



THE ACADEMIC PROGRAM

Bryn Mawr College does not discriminate on the basis of race, color, religion, national or ethnic origin, sexual orientation, age or disability in the administration of its educational policies, scholarship and loan programs, and athletic and other College-administered programs, or in its employment practices.

In conformity with the Civil Rights Act of 1964, as amended, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its educational programs, activities or employment practices. The admission of only women in the Undergraduate College is in conformity with a provision of the Act. Inquiries regarding compliance with this legislation and other policies regarding nondiscrimination may be directed to the Equal Opportunity Officer, who administers the College's procedures, at 610-526-5275.

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The Curriculum

The Bryn Mawr curriculum is designed to encourage breadth of learning and training in the fundamentals of scholarship in the first two years, and mature and sophisticated study in depth in a major program during the last two years. Its overall purpose is to challenge the student and prepare her for the lifelong pleasure and responsibility of educating herself and playing a responsible role in contemporary society. The curriculum encourages independence within a rigorous but flexible framework of divisional and major requirements.

The Bryn Mawr curriculum obtains further breadth through institutional cooperation. Virtually all undergraduate courses and all major programs at Bryn Mawr and Haverford Colleges are open to students from both schools, greatly increasing the range of available subjects. With certain restrictions, full-time Bryn Mawr students may also take courses at Swarthmore College, the University of Pennsylvania and Villanova University during the academic year without payment of additional fees.

Requirements for the A.B. Degree

Thirty-two units of work are required for the A.B. degree. These must include:

- One Emily Balch Seminar.
- One unit to meet the quantitative skills requirement.
- Work to demonstrate the required level of proficiency in foreign language.
- Six units to meet the divisional requirements.
- A major subject sequence.
- Elective units of work to complete an undergraduate program.

In addition, all students must complete eight half-semester of physical education, successfully complete a swim proficiency test and meet the residency requirement.

Emily Balch Seminar Requirement

The aim of the Emily Balch Seminar is to engage students in careful examination of fundamental issues and debates. By encouraging focused discussion and cogent writing, the seminars help prepare students for a modern world that demands critical thinking both within and outside of the frameworks of particular disciplines.

Students who matriculated prior to the fall of 2009 complete one College Seminar to satisfy this requirement. Students who matriculate in the fall of 2009 or thereafter complete one Emily Balch Seminar to satisfy this requirement. Students must attain a grade of 2.0 or higher in the seminar in order to satisfy this requirement.

Foreign Language Requirement

Bryn Mawr recognizes the inherent intellectual value and fundamental societal importance of acquiring a level of proficiency in the use of one or more foreign languages. The study of foreign languages serves a number of convergent curricular and student interests, including the appreciation of cultural differences, a global perspective across academic disciplines, cognitive insights into the workings of language systems, and alternative models of perceiving and processing human experience.

Before the start of the senior year, each student must have demonstrated a knowledge of one foreign language by:

- Passing a proficiency test offered by the College every spring and fall or
- Attaining a score of at least 690 in a language achievement test of the College Entrance Examination Board, or by passing with an honor grade an Advanced Placement, International Baccalaureate (higher level) or A-level test or
- Completing at the College two courses (two units) above the elementary level with an average grade of at least 2.0 or a grade of at least 2.0 in the second course or
- For a non-native speaker of English who has demonstrated proficiency in her native language, one College Seminar and one writing-intensive course.

Quantitative Requirement

Before the start of the senior year, each student must have demonstrated competence in college-level mathematics or quantitative skills by:

- Passing with an honor grade an Advanced Placement, International Baccalaureate (higher level) or A-level examination in mathematics or
- Passing one course with a grade of at least 2.0 from those designated with a “Q” in the *Tri-Co Course Guide*.

The purpose of the quantitative requirement is to provide the Bryn Mawr graduate with the competence to evaluate and manage the wide array of information underlying many of the decisions she will make as an individual and as a member of society. The range of potentially useful quantitative skills is extensive and cannot be covered by any individual course. However, a single course can give the student an appreciation of the value of quantitative analysis as well as increase the facility and confidence with which she uses quantitative skills in her later academic, professional and private roles.

A course meeting the quantitative requirement will provide the student with the skills to estimate and check answers to quantitative problems in order to determine reasonableness, identify alternatives and select optimal results. Such a course is designed to help students develop a coherent set of quantitative skills that become progressively more sophisticated and can be transferred to other contexts. In all cases, courses meeting the quantitative requirement will have rigor consistent with the academic standards of the department(s) in which they are located.

Students who matriculated in the fall of 2002 or thereafter may count a single course or exam towards both the quantitative requirement and a divisional requirement, so long as that course is identified as Q and Division I, II, or III in the *Tri-Co Course Guide*.

Divisional Requirements

Before the start of the senior year, each student must have completed, with a grade of 2.0 or higher, two courses in the social sciences (Division I), two courses in the natural sciences and mathematics (Division II), and two courses in the humanities (Division III). Courses satisfying this requirement are marked “I,” “II,” or “III” in the *Tri-Co Course Guide*. Courses identified as interdivisional, e.g. “I or III,” may be used by a student to satisfy either one—but not both—of the appropriate divisional requirements. Only one of the two courses used to satisfy any divisional requirement may be such an interdivisional course.

At least one required course in Division II must be a laboratory course, designated “IIL” in the *Tri-Co Course Guide*. One performance course in music, dance or theater or one studio art course may be used to fulfill one of the two course requirements in the humanities. A student may not use courses in her major subject to satisfy requirements in more than one division, unless the courses are cross-listed in other departments. Only one of the two courses used to satisfy any

divisional requirement may be fulfilled by tests such as the Advanced Placement, International Baccalaureate or A levels taken on work done before entering Bryn Mawr.

The goal of the divisional requirements is to increase the breadth and variety of the student's intellectual experience at the College. The divisions represented in these requirements describe not only different aspects of human experience, but also characteristic methods of approach. Although any division of knowledge is imperfect, the current divisions—the social sciences, the natural sciences and mathematics, and the humanities—have the advantage of being specific while still broad enough to allow the student a good deal of flexibility in planning her coursework.

Social Sciences (Division I)

The social sciences are concerned with human social behavior; the motivations, institutions and processes that shape this behavior; and the outcomes of this behavior for different groups and individuals. Areas of inquiry include such wide-ranging topics as policy-making, cultural change, revolutions, poverty and wealth, generational conflict and international relations. The social sciences provide the student with a set of theoretical frameworks with which to organize her analysis of these substantive areas. At the same time, they offer a set of methodological tools with which to test empirically—in the uncontrolled laboratory of the real world—the hypotheses that these frameworks generate.

Natural Sciences and Mathematics (Division II)

Knowledge of the physical world is a fundamental part of human experience; understanding the workings of nature is essential to our lives. To achieve this understanding, the student should be familiar with the concepts and techniques of the natural sciences as well as mathematics, the language of science. This understanding must go beyond a knowledge of scientific facts to include a facility with the scientific method and the techniques of scientific inquiry, logical reasoning and clear exposition of results.

Humanities (Division III)

The humanities encompass the histories, philosophies, religions and arts of different cultural groups, as well as the various theoretical and practical modes of their investigation and evaluation. In humanities courses, the student creates and/or interprets many different kinds of artifacts, compositions, monuments, and texts that are and have been valued by human cultures throughout the world.

The Major

In order to ensure that a student's education involves not simply exposure to many disciplines but also some degree of mastery in at least one, she must choose an area to be the focus of her work in the last two years at the College.

The following is a list of major subjects.

- Anthropology
- Astronomy (Haverford College)
- Biology
- Chemistry
- Classical and Near Eastern Archaeology
- Classical Culture and Society
- Classical Languages
- Comparative Literature
- Computer Science
- East Asian Studies
- Economics
- English
- Fine Arts (Haverford College)

French and Francophone Studies
Geology
German and German Studies
Greek
Growth and Structure of Cities
History
History of Art
Italian
Latin
Linguistics (Swarthmore College)
Mathematics
Music (Haverford College)
Philosophy
Physics
Political Science
Psychology
Religion (Haverford College)
Romance Languages
Russian
Sociology
Spanish

Each student must declare her major subject before the end of the sophomore year. The declaration process involves consulting with the departmental adviser and completing a major work plan. The student then submits the major work plan to her dean.

No student may choose to major in a subject in which she has incurred a failure, or in which her average is below 2.0.

A student may double major with the consent of both major departments and of her dean, but she should expect to complete all requirements for both major subjects. Even when a double major has been approved, scheduling conflicts may occur which make it impossible for a student to complete the plan.

Students may choose to major in any department at Haverford College, in which case they must meet the major requirements of Haverford College and the degree requirements of Bryn Mawr College. Procedures for selecting a Haverford major are available from the Haverford Dean's Office at all times and are sent to all sophomores in the early spring. Similarly, students may major in Linguistics at Swarthmore College by meeting the major requirements of Swarthmore College and the degree requirements of Bryn Mawr College.

Please note that Bryn Mawr students who choose to major at Haverford must hand in their major work plans to the Bryn Mawr Dean's Office. If double-majoring with one department at Haverford and the other at Bryn Mawr, a Bryn Mawr student should fill out the Bryn Mawr double-major work plan and ask the Haverford department if she needs to fill out the Haverford form as well. If she does, the Haverford form still needs to be brought to the Bryn Mawr Dean's Office.

Every student working for an A.B. degree is expected to maintain grades of 2.0 or higher in all courses in her major subject. A student who receives a grade below 2.0 in a course in her major is reported to the Committee on Academic Standing and may be required to change her major. If, at the end of her junior year, a student has a major-subject grade point average below 2.0, she must change her major. If she has no alternative major, she will be excluded from the College. A student who is excluded from the College is not eligible for readmission. A student whose numerical grade point average in her major remains above 2.0 but whose work has deteriorated may also be required to change her major.

A student with unusual interest or preparation in several areas can consider an independent major, a double major, a major with a minor, or a major with an interdisciplinary concentration. Such programs can be arranged by consulting the dean and members of the departments concerned.

Each department sets its own standards and criteria for honors in the major, with the approval of the Curriculum Committee. Students should see departments for details.

The Independent Major Program

The Independent Major Program is designed for students whose interests cannot be accommodated by an established departmental or interdepartmental major. An independent major is a rigorous, coherent and structured plan of study involving courses from the introductory through the advanced level in a recognized field within the liberal arts. Independent majors must be constructed largely from courses offered at Bryn Mawr and Haverford Colleges.

The following is a list of some recent independent majors:

Creative Writing
Dance
Feminist and Gender Studies
Medieval Studies
Peace and Conflict Studies
Theater

Students interested in the Independent Major Program should attend the informational teas and meet with Dean of Studies Judy Balthazar in the fall of their sophomore year. In designing an independent major, students must enlist two faculty members to serve as sponsors. One, who acts as director of the program, must be a member of the Bryn Mawr faculty; the other may be a member of either the Bryn Mawr or Haverford faculty. To propose an independent major, students must submit completed applications by the following deadlines:

- the end of the first week of classes in the spring of the sophomore year (for students hoping to study abroad during one or two semesters of the junior year), or
- the end of the fourth week of classes in the spring of the sophomore year (for students planning to remain at Bryn Mawr throughout the junior year), or
- the end of the fourth week of classes in the fall of the junior year (for junior transfer students)

The application for an independent major consists of:

- A proposal developed with the advice of the sponsors describing the student's reasons for designing the independent major, explaining why her interests cannot be accommodated by a related departmental or interdepartmental major, identifying the key intellectual questions her major will address, and explaining how each proposed course contributes to the exploration of those questions.
- An independent major work plan of 11 to 14 courses, at least seven of which must be taken at Bryn Mawr or Haverford. The plan will include up to two courses at the 100 level and at least four at the 300 or 400 level, including at least one semester of a senior project or thesis (403).
- Supporting letters from the two faculty sponsors, discussing the academic merits of the independent major work plan and the student's ability to complete it.
- A letter from the student's dean regarding her maturity and independence.
- A copy of the student's transcript.

The Independent Majors Committee, composed of three faculty members, two students and one

dean, evaluates the proposals on a case-by-case basis. Their decisions are final. The fact that a particular topic was approved in the past is no guarantee that it will be approved again. The committee considers the following issues:

- Is the proposed independent major appropriate within the context of a liberal arts college?
- Could the proposed independent major be accommodated instead by an established major?
- Does the proposal effectively articulate the intellectual issues the major will investigate and the role each course will play in this inquiry?
- Does the student possess the intellectual depth necessary to investigate those issues?
- Are the proposed courses expected to be offered over the next two years?
- Will faculty members be available for consistent and good advising?
- Does the student's record indicate likely success in the proposed independent major?

If the committee approves the proposed major and its title, the student declares an independent major. The committee continues to monitor the progress of students who have declared independent majors and must approve, along with the sponsors, any changes in the program. A grade of 2.0 or higher is required for all courses in the independent major. If this standard is not met, the student must change immediately to a departmental major.

Physical Education Requirement

Throughout its history, the College has been committed to developing excellence. The Department of Athletics and Physical Education affirms the College's mission by offering a variety of opportunities to promote self-awareness, confidence and the development of skills and habits that contribute to a healthy lifestyle. The College's comprehensive program includes competitive intercollegiate athletics, diverse physical education and wellness curricula, and leisure and recreational programs designed to enhance the quality of life for the broader campus community.

Before the start of the senior year, all students must have completed eight credits in physical education and successfully complete a swim-proficiency test. In addition, all students must take the Wellness Issues class in the fall of their first year. Semester and half-semester courses are offered in dance, aquatics, individual sports, team sports, outdoor recreation, wellness and fitness. Physical-education credit is awarded for participation on intercollegiate teams, rugby, equestrian and ultimate frisbee club teams. Students may earn up to two credits in physical education for pre-approved independent study. Students are encouraged to complete the requirement by the conclusion of their sophomore year.

Residency Requirement

Each student must complete six full-time semesters and earn a minimum of 24 academic units while in residence at Bryn Mawr. These may include courses taken at Haverford and Swarthmore Colleges and the University of Pennsylvania during the academic year. The senior year must be spent in residence. Seven of the last 16 units must be earned in residence. Students do not normally spend more than the equivalent of four years completing the work of the A.B. degree. Exceptions to this requirement for transfer students entering as second-semester sophomores or juniors are considered at the time of matriculation.

Exceptions

All requests for exceptions to the above regulations are presented to the Special Cases Subcommittee of the Committee on Academic Standing for approval. Normally, a student consults her dean and prepares a written statement to submit to the committee.

Academic Regulations

Registration

Each semester all Bryn Mawr students preregister for the next semester's courses in consultation with their deans. Failure to do so results in a \$15 fine. Once a student has selected a major, she must also consult her major adviser about her program each semester. Students must then confirm their registration with the deans and submit their final programs to the registrar on the announced days at the beginning of each semester. Failure to confirm registration results in a \$25 fine.

Students normally carry a complete program of four courses (four units) each semester. Requests for exceptions must be presented to the student's dean. Students may not register for more than five courses (five units) per semester. Requests for more than five units are presented to the Special Cases Subcommittee of the Committee on Academic Standing for approval.

Credit/No Credit Option

A student may take four units over four years, not more than one in any semester, under the Credit/No Credit (CR/NC) option. A student registered for five courses is not permitted a second CR/NC registration.

Transfer students may take one CR/NC unit for each year they spend at Bryn Mawr, based on class year at entrance.

A student registered for a course under either the graded or the CR/NC option is considered a regular member of the class and must meet all the academic commitments of the course on schedule. The instructor is not notified of the student's CR/NC registration because this information should in no way affect the student's responsibilities in the course.

Faculty members submit numerical grades for all students in their courses. For students registered CR/NC, the registrar converts numerical grades of 1.0 and above to CR and the grade of 0.0 to NC. Numerical equivalents of CR grades are available to each student from the registrar, but once the CR/NC option is elected, the grade is converted to its numerical equivalent on the transcript only if the course becomes part of the student's major.

When a course is taken under the CR/NC option, the grade submitted by the faculty member is not factored into the student's grade point average. However, that grade is taken into consideration when determining the student's eligibility for *magna cum laude* and *summa cum laude* distinctions.

Students may not take any courses in their major subject under the CR/NC option, but they may use it to take courses towards the College Seminar, Quantitative, Divisional or Foreign Language Requirements. While all numerical grades of 1.0 or better will be recorded on the transcript as CR, the registrar will keep a record of whether the course meets the 2.0 minimum needed to count towards a requirement.

Students wishing to take a course CR/NC must sign the registrar's register by the end of the sixth week of classes. No student is permitted to sign up for CR/NC after that time. Students who wish to register for CR/NC for year-long courses in which grades are given at the end of each semester must register CR/NC in each semester because CR/NC registration does not automatically continue into the second semester in those courses. Haverford students taking Bryn Mawr courses must register for CR/NC at the Haverford Registrar's Office.

Course Options

Some courses, including many introductory survey courses, are designed as two-semester sequences, but students may take either semester without the other and receive credit for the course. There are, however, a very few courses designed as year-long, two-semester sequences that require students to complete the second semester in order to retain credit for the first semester. Such courses are designated in each department's course list. Students must have the permission of the professor to receive credit for only one semester of such a course.

Most departments allow students to pursue independent study as supervised work, provided that a professor agrees to supervise the work. Students pursuing independent study usually register for a course in that department numbered 403 and entitled "Supervised Work," unless the department has another numerical designation for independent study. Students should consult with their deans if there are any questions regarding supervised work.

Students may audit courses with the permission of the instructor. There are no extra charges for audited courses, and they are not listed on the transcript. Students may not register to take the course for credit after the stated date for Confirmation of Registration.

Some courses are designated as limited enrollment in the *Tri-Co Course Guide*. The *Tri-Co Course Guide* provides details about restrictions. If consent of the instructor is required, the student is responsible for securing permission. If course size is limited, the final course list is determined by lottery. Only those students who have preregistered for a course will be considered for a lottery.

Students who confirm their registration for five courses may drop one course through the third week of the semester. After the third week, students taking five courses are held to the same standards and calendars as students enrolled in four courses.

No student may withdraw from a course after confirmation of registration, unless it is a fifth course dropped as described above. Exceptions to this regulation may be made jointly by the instructor and the appropriate dean only in cases when the student's ability to complete the course is seriously impaired due to unforeseen circumstances beyond her control.

Cooperation with Neighboring Institutions

Full-time students at Bryn Mawr may register for courses at Haverford, Swarthmore and the University of Pennsylvania during the academic year without payment of additional fees according to the procedures outlined below. This arrangement does not apply to summer programs. Credit toward the Bryn Mawr degree (including the residency requirement) is granted for such courses with the approval of the student's dean, and grades are included in the calculation of the grade point average. Bryn Mawr also has a limited exchange program with Villanova University.

Students register for Haverford courses in exactly the same manner as they do for Bryn Mawr courses, and throughout most of the semester will follow Bryn Mawr procedures. If extensions beyond the deadline for written work or beyond the exam period are necessary, a Bryn Mawr dean will consult a Haverford dean to make sure a student is in compliance with Haverford regulations.

To register for a Swarthmore course, a student must take a signed permission form from her dean to the Swarthmore Registrar's Office in Parrish Hall. After obtaining the registrar's signature, the student must return the form to the Bryn Mawr Dean's Office. In addition to obtaining approval from the Swarthmore registrar, the student must also obtain the instructor's signature on a Swarthmore form. Bryn Mawr students may register for up to two liberal arts courses a semester in the College of Arts and Sciences or the College of General Studies at the University of

Pennsylvania, on a space-available basis, provided that the course does not focus on material that is covered by courses at Bryn Mawr or Haverford. Scheduling problems are not considered an adequate reason for seeking admission to a course at Penn.

In order to register for a course at Penn, the student should consult the *Penn Course Guide*, fill out a Penn registration form which is available on the Bryn Mawr registrar's home page, obtain her dean's signature, and submit the completed form to the Bryn Mawr Registrar's Office. If the *Penn Course Guide* indicates that permission of the instructor is required for enrollment in a course, the student is responsible for securing this permission. Bryn Mawr students must meet all Penn deadlines for dropping and adding courses and must make arrangements for variations in academic calendars. Note that Bryn Mawr students cannot shop Penn classes. Students should consult their deans if they have any questions about Penn courses or registration procedures.

Bryn Mawr juniors and seniors may take one course per semester in the College of Arts and Sciences at Villanova University on a space-available basis, provided that the course is not offered at Bryn Mawr or Haverford. If the course is fully enrolled, Bryn Mawr students can be admitted only with the permission of the Villanova instructor. This exchange is limited to superior students for work in their major or in an allied field. Students must have permission of both their major adviser and their dean.

Courses at Villanova may be taken only for full grade and credit; Bryn Mawr students may not elect Villanova's pass/fail option for a Villanova course. Credits earned at Villanova are treated as transfer credits; the grades are not included in the student's grade point average, and these courses do not count toward the residency requirement.

In order to register for a course at Villanova, the student should consult the *Villanova Course Guide*, available in the Dean's Office, and obtain a registration form to be signed by her major adviser and returned to the Dean's Office. The Dean's Office forwards all registration information to Villanova; students do not register at Villanova. Students enrolled in a course at Villanova are subject to Villanova's regulations and must meet all Villanova deadlines regarding dropping/adding, withdrawal and completion of work. It is the student's responsibility to make arrangements for variations in academic calendars. Students should consult their deans if they have any questions about Villanova courses or registration procedures.

Bryn Mawr students enrolled in courses at Swarthmore, the University of Pennsylvania, or Villanova are subject to the regulations of these institutions. It is the student's responsibility to inform herself about these regulations.

Conduct of Courses

Regular attendance at classes is expected. Responsibility for attendance—and for learning the instructor's standards for attendance—rests solely with each student. Absences for illness or other urgent reasons are excused, and it is the student's responsibility to contact her instructors and, if necessary, her dean, in a timely fashion to explain her absence. The student should consult her instructors about making up the work. If it seems probable to the dean that a student's work may be seriously handicapped by the length of her absence, the dean may require the student to withdraw from one or more courses.

Quizzes, Examinations and Extensions

Announced quizzes—written tests of an hour or less—are given at intervals throughout most courses. The number of quizzes and their length are determined by the instructor. Unannounced quizzes may also be included in the work of any course. If a student is absent without previous excuse from a quiz, she may be penalized at the discretion of the instructor. The weight is decided by the instructor. If a student has been excused from a quiz because of illness or some other emergency, a make-up quiz is often arranged.

An examination is required of all students in undergraduate courses, except when the work for the course is satisfactorily tested by other means. If a student fails to appear at the proper time for a self-scheduled, scheduled or deferred examination, or fails to return a take-home exam, she is counted as having failed the examination.

A student may have an examination deferred by her dean only in the case of illness or some other emergency. When the deferral means postponement to a date after the conclusion of the examination period, she must take the examination at the next Deferred Examination Period.

Within the semester, the instructor in each course is responsible for setting the date when all written reports, essays, critical papers and laboratory reports are due. The instructor may grant permission for extensions within the semester; the written permission of the dean is not required. Instructors may ask students to inform their dean of the extension or may themselves inform the dean that they have granted an extension.

Two deadlines are important to keep in mind when planning for the end of the semester. Assignments due during the semester proper must be handed in by 5 p.m. on the last day of written work, which is the last day of classes. Final exams or final papers written in lieu of exams must be handed in by 12:30 p.m. on the last day of the exam period. Note that the exam period ends earlier for seniors. These deadlines are noted on the registrar's Web site.

During the course of the semester, if a student is unable to complete her work for reasons she cannot control, she should contact her professor in advance of the deadline, if at all possible, to request an extension. Extensions are generally not given after a deadline has already passed.

Requests for extensions that go into the exam period or beyond involve conversations between the student, professor, and dean. A student should contact both her professor and her dean before the due date of the assignment in question. The dean and the professor must agree to all terms of the extension. Normally, the dean will support such an extension only if the delay results from circumstances beyond a student's control, such as illness or family or personal emergency. Once the terms of the extension are agreed upon, the dean fills out an extension form, which is then submitted to the registrar.

If the instructor has not received a student's work by the end of the exam period, the instructor will submit a grade of Incomplete if an extension has been agreed upon. An Incomplete is a temporary grade. Once the student submits her work, the Incomplete will be replaced by the numerical grade which is the student's final grade in the class.

If a student does not meet the date set in her extension, and does not request and receive a further extension, the instructor is required to submit a final grade. When official extensions are not received by the registrar from the dean, and the instructor submits a grade of Incomplete or fails to submit a grade, that grade is temporarily recorded on the transcript as an Unauthorized Incomplete. No grade, except a failure, can be recorded in place of an Unauthorized Incomplete without an extension or other appropriate action taken jointly by the student's dean and instructor.

Seniors must submit all written work and complete exams by 5 p.m. on the Saturday before senior grades are due in the Registrar's Office. Extensions beyond that-deadline cannot be granted to any senior who expects to graduate that year.

Specific dates for all deadlines are published and circulated by the registrar. It is the student's responsibility to inform herself of these dates.

Grading and Academic Record

Grading Scale	Letter Grade Equivalent	Explanation
4.0	A	MERIT
3.7	A-	Merit grades range from 4.0 (outstanding) to 2.0 (satisfactory). Courses in which students earn merit grades can be used to satisfy the major and curricular requirements.
3.3	B+	
3.0	B	
2.7	B-	
2.3	C+	
2.0	C	
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1.7	C-	PASSING
1.3	D+	
1.0	D	
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0.0	F	FAILING

Once reported to the registrar, a grade may be altered by the faculty member who originally submitted the grade, or by the department or program chair on behalf of the absent faculty member, by submitting a change-of-grade form with a notation of the reason for the change. Once reported to the registrar, no grade may be changed after one year except by vote of the faculty.

The Merit Rule requires that a student attain grades of 2.0 or higher in at least one-half of the total number of courses taken while at Bryn Mawr. She may be excluded from the College at the close of any semester in which she has failed to meet this requirement and is automatically excluded if more than one-half of her work falls below 2.0 at the close of her junior year. A student who is excluded from the College is not eligible for readmission.

The Standard of Work in the Major requires that every student working for an A.B. degree maintain grades of 2.0 or higher in all courses in her major subject. No student may choose as her major subject one in which she has received a grade below 1.0 or one in which her average is below 2.0.

A student receiving a grade below 2.0 in any course in her major subject (including a course taken at another institution) is reported to the Committee on Academic Standing and may be required to change her major.

At the end of the junior year, a student having a major subject average below 2.0 must change her major. If she has no alternative major, she is excluded from the College and is not eligible for readmission.

The Committee on Academic Standing (CAS) reviews the records of all students whose work has failed to meet the academic standards of the College. A student's record is brought to the attention of the CAS when she has incurred a failure or NC following a previous failure or NC, or when her work has failed to meet either the general standards embodied in the Merit Rule or the Standard of Work in the Major. The CAS also reviews the record of any student whose work has seriously deteriorated.

A student whose record is brought before the CAS receives an official report from the Committee which specifies the standards she must meet by the end of the following semester or before returning to the College. The student's parent(s) or guardian(s) receive a copy of this letter. The student also receives a letter from her dean. A student whose record has been reviewed by the committee is put on probation the following semester, or the semester of her return if she has been asked to withdraw. She will be required to meet regularly with her dean during her probation. Faculty members are requested to submit mid-semester reports for students whose

work has been unsatisfactory. Students who meet the standards specified by the committee during the semester on probation are then no longer on probation.

Any student whose record is reviewed by the CAS may be required to withdraw from the College and present evidence that she can do satisfactory work before being readmitted. The CAS may also recommend to the president that the student be excluded from the College. An excluded student is not eligible for readmission to the College.

Cumulative Grade Point Averages

In calculating cumulative grade-point averages, grades behind CR, NC or NNG are not included. Summer school grades from Bryn Mawr earned on this campus are included, as are summer school grades earned from the Bryn Mawr programs at Avignon and Pisa. No other summer school grades are included. Term-time grades from Haverford College, Swarthmore College and the University of Pennsylvania earned on the exchange are included. Term-time grades transferred from other institutions are not included.

Distinctions

The A.B. degree may be conferred *cum laude*, *magna cum laude* and *summa cum laude*.

Cum laude

All students with cumulative grade point averages of 3.40 or higher, calculated as described above, are eligible to receive the degree *cum laude*.

Magna cum laude

To determine eligibility for *magna cum laude*, grade point averages are recalculated to include grades covered by CR, NC and NNG. All students with recalculated grade point averages of 3.60 or higher are eligible to receive the degree *magna cum laude*.

Summa cum laude

To determine eligibility for *summa cum laude*, grade point averages are recalculated to include grades covered by CR, NC and NNG. The 10 students with the highest recalculated grade point averages in the class receive the degree *summa cum laude*, provided their recalculated grade point averages equal or exceed 3.80.

Credit for Work Done Elsewhere

All requests for transfer credit must be approved by the registrar. Credit may be transferred for liberal-arts courses taken at accredited four-year colleges and universities, provided that the student earns grades of 2.0 or C (C- grades are not acceptable for transfer credit) or better in these courses. Credit will not be transferred for a course taken by correspondence or distance learning, even if it is sponsored by an accredited four-year institution. Work done at approved foreign institutions is also accepted for transfer credit; in cases where numerical or letter grades are not given, the registrar considers written evaluations of the student's work to determine whether she has earned the equivalent of at least 2.0 grades for this work. Grades earned in courses accepted for transfer credit are not included in the grade point average.

A student wishing transfer credit must submit an official transcript to the registrar. A student who wishes to meet College requirements (such as the College Seminar, quantitative or divisional requirements) with courses taken elsewhere must obtain approval from her dean or the registrar. In some cases, the student may be asked to obtain the approval of the appropriate department. Note that the foreign language requirement cannot generally be satisfied via transfer credit.

One unit of credit at Bryn Mawr is equivalent to four credits (or four "semester hours") at most schools on the semester system. One unit of credit at Bryn Mawr is also equivalent to six credits

(or six “quarter hours”) at most schools on the quarter system. Students taking a semester or year of coursework away from Bryn Mawr must take the normal full-time course load at the institution they are attending in order to receive a semester (four units) or a year (eight units) of transfer credit. Usually 15 or 16 semester hours, or between 22 and 24 quarter hours, are the equivalent of four units at Bryn Mawr; between 30 and 32 semester hours, or 45 and 48 quarter hours, are the equivalent of eight units at Bryn Mawr. Students who complete less than a full-time program with grades of at least 2.0 or C receive proportionally less transfer credit.

A student who wishes to spend a semester or a year away from Bryn Mawr as a full-time student at another institution in the United States should have the institution and her program approved in advance by her dean, major adviser and other appropriate departments. A student who plans foreign study needs the approval of the Foreign Study Committee in addition to that of her dean, major adviser and other appropriate departments.

Students who transfer to Bryn Mawr from another institution may transfer a total of eight units. Exceptions to this rule for second-semester sophomores and for juniors are considered at the time of the student’s transfer application.

Students may use work that is not transferred for credit to satisfy College requirements, provided that such work would meet the standards for transfer credit.

A student who wishes to present summer school work for credit must obtain advance approval of her plans from her dean and must submit an official transcript to the registrar. No credit is given for a course graded below 2.0 or C (C- grades are not acceptable). Credit is calculated as closely as possible on an hour-for-hour basis. A total of no more than four units earned in summer school may be counted toward the degree; of these, no more than two units may be earned in any one summer. No credit will be awarded for any single course that lasts fewer than three weeks or for any two courses, if taken concurrently, that last less than six weeks.

Students may receive up to four units of transfer credit for courses taken at a college prior to graduation from secondary school, provided that these courses were taught at the college level and not in the high school and were not counted toward secondary school graduation requirements. These courses may include those taken at a community college. In all other respects, requests for transfer credit for work done prior to secondary school graduation are subject to the same provisions, procedures and limits as all other requests for transfer credit.

Departure from the College prior to Graduation

Every student who leaves Bryn Mawr prior to graduation should see her dean and complete a Notice of Departure.

Personal Leaves of Absence

Any student in good academic standing may apply for a one- or two-semester leave of absence from the College. She should discuss her plans with her dean and fill out a Notice of Departure by June 1 or, for a leave beginning in the spring, by November 1. During her leave of absence, she is encouraged to remain in touch with her dean and is expected to confirm her intention to return to the College by March 1 (for return in the fall) or November 1 (for return in the spring). Reinstatement is always contingent upon the availability of space in the residence halls.

A student on a semester-long leave of absence who chooses not to return at the scheduled time may ask to extend her leave by one additional semester by notifying her dean by the above deadlines. If a student on a leave of absence chooses not to return to the College after two semesters, her status changes to “withdrawn”(see “Voluntary Withdrawal” below).

Medical Leaves of Absence

A student may, on the recommendation of the College physician or her own doctor, at any time

request a medical leave of absence for reasons of health. The College reserves the right to require a student to take a leave of absence for reasons of health if, in the judgment of the medical director, she is not in sufficiently good health to meet her academic commitments or to continue in residence at the College. Permission to return from a medical leave is granted when the College's Health Center receives satisfactory evidence of recovery (see below, "Readmission following a Psychological or Medical Leave of Absence").

Psychological Leaves of Absence

Occasionally a student experiences psychological difficulties that interfere with her ability to function at college. Taking time away from college to pursue therapy may be necessary. The College sees this choice as restorative, not punitive. With evidence of improvement in health, Bryn Mawr welcomes the student's return. The College believes that time away for psychological reasons should, in most cases, be for an entire academic year to allow sufficient time for growth, reflection and meaningful therapy. Students who hurry back prematurely tend to risk a second failure. Therefore, leaves of absence for psychological reasons are granted for a period of one year except in unusual situations (see below, "Permission to Return following a Psychological or Medical Leave of Absence").

Permission to Return Following a Psychological or Medical Leave of Absence

When a student is ready to apply to return following a psychological or medical leave of absence, she must apply for permission to return. She should contact her dean and request an application for permission to return. In addition, the return process requires the approval of Bryn Mawr's medical director or the appropriate member of the College's counseling staff. The student should ask the physician or counselor with whom she has worked while on leave to contact the appropriate person at the College's Health Center. Students who want to return in September must submit all permission to return materials by May 1. Those who want to return in January must submit all such materials by November 1.

Voluntary Withdrawals

A student in good standing who leaves the College in the following circumstances will be categorized as "withdrawn" rather than on leave and will need to apply for permission to return (see below, "Permission to Return After Withdrawal"):

- if she leaves the college in mid-semester (unless she qualifies instead for a medical or psychological leave of absence),
- if she matriculates as a degree candidate at another school,
- if her leave of absence has expired, or
- if she loses her good standing after having applied for a leave of absence.

Required Withdrawals

Any student may be required to withdraw from the College because she fails to meet the academic standards of the College, because of an infraction of the Honor Code or other community norm, or because she is not healthy enough to meet her academic commitments.

In addition, any student whose behavior disrupts either the normal conduct of academic affairs or the conduct of life in the residence halls may be required to withdraw by the Dean of the Undergraduate College. If the student wishes to appeal the decision, a committee consisting of three faculty members from the Committee on Academic Standing, the president of the Self Government Association and the head of the Honor Board hears the student and the dean. The committee makes its recommendations to the president of the College; the president's decision is binding. In cases of required withdrawal, no fees are refunded.

Permission to Return After Withdrawal

Students who withdraw, whether by choice or as a result of the above procedures, must apply for

permission to return if they wish to return. Students who wish to return from withdrawal should request an application for permission to return from their dean. Students must submit their return application and all supporting documents no later than May 1 (for return in the fall) or November 1 (for return in the spring).

Academic Opportunities

Minors and Concentrations

Many departments, but not all, offer a minor. Students should see departmental entries for details. The minor is not required for the A.B. degree. A minor usually consists of six units, with specific requirements to be determined by the department. If a course taken under the Credit/No Credit (CR/NC) or Haverford College's No Numerical Grade (NNG) option subsequently becomes part of a student's minor, the grade is not converted to its numerical equivalent. There is no required average for a minor.

The following is a list of subjects in which students may elect to minor. Minors in departments or programs that do not offer majors appear in italics.

Africana Studies
 Anthropology
 Astronomy (at Haverford)
 Biology
 Chemistry
 Classical and Near Eastern Archaeology
 Classical Culture and Society
 Comparative Literature
Computational Methods
 Computer Science
Creative Writing
Dance
 East Asian Studies
 Economics
Education
 English
Film Studies
 French and Francophone Studies
Gender and Sexuality
 Geology
 German and German Studies
 Greek
 Growth and Structure of Cities
 History
 History of Art
International Studies
 Italian
 Latin
 Linguistics (at Haverford)
 Mathematics
Middle Eastern Studies
 Music (at Haverford)
 Philosophy
 Physics
 Political Science
 Psychology

Russian
Sociology
Spanish
Theater Studies

The concentration, which is not required for the degree, is a cluster of classes that overlap the major and focus a student's work on a specific area of interest:

- Environmental Studies
- Gender and Sexuality
- Geoarchaeology (with a major in Anthropology, Classical and Near Eastern Archaeology, or Geology)
- Hispanic and Hispanic-American Studies
- Neural and Behavioral Sciences (with a major in Biology or Psychology)
- Peace and Conflict Studies

Combined A.B./M.A. Degree Programs

The combined A.B./M.A. program lets the unusually well-prepared undergraduate student work toward a master's degree while still completing her bachelor's degree. Students in this program complete the same requirements for each degree as do students who undertake the A.B. and then the M.A. sequentially, but they are offered the unique opportunity to work toward both degrees concurrently. They are allowed to count up to two courses towards both degrees. A full description of requirements for the program and application procedures appear at http://www.brynmawr.edu/deans/exp_acad_options/comb_AB_MA_prog.shtml.

3-2 Program in Engineering and Applied Science

The College has negotiated arrangements with the California Institute of Technology whereby a student interested in engineering and recommended by Bryn Mawr may, after completing three years of work at the College, apply to transfer into the third year at Cal Tech to complete two full years of work there. At the end of five years she is awarded an A.B. degree by Bryn Mawr and a Bachelor of Science degree by Cal Tech. Programs are available in many areas of specialization.

In her three years at Bryn Mawr, the student must complete the College Seminar, quantitative, foreign language and divisional requirements, as well as a prescribed science program and the basis for a Bryn Mawr major. (Students completing the program have had majors at Bryn Mawr in Mathematics, Physics, and Chemistry.) Students do not register for this program in advance; rather, they complete a course of study that qualifies them for recommendation by the College for application in the spring semester of their third year at the College. Prerequisites for recommendation include completion of courses required by Bryn Mawr and a minimum of one year each of chemistry, mathematics (including multivariable calculus and differential equations) and physics. Approval of the student's major department is necessary at the time of application and for the transfer of credit from the Cal Tech program to complete the major requirements at Bryn Mawr.

Students considering this option should consult the program liaison in the Department of Physics at the time of registration for Semester I of their first year and each semester thereafter to ensure that all requirements are being completed on a satisfactory schedule. Financial aid at Cal Tech is not available to non-U.S. citizens.

3-2 Program in City and Regional Planning

This arrangement with the Department of City and Regional Planning at the University of Pennsylvania allows a student to earn an A.B. degree with a major in the Growth and Structure of Cities Program at Bryn Mawr and a degree of Master of City Planning at the University of

Pennsylvania in five years. While at Bryn Mawr the student must complete the College Seminar, quantitative, foreign-language, and divisional requirements and the basis of a major in the Growth and Structure of Cities Program. The student applies to the M.C.P. program at Penn in her sophomore or junior year. GRE scores will be required for the application. No courses taken prior to official acceptance into the M.C.P. program may be counted toward the master's degree, and no more than eight courses may be double-counted toward both the A.B. and the M.C.P. after acceptance. For further information students should consult the program director early in their sophomore year.

Combined Master's and Teacher Certification Programs at the University of Pennsylvania, Graduate School of Education (GSE)

Bryn Mawr and Haverford students interested in obtaining both the M.S.Ed. degree as well as faculty approval for the Commonwealth of Pennsylvania teaching certificate may choose to submatriculate as undergraduates into the University of Pennsylvania's Graduate School of Education's 10-month, urban-focused Master's Program in Elementary or Secondary Education. Students usually submatriculate at the beginning of their junior year.

Bryn Mawr and Haverford students who submatriculate may take up to two graduate-level education courses at Penn while they are undergraduates (usually during their junior or senior years) that will double count toward both their undergraduate and graduate degrees. To submatriculate into the program, students must have a GPA of a 3.0 or above and a combined GRE score of at least 1000 and must complete an application for admission.

More information about the secondary education and elementary education master's programs are available on the GSE Web site: http://www.gse.upenn.edu/degrees_programs.

Summer Language Programs

Summer language programs offer students the opportunity to spend short periods of time studying a language, conducting research and getting to know another part of the world well.

Bryn Mawr offers a six-week summer program in Avignon, France. This total-immersion program is designed for undergraduate and graduate students with a serious interest in French language, literature and culture. The faculty of the *institut* is composed of professors teaching in colleges and universities in the United States and Europe. Classes are held at the Palais du Roure and other sites in Avignon; the facilities of the Médiathèque Ceccano as well as the Université d'Avignon library are available to the group. Students are encouraged to live with French families or *foyers*. A certain number of independent studios are also available.

Applicants for admission must have strong academic records and have completed a course in French at a third-year college level or the equivalent. For detailed information concerning admission, curriculum, fees, academic credit and scholarships, students should consult Professor Brigitte Mahuzier of the Department of French and/or visit the Avignon Web site at <http://www.brynmawr.edu/avignon>.

Bryn Mawr offers a six-week summer program of intensive study in Pisa, Italy. Focusing on Italian language, culture, art and literature, the coeducational program is open to students from Bryn Mawr and other colleges and universities. Courses carry full, transferable credit and are taught by professors from institutions in both the United States and Europe. Applicants must have a solid academic background and a serious interest in Italian culture, but need not have previous course work in Italian; introductory classes are offered. Students can make their own travel and housing arrangements, though most choose to stay at a hotel conveniently located in the center of Pisa and close to where classes are held. Information about these accommodations is available through the program. Some need-based financial aid is available. For information, contact Professor Roberta Ricci (x5048) in the Department of Italian.

The College also participates in summer programs with the American Council of Teachers of Russian (A.C.T.R.) in Moscow, St. Petersburg and other sites in Russia. These overseas programs are based at several leading Russian universities and are open to Bryn Mawr students who have reached the intermediate level of proficiency in speaking and reading. Summer programs are 8 weeks in length and provide the equivalent of 2 course units of work in advanced Russian language and culture. Many Bryn Mawr students also take part in the semester (4 units) or academic year (8 units) programs in Russia as well. For further information about the A.C.T.R. programs, students should consult the Department of Russian or ACTR at <http://www.actr.org>.

Study Abroad in the Junior Year

Bryn Mawr believes that study abroad is a rewarding academic endeavor that when carefully incorporated into students' academic career can enhance students' language skills, broaden their academic preparation, introduce them to new cultures, and enhance their personal growth and independence. The College has approved about 70 programs in colleges and universities in other countries. Students who study abroad include majors across the humanities, the social sciences and the natural sciences. In previous years, students studied in Argentina, Australia, Chile, China, Costa Rica, Czech Republic, Denmark, Egypt, France, Germany, Ghana, Greece, Hong Kong, Iceland, India, Ireland, Israel, Italy, Japan, Jordan, Kenya, Korea, Mexico, Morocco, Nepal, New Zealand, South Africa, Spain, Taiwan, and the United Kingdom.

The Foreign Studies Committee is responsible for evaluating applications from all Bryn Mawr students who want to study abroad during the academic year as part of their Bryn Mawr degrees. The Foreign Studies Committee determines a student's eligibility by looking at a variety of factors, including the overall and major grade point averages, the intellectual coherence of the study abroad experience with the academic program, the student's overall progress towards the degree, and faculty recommendations. After careful review of applications, the Committee will notify the student of their decision granting, denying, or giving conditions for permission to study abroad. Only those students whose plans are approved by the Committee will be allowed to transfer courses from their study abroad programs towards their Bryn Mawr degrees. Students with a grade point average below 3.0 should consult the Director of International Programs regarding eligibility. Most non-English speaking programs expect students to meet at least intermediate proficiency level before matriculation, and some require more advanced preparation. The student must also be in good disciplinary standing.

Most students may study abroad for one semester only during their academic career. The committee will consider requests for exceptions to this rule from students majoring in a foreign language and those accepted to Cambridge, Oxford or the London School of Economics, which are yearlong programs for which one semester is not an option. All students interested in study abroad in their junior year must declare their major(s) and complete the Bryn Mawr study abroad application by the required deadline stated on the Office of International Programs website and the study abroad guide.

Study abroad students continue to pay Bryn Mawr tuition and pay the overseas programs directly for housing and food. The College, in turn, pays the program tuition and academic related fees directly to the institution abroad. Financial aid for study abroad is available for students who are eligible for assistance and have been receiving aid during their first and sophomore years. If the study abroad budget is not able to support all of those on aid who plan to study abroad, priority will be given to those for whom it is most appropriate academically and to those who have had the least international experience. For details, see the *Study Abroad Guide*, which is updated and published every year.

Preparation for Careers in Architecture

Although Bryn Mawr offers no formal degree in architecture or a set pre-professional path,

students who wish to pursue architecture as a career may prepare for graduate study in the United States and abroad through courses offered in the Growth and Structure of Cities Program. Students interested in architecture and urban design should pursue the studio courses (226, 228) in addition to regular introductory courses. They should also select appropriate electives in architectural history and urban design (including courses offered by the departments of Classical and Near Eastern Archaeology, East Asian Studies and History of Art) to gain a broad exposure to architecture over time as well as across cultural traditions. Affiliated courses in physics and calculus meet requirements of graduate programs in architecture; these may also be planned to incorporate design projects. These students should consult as early as possible with Senior Lecturer Daniela Voith and the program director in the Growth and Structure of Cities Program.

Preparation for Careers in the Health Professions

The Bryn Mawr curriculum offers courses that meet the requirements for admission to professional schools in medicine, dentistry, veterinary medicine and public health. Each year a significant number of Bryn Mawr graduates enroll in these schools. The minimal requirements for most medical and dental schools are met by one year of English, one year of biology, one year of general chemistry, one year of organic chemistry and one year of physics; however, several medical schools and dental schools do require one additional semester of upper-level coursework in biology as well as math courses. Schools of veterinary medicine usually require upper-level coursework in biology as well as extensive experience working with a diversity of animal species. Students considering careers in one of the health professions are encouraged to discuss their plans with the undergraduate health professions adviser in Canwyll House. The Health Professions Advising Office publishes the *Guide for First- and Second-Year Students Interested in the Health Professions*. This handbook is available at the meeting for first-year students during Customs Week and at the Health Professions Advising Office in Canwyll House. More information about preparing for careers in the health professions, including the *Guide for First- and Second-Year Students*, is also available at the Health Professions Advising Office Web site, <http://www.brynmawr.edu/healthpro>.

Preparation for Careers in Law

Because a student with a strong record in any field of study can compete successfully for admission to law school, there is no prescribed program of “pre-law” courses. Students considering a career in law may explore that interest at Bryn Mawr in a variety of ways—e.g., by increasing their familiarity with U.S. history and its political process, participating in Bryn Mawr’s well established student self-government process, “shadowing” alumnae/i lawyers through the Career Development Office’s externship program, attending law career panels and refining their knowledge about law-school programs in the Pre-Law Club. Students seeking guidance about the law-school application and admission process may consult with the College’s pre-law adviser, Jane Finkle, at the Career Development Office.

Teacher Certification

Students majoring in biology, chemistry, English, French, history, Latin, mathematics, physics, political science, Spanish and a number of other fields that are typically taught in secondary school, may get certified to teach in public secondary high schools in Pennsylvania. By reciprocal arrangement, the Pennsylvania certificate is accepted by most other states as well. A student who wishes to teach should consult her dean, the Education Program adviser and the chair of her major department early in her college career so that she may make appropriate curricular plans. Students may also choose to get certified to teach after they graduate through Bryn Mawr’s Continuing Education Program. For further information, see the Education Program.

Air Force Reserve Officers' Training Corps (AFROTC)

Bryn Mawr students are eligible to participate in the [Air Force Reserve Officers' Training Corps](#)

(AFROTC) through an agreement with St. Joseph's University. All aerospace studies courses are held on the St. Joseph's campus. The AFROTC program enables a college student to earn a commission as an Air Force officer while concurrently satisfying requirements for her baccalaureate degree.

The AFROTC program at St. Joseph's University offers a curriculum leading to a commission as a second lieutenant in the Air Force. In the standard four-year curriculum, a student takes the General Military Course (GMC) during the freshman and sophomore years, attends a four-week summer training program, and then takes the Professional Officer Course (POC) in the junior and senior years. However, cadets may begin the program with as little as two and a half years left before graduation. In the shortened curriculum, students will take a combination of aerospace studies courses depending on their class standing. They then attend a five-week summer training program and enter the POC. A student is under no contractual obligation to the Air Force until entering the POC or accepting an Air Force scholarship.

The subject matter of the first two years is developed from a historical perspective and focuses on the scope, structure, and history of military power, with an emphasis on the development of air power. During the last two years, the curriculum concentrates on the concepts and practices of leadership and management and the role of national security forces in contemporary American society. In addition to the academic portion of the curricula, each student participates in a leadership laboratory for two hours each week during which the day-to-day skills and working environment of the Air Force are explored. The leadership lab uses a student organization designed for the practice of leadership and management techniques.

Air Force ROTC offers 3- and 4-year scholarships on a competitive basis to qualified high school applicants. 2- to 3.5-year scholarships are available for college students participating as Air Force ROTC cadets. Scholarships pay all or a majority of tuition costs (depending on the scholarship type awarded), most fees, an annual textbook allotment, and a \$300-500 tax-free monthly stipend. Interested applicants should visit www.afrotc.com for more information and to apply on-line for a scholarship.

For further information on the AFROTC program, scholarships, and career opportunities, contact:

Unit Admissions Officer
AFROTC Detachment 750
Saint Joseph's University
Philadelphia, PA 19131
Phone: 610-660-3190
Email: rotc@sju.edu

Information may also be obtained by visiting Air Force ROTC Detachment 750's website at www.det750.com or the Air Force ROTC website at www.afrotc.com.

Continuing Education Program

The Continuing Education Program provides highly qualified women, men and high-school students who do not wish to undertake a full college program leading to a degree the opportunity to take courses at Bryn Mawr College on a fee basis, prorated according to the tuition of the College, space and resources permitting. Students accepted by the Continuing Education Program may apply to take up to two undergraduate courses or one graduate course per semester; they have the option of auditing courses or taking courses for credit. Alumnae/i who have received one or more degrees from Bryn Mawr (A.B., M.A., M.S.S., M.L.S.P. and/or Ph.D.) and women and men over 65 years of age are entitled to take undergraduate courses for credit at the College at a special rate. This rate applies only to continuing-education students and not to matriculated McBride Scholars. Continuing-education students are not eligible to receive financial aid from the College. For more information or an application, go to

http://www.brynmawr.edu/academics/continuing_ed.shtml, contact the Continuing Education Program office at (610) 526-6515 or send a request to Continuing Education, Bryn Mawr College, 101 North Merion Avenue, Bryn Mawr, Pa., 19010-2899.

Katharine E. McBride Scholars Program

The Katharine E. McBride Scholars Program serves women beyond the traditional college-entry age who wish to earn an undergraduate degree at Bryn Mawr. The program admits women who have demonstrated talent, achievement and intelligence in various areas, including employment, volunteer activities and home or formal study. McBride Scholars are admitted directly as matriculated students.

Once admitted to the College, McBride scholars are subject to the residency rule, which requires that a student take a minimum of 24 course units while enrolled at Bryn Mawr. Exceptions will be made for students who transfer more than eight units from previous work. Such students may transfer up to 16 units and must then take at least 16 units at Bryn Mawr. McBride Scholars may study on a part-time or full-time basis. For more information or an application, visit the McBride Program Web site at <http://www.brynmawr.edu/mcbride>, send an e-mail to mcbrides@brynmawr.edu or call (610) 526-5375.

Postbaccalaureate Premedical Program

Women and men who hold bachelor's degrees but need introductory science courses before making initial application to schools of medicine, dentistry and veterinary medicine may apply to the Postbaccalaureate Premedical Program. The Postbac Program stresses intensive work in the sciences. It is designed primarily for students who are changing fields and who have not previously completed the premedical requirements. Applications are considered for admission in the summer or fall only. Applications should be submitted as early as possible because decisions are made on a rolling admissions basis. The Postbac Program is highly selective. Please visit <http://www.brynmawr.edu/postbac> for more information.

Students enrolled in the Postbac Program may elect to apply early for provisional admission to an outstanding group of medical schools with which Bryn Mawr has a "consortial" arrangement. Students who are accepted at a medical school through the consortial process enter medical school in the September immediately following the completion of their postbaccalaureate year. Otherwise, students apply to medical school during the summer of the year they are completing the program.

The following are Bryn Mawr's "consortial" medical schools:

- Brown University School of Medicine
- Dartmouth Medical School
- Drexel University College of Medicine
- George Washington University School of Medicine and Health Sciences
- Jefferson Medical College of Thomas Jefferson University
- SUNY Downstate College of Medicine
- SUNY at Stony Brook School of Medicine Health Sciences Center
- Temple University School of Medicine
- Tulane University School of Medicine
- University of Chicago Pritzker School of Medicine
- University of Medicine and Dentistry of New Jersey—Robert Wood Johnson Medical School
- University of Pennsylvania School of Medicine
- University of Pittsburgh School of Medicine
- University of Rochester School of Medicine

Summer Courses

During Summer Sessions I and II, qualified women and men, including high-school students, may take courses in the sciences, mathematics and intensive language studies in Russian. Students may use these courses to fulfill undergraduate requirements or prepare for graduate study. The current summer-session calendar should be consulted for dates and course descriptions. Each course carries full academic credit.

Centers for 21st Century Inquiry

Bryn Mawr's interdisciplinary centers encourage innovation and collaboration in research, teaching and learning. The four interrelated centers are designed to bring together scholars from various fields to examine diverse ways of thinking about areas of common interest, creating a stage for constant academic renewal and transformation.

Flexible and inclusive, the centers help ensure that the College's curriculum can adapt to changing circumstances and evolving methods and fields of study. Through research and internship programs, fellowships and public discussions, they foster links among scholars in different fields, between the College and the world around it, and between theoretical and practical learning.

The *Center for the Social Sciences* was established to respond to the need for stronger linkages and cooperation among the social sciences at Bryn Mawr College. Uniting all the social sciences under an inclusive umbrella, the center provides opportunities for consideration of broad substantive foci within the fundamentally comparative nature of the social science disciplines, while training different disciplinary lenses on a variety of issues.

The *Center for International Studies* brings together scholars from various fields to define global issues and confront them in their appropriate social, scientific, cultural and linguistic contexts. The center sponsors the minor in International Studies (see page 224) and supports collaborative, cross-disciplinary research, preparing students for life and work in the highly interdependent world and global economy of the 21st century.

The *Center for Science in Society* was founded to facilitate the broad conversations, involving scientists and nonscientists as well as academics and nonacademics, that are essential to continuing explorations of the natural world and humanity's place in it. Through research programs, fellowships and public discussions, the center supports innovative, interdisciplinary approaches to education in the sciences, novel intellectual and practical collaborations, and continuing inquiry into the interdependent relationships among science, technology and other aspects of human culture.

The *Center for Visual Culture* is dedicated to the study of visual forms and experience of all kinds, from ancient artifacts to contemporary films and computer-generated images. It serves as a forum for explorations of the visual aspect of the natural world as well as the diverse objects and processes of visual invention and interpretation around the world.

Praxis Program

The Praxis Program is part of the Civic Engagement Office and is located in Dolwen on Cambrian Row. Praxis is an experiential, community-based learning program that integrates theory and practice through student engagement in active, relevant fieldwork, enhances student learning and builds citizenship skills. The program provides consistent, equitable guidelines along with curricular coherence and support to students and faculty who wish to combine coursework with fieldwork and community-based research. The three designated types of Praxis courses—departmental courses, interdepartmental seminars and independent studies—are described below and at <http://www.brynmawr.edu/praxis>.

Praxis courses on all levels are distinguished by genuine collaboration with fieldsite organizations. A dynamic process of reflection incorporates lessons learned in the field into the classroom setting and applies theoretical understanding gained through classroom study to work done in the broader community. The nature of fieldwork assignments and projects varies according to the learning objectives for the course and according to the needs of the organization.

The role of the Praxis Office is to assist faculty in identifying, establishing and supporting field placements and to develop ongoing partnerships with community organizations, such as social service agencies, schools, government offices and museums. Field supervisors orient the student to the fieldsite, identify placement objectives and oversee the work of the student at the site. Field supervisors frequently visit the classroom as guest presenters and co-teachers. Faculty members retain ultimate responsibility and control over the components of the Praxis Program that make it distinctly academic: course reading and discussion, rigorous process and reflection, and formal presentation and evaluation of student progress.

There are three levels of Praxis courses (see below), which require increasing amounts of fieldwork but do not need to be taken successively: departmental courses (Praxis I), interdepartmental seminars (Praxis II) and independent study (Praxis III). Praxis courses may be offered in any department and students may enroll in more than one Praxis course at a time. Students enrolled in more than one Praxis course are sometimes able to use the same field placement to meet the requirements of both courses. Praxis-style courses taken at other institutions are subject to prior approval by the Praxis Office and faculty supervisor.

Praxis I Departmental Course uses fieldwork as a form of experiential learning to enrich the study and understanding of a single disciplinary topic. Fieldwork typically constitutes 25 percent of total coursework assigned. Students typically complete one, two- to three-hour fieldsite visit a week. Students are eligible for Praxis I courses according to departmental guidelines.

Praxis II Interdepartmental Seminar is a multidisciplinary course combining more substantial fieldwork with an academic focus on a central topic (e.g., geographic location, historical period, social issue, etc.) studied from several disciplinary perspectives. Fieldwork typically constitutes 50 percent of total coursework assigned. Students typically complete two, two- to three-hour fieldsite visits a week. Praxis II courses are available to sophomore and higher-level students who are in good academic standing.

Praxis III Independent Study places fieldwork at the center of a supervised learning experience. Fieldwork is supported by appropriate readings and regular meetings with a faculty member who must agree in advance to supervise the project. Faculty are not obligated to supervise Praxis III courses and may decline to do so. Departments may limit the number of Praxis III courses that a faculty member may supervise.

Students who plan to undertake Praxis III Independent Study should submit a completed Praxis III proposal to their dean for her/his signature at pre-registration and then return the form to the Praxis Office to be reviewed by the Praxis Program Director. The Praxis III learning plan—which

must include a description of the student's course, all stipulated coursework, a faculty supervisor, a fieldsite, a fieldsite supervisor and fieldwork responsibilities—must be approved by the Praxis Program Director by the beginning of the semester in which the course will take place. The Praxis Program Director will notify the Registrar's Office when the Praxis III learning plan is approved, at which point a course registration number will be created for the course. Students are encouraged to visit the Praxis Office to discuss possible field placements, although they are not discouraged from developing their own fieldsites.

Praxis III fieldwork typically constitutes 75 percent of total coursework assigned, with students typically completing two, four- to five-hour fieldsite visits per week. Praxis III courses are available to sophomore and higher-level students who are in good academic standing. No student may take more than two Praxis III courses during her time at Bryn Mawr.

The Emily Balch Seminars

Co-Directors

Michelle Francl, Department of Chemistry
Gail Hemmeter, Department of English

Steering Committee

Michelle Francl, Chemistry
Gail Hemmeter, English
Jody Cohen, Education Program
Kimberly Wright Cassidy, Provost
Karen Tidmarsh, Dean of the Undergraduate College (*ex officio*)

The Emily Balch Seminars are discussion-oriented, reading- and writing-intensive courses for first-year students. All students are required to take an Emily Balch Seminar during the first semester of their first year. Topics vary from year to year, but all seminars are designed to engage broad, fundamental issues and questions, ones that are not defined by the boundaries of any academic discipline. The purpose of the seminars is to help students become better close readers and interpretive writers. Course materials are chosen to elicit nuanced thinking and lively discussion, and may include, in addition to books and essays, films, material objects, social practices, scientific observations and experiments. Seminars offered in recent years include the following:

Classical Mythology and the Contemporary Imagination

The myths of the Greeks and Romans have provided an inexhaustible imaginative source for artists throughout the history of Western civilization, and each age has rewritten these myths (by translating them or adapting them) to reflect its own interests and anxieties. Writers have superimposed their visions upon the source myth, and in turn these visions have been examined by literary criticism, creating a kind of archaeology of interpretation on three levels. In the tension between the source myth and its reinterpretations lies the interest and the challenge for us as critics and as writers.

Performance and Self

When we use the word "self," what do we mean? Are we coherent, authentic, natural selves, or is what we call "self" a role we've taken on and can discard at will? What does it mean to perform ourselves—in life, on stage, in film, in dance, in texts? We will examine the ways we perform ourselves in daily life at the intersections of gender, race and class. We will look at the ways artists and writers construct performances that convey these social and political aspects of identity. Our texts are drawn from philosophy, psychology, theater, dance, fiction, poetry and film.

Travel Tales and Understanding

This seminar covers a group of readings involving travel, exposure to new cultures, and the kinds of learning that come with exposure to unfamiliar and often thought-provoking values. Some readings are set in everyday contexts, while others are more unusual: captivity narratives, imaginary travels, a temptation narrative, and even a descent into madness. Readings include Mary Rowlandson's narrative of her captivity among Native Americans; Zitkala-Sa's account of her educational travels; Ruth Ozeki's novel *My Year of Meats*; Christina Rossetti's poem "Goblin Market"; and Virginia Woolf's *To the Lighthouse*.

Reading Culture: Poverty in the United States

The subject of poverty forces us to think critically about how we define and understand the concept of culture. Through a selective, critical examination of fiction and nonfiction works addressing the theme of poverty in America, this course will explore key methods for studying and writing about culture. It will look at how poverty and poor people have been discussed and represented in the United States at various points during the last 125 years, and it will provide an opportunity to explore the many ways "poverty" and "culture" intersect and interact, each term affecting the meaning of the other.

Collaboration with the Graduate School of Arts and Sciences and the Graduate School of Social Work and Social Research

At Bryn Mawr, we embrace a distinctive academic model that offers a select number of outstanding coeducational graduate programs in arts and sciences and social work in conjunction with an exceptional undergraduate college for women. As such, Bryn Mawr undergraduates have significant opportunities to do advanced work by participating in graduate level courses offered in several academic areas. These areas include Chemistry; Classical and Near Eastern Archaeology; Clinical Developmental Psychology; Greek, Latin, and Classical Studies; History of Art; Mathematics; Physics; and Social Work. An undergraduate must meet the appropriate prerequisites for a particular course and obtain departmental approval if she wishes the course to count towards her major.

The Graduate School of Arts and Sciences (GSAS)

Founded in 1885, the Bryn Mawr Graduate School was the first graduate school to open its doors to women in the United States. This radical innovation of graduate education in a women's college was the beginning of a distinguished history of teaching and learning designed to enable every student to reach the apex of her intellectual capacity. Today, students in the Graduate School of Arts and Sciences are a vital component in a continuum of learning and research, acting as role models for undergraduates and as collaborators with the faculty. Renowned for excellence within disciplines, Bryn Mawr also fosters connections across disciplines and the individual exploration of newly unfolding areas of research.

Examples of GSAS graduate level courses that are open to advanced undergraduates include:

- ARCH 693** Studies in Greek Pottery
- CHEM 534** Organometallic Chemistry
- FREN 688** Stratégie Militaire
- HART 607** Women in Medieval Art
- GREK 639** Greek Orators: Classical Athens
- MATH 506** Graduate Topology
- PSYC 623** Family, School, and Culture

The Graduate School of Social Work and Social Research (GSSWSR)

Social work was woven into the very fabric of Bryn Mawr College since it first opened its doors in 1885. Founded by Joseph Wright Taylor, a Quaker physician who wanted to establish a college for the advanced education of women, Bryn Mawr College soon became nondenominational but continued to be guided by Quaker values, including the freedom of conscience and a commitment to social justice and social activism. The Bryn Mawr College Graduate School of Social Work and Social Research was established through a bequest in 1912 from an undergraduate alumna of the College, Carola Woerishoffer, who at the time of her death at age 25 was investigating factory conditions for the New York Department of Labor. Her gift of \$750,000 (about \$14 million in today's dollars) was the largest gift the College had received at that time, and was made so that others would be prepared to engage in social work, the field to which Carola Woerishoffer had committed herself.

As part of the Bryn Mawr College academic community and throughout its over 90-year history, the school has placed great emphasis on critical, creative, and independent habits of thought and expression as well as an unwavering commitment to democratic principles of social justice. It has been instrumental in promoting the social work profession by providing a rigorous educational environment to prepare clinicians, administrators, policy analysts, advocates, and educators who are committed to addressing the needs of individuals, families, organizations, and communities with emphasis on social and economic justice and the enhancement of individual, societal, and global well-being. The school is deeply committed to an integrated perspective on policy, practice, theory, and research, and to educating individuals who are prepared not only to respond to current and emerging needs, but also to define standards of practice, shape social welfare policy, and undertake cutting-edge research in the social and behavioral sciences.

Examples of GSSWSR graduate level courses that are open to advanced undergraduates include:

- SOWK 302** Perspectives on Inequality
- SOWK 306** Social Determinants of Health
- SOWK 354** Public Health
- SOWK 408** Women and the Law
- SOWK 411** Family Law