Mathematical Reasoning Requirement, the Foreign Language Requirement, and the Distribution Requirement) with courses taken while in residence at Bryn Mawr during the academic year. Students may use credits transferred from other institutions to satisfy these requirements only with prior approval. AP, A level, or IB credits may not be used to satisfy any of these requirements, although they might allow a student to place into a more advanced course.

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 must attain a grade of 2.0 or higher in the seminar in order to satisfy this requirement.

Quantitative Requirement

Each student must demonstrate the application of the quantitative skills needed to succeed in her professional and personal life as well as many social and natural science courses by either a) earning a satisfactory score on the Quantitative Readiness Assessment offered before the start of the freshman year, or b) completing a Quantitative Readiness Seminar with a grade of 2.0 or higher during the freshman year. In addition, each student must complete, with a grade of 2.0 or higher, before the start of her senior year, one course which makes significant use of at least one of the following: mathematical reasoning and analysis, statistical analysis, quantitative analysis of data or computational modeling. Courses that satisfy this requirement are designated “QM” in course catalogs and guides.

A student cannot use the same course to meet both the QM and distribution requirements. A student may use credits transferred from other institutions to satisfy these requirements only with prior approval.

Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Courses that fulfill this requirement must be taught in the foreign language; they cannot be taught in translation. Students may fulfill the requirement by completing two sequential semester-long courses in one language, either at the elementary level or, depending on the result of their language placement test, at the intermediate level. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the

Requirements for the A.B. Degree for students who matriculated in the fall of 2011 or later (students who matriculated prior to fall 2011 should consult prior catalogs)

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 and Mathematical Reasoning Requirement (preceded by the successful completion of the Quantitative Readiness Assessment or Quantitative Readiness Seminar)
• Two units to satisfy the Foreign Language Requirement.
• Four units to meet the Distribution Requirement.
• A major subject sequence.
• Elective units of work to complete an undergraduate program.

In addition, all students must complete six half-semesters of physical education, including wellness, successfully complete a swim proficiency requirement and meet the residency requirement.

Students will normally satisfy the following requirements (the Emily Balch Seminar, the Quantitative and Mathematical Reasoning Requirement, the Foreign Language Requirement, and the Distribution Requirement) with courses taken while in residence at Bryn Mawr during the academic year. Students may use credits transferred from other institutions to satisfy these requirements only with prior approval. AP, A level, or IB credits may not be used to satisfy any of these requirements, although they might allow a student to place into a more advanced course.

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 must attain a grade of 2.0 or higher in the seminar in order to satisfy this requirement.

Quantitative Requirement

Each student must demonstrate the application of the quantitative skills needed to succeed in her professional and personal life as well as many social and natural science courses by either a) earning a satisfactory score on the Quantitative Readiness Assessment offered before the start of the freshman year, or b) completing a Quantitative Readiness Seminar with a grade of 2.0 or higher during the freshman year.

In addition, each student must complete, with a grade of 2.0 or higher, before the start of her senior year, one course which makes significant use of at least one of the following: mathematical reasoning and analysis, statistical analysis, quantitative analysis of data or computational modeling. Courses that satisfy this requirement are designated “QM” in course catalogs and guides.

A student cannot use the same course to meet both the QM and distribution requirements. A student may use credits transferred from other institutions to satisfy these requirements only with prior approval.

Foreign Language Requirement

Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language. Courses that fulfill this requirement must be taught in the foreign language; they cannot be taught in translation. Students may fulfill the requirement by completing two sequential semester-long courses in one language, either at the elementary level or, depending on the result of their language placement test, at the intermediate level. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the

THE ACADEMIC PROGRAM

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, 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 for students who matriculated in the fall of 2011 or later (students who matriculated prior to fall 2011 should consult prior catalogs)

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 and Mathematical Reasoning Requirement (preceded by the successful completion of the Quantitative Readiness Assessment or Quantitative Readiness Seminar)
• Two units to satisfy the Foreign Language Requirement.
• Four units to meet the Distribution Requirement.
• A major subject sequence.
• Elective units of work to complete an undergraduate program.

In addition, all students must complete six half-semesters of physical education, including wellness, successfully complete a swim proficiency requirement and meet the residency requirement.

Students will normally satisfy the following requirements (the Emily Balch Seminar, the Quantitative and

foreign language(s) in which she is proficient. Non-native speakers of English may choose to satisfy this requirement by coursework in English literature.

**Distribution Requirement:**

**Approaches to Inquiry**

The student’s course of study in the major provides the opportunity to acquire a depth of disciplinary knowledge. In order to ensure exposure to a broad range of frameworks of knowledge and modes of analysis, the College has a distribution requirement that directs the student to engage in studies across a variety of fields, exposes her to emerging areas of scholarship, and prepares her to live in a global society and within diverse communities. The aim of this distribution requirement is to provide a structure to ensure a robust intellectual complement to the student’s disciplinary work in the major.

Before the start of the senior year, each student must have completed, with grades of 2.0 or higher, one unit in each of the following Approaches to Inquiry:

1. **Scientific Investigation (SI):** understanding the natural world by testing hypotheses against observational evidence.

These are courses in which the student engages in the observational and analytical practices that aim at producing causal understandings of the natural world. They engage students in the process of making observations or measurements and evaluating their consistency with models, hypotheses or other accounts of the natural world. In most, but not all, cases this will involve participation in a laboratory experience and will go beyond describing the process of model testing or the knowledge that comes from scientific investigation.

2. **Critical Interpretation (CI):** critically interpreting works, such as texts, objects, artistic creations and performances, through a process of close-reading.

These courses engage students in the practice of interpreting the meanings of texts, objects, artistic creations, or performances (whether one’s own or the work of others) through “close-reading” of those works.

3. **Cross-Cultural Analysis (CC):** analyzing the variety of societal systems and patterns of behavior across space.

These courses encourage the student’s engagement with communities and cultures removed from her own. Using the tools, methodologies and practices that inform our scholarship, students will develop a clearer and richer sense of what it means to analyze or interpret a human life or community within a “culture.” A central goal is to overcome the tendency to think that our own culture is the only one that matters.

4. **Inquiry into the Past (IP):** inquiring into the development and transformation of human experience over time.

These courses encourage the student to engage intellectually with peoples, communities, and polities existing in a different historical context. Using the tools, methodologies and practices that inform our scholarship, students will develop a clearer and richer sense of what it means to analyze or interpret a human life or community in the past. The aim is to have students view cultures, peoples, polities, events, and institutions on their own terms, rather than through the lens of the present.

These Approaches are not confined to any particular department or discipline. Each course that satisfies the distribution requirement will focus on one (or possibly two) of these Approaches. The distribution classifications can be found in the course guide and in BiONiC, and students should work with their deans and advisers to craft their course plan. Although some courses may be classified as representing more than one Approach to Inquiry, a student may use any given course to satisfy only one of the four Approaches.

Only one course within the major department may be used to satisfy both the distribution requirement and the requirements of the major. No more than one course in any given department may be used to satisfy distribution requirements.

**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)
- Biochemistry and Molecular Biology
- Biology
- Chemistry
- Classical and Near Eastern Archaeology
- Classical Culture and Society
- Classical Languages
- Comparative Literature
- Computer Science
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.

Declaring a major is one element of the Sophomore Planning Process. An up-to-date overview of the Process and details about each of the components will be posted on the Dean’s Office website each fall.

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.

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 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
- Politics of the Middle East and Islamic World
- Public Health and Culture
- Sociology of Education
- Theater

Students interested in the Independent Major Program should attend the informational teas and meet with Assistant Dean Raima Evan in the fall of their sophomore year. In designing an independent major, students must enlist two faculty members to serve as advisers. 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 juniors)

The application for an independent major consists of the following components:

• A proposal developed in conversation with the advisers that describes the student’s reasons for designing the independent major and explains why her interests cannot be accommodated by a related departmental or interdepartmental an established major or a combination of an established major, minor, and/or concentration. The proposal should identify the key intellectual questions her major will address and explain 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 advisers, 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, which will be supplied by the Dean’s Office.

The Independent Majors Committee, composed of four 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 major appropriate within the context of a liberal arts college?

• Could the proposed major be accommodated instead by an established major and minor?

• Does the proposal convey its intellectual concerns and the role each course will play in this inquiry?

• Are the proposed courses expected to be offered over the next two years?

• Will the faculty members be available for good advising?

• Does the student’s record predict success in the proposed 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 advisers, 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

The Department of Athletics, Physical Education (P.E.), and Recreation (the Department) affirms the College’s long standing commitment towards excellence in all areas of growth and development. The Department’s current programming allows opportunities to promote self-awareness, confidence, skill development, and habits that contribute towards a healthy lifestyle. Specific curricula towards this mission, through Intercollegiate Athletics, Physical Education, Wellness, and Recreation, are designed to educate the current student and enhance the quality of campus life.

First-year students:
Students matriculating on or after August 2011 are required to complete 6 P.E. credits through the Department. Students will complete 3 P.E. credits through what are considered the Core Requirements. Students must complete Freshman Wellness during their first Fall semester at Bryn Mawr. They must also complete the Swim Proficiency Requirement by either passing the swim proficiency test or by completing a swim class at Bryn Mawr College. The remaining 3 P.E. Credits will be completed through the General Requirements, where students have a variety of options for P.E. credit including P.E. Classes, Dance Classes (provided they’re not taken for academic credit), Varsity Athletics (annual max), Club Sport (annual max), Special Topics, and Independent Study (by pre-approval only). Students are expected to complete all aspects of the P.E. requirement before Spring Break of their sophomore year. Failure to meet these expectations will affect a student’s position in the following year room draw, may affect their eligibility for Study Abroad, and will be reported to the Dean’s office.

http://athletics.brynmawr.edu/information/physical_education/requirements#15

McBride and Transfer Students:
For the purposes of the P.E. Requirement, McBride students are considered as either Sophomore or Junior
transfers must demonstrate Swim Proficiency by either completing the Swim Proficiency Test or by completing a Swim Class at Bryn Mawr College. Sophomore transfer students must also complete 3 credits of P.E. from the General Requirements. Junior transfer students must complete 1 credit of P.E. from the General Requirements. For specifics on credit allocation and polices regarding what programs satisfy P.E. requirements, students and advisors are encouraged to reference the Physical Education Website: http://athletics.brynmawr.edu/information/physical_education/requirements#mcbride

**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. Exceptions to this requirement for transfer students entering as second-semester sophomores or juniors are considered at the time of matriculation.

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**

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 or faculty advisers. Once a student has selected a major, she must instead consult her major adviser. Failure to preregister means a student is excluded from any necessary enrollment lotteries.

Students must then confirm their registration with the deans 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 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
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. The decision to withdraw from a Bryn Mawr course must take place before the final work for the course is due. If the course is at Haverford College, Haverford’s deadlines apply.

**Half-Semester Courses**

Some departments offer half-credit, half-semester courses that run for seven weeks on a normal class schedule. These courses, which are as in-depth and as fast-paced as full semester courses, provide students with an opportunity to sample a wider variety of fields and topics as they explore the curriculum (see Focus Courses in “Academic Opportunities”). Note that half-semester courses follow registration deadlines that differ slightly from full semester courses.

**Cooperation with Neighboring Institutions**

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.

Virtually all undergraduate courses at Haverford College are fully open to Bryn Mawr students. 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, the student must be in compliance with both Bryn Mawr and Haverford regulations.

Many Swarthmore courses are open to Bryn Mawr students in good academic standing, but on a space-available basis. To register for a Swarthmore course the
student must obtain the instructor’s signature on a
Swarthmore registration form. The student submits
a copy of the Swarthmore form to the Swarthmore
registrar’s office in Parrish Hall and a copy of the form to
the Bryn Mawr registrar’s office.

Bryn Mawr students in good academic standing may
register for up to two courses per semester 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.
These courses will normally be liberal arts courses
offered by the College of Arts and Sciences. However,
over her time at Bryn Mawr, a student may count
towards her degree up to four courses taught outside
the College of Arts and Sciences at the University of
Pennsylvania. To ensure that students spend their first
two years exploring the liberal arts curriculum, gaining
breadth, and preparing for a major, students will enroll
in no such courses during the first year of study and
no more than one such course in the sophomore year.
These courses must be taken during the fall or spring
semesters; summer courses are excluded.

Complete information on the process of requesting
and registering for a Penn course is available on the
Bryn Mawr Registrar’s website. 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 or the Bryn Mawr registrar’s office if they
have any questions about Penn courses or registration
procedures.

Bryn Mawr juniors and seniors in good academic
standing 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, 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 and to remain in
compliance with these regulations as well as with Bryn
Mawr 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 a course or from the entire semester.

**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 ordinarily 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 website.

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

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Letter Grade Equivalent</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>A</td>
<td>MERIT</td>
</tr>
<tr>
<td>3.7</td>
<td>A-</td>
<td>Merit grades range from 4.0 (outstanding) to 2.0 (satisfactory). Courses in which students earn merit grades can be used to satisfy major, minor, and curricular requirements.</td>
</tr>
<tr>
<td>3.3</td>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>3.0</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>2.7</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>C+</td>
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<tr>
<td>2.0</td>
<td>C</td>
<td></td>
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<td>D+</td>
<td>PASSING, BELOW MERIT</td>
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<td>D</td>
<td></td>
</tr>
<tr>
<td>0.0</td>
<td>F</td>
<td>FAILING</td>
</tr>
</tbody>
</table>

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.

### Satisfactory Academic Progress

The following guidelines regarding satisfactory academic progress meet the standards set by the Faculty of Bryn Mawr College and those mandated by the Department of Education.

#### 1. Qualitative Measures for Satisfactory Progress toward the Degree: Academic Standard of Work

At the close of every semester, the Committee on Academic Standing (CAS) reviews the records of all students who have failed to meet the college’s academic standard of work. The record of any student who has received a grade below 2.0 in a course might be reviewed (see below). Upon review, students must meet the requirements set by CAS in order to regain good standing at the college.
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. Courses from which the student has withdrawn are not considered. Covered grades for courses which the student elects to take Credit / No Credit are considered. 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. After consulting with her major department, the Committee may require her 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.

**Repeated Failure**: A student who has incurred a grade of 0.0 or NC following a previous 0.0 or NC will be reported to the Committee on Academic Standing.

**Deterioration of Work**: A student whose work meets these specific standards but whose record has deteriorated (for example, who has earned two or more grades below merit) will be reported to the Committee on Academic Standing.

### 2. Quantitative Measures for Satisfactory Progress toward the Degree

Students may request exceptions to these quantitative measures by petitioning their deans or the Special Cases Subcommittee of the Committee on Academic Standing. Only the records of those students who fail to meet these standards or to secure an exception will be reviewed at the close of the semester by the Committee on Academic Standing (CAS). Upon review, students must meet the requirements set by CAS in order to regain good standing at the college.

**Units:**

Thirty-two units are required to complete the A.B. degree. Students normally carry a complete program of four courses (four units) each semester and are expected to complete the full-time course of study in eight enrolled semesters. A student may register for 3.0, 3.5, 4.5 or 5.0 units per semester with the approval of her dean. To enroll in 5.5 units, she must also secure the permission of the Special Cases Subcommittee of the Committee on Academic Standing.

**Pace:**

Full-time students must earn a minimum of fifteen units before the start of the junior year. These units may include transfer credits. At the end of her second, third or fourth semester, any student who is unable to present to her dean a viable plan to meet this expectation must petition the Special Cases Subcommittee of the Committee on Academic Standing for an exception. Students who are not granted an exception will be brought to the attention of the Committee on Academic Standing.

All students must be on pace to complete the A.B. degree within 150% of the standard thirty-two units. To meet these guidelines, students must complete at least 67% of all courses attempted in any single semester and at least 67% cumulatively. Courses in which a student has earned the following grades for any reason, including non-attendance, will count as units attempted but not completed: W (withdrawal), 0.0 (failure), NC (a failure earned in a course taken credit / no credit), or NGR (no grade). Officially dropped and unofficially audited courses count as neither units attempted nor completed. Courses in which a student has earned a grade of UI (unauthorized incomplete) or I (incomplete) will not be counted as a unit attempted until the final grade has been assigned. These standards apply to students enrolled in dual degree programs. The maximum time frame for a transfer student may not exceed 150% of the thirty-two units minus the number of units accepted for transfer at the point of matriculation. Any student who is unable to meet this expectation may petition her dean for an exception.

**Acceptance into a Major Program:**

By the end of the sophomore year, every student must have declared a major. At the end of her fourth semester, any student who has failed to meet this expectation must petition the Special Cases Subcommittee of the Committee on Academic Standing for an exception. Students who are not granted an exception will be brought to the attention of the Committee on Academic Standing.

**Completion of requirements:**

Before the start of the sophomore year, all students must have completed the Emily Balch Seminar Requirement. At the end of her second semester, any student who has failed to meet this expectation must petition the Special Cases Subcommittee of the Committee on Academic Standing for an exception. Students who are not granted
she may appeal to CAS for permission to continue for an additional semester of academic probation (and, if appropriate, for a semester of financial aid probation). Her appeal should specify the reasons she failed to make satisfactory academic progress (such as health issues, family crises, or other special circumstance) and the changes that have taken place that ensure that she can make satisfactory progress in the upcoming semester. The student may supply documentation to support her appeal.

Any student whose record is reviewed by CAS or who appeals to CAS for an additional semester of probation may be required to withdraw from the College and present evidence that she can do satisfactory work before being readmitted on probation. A withdrawn student may not register for classes at the College until she has been 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.

4. Readmission process for students who have been required to withdraw

A student who has been required by the CAS to withdraw may apply to return on probation when she has met the expectations set by the CAS and can demonstrate that she is ready to do satisfactory work at the college. Students who hope to return in September must submit a re-enrollment application and all supporting materials by May 20. Those who hope to return in January must submit their application and materials by November 1. Re-enrollment applications are reviewed by CAS in June and in December.

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. No other summer school grades 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 are approved by the Registrar. The following minimal guidelines are not exhaustive. To ensure that work done elsewhere will be eligible for credit, students must obtain approval for transfer credit before enrolling. These guidelines apply to all of the specific categories of transfer credit listed below.

- Only liberal arts courses taken at accredited four-year colleges and universities will be considered for transfer.
- Four semester credits (or six quarter credits) are equivalent to one unit of credit at Bryn Mawr.
- A minimum grade of 2.0 or C or better is required for transfer. Grades of C minus or “credit” are not acceptable.
- No on-line, correspondence or distance learning courses, even those sponsored by an accredited four-year institution, are eligible for transfer.
- The Registrar cannot award credit without the receipt of an official transcript from the outside institution recording the course completed and the final grade.

To count a transferred course towards a College requirement (such as an Approach), a student must obtain prior approval from her dean, the Registrar, and the Special Cases Committee.

Domestic study away: A student who wishes to receive credit for a semester or a year away from Bryn Mawr as a full-time student at another institution in the United States must have the institution and her program approved in advance by her dean, major adviser and other appropriate departments.

Study Abroad: A student who plans to study outside of the United States during the academic year must obtain the approval of the Study Abroad Committee in addition to that of her dean, major adviser and other appropriate departments. Students must enroll in a normal full-time program during their time away.

Summer Work: A student who wishes to receive credit for summer school work must obtain advance approval of her plans from her dean and the Registrar and present to the Registrar an official transcript within one semester of completion of the course. 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.

Work done prior to matriculation: Students may receive up to four units of transfer credit for courses taken at a college prior to graduation from secondary school. The courses must have been taught on the college campus (not in the high school) and have been open to students matriculated at that college. The courses cannot have been 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.

Transfer Students: Students who transfer to Bryn Mawr from another institution may transfer a total of eight units. These courses may include those taken at a community college. Exceptions to this rule for second-semester sophomores and for juniors are considered at the time of the student’s transfer application. Credit for work completed before matriculating at Bryn Mawr will be calculated as described above.

Departure from the College Prior to Graduation
Every student who leaves Bryn Mawr prior to graduation is required to see her dean and complete a Notice of Departure.

Medical Leaves of Absence
A student may, on the recommendation of the College’s medical director 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 if, in the judgment of the medical director and her dean, she is not in sufficiently good health to meet her academic commitments or to continue in residence at the College.

Medical leaves of absence for psychological reasons
A student may experience 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 decision as restorative, not punitive. With evidence of sufficient improvement in health to be successful, Bryn Mawr welcomes the student’s return. Medical leaves for psychological reasons normally last at least two full semesters to allow sufficient time for growth, reflection and meaningful therapy. Students who return prematurely are often at higher risk of requiring a second leave of absence.

**Leaving the College**

Prior to leaving the college, the student meets with her dean to discuss her situation and to fill out a Notice of Departure. She also authorizes the medical director or the director of counseling services to inform the dean of the medical condition that prompted the leave of absence and recommendations for treatment for the duration of the leave. Failure to complete this step will compromise the student’s eligibility to return to the College. If the student is working with a medical professional who is not affiliated with the college, she should give that person permission to speak with the medical director or the director of counseling services before they provide their recommendations to the dean.

After leaving the college, the student may expect to receive a follow-up letter from her dean along with a copy of the Notice of Departure and of the treatment recommendations of the Health Center. She should expect that her parents or guardians will receive a letter from the dean and a copy of the Notice of Departure. The student is encouraged to share the Health Center’s recommendations with her parents or guardians.

While away, the student is advised to avoid visiting Haverford or Bryn Mawr without receiving prior permission from her dean. Students who fail to follow this advice risk compromising their eligibility to return to the College.

**Returning to the College**

When a student is ready to apply to return, she should contact her dean to inform the dean of her interest in returning. The application and instructions are available on the Dean’s Office website. In addition, she 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. Permission to return from a medical leave is granted when the Dean’s Office and the College’s Health Center receive satisfactory evidence of recovery and believe that the student is ready to resume her studies. Students who are eligible to return in September must submit all application materials by May 20. Those who are eligible to return in January must submit their materials by November 1.

**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).

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).

**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, she may ask the Dean to convene a Dean’s Panel. 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. The application and instructions are available on the Dean’s Office website. Students must submit their application and all supporting documents no later than May 20 (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. Every candidate for the A.B. degree is expected to maintain grades of 2.0 or above in all course in her major, minor or concentration. However, 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 or concentration but not part of her major, the grade is not converted to its numerical equivalent.

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
- **Child and Family Studies**
- Chinese
- Classical and Near Eastern Archaeology
- Classical Culture and Society
- Comparative Literature
- **Computational Methods**
- Computer Science
- Creative Writing
- Dance
- East Asian Languages and Cultures
- Economics
- Education
- English
- Environmental Studies
- Film Studies
- French and Francophone Studies
- Gender and Sexuality
- Geology
- German and German Studies
- Greek
- Growth and Structure of Cities
- Health Studies
- History
- History of Art
- International Studies
- Italian
- Japanese
- Latin
- Linguistics
- Mathematics
- Middle Eastern Studies
- Music (at Haverford)
- Neuroscience
- 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:

- Gender and Sexuality
- Geoarchaeology (with a major in Anthropology, Classical and Near Eastern Archaeology, or Geology)
- Latin-American, Latino and Iberian Peoples and Cultures
- Peace, Conflict, and Social Justice

**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. This opportunity is available in those subjects in which the Graduate School of Arts and Sciences offers a master’s degree:

- Chemistry
- Classical and Near Eastern Archaeology
- French
4+1 Partnership with Penn’s School of Engineering and Applied Science

The College’s 4+1 Partnership with the University of Pennsylvania School of Engineering and Applied Science allows a student to begin work on a Master’s degree in Engineering while still enrolled as an undergraduate at Bryn Mawr. Students may apply to the program as early as their fourth semester or as late as their seventh semester. Applicants are required to major in math or a relevant science and to have both a major and a cumulative GPA of at least 3.0, a minimum 3.0 GPA in all math, science, and engineering courses, or “STEM GPA”. Applicants are also encouraged to submit GRE scores. Successful applicants are permitted to take up to three graduate courses at Penn while undergraduates through the Quaker Consortium. These courses would count towards a student’s undergraduate degree and at the discretion of her major department might also count towards a student’s major. Successful applicants may also be eligible to participate in Penn’s summer undergraduate research program.

Upon completion of her undergraduate degree, students in the 4+1 Partnership would then matriculate at the University of Pennsylvania and complete her Master’s Degree. Students who had already completed three graduate courses would be able to complete the degree (seven remaining courses) in one year.

Penn Engineering has posted information tailored to prospective 4+1 students on its website. Students interested in this program should also consult their major adviser. It may be advisable for such students to enroll in one or more introductory engineering courses at Penn during their sophomore year to learn more about engineering and better prepare for graduate level courses.

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 apply to the M.C.P. program at Penn in her junior year. GRE scores will be required for the application. Students are encouraged to prepare for the program by completing both URBS 204 and URBS 440 before entering the program. 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 Carola Hein 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 website.

**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 Médiathèque Ceccano 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 in student residences. 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 Lisa Kolonay (avignon@brynmawr.edu) and/or visit the Avignon website at www.brynmawr.edu/avignon. For detailed information on the courses offered by the Institut, students should contact Prof. Le Menthéour (rlementheo@brynmawr.edu).

The College also participates in summer programs with American Councils Advanced Russian Language and Area Studies Program (RLASP) 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 American Councils programs, students should consult the Department of Russian or American Councils at www.americancouncils.org.

Bryn Mawr offers an eight-week intensive summer program in Russian language and culture on campus available through the Russian Language Institute (RLI). The program is open to bi-college students as well as to qualified students from other colleges, universities, and high schools.

The Russian Language Institute offers a highly-focused curriculum (6 hours per day) and co-curricular environment conducive to the rapid development of linguistic and cultural proficiency. Course offerings are designed to accommodate a full range of language learners, from the beginner to the advanced learner (three levels total). This highly-intensive program provides the equivalent of a full academic year of Russian to participants who complete the program. Students may use units completed at RLI to advance to the next level of study at their home institution or to help fulfill the language requirement. Most RLI participants elect to reside on-campus at the Russian-speaking residential hall, as part of the overall RLI learning experience.

**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 over 70 programs in colleges and universities in other countries. In addition, students can participate in
a Domestic Exchange at Spelman College through the Bryn Mawr-Septman Exchange Program. Students who study abroad include majors across the humanities, the social sciences and the natural sciences. In previous years, students studied in Argentina, Australia, Austria, Bolivia, Chile, China, Costa Rica, Czech Republic, Denmark, Ecuador, France, Germany Hong Kong, Hungary, Ireland, Israel, Italy, Japan, New Zealand, Russia, Singapore, South Africa, Spain, The United Kingdom, England, and The United Kingdom, Scotland.

The Study Abroad 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 Study Abroad 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 Assistant Dean, Director of International Education regarding eligibility. Most non-English speaking programs expect students to meet at least intermediate proficiency level in the language of instruction and/or target language 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 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 Study Abroad website.

Study abroad students pay Bryn Mawr College tuition regardless of the tuition cost of the study abroad program. 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.

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 Languages and Cultures, 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; theses 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, and veterinary medicine. 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. International students should be aware that students who are not U.S. citizens or permanent residents comprise less than 1% of the medical school students in the United States. Many medical schools do not accept applications from international students, and schools that do accept international students often require them to document their ability to pay the entire cost of a four year medical school education. International students are encouraged to contact the undergraduate health professions advisor to discuss the significant challenges faced by international students seeking admission to U. S. medical schools as well as to other health professional schools.

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 website, 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 and Professional Development’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 should consult with the College’s pre-law advisor, Jennifer Beale, at Career and Professional Development.

**Teacher Certification**

Students majoring in biology, chemistry, English, French, geology, 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 the Bryn Mawr/Haverford Post-Baccalaureate Teacher Education Program. For further information, see the Education Program.

**Air Force Reserve Officers’ Training Corps (AFROTC)**

The Department of Aerospace Studies through Saint Joseph’s University offers Bryn Mawr College students a three-year and four-year curriculum leading to a commission as a Second Lieutenant in the Air Force. In the 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. A student is under no contractual obligation to the Air Force until entering the POC or accepting an Air Force scholarship. In the three-year curriculum, a student completes AER 101, AER 102, AER 201, and AER 202 during the sophomore year, and then enters the POC in the junior year. The subject matter of the freshman and sophomore years is developed from a historical perspective and focuses on the scope, structure, and history of military power with the emphasis on the development of air power and its relationship to current events. During the junior and senior 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 two-hour Leadership Laboratory (AER 251, 252, 351, or 352) each week. During this period the day-to-day skills and working environment of the Air Force are discussed and explained. The Leadership Lab utilizes a student organization designed for the practice of leadership and management techniques.

Air Force ROTC offers scholarships for two, three, and four years on a competitive basis to qualified applicants. All scholarships are applied to tuition and lab fees, and include a textbook allowance, plus a tax-free monthly stipend which varies from $250 - $400, depending on graduation date.

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.

**Centers for 21st Century Inquiry**

Bryn Mawr’s interdisciplinary centers encourage innovation and collaboration in research, teaching and learning. The three 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 major in International Studies 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 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.

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 www.brynmawr.edu/academics/continuing_ed.shtml.

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 website at www.brynmawr.edu/mcbride or call (610) 526-5152.

Postbaccalaureate Premedical Program

The Postbaccalaureate Premedical Program at Bryn Mawr College was established in 1972 and is designed for men and women who are highly motivated to pursue a career in medicine yet have not completed the science prerequisite coursework necessary for applying to medical school. It is an intensive 12-month, full-time program for up to 80 students per year. Applications should be submitted as early as possible during our application season because decisions are made on a rolling basis and the postbac program is highly selective. Please visit www.brynmawr.edu/postbac for complete information about the program.

Students enrolled in the postbac program may elect to forgo the traditional application process to medical school in favor applying through the consortial/linkage program. Students who are accepted at a medical school through the consortial process enter medical school in the August 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:

- Boston University School of Medicine
- Brown–The Warren Alpert Medical School of Brown University
- Columbia University College of Physicians and Surgeons
- Cornell–Weill Cornell Medical College
- Dartmouth–Geisel School of Medicine at Dartmouth
- Drexel University College of Medicine
George Washington University School of Medicine and Health Sciences
Hofstra North Shore–LIJ School of Medicine
Jefferson Medical College of Thomas Jefferson University
Mount Sinai–Icahn School of Medicine at Mount Sinai
Philadelphia College of Osteopathic Medicine
Rutgers Robert Wood Johnson Medical School
SUNY Downstate Medical Center College of Medicine
SUNY Stony Brook–Stony Brook School of Medicine
University of Chicago Pritzker School of Medicine
University of Michigan Medical School
University of Pennsylvania–Perelman School of Medicine at the University of Pennsylvania
University of Pittsburgh School of Medicine
University of Rochester School of Medicine and Dentistry

The Emily Balch Seminars

Director: Gail Hemmeter, Department of English

The Emily Balch Seminars introduce all first-year students at Bryn Mawr to a critical, probing, thoughtful approach to the world and our roles in it. The seminars are named for Emily Balch, Bryn Mawr Class of 1889. She was a gifted scholar with a uniquely global perspective who advanced women's rights on an international level and who, in 1946, was awarded the Nobel Prize for Peace.

These challenging seminars are taught by scholar/teachers of distinction within their fields and across academic disciplines. They facilitate the seminars as active discussions among students, not lectures. Through intensive reading and writing, the thought-provoking Balch Seminars challenge students to think about complex, wide-ranging issues from a variety of perspectives.

While books and essays are core texts in the Balch Seminars, all source materials that invite critical interpretation and promote discussion and reflection may be included—films, performances, material objects, research surveys and experiments, or studies of social practices and behavior.

The seminars are organized around fundamental questions in contemporary or classical thought that students will inevitably address in their lives, regardless of the majors they elect at Bryn Mawr or the profession or career they pursue after graduating. Seminar topics vary from year to year.

Students can expect to write formal and informal assignments weekly during the semester. Students also meet one-on-one with their teachers every other week outside of class to discuss their written work and their progress in becoming a critical thinker.

In the Balch Seminars, students form a tightly knit, collaborative learning community that will serve as a model for much of their intellectual life at Bryn Mawr, both in and out of the classroom. As a result, students will enrich their educational experience in whatever fields of knowledge they pursue at Bryn Mawr, and be better prepared for a more reflective and critical life in a complex and changing world beyond college.

For more information and a list of current courses, visit www.brynmawr.edu/balch/.

360°

360° creates an opportunity for students to participate in a cluster of multiple courses that connect students and faculty in a single semester (or in some cases across contiguous semesters) to focus on common problems, themes, and experiences for the purposes of research and scholarship.

Interdisciplinary and interactive, 360° builds on Bryn Mawr’s strong institutional history of learning experiences beyond the traditional classroom, placed within a rigorous academic framework.

360° is a unique academic opportunity that is defined by the following five characteristics:

1. 360° offers an interdisciplinary experience for students and faculty.
   Reflecting the fact that many interesting questions are being explored at the edges or intersections of fields, each cluster of courses in 360° emphasizes interdisciplinary, multidisciplinary or transdisciplinary coursework. 360° clusters may involve two or more courses bridging the humanities and the natural and social sciences; collaborations within each broad division, or even two or more courses within the same department with very different subfields. What is central is that these courses engage problems using different approaches, theories, prior data and methods.

2. 360° is unified by a focused theme or research question.
   These unifying themes can be topics that cut across disciplines such as “poverty,” refer to a particular space or time like “Vienna at the turn of the 20th century”, or define a complex research question, such as the impact of Hurricane Katrina in the city of New Orleans.
3. 360° engages students and faculty in active and interactive ways in a non-traditional classroom experience.

   Essential to 360° is a component beyond traditional classroom walls. This could occur through data gathering or research trips, praxis-like community based partnerships, artistic productions, and/or intensive laboratory activity.

4. 360° will encourage students and faculty to reflect on these different perspectives in explicit ways.

   Over their course of study, students often informally put together a set of related courses. 360° makes these connections explicit and explored reflectively among faculty and fellow students.

5. 360° participants enrich the entire community by sharing their work in some form.

   All 360° participants will share their experiences through such activities as poster sessions, research talks, web postings, panel discussions and/or sharing of data, research, visuals etc. Materials produced in 360° are archived for later use by others within the College community.

   Because 360° will allow students to experience the shifting and questioning of frames that sometimes comes from interdisciplinary work with faculty, most will be targeted for sophomores and juniors who have some foundation/engagement with disciplines.

   For more information and a list of current courses, visit www.brynmawr.edu/360/.

Focus Courses

Focus Courses are 7-week long, half-semester courses that provide students with an opportunity to sample a wider variety of fields and topics as they explore the curriculum. While some Focus Courses have been designed to whet the appetite for further study, several upper level topics lend themselves to a more in-depth, shorter experience. Focus courses are as rigorous and fast-paced as full semester courses and are used to experiment and engage with more of Bryn Mawr’s stellar academic offerings.

Athletics and Physical Education

Administration
Kathleen Tierney, Director of Athletics and Physical Education
Stacey Adams, Assistant Director of Athletics for Facilities and Operations
Katie Tarr, Senior Woman’s Administrator
Travis Galaska, Athletics Communication Director

Faculty
Carol Bower, Senior Lecturer and Head Coach
Jill Breslin, Instructor and Head Coach
Becky Tyler, Instructor and Head Coach
Erin DeMarco, Senior Lecturer and Head Coach
Jason Hewitt, Lecturer and Head Coach
Laura Marzano Kemper, Lecturer and Assistant Athletic Trainer
Nicole Reiley, Instructor and Head Coach
Beth Riley, Instructor and Head Coach
Terry McLaughlin, Senior Lecturer & Head Athletic Trainer
Katie Tarr, Senior Lecturer and Head Coach
Kathleen Tierney, Director of Physical Education
Nikki Whitlock, Senior Lecturer and Head Coach

Staff
MaryAnn Schiller, Administrative Assistant

The Department of Athletics and Physical Education sponsors 12 intercollegiate sports in badminton, basketball, crew, cross country, field hockey, indoor and outdoor track and field, lacrosse, soccer, swimming, tennis and volleyball. Bryn Mawr is a NCAA Division III member and a charter member of the Centennial Conference. Club sport opportunities are available in a range of sports; including rugby, equestrian, fencing, karate, ice skating, squash, and ultimate Frisbee. Students interested in any of these programs should consult the Department of Athletics at: http://athletics.brynmawr.edu/landing/index.

Bryn Mawr’s Physical Education curriculum is designed to provide opportunities to develop lifelong habits that will enhance the quality of life. From organized sport instruction, to a variety of dance offerings, lifetime sport skills, fitness classes, and a wellness curriculum, the Department provides a breadth of programming to meet the needs of the undergraduate and the greater College community. The physical education and dance curriculums offer more than 50 courses in a variety of disciplines. All students must complete a physical
Praxis Program

Praxis is an experiential, community-based learning program that integrates theory and practice through student engagement in active, relevant fieldwork. 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—Praxis I and II departmental courses and Praxis III independent studies—are described below and at www.brynmawr.edu/praxis.

Praxis courses on all levels are distinguished by genuine collaboration with fieldsite organizations and by a dynamic process of reflection that 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 community partner. In most Praxis courses, students are engaged in field placements or working on community-connected projects that meet an identified need in the community. In other courses, the focus is on developing a relationship between the College and a community organization that will ultimately benefit the organization as well as the College.

The Praxis Program is coordinated by the Civic Engagement Office, located in Dolwen on Cambrian Row. The Civic Engagement Office builds relationships between the College and the community with an emphasis on collaboration, reciprocity and sustainability. The Praxis Program staff assist faculty in identifying, establishing and supporting field placements in a wide variety of organizations, such as public health centers, community art programs, museums, community-development and social service agencies, schools, and local government offices. 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. Praxis I and II courses are offered within a variety of academic departments and are developed by faculty in those departments. Praxis III courses are Independent Study courses and are developed by individual students, in collaboration with faculty and field supervisors. Students may enroll in more than one Praxis course at a time and 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 the Dean’s Office.

Praxis I Departmental Courses provide opportunities for students to explore and develop community connections in relation to the course topic by incorporating a variety of activities into the syllabus, such as: field trips to local organizations, guest speakers from those organizations, and assignments that ask students to research local issues. In some cases, students in Praxis I courses are engaged in introductory fieldwork activities; the time commitment for this fieldwork does not exceed 2 hours per week or 20 hours per semester. The Praxis component in all Praxis I courses constitutes less than 25 percent of the total coursework assigned.

Praxis II Departmental Courses include a more substantial fieldwork component that engages students in activities and projects off-campus that are linked directly to course objectives and are useful to the community partner. The time commitment for fieldwork varies greatly from course to course but falls within the range of 2-7 hours per week or 20-70 hours per semester. Praxis II courses might include: weekly fieldwork, such as assisting in local classrooms, urban farms, community-based organizations; conducting research that has been requested by a community partner; project-based activities such as creating a curriculum or workshop, designing websites or brochures, writing grant proposals.

The Praxis Fieldwork Agreement is an important part of all Praxis II courses. This document outlines the learning and placement objectives of the Praxis component and is signed by the course instructor, the field supervisor, the Praxis coordinator and the student.

The Praxis component in Praxis II courses constitutes between 25-50 percent of total coursework assigned.

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.

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; 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
HART 607  Women in Medieval Art
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 (GSSWSR) 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 95 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 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, both locally and globally.

Moving forward, the School has reaffirmed its commitment through a redesigned outcomes/abilities-based curriculum, providing all students with an integrated perspective on policy, practice, theory, and research. Both Master's and PhD graduates are prepared to address the rapidly growing and complex challenges impacting the biological, psychological, and social conditions of children and families within their communities. GSSWSR graduates are leaders in defining standards of practice, shaping social welfare policy, and undertaking ethically grounded 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 and Health Equity