughout the year, and as we prepare next year's copy.

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YOUR ROLE AND ORIENTATION

The faculty advisor's chief function is to advise and assist advisees in the process of self-development and intellectual growth during their college years. Some ways of enacting this function are particular and practical: consulting with the student concerning curricular choices at the time of registration for the following term, monitoring progress toward degree requirements, advising students wishing to make changes in their registration and, if the situations arise, discussing other issues of concern such as potential majors or petitions to the Academic Standing Committee. At other times, the function of advisor takes on a more general and personal quality: asking about their social and residential life on campus, discussing their academic and post baccalaureate goals and fears, and exploring students' perceptions of who they are as learners and members of the Bates community.

Chances are good that you will be the first member of the Bates faculty with whom your advisees speak in more than a passing manner. Below are a few things that all of us may find helpful to remember when talking with first-year student advisees as a group or individually. I'm sure we've heard them before; but I don't think it hurts to remind ourselves of them.

1. Many of them will be just a tad bit nervous. Some of them will be very nervous. There may even be one who is "nauseated nervous." It is likely that they will work hard to hide it.
2. They will have lived through their check-in and move-in on Opening Day, their first night in a new place, with a new roommate or two, and the anxiety that can accompany leaving home. It may not be past-tense for all of them when they see you first-thing Tuesday morning.
3. Most of them will have shared their sleeping and living space with a person (or two or three) for the first time in their lives (for all of 24 hours) and their bathroom with anywhere from 20-60 people.
4. Already they have had to make some new and difficult choices about who they wish to "be" and how they wish to live as a college student.
5. Nearly all of them will be incredibly excited with this their first college classroom experience or their first one-on-one conversation with a college advisor about courses and majors and very significant choices—that they get to make on their own.
6. All of them will be trying to "figure you out." It's natural to wonder about the first college professor and advisor that they will have ever had. Some of them will make misinformed and erroneous assumptions about you based on false cues and perceptions.
7. In your group of advisees is probably at least one student with whom you will have an ongoing and valuable relationship over the next four, five or twenty years. In that same group there is likely to be a student with whom you have nothing in common except the desire for a good academic advising relationship and perhaps your seminar topic.

The admittedly-short list of characteristics above only reinforces how essential it is that in these early advising sessions students are engaged in fruitful dialogue concerning their hopes and goals as a college student, their academic interests and their questions about their new lives as members of the Bates community. This meeting serves as an excellent foundation upon which to build conversation, insight and the beginnings of trust. Your advisees will know well their course choices and the reasons behind them and will be able to comment upon them. So will you. Moreover, you can be instrumental in developing student concern for general issues of academic planning and educational goals. If it pertains, please feel free to address particular problems of course placement, prerequisites, and a balanced course selection. Later meetings in the first and second year will explore your advisees' achievements at Bates, their academic and social/residential lives, their academic and study skills and techniques, plans for the future, and their probable majors.

Throughout all of this, you should feel free to refer students to the faculty in other departments, the student's Student Support Advisor in Student Affairs, and specialized offices such as the Registrar, Bates Career Development Center (BCDC), Writing at Bates, the Mathematics and Statistics Workshop, and the Health Center. Often a phone call to one of these individuals will provide the answer to a question or resolve an issue while the student is still in your office.

ADVISING AS A PARTNERSHIP

At Bates, advisors and students work together in a partnership. The goal of the partnership is thoughtful discussion of a student's goals and responsibilities while at Bates, and after graduation.

Advisors bring to the discussions their knowledge of academic disciplines and of Bates College, awareness of what students must do to learn from their courses, and an appreciation of the personal and intellectual changes facing students. Their questions, observations and advice can help students make decisions about individual courses, long-term planning for their academic careers, choice of major, and life plans.

Students bring to the discussions their goals for their four years at Bates, their academic and personal interests, as well as hopes and plans for the years following Bates. Students use their advisors as mentors and resources, people who can help students get the information they need to make decisions, people who can encourage students to think through their goals and plans.

Advisors' Responsibilities

Academic mentoring

- Listen, ask questions, discuss
- Ask about goals at Bates and after
- Act as supportive critic
- Explain purpose of requirements
- Help students achieve goals

Show up for the job

- Take students seriously
- Take the necessary time
- Help students find information

Reasonable accessibility

- Appt. within a week of request
- Appear at appts./office hrs.
- Make times of availability clear

Not Advisors' Responsibilities

Filling out forms for students

- Registering students
- Declaring majors for students

Initiating advising meetings

- Calling students
- Finding students who miss meetings

Making sure requirements are completed

- Keeping track of requirements
- Telling students what to take

Getting information for students

- Knowing requirements of all majors
- Knowing what courses have space

Making decisions for students

- Deciding on courses or majors

Students' Responsibilities

Take responsibility for academic career

- Listen, ask questions, discuss
- Think about goals, for Bates and after
- Explain ideas and plans

Make use of advisor's knowledge

- Think about the questions from advisor
- Evaluate the advice given

Show up for the job

- Come to advising meetings prepared
- Take time for conversation with advisor
- Make and keep appointments

Make decisions

- Decide on courses, major
- Consider and reconsider goals

Take charge of all registration matters

- Get necessary information
- Learn and complete all requirements
- Register and fill out necessary forms

Not Students' Responsibilities

Knowing immediately Bates requirements

Knowing immediately goals for Bates, career and life

Memorizing college catalog

ADVISOR'S ORIENTATION TIMELINE

Below you will find a copy of the Orientation Schedule. We offer you this as a means to confirm the first class meeting time as well as time periods set aside for advising. That said, there is a short list of times that you can use in scheduling your teaching and lives during the week of orientation.

Tuesday, September 1st:

- First Class Meeting of the First-Year Seminars: *** Please note that as all seminars will meet simultaneously from 9:00a.m.-12:00 p.m.; there is insufficient space to allow all classes to meet in the rooms scheduled for the fall semester. Please refer to the schedule and location listing in your student advising packet for the location of this first meeting.
- You may approach this first meeting in various ways. The most conventional would be to divide the time between:
 - Introduction of the course and the exciting material ahead
 - General introduction to advising questions and concerns – this can go a long way in preparing for your individual meetings
 - Some time for individual meetings with advisees. You may also want to reserve time(s) later on that day, or later in the week when they return from AESOP trips as well.

Tuesday, September 8th: Convocation, 11:00 a.m.

Wednesday, September 9th: First Day of Classes for all students

INITIAL REGISTRATION AND ADVISING PROCESS

1. **Initial Registration.** Nearly all first-years will have registered online over the summer months. The majority will be enrolled in 3 or 4 courses. Some will have 2 courses and there may be a few students who have not registered at all yet. You will have the opportunity to discuss their selections during the individual advising sessions before classes.

*****Item of Special Note: It is important to remind students that they must attend the first class meeting since faculty may take attendance and withdraw those absent.***

2. **Registration Adjustments During Orientation and Initial Two Weeks of Classes.**

During the initial two-week schedule adjustment, it would be advisable to talk to your advisees, whether in class session or individually, to check on their progress and any possible schedule/course adjustments.

*****Remind your students that they may add/drop during the first week as they feel prudent. During the second week, students will need professor permission to add a course.***

Once matriculated, students use a randomized, web-based system to pre-register and add/drop courses. Please note that MANY first-year students do not understand the distinction between pre-registering and being registered in a course. It would be worth 15 minutes of class time in October to assure that they are clear on the entire procedure.

Pre-registration/Registration Procedure for All Matriculated Students

- Academic advisors must release an advising hold on each advisees registration account before that advisee is able to pre-register for courses.
- **October 31 – November 6:** All students will go online to pre-register for their preferred winter semester courses.
 - **November 6, 4:00 p.m.:** The Garnet Gateway registration module closes and the randomization process is run.
 - ******* Please remind your advisees that they must go back into their Gateway registration records sometime after Saturday morning to find out in which of their preferred courses they were successfully registered.

Item of Special Note: When the advisor removes an advising hold from a student registration account, it signifies that a consultation has occurred, but it does not necessarily indicate that the advisor agrees with the action. In the event that the advisor strongly disagrees with the choices made by the student, that advisor may refuse to remove the hold, and may refer the student to their Student Support Advisor for additional advice and support.

- **In order for a student to be admitted, by professor permission, into an already full course, the faculty member must go online , into the Garnet Gateway, and take the appropriate action on behalf of that student (i.e. approving an overload, removing a prerequisite, etc.). You must have the student’s name and ID number to complete this process.**
- **Many new students believe that once they have a verbal override approval from a faculty member, everything is resolved and they are done. They are not. The student must still web register for the course after the faculty member has taken care of the override.**

- Petitioning Process: Petitioning remains a paper process, in which the student submits the petition form to the appropriate faculty member. Faculty then grant override permissions online after which the student may web register for the course. This may have moved to an electronic process recently and questions about it should be directed to the Registrar's Office for clarification.
 - Independent study courses (360's) and individual research courses (s50's) also require a paper registration form, processed at the Registrar's office. This too may have moved to an electronic process recently and questions about it should be directed to the Registrar's Office for clarification.
1. **Subsequent registrations.** There is a week for Pre-registration at announced times during the year, for 2015-16:

Winter Semester 2016 pre-registration: October 31 – November 6
Short Term 2016 pre-registration:
 Off Campus Short Term: January 30 – February 5
 On Campus Short Term.: March 5-11
Fall 2016 pre-registration: March 5-11

- Students are expected to make appointments with their advisors prior to this week.
 - Advisors are encouraged to post and expand office hours to allow meaningful meetings with the advisees.
 - During the registration conference, advisors consult the student's academic worksheet, remove the student's advising hold.
2. Students must register using the web registration system by the deadline.
- **Late registrations incur a \$50.00 fine and are not always approved.**
 - Students must petition the Committee on Academic Standing for permission to register late, explaining extenuating circumstances.
3. After the initial registration period changes can be made only through the web registration system.
- Courses may be added through the first ten class days of each regular semester (**September 22 and January 22**),
 - Units may be added through the first three days of Short Term (**April 27**).
 - Please refer to the calendar in the *Catalog* for these and other important deadlines.
4. ****The last day to withdraw from a course is often critically important to students in difficulty.
- Advisors may want to schedule meetings with selected advisees just prior to these deadlines.
 - In **2015-2016**, the last days to withdraw are as follows:
 Fall Semester: **October 30**
 Winter Semester: **March 4**
 Short Term: **April 29**

WEB REGISTRATION, STEP-BY-STEP

Step 1 - Before or during Pre-registration week

- Students receive notification that the schedule of courses for the upcoming semester is available for viewing in the public area of the web. This is typically 2 weeks before pre-registration.
- Students review their course options and use a worksheet (sent to all students through campus mail or available for downloading from the Registrar's office homepage on the web) to indicate their first and alternate choices.
- Students meet with their advisors to discuss course selections and have their advisor remove the hold on their web registration account

Item of Special Note: Students are responsible for seeking out their advisor, attending an advising session, and procuring the removal of the web registration hold.

Step 2 - Pre-registration week

- Students go to the web registration page and log into the secured area of the web using their Bates ID number (printed on the front of their Bates Card) and their PIN number.
- Students enter course selections on the web registration form. This form allows students to enter course CRN's onto an on-line grid, and then submit them all to register.
- Students may make registration adjustments any time that web registration is available during pre-registration week, until 4 p.m. on Friday when the randomization process is run for limited enrollment courses.

Item of Special Note: the web server is available 24 hours during the weekend prior to pre-registration week, 4 a.m. - 9 p.m. Monday - Thursday of pre-registration week; 4 a.m. - 4 p.m. Friday.

- After submitting their courses, **students review their pre-registration schedule to ensure that there are not any error messages.** Some errors require an adjustment in the student's schedule.
- Students registering for courses that require written permission of the instructor, a prerequisite waiver, or any other special permission must obtain an "override exception" from the professor teaching the desired course.
 - The student must make a request for an exceptions approval (overload, special permission, prerequisite override, etc.)
 - If the professor agrees to this request, that professor will go into the Garnet Gateway and complete an override approval for the student.
 - **Then the student must log onto the Garnet Gateway and register for the requested course. ***Many students think that faculty will register them or that approving the override serves as registration for the course—it does not.***

Departmental explanatory notes and the final examination schedule are included with the printed copy of the schedule of courses, as well as on the Registrar's office web page.

*Step 3 - Petitioning period (the week following pre-registration) ***Note: There will be no petitioning available to entering, new students when they register online during the summer.*

- After 4:00 p.m. Friday, randomization is run so that courses with limited enrollment have the appropriate number of students registered for the course, and spaces are left for petitioning.

- Students check their web course schedule during the weekend or on the Monday following pre-registration week to determine whether they gained entry into the limited enrollment courses selected or if they are eligible to petition for entry during the petitioning period.
- To view their schedule, students go to the “view courses or add/drop a course” menu selection.
- It is important for students to check the status column to determine whether they are registered or eligible to petition.
 - If the course status is "registered," or “web registered” no further action is needed.
 - If the course status is "eligible to petition," students may submit a written petition to the appropriate faculty member during the petitioning period.
 - Copies of the petition form are available at the Registrar's office or may be printed from the Registrar's office web page.
 - Remember, this is still a paper process, and students still send petitions to the appropriate faculty member.
- Students are not be able to make any other registration adjustments during this period, however they can still access other areas of the No Line/On Line system.

Step 4 - Faculty review and submit approved petitions to the Registrar's office

- The week after students submit petitions to faculty who review them and send approved petitions to the Registrar's office.
- The Registrar's office adds these courses to student registrations.
- Students check their schedules on the web to determine whether or not they have gained entry into the limited enrollment courses for which they petitioned.
- Students are not be able to make any other registration adjustments during this period, however they can still access other areas of the web registration system.

Step 5 - After the 3-week pre-registration period, and before the next semester begins

- After the pre-registration cycle is complete, students may make changes in their course schedule and petitions are no longer needed.
- Whenever space becomes available in a course and the student does not encounter any registration errors, the student may web register for the course until the legislated last day to add.
- Students are encouraged to discuss any changes with their advisor if they have not been previously discussed, however advisor signatures are not needed.

Items of Special Note:

- All courses that have space available have a **check box** next to the course that, if checked, registers the student for the course when submitted.
- If there is no room in a course, the letter "C" meaning "closed course" appears rather than a check box.
- If a student still wishes to try to gain entry into a closed course (or course section), the student must obtain the faculty member's signature on an exceptions card and follow the procedure for exceptions.

Step 6 - The add/drop period

After the pre-registration cycle has ended, the web registration system stays available for students to add and drop courses. This includes the beginning of the next semester when students may add and drop courses on a space available basis until the faculty legislated dates listed in the *Catalog*. A search feature on the registration menu allows students to search for courses by a variety of factors such as meeting time, department, instructor, etc. There are links to the student schedule by date and time, and to other web features that assist in the course selection process. Students may add and drop courses until the legislated dates listed in the Bates College *Catalog*.

COMMON ACADEMIC QUESTIONS

1. What if I am registered for only three courses?
- Three classes is considered full time. However you may want to consider picking up a fourth class during the drop/add period. In order to graduate in four years, you need to average four classes per semester.
2. Can I take five courses?
- Yes, but it is strongly advised that you do not do this until after your first semester. All students must wait until the drop/add period begins (after randomization, and petitioning) to pick up a fifth course.
3. How long do I have to sort out my course selection?
- Two weeks. These and other dates, such as the last day to withdraw from a class, are listed in the *Catalog*.
4. People keep asking me what my major is. I don't have any idea. Should I know what my major is going to be at this time?
- Don't worry if you do not know your major. Many people who "know" their major will change it. Now is the time to explore the curriculum. Just make sure that you fulfill the Writing I (W1) requirement in your first year.
5. I plan to select my courses so I can complete all the General Education Requirements this year. Is that a good idea?
- No. There is no need to rush this. It is more important to investigate new fields of study or take second courses in fields of particular interest. Most students find they complete the Gen. Ed. Requirements simply by taking courses of interest. ****However it is important that first-year students be sure to take their Writing Attentive (W1) course during their first year. It is also a good idea to try to get a science course during your first semester or year.**
6. What are these S.L.Q. things? What's the difference between an S and an L?
 - S: Scientific reasoning. This may be a science course, but not always. It may have an attached lab. But it is not required to include a lab.
 - L: Laboratory course. This also may be a science course, but may also be a course in another department/program. The key difference is that this requirement must have a laboratory component as an integral part of the course.
 - Q: Quantitative reasoning course. These courses may be found in a variety of departments and programs.

*****The most important thing students can do is to use the Garnet Gateway and the *Catalog* to check the course status. If the course counts as a S,,L, or Q this fact will be noted as part of the course description.

7. Can I take a course **pass/fail**?
-Yes, you can take a total of two courses pass/fail with the maximum of one carried per semester. Courses taken pass/fail, however, do not count toward your GPA and do not count toward general education requirements. You must declare a course pass/fail by the last "add day" and this designation cannot be changed. Generally speaking you may not take a general education requirement P/F.
9. What if I see AP and IB credit listed on my gateway transcript? What does that mean?
- It means that you already have Bates credit awarded for your scores on AP tests or IB tests. You should see the Registrar if you did well on the tests, but have no credit awarded.
10. If I should break a leg and need an extension on a paper, what can I do?
- Dean's Notices are provided through the Health Center for acute but temporary physical illness, serious personal illness, acute and chronic episodes of emotional or mental disorder, or family or personal emergencies. Students

with personal emergencies may see the Associate Dean of Students for Student Support and Community Standards or their instructors.

11. I think I may have a learning difference. What should I do?

-With proper documentation, a wide range of accommodations are possible. Students should meet with Abigail Nelson, Assistant Dean of Students for Accessible Education and Student Support, to discuss their options.

COMMONLY ENCOUNTERED PROBLEMS WITH REGISTRATION

1. I'm trying to register for a science course and keep getting an error message
 - Check to see that you are submitting the CRN numbers for the lecture and the lab of your choice at the same time.
 - Check to see that the lecture and lab section of your choice can actually be paired.
2. I can't get the course I want because it says "instructor permission required."
 - You will need to contact the instructor about accessing the course. If the instructor says you may enter the course, politely remind the professor that she/he must go online and manually give you access to the course. Be sure to leave your name and student ID# with the professor.
3. I'm taking two science courses with labs and it makes it impossible for me to register for any other courses.
 - While this is a somewhat unavoidable challenge when multiple lab courses are involved, you can check to see whether you can adjust the lab. sections (i.e. take a 8:00 a.m. lab.) or lecture sections (take a MWF instead of a TR) so that you can make everything fit. If this doesn't work then you will need to find alternative courses to fit in around the science courses (be sure to check the rate of availability of your preferred courses before you choose which to save for later).
4. I'm trying to register for a language course, but all the sections at my level are filled. What should I do?
 - Register for a different course during the registration period. Go to the class section you wish to join on the first, second and third days that the class meets. There is a fair amount of movement in language classes as professors sort out student proficiency levels. Spaces may open up; faculty may approve overloads into their courses; you may find that another course is more appropriate. Be sure to let the professor know at the end of the first class session that you wish to join the class but were unable to register as the class was already full.
5. I want to register for courses that will help fulfill my general education requirements. How do I know which ones will do that?
 - If you look on the registration page on the gateway, you will see a list of all of the General Education Concentrations. Also, if you look at course descriptions in the online catalog you will see, at the end of the description, the word concentration or the letters S,Q,L,W(1-3). If you run your cursor over the word concentration it will pop up with a list of the concentrations the course will count toward. The letters tell you which of the gen. ed. course requirements it fulfills.

E-MAIL COMMUNICATION WITH ADVISEES

Frequently Asked Questions

How do I send a message to my advisees?

1. The easiest way to send a message to your FYS advisees is through a Lyceum site that is specific to your seminar. You can also send a message through BatesReach.
2. To send an E-Mail message to your advisees, type the list name at the "Send the message to:" or "To:" prompt in your E-Mail program.

How do I know the list name?

There are two types of advisor E-mail distribution lists: undergraduate advisees (ung) and major advisees (mjr). List names are created by concatenating the advisor type abbreviation and the advisor's user name. Using Stacy Smith as an example, her undergraduate advisee list name would be ungsmith2 and her major advisee list name would be mjrsmith2. As with the other lists, case does not matter. ****Other easy ways to contact your class are to use Lyceum or BatesReach**

Who will receive my message?

The advisor E-Mail lists include all active students' names (students attending Bates or on approved study away programs, NOT leaves) in alphabetical order, E-Mail addresses and class years.

Who will receive my message when I reply to a message?

If a message was sent from a list and you use the reply option, your reply will go to everyone on the list. If you wish to reply only to the person who initiated the message, direct your message to that individual's E-Mail address.

How does a student get on or off my advisee list?

These lists are generated nightly from information in the Registrar's database. If one of your advisees is not on your list, the student is not properly coded in the Banner database. The student needs to submit a "Change of Advisor" form to the Registrar's Office. Once this form has been processed, the student's name will be added to the list by the next day. Please direct questions regarding the adding or deleting of names on the list to Eileen Zimmerman (ezimmerm) in Information and Library Services, Pettigrew Hall.

How do I get more help on using E-Mail?

For more information on using your E-Mail system or other technical questions regarding the lists, contact the Information Services Helpdesk.

DECLARATION OF MAJOR

Students are expected to formally declare their major by the time they complete the second semester of their sophomore year. While we hope that all students take the opportunity to explore a variety of classes and areas of study, if they feel strongly about declaring their major, they may certainly do so at the very beginning of their third semester on campus (beginning of sophomore year). As advisees narrow their major choices down to one or two fields, advisors usually urge the students to discuss the nature of a major and its requirements with faculty in the departments of interest.

***** All Class of 2019 students will be required to declare their major no later than March 1, 2017. If a student has not completed the total number of credits to qualify as a second semester sophomore by March, 2017 the declaration deadline will be extended until Nov. 1, 2017.*******

BatesReach is the preferred location for you to make notes regarding your student advisee. Please know that if a student asks specifically to see comments written in their advising folder on line they are legally entitled to do so. Make decisions about what to include in these computer file comments and how to phrase things accordingly.

When a student submits a Major Declaration form to the Registrar's office and that form is processed, a series of automatic emails is issued from that office. These emails go out to the following people: the first-year student advisor, the new advisor in the student's major, and the chair of that major department or program. At this point the first-year student advisor will lose access to that student's online information and files and the major advisor and department chair will gain access.

CURRENT COMPONENTS OF A BATES DEGREE: 4 YEAR, B.A.

(Explained in greater detail at bates.edu/catalog)

<u>Component</u>	<u>Comment</u>
34 courses (two of which are short term Courses)	This is the minimum, many students graduate with more, especially if they have AP course credit.
(2 Short Term Courses)	The minimum is two; the maximum is three.
Completed Major	The requirements vary by department/program.
64 quality points	This is the same as grade points with 4 points awarded for an A, 3 for a B, 2 for a C, and 1 for a D. 64 points = a C average. AP and transfer courses = 2 points each, C.
Physical Education	Two activity courses (ten weeks in length) of Physical Education, or its equivalent, through participation on intercollegiate or club teams.

Scientific Reasoning, Laboratory Experience, and Quantitative Literacy Courses (3).

Students must successfully complete three distinct courses:

- (1) one course that includes a regularly scheduled laboratory component (in the laboratory or in the field), i.e., an (“L”) section;
- (2) one Scientific Reasoning (“S”) course, which may or may not have a laboratory component;
- (3) one course in quantitative literacy (“Q”).

S,Q,L Double-dipping rules: no double-dipping is allowed between L, S, and Q courses (i.e., these requirements must be met by three distinct courses). However, when appropriate, L, S, and Q courses may be used to fulfill other degree requirements (major, concentrations, and writing).

Writing-attentive courses (3).

Students successfully complete three writing attentive (“W”) courses,

- (1) one during the first year;
- (2) one during the sophomore year or later and before the W3;
- (3) and one during the senior year.

W Double-dipping rules: When appropriate, W-attentive courses may also be used to fulfill any other degree requirements at Bates (major, concentrations, scientific reasoning, laboratory experience, quantitative literacy).

Two General Education Concentrations (or supplementary minors or majors)

In addition to their major, students must successfully complete two supplementary units (GECS, minors or majors), declared at the same time as their major. A concentration consists of four courses chosen from a faculty-designed menu that is structured on the basis of a clearly articulated organizing principle. The faculty when designing the concentrations may also include relevant non-course-based experiences such as significant community service, orchestra, chorus, plays, volunteer work, etc., in lieu of courses. Non-course-based experiences, though counting towards a concentration, may not be counted towards the 32 credits needed for graduation.

Concentrations may be of two basic types:

- (1) Concentrations focusing on a particular issue or topic or area of inquiry identified by self-constituted groups of faculty in different disciplines;
- (2) Concentrations within a single department, program, or major. The latter might replace or be in addition to existing secondary concentrations, at the discretion of individual departments or programs. All remaining retained secondary concentrations are renamed “minors.”

Concentration Double-dipping rules: (i.e., satisfying two requirements with one course or non-course-based experience)

Students may double dip at will between GECs or between a GEC and a major or minor, providing there are no prohibitions listed in the descriptions of said GECs, majors or minors.

WEEKLY TIME GRID FOR COURSE PLANNING

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00							
8:30							
9:00							
9:30							
10:00							
10:30							
11:00							
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3:00							
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4:00							
4:30							
5:00							
7:00							

Recommended Entry Courses

Chairs of departments and programs provide the information below to help first-year students select appropriate entry-level courses. Some of you may be thinking about majoring in these subjects. Others may want to explore an area of interest or take a course that fulfills a General Education requirement. Whatever your direction, the Bates College faculty advises you to explore new areas. The faculty also recommends that each first-year student register for a First-Year Seminar.

African American Studies:

We encourage first-year students interested in African American Studies to take the introductory course, AAS 100. Students may also choose from a variety of entry-level courses open to first-year students. These include: AA/AC 119 Cultural Politics, AA/DN Contemporary Issues in Dance AA/EN 115 A African American Literature II, AA/EN 265 The Writings of Toni Morrison, AA/EN Narrating Slavery, AA/RH 162 White Redemption: Cinema and the Co-optation of African American History, AA/HI 243 African American History, AA/MU 249 African American Popular Music. Besides taking African American Studies courses as electives, note that it is possible to major or to do a minor in this field at Bates.

Students considering a major or secondary concentration in African American Studies may speak with the Program Chair, or other faculty associated with the Program to learn more about the major and to receive guidance on their course selections.

American Cultural Studies:

First-year students interested in exploring this major should take ACS 100: Introduction to American Cultural Studies, offered in winter term 2016 or ACS 220: Fieldwork in American Cultural Studies, also offered in winter term 2016. Both courses are required for the major. They might also consider courses on the American experience that introduce race, ethnicity and/or gender as categories of analysis. Among relevant courses are AAS 140: Introduction to African American Studies, AA/AC 119: Cultural Politics, AA/HI 243: African American History, and other courses in African American, Native American, Latin American, Asian American Studies and Latino/a Studies. A complete list of courses is provided in the catalog under the major.

Anthropology:

FYS 172, FYS 242 or FYS 325 may serve as an entry into the anthropology major. Those students considering a major in anthropology often begin with Introduction to Cultural Anthropology (AN 101). Alternately, they may take Introduction to Archaeology (AN 103), or Introduction to Human Evolution (AN 104). Many of our majors actually end up entering the field by way of our electives, such as 100-level or 200-level courses organized around geographical areas (e.g., Africa, The Caribbean or South Asia), or those focusing on certain themes (e.g., popular

culture, gender, or religion). Students are encouraged to speak with any member of the Anthropology Department about their particular interests.

Art and Visual Culture:

The major has two paths, one in studio and the other in the history and criticism of art and visual culture. The following suggestions reflect courses that are available in the fall 2013. Majors in the studio art track usually begin with any 200 level courses. In studio art, students can begin with AVC 203, 212A, 213A, 214A, 219, 312A and 316. Students planning to major in studio who have been unable to secure a place in one of these courses should see the department chair immediately on arrival on campus to see whether the department might be able to waive the prerequisites for other studio courses for students with extensive studio backgrounds. Students planning a major in studio art can also begin taking the 200-level courses in the history and criticism track needed to fill the studio majors' requirement for three courses in that area.

Majors in the history and criticism track usually begin with any 200-level course in the history and criticism of art and visual culture, for example, AVC 280, AVAS 234, AVAS 243, AVCM 251, AVWS 287, and ACAV 288. All of these courses are open to first-year students and are taken by a range of students, both majors and non-majors. The department has one first-year seminar offered this fall, FYS 266, which can be counted towards the major. Please note that the department does not offer any 100-level courses. Please also note that for studio courses that list both I and II sections (for example 212 A/I and 212B/II), the B or II listings do not indicate additional available slots in the classes. The II sections exist only to allow students who have already taken a course (the A/I section) to take it a second time. Students enrolled by faculty permission in the studio B/II sections are counted within the total overall course limit, usually 15 or 18.

Asian Studies:

We encourage students thinking about a major in East Asian Studies to begin language study as soon as possible (Chinese 101 or Japanese 101) and to enroll in Asia 110, East Asia between Tradition and Modernity. Asia 110, offered in the winter semester, introduces students to the civilizations of East Asia and complements the interests of students learning Chinese or Japanese language. This year, the Asian Studies Program is also offering two first-year seminars: FYS 435. The Soft Power of Pop Culture: An Introduction to Japanese Visual Cultures, and FYS 439. A World Upturned: Cultures of Catastrophe in Japan.

Other portals to the major in East Asian Studies include a variety of culture, history or literature courses: Art and Visual Culture 234 (Chinese Visual Culture), Art and Visual Culture/Asian Studies 243 (Buddhist Visual Worlds), Art and Visual Culture/Asian Studies 245 (Architectural Monuments of Southeast Asia), Asian Studies/History 171 (China and its Culture), Asian Studies/History 172 (Japan: Myths, Stereotypes, and Realities), Asian Studies/Japanese 125 (Japanese Literature and Society), Asian Studies/Religion 155 (Introduction to Asian Religions), Asian Studies/Religion 208 (Religions in China), Asian Studies/Religion 209

(Religions in Japan), Asian Studies/Chinese 207 (Traditional Chinese Literature in Translation), Chinese/Theatre 230 (Drama and Theater of China), English 121G (Asian American Women Writers), and INDS 255 (Modern Japanese Women Writers and Film Makers).

Biological Chemistry:

Prospective Biological Chemistry Majors should take Chemistry 107 (A or B) in the fall and both Chemistry 108 (A or B) and Biology 190 in the winter semester of their first year; it is not necessary to take a Biology class in the first semester. Students should also take Math 105 and 106 (unless a student places out of Math 105 per the recommendation of the Math department). Students with AP or IB credit should check the policies of the appropriate department to determine course placement; Chemistry 217 is not open to first-year students. Please contact the Program Chair Paula Schlax (pschlax@bates.edu) with any questions.

Biology:

Students considering a major in Biology should take Chemistry 107 (A or B) in the fall of the first year, and Chemistry 108 (A or B) and Bio 190 in the winter of the first year. Completing these requirements during the first year is important for staying on track in the Biology major. It allows students to complete the remainder of the Biology ‘core’ courses during the second year, makes it more feasible to spend a junior semester abroad, and allows greater flexibility in choosing courses in the advanced Biology curriculum. First-year students planning to complete a B.S. degree may wish to consider the Calculus sequence sometime during the first year (unless the student places out of Math 105 per the recommendations of the Mathematics Department).

First-year potential Biology majors normally begin the required Biology ‘core’ course with Biology 190 in the winter of the first year (regardless of AP Biology experience), then continue with Biology 242 (fall) and Biology 270 (winter) in the second year. Please note that Biology 190 is a prerequisite for many upper-level Biology courses, and is not offered in the fall semester. In addition to taking the required Biology 190 in the first year, the first-year student may wish to take one additional 100-level Biology course during the first year. Such an additional 100-level Biology course is optional (not required), and may count toward the major requirement of 10 courses. Because these 100-level topical courses allow students to explore Biology’s diverse curriculum, many seats in these courses are reserved for first-year students. Take note and take advantage because this means that it can be difficult to enroll in these courses after the first year!

Chemistry:

It is recommended that students considering a major in Chemistry take Chemistry 107 (A or B), Chemistry 108 (A or B) and Calculus during the first year. Chemistry 107A/B is only offered in the fall semester. The A and B sections of Chemistry 107 and 108 are equivalent, both are equally appropriate for students interested in medical or graduate school. Students should take whichever section fits their interests and schedule. We generally

recommend that most students with AP or IB credit take Chemistry 107 and use their credit toward Chemistry 108. Those students with AP or IB credit who feel extremely prepared in chemistry are encouraged to take Chemistry 215 instead of Chemistry 107 in the fall. Chemistry 217 is not open to first-year students. Any questions, please email the Department Chair, Jennifer Koviach-Côté (jkoviach@bates.edu).

Chinese:

See under Asian Studies

Classical & Medieval Studies:

Students interested in the classical and medieval worlds may choose from a variety of entry-level courses. We offer introductory courses such as Introduction to the Ancient World (CM/HI 100), Introduction to Classical and Medieval Studies (CM/EN 103), Medieval Europe (CM/HI 102), Roman Civilization: The Empire (CM/HI 109 in winter semester), The Many Lives of King Arthur (CM/EN 121), Chaucer (CM/EN 206), Introduction to Hebrew Bible (CM/RE 235), Introduction to the New Testament (CM/RE 236), Art of the Middle Ages (AV/CM 252), Islam in a Global Context (CM/RE 264), and Ancient Greek Philosophy (CM/PL 271). We warmly invite all interested students to participate in our lively classes in beginning Greek and Latin (Greek 101, Latin 101).

Alternatively, please email Latin faculty for the fall, Margaret Imber or Henry Walker, to determine which class is right for you, if you have taken Latin in high school.

Dance:

DN/TH 104. What is Performance? In this course students think critically about theater and dance performance from the point of view of makers, performers, audiences, and society. Students see and discuss live performance throughout the semester and explore historical and current ideas in performance from inside and out. New course beginning Fall 2015. Not open to students who have received credit for FYS 437. Enrollment limited to 40. C. Dilley.

DANC 151. Intro to Dance Composition. This course explores the physical language of dance (which means organized or intentional movement, not necessarily particular steps). Students develop skills in inventing and structuring movement through improvisation and by creating solo and group studies. Reading, writing, and viewing assignments inform class discussions. This is a Purposeful Work Infused Course. Enrollment limited to 15. R Boggia

AA/DN 252. Contemporary Issues in Dance. This course focuses on current dance works and some of the issues that inform contemporary dance practices. Discussions include the ways in which choreographers, performers, and societies confront matters of political climate, cultural diversity, entertainment, globalization, and the politicized human body in dance. Open to first-year students. [W2] C. Dilley.

DANC 270. Studio Dance. This series of studio courses provides instruction in a variety of dance practices. Dance 270 may be repeated. One-half credit is earned for each course completed. Students register for Dance 270A, 270B, 270C, or 270D, or 270E; the appropriate sequential course number (271–278) is recorded on the student’s transcript. Open to first-year students. Enrollment limited to 25.

Entry level studio courses are:

DANC 270A Studio: Modern I,
 DANC 270B Studio: Ballet I
 DANC 270C Studio: Modern Partnering
 DANC 270E Studio: Jazz I
 DANC 270J Studio: Hip Hop
 DANC 270I Studio: Improvisation
 DNTH 270W Studio: Pilates

More advanced studio courses also open to first-years are:

DANC 270D Studio: Repertory Styles
 DANC 270G Studio: Ensemble
 DANC 270H Studio: Ballet II

Economics:

Most students who intend to major in economics take Economics 101, Economics 103, and Mathematics 105 (Calculus) during the first year. First-year students may also take Statistics. The ordering of these courses over the first and second semesters is not important—you may take Economics 103 before or after you take Economics 101. Details about majoring in economics are available on the Economics Department Web Site at <http://www.bates.edu/x25884.xml>.

Education:

Though students cannot major in Education at Bates, there are two minors available, one of which leads to teacher certification. First-Year students are welcomed whether they are considering teaching someday or are interested in learning more about schooling from a variety of disciplinary and thematic perspectives. Many first-year students elect Education 231, Perspectives on Education, which is offered in both fall and winter terms. Education courses include a field placement in a local school, organization or educational setting. The department offers a First-Year Seminar entitled Exploring Education Through Narrative, which also gives first-year students an opportunity to do fieldwork in the local community. Students who are interested in learning more about the Education Department programs or eventually pursuing a minor in Education may read more about the department by picking up a brochure in the Education Lounge (316 Pettengill) or looking at the Education Department Web site under Bates Academic Departments.

English:

Prospective majors are urged to take at least one of the Colloquia in Literature (English 121) during their first year. One course at the 100 level is required for admission by majors and non-majors to courses at the 200 level.

In accordance with College policy, the department grants one course-credit for Advanced Placement scores of four or five, but these credits do not count toward the eleven-course English major requirement. For this fall, relevant courses in English would be: AAEN 114, African American Literature I, ENG 117 Art of the Novella, ENG 121L Modern Short Stories, and ENG 143 Nineteenth-Century American Literature.

Environmental Studies:

Students interested in majoring in environmental studies must complete a set of core courses and a focused concentration within environmental studies. Ideally, students take one or more of the core courses open to first-year students (ENVR 203, 204 and 205) in their first year. ENVR 204, Environment and Society, and ENVR 205, Lives in Place, will be offered in the fall. In the winter, both ENVR 203, Scientific Approaches to Environmental Issues, and ENVR 204 will be offered. In addition, students are advised to look at the range of requirements for the various concentrations. Students interested in the environmental studies concentrations that emphasize the natural sciences (e.g., ecology, geology, chemistry, health) are particularly encouraged to take Chemistry 107 in the fall and Chemistry 108 in the winter since early completion of these courses increases the flexibility in course selection in future years. More detailed information on the major is available on the program web page. <http://www.bates.edu/environment/>

French and Francophone Studies

Students considering a major or minor in French and Francophone Studies should consult the requirements in the College Catalog and contact the chair of the department Alexandre Dauge-Roth regarding appropriate placement (adaugero@bates.edu). Although it is possible to major by beginning language study at Bates, most students with more than 3 years of French begin work immediately in intermediate language and culture courses, such as French 205 (Oral French), 207 and 208 (the cultures of contemporary France and the Francophone world), or more advanced intermediate courses such as French 235 (Advanced French Language) or French 250 and 251 (Introduction to French Literature). (Note that 208 and 251 are offered in the Winter semester.) Some students choose French 201 for a review of grammar before moving to higher level courses. Potential majors and minors are encouraged to take a class in the Fall of their arrival and to study abroad, whether on a department sponsored short term unit or during a semester or year abroad on an approved program.

Students interested in French and Francophone Studies can take the on line self-placement at: <http://www.bates.edu/french-placement-form.xml> and then contact the chair to identify the appropriate entry course within the FFS curriculum.

Please note that French 101-102 is reserved for true beginners in the language. Those with more than two years of secondary school study are not admitted at this level and are encouraged to enter at the 200 level. Students

may self-place in courses in French during the enrollment period for first-year students but are encourage to contact a faculty if they want additional advice.

Geology:

It is recommended that students considering a major in geology or considering a General Education Concentration (GEC) involving geosciences courses take one or more introductory geology courses during the first year.

Introductory courses include: GEO103 Earth Surface Processes; GEO104 Plate Tectonics; GEO107 Katahdin to Acadia: Field Geology in Maine; GEO109 Global Change. All GEO 100-level courses may be used to satisfy the S, Q, or L components of the general education requirements. Courses cross-listed with other departments and open to first-year students include: GE/PH120 The Unexpected Earth; AT/GE110 Lunar and Planetary Science; AT/GE115 Impacts and Mass Extinctions; and BI/GE Oceanography. Students considering a major in geology are encouraged to take CHEM107A or CHEM107B in the fall semester.

GECs that have a strong geoscience component include: The Geosphere; Hazards in Nature; Field Studies-Natural Science; Water and Society; Environment, Place, History; and Science Education.

If you need more information about the Geology major, the General Education Concentrations, or the Environmental Geology Concentration within the Environmental Studies major, please contact Mike Retelle (mretelle@bates.edu), Chair of the Geology department.

German and Russian Studies:

Students considering studying German or Russian at Bates should keep in mind that a significant percentage of our majors and minors begin their study of these languages here. Students wishing to begin study of the German language should enroll in German 101 in the fall semester. Students wishing to begin study of Russian should enroll in Russian 101 in the fall. Please note that German 101 and Russian 101 are only offered during the fall semester. It is not possible to start these languages during the winter semester.

Students who have studied German or Russian in secondary school may apply to enter German 201 or 233 or Russian 201 in the fall. Students who arrive at Bates with previous knowledge of German should complete the "German Language Placement form," available on the department website under the tab "German," with as much detail as possible and are encouraged to consult with a member of the German faculty regarding appropriate placement.

History:

There are many avenues into the study of History, both for prospective majors or minors, and for people who are curious about the past and its impact on the present and future.

Students considering a major in History, even if they have advanced placement credit, are advised to start with any one of the courses numbered in the 100's. These courses offer introductions to major themes in the history of the United States, Europe, East Asia, and Latin America.

History faculty member Gerald Bigelow will be offering a First-Year Seminar this fall, FYS 324 — The Celtic World: Archaeology and Ethnohistory.

You can also begin with a more specialized 200-level course, for which there are usually no prerequisites. Potential majors should note that the Historical Methods course (History 199) is expected in the Winter semester of their sophomore year. Signing up for a 300-level course is strongly discouraged in almost all circumstances.

Japanese:

See under Asian Studies

Mathematics:

Students Wishing to Satisfy the [Q] Requirement: There are [Q] courses in many departments and programs. Garnet Gateway allows you to search for these: try the “Schedule of Courses” link from the login page. In both fall and winter semesters of 2015-2016, the mathematics department will offer MATH 110 (Great Ideas in Mathematics) as a non-calculus-track [Q] course.

Students Requiring Calculus and Beyond: The first math course a student takes depends on his or her background. In most cases, it will be MATH 105 (Calculus I), 106 (Calculus II), 205 (Linear Algebra), or 206 (Multivariable Calculus). Here are some common situations:

- 1.) If you have AP, IB, or A-level credit for just MATH 105 (Calculus I), sign up for MATH 106 (Calculus II).
- 2.) If you also have AP, IB, or A-level credit for MATH 106 (Calculus I), sign up for MATH 205 (Linear Algebra) or MATH 206 (Multivariable Calculus).
- 3.) Even if you do not have official credit, if you have a strong background in calculus, we urge you to sign up for the next level after what you have completed. Successful completion of MATH 106 (Calculus II) fulfills any Bates requirements for MATH 105 (Calculus I). Successful completion of MATH 206 fulfills any Bates requirements for both MATH 105 (Calculus I) and MATH 106 (Calculus II).
- 4.) Students with moderate or more calculus experience on their high school transcript are normally not permitted to enroll in Math 105. These students will be permitted to enroll in PHYS 107 without having official Bates credit for MATH 105.

5.) If you are planning to apply to medical school, consult this [list](#) of mathematics requirements for U.S. medical schools.

In general, we encourage you to not repeat a course you have already taken and understood. Some students find repeating a course boring and unmotivating. Others have difficulty learning similar material from a different textbook. Additionally, you must give up your AP/IB/A-level math credit before you can sign up for a course in which you have already earned credit.

Please take our non-binding, anonymous placement exam (<http://abacus.bates.edu/~etowne/PlacementExam.htm>) and read our Selecting Your First Math Course page (<http://www.bates.edu/mathematics/academics/selecting-first-math-course/>) to further assess which course best suits you. If you have further questions, contact Eric Towne (etowne@bates.edu).

Students Considering a Math Major: All math majors take MATH s21, a Short Term course affectionately known as “Math Camp,” which teaches how to think like a mathematician and is a prerequisite to some required higher level courses. It’s best to take this class at the end of your first year.

Music:

The Music Department offers two entry courses for the study of music theory: Music 231 in the fall for students who have some skill in reading musical notation and Music 101—also in the fall—for those who do not. Students who are interested but not sure which course is right for them should go to the first class meeting of a Music 231 section in September and get advice and placement from the instructor. Those with substantial theory experience may be able to place out of Music 231 and start at a higher level, but most students benefit by starting the study of college-level music theory with that course. Students who think of majoring or minoring in music should begin the study of music theory as soon as possible. Two music courses without pre-requisite are open to first-year students in the fall semester: Introduction to Ethnomusicology (Music 212) and Music in Contemporary Popular Culture (Music 248). There is also one First-Year Seminar in music this fall, Sound and Image (FYS 402). In the winter semester, Music in World Cultures (Music 103) and Music and Religion (Music 104) are also available without prerequisite. Students who want to study an instrument or voice for credit (Applied Music—Music 270) may do so by requesting permission of John Corrie. Please see the Catalog for the special conditions that pertain to this course. Students who participate in faculty-directed musical ensembles may register for those ensembles as half-credit courses (Music 290). Permission of the director of the ensemble, usually given after an audition, is needed to register. Four other courses are open to first-year students with the permission of the instructor or upon completing a pre-requisite: Music Composition (Music 235) in the fall; Jazz Performance Workshop (Music 222), Computers, Music, and the Arts (Music 237) and Classical Music in Western Culture (Music 210) in the winter.

Neuroscience:

Students interested in Neuroscience as a possible major are advised to register for Introduction to Neuroscience (NS/PY 200) as well as CHEM 107 (either A or B) in their first (fall) semester. There is no prerequisite for Neuroscience (NS/PY 200). In the second (winter) semester of the first year, it is recommended that students take BIO 190 and CHEM 108 (either A or B). This will enable students to take the required Organic Chemistry sequence (CHEM 217 & 218) and BIO 242 in their second year. If a student waits until his/her second year to take NS/PY 200, the Chemistry 107/108 sequence, or BIO 190, it is still possible to major in Neuroscience, although subsequent curricular options may become more limited, including going abroad for a full semester during your junior year. We also wish to alert students with an interest in the Neuroscience major NOT to take PSYC 215 (Medical Psychology), as NS/PY 200, which is a requirement for the major, is not open to students who have received credit for PSYC 215; they are mutually exclusive classes. We also strongly recommend that entering students with an interest in the major partake in the Quantitative Reasoning Assessment, which is a 30-item multiple choice test administered online that is designed to assess your quantitative reasoning skills. Given the emphasis on quantitative reasoning in Neuroscience, prospective majors whose score on this exam is at or below the 50th percentile are cautioned against majoring in Neuroscience without further intensive preparation in mathematics; students in this situation must consult with the Program chair to identify a suitable plan to address their level of college math preparedness.

Philosophy:

There are multiple entry-level courses, both 100-level and 200-level, that provide an excellent introduction to Philosophy at Bates. PHIL 150, Introduction to Philosophy, provides an overview of philosophical issues. PHIL 112, Contemporary Moral Disputes, focuses on particular moral issues and the ethical arguments provoked by them. Although critical reading, thinking, and writing skills are developed in all philosophy classes, PHIL 195, Introduction to Logic, provides a more focused study of proper reasoning that is beneficial to majors and non-majors alike. PHIL 255, Human Nature and Perfectibility, provides an introduction to competing conceptions of human nature and political philosophy.

Students are also strongly encouraged to start out with 200-level Philosophy courses that focus on particular problems of philosophical interest, for example, PHIL 211 Philosophy of Science, PHIL 213 Biomedical Ethics, ES/PL 214 Environmental Ethics, PHIL 235 Philosophy of Mind, PHIL 236 Theory of Knowledge, PHIL 256 Moral Philosophy, PHIL 257 Moral Luck, PHIL 258 Philosophy of Law, PHIL 260 Philosophy of Religion, or PHIL 262 Philosophy and Feminism. Beginning students can also get an excellent sense of the historical development of the current philosophical context by taking CM/PH 271, Ancient Greek Philosophy, or PHIL 272, Philosophy from Descartes to Kant.

Physics:

Students who anticipate majoring in physics or pursuing the Liberal Arts-Engineering Dual Degree Plan normally take Physics 107 (Classical Physics) and Physics 108 (Modern Physics) during the first year, beginning with

Physics 107 in the fall semester. Prospective majors can also begin this sequence in the second year, with the caveat that it leaves little time to take many elective courses beyond the minimum major requirements. Note that Physics 107 requires a semester of calculus, Mathematics 105, as a pre- or co-requisite. Students with a strong high school background in physics and mathematics, especially those with AP credit, should consider enrolling in the first-year seminar FYS 274 (Physics in the Twentieth Century) and/or Physics 211 (Newtonian Mechanics) and are encouraged to discuss this option with the department Chair. FYS 274 is a calculus-based introduction to modern physics that is equivalent to Physics 108.

Those considering the medical profession are advised not to skip Physics 107 and should speak with a member of the Medical Studies Committee. Students entering in January with a strong background in physics may be able to register for Physics 108 and/or Physics 222 (Electricity, Magnetism and Waves) and should consult the department Chair.

Politics:

First-year students with an interest in studying politics begin with a 100-level course in the Fall or Winter. Students with a sufficient background in the study of politics may also consider taking a 200-level course. The department strongly encourages incoming students to take a first-year seminar, and we also encourage our students to work toward mastery of a second language. Prospective Politics majors should keep in mind that the department requires students to take s49: Political Inquiry during Short Term of either sophomore or junior year. A great many of our students study off campus during junior year. If you plan to do so, please talk with the department chair and your major advisor by early in sophomore year in order to map the progression of courses in the major.

Psychology:

Students should begin a psychology major with Principles of Psychology (Psychology 101), which is taught in both the fall and winter semesters. Prospective majors are advised to take a 200-level course in one of the four content areas in our major the following semester. (See the College Catalog for information on those four content areas.) Prospective majors are also advised to take Statistics (Psychology 218) during their sophomore year. This is because it is a prerequisite for our methods courses (PSYC 261 or ED/PY 262), one of which must be taken before senior year. Students planning to go abroad during their junior year should consult with an advisor in the Psychology department as soon as possible. Students who have high school course experience in psychology, but who did not take the Advanced Placement exam, may opt out of Principles of Psychology by taking an exam for Psychology 101 (selected by the departmental faculty) and earning a 70% or higher on it. See the Chair about this option as soon as possible.

Religious Studies:

As first-year students with an interest in the study of Religion, there are a number of new courses being offered at the 100-level: FYS 421-Sacred Sounds, Religious Music, REL 112-Introduction to Islam: Religion, Practice and Culture, REL 120-Introduction to Islam, Christianity, and Judaism of the Middle East: Texts, Institutions and Law. You need not restrict your choices to courses at the 100-level. You are equally welcome to take any of our 200-level courses that have no prerequisites. These courses introduce students to a single religious tradition (e.g. AS/RE 249—the Hindu Tradition, REL 264—the Islamic Tradition, or REL 235—Ancient Israel), or to the importance of a particular text or topic (RE/WS 207—Adam, Eve, and the Serpent, or REL 260 Philosophy of Religion). Any one can serve as an introductory-level course to the field, and all can potentially count towards the fulfillment of several General Education concentrations. Religious Studies at Bates is an interdisciplinary enterprise that provides a good focus for an integrated introduction to the humanities.

Rhetoric:

RHET 100. What is Rhetoric? Although the oldest discipline, rhetoric may be the least understood. Aristotle defined rhetoric as “the faculty of observing in any given case the available means of persuasion.” In this course, students conduct a historical survey of rhetorical theory from classical times to the present. Rhetorical artifacts examined include political speeches, television programs, print advertisements, editorials, music, film, and Internet sites. Required of all majors. Enrollment limited to 30. [W1] Normally offered every year.

AA/RH 162. White Redemption: Cinema and the Co-optation of African American History. Since its origins in the early twentieth century, film has debated how to represent black suffering. This course examines one aspect of that debate: the persistent themes of white goodness, innocence, and blamelessness in films that are allegedly about black history and culture. Historical and cultural topics examined in film include the enslavement of Africans, Reconstruction, and the civil rights movement. Particular attention is given to films in the interracial male-buddy genre. Course designated as [W2] beginning Fall 2009. [W2] Normally offered every year.

RHET 185. Public Discourse. This course is designed to develop an awareness of and skill in the techniques needed by a speaker in varying situations, from the large gathering to the small group. Students analyze and compose public speeches on various political issues. Enrollment limited to 24. Normally offered every year.

Sociology:

First-year students interested in pursuing a major in sociology can begin their exploration of the discipline with any 100-level course and with most of our 200-level courses. In Fall 2015, we will offer SOC 101 – “Introduction to Sociology” – and SOC 203 – “Macrosociology”. We will also offer SOC 211 – “Crime, Justice and Society” – and SOC 270 – “Sociology of Gender”. In Winter 2016, we will offer SOC 101 – “Introduction to Sociology” – as well as SOC 235 – “Global Health: Sociological Perspectives”. Additional information on the major in sociology is available from the Department Chair, Professor Francesco Duina (263 Pettengill Hall e-mail: fdulina@bates.edu).

Spanish: While not a required entry course, the Spanish Department has worked to make identifying one's appropriate placement easier for students by developing an online language assessment. If you are working with a student that is hoping to take a Spanish class this year or is already enrolled but not sure if they are in the appropriate level, please advise them to take the exam. <http://www.bates.edu/spanish/placement-exam/>. Please have them be in touch with David George (dgeorge@bates.edu) if they have any questions about Spanish courses or the results of the exam.

Theater:

For the Fall semester of 2015, entering students should consider these courses:

THEA 101 An Introduction to Drama: Theater and Film. A survey of the nature and history of drama on stage and in motion pictures. Beginning with a discussion of action, plot, and character, the course moves on to consider the elements of theatrical performance—including acting, directing, and design—as well as important plays from the Greeks to the present. These may include works by Sophocles, Shakespeare, Ibsen, Chekhov, Brecht, and Beckett. It then shifts focus to film, examining the elements of mise-en-scène, cinematography, editing, and sound, and concluding with a study of major films from the silent era to the twenty-first century. These may include works by Chaplin, Wells, Bergman, Hitchcock, Scorsese, and David Lynch. Normally offered every year.

DN/TH 104. What is Performance? In this course students think critically about theater and dance performance from the point of view of makers, performers, audiences, and society. Students see and discuss live performance throughout the semester and explore historical and current ideas in performance from inside and out. New course beginning Fall 2015. Not open to students who have received credit for FYS 437. Enrollment limited to 40. C. Dilley.

THEA 132. Theater Technology. This course provides a look “behind the curtain” to reveal the secrets of theater magic. Students learn the geography of the stage, how scenery is built, how lighting works, what hardware is right for the job, and how to handle tools safely. Many of the skills learned in this class are basic ones and will be useful in everyday life. This is a hands-on course; all students participate in preparing theater department productions. Enrollment limited to 14. Normally offered every other year.

THEA 240 Playwriting. After reviewing the fundamentals of dramatic structure and characterization, students write one full-length or two one-act plays. Recommended background: two courses in theater or dramatic literature. Not open to students who have received credit for THEA s41. Open to first-year students. Enrollment limited to 15. Staff.

THEA 261. Beginning Acting. This course introduces the student to the physiological processes involved in creative acting. The student learns the Stanislavski approach to the analysis of realistic and naturalistic drama. Exercises leading to relaxation, concentration, and imagination are included in an improvisational context. Studies

in motivation, sense perception, and emotion-memory recall lead the student to beginning work on scene performance. Open to first-year students. Enrollment limited to 16. Normally offered every semester.

THEA 263. Voice and Speech. Students examine the nature and working of the human voice. Students explore ways to develop the voice's potential for expressive communication with exercises and the analysis of breathing, vocal relaxation, pitch, resonance, articulation, audibility, dialect, and text performance. Recommended background: one course in acting, performance, or public speaking. Open to first-year students. Enrollment limited to 20. Normally offered every year.

Women and Gender Studies

For students interested in learning about women and gender, we recommend, as one excellent point of entry, WGST 100, Introduction to Women and Gender Studies, offered in the fall semester. This course is designed to acquaint learners with issues, concepts, and methods that serve as a foundation for further study in the major as well as in other fields. Enrolling in WGST 100 early in the college career enables students to take the required methods course, INDS 250, in the sophomore year, which is especially important for anyone planning to pursue off-campus study in the junior year.

At the same time, there are many great alternative points of entry for students interested in Women and Gender Studies. Many 100-level and 200-level courses listed or cross-listed in WGS are open to first-year students during both the fall and winter semesters, including, in the winter, AA/WS 201, *Race, Ethnicity, and Feminist Thought*. Please see the current Catalog and online course schedule for a list of courses that count toward the major and minor, and feel free to contact the program chair, Rebecca Herzig (rherzig@bates.edu), with further questions.

BACHELOR OF SCIENCE OR BACHELOR OF ARTS

Although it should be remembered that no major in the College requires that a student do a Bachelor of Science or Bachelor of Arts Degree, students who major in the natural sciences (biology, chemistry, geology, physics) often include in their curriculum: **Mathematics 105-106, Chemistry 107-108, and Physics 107-108.** (These three course sequences comprise the Bachelor of Science degree requirements.)

In general, all students who expect to continue with the study of mathematics in college are advised to do so in their first year. The following table represents possible first semester science courses for students definitely planning to major in the sciences:

MAJOR	4-YEAR STUDENT	3-YEAR STUDENT
Chemistry	Mathematics 105 Chemistry 107	Mathematics 105 Chemistry 107 Physics 107
Biology	Chemistry 107 Biology 100 Level Course	Chemistry 107 Biology 100 Level Course Mathematics 105
Physics	Mathematics 105 Physics 107 or FYS 274	Mathematics 105 Physics 107 Chemistry 107
Geology	*Geology 103 OR 104 Chemistry 107	*Geology 103 OR 104 Chemistry 107 Mathematics 105

*Prospective majors may elect to take Geology 230 as their first course if they have had a good earth science course in secondary school. Students should consult with the Department in September before classes start. A student may work for a B.A. in Geology by substituting either Chemistry 107-108 or Physics 107-108 for the full B.S. requirement.

Students majoring in mathematics, the humanities, or social sciences do not normally fulfill the B.S. requirements. They usually stand for the Bachelor of Arts degree - a fully equal Baccalaureate degree.

The decision on a B.S. or a B.A. is not binding upon a student at this time. Students should make an effort to assess their interests as carefully as possible and register accordingly. The best advice is to choose courses of interest.

ADVANCE PLACEMENT CREDIT

The student folders include information on the credit awarded to students who took Advance Placement courses in high school and who have already petitioned for AP credit. According to faculty policy, two course credits are awarded to scores of 4 or 5 on Advanced Placement examinations or one course credit in the case of an examination covering the equivalent of one semester of college work.

A student achieving a score of three on an AP course covering the equivalent of two semesters of college work may be granted one course credit, upon approval of the chair of the appropriate department. No credit is granted for a score of three on an examination covering the equivalent of one semester of college work. AP courses may not be used to satisfy the general education requirements. Students should make their decision to accept or reject AP credit at the beginning of their careers at Bates.

The sheet on the next page is provided by the Registrar's Office. It indicates which departments grant credit for test scores of three and the Bates courses to which the AP courses are considered equivalent. It also provides the address students need to write if they have not yet had their test results sent to the Bates Registrar's Office.

ADVANCED PLACEMENT CREDIT

Students may be awarded credit for an Advanced Placement examination given by the Educational Testing Service. An official copy of the examination scores must be sent to the Bates College Registrar's Office and can be obtained by contacting The College Board, P.O. Box 6671, Princeton, NJ 08541-6671.

More information may be found on their web site at:

http://www.collegeboard.com/student/testing/ap/exgrd_rep.html

Bates College - College Board Code: 3076

Credit awards are based on the following equivalencies. See below for General Education questions.

TEST	Score of 3	Score of 4	Score of 5
Art History	none	1 unspecified	1 unspecified
Art Studio Drawing	none	1 unspecified	1 unspecified
Art Studio General	none	1 unspecified	1 unspecified
Art Studio 3D Design	none	1 unspecified	1 unspecified
Biology	1 unspecified	2 unspecified	2 unspecified
Chemistry	none	107A-108A	107A-108A
Computer Science A	none	1 unspecified	1 unspecified
Computer Science AB	1 unspecified	2 unspecified	2 unspecified
Economics - Micro	none	101	101
Economics - Macro	none	103	103
English Language	none	1 unspecified	1 unspecified
English Literature	none	1 unspecified	1 unspecified
Environmental Science	none	1 unspecified	1 unspecified
French Language	none	201	201 & 1 unspecified
French Literature	none	201	201 & 1 unspecified
Geography	None	2 unspecified	2 unspecified
German Language	none	201	201 & 1 unspecified
Government & Politics - US	none	1 unspecified	1 unspecified
Government & Politics - Comp.	none	1 unspecified	1 unspecified
History - American	none	2 unspecified	2 unspecified
History - European	none	2 unspecified	2 unspecified
History - World	none	2 unspecified	2 unspecified
Italian	None	1 unspecified	1 unspecified
Latin - Vergil	none	201	201-202

Latin - Literature	none	201	201-202
Mathematics - Calculus AB	none	105 (Math)	105 (Math)**
Mathematics – Calculus BC –AB subscore	none	105 (Math)	105 (Math)**
Mathematics - Calculus BC	none	105-106 (Math)	105-106 (Math)**
Music - Listen & Lit	<i>student must see department chair</i>	<i>student must see department chair</i>	<i>student must see department chair</i>
Music Theory	<i>student must see department chair</i>	<i>student must see department chair</i>	<i>student must see department chair</i>
Physics B	none	107 & 1 unspecified	107 & 1 unspecified
Physics C Mechanics	none	1 unspecified	1 unspecified
Physics C Elec & Mag. (Both C tests)	none	1 unspecified	1 unspecified
Psychology	none	107 & 1 unspecified	107 & 1 unspecified
Spanish Language	none	101	101
Spanish Literature	none	201	201 & 1 unspecified
Statistics	none	201	201 & 1 unspecified
		Math 101*	Math 101*

Credit awarded as "Unspecified" counts towards the 32 credits needed for graduation but does not satisfy any major, minor or general education requirements unless noted in the Catalog.

*Students may seek Economics credit instead of Mathematics. See the Economics department chair.

**Credit may not be earned for both the Calculus AB and BC tests.

General Education for the Classes of 2011 and beyond:

Advanced Placement credit may only count if the credit awarded is accepted as a direct equivalent to a specific Bates course (see table above). Credit awarded without an equivalency (unspecified) may not count. The writing requirement may not be satisfied with Advanced Placement credit.

INTERNATIONAL BACCALAUREATE CREDIT

Credit is awarded only upon receipt of the official International Baccalaureate transcript with the examination scores. The IB Subjects must be equivalent to subjects taught at Bates, with "English" accepted only if the focus was on literature rather than language instruction. For courses taken in the "Higher Level Subjects" category, one Bates course credit may be awarded for each IB course with an examination grade of 5. Two Bates course credits may be awarded for each IB course with examination grades of 6 or 7. For courses taken in the "Subsidiary Level Subjects" category, one course credit may be awarded for each course with an examination grade of 6 or 7. A maximum of eight International Baccalaureate credits may be applied to the Bates academic record.

PASS/FAIL GUIDELINES

Students may elect to take courses on a pass/fail basis according to the following stipulations:

- Students may take a total of two Bates courses on a pass/fail basis, with a maximum of one per semester.
- Students may declare or change a pass/fail option up to the final add day.
- Students' decision to take a course pass/fail is not identified on class rosters. Faculty members will submit letter grades for all students to the Registrar. The Registrar will convert such grades to a pass or fail. Unless the student wishes to inform the instructor, only the student, the Registrar, and the student's advisor know the grading mode for a course.
- Departments and programs decide whether courses taken pass/fail can be used to satisfy major and secondary concentration requirements.
- Courses taken pass/fail do not affect the student's GPA and do not count towards general education requirements. A pass is equivalent to two quality points.
- Pass grades may not be changed if the student later wishes to use the course to meet general education requirements, nor may a student change a letter grade to a pass grade, or vice versa, to affect their academic record.

POSSIBLE MAJORS AND STAND -ALONE MINORS

African American Studies
American Cultural Studies
Anthropology
Art and Visual Culture
Asian Studies – minor only
Biology
Biological Chemistry
Chinese
Chemistry
Classical and Medieval Studies
Dance
East Asian Studies
Economics – major only
Educational Studies– minor only
European Studies
English
Environmental Studies
French and Francophone Studies
Geology
German
History
Japanese
Latin American Studies
Math
Music
Neuroscience
Philosophy
Physics and Astronomy
Politics – major only
Psychology
Religious Studies
Rhetoric
Russian
Sociology
Spanish
Teacher Education – minor only
Theater
Women and Gender Studies

THE THREE-YEAR OPTION

Students who choose to complete the Baccalaureate Degree in three years register for five courses each semester and take a unit each Short Term. Students should understand that, since the normal registration at Bates is four courses each semester, the three-year program allows less flexibility and requires the student to progress toward the completion of the degree at a more demanding pace.

Each year about 30 students enter as three-year students and approximately 5-10 students complete the program in three years. Some students elect to complete the degree in three-and-one-half years. This allows for acceleration, but at a less demanding pace.

ACCESSIBLE EDUCATION

Accessible Education at Bates exists to empower students, strive for equity, and provide a platform for innovation and inclusion. It is also our goal to promote student learning and development outcomes that are aligned with the college's mission of engaging the best scholars in the world and creating a personalized and academically rigorous experience that fosters a diverse and inclusive learning community. Accessible Education strives to strengthen and develop interdepartmental collaboration and community and alumni partnerships in order to accomplish its purpose and outcomes.

Purpose of Accessible Education

The purpose of Accessible Education is to eliminate competitive disadvantages and remove environmental barriers that impact learning and student development while fostering independent, self-determined, and global learners.

Accessible Education embraces the concept of disability as diversity. Bates is committed to supporting all students holistically, where a disability is just one component of a whole person. Success is not achieved despite one's disability but in concert with it.

Bates College is committed to recruiting, supporting and fostering a diverse community of outstanding faculty, staff, and students. As such, Bates does not discriminate on the basis of gender, marital status, pregnancy, race, color, ethnicity, national origin, age, disability, religion, sexual orientation, gender identity or expression, veteran status, or other legally protected characteristic in any student program or activity administered by the college or with regard to admission or employment.

Bates College welcomes students with disabilities and values their diverse experiences and perspectives. The college provides appropriate and reasonable accommodation to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. Bates also works to ensure that students with disabilities have equal access to college programs, facilities, technology and websites.

To review the process for requesting services through the Office of Accessible Education, please see the following website: <http://www.bates.edu/student-affairs/student-support-and-advising/disability-services/requesting-services/>

PRE-PROFESSIONAL PLANNING

Bates does not prescribe pre-professional curricula. Students are encouraged to view their undergraduate courses as significant in and of themselves - not mere means to professional ends. Their first consideration should be to take full advantage of the variety of curricular offerings at Bates.

Students planning graduate study in the established disciplines are urged to consult with faculty members of the departments on course selections.

Pre-health field preparation: Generally, the pre-health field courses are one year of biology, one year of physics, one year of English, two years of chemistry, and one year of mathematics **2015-16 Advisor: Professor Lee Abrahamsen and Karen Daigler.**

The Faculty's Committee on Medical Studies and the student Health Sciences Society sponsor a number of programs each year that address the dynamic issues in the health care field.

Pre-Law preparation: We remind pre-law students that courses which deal with evidence, logical reasoning, clear articulation and exposition, and critical analysis - in short, most courses - are cited by law school admissions committees as desirable. **2015-16 Advisor: Nancy Gibson.**

The Legal Studies Committee of the Faculty, in conjunction with the Office of Career Services, is responsible for providing current information on postgraduate legal studies.

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Students spend three years at Bates taking general education requirements and basic courses in mathematics, physics, and other relevant sciences, preparatory to matriculation to the engineering school for concentration in the area of interest for two years. This three/two liberal art/engineering program results in a two baccalaureate degrees - one from Bates and one from the school of engineering.

The engineering schools affiliated with Bates in this program are: Columbia, Case Western Reserve, Dartmouth, Rensselaer Polytechnic Institute, and Washington University in St. Louis.

The Bates Career Development Center, 146 Wood Street, maintains current information on a variety of postgraduate professional programs. We advise students to become familiar with the various reference aids available in the Office of Career Services early in their undergraduate careers.

The best preparation for postgraduate education of any kind is a rewarding and enriching undergraduate experience. Again, that is best achieved by following your interests and the advice of your teachers in the selection of courses.

PHYSICAL EDUCATION REQUIREMENTS

Two classes (ten weeks in length) of physical education are required for graduation from Bates.

Registration for Physical Education classes is held during the first week of each semester online. Exact date and time will be advertised each semester.

It is recommended that students complete this requirement during the first two years on campus. Students are encouraged to continue taking classes of interest throughout their career at Bates.

Item of Special Note: It would be very helpful if you, as an advisor, strongly reinforce to your advisees the importance of completing the physical education requirements by the end of the sophomore year. Many students study abroad and incomplete PE requirements often slip their minds. Upon returning to campus for their senior year, students often feel frustrated at having to fit the activity classes into their busy senior schedules. Physical Education classes are offered all times of the day so a student should be able to find an enjoyable way to complete this requirement and work on maintaining good health.

OFF-CAMPUS STUDY

The decision to participate in one of the College's off campus study programs is best left to later in the first year or the sophomore year.

However, new students should be aware that language courses at Bates are required for study in those countries where the host language is Chinese, French, German, Japanese, Russian or Spanish.

Most approved programs require the equivalent of at least two years of college-level language study of French, German and Spanish and the equivalent of one year of study in the other languages.

In addition, there are a number of off campus study options within the United States including school exchanges with Spellman College, a winter semester of study at N.Y.U. and other programs that students may wish to explore.

Questions regarding off-campus study programs should be referred to Dean Stephen Sawyer and David Das in the Off Campus Study Office. You may reach their office by calling 207-786-6223.

Faculty on Leave

Ali Akhtar (Religious Studies), Academic Year
Rachel Austin (Chemistry), Academic Year
Myron Beasley (African American and American Cultural Studies), Winter Semester and Short Term
Amy Douglass (Psychology), Academic Year
Marcus Bruce (Religious Studies), Academic Year
Charles Carnegie (Anthropology), Winter Semester and Short Term
Jason Castro (Psychology), Winter Semester and Short Term
Raluca Cernahoschi (German and Russian Studies), Winter Semester and Short Term
Anita Charles (Education), Winter Semester and Short Term
Gene Clough (Geology and Physics), Academic Year
Margaret Creighton (History), Winter Semester and Short Term
Donald Dearborn (Biology), Academic Year
Xing Fan (Asian Studies), Academic Year
Dennis Grafflin (History), Academic Year
Meredith Greer (Mathematics), Winter Semester and Short Term
Emily Kane (Sociology), Winter Semester and Short Term
Jakub Kazecki (German and Russian Studies) Winter Semester and Short Term
Stephanie Kelley-Romano (Rhetoric), Winter Semester and Short Term
Jennifer Koviach-Côté (Chemistry), Academic Year
Francisca López (Spanish), Winter Semester and Short Term
Cristina Malcolmson (English), Winter Semester and Short Term
Maggie Maurer-Fazio (Economics), Academic Year
Sonja Pieck (Environmental Studies), Academic Year
George Purgavie (Physical Education), Academic Year
Michael Reidy (Theater and Dance), Winter Semester and Short Term
Daniel Riera-Crichton (Economics), Academic Year
Shepley Ross (Mathematics), Winter Semester and Short Term
Carl Schwinn (Economics), Academic Year
Mark Semon (Physics), Winter Semester and Short Term
Carolyn Shaw (History), Winter Semester and Short Term
John Smedley (Physics), Fall Semester
John Strong (Religious Studies), Academic Year
Larissa Williams (Biology), Winter Semester and Short Term
Eric Wollman (Physics), Fall Semester

CAMPUS SUPPORT SYSTEMS FOR STUDENTS AND ADVISORS

Good student advising systems assume that the faculty advisor does not have all the answers. Nevertheless, the capacity to direct students to the appropriate personnel within the College so their problems can be resolved is a necessary part of successful advising. This is especially true as new students become more comfortable with their advisors and expand the field of dialogue from academic matters to more personal concerns. If advisors have questions about the availability of support personnel or services either within the College or in the larger community, please feel free to call the Office of Student Support and Community Standards (786-6220) for help in identifying the appropriate service.

Bates Career Development Center, 146 Wood Street, 786-6232

We have all heard, "I don't know what I am going to do after Bates, so it is hard for me to work while I am here," or a similar rendition of that theme. We know that it is unlikely that some deus ex machina experience will occur pointing the way to a clear and certain future. Good career decisions, no matter how tentative, will be made by students who actively pursue the career planning process. This involves systematic assessment of goals, values clarification, skill identification and awareness of work experiences that bring enjoyment and satisfaction.

Faculty advisors should encourage students to become actively involved in the career planning process early in their undergraduate years. The senior who returns from Thanksgiving vacation and ambles into the Bates Career Development Center to make a "career choice" is about two or three years late!

In addition to the personal career counseling available from the staff of the B.C.D.C. and the new director, David McDonough, there is an extensive library, testing programs, a cornucopia of internship programs, courses in career planning, alumni assistance, and many other tools to help students identify attractive paths "after Bates." Career Discovery Internship Program, for example, provides a wide variety of opportunities for students during the February vacation week.

The Harward Center for Community Partnerships, 161-163 Wood Street, 786-8273

The Harward Center for Community Partnerships works with students to create connections with the local community, which are of educational value to students and of service to the community. Often, service learning is connected to course work, but it also occurs for groups of students and individuals as well. Its distinguishing quality is a reflective component to make it part of the educational experience of Bates. Contact Darby Ray, Director, Peggy Rotundo, or Holly Lasagna for further information.

The Volunteer Coordinator's Office is also located at 161-163 Wood Street. The Coordinator, Marty Deschaines, facilitates access to volunteer activity in the community.

Health Center, 31 Campus Avenue, 786-6199

Under the direction of Ms. Christy Tisdale, Director of Health Services, this service has the respect and confidence of the student body as well as faculty and administration. It has gained this standing by emphasizing education and prevention and by respecting student confidentiality. A wide range of inpatient care is provided at the Health Center including psychological counseling and group therapy sessions. Additional professional services are available on a referral basis or directly if an emergency exists. A consulting psychiatrist is on call twenty-four hours a day and can be reached through the Health Center.

The Mathematics and Statistics Workshop, 786-8374

The Mathematics and Statistics Workshop is dedicated to encouraging quantitative literacy and reasoning, and offers a variety of tutoring and help sessions available to all students seeking assistance with mathematical reasoning and comprehension. Two-hour calculus study sessions are conducted by student tutors each weeknight throughout the academic year, and one-on-one assistance is available for students of mathematics as well as economics, environmental studies, geology, physics, psychology, sociology, and other disciplines requiring a command of quantitative or statistical skills.

The Multifaith Chaplaincy, 163 Wood Street, 786-6202

Brittany Longsdorf, the College Chaplain, is available for counseling and general discussion. In addition, Associate Chaplains in the Jewish and Roman Catholic traditions hold office hours in the Chaplain's Office.

The Office of Intercultural Education, Chase Hall

Created to support the advancement of diversity and inclusion at Bates, the Office of Intercultural Education coordinates academic, social, and residential programs for students from populations underrepresented in higher education. The OIE has a leading role in the Intercultural Education Team, a task force that finds ways to advance diversity and inclusion and that works with data for assessing our progress in this vital endeavor. Overall, the OIE engages, educates, and connects all members of the community in the essential work of bridging cultural differences in order to strengthen and enrich our community. Lectures, workshops, immersion experiences, and other OIE programs offer insight into ways that cultural imperatives shape our lives and understanding of each other. OIE resources available at 142 Chase Hall and other locations include designated prayer areas for Muslim, Hindu, and Buddhist worship and a multimedia library for campus use.

Peer Science Leaders

Peer assistance programs in the sciences support student learning and faculty teaching, and provide leadership opportunities and teaching experience for sophomores, juniors, and seniors. Students work as Peer Science Leaders, serving students in several core courses in the sciences, including Biology 101 and 242; Chemistry 107A, 107B, 108A, 108B, 217, and 218; and Physics 107 and 108. The program features regularly scheduled, out-of-class, peer-facilitated study sessions in which students with a peer leader compare notes, work on problem sets, and discuss course material.

Student Support Advisors

Student Support Advisors provide personal support and supplemental academic advising to a cohort of students. Students are assigned a Student Support Advisor prior to their matriculation and remain with their advisor for the duration of their enrollment at Bates. Student Support Advisors work proactively to develop connections with their students, especially during their first year at the college. Advisors respond to student concerns as they arise and are the primary point of contact for personal or social concerns. While First-Year Seminar (FYS) instructors and major advisors provide the primary academic advising for students, Student Support Advisors are an additional point of contact and support for students who have concerns or questions about their academic requirements or who may be struggling academically.

One of the key roles of the Student Support Advisor is to be a connection point for faculty and staff on campus. This is particularly important when a student may be struggling. For example, if a student is having difficulties in one of their classes, the Student Support Advisor may bring the student's academic advisor and coach (if applicable) into the conversation in order to provide support from all angles. Student Support Advisors also work to connect their students to co-curricular and leadership opportunities on campus.

Writing at Bates

A number of resources support student writing at Bates. The Peer Writing Project offers a first line of support for many first-year students. Because they, too, are students, peer writing assistants communicate on students' terms and in their language. They work with student writers at every stage of the writing process to help them deepen their ideas and communicate effectively. Writing assistants staff the Peer Writing Center in the Ladd Library. In addition, they are assigned to some first-year seminars and other writing-focused courses, working one-to-one with students in the course. The Writing Partners Program pairs students who are facing greater writing challenges with peer writing assistants for more frequent sessions. Technical Writing Assistants (TWAs) work with students in 100-level and core biology courses. They function as peer writing assistants for biology students preparing lab reports and honing science writing skills, and may also serve as laboratory teaching assistants.

Professional Writing Specialists, located on the second floor of Coram Library, encourage students to use writing as a means of thinking more deeply and creatively. Students can schedule time to work on any stage of any writing project — from brainstorming to revising. The staff also works with faculty on writing assignments and assessment and offers small group workshops and in-class sessions focusing on a variety of writing-related topics. For more information, see the Writing at Bates website or call 786-6159.

Bates | College

Academic Advising Questionnaire

This questionnaire is now completed online.

Your first-year advisor would like to know about you before you come to campus in order to help you get off to a great start at Bates. Filling out this questionnaire and returning it in the envelope provided will be part of introducing you to your advisor. Thank you.

First Name: _____ Middle Name: _____ Last Name: _____

Home Town: _____ Home State: _____ Country: _____

1. You can always change your mind, but do you have a **possible** major in mind at this time? Yes No

If "Yes," what is it? _____

2. What other subjects are you looking forward to exploring at Bates?

3. Please let your advisor know some of your thoughts about your first year at Bates.

	I am	confident	neither	concerned
		about	confident nor	about
			concerned	
			about	
relationship with parent and/or family while I'm at Bates.	<input type="checkbox"/> <input type="checkbox"/>			
leaving my friends.	<input type="checkbox"/> <input type="checkbox"/>			
planning my academic program.	<input type="checkbox"/> <input type="checkbox"/>			
doing well academically.	<input type="checkbox"/> <input type="checkbox"/>			
finding or reaching my own purposes and goals.	<input type="checkbox"/> <input type="checkbox"/>			
balancing academics and fun.	<input type="checkbox"/> <input type="checkbox"/>			
getting along with my roommate(s).	<input type="checkbox"/> <input type="checkbox"/>			
issues related to diversity.	<input type="checkbox"/> <input type="checkbox"/>			
finding new friends.	<input type="checkbox"/> <input type="checkbox"/>			

I am	confident about	neither confident nor concerned about	concerned about
being part of a small college campus.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
studying for and/or taking exams.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
researching and writing papers.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
the quantitative requirement.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
the science requirement.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
talking in class.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
the amount of reading I will need to do.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
time management.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
stress.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
finances.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
keeping up with current events.	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>

4. What would you like your advisor to know about you? Write whatever you would like. Here are some ideas, but please don't let them limit you. What academic subjects do you like? What are your goals? What do you consider your strengths and where can you use some help? You might even imagine a successful first year at Bates. What might it look like for you? What challenges do you imagine? Is there anything else you would like to share with your advisor?