Academic Program

Equality of Opportunity

Bryn Mawr College is firmly committed to a policy of equal opportunity for all members of its faculty, staff and student body. 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, and Title IX of the Education Amendments of 1972, it is also the policy of Bryn Mawr College not to discriminate on the basis of sex in its employment practices, educational programs or activities. The admission of only women in the Undergraduate College is in conformity with a provision of the Civil Rights Act. The provisions of Title IX protect students and employees from all forms of illegal sex discrimination, which includes sexual harassment and sexual violence, in College programs and activities.

Inquiries regarding compliance with this legislation and other policies regarding nondiscrimination may be directed to the Equal Opportunity Officer (eoo@brynmawr.edu or 610-526-7360) and Title IX Coordinator (titleix_coordinator@brynmawr.edu or 610-526-7360), who administer the College’s procedures.

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

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made a definite contribution to the life of the College in some way besides scholastic achievement. (1978)

The Hope Wearn Troxell Memorial Scholarship was established by Southern California Alumnae in memory of Hope Wearn Troxell '46. The fund shall be used to provide undergraduate financial aid to a student who has contributed responsibly to the life of the College community. (1973)

The Suzette Li Tung '50 and Mr. and Mrs. Sumin Li Scholarship Fund for International Students was established by Suzette Li Tung '50. The fund shall be used to provide undergraduate financial aid for international students, with preference for students from China. (2008)

The Florence Green Turner Scholarship Fund was established to provide undergraduate financial aid. (1991)

The Anne Hawks Vaux Scholarship Fund was established by George Vaux of Bryn Mawr, Pennsylvania in memory of his wife, Anne Hawks Vaux '35, M.A. '41. The fund shall be used to provide undergraduate financial aid. (1979)

The Nancy J. Vickers Global Scholars Fund recognizes Nancy’s leadership as Bryn Mawr’s seventh president by providing students with financial assistance to study abroad for one semester. This Fund was established with gifts honoring her 2008 retirement. (2011)

The Mildred and Carl Otto Von Kienbusch Fund for Scholarships was established by a bequest from D. Robert Yarnall, of Chestnut Hill, Pennsylvania, and meet the residency requirement.

In addition, all students must complete six half-units of work to complete an undergraduate program.

• Elective units of work to complete an undergraduate program.

• A major subject sequence.

• Four units to meet the Distribution Requirement.

• One Emily Balch Seminar.

These must include thirty-two units of work are required for the A.B. degree. 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 Emly Batch 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 courses, including the required within the program. They must also 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 have 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 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**

Students must demonstrate proficiency in the application of the quantitative skills needed to succeed in many social and natural science courses, not to mention their personal and future professional lives, by a) earning a satisfactory score on the SAT, the ACT, or the equivalent, or b) completing two sequential semester-long courses in the foreign language(s) requirement instead with two advanced free-standing placement tests, at the intermediate level. Students who require the foreign language requirement by completing two sequential semester-long courses in the foreign language. Courses that fulfill this requirement are designated “QM” in course catalogs and guides.

Students 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, students 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, in a course at a higher level. Students who are prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which they are proficient. Non-native speakers of English may choose to satisfy this requirement by coursework in English literature. Students cannot use the same course to meet both the Foreign 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 course of study in the major provides the student 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 students to engage in studies across a variety of fields, exposes them to emerging areas of scholarship, and prepares them 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 a 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 students engage 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 students to engage with communities and cultures removed from their own. Using the tools, methodologies and practices that inform our scholarship, students will develop a deeper 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 one’s own culture is the only one that matters.

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

These courses encourage students to engage 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 deeper 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 BOWC, 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 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 students’ education involves not simply exposure to many disciplines but also some degree of mastery in at least one, they must choose an area to be the focus of their 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-Collar Major)
- Linguistics and Languages (Tri-Collar Major)
- Mathematics
- Music (Haverford College)
- Philosophy
- Physics
- Political Science
- Psychology
- Religion (Haverford College)
- Romance Languages
- Russian
- Sociology
- Spanish

Students must declare their 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 shall consult with the departmental adviser and complete a major work plan, which the student then shares with the dean. Students may not choose to major in a subject in which they have incurred a failure, or in which their average is below 2.0.

Students may double major with the consent of both major departments and their 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 website 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.

Students working for an A.B. degree are expected to maintain grades of 2.0 or higher in all courses in their major subject. Students who receive a grade below 2.0 in a course in their major subject reviewed by the Committee on Academic Standing and may be required to change majors. If, at the end of junior year, a student...
has a major-subject grade point average below 2.0, that student must change to a different major. If there is no alternative major, that student will be excluded from the College. A student who is excluded from the College is not eligible for reenrollment. Each department sets its own standards and criteria for honors in the major, with the approval of the Curriculum Committee. Students should contact 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
- Education
- Theater
- Film and Media Studies
- Music
- Urban Studies
- International Relations

Students interested in the Independent Major Program should contact the Dean’s Office and meet with Assistant Dean Raina Evan in the spring of their freshman year or 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 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 adviser 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.
- A copy of the student’s transcript, which will be supplied by the Dean’s Office.

The Independent Major 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 not a 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.

Honors may be awarded for significant work in the field of the independent major. Criteria are a GPA of 3.8 for the courses in the major or an outstanding senior project (3.7 or 4.0) combined with a 3.5 major average. Honors are determined by the two major advisers and an outside reader/spectator. This third reader should be agreed upon by both the student and the major advisers.

Physical Education Requirement

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

First-year students

Students matriculating on or after August 2011 are required to complete 6 P.E. credits through the Department. Students will complete 3 P.E. credits through what are considered the core requirements. Students must complete TH208, the first-year wellness program, during their first Fall semester at Bryn Mawr. They must also complete the swim proficiency requirement by either passing the swim proficiency test or by completing a swim class at Bryn Mawr College. The remaining 3 P.E. credits will be completed through the general requirements. These may be satisfied by P.E. classes, dance classes (provided they’re not taken for academic credit), varsity athletics (annual max), participation in a club sport (annual max), P.E. classes in special topics, and independent study (by prior approval only). Students are expected to complete all aspects of the P.E. requirement before Spring Break of their sophomore year. Failure to meet these expectations will affect a student’s position in the following year’s academic plan and affect their eligibility for study abroad, and will be reported to the Dean’s office.

McBride and Transfer Students

For the purposes of the P.E. requirement, McBride students are treated as either sophomore or junior transfer students, depending on their academic status. All transfers must complete the swim proficiency requirement by either completing the swim proficiency test or by completing a swim class at Bryn Mawr College. Sophomore transfer students must also complete 3 credits of P.E. from the general requirements. Junior transfer students must complete 1 credit of P.E. from the General Requirements. For specifics on credit allocation and policies regarding what programs satisfy P.E. requirements, students and advisers are encouraged to reference the Physical Education Website: http://athletics.brynmawr.edu/information/physical_education/requirements#mcbride.

Residency Requirement

Each student must complete six full-time semesters and earn a minimum of 24 academic units while in residence at Bryn Mawr. These may include courses taken at Haverford and Swarthmore Colleges and the University of Pennsylvania during the academic year. Exceptions to this requirement for transfer students entering as second-semester sophomores or juniors are considered at the time of matriculation.

The senior year must be spent in residence. Seven of the last 16 units must be earned in residence. Students do not normally spend more than the equivalent of four years completing the work of the A.B. degree.

Exceptions

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

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 and 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

Registration

Each semester, all Bryn Mawr students preregister for the next semester. Students who are absent due to illness, military service, or an accommodation for a disability must also complete the 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 lots.

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.

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 Dean’s 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, provided that a professor 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 matriculation.

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 in no way affects the student’s responsibilities in the course.

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

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

Students may not take any courses in their major under the CR/NC option, but they may use it to take courses towards the Emily Balch Seminar, Quantitative Readiness, 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 minimum needed to count towards a requirement. It is the student’s responsibility to consult the Academic Requirements feature of the student’s record in BiONiC 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 a 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 these grades 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 prerequisites 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 penalties 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 where the student’s ability to complete the course is seriously impaired due to unforeseen circumstances beyond her control. The decision to withdraw from a course is at the instructor’s standards for attendance—rests solely with the instructor. Regular attendance at classes is expected.

If the course is at Haverford College, Haverford’s procedures. If the course is at Bryn Mawr, the student must obtain the instructor’s signature on a withdrawal form. The student submits a copy of the withdrawal form to the 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. 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. 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. It is the student’s responsibility to make arrangements for arrangements for 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. Students are responsible for informing themselves and remaining in compliance with these regulations as well as with Bryn Mawr regulations.

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.

Villanova students may take only full grade and credit; Bryn Mawr students may not elect Villanova’s pass/fail option or a pass/credit option. Credit 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, students should consult the Villanova Course Guide, and obtain a registration form to be signed by the 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 arrangements for 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. Students are responsible for informing themselves and remaining 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 may be excused. Students are responsible for contacting their instructors and, if necessary, their dean in a timely fashion to explain an absence. Students should consult their instructors about making up the work. If it seems probable to the dean that a student’s work may be seriously hindered by the length of an 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 given.
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 a quiz 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 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, her professor and her dean before the due date of the assignment in question. The dean and the professor have the responsibility to inform herself of these dates.

2. Grading and Academic Record

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<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, major, and curricular requirements.</td>
</tr>
<tr>
<td>3.3</td>
<td>B+</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>3.0</td>
<td>B</td>
<td>D+</td>
</tr>
<tr>
<td>2.7</td>
<td>D+</td>
<td>Passing, Below Merit</td>
</tr>
<tr>
<td>2.0</td>
<td>C</td>
<td>Failing</td>
</tr>
<tr>
<td>1.7</td>
<td>D</td>
<td>Fail</td>
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<td>1.0</td>
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<td>0.0</td>
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</tbody>
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Once reported to the registrar, a grade may be altered by the faculty member and submitted to the registrar, or by the department or program chair on behalf of the absent faculty member, by submitting a change of grade form with the 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 grading grade remain on the student’s transcript and counts 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 unit of credit for the first attempt only. However, both grades would count towards 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 in which the student elects to take Credit/No Credit are not considered. Covered grades include transfer credits. At the end of the second, third or fourth semester, students who are unable to present to their 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. Course credit earned at another institution, or transferred as 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 timeframe 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. Students who are unable to meet this expectation may petition their 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 the
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 the 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 the 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.

At 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 the 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 not met 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 letter from the Dean of Studies on behalf of the Committee. The letter states the 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 Committee may place restrictions upon a student’s course load or course selection. 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 probation or major subject probation if she has failed to meet the essential standards of the College or to 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 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:
Students who have been required by the CAS to withdraw may apply for readmission when they have met the expectations set by the CAS and can demonstrate that they are 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 Average
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. Other summer school programs and universities will be considered for admission to the Bryn Mawr campus (not in the high school) and have been open to students matriculated at this college. The courses must have been taught on the college campus (not in the high school) and have been approved in advance by their dean, major adviser, the Committee in addition to that of their deans, major advisers, Registrar, and other appropriate departments. 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 study summer abroad program to be sent to the Registrar within one semester of the end of the course(s). Students who participate in a Bryn Mawr summer program (e.g., Institut d’Études Françaises 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 be required by the College and the courses must be acceptable to the institutions/programs and universities in over thirty countries. 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.
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 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
Some students may find it necessary or desirable for educational or health reasons to take a leave of absence from the College. In some instances, a student may be required to take a leave of absence or withdraw from the College. Prior to leaving the College, the student meets with the student’s dean to discuss the situation, make a plan for the future, and learn about the re-enrollment process. The dean will file a Notice of Departure with the Registrar within five business days of notification of a leave.

Personal Leaves of Absence
A 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 dean and authorize 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).

Medical and Mental Health Leaves of Absence
At any time, students with medical and/or psychological conditions may apply for a one- or two-semester leave of absence from their dean and, if approved, withdraw from the College in good standing. To be eligible for a medical leave of absence, students must authorize an appropriate medical or counseling professional to provide verification of the health condition prompting the leave, a recommendation that the student should take a leave, and recommendations for treatment for the duration of the leave. This verification must be provided both to the dean and to the College’s Medical Director and/or Director of Counseling Services.

After the student’s departure, the dean will follow up with a letter outlining the terms of the leave. Parents or guardians of the student will receive a copy, as the leave reflects a change in the student’s status at the College.

The student is encouraged to share the Health Center’s recommendations for treatment with parents.

To return from a medical or mental health leave of absence, see below “Returning to the College.”

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 have to apply for permission to return (see below “Returning to the College”):
- the student leaves the College in mid-semester (for medical or mental health circumstances, see above)
- the student matriculates as a degree candidate at another school
- the student’s leave of absence has expired
- the student loses good standing after having applied for a leave of absence

Mandatory Withdrawals
A student may be required to withdraw from the College for failing to meet the academic standards of the College, for committing an infraction of the Honor Code or other community norm, or because the student is not in good enough health to meet academic requirements. In every case, the student’s dean endeavors to include the student in the determination of a plan to withdraw from the College, with the understanding that a student may disagree with this decision.

In addition, a student whose behavior disrupts either the normal conduct of academic affairs or the conduct of life in the residence halls or elsewhere on campus, may be required to withdraw by the Dean of the Undergraduate College. If the student wishes to appeal the decision, the student may ask for the Dean’s Panel to be convened.

While Withdrawn or on Leave
Students who are on a leave of absence are advised not to visit Haverford or Bryn Mawr without prior permission from the student’s dean. Failure to abide by this advice may compromise a student’s eligibility to return to the College.

Returning to the College
Students who withdraw for any reason or are placed on a leave of absence must apply for permission to return. The first step to returning to the college is for the student to contact the student’s dean to discuss their readiness to return and the application process. The application and instructions are available on the Deans Office website.

If the student is applying to return after an absence due to a medical or mental health leave, the College will require evidence of the student’s readiness to resume studies. Evidence may take several forms including: completing coursework elsewhere and/or engagement in a full-time activity such as employment or community service (in which case a letter from the student’s supervisor may be requested). The student should ask the medical or counseling professional with whom the student has been working during their leave to be in contact with either the medical director or director of counseling services at the Health Center. The student may also be asked to outline a plan for self-care on return.

Students must submit their application and all supporting documents to their dean 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 courses in the major, minor or concentration. However, if a course taken under the Credit/No Credit (C/NC) option at 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.

- African 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 French Studies
- Gender and Sexuality Studies
- 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
- Music (at Haverford)
- Neuroscience
- Philosophy
- Physics
- Political Science
- Psychology
- Russian
- Sociology
- Spanish
- Theater Studies
- Visual Studies (at Haverford)

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 Studies
- 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 Studies

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
3-2 Program in Engineering and Applied Science with California Institute of Technology

Students interested in engineering and recommended by Bryn Mawr may, after completing three years of work at the College, transfer into the third year at Caltech to complete two full years of work there. At the end of five years they are 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 their three years at Bryn Mawr, students must complete a minimum of 24 units, most of the coursework required by their major (normally physics or chemistry), and all other Bryn Mawr graduation requirements. They must also be accepted and admitted to 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 transfer 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 1 of their first year and each semester thereafter in order 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 in Bioethics 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 their 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 the City Planning program 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 matriculate as undergraduates into the Undergraduates through the Quaker Consortium. These courses would count towards a student’s undergraduate degree and 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 advisor. 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.

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 advanced proficiency 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 Centre culturel Méditerranéen and other sites in Avignon; the faculties of the Centre culturel Méditerranéen as well as the University of Avignon library are available to the group. Students are encouraged to live with French families or in student residences. A certain number of independent studies 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 the student, interested should contact Prof. Le Memhouri (lememhouri@brynmawr.edu).

The College also participates in summer programs with American Councils Advanced Russian Language and Area Studies Program (offered at Moscow, St. Petersburg and other sites in Russia. These overseas programs are based at several leading Russian universities and provide Bryn Mawr students who have reached the intermediate level of proficiency in speaking and reading. Summer programs are 8 weeks in length and equivalent to the equivalent of 2 courses 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 of American Councils at www.americanconsuls.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 who 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 Russian-speaking residential hall, as part of the overall RLI learning experience.

Study Abroad in the Junior Year

When carefully incorporated into students’ academic careers, study abroad can strengthen students’ language skills, broaden their academic preparation, introduce them to new cultures, and enhance their personal growth and independence. The College has approved approximately 90 programs and partnerships 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, Denmark, Ecuador, France, Germany, Hungary, Ireland, Israel, Italy, Japan, Korea, Latvia, Morocco, the Netherlands, Nigeria, Portugal, 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 student’s academic program, whether the student is making progress towards the major, minor, or major degree, and faculty recommendations. After careful review of applications, the Committee will notify the student of their eligibility for study abroad, the deadline for application, or giving conditions for permission to study abroad. Only those students whose plans are approved by the Committee will be allowed to participate in 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, maintain the 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 matriculating, and some require more advanced preparation. The student must also be in good disciplinary standing.

Most students may study abroad for one semester 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 paid to the institution abroad. The College, in turn, pays the tuition and academic-related fees to the institution abroad. Students are responsible for paying room and board costs and all 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 sufficient, 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 for first-year students during Customs Week and at the Health Professions Advising Office in Canvill House. More information about preparing for careers in the health professions, including courses offered by the departments of Classical and Near Eastern Archaeology, East Asian Languages and Cultures, and History of Art, is available. 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. Those students should consult as early as possible with Senior Lecturer Daniela Voith and the program director in the History 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, physician assistant, veterinary, pharmacy, nursing, and many other areas of health. Each year a significant number of Bryn Mawr graduates enroll in these schools. Most Bryn Mawr students apply to health professions schools following graduation, which is reflective of national trends of students taking time for work or other experiences before enrolling. 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 an 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 other health professions are encouraged to discuss their plans with the undergraduate health professions advisor in Canvill 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 and the College abroad. Those who wish to pursue medical school 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 listserver.

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 schools 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 pursue teacher certification should consult with the Office of Career Services, 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 and physical training each week. Leadership Laboratory utilizes the cadre 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 two 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 attracts all the talent that shapes the circumstances and evolving methods and fields of study. Through research and internship programs, fellowships and public discourse, the centers bring together 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. Untangling the complex and evolving character of social science disciplines, while engaging different disciplinary lenses to generate new opportunities for collaboration and innovation, is the centerpiece of the center’s work.

The Health Professions Advising Office publishes the Guide for First- and Second-Year Students Interested in the Health Professions. This handbook is available at the advising office for all first-year students during Customs Week and at the Health Professions Advising Office in Canvill House. More information about preparing for careers in the health professions, including courses offered by the departments of Classical and Near Eastern Archaeology, East Asian Languages and Cultures, and History of Art, is available. 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. Those students should consult as early as possible with Senior Lecturer Daniela Voith and the program director in the History and Structure of Cities Program.

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 established student empowerment process, "shadowing" alumni/lawyers through the Career and Professional Development’s externship program, attending ILAC and CPD law career panels and refining their knowledge about law-school programs in the Pre-Law Club. Students seeking guidance at any point in their career 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 listserver.

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The Center for Visual Culture is dedicated to the study of visual forms and experience of all kinds, from ancient artifacts to current 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 discourses 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 taking courses for credit, audit, or for transfer credits. Students in the program range in age and reflect diverse backgrounds in terms of their education and experience. In addition to their coursework, students are encouraged to volunteer work in the community and participate with undergraduates in health-related Interest Programming. Applications should be submitted as early as possible during the application season because decisions are made on a rolling basis and the postbac program is highly selective. Please visit the McBride website/postbac for complete information about the program.

Students enrolled in the postbac program may elect to forgo the traditional application process to medical and dental school in favor applying through linkage programs. Those accepted through linkage enter medical or dental 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 Peace 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.bryn.mawr.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, the 360º Program 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 the 360º Program 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 clustered experiences beyond traditional classrooms.

These unified themes can be topics that cut across disciplines such as “poverty,” “to 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 through experiential learning. Essential to the 360º Program 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 the course of their study, students often informally put together a set of related courses. The 360º Program 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 a 360º cluster are archived for later use by others within the College community.

For more information and a list of current and upcoming clusters, visit www.bryn.mawr.edu/360º.

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 Tiemeney, Director of Athletics and Physical Education

Kate Tarr, Associate Director of Athletics/Senior Woman’s Administrator

MaryAnn Schiller, Assistant Director of Athletics

Travis Galaska, Athletics Communication Director

Courtney Morris, Head Strength and Conditioning Coach and Fitness Center Director

Faculty

Kelly Barnes, Learner and Head Lacrosse Coach

Carol Bower, Senior Learner and Head Rowing Coach

Victor Brady, Learner and Head Field Hockey Coach

Jason Hewitt, Learner and Head Coach of Cross Country and Indoor and Outdoor Track and Field, Athletics Director

Laura Kemper, Learner 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
Paul Stinson, Lecturer and Head Soccer Coach
Kathy Tierney, Director of Athletics and Physical Education, Athletics and Physical Education
Rebecca Tyler, Lecturer and Head Basketball Coach
Doan 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 quality of life, provide a broad-based sport instruction, to a variety of dances offerings, lifetime sport skills, fitness classes, and a wellness curriculum. The department provides a framework and support to the faculty to meet the needs of the undergraduate and the greater College community. The physical education and dance curriculum offer more than one hundred courses within a variety of disciplines. Students can also enroll in physical education classes at Swarthmore and Haverford Colleges.

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 first-year well-being class, THRIVE.

Developed by the Department of Physical Education, the Health Center, Student Life offices and the Dean’s Office, THRIVE is a 10-week, non-graded class that focuses on a variety of wellness-related activities and provides a base of knowledge that will encourage students to think about their wellbeing as an essential complement to their academic life. The course is taught by College faculty and staff from various disciplines and offices.

The renovated Bern Schwartz Fitness and Athletic Center has quickly become the place to be since reopening in September 2010. The 11,500 sq. ft. fitness center boasts more than 50 pieces of cardio equipment and 15 selectorized weight machines. The fitness center has over 100 different workout options, including drop-in classes, free weights, indoor cycling bikes, and cardiovascular and strength training machines. The building hosts two courts in the Class of 1958 Gymnasium, an eighteen lane pool, with a separate pool for swimmer with varying weight training area, an athletic training room, locker rooms, a conference smart room and the Department of Athletics and Physical Education faculty office area. 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

The Praxis Program, one of the programs offered through the Leadership, Innovation and Liberal Arts Center (LILAC), promotes the development of experiential learning and ethical engagement with community-based organizations and issues in connection with the Bryn Mawr academic curriculum. The program provides consistent, efficient guidelines along with curricular coherence and professional students and faculty who wish to combine coursework with fieldwork and community-based research. Praxis Program staff assist faculty in identifying, establishing and supporting field placements in a wide variety of organizations, such as public health centers, community arts programs, museums, community-based research, social service agencies, schools, and local government offices. The three designated types of Praxis courses are—Praxis I and Departmental and Praxis Independent Study courses—described below and https://www.brynmawr.edu/lilac/experiential-learning/praxis-courses.

Praxis courses are distinguished by genuine collaboration with community-based organizations. The nature of fieldwork assignments and projects varies according to the fieldwork site and according to the needs of the community partner. The three types of Praxis courses require increasing amounts of fieldwork but do not need to be taken successively. Praxis I and II courses are offered within a variety of academic departments and are developed by faculty in those departments. Praxis Independent Study courses are developed by students, in collaboration with faculty field supervisors and Praxis staff. Students may enroll in more than one Praxis course in a single year and sometimes able to use the same field placement to meet the requirements of both courses.

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

Praxis II Departmental Courses include a more substantial fieldwork component. The fieldwork engages students in activities and projects off-campus that are linked directly to course objectives and are useful to the community partner. The time commitment for fieldwork varies greatly from course to course but falls within the range of 2-7 hours per week or 20-70 hours per semester. Praxis II courses might include: weekly fieldwork in local classrooms or community-based organizations; conducting research that has been requested by a community partner; project-based activities such as creating a curriculum, designing a website, or curating a museum exhibit. The Praxis Fieldwork Agreement is an important part of all Praxis II courses. This document outlines the learning and placement objectives of the Praxis component and is signed by the course instructor, the field supervisor, the Praxis coordinator and the student.

Praxis Independent Study places fieldwork at the center of a supervised learning experience and gives students the opportunity to design their own course and select their own field placement. The fieldwork for Praxis Independent Study consists of 8-10 hours per week for 12 weeks. Typically, students complete two, 4-5 hour visits per week. Fieldwork is supported by appropriate readings and regular meetings with a faculty advisor and may 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, their 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, attend one of the LILAC Internship workshops and review additional online resource materials. Once they have completed the Praxis Independent Study Tutorial, students are invited to schedule an appointment with one of the Praxis Program Directors, Neil Anderson or Kelly Sturik, 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 before or after that appointment.

The Praxis Proposal requires approval from the student’s dean and major advisor. Once students have submitted their proposals, they are enrolled in a Moodle course that guides them in developing the Praxis Independent Study Plan.

The Praxis Independent Study Learning Plan—must include a description of the course, learning objectives, all stipulated coursework, identification of the faculty supervisor, and site field work and fieldwork responsibilities—should be submitted online by the end of the semester prior to their enrollment in the Praxis Independent Study course. The Praxis Program Director will review and approve the plan and will notify the Registrar’s Office that the student can 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 while participating in graduate level courses offered in several academic areas. These areas include Chemistry; Classical and Near Eastern Archaeology; Greek, Latin, and Classical Studies; French, History of Art; Mathematics; Physics; and Social Work. An undergraduate must meet the appropriate prerequisites to apply. Undergraduate students may apply for 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 core of the Bryn Mawr College experience, opening 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 tradition in 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 teaching 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 605 Organometallic Chemistry
- FREN 655 Rousseau polemiste
- HART 607 Women in Medieval Art
- GREK 643 Readings in Greek History
- MATH 506 Graduate Topology
- PHY5 503 and 504 Electromagnetic Theory I and II
Examples of GSSWSR graduate level courses that are policy, and undertaking ethically grounded research in their communities. GSSWSR graduates are leaders in and social conditions of children and families within.

Moving forward, the School has reaffirmed its commitment through a redesigned outcomes/abilities-based curriculum, providing all students with an integrated approach to 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 practice students include:

- SOWK 563 Global Public Health
- SOWK 584 Legal Processes and Social Work
- SOWK 585 Legal Research Strategies

ACADEMIC AWARDS AND PRIZES

The following awards, fellowships, scholarships, and prizes are awarded by the faculty and are given 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. (1955)

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 Akyrne Prize was established by the Friends of Music of Bryn Mawr College in honor of Horace Akyrne, 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 Arete 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-Swiggert Poetry Prize was established by a gift of Mr. and Mrs. Glen Levin Swiggert. 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 Gare 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 is established each year for the first time each graduating student in each year for the first time each graduating student. It is given to a student to undertake research in and work with a university in the United States or abroad. The European Fellowship must be funded by a bequest from Elizabeth S. Shippen.

The Commonwealth Africa Scholarship was established by a grant from the Thomson Corp. Fund at the request of Helen and Gold Geoffrey de Fratias. 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 undergraduate students.

The Helen Ann Comer Prize for distinction in literature was established in memory of Helen Ann Comer '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. (1956)

The Katherine Fullerton Gerould Memorial Prize was established by and from 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 established 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, and the other to a senior doing advanced work in American history for an essay written in connection with that work. The income from this fund was supplemented since 1955 by annual gifts from Henry Noah剪子.

The G. Conard Spitzer '55 Prize was established in honor of Richmond Lattimore, Professor of Classical Languages. (1950)

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

The Pauline Jones Prize was established by friends, students and colleagues of Pauline Jones '35. The prize is awarded to a student writing the best essay in French, preferably on poetry. (1955)

The Anna B. Kohn Memorial Prize was established by friends and family of Anna B. Kohn '79. The prize is awarded to an undergraduate majoring in Classical and Near Eastern Archaeology. (1984)

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

The Richmond Lattimore Prize for Poetic Translation was established in honor of Richmond Lattimore, Professor of Classical Languages 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 class. The prize is awarded to a senior in the Department of History for work of special excellence in the field. (1957)

The Hester Ann Corner Prize for distinction in literature 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)

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friends to enable students majoring in the humanities, with preference to those studying philosophy and/or history, to undertake special projects. The prize 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 ’34 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 wishes 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 senior or alumnus, 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 Schaeffer Prize Fund was established in memory of Gail Ann Schaeffer ’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 Katherine Stains Prize Fund in Classical Literature was established by Katherine Stains in memory of her parents, Arthur and Kathryn 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 1949 to 1963. 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 mother. The income from this fund is to be used for a scholarship which is awarded by a committee to students and alumnae who have been accepted by a medical school. (1921)

The Harriet Judith Sartain Memorial Scholarship Fund was founded by bequest under the will of Paul J. Sartain. The income from the fund is to be used for 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 French Studies
- Geology
- German and German Studies
- Greek
- Growth and Structure of Cities
- History
- History of Art
- Italian and Italian Studies
- 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

MINOR

The minor typically consists of six courses, with specific requirements determined by the department or program. A minor is not required for the degree. 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.