

# Committee on the Undergraduate Curriculum Annual Report for Academic Year 2010-2011

## I. Administrative/Procedural

The voting membership of the Committee on the Undergraduate Curriculum (CC) consisted of the following faculty:

Rosi Song (Spanish) (2008-11)  
Don Barber (Geology) (2009-12)  
David Ross (Economics) (2009-12) (Chair)  
Michael Allen (Political Science) (2010-13)(on leave, Spring 2011)  
Gail Hemmeter (English and Writing) (2010-13)  
Susan White (Chemistry) (2010-13)

The Provost, the Dean of the Undergraduate College, (who both serve *ex officio*), and two students elected by the undergraduate student body were non-voting members of the Committee.

Kim Cassidy  
Michelle Rasmussen  
Miranda Hansen-Hunt (2010-11)  
Aki Snyder (2010-11)  
Sharan Mehta (2011-12)  
Sarah Theobald (2011-12)

(The non-voting members are invited to attend all Committee meetings, except when the voting members decided to meet in executive session.) In addition, the Committee invited the Dean of Studies (Judy Balthazar) and the Registrar (Kirsten O'Beirne) to be in regular attendance at its meetings. The Committee notes its thanks to the Dean's Office for providing administrative support through the **able assistance of Joann O'Doherty**.

Appendix A reproduces the Committee's charge from the Faculty By-Laws.

The committee formed three subcommittees for processing new course proposals, with the Registrar serving on all three:

Allen, Balthazar, Barber  
Hemmeter and Ross  
Song, Rasmussen, White

The committee selected liaisons to various committees and working groups:

- CAP- David Ross  
(Arlo Weil was CAP liaison to CC)
- CLIC-David Ross
- External Reviews
  - o Spanish- Michael Allen
  - o Cities- Rosi Song
- Praxis Steering Committee- David Ross
- TCCAC- Susan White
- Quantitative & Mathematical Reasoning Working Group - Don Barber
- Writing Initiative- Gail Hemmeter

The committee met weekly through both semesters and held two executive sessions: one in August 2010 to set priorities for the year and one in April to discuss progress and challenges in our collaboration with CAP. We held one joint meeting with CAP. David Ross met once with the Graduate School of Social Work and Social Research Curriculum Committee and Haverford's Educational Policy Committee. He was in regular phone and email contact with EPC chair Richard Freedman.

Rad Edmunds, Ignacio Gallup-Diaz and Steve Salkever assisted the committee in formulating language to facilitate discussion of the Approaches to Inquiry distribution requirement. Liz McCormack and Jane Hedley met with the committee to discuss the report of the Curricular Renewal Working Group (CRWG) Subgroup on Masters Degrees at Bryn Mawr College. Steve Salkever met with the committee to discuss the range of international/globalization initiatives considered by the CRWG. Nell Anderson met with the committee to prepare for a discussion of the Praxis program at the December faculty meeting. Madhavika Bajoria met with the committee to discuss her independent major proposal as a potential template for an interdisciplinary major in international studies. Courtney Pinkerton met with the committee to discuss the concerns that led her to propose an SGA plenary resolution calling for a special committee to investigate aspects of the grading system.

## **II. Implementing the Revised General Degree Requirements**

### **A. Approaches to Inquiry**

#### **1. Linking Courses to an Approach**

After lengthy discussion during the 2009-10 academic year, the Faculty replaced the divisional general degree requirement with a distribution requirement focusing on four Approaches to Inquiry (Appendix B). While the new requirement passed with substantial majorities, Faculty minutes make clear that there remained substantial differences of opinion within the Faculty over the meaning of each Approach – over just what learning experiences should be included or excluded from a definition of close engagement with each Approach. CC took its charge to assist the Faculty in implementing the new requirement as having three primary goals:

Provide students entering in Fall 2011 with a clearly identified, rich and diverse set of courses from which to fulfill the Approaches to Inquiry requirement;  
Encourage faculty to articulate for students how each identified course would engage with the Approach; and  
Reduce inconsistencies in the ways departments and programs classified courses.

By November 1, CC solicited (Appendix C) from each department and program the identification of courses offered at least once over the past four years that would in future satisfy the Approaches to Inquiry distribution requirement. We asked departments and programs to include “some indication of how the course will engage students in the appropriate Approach or aspect of quantitative or mathematical reasoning.”

It proved relatively easy to identify and gain departmental agreement over courses not originally classified that appeared to fit an Approach. And most departments readily accepted CC’s advice that 300-level and 200-level courses that have prerequisites meeting the requirement be dropped from the list. Enforcing the principle that courses would typically address as a major learning objective one of the approaches, two under exceptional circumstances, proved much more challenging. By March, we were able to deliver to the Registrar a classification of 251 courses linked to one Approach and 126 linked to two Approaches.

It is important to acknowledge remaining areas of tension in implementing the Approaches to Inquiry requirement. Some faculty feel that having 126 courses classified as simultaneously engaging two Approaches is too many in the sense of violating the criterion that “if this course should be the only course a student takes in that Approach, it would adequately give the student experience in this way of thinking (and doing).” Others resent the failure to acknowledge the way they weave multiple Approaches inextricably in their courses. Some feel that the failure to include particular courses as fulfilling the distribution requirement has the effect of creating a tier of “less worthy” modes of inquiry or subjects in the minds of students and colleagues. Some worry that the revised requirement will lead to shifts in enrollment patterns that will disadvantage their disciplines, departments and programs. Many are dismayed at the remaining inconsistencies across faculty and departmental responses to the new requirements.

We have been impressed on the one hand by how many syllabi or course descriptions already richly describe how courses engage one or more Approaches to Inquiry; but must acknowledge that many of the submissions we received failed to articulate the course’s engagement with the Approach in a way that will be clear to entering students. Our hope is that the process of revising syllabi and other course-related material the next time courses are offered will prompt faculty to reflect on this need. We have in mind creating a process for soliciting that information as it is created and encouraging faculty offering courses classified under each Approach to discuss with one another how students are to engage in the Approach. The process of creating new courses for the Curriculum also lends itself to this sort of reflection and is an important avenue for expanding ways of satisfying the new distribution requirement.

CC is charged with leading the Faculty in an evaluation of the new distribution requirement during the 2013-14 academic year. Next year’s committee will need to put in place data

collection on-going assessment. For example, CC agreed to explore ways to ask students as part of the course evaluation process to comment on how the course addressed the particular Approach listed.

## **2. Haverford Participation**

David Ross met with EPC in the fall to respond to questions about all of the curricular changes approved last spring and their impact on Bi-Co relations. In January, CC contacted EPC with the suggestions that a) CC send a letter to the Haverford Faculty inviting individual faculty to nominate courses to meet the new Approaches requirement and b) chairs of Bryn Mawr departments reach out to Haverford colleagues to discuss the changes. Haverford Faculty agreed at the April 21 faculty meeting that responding to the Bryn Mawr invitation should be left up to individual departments. EPC has sent on CC's behalf a letter inviting nominations by May 13. Judy Balthazar, Kim Cassidy, Kirsten O'Beirne and Michele Rasmussen will screen these nominations, sharing "tough calls" with faculty volunteers from CC over the summer in time to include Haverford courses in the list circulated to entering students.

## **B. Quantitative and Mathematical Reasoning**

To assist in the implementation of the Quantitative and Mathematical Reasoning Requirement adopted last spring, CC requested that the CRWG subgroup that drafted the requirement continue as a Quantitative Skills Working Group.

Don Barber (CC rep), chair  
Kim Cassidy  
Tamara Davis  
Krynn Lukacs  
Mark Matlin  
Leslie Rescorla  
David Ross (CC rep)  
Anjali Thapar  
Karen Tidmarsh  
Susan White (CC rep)  
Nate Wright

Implementation falls into four tasks: Creating a quantitative readiness diagnostic placement exam and administering it to students entering in Fall 2011; hiring a Director of the Quantitative Learning Program (who in turn will take the lead in organizing the Quantitative Learning Center and the QSem for students failing to demonstrate readiness on the exam); flagging courses with a quantitative readiness prerequisite for entering students; and identifying courses that will satisfy the second part of the new requirement.

This process benefitted greatly from outreach to quantitative support centers and provosts at peer institutions by Kim Cassidy and Karen Tidmarsh, even before returning from leave to take on her position as Director of Academic Advancement Initiatives.

## **1. Quantitative Readiness Diagnostic Placement Exam**

Starting with templates from peer institutions, Don Barber and Kim Cassidy led the effort to draft the exam, which will be administered to entering students for placement in fall courses.

## **2. Quantitative Learning Program**

### ***a) Director Search***

The Provost formed a search committee consisting of

Don Barber  
Krynn Lukacs  
Amy Meyer  
David Ross  
Karen Tidmarsh, chair

to fill the Director position. The plan is to have the Director in place by July 1, with informal consultation before then. Faculty volunteers will need to work with the Director over the summer to continue planning for the fall semester.

### ***b) QSems***

Entering students who score below the readiness threshold on the Quantitative Readiness Diagnostics Placement Exam will enroll in a QSem in the fall or spring semester. The Director's position was budgeted projecting that she would be teaching two sections in the fall and one section in the spring of roughly 15 students each. Evaluating the actual level of need will, of course, depend on the exam results. CC will monitor the initial experience with the QSems and work with CAP and the Provost to discern what changes are needed to meet the needs of entering students.

### ***c) Quantitative Learning Center***

CC will monitor the Director's progress in developing the Quantitative Learning Center. The Provost is making arrangements necessary to fund the hiring of peer mentors and locate a suitable space for the Center. The Director will coordinate the activities of the center with existing initiatives to support the quantitative learning needs of students.

## **3. Quantitative Readiness Prerequisite**

One goal of the Quantitative and Mathematical Reasoning Requirement is that instructors of quantitatively demanding introductory courses will no longer have to accommodate the needs of students lacking certain quantitative skills. To meet that goal, we are completing a process to identify courses that entering students should not take without having demonstrated quantitative readiness – either through a sufficient score on the diagnostic exam or by earning a merit grade

in a QSem. Doing so is complicated by the overlap with current students and by the need to address the needs of all Tri-Co students. The strategy we implemented starts by including in the new catalog a version of the following note in the section on academic regulations:

A number of introductory courses in the natural and social sciences have “demonstrated quantitative readiness” as prerequisites. Bryn Mawr Students entering in Fall 2011 and thereafter establish quantitative readiness by passing Bryn Mawr's Quantitative Readiness Diagnostic Placement exam or earning a merit grade in one of Bryn Mawr's Quantitative Seminars ("QSem"). Bryn Mawr students who entered prior to Fall 2011 and Haverford students uncertain about the adequacy of their background should consult the course instructor or the Director of the Quantitative Learning Program and Center. Earning a merit grade in any course taught at Bryn Mawr or Haverford that satisfies either Bryn Mawr's Quantitative and Mathematical Reasoning Requirement or Haverford's Quantitative Requirement clearly establishes quantitative readiness.

Registrar Kirsten O’Beirne will produce a list of returning students who have not yet fulfilled the existing Quantitative Requirement. Judy Balthazar will draft a memo clarifying how those students can meet the old requirement as we transition to the new.

#### **4. QM Courses**

The Catalog will continue to identify until this year’s freshmen graduate courses that fulfill the previous divisional and quantitative requirements. Many of these existing Q courses focused on the needs of students entering the College with various holes in their quantitative readiness. Satisfying the new Quantitative and Mathematical Reasoning Requirement requires students to

complete, with a grade of 2.0 or higher, before the start of her senior year, one course which makes significant use of at least one of the following: mathematical reasoning and analysis, statistical analysis, quantitative analysis of data or computational modeling.

Last fall CC solicited from Department and Program chairs a listing of existing Q courses that would now meet the higher bar for this second element of the new requirement. CC will continue its review of those submissions next fall.

#### **C. Language Requirement Curricular Rules**

Early in the fall semester, CC observed that the revised Language Requirement the Faculty adopted last spring did not include the grade standard needed to fulfill the requirement. We brought a revised text to the Faculty in October. Discussion on the floor of the faculty meeting revealed another needed modification. This second modification was approved by second vote at the December faculty meeting.

### **III. CAP Initiatives**

#### **A. Working Model for Balancing Innovation, Institutional Goals and Sustainability**

Should the Faculty endorse some version of CAP’s working model, CC anticipates that it will be

engaged in a series of intense discussions with departments and programs as they “re-envision majors and diversify student scholarship.” Among aspects of existing practice that will need to be reviewed and revised are

- Expectations for the major, minor and concentration
- Senior capstone experiences
- Transcript credentialing and double-counting of courses
- Fostering cross-departmental discussion
- Implementing an alternative to cross-listing courses
- Course numbering and prerequisites
- Implementation of enrollment caps and lotteries
- The role of the independent major
- CC’s role in assessing the adequacy of staffing plans to support curricular commitments

The working model calls on CC to ‘reconsider double majors as possible independent majors or ‘transdisciplinary tracks’ within one traditional department’ and to consider revising the rules for independent majors. We discussed this year the possibility of having departments that regularly participate in independent majors offer templates that might ease the burden on students and advisors alike. The committee agreed that the International Studies in Development independent major proposal presented to the committee, in addition to being a well thought out independent major proposal, offers an admirable template for other students seeking to major in international relations.

The Education Program submitted a proposal for a Major (see below) that very much captures the multiple pathways aspect of CAP’s working model subsuming what under the existing curriculum would be accomplished by separate majors, concentrations and minors. Our evaluation of the details of the proposed Education Major depends in part on whether the Faculty commits to implementing CAP’s working model. We asked Education to allow us to postpone our review of that proposal to Fall 2011.

## **B. CAP-CC Collaboration**

The Faculty By-Laws adopted in 2008 substantially revised the charge of the Committee on the Undergraduate Curriculum (identifying it as a “committee of the first kind”) and envisioned a much more collaborative relationship with CAP in administering the Faculty’s responsibility to ensure the integrity of the undergraduate curriculum and advise the President on staffing. This year’s experience with considering the need to reduce FTE lines following future retirements, the Phase III Graduate Program Benchmark Review, and the annual review of position requests casts a new light on that relationship. Departments and Programs need to be encouraged to share their thinking with CC before submitting position requests to CAP and CAP and CC need to reflect together on the adequacy of staffing to meet curricular commitments.

CAP and CC will need to work with departments affected by future FTE line reductions and changes in graduate programs to discuss needed curricular innovations and transitional support. CAP and CC will need to work together to discern the right balance between the confidentially

needed for frank discussion during sensitive resource negotiations and the community's need for transparency in curricular planning.

#### **IV. Revisions to Major, Minor and Concentration Curricula**

##### **A. Quarter (Half-Semester) Courses**

CC approved a set of interim guidelines in lieu of curricular rules applied to half-semester courses (Appendix D). The committee sponsored a discussion during the January faculty meeting of preliminary experiences with and concerns about half-semester courses.

##### **B. Department and Program Proposals**

As section II above makes clear, much of CC's energy this year focused on implementing the Faculty's revised standards for ensuring that our graduates leave with adequate breadth and mastery of core competencies that inform all the disciplines. Equally important is enabling our graduates to experience depth of engagement with the modes of inquiry of one or more disciplines. Notes from CAP's fall visioning meetings point to substantial enthusiasm for changes in the way we think about our majors, minors and concentrations. It is impossible to consider proposals for revised or new majors and minors outside of the context of those conversations.

CC approved the proposal to replace the Environmental Studies Concentration with an Environmental Studies Minor (Appendix E-1). This expands opportunities for students choosing majors outside of the departments affiliated with Environmental Studies in the past and will ease conversations, nearing completion, for the formation of a Tri-Co program. (Swarthmore recognizes minors, but not concentrations; Haverford concentrations must be linked to specific majors.) CC also supported Environmental Studies' request to designate ENV5 as course prefix for the introductory and capstone courses.

CC approved modifications in the Education Minor to allow for specialization in elementary school education (Appendix E-2), but postponed consideration of a multi-pathway model for an Education Major until the Fall semester.

CC approved a revision, emerging from conversations surrounding the recently completed external review, of the Political Science Major (Appendix E-3) which replaces the current three sub-field introductory courses with a single one-semester team-taught introduction. Majors would be required to choose two areas of concentration and write an essay discussing the logic of their major plan.

CC approved a new Child and Family Studies Minor (Appendix E-4) with gateway courses drawn from existing courses in Education, Psychology and Sociology and a strong service-learning component drawn from the existing Praxis program. Thus, the CFS steering committee envisions no additional FTE commitment.

## **C. New Course Proposals**

CC continues to review new course proposals, primarily to assist faculty, particularly those new to the community, in matching learning goals and assignments to the expectations and capabilities of students at the level designated for the course. These reviews also assist the committee in staying current with curricular developments in majors, minors and concentrations between major department or program reviews. The course proposal form, revised last in February, seeks to serve as a checklist for instructors and chairs to ensure that additions to the curriculum address items the Faculty has identified as important considerations.

The challenges of filling interim positions mean that some new courses need to be added to the Curriculum after the close of the Spring semester. CC has authorized the Deans' Office in consultation with the Register to review course proposals during this period on a one-shot basis with a CC review to follow in the fall semester.

CC reviewed 13 new course proposals for spring 2011 and 41 new course proposals for 2011-12 (Appendix F). We also reviewed four notifications of proposed changes in the title or primary focus of existing courses.

## **V. Other 2010-11 Agenda Items**

### **A. Advising Pilot Program**

Judy Balthazar and Kim Cassidy reported on the Advising Pilot program debriefing session they held with participating faculty early in the fall semester. CC looks forward to receiving future updates from the Pilot.

### **B. Assessment**

Provost Kim Cassidy discussed with the committee how to respond to the Middle States requirement to see additional progress in College-wide (as opposed to Department-specific) curricular assessment. Starting in fall 2011, she intends to present to CC for discussion a summary of departmental assessment reports highlighting common themes.

The Committee on Appointments has been working with the Provost to revise the course evaluation form. A process for evaluating a revised form will be implemented next year. The revised form will include a second page soliciting data of institutional interest. CC members commented on a draft of both components and will consider proposing items to be included on the second page.

### **C. Coordinating with Graduate Programs**

Through discussion with Graduate Council and the GSSWSR Curriculum Committee we agreed that faculty proposing new graduate courses open to undergraduates or newly proposing to admit undergraduates to existing graduate courses should submit a new course proposal to CC. In the

absence of other prerequisites, GSSWSR courses open to undergraduates should include prerequisites equivalent to junior or senior standing or permission of the instructor.

It is the responsibility of interested faculty, departments or programs to bring proposals for new or revised masters programs to CAP, CC and Graduate Council for review. CC will use the guidelines of the CRWG Subgroup on Masters Degrees in evaluating new proposals' integration with and support for the undergraduate curriculum.

#### **D. Credit for Courses Outside Humanities, Arts and Sciences**

Through the Quaker Consortium, Bryn Mawr students have access to courses in Penn's College of Arts and Sciences. Recently, limited permission has been granted for students at Haverford and Bryn Mawr to take courses at Wharton when such courses directly meet a student need as part of a major plan or there is a compelling other reason to do so. CC agreed to continue to allow first and second year students, with Dean's permission, to take no more than two classes at Wharton or in other pre-professional programs as long as the course does not count toward their major. Departments willing to consider such courses as part of a major plan need to have clear language of what they will or will not accept.

#### **E. Credit/No Credit Courses**

Students are more likely to choose the Credit/No Credit option in courses used to meet general degree requirements. Faculty have reported that some CR/NC students are altering their behavior in courses in ways that interfere with the learning of others. Changing the deadline for designating a course as CR/NC from the third to sixth week in the semester had the effect of altering the uncovered grade distribution for students choosing this option. The Student Undergraduate Curriculum Committee in consultation with the Honor Board circulated a memo (Appendix G) reminding students of their responsibilities in CR/NC courses and noting the possibility that the Faculty could consider revisions to the Curricular Rules that would, among other possible changes, allow instructors to forbid the use of the CR/NC option in a class.

CC noted that, while not authorized by the Curricular Rules, some faculty are using CR/NC instead of the College grade scale in courses involving a large amount of self-directed research.

#### **F. Increasing Number of Transfer Students**

To implement one of the recommendations of the Task Force on Balancing Mission and Resources, the College intends to roughly double the modest number of transfer students admitted. As the cost of private education rises, the pool of potentially strong Bryn Mawr students diverted to public universities or community colleges for the first year or two of higher education will continue to expand.

##### **1. Applying General Degree Requirements**

CC agreed on a general set of principles to provide students applying to transfer to Bryn Mawr greater clarity over whether previous course work will receive credit. The Deans Office will work with CC and the Admissions Committee to discuss what if any changes are needed in applications materials provided prospective transfer students.

CC recommends that the letter admitting transfer applicants include an invitation encouraging them to take courses in each Approach to Inquiry beyond previous credit work accepted as satisfying the distribution requirement.

## **2. JKC Grant**

A \$400,000 grant from the Jack Kent Cooke Foundation will make Bryn Mawr one of just a few liberal-arts colleges participating in a program that helps high-achieving, low-income community-college students transfer to prestigious four-year institutions. Through the grant, Bryn Mawr will partner with the Community College of Philadelphia and Montgomery County Community College to create a pipeline for high-achieving, low-income community-college transfer students to attend Bryn Mawr. CC will consult with the Deans' Office and Admissions Committee to assess the implementation of this grant.

## **G. Independent Research**

There is great and rising student interest in independent research opportunities before senior year. The primary focus of our discussion this year was prompted by an instructor offering students collaborative opportunities in her lab during the semester. But, similar issues have arisen in past discussions of Praxis III courses and summer internships. When should such activities receive (partial) course credit? Should the Faculty consider allowing sponsoring faculty to evaluate such work on a credit/no-credit basis? Should there be limits on the number of independent study credits to be counted toward the graduation requirements?

## **H. Major Requirement Timing**

After some discussion, CC concluded that it supports the principle that students satisfy the major requirements appearing in the College Catalog at the time the department accepts their major plan. We will consider bringing a Curricular Rule to this effect next academic year.

## **I. Praxis**

CC sponsored a discussion at the December faculty meeting clarifying the elements of the Praxis program and sharing experiences with that program. The Praxis Steering Committee is encouraging faculty to experiment with the Praxis I category, which includes a flexible definition of engagement with off-campus individuals and organizations.

## **J. Responding to SGA Initiatives**

This year two SGA issues touched on CC's mandate. SGA through Honor Board requested that instructors in language courses clearly explain the rationale for deeming the use of on-line

translators to be inappropriate. And, Spring plenary approved a resolution which requests that

That Bryn Mawr College allow the establishment and promulgation of a committee of Faculty and Students to study Grade Allocation at the College and to report its findings to a designated authoritative body periodically and to propose and recommend a Truth In Grading Policy to be adopted thereby.

CC discussions of this issues in part led to the recommendation that the Faculty adopt a procedure for responding to SGA initiatives affecting Faculty interests. CC requested the Student Curriculum Committee to bring to CC in the fall its assessment of the range of student concerns with the current grading system.

### **K. Revision of Curricular Rules**

Last summer, Judy Balthazar, David Ross and Joann O’Doherty updated the text of the Curricular Rules to reflect changes approved by the Faculty or Faculty of Arts and Sciences as identified in the Faculty Minutes. CC turned the revised document over to the Chair of the Faculty, who, under the Faculty By-Laws, has responsibility for ensuring that all changes to the rules are properly “enrolled.” In matching revisions detailed in the Minutes to the existing text, CC observed that many of the Rules fail to reflect current practice (or current practice fails to follow the Curricular Rules). The Faculty By-Laws give CC “the general authority and responsibility” to recommend changes to the Curricular Rules. Hence, the committee intends to tackle these discrepancies in future years when CC’s and the Faculty’s agenda ease.

### **L. Writing Intensive Courses**

Enhancing the quality of student writing has been cited many times in faculty meetings as an important curricular priority. Thus, CC regrets that this area did not receive greater attention on our agenda this year. The Provost agreed to fund a continuation of the writing intensive course pilot program for 2010-2011. Among the challenges revealed from the pilot to date:

- Faculty are challenged by the need to scale back content to make room for class time devoted to writing.
- Student Resistance—some students drop a course when they find out it is writing intensive
- Writing tutors that were attached to the courses were underutilized
- Some instructors found that the target level of writing, i.e. 30 pages of writing, was not feasible, adjustments had to be made.
- Students need more exposure to writing assignments built into introductory courses

CC is in the process of performing a preliminary course audit to see how many departments now offer courses that might feasibly be converted to writing intensive without imposing or reducing enrollment caps. However, it is clear that ensuring that all students have the opportunity to complete discipline-based writing intensive course will require shifting of some FTE’s to this initiative.

## VI. Future Agenda

### A. Status of Remaining 2009-2010 CC Recommendations

The 2009-10 Curriculum Committee Annual Report included a page of recommendations for 2010-11 (Appendix H). Of these we,

Turned over to the Chair of the Faculty a copy of the **Curricular Rules** updated from the Faculty Minutes to reflect changes approved by the Faculty since the last published version of the Rules.

Worked with the faculty to implement the new **distribution requirement** for students entering in Fall 2011.

Formed the Quantitative Skills Working Group to facilitate the implementation of the **Quantitative and Mathematical Reasoning Requirement**.

Of the remainder,

Replacing our current system for **cross-listing of courses** and drafting a revised **credentialing proposal** would be necessary parts of implementing the CAP Working Model.

Building on and learning from the **writing intensive course pilot program** should be a high priority for the coming year.

**Grade inflation** will be discussed as we consider responding to the student curriculum committee report next fall.

### B. Status of the Remaining CRWG Agenda

Appendix H repeats the recommendations from the CRWG Final Report with a number placed by each recommendation that arguably requires action by Curriculum Committee. Continuing to review these recommendations remains part of our agenda. But, candor requires that we note that ranking the importance of these recommendations will be largely a function of the degree to which they attract sponsors and advocates in the College Community.

### C. Recommendations

**Approaches to Inquiry:** CC should put in place a system of data collection to inform the evaluation of the distribution requirement during the 2013-14 academic year. For example, CC agreed to explore ways to ask students as part of the course evaluation process to comment on how the course addressed the particular Approach listed.

CC should consider sponsoring a series of conversations in fall and spring among faculty teaching courses satisfying each of the Approaches to Inquiry to share common challenges and perspectives in helping students to engage with the Approaches.

**Quantitative Skills:** The Quantitative Skills Working Group should work with the Director of the Quantitative Learning Program to assess the administration of the Quantitative Readiness

Diagnostic Placement Exam, the effectiveness of the QSem, the experience of students in courses requiring a Quantitative Readiness prerequisite; and to support the development of the Quantitative Learning Center. CC should complete its review of QM courses – those courses satisfying the second part of the Quantitative and Mathematical Reasoning general degree requirement.

**Implementing CAP Working Model:** Among aspects of existing practice that will need to be reviewed and revised are

- Expectations for the major, minor and concentration (revise procedures for submitting major, minor and concentration proposals)

- Transcript credentialing (CC had previously committed to bringing a revised proposal to the Faculty) and double-counting of courses (the existing informal rule of thumb is that no more than two courses be double counted in multiple majors; no more than three courses be double counted across double majors and a minor or concentration)

- Fostering cross-departmental discussion

- Implementing an alternative to cross-listing courses through some form of course tagging

- Course numbering and prerequisites

- Implementation of enrollment caps and lotteries (evaluate and track additional data on the frequency with which students are denied entry to courses). As much as possible, gateway courses should be uncapped.

- The role of the independent major

- CC's role in assessing the adequacy of staffing plans to support curricular commitments

Additional administrative support will be needed to sustain efforts by CC or a joint CAP-CC working group to implement curricular aspects of the working model.

**Transitional Planning:** CC, CAP and the Provost should work together to encourage departments affected by future post-retirement FTE line reductions and changes in graduate programs to think through implications for the undergraduate curriculum, to foster cooperation with other departments and programs, and to request transitional support for experimenting with curricular innovations.

**Writing Initiative:** CC renews its recommendation that CC and CAP form a working group to oversee the ongoing development of the Writing Intensive course program, 1<sup>st</sup> year writing (Emily Balch seminars), and writing support for the senior capstone experience.

**Transfer Students:** CC should review jointly with Admissions Committee elements of application material for transfer students and transfer student advising related to meeting the general degree requirements. CC and Admissions Committee should appoint a liaison to a JKC grant steering committee.

**Course Credits:** CC should continue to monitor the impact of the current Credit/No Credit option on the quality of learning in courses where a relatively large number of students select the option. CC should consider a Curricular Rule over whether faculty should have the option of offering courses with only a Credit/No Credit option. CC should consider the merits of limiting the number of independent research opportunities that can be counted toward the number of

credits required for graduation.

**Education Major:** CC should review in consultation with CAP and EPC, the proposed Major in Education Studies.

**Conditionally Accepted Courses:** CC should review new courses proposed during Summer 2011 and “Theory and Practice: Humanities” (Phil 253), conditionally approved for the 2009-10 and 2010-11 academic years.

**Grading:** CC will work with the student curriculum committee to formulate a proposal for considering the effectiveness of the current grading system.

**Curricular Rules:** Given the likely demands on CC and the Faculty next year, CC recommends that review of additional discrepancies between the Curricular Rules and current practice be postponed to 2012-13.

## **Appendices**

- A. Committee Charge from Faculty By-Laws**
- B. Revised Language Requirement Curricular Rules**
- C. Request for Classification of Courses for New Distribution and Quantitative and Mathematical Reasoning Requirements**
- D. Interim Curricular Guidelines Pertaining to Single Quarter (Half Semester) Courses**
- E. Major, Minor and Concentration Proposals**
  - 1. Environmental Studies**
  - 2. Education Minor and Major**
  - 3. Political Science**
  - 4. Child and Family Studies**
- F. New Course Proposals**
- G. Student Curriculum Committee Memorandum on Credit/No Credit Courses**
- H. Recommendations from 2009-2010 CC Annual Report**
- I. Summary of CRWG Recommendations**

c) When the Board or the Administration, pursuant to the Plan of Governance, Article III., Section 4 (a)(i) requests that the Committee on Nominations provide a slate of candidates for election to a Board or Administration ad hoc committee or task force, the Committee on Nominations shall consult with the Chair (who may, in turn, consult with the Advisory Council) to determine whether an existing committee, representative of an existing committee, or officer of the Faculty, has jurisdiction over the issue for which representation has been requested. When in the opinion of the Chair (and the Advisory Council if consulted), the matter is clear, the Chair shall inform the Committee on Nominations of its decision, which the Committee on Nominations shall report to the Board or the Administration, and which the Chair shall report to the Faculty at the next meeting of the Faculty. Where the jurisdiction of present committees or officers of the Faculty is in any relevant respect unclear, or where, owing to the significance of the assignment, there is reason to believe that the Faculty might prefer to elect representatives, the Chair shall bring the matter to the Faculty for decision as to whether to assign responsibility to an existing committee, representative of an existing committee, or other officer of the Faculty, or whether to elect a member or members of the faculty to serve on the ad hoc committee or taskforce, and if the latter, how many individuals should be nominated for election (in accordance with the provisions of the Plan of Governance requiring an appropriate slate of candidates). In exceptional cases, where the need for a faculty representative is pressing and could not have been anticipated, the Faculty may decide to select nominees and/or to elect representatives from the floor or to hold elections by mail or by electronic means between meetings of the Faculty.

#### H. Undergraduate Curriculum Committee

The Faculty hereby establishes the Undergraduate Curriculum Committee.

##### 1. Membership and Conduct of Business

a) The Faculty shall elect six members, at least three of whom shall be tenured, to serve on the committee, in accordance with the provisions of Article VI, Section B of these By-laws. In nominating persons to serve on the committee, the Committee on Nominations shall consider, among other factors, the appropriateness of divisional and rank distribution, but shall not be required to provide for any specific distribution by division or rank other than that provided above. At any time, at least four elected members of the committee or their substitutes shall be active members of the Faculty. If the number of active elected members declines below four, substitutes shall be elected in the number necessary to raise the elected active committee membership to four. Where special circumstances make it appropriate, the Faculty may elect a number of substitutes that will increase the active, elected membership of the committee above four, but not greater than six.

b) The term of membership shall be three years.

c) The Dean of the Undergraduate College and the Provost shall be *ex officio* members of the committee, but without a vote.

d) Two students appointed by and from the student curriculum committee shall serve as members, but without a vote.

e) All elected faculty members of the committee shall be invited to participate in all meetings of the committee. The *ex officio* members of the committee will be invited to all meetings of the committee, except executive sessions. Except for executive sessions or when there are compelling reasons, student members of the committee will be invited to all meetings of the committee. No important committee decisions shall be made without a quorum of four members. The committee may, with the approval of a majority of active members of the committee, establish sub-committees which will be responsible to the full committee.

## 2. Jurisdiction of the Committee

a) The committee shall have the general authority and responsibility to make recommendations to the Faculty concerning curriculum and instruction within the undergraduate college, including changes to the “Curricular Rules of the Faculty of Arts and Sciences.” This authority includes, but is not limited to:

(1) the shape and content of the college’s curricular offerings and fields of study (including the name of those fields); and the future development of the college’s curriculum and programmatic offerings;

(2) degrees and degree requirements; requirements for majors, minors, and concentrations; academic credit;

(3) scheduling of courses, finals, and the academic calendar; the academic honor code; registration and course enrollment.

b) The committee has general authority and responsibility to insure the integrity, cohesion, and excellence of the curriculum of each of the departments and programs within the college.

c) As part of the committee’s responsibility described in D.2.(1) above, the committee shall work with CAP and the Provost to establish procedures for the committee’s involvement in the process for external reviews and in the college’s response to external review. In accordance with Article III., Section 3(g) of the Plan of Governance, the committee shall obtain from the Office of the Provost reports of outside reviews of departments or programs. The committee will respect the need for confidentiality with respect to comments the reports may make about individual faculty members.

d) Where there is overlap with the jurisdiction of other committees of the Faculty, the Curriculum Committee shall attempt to work with those committees to keep each other informed of issues falling within their joint jurisdiction, and to establish a framework for cooperation. In the event that issues arise concerning the committee's authority or concerning its relation to the work of other committees, the Curriculum Committee shall refer such questions to the Faculty.

## I. Committee on Libraries, Information Services and Computing

The Faculty hereby establishes the Committee on Libraries, Information Services and Computing.

### 1. Membership and Conduct of Business

*Curriculum Committee Motion for December 8 Faculty Meeting*

II. CURRICULUM

B. REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

...

3. General College Requirements

The general College requirements should be completed by the end of the junior year. These requirements are as follows:

a. One Emily Balch Seminar to be taken in the first semester of the freshman year. Students must attain a grade of 2.0 or higher to satisfy this requirement.

b. Foreign Language: (effective for students matriculating in September 2011 and thereafter)

- (1) Before the start of the senior year, each student must complete, with a grade of 2.0 or higher, two units of foreign language, according to the following stipulations. Students who place above the beginning level may either place up (and take language, literature or culture courses within the language departments) or may begin a new language at the elementary level. Courses that fulfill this requirement must be taught in the foreign language; they cannot be taught in translation.
- (2) Language classes from the beginning level will approach the teaching of language from a cultural perspective as well as teaching the skills of the language, as recommended by MLA and as consistent with the way we already teach languages at Bryn Mawr. The aim of the requirement is to expose students to another culture in a way that allows them to achieve the cultural understanding one can only get by looking at the world, or thinking about the world, through another language. This exposure can serve as the basis for the development of linguistic proficiency.
- (3) Students may fulfill the requirement by completing two sequential semester-long courses in one language, either at the elementary level or, depending on the result of their language placement test, at the intermediate level. A student who is prepared for advanced work may complete the requirement instead with two advanced free-standing semester-long courses in the foreign language(s) in which she is proficient. Non-native speakers of English may choose to satisfy all or part of this requirement by coursework in English literature.

## Appendix C

To: Department and Program Chairs

RE: Classification of courses for new distribution and quantitative and mathematical reasoning requirements.

Date: October 1, 2010

In order to implement the revised General College Requirements, we need all departments and programs to examine their course offerings to determine how they fit, or will be modified to fit.

Curriculum Committee asks each department or program to identify on the attached worksheet **by Monday, November 1**, those courses that they will offer (or will likely offer) next year or in the next few years indicating the appropriate Approaches to Inquiry or quantitative designation (QM). The worksheet lists courses offered at least once over the past four years. Email the list to Joann O'Doherty ([jodohert@brynmawr.edu](mailto:jodohert@brynmawr.edu)) attaching for each course some indication of how the course will engage students in the appropriate Approach or aspect of quantitative or mathematical reasoning.

To facilitate coordination of the information, please pull all the attachments together and send one email with a subject naming your department or program. But, let Joann if know if you need to do this in stages.

For courses that in their current form meet the revised requirement, this can be accomplished by appending a recent syllabus or other document that highlights the appropriate learning goals or objectives. Where the department plans to introduce a new course or shift the focus to meet the revised requirements, please include one to three sentences addressing how the course will address the approach or reasoning.

Some courses (including many 300 level courses) will not be appropriate for any distribution or quantitative category.

Curriculum Committee will review these lists and may return to departments for clarification or questions; however, the Committee will largely defer to the departments' judgment.

The full text of the revised requirements from the Curricular Rules is attached. Below is a summary of the requirements with some "tips" to help with classification. These reflect the Committee's understanding of the intent of the new requirements, while recognizing that a short memorandum cannot do justice to the rich diversity of discussion that led to their adoption. Departments that are struggling with the interpretation of these definitions are encouraged to consult with their colleagues on Curriculum Committee.

Michael Allen

Don Barber

Gail Hemmeter

David Ross

Rosi Song

Susan White



## **Approaches to Inquiry (Distribution Requirement):**

These courses provide ways of familiarizing students with the possibilities and problems involved in:

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

The course should engage students in the process of making observations or measurements and evaluating their consistency with models, hypotheses or stories about nature. 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.

Engaging students in the process of critical interpretation is the essence of this approach. Courses that involve creative expression or performance should count as long as they provide the experience of critical interpretation and “close-reading” of those works.

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

Using the tools, methodologies and practices that inform our scholarship, students will develop a clearer and richer sense of what it means to analyze or interpret a human life or community within a "culture." A central goal is to overcome the tendency to think that our own culture is the only one that matters. These courses do not need to involve explicit comparison across more than one culture, but will encourage students to see a culture in a larger context and from more than one perspective

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

Using the tools, methodologies and practices that inform our scholarship, students will develop a clearer and richer sense of what it means to analyze or interpret a human life or community in the past. The aim

is to have students view cultures, peoples, polities, events, and institutions on their own terms, rather than through the lens of the present.

In thinking about how or whether a course should be counted towards a distribution requirement, the criterion should be that if this course should be the only course a student takes in that Approach, it would adequately give the student experience in this way of thinking (and doing).

Some existing courses will already fit into the Approaches. Departments should also consider tweaking or revising courses to work within the Approaches; limited course development funding will be available for this purpose.

All Faculty teaching these courses should think about the requirement that, “Faculty should not only employ the relevant approach in their courses, but also articulate it to their students, stressing the need for awareness of the process as well as mastery of the content.” This could be done in many ways depending on the course and the pedagogical style of the Faculty member. Some examples include (and many faculty already do many of these):

- Making this an explicit learning goal of the course
- Talking with students at key points in the semester about the method being used and its assumptions, strengths and weaknesses
- Including readings on method, or other critiques of an approach
- Including assignments or activities where students specifically reflect on the approach or method.

Under the current system of divisional classification some courses may be classified under two divisions because they provide a sufficient experience of both those divisions’ methodologies. So too in the new system, faculty may find ways to give students a rich exposure to two of the approaches to inquiry. As under the current system, any given course can be used to satisfy one and only one distributional requirement.

## **Quantitative and Mathematical Requirement**

Curriculum Committee has formed a subcommittee to work with administrative staff to have in place a diagnostic assessment and a sufficient number of Q-sems (offered in a similar manner to Emily Balch Seminars) to address the first part of the new requirement.

Courses to address Part 2 should be identified as QM by departments and programs on the list submitted by November 1st.

Each student must complete with a grade of 2.0 or higher, before the start of her senior year, one course which makes significant use of at least one of the following: mathematical reasoning and analysis, statistical analysis, quantitative analysis of data or computation modeling.

Many of these courses will be the same as under the old requirement; however, given that the material covered by the Q-Sem serves as a pre-requisite for QM courses, faculty need to be sure that the courses proposed involve quantitative or mathematical work beyond the basic quantitative literacy taught in the seminar. In other words we are making the Q requirement more rigorous.

A memorandum detailing the quantitative literacy and math skills students will have brought to the College or mastered in the Q-Sem and Math 005 is maintained at <http://www.brynmawr.edu/cc>.

From the Curricular Rules for the Undergraduate College, Section II.3.

c. Courses to fulfill the College distribution requirement: (effective for students matriculating in September 2011 and thereafter)

(1) Each student must complete, with a grade of 2.0 or higher, one course in each of the four Approaches to Inquiry before the start of her senior year:

**Approaches to Inquiry:** The courses provide ways of familiarizing students with the possibilities and problems involved in:

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

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

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

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

Courses that satisfy the distribution requirements are identified by the sponsoring department or program, subject to review by the Committee on the Undergraduate Curriculum. The assignment of courses to Approaches will be published each semester in the Course Guide, which students should consult to inform themselves of which courses satisfy the various requirements.

(2) In addition, the following regulations apply:

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

(b) 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 distributional requirement.

(c) Students will normally satisfy these requirements with courses taken while in residence at Bryn Mawr during the academic year. Students may use credits transferred from other institutions to satisfy these requirements only with prior approval. AP, A level, or IB credits may not be used to satisfy the distributional requirement, although they would allow a student to place into a more advanced course representing the same Approach.

(d) A prospective independent major must show in her proposal to the Council on Academic Standards how she intends to fulfill her divisional requirements.

d. Quantitative and Mathematical Reasoning Requirement: (effective for students matriculating in September 2011 and thereafter)

(1) Each student must demonstrate the application of the quantitative skills needed to succeed in their professional and personal lives as well as many social and natural science courses by either

a. a satisfactory score on the diagnostic assessment offered before the start of the freshman year or

b. completing a Q-Sem with a grade of 2.0 or higher during the freshman year

(2) Each student must complete, with a grade of 2.0 or higher, before the start of her senior year, one course which makes significant use of at least one of the following: mathematical reasoning and analysis, statistical analysis, quantitative analysis of data or computational modeling. Courses that satisfy this requirement are identified by the sponsoring department or program, subject to review by the Committee on the Undergraduate Curriculum and are designated “Q” in course catalogs and guides.

(3) In addition, the following regulations apply:

(a) A student cannot credit the same course to meet both the Q and distribution requirements.

(b) Students may use credits transferred from other institutions to satisfy these requirements only with prior approval.

(c) Curriculum Committee is responsible for maintaining and updating, after broad consultation with the faculty in affected disciplines, a memorandum of understanding identifying the quantitative skills to be addressed in the Q-Sem.

Interim Curricular Guidelines Pertaining to  
Single Quarter (Half Semester) Courses

January 2011

**REGISTRATION**

Half-semester (one quarter) courses are treated like semester-long courses in the following ways:

- Students should include these courses in their preregistration.
- If these courses become over-enrolled through preregistration, they will be lotteried at the same time as regular semester courses.
- In any semester, students may add first-quarter courses, if spaces are available, to their registrations during the first week of the semester. They may also add second-quarter during the eighth week of regular classes (see below).
- Students may drop first-quarter courses through Wednesday of week two.

First-quarter courses are treated differently in the following way:

- Students must declare their intention to take first-quarter half-semester courses “Cr/NC” by Friday of the third week of the semester (that is, by the end of the third week of the course).

Second-quarter half-semester courses are treated differently in the following ways:

- The registrar will hold a lottery on Friday of the first week of the semester for any second-quarter course that becomes over-enrolled during open registration that week.
- Faculty should hold lotteries for second-quarter half-semester courses, if necessary, during the first class meeting in the eighth week of the semester.
- Students must declare their intention to take second-quarter half-semester courses “Cr/NC” by Friday of the tenth week of the semester (that is, by the end of the third week of the course).
- Students may add second-quarter half-semester courses (if spaces are available) through Friday of the eighth week of the semester.
- Students may drop second-quarter half-semester courses through Wednesday of week nine.

**EXAMS AND DEADLINES FOR WRITTEN WORK**

Faculty and students need to recognize that the nature of the Academic Calendar yields inherent asymmetries between the two quarters. This is especially true in the options for handling exams.

Half-semester courses run for 7 weeks.

Extensions for written work (except take-home exams and written work in lieu of an exam) beyond the Friday of week 7 (for Quarter One courses) and beyond the end of the semester (for Quarter Two courses) can only be granted by a dean

It is important to keep the scale/scope of the final exams or work in lieu of an exam for quarter courses appropriate to 7 weeks worth of coursework.

Faculty in Quarter Two courses may use the exam period as they would in semester courses.

Faculty teaching Quarter One courses do not have access to the College-administered scheduled and self-scheduled exam systems. Faculty teaching Quarter One courses may

- schedule and administer an examination of no more than three hours on the Saturday or Sunday preceding week 8; or
- administer an examination during the final class meeting of week 7; or
- assign a take-home exam or written work in lieu of an exam due by noon on the Monday of week 9.

## **GRADING**

Faculty in quarter courses should be attentive to providing timely feedback in such a way that the final grade is not a surprise.

Quarter Two grades are handled in the same manner as those for semester courses.

Quarter One grades are due to the Registrar by the Monday of week 10.

The Registrar will post grades for the course on the Wednesday of week 10.

23 February 2011

Dear Curriculum Committee:

As director of the Bryn Mawr College Environmental Studies Program, and with the support of the Environmental Studies Steering and Advisory committees here at Bryn Mawr as well as Environmental Studies faculty at both Haverford and Swarthmore, I am writing to request approval for several changes to our program. These changes are requested for two reasons: first, to make it possible to offer Environmental Studies courses that are not cross-listed with other departments when such cross-listings do not fit; and second, to put structures in place that would allow for tri-college cooperation on a single, coordinated Environmental Studies program.

Currently, Environmental Studies at Bryn Mawr is a six-course concentration, open to any student in any major. The concentration currently consists of a one-semester social sciences and humanities introductory course (Cities/Soc 175: Environment and Society), a one-semester natural sciences introductory course (Geology 103: Earth Systems), Ecology (Biology 220), an elective “policy” course from approved lists, an elective “landscape” course from approved lists, and a senior capstone course (Cities/Anthro/Geo/Bio/Pols 397: Senior Seminar in Environmental Studies).

This structure has served us well, but over the years as more and more students from many majors have become involved in Environmental Studies, the program has shifted from functioning as a concentration (focusing work within a major) to a functioning as a minor (enriching work within a major, but being able to stand alone). That transition has meant more cooperation and participation from more departments in the school, bringing in faculty and students from Economics, Political Science, Sociology, and English, for example, who would not had the resources to develop Environmental Studies tracks within their own majors, but who have been enthusiastic participants in the interdisciplinary project. **So our first request is to for Environmental Studies to be changed from a concentration to a minor.** This change would also help us in our coordination efforts with Swarthmore and Haverford, both because a stand alone program could be more easily coordinated across campuses than a concentration that would need continual departmental-level oversight, and also because Swarthmore does not have concentrations. There is precedence for a minor that does not have a corresponding major: International Studies is one example.

Along with the shift to becoming a minor, we would like to be able to designate courses as Environmental Studies courses without having to house them in other departments. Most courses that would count toward the minor would continue to have other disciplinary homes, but there are certain courses – in particular the

Environmental Studies Senior Seminar (and potentially a new introductory course, if approved) that would most logically have only an Environmental Studies designation. **So our second request is that a course category of ENVS be created.** That would allow us to designate our senior seminar as ENVS 397, instead of Cities/Anthro/Bio/Geo/Pols 397. As it stands, the course does not count toward any of the majors, so this would be allowing us to rationalize the numbering and naming of the course (A proposal to rename this course accompanies this letter). It would also allow our new interdisciplinary introductory course (if approved; see accompanying new course proposal) to be designated ENVS 101 instead of having to be crosslisted in Cities and Biology, despite being really neither one nor the other.

**And finally, we would like to restructure the 6 course program as follows: a one-semester interdisciplinary introductory course (ENVS 101); two natural science, engineering or math courses (at least one with a lab) from approved lists; two humanities or social sciences courses from approved lists, and a senior capstone seminar (ENVS 397).**

This structure is one that our Tri-College Environmental Studies Working Group (three faculty members from each of the three colleges) has hammered out together over the course of the past year, and while we are still in the final stages of negotiation with each other and with our administrations, we believe that such a structure can work well across the campuses and will allow for extraordinarily valuable sharing and strengthening of resources and expertise. I am attaching a copy of our Tri-College Working Group draft cooperation plan, and also a list of the courses that would be available at the three colleges.

A one-semester introductory course, team-taught by a scientist and a non-scientist, would have the advantage of preparing students more quickly for advanced work in environmental studies both in the natural sciences and in other disciplines. And offering a menu of natural science/engineering/math courses and a menu of social science/humanities courses will alleviate the bottle neck we have often experienced in Ecology (Biology 220), while allowing students to develop more expertise earlier in their ES studies. It will also allow us to move away from the cumbersome categorization of our non-natural science courses as either “policy” courses or “landscape” courses, designations that are not always legible to non-specialists.

In addition, having the opportunity to collaborate fully on a tri-college program will open up particularly rich collaborative opportunities for both students and faculty. Students interested in Earth Systems, Ecology, Environmental History, Environmental Literature, Environmental Economics, Environmental Anthropology and more will have more legible portals for drawing on the rich resources on all three campuses, and faculty opportunities for interaction will be similarly enhanced.

I hope you will be able to support our proposal for these adjustments to the Environmental Studies Program. Please let me know if I can send any further information or documentation your way.

Ellen Stroud  
Director of Environmental Studies  
Associate Professor, Growth and Structure of Cities Department  
Bryn Mawr College

**To: Curriculum Committee**  
**From: The Education Program**  
**Date: 18 January 2011**  
**Re: Revising and expanding Educational Studies**

We wish to thank the Curriculum Committee for your helpful message of December 10, 2010, in which you laid out several issues for us to consider, including: proposing a revision to the minor in Educational Studies, creating an interdepartmental major, creating a template for an independent major, and exploring alternatives to the existing independent major option. Your message, in conjunction with last and this years' College-wide processes of re-imagining how students chart their ways through the curriculum and our students' ongoing interest in pursuing a major in educational studies, prompted us to revisit our entire set of offerings. In the following proposal we take up all four of the possibilities you recommended we consider. None of these revisions and extensions would require an increase in staffing.

### **Proposal to Revise and Expand Educational Studies**

Educational Studies as conceptualized within the Bryn Mawr/Haverford Education Program is a field that invites students to engage in an interdisciplinary exploration of the cultural, political, and interactional dimensions of teaching and learning. Focused on teaching and learning as social, political, and cultural activities that take place both within and beyond classrooms, this field of study challenges students to explore the relationships among schooling, human development, and society as they gain knowledge and skills of educational theory and practice. Students who pursue work through the Education Program are prepared to become lifelong learners, educators, researchers, leaders, and agents of change.

Since its advent in 1992, the Bryn Mawr/Haverford Education Program has been accredited by the Pennsylvania Department of Education to certify students to teach at the secondary level; since 1995, we have offered a minor in Educational Studies; and when students have proposed independent majors, we have worked with them individually to craft programs of study. We propose to build on and expand these options, two of which are already available to students, two of which are reconceptualizations of existing options, and one that is new.

Specifically, we propose to offer:

- a minor in Educational Studies
- a minor in Educational Studies (secondary education certification track)
- a minor in Educational Studies (elementary education certification track)
- an interdepartmental major in Educational Studies (secondary education certification track)
- an interdisciplinary/interdepartmental major in Educational Studies

We outline below what each of these options currently entails or would entail. As part of this revision, we propose to rename our senior seminars to more clearly signal that they are capstone courses.

## **A Minor in Educational Studies**

Currently, and for the last 10 years, 20-26 students have completed the minor in Educational Studies almost every year. This option provides students with the opportunity to regard their own learning and fields of specialization with critical distance, explore the complex relationship between theory and practice through observation, reflection, and action in field placements in a wide variety of settings, and gain experience, knowledge, and skills that will serve them in future study and work.

As an interdisciplinary exploration of the cultural, political, and interactional dimensions of teaching and learning, the Bi-College minor in educational studies is designed for students with a broad range of education-related interests, such as plans for graduate study in education, pursuit of elementary or secondary certification after graduation, or careers that require educational expertise. Many professions and pursuits — management and training positions, research, administration and policy work, and careers in social work, health and law — involve using an educator’s skills and knowledge. Civic engagement, community development, and work towards social justice also require knowledge of how people learn.

Because students interested in these or other education-related pursuits major in different subject areas and have different aspirations, they are encouraged to design a minor appropriate both to their major area of study and to their anticipated futures.

We propose to revise this option by shifting from a two-semester to a one-semester senior experience and offering two sections of the senior seminar (thus there would be no change in the total number of courses we offer). This change would accomplish a number of things. It would enable students to pursue their chosen strands through the minor with maximal depth and flexibility, both in its reduction of the requirements for the senior year and in its replacement of one of the components of the minor with an additional course students select. Over the course of their minor students would develop a long-term relationship with a field site, so the senior seminar would be an important context in which to fulfill and synthesize this vital part of the minor (as it is now). This revision would also alleviate the situation of having a senior seminar with 20-26 students, as we currently do, and thus position us to provide more thoroughgoing advising and communication with community partners as students completed the minor. Finally, it would better position us to enact the revisions we propose in this document with no addition of courses, since the number of students pursuing an Education Program option will likely grow if we do.

The new requirements would include:

- Education 200/Esem (Critical Issues in Education)
- First of three courses offered by the Education Program
- Second of three courses offered by the Education Program
- Third of three courses offered by the Education Program
- One education-related elective
- Education 310 (Senior Seminar) or Education 301 (Senior Seminar: Secondary Teaching)

### **A Minor in Educational Studies (secondary education certification track)**

Currently, and for the last 18 years, students can complete secondary certification in conjunction with a major, either within the four years of undergraduate study or, more recently, through the 5th-year program. This option is regulated by the Pennsylvania Department of Education; to retain our accreditation as a certifying institution, we must ensure that we meet state standards and requirements. To better fit the current designations recorded on students' transcripts, this option has come to be listed as a Minor in Educational Studies (secondary education certification track).

To qualify for a secondary education certificate, students complete (a) an academic major in the subject area in which they seek certification (within their major, students must select courses that help them meet the state standards for teachers in that subject area), (b) college distribution requirements, and (c) the following course and student teaching requirements:

- Education 200 (Critical Issues in Education) - must receive a grade of 2.7 or above
- Psychology 203 (Educational Psychology)
- Education 210 (Special Education)
- Education 275 (English Language Learners in US Schools)
- Education 301 (Senior Seminar: Secondary Teaching) – Fall, senior year - must receive a grade of 2.7 or above
- Education 302 (Practice Teaching Seminar) and Education 303 (Practice Teaching) – spring, senior year. These courses are taken concurrently and earn triple credit. To be recommended for certification, students must receive a grade of a 2.7 or above in Education 302.

Furthermore, for social studies certification and certification in the sciences, students must take courses outside their major department to meet state standards.

We propose to keep this option as it is.

### **A Minor in Educational Studies (elementary education certification track)**

Over the years, Bryn Mawr and Haverford students have wished to pursue elementary certification, an option not offered by Bryn Mawr or Haverford but by Swarthmore College in collaboration with Eastern College. At the annual Academic Fair, at information sessions, and at Prospective Student days, we consistently hear students express interest in pursuing elementary certification. Several years ago, we created a collaborative option with Swarthmore that would allow Bryn Mawr and Haverford students to complete elementary certification through Swarthmore. However, this work is not recorded on students' transcripts.

Recent requests from students have prompted the Education Program to consider how to regularize this option to more consistently meet students' needs and to ensure that the work is recorded on students' transcripts. We propose creating an elementary education certification track within the minor in Educational Studies with the following requirements:

- Education 014 (Introduction to Education) at Swarthmore or Education 200 (Critical Issues in Education) at Bryn Mawr or Haverford
- Education 021 (Educational Psychology) at Swarthmore or Psychology 203 (Educational Psychology) at Bryn Mawr College
- Education 026 (Special Education) at Swarthmore or Education 201 (Perspectives on Special Education) at Bryn Mawr College
- Education 053 (Language Minority Education) at Swarthmore or Education 275 (Teaching English Language Learners) at Bryn Mawr College
- Education 017 (Curriculum and Methods) at Swarthmore
- Education 016 (Practice Teaching) (2 credits) at Swarthmore
- Education 042 (Teaching Young Diverse Learners) at Swarthmore
- Psychology 039 (Developmental Psychology) or Psychology of Practice at Swarthmore or Psychology 206 (Developmental Psychology) at Bryn Mawr College
- Education 380 (Communication Arts for Children) at Swarthmore
- Education 401 (Teaching of Reading) at Swarthmore

All of these courses are regularly offered at Swarthmore College and at Bryn Mawr College. Students pursuing this option would complete much of their course work at Swarthmore, but their minor would be awarded through Bryn Mawr.

### **An Inter-departmental Major in Educational Studies (secondary certification track)**

We propose creating a new option for a major that would integrate the requirements for a minor in Educational Studies (secondary certification track) with a course of study based in departments in which students aim to be certified to teach. This option would be appropriate for students planning to teach in a public secondary school upon graduation who want to thoroughly integrate their disciplinary studies with certification to teach in that area.

Such a revision would address the tension students seeking certification have traditionally felt between focusing on their major within a department and their work through the Education Program. Some departments have already taken steps to alleviate this tension. For instance, the English Department has revised their senior thesis options to allow students pursuing certification to proceed on a different schedule, and some students have written theses with an education focus. A re-imagined major would take one step beyond such thoughtful restructuring of separate components of a student's course of study, which make the student's life less stressful but do not facilitate more thorough integration.

This option also has the potential to offer students greater flexibility than completing a minor in Educational Studies along with a major in the subject in which they are seeking certification because students would not have to complete all the courses required for a particular departmental major and could draw on courses from other departments as well. This revision is in the spirit of at once loosening up requirements and making their completion more intentional that informed the work of the Curriculum Renewal Working Group and with the theme that has emerged in many of the CAP discussions with faculty to have students take more responsibility for designing their courses of study.

With advising from Education Program faculty/staff and the faculty in the “subject area” department , a student would design a course of study that addresses the PA Department of Education requirements for teachers in that subject area as well as the department’s requirements for a major for students pursuing certification, and integrates the following education courses:.

- Education 200 (Critical Issues in Education) - must receive a grade of 2.7 or above
- Psychology 203 (Educational Psychology)
- Education 210 (Special Education)
- Education 275 (English Language Learners in US Schools)
- Education 301 (Senior Seminar: Secondary Teaching) – Fall, senior year - must receive a grade of 2.7 or above
- Education 302 (Practice Teaching Seminar) and Education 303 (Practice Teaching) – spring, senior year. These courses are taken concurrently and earn triple credit. To be recommended for certification, students must receive a grade of a 2.7 or above in Education 302.

Students pursuing this option would complete a senior/capstone project that integrates work in the field of education and the subject area. Such integration of senior/capstone experiences is a theme that emerged in the faculty retreat in September and the special meeting CAP facilitated in November, and we are excited to move forward with this idea, as our students have, over the years, expressed a strong desire to have such integration be an accepted practice rather than an exception they have to defend.

### **An Interdisciplinary and Inter-departmental Major in Educational Studies**

Over the years we have heard numerous arguments from students for creating a major in education. Many students who complete the current minor in Educational Studies have conveyed to us that they feel more like double majors, or like education majors with a concentration in relationship to their departmental major. A small but consistent number of students have proposed and pursued independent majors in education, but without the benefit of participating in a cohort. And finally, students have argued that the College should recognize the ways in which questions about education, schools, and teaching and learning constitute an area in our society and culture in which it is critical for intelligent, thoughtful, and socially/politically aware individuals to engage. A rich scholarly literature and set of social scientific methods and traditions exist to inform the pursuit and dissemination of knowledge in the field of education. Like other disciplines, education offers students an intellectual framework for developing critical awareness, expertise, and voice in a discourse community.

Given the history of the Education Program’s entry and positioning within the College, our initial focus, and profile, centered on teacher preparation (which is one among several concerns of education as a field). In this context, we have been hesitant to create a major in education because we feel that students pursuing certification to teach need a strong grounding in the discipline in which they plan to teach and we did not want such students majoring in education. However, if we conceptualize a range of options, such as outlined in this document, one of which requires students seeking certification to create a program of study that encompasses a

disciplinary grounding, then the idea of a major assumes a different potential: it emerges as a possibility for those students not planning immediately to embark upon classroom teaching to pursue the kind of interdisciplinary course of study in which so many students are interested and as a possibility for us in the Education Program to build upon, extend, and create new collaborative relationships with departments and the Graduate School of Social Work and Social Research. This is therefore an opportunity for intellectual enrichment for students and faculty and more flexible options for students that build on our existing commitment to an interdisciplinary exploration of the cultural, political, and interactional dimensions of teaching and learning.

Thus, in the context of campus-wide discussions about rethinking requirements, increasing flexibility and options, bridging to praxis experiences, and inviting students to assume greater responsibility and agency for their courses of study, we propose to create an interdisciplinary and inter-departmental major in Educational Studies that would draw on courses offered through the Education Program as well as by other departments across the college, including but not limited to Psychology, Sociology, Anthropology, Biology, and the Graduate School of Social Work and Social Research. It could draw on or be combined with existing or evolving concentrations (e.g., Child and Family Studies).

All students proposing an interdisciplinary and inter-departmental major in Educational Studies would need to consider the following in their planning:

- How their proposed program will support them engaging in: an interdisciplinary study of learning as a central human and cultural activity; an investigation of the politics of schooling as a powerful source of personal and societal development; and self-study as they evolve as teachers, learners, researchers, and change agents
- What key areas of focus or essential questions they will explore through their course of study
- What kinds of field work they will complete
- In which methods of inquiry they will develop skills (e.g., qualitative and quantitative research skills)
- What literatures will inform their inquiries
- What kind of senior capstone experiences they will complete (e.g., professional portfolio, thesis, field-based project)

All students would build a working portfolio over their three to four years of study, revisiting for each course what insights and questions were raised regarding learners and teachers, positive or successful dimensions of educational practice that should be embraced and further developed, and areas or practices that warrant revision or reform. Students would use these portfolios to synthesize and make connections among their various courses and to inform their senior projects in the context of Education 310 (Senior Seminar).

Like the current portfolio required of seniors completing an Education Program option, the portfolio should offer evidence that education students have explored and developed informed and meaningful relationships to (1) the self, (2) learners, (3) educational contexts, (4) subject matter, (5) pedagogy, and (6) educational studies as a scholarly site of investigation and practice. The project should highlight instances of active participation/decision and what education

students learned from those. The Education Program faculty want to see evidence that students have engaged with the issues explored in education courses and how those issues have shaped each student's ideas of educational philosophy-into-practice. Therefore, each education student's portfolio must address the following questions in some way.

- How have I explored issues of social change and social justice?
- How do I demonstrate an attitude that is constructively skeptical/critical/questioning?
- How am I now able to use a critical vocabulary and marshal support for my convictions drawing on relevant literatures?
- How do I demonstrate an attitude that is engaged/passionate/caring?
- How do I demonstrate recognition of and struggle with complexity/real dilemmas?
- How do I demonstrate openness to change/learning/future growth?

In consultation with a faculty advisor, students would design a course of study that meets their particular needs and interests. Possible courses include but are not limited to:

- Anthropology H209 (Anthropology of Education)
- Anthropology B253 (Childhood in the African Experience)
- Arts B251 (Arts Teaching in Educational Community Settings)
- Biology B202 (Neurobiology & Behavior)
- Biology/Education B205 (Brain, Education and Inquiry)
- Chemistry H361 (Research Tutorial in Physical Chemistry)
- Chemistry H363 (Research Tutorial in Organic Chemistry)
- Chemistry H367 (Research Tutorial in Biophysical Chemistry)
- Comparative Literature H289 (Children's Literature)
- Education Swat 045 (Literacies and Social Identities)
- Education Swat 061 (Gender and Education)
- Education Swat 064 (Comparative Education)
- Education Swat 069 (Savage Inaccuracies: The Facts and Economics of Education in America)
- Education Swat167 (Identities and Education: Intersections and Interactions)
- Education B/H200 (Critical Issues in Education)
- Education H210 (Special Education)
- Education B220 (Changing Pedagogies in Mathematics and Science)
- Education B225 (Empowering Learners)
- Education B240 (Qualitative Research)
- Education H250 (Literacies and Education)
- Education B255 (Technology, Education and Society: Altering Environments)
- Education B258 (Finding Knowledge Between the Leaves: 19th-Century Literature of Education)
- Education H260 (Multicultural Education)
- Education B266 (Schools in American Cities)
- Education B270 (Identity, Access, and Innovation in Education)
- Education B275 (English Language Learners in US Schools)
- Education B/H301 (Senior Seminar: Secondary Teaching)
- Education B/H310 (Senior Seminar)

- Education Swat 131 (Social and Cultural Perspectives on Education)
- Education/Political Science B377 (Politics and Education Reform)
- English B220 (The Teaching of Writing)
- History B325 (Topics in Social History: Bryn Mawr: Women's Higher Education)
- Math B460f,i (Teaching Assistantship in Math)
- Physics B380 (Supervised Work in Teaching Physics)
- Physics H459 (Teaching Laboratory Physics)
- Physics H460 (Association in Teaching Basic Physics)
- Political Science B206 (Conflict and Conflict Management: A Cross-Cultural Approach)
- Psychology B201 (Learning Theory)
- Psychology B203 (Educational Psychology)
- Psychology B206 (Developmental Psychology)
- Psychology B212 (Human Cognition)
- Psychology H213 (Memory and Cognition)
- Psychology H215 (Introduction to Personality Psychology)
- Psychology H224 (Social Psychology)
- Psychology H225 (Self and Identity)
- Psychology H238 (Psychology of Language)
- Psychology B350 (Developmental Cognitive Disorders)
- Psychology B351 (Developmental Psychopathology)
- Sociology B102 (Society, Culture, and the Individual)
- Sociology B246 (Immigrant Experiences: Introduction to International Migration)
- Sociology H235 (Class, Race & Education)
- Sociology B258 (Sociology of Education)
- Social Work 141 (Human Behavior and the Social Environment I)
- Social Work 146 (Human Behavior and the Social Environment II)
- Social Work 142 (Human Behavior and the Social Environment III)
- Social Work 151 (Social Welfare Policy)
- Social Work 201 (Policy Practice and Advocacy I)
- Social Work 254 (Issues of Cultural Diversity)
- Social Work 302 (Perspectives on Inequality in the United States)
- Social Work 306 (Social Determinants of Health and Health Equity)
- Social Work 308 (Adult Development and Aging)
- Social Work 310 (The Politics of Welfare Reform)
- Social Work 314 (Managing the Work of Others)
- Social Work 328 (Clinical Social Work Practice with Children and Adolescents)
- Social Work 336 (Public Education: Issues in School Social Work Practice)
- Social Work 338 (Education Law for Social Workers)
- Social Work 348 (Globalization, Social Work, and Social Welfare)
- Social Work 352 (Child Welfare Policy, Practice, and Research)
- Social Work 378 (Human Sexuality)
- Social Work 398 (Adolescents in Family Therapy)
- Spanish H360 (Learning-Teaching a Foreign Language)
- Praxis III



## **Templates for Interdisciplinary and Inter-departmental Majors in Educational Studies**

Here we lay out five examples to indicate the kinds of Educational Studies programs students might design to fulfill this interdisciplinary, interdepartmental major.

### **Template 1: Cross-Disciplinary Constructions of Education**

This major course of study affords students the opportunity to explore how education is constructed in various disciplines, including biology, sociology, and anthropology, and complements these theoretical explorations with the development of capacities to engage in educational practice. Key questions might include: What can we learn from the intersections between the neural and cognitive sciences and the theory and practice of education? What patterns of educational access, social stratification, social mobility, and adult socioeconomic success can sociology reveal? From a comparative, anthropological perspective, in what ways is education a process of socialization and in what ways can it foster revolution and change? What are the traditional and possible relationships between formal and informal education in a comparative context?

- Education 200 (Critical Issues in Education)
- Psychology 203 (Educational Psychology)
- Biology B202 (Neurobiology & Behavior)
- Biology H217 (Biological Psychology)
- Biology/Education B205 (Brain, Education and Inquiry)
- Sociology B258 (Sociology of Education)
- Anthropology H209 (Anthropology of Education)
- Social Work 141 (Human Behavior and the Social Environment I)
- Education 266 (Schools in American Cities)
- COGS 001 (Introduction to Cognitive Science) at Swarthmore
- DANC 004 (The Arts as Social Change) at Swarthmore
- Education 310 (Senior Seminar)

### **Template 2: Cross-cultural Approaches to Education**

This major course of study proceeds from the premise that education has many purposes and effects in society, among them an enduring influence on the ways we form, experience and enact our sociocultural (and other) identities. Through critically exploring how education is conceptualized and practiced across cultures, as well as theories and practices of multicultural education, students will develop an awareness of how these experiences and their own identities are embedded in socio-cultural and historical contexts that influence beliefs and actions as well as increase knowledge of the ways various populations experience education. Essential questions for this proposed major might include: How is education shaped by culturally infused assumptions, values, and understandings, including of knowledge, teaching, and learning? In what ways do schools and classrooms operate as sites of multiple, sometimes contradictory cultural influences, e.g. in terms of how languages other than English are positioned in schools?

How can looking across cultures via lenses of practice as well as quantitative and qualitative research methodologies inform a range of vital ways to improve education?

- Education 200 (Critical Issues in Education)
- Anthropology H209 (Anthropology of Education)
- Sociology B102 (Society, Culture, and the Individual)
- Social Work 254 (Issues of Cultural Diversity)
- Education 275 (English Language Learners in US Schools)
- Education 225 (Empowering Learners) with a field placement with staff
- Education 250 (Literacies and Education)
- Education 260 (Multicultural Education)
- Education 270 (Identity, Access, and Innovation in Education)
- Social Work 348 (Globalization, Social Work, and Social Welfare)
- Sociology B102 (Society, Culture, and the Individual)
- Sociology B246 (Immigrant Experiences: Introduction to International Migration)
- JYA at an approved program
- Political Science B206 (Conflict and Conflict Management: A Cross-Cultural Approach)
- Education 310 (Senior Seminar)

### **Template 3: Childhood Studies**

This major course of study centers on interdisciplinary explorations of the experiences, representations, roles and meanings of children and children's experiences across global contexts that are both distinctive and interconnected. Within this broad framework, different disciplines and fields (including Psychology, Anthropology, Education, Sociology, Social Work, Biology, Economics, and Political Science) can contribute to the study of childhood in distinctive and overlapping ways, as students explore development, cultural contexts, learning and teaching, biological and social structures, and approaches to linking inquiry and research to children's and communities' well-being, growth and advocacy, including self-advocacy. Focal questions in this proposed major might include: What is the significance of the common human experience of being or having been a child (including the complex role of memory in this experience)? In what different ways is childhood conceptualized and experienced across cultural and socio-economic groups? How do different cultural and educational systems treat the relative dependence and vulnerability of children in relation to adults within family, education, community, and economic structures? How do the dynamics of children's growth and learning interact with the interpersonal and political structures in which they live? And what are the challenges of and possibilities for cross-age, cross-context communication, as adults and children alike seek to impact one another?

- Education 200 (Critical Issues in Education)
- Education 250 (Literacies and Education)
- Education 255 (Technology, Education, and Society)
- Psychology 203 (Educational Psychology)
- Anthropology B253 (Childhood in the African Experience)

- Social Work 352 (Child Welfare Policy, Practice, and Research)
- Social Work 328 (Clinical Social Work Practice with Children and Adolescents)
- Social Work 378 (Human Sexuality)
- Social Work 398 (Adolescents in Family Therapy)
- CMSCB 257 Gender and Technology
- Comparative Literature H289 (Children's Literature)
- Education 042 (Teaching Young Diverse Learners) at Swarthmore
- Education 380 (Communication Arts for Children) at Swarthmore
- Education 310 (Senior Seminar)

#### **Template 4: Education and Human Development**

This major course of study addresses the relationship between individuals' learning and their growth. Designed for students wishing to focus on the ways in which formal and informal education intersects and interacts with people's temperaments, learning and neurological profiles, life histories, and goals, this strand draws on studies in Education, Psychology, Social Work, Neuroscience, Cognitive Science, Computer Science, and Literary studies. It considers focal questions such as: What makes up an individual's learning profile, and how do differently positioned educators and advocates learn to access, represent, and respond to it? How do individuals develop as learners over their lifetimes? What are the sources of risk and resilience in individuals' participation with formal and informal education systems? How do these change with context? What forms of professional, inter-professional, institutional, and societal collaboration are recommended for supporting diverse learners' growth and thriving?

- Biology B202 (Neurobiology & Behavior)
- Biology/Education B205 (Brain, Education and Inquiry)
- Education Swat167 (Identities and Education: Intersections and Interactions)
- Education B/H200 (Critical Issues in Education)
- Education H210 (Special Education)
- Education B220 (Changing Pedagogies in Mathematics and Science)
- Education B225 (Empowering Learners)
- Education B255 (Technology, Education and Society: Altering Environments)
- Education B275 (English Language Learners in US Schools)
- Psychology B201 (Learning Theory)
- Psychology B203 (Educational Psychology)
- Psychology B206 (Developmental Psychology)
- Psychology B212 (Human Cognition)
- Psychology H213 (Memory and Cognition)
- Psychology H215 (Introduction to Personality Psychology)
- Psychology H224 (Social Psychology)
- Psychology H225 (Self and Identity)
- Psychology H238 (Psychology of Language)
- Psychology B350 (Developmental Cognitive Disorders)
- Psychology B351 (Developmental Psychopathology)

- Sociology B102 (Society, Culture, and the Individual)
- Social Work 141 (Human Behavior and the Social Environment I)
- Social Work 146 (Human Behavior and the Social Environment II)
- Social Work 142 (Human Behavior and the Social Environment III)
- Education 310 (Senior Seminar)

#### **Template 4: Education and (In)equality or Education and Social Justice**

This major course of study is designed for students seeking to study the sources, policies, and practices informing the complex interplay of education with poverty and socially situated identities, in light of developing capacities to challenge social injustice and inequity. Through interdisciplinary studies in such areas as Education, Sociology, Political Science, Anthropology, Economics, History, and Peace and Conflict Studies, students will examine the causes, dynamics, and consequences of education-related inequities nationally and internationally. Students will learn systemic approaches to posing and analyzing real world problems, and in doing so will explore avenues for and examples of challenging and changing, via both research and practice. Focal questions for study could include: Why and in what ways is formal education linked to social and economic opportunity both in local and in global contexts? Why and how is educational opportunity differentially afforded in different places and for different learners? How do these questions lead to interdisciplinary construction of both problems and potential solutions? What successful models exist, and what are under development, that offer new insights for how to address and remedy these problems?

- Anthropology H209 (Anthropology of Education)
- Anthropology B253 (Childhood in the African Experience)
- Arts B251 (Arts Teaching in Educational Community Settings)
- Education Swat 045 (Literacies and Social Identities)
- Education Swat 061 (Gender and Education)
- Education Swat 064 (Comparative Education)
- Education Swat 069 (Savage Inaccuracies: The Facts and Economics of Education in America)
- Education Swat167 (Identities and Education: Intersections and Interactions)
- Education B/H200 (Critical Issues in Education)
- Education H210 (Special Education)
- Education H260 (Multicultural Education)
- Education B266 (Schools in American Cities)
- Education B270 (Identity, Access, and Innovation in Education)
- Education B275 (English Language Learners in US Schools)
- Education Swat 131 (Social and Cultural Perspectives on Education)
- Education/Political Science B377 (Politics and Education Reform)
- History B325 (Topics in Social History: Bryn Mawr: Women's Higher Education)
- Psychology H224 (Social Psychology)
- Sociology B246 (Immigrant Experiences: Introduction to International Migration)
- Sociology H235 (Class, Race & Education)
- Sociology B258 (Sociology of Education)

- Social Work 151 (Social Welfare Policy)
- Social Work 201 (Policy Practice and Advocacy I)
- Social Work 254 (Issues of Cultural Diversity)
- Social Work 302 (Perspectives on Inequality in the United States)
- Social Work 310 (The Politics of Welfare Reform)
- Social Work 338 (Education Law for Social Workers)
- Education 310 (Senior Seminar)

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# B R Y N M A W R

October 4, 2010

David Ross  
Chair, Curriculum Committee

Dear David,

The Political Science Department has recently completed a review of the structure of our major and is proposing to replace it with a different structure. I am not certain what role the Curriculum Committee plays in such decisions, but I wanted to inform the committee of this review, which we would like to implement beginning Fall, 2011. Students who have already begun the major would be grandfathered into the old structure, with an option, if they prefer, to change to the new structure. For students who will not yet have declared the major by the beginning of fall, 2011, we would require them to work through the new structure, although we will have a process for granting exception to those students who have already taken a substantial number of courses in the dept. and could not easily make the transition.

The change to the major would have two aspects: a) a change in the way in which concentrations are determined and the content of those concentrations; and b) a change in the introductory courses.

Political Science has commonly been divided into four sub-fields: American Politics, Comparative Politics, International Politics, and Political Theory. (Methods is sometimes included as a fifth field.) Currently we offer a series of 100-level introductory courses that are mostly organized along these lines: "Introduction to American Politics" (121), "Comparative Politics" (1310, and "International Politics" (141). (We also currently cross-list "Introduction to Peace and Conflict" [111]). Political Science majors are required to decide, in consultation with an adviser, on two concentrations, each of which requires three courses including one 300-level course. While these concentrations are not limited to the four subfields, and while many students have chosen other concentrations, there has been a tendency to fall back on the traditional sub-fields.

The four-subfield taxonomy has, however, been criticized as a vestige of Cold-War thought, and we no longer believe that it is a particularly helpful way of organizing the study of politics. Instead, we propose to structure the major largely on thematic lines. We expect that these themes

will be amended on the basis of experience, but for the present we have identified the following themes. (One of these, political theory, has been maintained from the traditional structure on the view that it doesn't suffer from the same problems as the other traditional subfield categories. However, the other three categories can include political theory courses as well.)

Identity and Difference  
Policy Formation and Political Action  
Interdependence and Conflict  
Political Theory

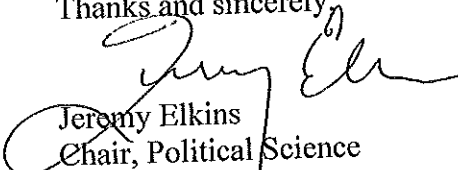
In the new structure, we would replace the three sub-field introductory courses with a single, one-semester introductory course which would touch on each of these areas. The course would be team-taught by two members of the dept. and would be offered each semester. Faculty who taught the current 100-level introductory courses could decide to "upgrade" those courses to 200-level courses, but unlike at present, and in order to free up faculty resources to staff the new introductory course, we would not commit to offering each of those every year.

In declaring the major, students would be required to choose (tentatively) two areas of concentration, at least one of which is selected from this list, and write an essay indicating how, based in part on their coursework to that point, they understand those concentrations and the particular direction within it that they might wish to pursue.

While at this point we have not decided to change the structure of the senior thesis course, we expect to see these themes reflected in the theses; and we may well decide in the future to integrate those themes directly into the senior thesis course.

I would be happy to provide any additional information that the committee may like, and to visit the committee to discuss this further if you think that it would be helpful.

Thanks and sincerely,

  
Jeremy Elkins  
Chair, Political Science

### Proposed Child and Family Studies Concentration

Bryn Mawr faculty in Psychology, Education, Anthropology, Sociology, Political Science, and Social Work are proposing a new Child and Family Studies Concentration to begin in September, 2011. Although we are only proposing the concentration at Bryn Mawr for the time being, we hope that eventually it will be a Trico concentration, in conjunction with the recently developed Trico Child and Family Studies Consortium.

The purpose of the concentration is to provide a curricular mechanism for inter-disciplinary work in the area of child and family studies from the standpoints of development, education, family, and sociocultural context/history. Topics of interest in the concentration will be varied but include the significance and interaction of biological, familial, psychological, socioeconomic, political, and educational dimensions of experience to child and family well-being. Students pursuing the concentration will be encouraged to build a program of study that enables them to investigate questions of particular salience to them, such as how to account for individual differences in developmental outcomes; how to structure relationships and institutions that respect children and families; and how to read and conduct research on associated issues.

A concentration in Child and Family Studies will provide a more cohesive educational opportunity than is currently available for undergraduate students interested in a wide array of issues -- and modes of investigating and responding to those issues -- concerning children and the experience of childhood. The program will not only focus on the life stages and cultural contexts of infancy through adolescence but will also include issues of parenting; child and family well-being; gender; schooling and informal education; risk and resilience; and the place, the representation, and the voice of children in society and culture. We propose that majors in Psychology, Education, Anthropology, Sociology, or Political Science are likely candidates for the Child and Family Studies Concentration, although it is possible that majors from other departments might also be interested.

In keeping with the recent CAP working model, it is expected that students will craft pathways/ tracks through the concentration, based on their major department or their future career interests. Students will discuss their chosen pathway with their CFS concentration advisor as they engage in course selection. The crafting of pathways through the concentration is envisaged as flexible and student-driven. However, sample pathways might include the following: political science/child and family law; sociology/educational policy; child and family mental health; children/families and the arts (depictions in literature and film); child and family public health issues; social work/child welfare; anthropology/cross-cultural child and family issues; gender issues affecting children and families; social justice/diversity issues affecting children and families; economic factors affecting children and families.

#### Proposed Requirements

- A letter of intent and proposed course of study
- A gateway course such as Developmental Psychology, Educational Psychology, Critical Issues in Education, or the Study of Gender in Society

- Four additional courses, at least two of which must be outside of the major department and at least one of which must be at the 300 level
- Attendance at least two CFS-related formal events per year (e.g., such as attending talks in the Center for Child and Family Well-Being lecture series or talks by visiting speakers at Haverford or Swarthmore), for which reflections/comments will be recorded in a journal, which will be part of the student's portfolio
- Participation in at least one semester or summer of volunteer, practicum, praxis, work study community-based work study, or internship experience related to Child and Family Studies, with reflections to be recorded in a journal, which will be part of the student's portfolio. Students are expected to discuss their placement choices with their concentration advisor. Although only one such experience is required, it is expected that most CFS concentrators will participate in several such experiential-based learning opportunities, which might include a 3 hour/week for one semester volunteer experience, a semester of praxis experience as a field-placement component of a course, a Praxis 3 course, a paid experience during the academic year such as working in the Thorne School on campus or community-based work study, or a funded summer internship. The CFS website will maintain a section devoted to information about these kinds of field-based experiences, links to CDO and CEO community information, descriptions of sites where students have worked, and contact information/guidelines for applying.
- Attendance four times per semester for two semesters at a "brownbag" 1-hour seminar, comprised of individual workshop/discussion sessions facilitated by a range of individuals, including the students themselves, affiliated faculty and staff, and guest speakers. Responsibility for coordinating this informal seminar will be shared by the department CFS advisors and the CFS coordinator. No course credit will be awarded to faculty for this service to the concentration.
- Participation during senior year in an annual CFS Poster Session during which students will share highlights of their CFS campus and field-based experiences.

#### Staffing

- The Child and Family Studies Concentration will have a Coordinator at its head plus a concentration advisor in each participating department. These faculty members will comprise the Coordinating Committee for the concentration. The Coordinator position will rotate among participating faculty and will not be compensated by a course reduction.

Examples of Current Courses in the Curriculum that may be relevant for the Child and Family Studies program:

#### Bryn Mawr College Courses and Seminars

ANTH 212 Primate Evolution and Behavior  
 ANTH 253 Childhood in the African Experience  
 ANTH 281 Language in the Social Context  
 ANTH 312 Anthropology of Reproduction  
 ANTH 341 Cultural Perspectives on Marriage & Family  
 EDUC 200 Critical Issues in Education

EDUC 250 Literacies and Education  
EDUC 266 Schools in American Cities  
EDUC 275 Teaching English Learners in U.S. Schools  
EDUC 301 Curriculum and Pedagogy  
EDUC 302 Practice Teaching Seminar  
EDUC 310 Defining Educational Practice  
EDUC 311 Field Work Seminar  
POLS 375 Women, Work & Family  
PSYC 203 Educational Psychology  
PSYC 206 Developmental Psychology  
PSYCH 209 Abnormal Psychology  
PSYC 220 Autism Spectrum Disorders  
PSYCH 340 Women's Mental Health  
PSYC 346 Pediatric Psychology  
PSYC 351 Developmental Psychopathology  
PSYCH 352 Advanced Topics I Developmental Psychology  
SOCL 201 The Study of Gender in Society  
SOCL 217 The Family in Social Context  
SOCL 225 Women in Contemporary Society: the Southern Hemisphere.  
SOWK Clinical Work with Children and Adolescents  
SOWK Family Therapy with Adolescents  
SOWK Family Therapy  
SOWK Poverty and Inequality  
SOWK Child Welfare  
SOWK Applied Developmental Science  
SOWK Social Determinants of Health and Health Equity  
SOWK Public Education: Issues in School Social Work Practice  
SOWK Education Law for Social Workers  
SOWK Public Health

#### Haverford College Courses and Seminars

ANTH H209 Anthropology of Education  
ANTH H263 Anthropology of Space: Housing and Society  
BIOL H217 Biological Psychology  
COML H289 Children's Literature  
EDUC H200 Critical Issues in Education  
EDUC H210 Special Education  
EDUC H260 Multicultural Education  
PSYCH H213 Memory and Cognition  
PSYCH H215 Introduction to Personality Psychology  
PSYCH H224 Social Psychology  
PSYCH H225 Self and Identity  
PSYCH H238 Psychology of Language  
SOCL H235 Class, Race & Education

## Swarthmore College Courses and Seminars

Ed 14 Introduction to Education  
Ed 17 Curriculum and Methods Seminar  
Ed 21/Psych 21 Educational Psychology  
Ed 23/Psych 23 Adolescence  
Ed 23A Adolescents and Special Education  
Ed 26/Psych 26 Special Education  
Ed 41 Educational Policy  
Ed 42 Teaching Diverse Young learners  
Ed 45 Literacies and Social Identities  
Ed 53 Language Minority Education  
Ed 61 Gender and Education  
Ed 64 Comparative Education  
Ed 68 Urban Education  
Ed 69 Savage Inaccuracies: The Facts and Economics of Education in America  
Ed 70 Outreach Practicum  
Ed 121 Psychology and Practice Honors Seminar  
Ed 131 Social and Cultural Perspectives Honors Seminar  
Ed 151 Literacies Research Honors Seminar  
Ed 162 Sociology of Education  
Ed 167 Identities and Education Honors Seminar  
PSYC 27 Language Acquisition and Development  
PSYC 30 Physiological Psychology  
PSYC 34 Psychology of Language  
PSYC 35 Social Psychology  
PSYC 36 Thinking, Judgment, and Decision Making  
PSYC 39 Developmental Psychology  
PSYC 41 Children at Risk  
PSYC 42 Human Intelligence  
PSYC 43 Developmental Cognitive Neuroscience  
PSYC 50 Developmental Psychopathology  
PSYC 55 Family Systems Theory and Psychological Change  
PSYC 135 Advanced Topics in Social and Cultural Psychology  
HIST 079 Women, Family, and the State in China

## Appendix F

### New Course Proposals

Fall 2010

Department	Course Title	Professor
Biology	Biochemical Mechanisms of Disease	Vladi Wilent
Classical & NE Arch	The Visual Culture of the Ancient NE	Jean Evans
Dance	Dance, Migration and Exile	Toni Shapiro-Phim
East Asian Studies	Environment in Contemporary East Asia	Yonglin Jiang
English	Video Practices: From Analog to Digital	Hoang Tan Nguyen
GSSWSR	Managing Misery: Homelessness, Social Control, & Social Welfare in the US	Jim Baumohl
GSSWSR	The Science of Research Synthesis	Julia Littell
Political Science	Political Economy of Middle East & N Africa	Deborah Harrold
Psychology	Psychology of Terrorism	Clark McCauley
Psychology	Psychology of Genocide	Clark McCauley
Russian	Russian Memoirs: Seeking Freedom W/In Boundaries	Sharon Bain
Russian	Monsters & Masterpieces: Russia's Age of Enlighten.	Sharon Bain
Sociology	Environmental Social Problems	Ruth Simpson

13 New Courses

**New Course Proposals****Spring 2011**

360	Silent Spaces:A History of Contemplation in the West	Michelle Francl
ANTH	Anthropology of the Body	Melissa Pashigian
ARTD	Introduction to Dance Techniques	Linda Caruso Haviland
ARTD	Anthropology of Dance	Linda Caruso Haviland
ART D	Intro to Dance Techniques I	Linda Caruso-Haviland
ART D	Intro to Dance Techniques II	Linda Caruso-Haviland
BIOL	Evolutionary Ecology	Michael Sears
CITIES	Building Green: Sustainable Design Past & Present	Carola Hein
COMP LIT	Censorship, History, Local –Global	Azade Seyhan
EAST ASIAN	History of Rhetoric of Buddhist Mediation (360)	Hank Glassman (HC)
EAST ASIAN	First Yr Chinese	Shizhe Huang
ENGL	Dictator Novel in the Americas	Jennifer Vargas
ENGL	Theories of Ethnic Novel	Jennifer Vargas
ENGL	Reading Popular Culture: Freaks	Katherine Rowe
ENGL	Queer Diasporas: Empire, Desire, & Politics of Placement	Suzanne Schneider
ENGL	Medieval Race	Jamie Taylor
ENVS	Introduction to Environmental Studies	Ellen Stroud & Mike Sears

ENVS	Environmental Studies Senior Seminar	Carol Hager
GEOL	Life in the Hothouse: Earth's Future Climate <b>(half-semester course)</b>	Don Barber
GEOL	Geology in Film (1/2 credit)	Pedro Marengo
Greek, Latin & Class Stud	Utopia	Asya Sigelman
HIST	The Religious Conquests of Americas	Ignacio Gallup-Diaz
HIST	Topics in African History	K. Ngalamulume
INT POL	Intro to International Politics	Jeremy Elkins
ITAL	Best of Italian Literature	Roberta Ricci
ITAL	Grief Sexuality, Identity: Emerging Adulthood in the Italian Literature	Roberta Ricci
ITAL	Facets of Culture and Society in Italy <b>(half-semester course)</b>	Giuliana Perco
ITAL	Read ITAL Literature in ITAL I,II,III,IV (1/2 credit qtr courses)	McAuliffe
PHYS	131-Title TBD	Michael Noel
PHYS	132- Universe According to Einstein: A Journey through Spacetime	Mark Matlin
PHYS	133- The Big Bang	Michael Schulz
PHYS	134- Particle Physics, Nuclear Phys, & People	Peter Beckmann
POL SCI	Media & Politics: The Middle East Transformed	Deborah Harrold
PSYCH	Psychology of Mindfulness	Marc Schulz
PSYCH	Judgment & Decision Making	Louisa Egan Brad
PSYCH	Psychology of Negotiations	Louisa Egan Brad

PSYCH	Evolution of Human Nature	Louisa Egan Brad
RUSS	Russian Avant-Garde Art	Tim Harte
SPAN	Taller del espanol escrito <b>(half-semester course)</b>	Ines Arribas
SPAN	Spanish Queens, Nuns & Deviants	Maria Quintero
SOC	Comparative Social Movements in Latin America	Bob Washington

<b>Changes</b> to ECON 242	<b>New:</b> Economics of Local Environmental Programs	David Ross
<b>Changes</b> to ECON 314	<b>New:</b> The Economics of Social Policy	Matthew Weinberg
Changes to ECON 324	New: The Economics of Discrimination & Inequality	Jon Lanning
<b>Proposal</b> for CHEM	<b>Proposal</b> for a 300 level listing of a 500 level course Organometallic Chemistry	Bill Malachowski

41 New Courses/4 Changes

Appendix G Student Curriculum Committee Memorandum

From: **Aki Snyder** <[rsnyder02@brynmawr.edu](mailto:rsnyder02@brynmawr.edu)>  
Date: Thu, Feb 24, 2011 at 8:12 AM  
Subject: [Class11] CREDIT/NO CREDIT REMINDER  
To: undergrad <[undergrad@brynmawr.edu](mailto:undergrad@brynmawr.edu)>

To The Bryn Mawr Community,

As you may be aware, the deadline for credit/no credit is this coming Friday, 2/25. The Student Curriculum Committee, with the support of the Honor Board, would like to remind everyone that the credit/no credit option is a privilege, not a right. In recent years, it has been a growing concern amongst the faculty that students are abusing credit/no credit by seeing it as an excuse to not work to their potential, rather than broaden their academic horizons.

We encourage you to use the credit/no credit option in the spirit in which it was designed and in the spirit of the Honor Code. If students continue to produce less than satisfactory work and abuse the right of Credit / No Credit we run the risk of losing and/or significantly altering the program.

It is important to note that faculty have discussed ways to handle this growing concern should it continue to be a problem in the future and have suggested allowing individual professors to decide whether to offer their course as credit/no credit or eliminate the use of the option for core requirements. So we repeat, please be respectful of the credit/no credit privilege. Any abuse of this right will result in a change or removal of the program. Please think holistically before making the decision to sign up for a class Credit / Not Credit

Cheers,  
Aki Snyder '11 and Miranda Hansen-Hunt '11  
Student Curriculum Committee Co-Heads

With support of the Bryn Mawr College Honor Board

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Aki Snyder  
Bryn Mawr History Department Student Representative ('10-'11)  
SGA Student Curriculum Committee Co-Head ('10-'11)  
Bi-Co Japanese Culture Club President ('10-'11)  
Class of 2011  
History  
Bryn Mawr College

**Recommendations for next year from 2009-10 Curriculum Committee Annual Report:**

Cross-listing of courses: The CC will examine the various rationales for the cross-listing of courses and provide recommendations to the faculty for such cross-listing. The CC will also explore alternatives within the Tri-co online course guide to identify courses of interest to students by means of tags within the system and provide guidance to the faculty in utilizing these tags.

Revision of New Course Proposal Form: The CC will design and implement a new course proposal form that will, among other things, accommodate the new distributional requirement categories. The new form will also be designed to indicate, not only the official cross-listing, but also the appropriate tags within the Tri-co course listing.

Credentialing: The CC will resume its study of the credentialing problem and try to formulate a revised proposal to the faculty.

Grade inflation: The CC will examine the data provided on the patterns of grades over the past years and try to formulate a proposal to the faculty for addressing the situation.

Revision of Curricular Rules: The CC will review the changes that have been approved in the Curricular Rules by the faculty over the past decade and present the faculty with an updated version of the Rules.

Curricular Revisions: The CC will work with faculty to advise them on the new language and distributional requirements during the coming transitional year. CC recommends the formation of a working group to oversee the development of the diagnostic assessment and the "Q-semester" course. The CC would provide a liaison to this group.

Writing Initiative: The CC also recommends forming a working group with liaisons from CC and CAP to oversee the ongoing development of the Writing Intensive course program and to further examine the nature of the writing program at both the freshman level (in the Emily Balch seminars) and in the senior capstone experience.

- 1 • The faculty and administration should take advantage of the change in the general distribution requirements to better ensure students' exposure to a broader range of approaches to inquiry.
- 2 • The faculty and administration should take advantage of the change in the quantitative requirement to include a quantitative literacy component so that all Bryn Mawr students graduate with quantitative skills that will be an asset to their life and work and so they can better take advantage of the College's offerings while they are here. The CRWG recommends that the Curriculum Committee form a working group that can continue the work of the Q subgroup in developing the most appropriate diagnostic instrument for entering students, in developing the quantitative literacy course (QSEM?) that would best address problems of the students who need it, and in setting the standards for the new Q courses.
- 3 • The faculty and administration should continue to facilitate the participation of continuing faculty in the Emily Balch seminars.
- 4 • The faculty and administration should explore the possibility of a "WI" requirement—a writing intensive course in the major, or, alternatively, making effective written communication skills a more concentrated focus of the major spread across more courses. The CRWG recommends that the Curriculum Committee and CAP form a working group to help all departments try to meet these goals, either by creating writing intensive courses or by better incorporating the goals of these courses throughout their disciplinary curriculum.
- 5 • The faculty and administration should continue to strengthen the relationship between the major and the College's general education requirements.
- 6 • The CRWG recommends that all majors require a capstone experience with a significant writing component, one that challenges students to integrate and synthesize knowledge they have gained throughout their career at Bryn Mawr. Given the constraints of staffing and varying student abilities, the CRWG encourages all departments to consider alternative modes of capstone experience, considering carefully the pedagogical aims of the capstone experience and ways in which the experience, be it a seminar, an independent research project, or a traditional thesis, contribute to those aims. The CRWG recommends that Curriculum Committee facilitate conversations among departments about best practices in the senior capstone experience, bringing together departments with similar structures and disciplines.
- 7 • The CRWG recommends that all departments work on ways of making information about course level expectations and prerequisites available to all students before registration.
- 8 • Since many departments thought that a reduction in teaching load would improve the ability of the department to attract and retain faculty who were interested in an active research program, CRWG recommends that CAP and Curriculum investigate the possibilities further, with due attention to the existing disparities in the way the load is currently computed in different departments as well as to the differing impact on departments of different size and scope.
- 9 • The CRWG recommends that Curriculum Committee expand its efforts to ensure coordination between campuses in the introduction of new courses and in the alteration of curricula, and we would recommend that CAP press severely on those departments who are neglecting (or even refusing) the opportunity to make better use of the college's resources by

increasing cooperation. We recommend that the Curriculum Committee convene some groups of faculty, both from the departments with graduate programs and from other departments, to brainstorm possibilities for increased collaboration. We also suggest that CAP, along with the Provost's office, consider ways to create incentives to encourage such innovation and collaboration.

- 10 • The faculty and administration should change the advising system to include even more intentional planning of an intellectual pathway through the requirements and to forge a connection between general education requirements and the disciplines.
- The faculty and administration should develop curriculum and programming to make Bryn Mawr the epicenter of global education for women. Specifically:
  - 11 ○ The faculty and administration should increase the presence and visibility of international study and experience at Bryn Mawr
  - 12 ○ The faculty and administration should renew and rethink International Studies, both as a center and as an academic program.
  - 13 ○ Curriculum Committee should work together with appropriate departments and the administration to develop a Global Focus and a Global Scholars certificate that would appear on student transcripts. Likewise, the GSSWSR should explore the creation of a certificate for students in International Social Work.
  - 14 ○ Curriculum Committee should do further work and collaborate with GSSWSR to develop Emily Balch Seminars that focus on underrepresented areas of the curriculum.
  - There should be increased collaboration between International Studies Office and the Undergraduate Dean to enhance study abroad with expanded study abroad opportunities.
  - There should be increased collaboration between the Provost, International Studies Office and the Undergraduate Dean to create tighter links among the International Program Office, the Office of Civic Engagement, and the Summer Internship Program Office.
  - CAP should recognize the importance of international and global studies in new hires.
- 15 • The faculty and administration should develop additional curricular and co-curricular programming to further enhance language instruction and more fully integrate the study of language into the rest of the global curricular initiatives.
- The faculty and administration should develop a co-curricular program or certificate in enterprise leadership. Take advantage of existing programming, e.g., the Non-Profit Executive Leadership Institute (NELI) at the GSSWSR, Dean's Leadership Training, LEAP, and course exchange at the Wharton School of the University of Pennsylvania.
- 16 • The faculty and administration should consider making oral communication more of a focus as an institutional goal and provide programming/curriculum to support this aim.
- 17