

RESEARCH OPPORTUNITIES

The College encourages the active participation of students in research projects working closely with faculty and/or working on their own independent projects. A number of talented students are able to gain valuable inquiry, library, laboratory and/or field experience while working with professors or independently on research projects during the academic year and the summer break. Student research participation is made possible through external grants obtained by individual faculty members, support to the College from outside funding sources and College-supported grants awarded competitively to students who propose collaborative projects.

The Summer Undergraduate Research Program, or umbrella term “SURP,” encompasses the summer research activities of all Pomona College students irrespective of the funding source or location of the research endeavor. The program enables students to conduct extended, focused research in close cooperation with a Pomona faculty member as a research assistant or delve into an independent research project, on or off campus. Specialized grants are awarded in environmental analysis, media studies, the natural and social sciences and other fields. Projects generally range across all disciplines.

The College supports students’ SURP work with research funds of up to \$4,000 each for the summer project. As a culmination of their efforts, students make a presentation of their summer research endeavors to the College community at the Annual Fall Poster Conference. In addition students with particularly meritorious projects may apply for College support to present their results at a national conference. SURP projects frequently form the basis of a senior exercise project. Titles of a few typical SURP-projects include: “Invariance Relations for Random Walks on Cubic Lattices,” “An Evaluation and Analysis of Legislative and Congressional Redistricting in California: 1974-2004” and “Imaging the Chrysanthemum Princess: Japanese Journalists Cover Princess Masako.”

COOPERATIVE ACADEMIC PROGRAMS

Student Exchange Programs

Under arrangements made each year, Pomona sophomores, juniors and first-semester seniors may study as exchange students for a semester at Colby College in Waterville, Maine; Smith College in Northampton, Mass.; Spelman College in Atlanta; or Swarthmore College in Swarthmore, Penn. Interested students should ask for further information from the Office of Student Affairs. A program for sophomores and juniors for an entire academic year is possible at the California Institute of Technology. The Physics Department can provide information on this program.

Combined 3-2 Plan in Engineering: California Institute of Technology and Washington University in St. Louis

Qualified students may receive a Bachelor of Arts degree from Pomona College and a Bachelor of Science degree from the California Institute of Technology or Washington University in St. Louis after a combined five-year program. The first three years are taken at Pomona and comprise the student’s general education and preparation for the major of the second institution. Students pursuing this plan will be accepted at Caltech or Washington University under an expedited procedure less elaborate than admission as a transfer student, if recommended by Pomona and if they have the requisite grade point average in science and mathematics courses at Pomona. Caltech specifically reserves the right to limit both the number of students admitted in certain fields of study under the 3-2 program and the financial aid they may offer to accepted students. Interested students should consult with the Physics Department as soon as possible after their arrival on campus.

Under a feature of Washington University in St. Louis’ dual-degree program, each year

the Pomona College faculty liaison is authorized to award one two-year merit scholarship, covering half-tuition at Washington University, to a suitably qualified Pomona College candidate about to enter the dual-degree program with a Pomona grade-point average of at least 10.5 (i.e., equivalent to 3.5 on a 4.0-point scale).

3-2 Program students must satisfy the General Education requirements of Pomona College. In addition, the following lower-division courses should be completed: Physics 70, 71 and 72 (or placement out of 71 and/or 72); Physics 101; Mathematics 102; and Chemistry 1A,B.

In addition to completing the requirements and prerequisites as noted above, students who participate in the Combined 3-2 Plan in Engineering must make satisfactory progress toward a Pomona science major in their third year. Normally, this implies that by the end of the junior year the student has taken at least five other upper-division courses in physical science and mathematics, selected in close consultation with the faculty advisor, from among those courses normally required for a major in physics or chemistry. The requirements of the second institution should also be carefully considered during the three years at Pomona in consultation with the advisor.

The work completed at Pomona College, together with successful completion of the required two years for the engineering major at the second institution, are considered as fulfilling the requirements for the bachelor of arts degree at Pomona College and the corresponding bachelor's degree at the partner school. The student's Pomona major is labeled as "pre-engineering" and can only be awarded upon fulfillment of the requirements at both schools as described above.

Washington Semester Program of Claremont McKenna College

Claremont McKenna College operates a semester program in Washington, D.C., which combines traditional coursework with an emphasis on internships in a wide variety of public and private organizations. This program is open to applicants from Pomona College and is offered both semesters.

Academic work in the program consists of a full-time internship, two weekly seminars and a research project. Four course credits are earned by successfully completing all of these activities.

Candidates selected for the program pay regular tuition to Pomona College while paying for their own room and board and remain eligible for financial aid. The program pays travel expenses to and from Washington, D.C., within certain limits. Students have the primary responsibility for finding accommodations in Washington.

Students interested in the program should contact Professors David Menefee-Libey or Richard Worthington in the Pomona Politics Department.

Teacher Education Internship Program

The Teacher Education Internship Program, offered by Claremont Graduate University, is an accelerated, combined 36-unit Credential and Master of Arts in Education program. Seniors who have made a commitment to enter the Teacher Education Internship Program may enroll in the Teaching/Learning Process I (ED 300G) course, which is offered in the spring semester, with permission of the instructor. (See course description and prerequisites following.) Students who enter in the spring attend an evening seminar and complete 18 hours of observation in public school classrooms under the supervision of a master teacher. Attendance in this course also qualifies students to apply for a \$10,000 BA/MA fellowship in addition to transferring these four units towards their MA and Credential.

Students who begin the program in June following graduation must take 12 units of credit, while those who complete Teaching/Learning Process I (ED 300G) in the spring take only eight units and complete their pre-internship in the summer session. During the internship teaching year that follows, students engage in full-time paid employment while

continuing course work. A second summer of full-time study completes all requirements for the credential and the master of arts degree in Education.

Credentials offered include multiple subject, single subject and special education.

Complete details about the Teacher Education Internship Program are provided in a brochure available from the Office of Teacher Education at Claremont Graduate University at (909) 621-8076. A directory listing credential requirements for every state is available in the Career Development Office.

Teacher Education Courses (Claremont Graduate University):

170G. Introduction to Public School Teaching. *Staff.* Offered by Claremont Graduate University for undergraduate course credit only for students considering the field of education. Introduction to elementary and secondary teaching through analysis of the philosophical and sociological foundations of schooling and basic psychological theories applied to classrooms. Explores current issues in K-12 schooling, including restructuring, multiculturalism, diversity, critical pedagogy and high-performing schools literature. Field experience includes 25 hours of classroom observation and participation. Offered every fall.

180G. Inclusion and Human Development in Education in a Diverse Society. *Fryer, Banerjee and Castagneto.* This course is by Claremont Graduate University to all undergraduates. The intent of this course is to present ideas of inclusion and human development in public education within a framework of social justice and accountability. The exchange of ideas represented by different perspectives and frames on the issues will be encouraged. Federal legislation mandates that all children in public schools be served in the least restrictive environment. Many models of inclusion including 'full inclusion' have been developed to meet this legislation. Concepts of inclusion have been at the heart of much of the on-going public dialogue regarding education. Course discussion will present and challenge concepts of Inclusion from a philosophical, psychological and educational stance. It is anticipated that this course will generate increased interest in the challenges of public education within a diverse society and will pay special attention to the most vulnerable learners, those that have been classified with special needs. The course will include discussions and review of relevant literature from psychology, philosophy and education with a focus on the current socio-political context. There will be an opportunity for action research as a part of the expected outcomes of this course. Offered every fall.

300G. Teaching/Learning Process I. *Staff.* This course is for Claremont Colleges' students who wish to enter the CGU Teacher Internship Program in the summer. It prepares interns for their first semester of supervised teaching, and includes 10 weeks of full-time student teaching in a public school classroom. (Students who cannot accommodate the full-time student teaching in their schedule can make arrangements to do 18 hours of observations and complete their pre-internship in the summer when they begin the teacher education program.) Particular attention given to cultural and linguistic diversity, contemporary pedagogies, classroom planning and reading and writing across the curriculum. Prerequisite: permission of instructor. Limited to seniors who have made a commitment to enter the CGU Teacher Education Internship Program. If admitted, students receive one undergraduate course credit toward the bachelor's degree and four units of graduate credit toward the combined 36-unit Credential and Master of Arts in Education Program (see Teacher Education Internship Program). They also become eligible to apply for a special B.A./M.A. \$10,000 fellowship. Offered every spring.

