2015-16 Fall Announcements

CLASSICS
Latin and Greek do satisfy the language requirement. Because we offer three very different types of courses (Latin, Greek, and Classical Studies courses), it is perfectly reasonable for student to take two courses with us their first semester (e.g. Latin and CSTS119 (my Athens course) or intermediate Latin and start Elementary Greek).

COMPUTER SCIENCE
Placement interpretation, i.e. "105/107 means 105 is recommended, but 107 is not out of the question, and the student should ask faculty for advice.

GROWTH & STRUCTURE OF CITIES
Form of the City in Term II acts as a more frequent gateway course. Yet, last year we had a half-dozen HC first years in the fall and I would like to keep that flow going (especially since 2 of them have decided to be majors).

MATH
It is important for faculty advisors to know that students may not enroll in a math course at a level different than their placement WITHOUT explicit agreement from a member of the math department to change their placement. We ran into several cases last year of students/advisors making enrollment decisions that were different than their placement, and we only discovered these when it was too late in the semester for a student to change their course. We're concerned both with students being over and underplaced, for the obvious reasons.

In particular, we don't want a student with decent math background arguing with their advisor that they want to retake a course to solidify their knowledge. While this can be a reasonable decision, we'd like someone in the department to be involved in the conversation, to enforce fairness and not have our beginning courses infiltrated by students looking for a less-than-challenging experience.

We can be supportive if a student has good reason to retake a course, and we know our placement regime is not infallible. Indeed, most students placed in Math 105 have had some calculus before. But we have a firm policy that students with AP credit for calculus cannot retake it for credit. These considerations are nuanced, and therefore, we want to make sure that faculty advisors (or UCAs) don't make any decisions to change the placement without first contacting a member of the math department, to discuss an official change in placement. Advisors/freshmen/UCAs can contact Jeff Tecosky-Feldman.

PSYCHOLOGY
This year the Psych Dept is offering six sections of intro (like we did last year; prior to last year we were offering 4-5 sections a year). However, we have loaded the fall semester with 4 sections and there will be two in the spring (rather than 3 and 3 like last year).

SPANISH
Please remind advisors they should refer to the Chair if they have questions related to Placement. The result of the Placement Test is not a suggestion and should be taken seriously. Students who think they belong to a higher or lower level should talk to the instructor or the chair before changing levels. In addition advisors should remind their students that Elementary Spanish is a full year course and that the first section of this course is reserved for “true” beginners (people who have never taken Spanish before).