Academic Program

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

In conformity with the Civil Rights Act of 1964, as amended, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its educational programs, activities or employment practices. The admission of only women in the Undergraduate College is in conformity with a provision of the Act. Inquiries regarding compliance with this legislation and other policies regarding nondiscrimination may be directed to the Equal Opportunity Officer, who administers the College’s procedures, at 610-520-2636.

All information in this catalog is subject to change without notice.

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The Susan Opstad White '58 Scholarship Fund was established by Mrs. Raymond Opstad in honor of her daughter, Susan Opstad White. The fund shall be used to provide undergraduate financial aid. (1987)

The Sarah Lark Twiggar Scholarship Fund was established by Caroline C. Willis '66 in memory of her father. The Fund provides scholarship support for an undergraduate student with documented financial need who demonstrates academic promise and a personal commitment to the values of Bryn Mawr College. (2008)

The Sarah Lark Twiggar Scholarship Fund was established by Benjamin and Jennifer Suh Whitfield '98. This Fund provides financial assistance to an undergraduate student with documented financial need who demonstrates the highest academic promise and a personal commitment to the values of Bryn Mawr College. (2012)

The Elizabeth G. Vermey Scholarship Fund was established by friends of Elizabeth G. Vermey '58, who was the Director of Admissions at Bryn Mawr College from 1965 to 1995. The fund shall be used to provide undergraduate financial aid for international students. (1985)

The Chinese Scholarship was established by Beatrice MacGeorge, Class of 1901, M.A. '21. The fund shall be used to provide undergraduate financial aid. (1929)

The Lois Sherman Chope Scholarship Fund was established by Lois Sherman Chope '49, through the Chope Foundation. The purpose of the Fund is to provide undergraduate scholarship support for international students. (1992)

The Elizabeth Dodge Clarke Fund was established by the Cleveland H. Dodge Foundation. The fund shall be used to provide undergraduate financial aid for international students. (1984)

The Middle East Scholarship Fund was established by Eliza Cope Harrison '58, of Ann Arbor, Michigan. The purpose of the Fund will be to enable the College to make scholarship awards to able students from a number of Middle Eastern countries. While the countries have not been specifically named, it is expected that Iran and Turkey will be included. The fund shall be used to provide undergraduate financial aid. (1975)

The Elizabeth G. Vermey Scholarship Fund was established by friends of Elizabeth G. Vermey '58, who was the Director of Admissions at Bryn Mawr College from 1965 to 1995. The fund shall be used to provide undergraduate financial aid for an international student. (2008)

The Harris and Clare Wofford International Fund Scholarship was established to honor President Wofford and his commitment to international initiatives which he enthusiastically supported during his tenure at Bryn Mawr. (1978)

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 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 Emily Balch Seminars aim to engage students in thinking about broad intellectual questions within and across disciplines and to teach close reading and cogent writing. The seminars help prepare students for a modern world that demands critical thinking and effective communication 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 SAT, the ACT or a comparable test, or b) earning a satisfactory score on the Quantitative Readiness Assessment offered before the start of the freshman year, or c) 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 foreign language(s) in which she is proficient. Non-native speakers of English may choose to satisfy this requirement by coursework in English literature.

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

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
- East Asian Languages and Cultures
- Economics
- English
- Fine Arts (Haverford College)
- French and Francophone Studies
- Geology
- German and German Studies
- Greek
- Growth and Structure of Cities
- History
- History of Art
- Italian
- International Studies
- Latin
- Linguistics (Tri-College Major)
- Linguistics and Languages (Tri-College Major)
- Mathematics
- Music (Haverford College)
- Philosophy
- Physics
- Political Science
- Psychology
- Religion (Haverford College)
- Romance Languages
- Russian
- Sociology
- Spanish

Each student must declare her major subject before the end of the sophomore year. The minimum course requirement in the major subject shall be eight course units of which at least one course must be writing intensive (or the equivalent attention to writing in two courses) at the 200 or 300 level.

The process of declaring a major is part of the Sophomore Planning Process. Students consult with the departmental adviser and complete a major work plan,
which the student then shares with the dean.

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

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

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

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
- Public Health
- 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 an established major or a combination of an established major and a minor 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.
- Confirmation from the student's dean that the student is mature and independent enough to successfully complete an independent major.
- 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.

All students matriculating for the 2011 Fall semester or any semester thereafter will be required to earn or receive credit for a minimum of 6 units of Physical Education.

FIRST YEAR STUDENTS

For students entering as first years, the 6 unit Physical Education requirement is broken into two sections, Core Requirements and General Electives (please note that students must fulfill the requirements in both sections and have a minimum of 6 PE credits on their Academic Requirements Log in Bionic):

Core Requirements:

1. Swim Proficiency Requirement (1 Credit)
   a. Pass the swim
   -OR-
   b. Take 1 Beginner Class (if test cannot be passed)
2. Wellness Class (2 Credits)
   Students must complete the Wellness Class during their first semester of Freshmen year at Bryn Mawr College. If an exceptional situation prevents a student from completing Wellness in her freshmen year she must complete the course in its entirety during the sophomore year.

Core Requirements Credit Total: 3 Credits

General Electives–Students are required to accrue a minimum of 3 credits through General Elective opportunities. Students are encouraged to explore a wide variety of opportunities available to them in the completion of the General Elective requirement.

1. PE Classes (1-2 Credits)
   Credits determined by the Department of Athletics, Physical Education and Recreation
2. Dance Classes (Credit Varies)
   Dance classes may be used for academic or Physical Education credit but not both. Classes are awarded PE credit on a quarter or semester basis.
3. Bi-Co/Tri-Co PE Classes (Credit Varies)
4. Varsity Athletics and Club Sports (combined max 2 credits/year)
   a. Varsity Athletics - Maximum of 2 Credits/Year
   b. Club Sports - Maximum of 1 Credit/Year
   A student may only earn 2 credits in a single academic year from the combined category of Varsity Athletics and Club Sports if she has competed in a Varsity Sport. Also, No student may earn more than 2 credits in single academic year from the combined category of Varsity Athletics and Club Sports, no matter how many different programs she participates.
5. Independent Study - must be preapproved (max 2 credits)
   As an undergraduate a student may earn a maximum of 2 credits through the completion of Independent Study.
6. Special Offerings (Credit Varies)
   Condensed department sponsored recreational classes that fall outside of traditional academic time blocks (i.e. Wilderness First Aid, Lifeguard Certification, RAD).

General Requirement Credit Total: 3 Credits

TRANSFER and MCBRIDE STUDENTS

PE requirement for Transfer and McBride students will be generated by the Registrar’s office when student’s academic standing is evaluated. Students entering with first year academic standing will be recognized as first years for the purpose of determining PE requirements. Transfer students will be award PE place holders for semesters above first year that align with their academic standing, such that the graduation requirement will still be 6 credits (Note: In effect, all students will need to
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, the student must consult the major adviser; prior to that, the student consults the dean. Failure to preregister means a student is excluded from any necessary enrollment lotteries.

Students must then confirm their registration on the announced days at the beginning of each semester according to the procedures published on the Dean's Office website. Failure to confirm registration results in a $25 fine.

Students normally carry a complete program of four courses (four units) each semester. Requests for exceptions must be presented to the student's dean or, in the case of an accommodation for a disability, arranged through the Access Services Office. Students may not register for more than five courses (five units) per semester. Requests for more than five units are presented to the Special Cases Subcommittee of the Committee on Academic Standing for approval.

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

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

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

Eligibility to Participate in Commencement Ceremony
A student must have completed all degree requirements to be awarded the A.B.

Donning full academic regalia (robe, mortarboard and hood) and being called to the stage at Commencement signify that a student has completed all degree requirements. These honors are therefore reserved, without exception, for only those students who have completed all degree requirements.

Members of the graduating class who have not yet completed all degree requirements are invited to participate in Senior Week activities with their classmates (or postpone until the year that they graduate), to don the robe to participate in Convocation, and to attend Commencement as audience members. They are further invited to return to participate fully in Commencement in a future year once their degree requirements are complete.

ACADEMIC REGULATIONS

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.

Eligibility to Participate in Commencement Ceremony
A student must have completed all degree requirements to be awarded the A.B.

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Members of the graduating class who have not yet completed all degree requirements are invited to participate in Senior Week activities with their classmates (or postpone until the year that they graduate), to don the robe to participate in Convocation, and to attend Commencement as audience members. They are further invited to return to participate fully in Commencement in a future year once their degree requirements are complete.

When a course is taken under the CR/NC option, the grade submitted by the faculty member is not factored into the student's grade point average. However, that grade is taken into consideration when determining the student's eligibility for magna cum laude and summa cum laude distinctions.
Students may not take any courses in their major under the CR/NC option, but they may use it to take courses towards the Emily Balch Seminar, Quantitative, Quantitative and Mathematical Reasoning, Distribution or Foreign Language Requirements. While all numerical grades of 1.0 or better will be recorded on the transcript as CR, the registrar will keep a record of whether the course meets the 2.0 minimum needed to count towards a requirement. It is the student’s responsibility to consult the Academic Requirements feature of the student’s Student Center to determine whether a course the student took CR/NC has satisfied a particular requirement.

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

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

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

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

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

No student may withdraw from a course after confirmation of registration, unless it is a fifth course dropped as described above. Exceptions to this regulation may be made jointly by the instructor and the appropriate dean only in cases when the student’s ability to complete the course is seriously impaired due to unforeseen circumstances beyond her control. 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: students must earn grades of C or better to transfer Villanova courses, 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 will normally be 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, the student 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, the student is counted as having failed the examination.

A student may have an examination deferred by the student’s 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, the student 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 the work for reasons the student cannot control, the student should contact the 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>
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<tr>
<td>2.3</td>
<td>C+</td>
<td></td>
</tr>
<tr>
<td>2.0</td>
<td>C</td>
<td></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.

Repeating Courses

With the permission of the instructor, a student who fails a course may enroll in it a second time. The initial enrollment and failing grade remain on the student’s transcript and count towards the overall GPA.

In extraordinary circumstances, a student who receives a grade of 1.0, 1.3 or 1.7 may repeat the course after receiving the permission of the Special Cases Committee. The student would receive a unit of credit for the first attempt only. However, both grades would count toward the overall GPA. With the permission of the Committee, a student may repeat up to two courses, and not more than one in any semester.

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. The student may be excluded from the College at the close of any semester in which the student has failed to meet this requirement and is automatically excluded if more than one-half of the student’s work falls below 2.0 at the close of the student’s 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 the major subject. No student may choose as the major subject one in which the student has received a grade below 1.0 or one in which the student’s average is below 2.0. A student receiving a grade below 2.0 in any course in the major subject (including a course taken at another institution) is reported to the Committee on Academic Standing. After consulting with the student’s major department, the Committee may require the student to change the major. At the end of the junior year, a student having a major subject average below 2.0 must change the major. If the student has no alternative major, the student 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 the student’s dean. To enroll in 5.5 units, the student 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 an exception will be brought to the attention of the Committee on Academic Standing.

Before the start of the junior year, all students who matriculated in August 2011 or later must have completed the physical education requirement. At the end of her fourth semester, any student who has failed to meet this expectation must petition the Department of Athletics for an exception. Students who are not granted an exception will be brought to the attention of the Committee on Academic Standing.

Before the start of the senior year, all students must have completed all remaining requirements, including the distribution, foreign language and quantitative requirements, and for students who matriculated prior to August 2011, the physical education requirement. At the end of her sixth 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.
3. Procedure: The Committee on Academic Standing (CAS)

At the end of every semester, the Committee on Academic Standing (CAS) reviews the records of all students who have failed to meet the academic standards of the College or to make satisfactory progress towards the degree. A student whose record is reviewed by CAS must meet the requirements set by CAS in order to regain good standing at the college.

Each student whose record is reviewed will receive an official report from the Committee which lays out an academic plan and specifies the standards the student must meet by the end of the following semester or before returning to the College. In addition, the report may place restrictions upon a student's course load or course selection. The student will also receive a letter from her dean. The student's parent(s) or guardian(s) will be notified that the student's record has been reviewed by the Committee and informed of any resulting change in student status.

Any student previously in good standing whose record has been reviewed will be put on academic warning or major subject warning the following semester, or the semester of the student's return if the student has been required to withdraw. If the student receives financial aid, the student will also receive a financial aid warning. While on academic or major subject warning, the student will be required to meet regularly with the student's dean and the student's instructors will be asked to submit mid-semester reports regarding the student's work. If the student meets the standards specified by the committee, the student regains good standing. If the student fails to meet the standards, the student may appeal to CAS for permission to return on academic probation or major subject probation (and, if appropriate, for a semester of financial aid probation). The student's appeal should specify the reasons the student 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 the student can make satisfactory progress in the upcoming semester. The student may supply documentation to support the appeal.

Any student whose record is reviewed by CAS or who appeals to CAS to return on academic probation or major subject 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 1. 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 from Haverford College, Swarthmore College and the University of Pennsylvania earned on the exchange are included. Term-time grades transferred from other institutions are not included.

Distinctions

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

Cum laude

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

Magna cum laude

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

Summa cum laude

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

Credit for Work Done Elsewhere

All requests for transfer credit 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: Students who wish to receive credit for a semester or a year away from Bryn Mawr as full-time students at another institution in the United States must have the institution and their programs approved in advance by their dean, major adviser, the registrar, and other appropriate departments. Students with citizenship outside the United States may also be eligible to have a period of study at a university in their home country considered domestic study away.

Domestic Summer Work: Students who wish to receive credit for summer school work at an institution in the United States must have the institutions, their programs and the courses they will take approved in advance by the Registrar. Students must 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.

Study Abroad: Bryn Mawr maintains a list of approved programs and accepts credit from more than seventy programs and universities in over thirty countries. Students, who plan to study abroad during the academic year, must obtain the approval of the Study Abroad Committee in addition to that of their deans, major advisers, Registrar and other appropriate departments. Students must enroll in a normal full-time (15-16 credits) program at their study abroad program.

Summer Study Abroad: Students must obtain pre-approval of the institutions/programs and the courses they wish to take abroad for credit. Students must request an official transcript from the summer study abroad program to be sent to the Registrar within one semester of completion of the course(s). Students who participate in a Bryn Mawr summer program (e.g., Institut d’Etudes Francaises d’Avignon, Russian Language Institute, and International Summer School in China) do not need to obtain pre-approval for their courses. 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 the eight unit limit 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.

Credit for Test Scores
Students may use honor scores on Advanced Placement, International Baccalaureate, A-Level and other exams to enter advanced courses. They may also petition to count honor scores as transfer credits towards the 32 units needed to graduate in order to graduate in six or seven semesters rather than eight, or to avoid falling behind when they receive permission to enroll in a reduced course load, when they must withdraw from a course, or when they fail a course. A maximum of 8 units of transfer credit may be used towards the degree with exceptions made for transfer students at the time of the student’s application. Students may not count test credit towards general education requirements, including the Emily Balch Seminar, the Approaches to Inquiry, Quantitative, and Foreign Language requirements.

Departure from the College Prior to Graduation
All students who leave Bryn Mawr prior to graduation are expected to see their dean to discuss their situation and their plans for the future, and to learn about the re-enrollment process. At that meeting, the dean will file a Notice of Departure. If a student notifies the dean of the intention to withdraw but fails to appear in person, the dean will file the Notice of Departure within 5 business days of notification.

Medical Leaves of Absence
A student may, on the recommendation of the College’s medical director or the student’s 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 the student’s dean, the student is not in sufficiently good health to meet 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 the 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 the student’s dean to discuss the situation, plan for the future, and learn about the re-enrollment process. At that meeting, the dean will file a Notice of Departure. If the student is unable to appear in person, the dean will file a Notice of Departure within 5 business days of notification. The student 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 may 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, the student 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 the student’s dean along with a copy of the Notice of Departure and of the treatment recommendations of the Health Center. The student should expect that 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 parents or guardians.

While away, the student is advised to avoid visiting Haverford or Bryn Mawr without receiving prior permission from the student’s 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, the student should contact the student’s dean to discuss the student’s interest in returning. The application and instructions are available on the Dean’s Office website. In addition, the student should ask the physician or counselor with whom the student 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 studies. Students who are eligible to return in September must submit all application materials by May 1. 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. The student should discuss plans with the student’s dean and authorize a Notice of Departure by June 1 or, for a leave beginning in the spring, by November 1. During the leave of absence, the student is encouraged to remain in touch with the student’s dean and is expected to confirm 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 the student’s leave by one additional semester by notifying the student’s dean by the above deadlines. If a student on a leave of absence chooses not to return to the College after two semesters, the student’s 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 the student leaves the college in mid-semester (unless the student qualifies instead for a medical or psychological leave of absence),
- if the student matriculates as a degree candidate at another school,
- if the student’s leave of absence has expired, or
- if the student loses good standing after having applied for a leave of absence.

**Required Withdrawals**

Any student may be required to withdraw from the College because the student fails to meet the academic standards of the College, because of an infraction of the Honor Code or other community norm, or because the student is not healthy enough to meet 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, the student 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 1 (for return in the fall) or November 1 (for return in the spring).

**ACADEMIC OPPORTUNITIES**

**Minors and Concentrations**

Many departments, but not all, offer a minor. Students should see departmental entries for details. The minor is not required for the A.B. degree. A minor usually consists of six units, with specific requirements to be determined by the department. 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*
*Museum Studies*
*Museology*
*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 Degree Programs**

**A.B./M.A. Degree Program**

The combined A.B./M.A. program lets the unusually well-prepared undergraduate student work toward a master's degree while still completing her bachelor's degree. Students in this program complete the same requirements for each degree as do students who undertake the A.B. and then the M.A. sequentially, but they are able to work toward both degrees concurrently. They are allowed to count up to two courses towards both degrees. A full description of requirements for the program and application procedures appear on the Dean's Office website. 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*
*Greek Studies*
*Latin Language and Roman Studies*
*Classical Studies*
*History of Art*
*Mathematics*
*Physics*
3-2 Program in Engineering and Applied Science with California Institute of Technology

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

In her three years at Bryn Mawr, the student must complete a minimum of 24 units, most of the coursework required by her major (normally physics or chemistry), and all other Bryn Mawr graduation requirements. She must also complete all courses prescribed by Caltech. The Admissions Office at Caltech has posted information tailored to prospective 3-2 students on its website.

Students do not register for this program in advance; rather, they complete a course of study that qualifies them for recommendation by the appropriate Caltech 3-2 Plan Liaison Officer at Bryn Mawr College for application in the spring semester of their third year at the College. Approval of the student’s major department is necessary at the time of application and for the transfer of credit from the Caltech program to complete the major requirements at Bryn Mawr.

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

4+1 Partnership with the School of Engineering and Applied Science at the University of Pennsylvania

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. Applicants are required to major in math or a relevant science and to have major and cumulative GPAs of at least 3.0 and a minimum 3.0 GPA in all math, science, and engineering courses. 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 consult the 4+1 liaison for their major department, as well as 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.

4+1 Partnership In Bioethics with the University of Pennsylvania

Qualified Haverford and Bryn Mawr undergraduates may apply to gain early and expedited admission as external “submatriculates” to the Master of Bioethics (MBE), an interdisciplinary degree program offered by the Department of Medical Ethics & Health Policy.

3-2 Program in City and Regional Planning with the University of Pennsylvania

This arrangement with the Department of City and Regional Planning at the University of Pennsylvania allows a student to earn an A.B. degree with a major in the Growth and Structure of Cities Program at Bryn Mawr and a degree of Master of City Planning at the University of Pennsylvania in five years. While at Bryn Mawr the student must complete all college-wide requirements and the basis of a major in the Growth and Structure of Cities Program. The student applies to the M.C.P. program at Penn in her 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 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.

4+2 Master’s Program in China Studies with Zhejiang University

Taught in English and designed for Bryn Mawr, Haverford and Swarthmore graduates, this two-year master’s program in China Studies includes courses in a range of fields, such as history, economic development and contemporary Chinese Society and Culture. Graduating seniors and recent alumnae/i from all major fields are encouraged to apply. All expenses will be paid by Zhejiang University.

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 90 programs in colleges and universities in other countries. In addition, students can participate in a domestic exchange at Spelman College through the Bryn Mawr-Spelman Exchange Program. Students who study abroad include majors across the humanities, the social sciences and the natural sciences. In recent years, students studied in Argentina, Australia, Austria, Belgium, Brazil, Chile, China, Costa Rica, Cuba, Czech Republic, Denmark, Ecuador, France, Germany, Hungary, Ireland, Israel, Italy, Japan, New Zealand, Russia, South Africa, Spain, England, and 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 applying for Study Abroad must be in good academic and disciplinary standing. They are expected to have, and to maintain, a minimum cumulative and major GPA of 3.0 and must be on track to complete College-Wide Degree requirements. In addition, students must declare a major and complete their Major Work plan and College-Wide Requirements plan by the required deadline.

Students with a grade point average below 3.0 should consult the Assistant Dean, Director of International Education regarding eligibility. Most non-English speaking language immersion 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 in the Student Service Center in BIONIC 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. Students are responsible for paying room and board costs and other fees directly to the program or to the appropriate service provider.

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 many other health professions. Each year a significant number of Bryn Mawr graduates enroll in these schools. Most Bryn Mawr students apply to medical school following graduation, which is reflective of national trends of students taking time for work or other experiences before enrolling in medical school. The minimal requirements for most medical and dental schools include one year of English, one year of biology, one year of general chemistry, one year of organic chemistry, one year of physics, and one semester of biological chemistry; however, several medical and dental schools 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 strongly 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.
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 Lilac and CPD 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. Please email her at jbeale@brynmawr.edu to be added to the prelaw listerv.

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 Officer Training Corps (AFROTC)

The Department of Aerospace Studies offered through Detachment 750 at Saint Joseph’s University offers college students a three- or four-year curriculum leading to a commission as a Second Lieutenant in the United States Air Force (USAF). In the four-year option, a student (cadet) takes General Military Course (GMC) classes during their freshmen and sophomore years, attends a 4-week summer training program between their sophomore and junior years, and then takes Professional Officer Course (POC) classes during their junior and senior years. Cadets in the three-year option will be dual-enrolled in both GMC classes during their sophomore year, attend a summer training program, and take POC classes during their junior and senior years. A cadet is under no contractual obligation with the USAF until entering the POC or accepting an AFROTC scholarship. The GMC curriculum focuses on the scope, structure, organization, and history of the USAF with an emphasis on the development of airpower and its relationship to current events. The POC curriculum concentrates on the concepts and practices of leadership and management, and the role of national security forces in American society.

In addition to the academic portion of the curricula, each cadet participates in a two-hour Leadership Laboratory each week. Leadership Laboratory utilizes the cadet organization designed for the practice of leadership and management techniques.

Further information on the AFROTC program at Saint Joseph’s University can be found at sites.sju.edu/afrotc, or students can contact detachment personnel directly at:

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

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. Students in the program range in age and reflect diverse backgrounds in terms of their education and experience. In addition to their coursework, postbac students engage in volunteer work in the community and participate with undergraduates in health-related Interest groups.

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 linkage programs with several medical schools. Those accepted through linkage enter medical school in the August immediately after completing their postbaccalaureate year. Otherwise, students apply to medical school after completing their postbaccalaureate studies and matriculate one year later.

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.

An important goal of the seminars is to give students instruction and practice in writing as a flexible tool of inquiry and interpretation. 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/.

360º

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

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

1. 360º 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 360º emphasizes interdisciplinary, multidisciplinary or transdisciplinary coursework. 360º 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. 360º 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. 360º engages students and faculty in active and interactive ways in a non-traditional classroom experience.

   Essential to 360º 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. 360º 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. 360º makes these connections explicit and explored reflectively among faculty and fellow students.

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

   All 360º 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 360º are archived for later use by others within the College community.

   For more information and a list of current and upcoming clusters, 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
Katie Tarr, Senior Lecturer and Head Lacrosse Coach and Senior Woman’s Administrator, Athletics and Physical Education
MaryAnn Schiller, Assistant Athletics Director
Travis Galaska, Athletics Communication Director
Courtney Morris, Head Strength and Conditioning Coach and Fitness Center Director

Faculty

Carol Bower, Senior Lecturer and Head Rowing Coach
54 Academic Opportunities

Victor Brady, Lecturer and Head Field Hockey Coach
Erin DeMarco, Senior Lecturer and Head Soccer Coach, Athletics and Physical Education
Jason Hewitt, Lecturer and Head Coach of Cross Country and Indoor and Outdoor Track and Field, Athletics and Physical Education
Laura Kemper, Lecturer and Assistant Athletic Trainer, Athletics and Physical Education
Terry McLaughlin, Senior Lecturer and Head Athletic Trainer, Athletics and Physical Education
Nicole Kimberly Reiley, Instructor and Head Coach of Volleyball
Katie Tarr, Senior Lecturer and Head Lacrosse Coach and Senior Woman's Administrator, Athletics and Physical Education
Kathy Tierney, Director of Athletics and Physical Education, Athletics and Physical Education
Rebecca Tyler, Lecturer and Head Basketball Coach
Doanh Wang, Lecturer and Head Tennis Coach
Nikki Whitlock, Senior Lecturer and Head Swimming Coach and Aquatics Director, Athletics and Physical Education

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 education requirement (as determined by their year of entry into the college), including a swim-proficiency requirement, and a freshmen Wellness Class. Students can enroll in physical education classes at Swarthmore and Haverford Colleges.

The Department of Physical Education in conjunction with Health Services, Student Life and the Dean’s Office has developed an eight-week Wellness Seminar that focuses on a variety of issues confronting college women. The course is mandatory for all first year students and fulfills two physical education credits. The curriculum is designed to be interesting, interactive and provide a base of knowledge that will encourage students to think about their wellbeing as an important partner to their academic life. The course will be taught by College faculty and staff from various disciplines and offices.

The newly renovated Bern Schwartz Fitness and Athletic Center has quickly become the place to be since reopening in September 2010. The new 11,500 sq. ft. fitness center boasts over 50 pieces of cardio equipment, 15 selectorized weight machines and a multi-purpose room housing everything from PE Indoor cycling to Zumba Fitness! The fitness center has over 100 different workout options, including drop in classes, free weights, indoor cycling bicycles, and cardiovascular and strength training machines.

The building hosts two-courts in the Class of 1958 Gymnasium, an eight lane pool, a fitness center with varsity weight training area, an athletic training room, locker rooms, a conference smart room and the Department of Athletics & Physical Education offices. The fitness center is located on the second floor directly up the circular staircase as you enter the Bern Schwartz Fitness and Athletic Center. For more information please consult: http://athletics.brynmawr.edu/information/facilities/index.

The outdoor athletics and recreation facilities include two varsity athletics playing fields, seven tennis courts and two fields for recreational and club sport usage. The Shillingford and Applebee Fields are home to the College’s field hockey, soccer and lacrosse programs. In the fall of 2011 the College completed construction on Applebee, converting it from natural grass to a NCAA regulation sized synthetic field.

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 Independent Study courses—are described below and at www.brynmawr.edu/ceo/programs/praxis/.

Praxis courses are distinguished by genuine collaboration with community based organizations. 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.

The Praxis Program is one of the Civic Engagement
appropriate readings and regular meetings with a faculty member who must agree in advance to supervise the project. Students receive additional support from the Praxis staff, who conduct reflection sessions for each semester’s Praxis cohort, visit each student’s field site once a semester to meet with the student and her supervisor, and coordinate a Praxis Poster Session.

Praxis Independent Study is an option for sophomore and higher-level students who are in good academic standing. Students are eligible to take up to two Praxis Independent Study courses during their time at Bryn Mawr.

Advance planning is required for students wanting to develop a Praxis Independent Study course. At least one semester ahead of time, students should complete the Praxis Independent Study Tutorial, available on the website, and review additional online resource materials. If possible, they should attend a Praxis Independent Study Information Session, held once a month during the academic year. Once they have completed the Praxis Independent Study Tutorial, students are invited to schedule an appointment on Lantern Link with one of the Praxis Program Directors, Nell Anderson or Kelly Strunk, for additional guidance in developing a Praxis Independent Study course. A brief online Praxis Proposal, declaring their intention to develop a Praxis Independent Study course should be submitted online at the time of pre-registration, but students cannot officially pre-register for this type of Praxis course. The Praxis Proposal needs to be approved by the student’s Dean and Major Advisor. Once students have submitted their proposals, they will be enrolled in a Moodle course that guides them in developing the Praxis Independent Study Learning Plan.

The Praxis Independent Study Learning Plan—which must include a description of the course, learning objectives, all stipulated coursework, identification of the faculty supervisor, field site, field site supervisor, and fieldwork responsibilities—should be submitted online by Thursday at 5 pm during the first week of the semester. The Praxis Program Director will review the plan and will notify the Registrar’s Office when the Praxis Learning plan is approved, at which point the student will be officially registered for the course.

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
- GREK 643  Readings in Greek History
- MATH 506  Graduate Topology
- PHYS 503 and 504 Electromagnetic Theory I and II

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
- SOWK 308  Adult Development and Aging
- SOWK 309  Organizational Behavior: The Art and Science
- SOWK 352  Child Welfare: Policy, Practice, and Research
- SOWK 354  To Protect the Health of the Public
- SOWK 408  Women and the Law
- SOWK 411  Family Law

ACADEMIC AWARDS AND PRIZES

The following awards, fellowships, scholarships, and prizes are awarded by the faculty and are given solely on the basis of academic distinction and achievement.

The Academy of American Poets Prize, awarded in memory of Marie Bullock, the Academy’s founder and president, is given each year to the student who submits to the Department of English the best poem or group of poems. (1957)

The Seymour Adelman Book Collector’s Award is given each year to a student for a collection on any subject, single author or group of authors, which may include manuscripts and graphics. (1980)

The Seymour Adelman Poetry Award was established by Daniel and Joanna Semel Rose ’52, to provide an award in honor of Seymour Adelman. The award is designed to stimulate further interest in poetry at Bryn Mawr. Any member of the Bryn Mawr community—undergraduate or graduate student, staff or faculty
member—is eligible for consideration. The grant may be awarded to fund research in the history or analysis of a poet or poem, to encourage the study of poetry in interdisciplinary contexts, to support the writing of poetry or to recognize a particularly important piece of poetic writing. (1985)

The Horace Alwyne Prize was established by the Friends of Music of Bryn Mawr College in honor of Horace Alwyne, Professor Emeritus of Music. The award is presented annually to the student who has contributed the most to the musical life of the College. (1970)

The Arété Fellowship Fund was established by Doreen Canaday Spitzer ’31. The fund supports graduate students in the Departments of Greek, Latin and Classical Studies, History of Art, and Classical and Near Eastern Archaeology. (2003)

The Bain-Swiggett Poetry Prize was established by a gift of Mr. and Mrs. Glen Levin Swiggett. This prize is to be awarded by a committee of the faculty on the basis of the work submitted. (1958)

The Berle Memorial Prize Fund in German Literature was established by Lillian Berle Dare in memory of her parents, Adam and Katharina Berle. The prize is awarded annually to an undergraduate for excellence in German literature. Preference is given to a senior who is majoring in German and who does not come from a German background. (1975)

The Bolton Prize was established by the Bolton Foundation as an award for students majoring in the Growth and Structure of Cities. (1985)

The Bryn Mawr European Fellowship has been awarded each year since the first class graduated in 1889. It is given for merit to a member of the graduating class, to be applied toward the expenses of one year’s study at a university in the United States or abroad. The European Fellowship continues to be funded by a bequest from Elizabeth S. Shippen.

The Commonwealth Africa Scholarship was established by a grant from the Thorncroft Fund Inc. at the request of Helen and Geoffrey de Freitas. The scholarship is used to send a graduate to a university or college in Commonwealth Africa, to teach or to study, with a view to contributing to mutual understanding and the furtherance of scholarship. In 1994, the description of the scholarship was changed to include support for current undergraduates. (1985)

The Hester Ann Corner Prize for distinction in literature was established in memory of Hester Ann Corner ’42, by gifts from her family, classmates, and friends. The award is made to a junior or senior on the recommendation of a committee composed of the chairs of the Departments of English and of Classical and Modern Foreign Languages. (1950)

The Katherine Fullerton Gerould Memorial Prize was founded by a gift from a group of alumnae, many of whom were students of Mrs. Gerould when she taught at Bryn Mawr from 1901 to 1910. It is awarded to a student who shows evidence of creative ability in the fields of informal essay, short story and longer narrative or verse. (1946)

The Elizabeth Duane Gillespie Fund for Scholarships in American History was founded by a gift from the National Society of Colonial Dames of America in the Commonwealth of Pennsylvania in memory of Elizabeth Duane Gillespie. Two prizes are awarded annually on nomination by the Department of History, one to a member of the sophomore or junior class for work of distinction in American history, a second to a senior doing advanced work in American history for an essay written in connection with that work. The income from this fund has been supplemented since 1955 by annual gifts from the society. (1901)

Friends and colleagues have joined Ruth Nelson in honoring Judy Gould’s retirement through the establishment of the Judy Loomis Gould ’64 Fund for Summer Study Abroad.

The Maria L. Eastman Brooke Hall Memorial Scholarship was founded in memory of Maria L. Eastman, principal of Brooke Hall School for Girls, Media, Pennsylvania, by gifts from the alumnae of the school. It is awarded annually to the member of the junior class with the highest general average and is held during the senior year. Transfer students who enter Bryn Mawr as members of the junior class are not eligible for this award. (1921)

The Sarah Stifler Jesup Fund was established in memory of Sarah Stifler Jesup ’56, by gifts from New York alumnae, as well as family and friends. The income is to be awarded annually to one or more undergraduate students to further a special interest, project or career goal during term time or vacation. (1978)

The Pauline Jones Prize was established by friends, students and colleagues of Pauline Jones ’35. The prize is awarded to the student writing the best essay in French, preferably on poetry. (1985)

The Anna Lerah Keys Memorial Prize was established by friends and relatives in memory of Anna Lerah Keys ’79. The prize is awarded to an undergraduate majoring in Classical and Near Eastern Archaeology. (1984)

The Sheelah Kilroy Memorial Scholarship in English was founded in memory of their daughter Sheelah by Dr. and Mrs. Phillip Kilroy. This prize is awarded annually on the recommendation of the Department of English to a student for excellence of work in an English course. (1919)

The Richmond Lattimore Prize for Poetic Translation was established in honor of Richmond Lattimore,
Professor of Greek at Bryn Mawr and distinguished translator of poetry. The prize is awarded for the best poetic translation submitted to a committee composed of the chairs of the Departments of Classical and Modern Languages. (1984)

The Helen Taft Manning Essay Prize in History was established in honor of Helen Taft Manning ’15, in the year of her retirement, by her class. The prize is awarded to a senior in the Department of History for work of special excellence in the field. (1957)

The McPherson Fund for Excellence was established through the generous response of alumnae/, friends, and faculty and staff members of the College to an appeal issued in the fall of 1996. The fund honors the achievements of President Emeritus Mary Patterson McPherson. Three graduating seniors are named McPherson Fellows in recognition of their academic distinction and community service accomplishments. The fund provides support for an internship or other special project.

The Nadia Anne Mirel Memorial Fund was established by the family and friends of Nadia Anne Mirel ’85. The fund supports the research or travel of students undertaking imaginative projects in the following areas: children’s educational television, and educational film and video. (1986)

The Martha Barber Montgomery Fund was established by Martha Barber Montgomery ’49, her family and friends to enable students majoring in the humanities, with preference to those studying philosophy and/or history, to undertake special projects. The fund may be used, for example, to support student research and travel needs, or an internship in a nonprofit or research setting. (1993)

The Elinor Nahm Prizes in Italian are awarded for excellence in the study of Italian at the introductory, intermediate and advanced levels. (1991)

The Elinor Nahm Prizes in Russian are awarded for excellence in the study of Russian language and linguistics and of Russian literature and culture. (1991)

The Milton C. Nahm Prize in Philosophy is awarded to the senior Philosophy major whose thesis is judged most outstanding. (1991)

The Elisabeth Packard Art and Archaeology Internship Fund was established by Elisabeth Packard ’29 to provide stipend and travel support to enable students majoring in History of Art or Classical and Near Eastern Archaeology to hold museum internships, conduct research or participate in archaeological digs. (1993)

The Alexandra Peschka Prize was established in memory of Alexandra Peschka ’64 by gifts from her family and friends. The prize is awarded annually to a member of the first-year or sophomore class and writer of the best piece of imaginative writing in prose. (1969)

The Jeanne Quistgaard Memorial Prize was given by the Class of 1938 in memory of their classmate, Jeanne Quistgaard. The income from this fund may be awarded annually to a student in Economics. (1938)

The Laura Estabrook Romine ’39 Fellowship in Economics was established by a gift from David E. Romine, to fulfill the wish of his late brother, John Ransel Romine III, to establish a fund in honor of their mother, Laura Estabrook Romine ’39. The fellowship is given annually to a graduating senior or alumna, regardless of undergraduate major, who has received admission to a graduate program in Economics. (1996)

The Barbara Rubin Award Fund was established by the Amicus Foundation in memory of Barbara Rubin ’47. The fund provides summer support for students undertaking internships in nonprofit or research settings appropriate to their career goals, or study abroad. (1989)

The Gail Ann Schweiter Prize Fund was established in memory of Gail Ann Schweiter ’79 by her family. The prize is to be awarded to a science or Mathematics major in her junior or senior year who has shown excellence both in her major field and in musical performance. (1993)

The Charlotte Angas Scott Prize in Mathematics is awarded annually to an undergraduate on the recommendation of the Department of Mathematics. It was established by an anonymous gift in memory of Charlotte Angas Scott, Professor of Mathematics 1885 to 1924. (1960)

The Elizabeth S. Shippen Scholarship in Foreign Language was founded under the will of Elizabeth S. Shippen of Philadelphia. It is awarded to a junior whose major is in French, German, Greek, Italian, Latin, Russian or Spanish for excellence in the study of foreign languages. (1915)

The Elizabeth S. Shippen Scholarship in Science was founded under the will of Elizabeth S. Shippen of Philadelphia and is awarded to a junior whose major is in Biology, Chemistry, Geology or Physics for excellence in the study of sciences. (1915)

The Gertrude Slaughter Fellowship was established by a bequest of Gertrude Taylor Slaughter, Class of 1893. The fellowship is to be awarded to a member of the graduating class for excellence in scholarship to be used for a year’s study in the United States or abroad. (1964)

The Ariadne Solter Fund was established in memory of Ariadne Solter ’91 by gifts from family and friends to provide an annual award to a Bryn Mawr or Haverford undergraduate working on a project concerning development in a third world country or the United States. (1989)

The Katharine Stains Prize Fund in Classical Literature was established by Katharine Stains in memory of her parents, Arthur and Katheryn Stains, and in honor of two excellent 20th-century scholars of classical literature, Richmond Lattimore and Moses Hadas. The income
from the fund is to be awarded annually as a prize to an undergraduate student for excellence in Greek literature, either in the original or in translation. (1969)

The M. Carey Thomas Essay Prize is awarded annually to a member of the senior class for distinction in writing. The award is made by the Department of English for either creative or critical writing. It was established in memory of Miss Thomas by her niece, Millicent Carey McIntosh ’20. (1943)

The Emma Osborn Thompson Prize in Geology was established by a bequest of Emma Osborn Thompson ’04. From the income of the bequest, a prize is to be awarded from time to time to a student in Geology. (1963)

The Laura van Straaten Fund was established by Thomas van Straaten and his daughter, Laura van Straaten ’90, in honor of Laura’s graduation. The fund supports a summer internship for a student working to advance the causes of civil rights, women’s rights or reproductive rights. (1990)

The Esther Walker Award was founded by a bequest from William John Walker in memory of his sister, Esther Walker ’10. It is given from time to time to support the study of living conditions of northern African Americans. (1940)

The Anna Pell Wheeler Prize in Mathematics is awarded annually to an undergraduate on the recommendation of the Department of Mathematics. It was established by an anonymous gift in honor of Anna Pell Wheeler, Professor of Mathematics from 1918 until her death in 1966. (1960)

The Thomas Raeburn White Scholarships were established by Amos and Dorothy Peaslee in honor of Thomas Raeburn White, Trustee of the College from 1907 until his death in 1959, counsel to the College throughout these years, and President of the Trustees from 1956 to 1959. The income from the fund is to be used for prizes to undergraduate students who plan to study foreign languages abroad during the summer under the auspices of an approved program. (1964)

The Anne Kirschbaum Winkelman Prize, established by the children of Anne Kirschbaum Winkelman ’48, is awarded annually to the student judged to have submitted the most outstanding short story. (1987)

Scholarships for Medical Study

The following scholarships may be awarded to seniors or graduates of Bryn Mawr intending to study medicine, after their acceptance by a medical school in the United States. The premedical adviser will send applications for the scholarship to medical school applicants during the spring preceding the academic year in which the scholarship is to be held.

The Linda B. Lange Fund was founded by bequest under the will of Linda B. Lange, A.B. 1903. The income from this fund provides the Anna Howard Shaw Scholarship in Medicine and Public Health, awarded to members of the graduating class or graduates of the College for the pursuit, during an uninterrupted succession of years, of studies leading to the degrees of M.D. and Doctor of Public Health or M.D. and Master of Public Health. The award may be continued until the degrees are obtained. Renewal applications will be sent to scholarship recipients by the premedical adviser. (1948)

The Hannah E. Longshore Memorial Medical Scholarship was founded by Mrs. Rudolf Blankenburg in memory of her mother. The Scholarship is awarded by a committee to students and alumnae who have been accepted by a medical school. (1921)

The Jane V. Myers Medical Scholarship Fund was established by Mrs. Rudolf Blankenburg in memory of her aunt. The scholarship is awarded by a committee to students and alumnae who have been accepted by a medical school. (1921)

The Harriet Judd Sartain Memorial Scholarship Fund was founded by bequest under the will of Paul J. Sartain. The income from the fund is to establish a scholarship which is awarded by a committee to students and alumnae who have been accepted by a medical school. (1948)

AREAS OF STUDY

Definitions

MAJOR

In order to ensure that a student’s education involves not simply exposure to many disciplines but also development of some degree of mastery in at least one, she must choose a major subject at the end of the sophomore year. With the guidance of the major adviser, a student plans an appropriate sequence of courses. 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
East Asian Languages and Cultures
Economics
English
Fine Arts (Haverford College)
French and Francophone Studies
Geology
German and German Studies
Greek