Final Report 2013-2014
Undergraduate Curriculum Committee

Meetings and Membership

The Committee met weekly throughout the Fall and Spring semesters. The membership was as follows:

Tim Harte, Chair
Elly Truitt
Mike Noel, Spring
Ines Arribas
Peter Brodfuehrer, Chair Elect

Liz McCormack, Associate Provost
Judy Balthazar, Interim Undergraduate Dean
Kirsten O'Beirne, Registrar, Invited Member
Joann O'Doherty, Executive Assistant
Carolyn Jacoby, Student Representative

To the greatest extent possible, documents were circulated electronically and posted to our Moodle site by our trusty Executive Assistant. Joann O'Doherty also maintained our "public" web site http://www.brynmawr.edu/cc/. The Curriculum Committee appreciates the willingness (and patience, given various online glitches) of the community to engage with us on curricular issues by filling out the necessary forms, providing data and insights, and discussing ideas and proposals.

Representation and Guests to Meetings

Faculty members serving on the Curriculum Committee took part in the following groups and processes:

- New faculty position requests with CAP (Committee on Academic Priorities)
- 360 Steering Group (Harte [fall], Noel [spring])
- PRAXIS Steering Committee (Harte)
- Tri-Co Creative Residencies (Mellon) program (Truitt)
- CLIC (Arribas)
- TCCAC (Brodfuehrer)
- The Chair attended monthly Advisory Council meetings prior to each faculty meeting.

Elizabeth McCormack regularly attended the Curriculum Committee meetings on behalf of the Provost's Office, and while her participation proved extremely valuable and productive, the Curriculum Committee believes that it would be helpful for the Provost herself to attend our meetings on a semi-regular basis.

The following individuals or groups were invited to Curriculum Committee to discuss particular issues:

- Latin American, Latino, and Iberian Peoples and Cultures (LALIPC): Ignacio Gallup-Diaz presented on a proposed Latin American, Latino, and Iberian Peoples and Cultures minor.
- Middle States Review: Provost Mary Osirim presented on the upcoming Middle States Review and requested Curriculum Committee involvement in this review.
- ESL: Gail Hemmeter and Betty Litsinger presented on a proposed English as a Second Language course for international students.
- Biochemistry and Molecular Biology: Susan White, Bill Malachowski, Monica Chander, Yan Kung, Jason Schmink, Tamara Davis and Michelle Wien spoke on a proposed major in Biochemistry and Molecular Biology.
- Bi-Co East Asian Studies: Paul Smith (Haverford), Shiamin Kwa, and Yonglin Jiang presented on their proposal for *Curricular Reform and Reconfiguration of the East Asian Studies Department as the Department of East Asian Languages and Culture*.
- Global Asia Concentration: Gary McDonogh presented on a proposal for a Bi-College Global Asia Concentration.
- Pilot Wellness Course: Christina Rose and Jason Hewitt presented on a new pilot ½ credit wellness course for 1st-year students.
- A.B./M.S.S. Pilot Program: Mary Osirim, Janet Shapiro, Sara Bressi Nath presented on a pilot for an A.B./M.S.S. program.
- 360 Program: Sara Theobald visited on several occasions to discuss 360 proposals, programs timelines, administration, and student policies.

Curricular Oversight

Writing Requirement

Following last year's approval of a departmentally-based writing requirement that would be part of each major, Curriculum Committee oversaw the implementation of writing requirement plans from each department at the College. Departments opted for either a one semester writing-intensive course and/or two semester–long writing-attentive courses. Certain departments encountered difficulties when incorporating this requirement into their current curriculum, and several departments expressed some frustration with the fact that we asked that all students in a given writing course take it as a writing intensive (or attentive) course rather than only a portion of the students taking it as a writing course (certain departments wanted to keep a course as is and then work with majors on the side to make it writing intensive/attentive); other departments had trouble accepting the limit of 18 students for writing intensive courses and 22 students for writing attentive courses. Ultimately, however, every department at the College submitted a workable plan for this new writing requirement.

Curricular Rules

The Curriculum Committee revised the Curricular Rules over the course of the Fall semester. Two significant changes to the Curricular Rules that Curriculum Committee voted on and successfully brought to the Faculty for a vote were 1.) Every candidate for the A.B. degree is expected to maintain grades of 2.0 or above in all courses in her major, minor, or concentration subjects; and 2.) If a full-year course is taken for only one semester in one year, the work done shall be counted in the units of credit toward the A.B. degree. The grade received in the semester taken will be included in the student's grade point average. Changes to the Curricular Rules were also made in regard to the College's new test-optional admissions policy and recent changes to the Foreign Language requirement. Several errors/anachronisms were discovered when these revised rules were presented to the full faculty, but the revised Curricular Rules now accurately reflect current policy. (APPENDIX 1)

Proposal Regarding Bryn Mawr Undergraduate Access to Preprofessional Courses within the Quaker Consortium

The Curricular Committee, at the request of the Undergraduate Dean, agreed to implement the following rule regarding non-liberal arts courses at other Quaker Consortium institutions, primarily the Wharton School of Business at the University of Pennsylvania: With the permission of her dean as well as the registrar, any Bryn Mawr student in good standing may now enroll during the academic year in and count towards the A.B. up to 4 courses taught 1) outside the College of Arts and Sciences at the University of Pennsylvania and/or 2) within the Graduate School of Social Work and Social Research at Bryn Mawr. To ensure that students spend their first two years exploring the liberal arts curriculum, gaining breadth, and preparing for a major, students will enroll in no such courses during the first year of study and no more than one such course in the sophomore year. This new rule was discussed at a Faculty meeting but not brought up for a vote since it was determined that it is the prerogative of the Undergraduate Dean to establish such a rule. (APPENDIX 2)

Departmental and Program Requests

Curriculum Committee approved a request from the Bi-College East Asian Studies Department to reform and reconfigure it as the Department of East Asian Languages and Culture. (APPENDIX 3)

Curriculum Committee approved the creation of a Biochemistry and Molecular Biology major at the College. (APPENDIX 4)

Curriculum Committee approved a request for a Global Asia Concentration. (APPENDIX 5)

Curriculum Committee approved a request for a pilot ½-credit Wellness Course for 1st-year students. (APPENDIX 6)

Curriculum Committee approved a request for a pilot A.B./M.S.S. program through the Graduate School of Social Work and Social Research at Bryn Mawr. (APPENDIX 7)

Curriculum Committee approved a proposal for multilingual international students demonstrating marginal competence in writing to be required to take one or two ESL courses, which would count for full credit. This proposal needs to be approved by the full faculty in Fall 2014. The CC hopes that the College will also do more in the future to address deficiencies in the writing skills of those students who are native speakers of English and thus not eligible for these ESL courses. (APPENDIX 8)

Curriculum Committee reviewed and approved Mellon Creative Residencies Proposals that involve Bryn Mawr College.

Curriculum Committee approved 360s, http://www.brynmawr.edu/360/, and the new courses associated with them. In consultation with Sarah Theobald, Academic Program Administrator for the 360 Program, it was agreed that Curriculum Committee would assume more responsibility for approving new 360s. Going forward, faculty proposing new 360s will be required to appear in person before the Curriculum Committee to develop and explain their 360 course clusters.

New Position Requests (with CAP)

In the Fall, based on the Position Summary, Curriculum Committee generated a short list of questions about the curricula for the requesting departments. Once full proposals were received, one CC faculty read and presented the proposal to the rest of CC. An additional set of questions for the proposing department was generated and one CC faculty member attended CAP's meeting with the requesting department. The list of proposals and CC representatives was Chemistry (Noel), Psychology (Brodfuehrer), Philosophy (Truitt), Sociology (Arribas), Creative Writing (Harte), Mathematics (Noel), and History of Art and Architecture (Truitt). CC did not participate in the final deliberations or in the drafting of CAP's final report.

New Courses

Curriculum Committee, rather than dividing into subcommittees to review New Course Proposals in the Fall and Spring as has been the general practice, opted to have faculty members on CC review individual course proposals and then briefly present them to the entire committee for approval. This new practice, which was adopted to give CC members a better sense of the overall curriculum and to give us more time to discuss broad issues pertaining to the curriculum, worked well in the Fall semester but proved unwieldy in the Spring when numerous New Course

Proposals came in at the deadline. Because so many New Course Proposals have been associated with Interim Faculty, the Chair of CC often reviewed late proposals.

Approaches to Inquiry

Previous data from the Registrar suggesting that the new Approaches Requirement might possibly be leading to fewer Bryn Mawr students taking courses at Haverford prompted the Curriculum Committee to facilitate the process whereby Haverford courses may be counted as fulfilling BMC Approaches. Haverford faculty have accordingly been encouraged to apply for their Haverford courses to count towards the Bryn Mawr Approaches Requirement, and the BMC Undergraduate Dean and Registrar have subsequently been approving these applications as they come in.

Items Discussed with no policy changes

- As Undergraduate Dean, Judy Balthazar discussed with Curriculum Committee the difficulties students are having in meeting the new Approaches requirements, in particular the requirement that only one course within the major department be used to satisfy both the distribution requirement and the requirements of the major. When the deans meet with their students, they are becoming more concerned with checking boxes instead of reviewing the content of courses a student is taking. And when a student declares her major late, she often has to retake an approach as a result of this rule. Given the varying views of the faculty toward the Approaches, It was decided that this committee would <u>not</u> take the proposal to faculty for a vote at this time.

- Curriculum Committee opted not to entertain a request to revisit the decision of the Registrar to have the listed course time correspond with the traditional, implicit start—i.e., "Bryn Mawr time" (e.g., ten minutes after the hour)—of every course.

- It was proposed that certain 300-level courses be counted toward the Approaches, but the Curriculum Committee did not approve this proposal.

- Prompted by Carolyn Jacoby, the student representative to CC, the Curriculum Committee discussed the possibility of putting content warnings in syllabi. But since the issue did not come up for a vote at the BMC Plenary due to a lack of quorum, the issue was not brought back to CC.

- Curriculum Committee opted to table the proposal to change Latin American, Latino, and Iberian Peoples and Cultures (LALIPC) from a concentration into a minor. Concerns were raised about the proliferations of minors at the College, and the CC decided to wait until the Fall to vote on this proposal.

Future Activities

2014-2015

Middle States Review (Elly Truitt will be the CC representative to this review).

Review new Language Requirement (and revisit Language Requirement for Non-Native Speakers of English).

CC will review the Child and Family Studies Minor.

CC will review the Environmental Studies Minor.

CC will review the International Studies Major.

CC will review the Neuroscience Minor.

CC will review the Italian Studies Major.

Appendices

Appendix 1	Curricular Rules
Appendix 2	Proposal Regarding Bryn Mawr Undergraduate Access to Preprofessional Courses within the Quaker Consortium
Appendix 3	Bi-College East Asian Studies Department to reform and reconfigure it as the Department of East Asian Languages and Culture
Appendix 4	Biochemistry and Molecular Biology major at the College
Appendix 5	Global Asia Concentration
Appendix 6	Pilot ½-credit Wellness Course for 1st-year students
Appendix 7	Pilot A.B./M.S.S. program through the Graduate School of Social Work and Social Research at Bryn Mawr
Appendix 8	ESL courses for multilingual international students demonstrating marginal competence in writing

Appendix 1

CURRICULAR RULES OF THE FACULTY OF ARTS AND

SCIENCES THE UNDERGRADUATE COLLEGE

I. ADMINISTRATION

A. THE ACADEMIC YEAR

The academic year consists of two semesters, with 66-69 days for classes in the first and 69-70 in the second.

1. Days and Hours of Classes

Classes shall regularly be scheduled from Monday to Friday, inclusive, of each week, unless otherwise specified by the Registrar, and classes shall begin at ten minutes past the stated scheduled time. The first lecture hour in each day of classes shall typically begin at 9:10 a.m., and subsequent classes during the day at ten minutes past the hour, half-hour, or quarter-hour unless otherwise specified by the Registrar.

2. Vacations

Appropriate vacations are scheduled for October recess, Thanksgiving, the winter holidays, and spring recess.

B. ADMISSION TO COLLEGE

1. General Regulations Governing Admission and Refusal of Admission

a. The College reserves the right in all cases to determine which candidates shall be admitted.

b. The President of the College shall have full power to refuse admission for non-academic reasons.

c. Notice of admission or of refusal of admission shall be given to all candidates at the time and in the manner determined by the President.

d. Only in exceptional cases may students be admitted to college for the first time at the beginning of the second semester.

2. Regular Admission to the Freshman class

a. Applications
All candidates for admission to the freshman class must use the Common Application.

b. Program of Studies for Admission

A four-year secondary school course, carrying a total of at least sixteen credits, is regularly required for admission to the freshman class. The typical program of study should include English, foreign languages, and Mathematics carried through most of

the school years and, in addition, History and Science. Elective credits may be offered in such fields as History of Art, History of Music, and History of Religion.

The Committee on Admissions may admit students whose program of studies in secondary school differs from the regular pattern, provided that they have shown evidence of continuity in the study of basic subjects and appear likely, through ability and training, to do good work in college.

On students who have carried advanced work in school, see below. Admission to Courses, II,A,2 and Credit for Advanced Placement Courses, II,C,8,e.

c. Test-Optional Policy

Beginning in the 2014-2015 applicant cycle, the College will move to a Test Optional Policy. First-year, transfer, and McBride applicants who are US citizens or US permanent residents will no longer be required to submit standardized test scores. US citizens or US permanent residents who choose to submit their scores may do so under the Test Flexible Policy.

a. Test Flexible Policy

Under the Test Flexible Policy, applicants select one of the following configurations of tests to submit

i. SAT Reasoning Test and a combination of two SAT Subject Tests or AP tests in two different disciplines]

ii. ACT

iii. A combination of three SAT Subject Tests and/or AP tests in the following categories:

Science or math

English, history, languages, arts or social sciences

Student's choice: One test of the student's choice but in a discipline different from the other two

If an applicant's first language is not English she may submit the results of one test in her first language, but only as her "Student's Choice." One of her remaining test results must be from category one and the other must be from category two, as listed above.

b. Notes for International Applicants

International citizens will not have the option and will be required to submit standardized tests as part of their application to the College.

International citizens whose primary language is not English and whose language of

instruction in high school is not English must submit the following tests: SAT I or ACT as well as the TOEFL or IELTS. The TOEFL or IELTS may be waived if English is the student's primary language or language of instruction during her four years of high school.

c. Application Review

The Committee on Admissions shall consider evidence of ability and readiness for college work through a holistic review of the secondary school record such as their grades in courses, rank in class (if provided), and recommendations from secondary school teachers and guidance counselors.

In addition to these tests the Committee on Admissions shall consider other evidence of ability in the secondary school record of the candidates, such as their grades in courses, their rank in class and the estimates given by the secondary school heads or guidance counselors of their character, maturity and readiness for college work.

3. Admission of Transfer and Foreign Students

a. Transfer Students

Students may be admitted on transfer from American and foreign colleges and universities approved by the College. The requirements for consideration for admission on transfer shall be: 1) an excellent school record; and 2) an average of at least "B" in college work.

A candidate for admission on transfer must submit the following documents: 1) school transcripts; 2) college transcript; 3) a letter of recommendation from the appropriate officer of the colleges attended; 4) a current catalog of that college with marks indicating the courses taken.

b. Standing

Students of other colleges or universities who have failed to meet prescribed standards of academic work, or who have been put on probation or suspended or excluded, will under no circumstances be admitted to Bryn Mawr College.

4. Admission of Part-time Degree Candidates

Women who because of special circumstances are unable to undertake a full college program may apply for admission to the College as part-time candidates for degrees. Students accepted for part time candidacy must take two or three courses each semester and must meet all entrance requirements as stated in B,2 or B,3 above.

5. Admission to the Katharine E. McBride Scholars Program

Women who are beyond the traditional college age and whose educations have been

delayed or interrupted may apply to the College through the Katharine E. McBride Scholars Program. Students accepted through this program will attend part-time in their first year and may, if they wish, continue as part-time students thereafter. During the first semester such students will normally take the Emily Balch Seminar and will be encouraged to take advantage of special support services and programs arranged by the Office of the Undergraduate Dean especially for them.

Applicants to the McBride Scholars Program must submit the following credentials:

- The Common Application for Transfer Students
- All official high school transcripts or GED equivalent (Secondary School Final Report is not required)
- All official college transcripts
- Two professor recommendations
- College's Official Report
- TOEFL (if applicable)

6. Admission of Non-Degree Candidates

a. Post-baccalaureate Students in Pre-medical and Paramedical Fields

Men and women who hold a bachelor's degree and need additional undergraduate training before applying to medical schools or programs in paramedical fields may apply to become post-baccalaureate students. Applications will be considered by a special subcommittee of the Committee on Admissions which will include a representative of the Graduate School of Arts and Sciences, a representative of the Department of either Biology or Chemistry, and the premedical advisor for the College.

b. Special Students

Men and women who do not wish to undertake a full college program leading to a degree may apply for admission as special students to take courses on a fee-per-unit basis, resources permitting, and subject to the approval of the department concerned.

Applications for special student status will be reviewed by the Associate Dean for Non-Degree Programs. Admission to a specific course is contingent upon the approval, in all cases, of the instructor involved. Applicants must present credentials, as required by the Associate Dean and the specific instructors involved, which attest to their readiness to undertake their planned program of study. Continuation of special student status will be reviewed each semester and granted only by the approval of the Associate Dean of the Undergraduate College.

A special student who wishes to become a degree candidate must follow procedures established for the admission of degree candidates.

C. REGISTRATION AT COLLEGE

All students are required to register with the Registrar/Controller no later than the first day of classes of the first semester. Incoming freshmen are required to arrive at College in the week preceding the beginning of the first semester.

II. CURRICULUM

A. COURSES

1. Definition

The chief units in the undergraduate curriculum shall be courses and half-courses. Undergraduate courses shall be of four kinds. 1) Full-year courses continue through both semesters of the College year; each full-year course is planned to require about one-quarter of a student's total in-class and out-of-class working time of approximately forty working hours per week; and each full-year course carries a credit of two course units. 2) Semester courses require the same amount of work each week for one semester and carry a credit of one course unit. 3) Half courses lasting throughout the year normally require half as much working time each week and carry a credit of one unit; a half-course lasting for one semester carries a credit of one half-unit.*4) Focus courses, which are 7-week long, half-semester courses that carry a credit of one half-unit.

* [One unit of credit at Bryn Mawr is considered the equivalent of either three or four semester hours of credit in institutions using one of the semester-hour systems. When translating semester hours into units, please consult the Registrar for specific policy information.]

Full-year and semester courses usually meet three times a week, or for one two to three-hour session in the case of advanced courses, but introductory language courses and courses in science with laboratory periods may meet more often; half courses regularly meet twice a week.

Courses shall also be defined as introductory (001), intermediate (002-020), first-year (100-199), second-year (200-299), advanced (300-399) or elective courses according to their place in the major program of the department and the stage in the work of the student at which they are usually taken.

2. Admission to Courses

A student admitted to the College may enter any course to which her previous preparation would entitle her; in particular, students who have carried advanced work in secondary school may be admitted in the freshman year to one or more courses giving more advanced work.

In order to enter second-year and advanced courses, and, in special cases, first-year courses, a student must have fulfilled the prerequisites stated by the departments concerned, or must satisfy in some other way the Dean and the department concerned of the adequacy of her preparation.

3. Credit-No Credit

A student may take one course per semester under the credit/no credit option, subject to the following regulations:

a. The student may use this option no more than four times during her undergraduate career. If she spends fewer than seven semesters at the College she may use the option once for each year of attendance.

b. A student registered for a course under this option is considered to be a regular member of the class; she will be counted into department statistics; she will be counted into College enrollment reports; she will pay laboratory fees; and she must meet all of the academic commitments of the course on schedule.

c. The instructor will not be notified by the Registrar or the Dean of the nature of the student's registration.

d. Faculty members will submit grades for all students in their courses. The Registrar will be responsible for maintaining the original record, i.e., the grade sheet, and of recording a "credit" or "no credit" grade when applicable on the student's transcript.

e. A student planning to take a course under this option should sign the C/NC Registry Book kept by the Registrar not later than the sixth Friday of classes in the semester in which the course is taken.

f. The grade for a course taken under the credit/no credit option in 1979-80 and later years may not be changed to a numerical grade unless the course ultimately becomes a part of the major plan of work. (See paragraph g, below). No numerical grade may be converted to "credit" or "no credit".

g. Courses taken under this option may meet the general college requirements (III.B.3). No courses may be taken under this option to satisfy major subject requirements. The "credit/no credit" designation will be changed to a numerical grade (by the Registrar) if the course ultimately becomes a part of the major plan of work.

4. Visitors

Students who are enrolled full time and who attend a course regularly without being formally registered are termed "visitors" and must obtain permission from the instructor.

A visitor in any course may not register as a regular student in that course after the confirmation of registration at the end of the second week of the semester, the first four days of the semester being counted as a full week.

A graduate student may become a visitor (auditor is the Graduate School term) in any undergraduate course by permission of the Dean of the Graduate School and the instructor.

5. Class Lists

Preliminary class lists shall be sent to the instructor in each course at the beginning of each semester.

B. REQUIREMENTS FOR THE DEGREE OF BACHELOR OF ARTS

1. Unit Requirement

All candidates for the A.B. degree must present 32 units of academic work. One unit is the equivalent of a one semester course or four semester hours. The 32 units must include the courses necessary to fulfill the general requirements of the College (see B,3 below) and the requirements of the major.

2. Residency Requirement

Each student must complete 6 full-time semesters and earn a minimum of 24 units while in residence at Bryn Mawr. These units may include courses taken at Haverford and Swarthmore Colleges and the University of Pennsylvania during the academic year. The senior year must be spent in residence. Seven out of the last 16 units must be earned in residence. Students do not normally spend more than the equivalent of four years completing the work of the A.B. degree. Exceptions to this requirement for McBride Scholars and for transfer students entering as second-semester sophomores or juniors are considered at the time of matriculation.

3. General College Requirements (for students who matriculated on or after August, 2011)

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 introductory level may either place up (and take language, literature or culture courses within the given language departments) or may begin a new language at the introductory level. Courses that fulfill this requirement must be taught in the foreign language; they cannot be taught in translation.

(2) Language classes from the introductory 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 introductory 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.

c. Courses to fulfill the College distribution requirement:

(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 a distributional requirement and a requirement 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.

4. Major Subjects

The major subject must be chosen from one of the major departments at Bryn Mawr or Haverford, or the major in Linguistics at Swarthmore, or such interdepartmental majors as are approved by the by the Committee on the Undergraduate Curriculum, or the student may apply for approval of an independent major to be taken at Bryn Mawr College, as indicated in section a immediately below.

a. Independent Majors

A student wishing to create an independent major must first submit her plan to two faculty members, one of whom must be a member of the Bryn Mawr faculty and be the director of her program, and one of whom may be a member of the Haverford faculty, who must agree to act as sponsors and as continuing supervisors of the student's major work.

She must then prepare a detailed, written proposal describing the specific course work and other work that will constitute the major. That proposal, together with supporting letters from the two faculty sponsors, shall be submitted for approval to the Permanent Subcommittee on Independent Majors, not later than the last day of classes preceding the spring recess of her sophomore year. Students transferring into the junior year may submit proposals not later than Friday of the fourth full week of classes in the fall term of the junior year.

The student's transcript will show "An independent major in ...," the title being that approved by the subcommittee.

The subcommittee shall exercise a continuing review of the academic progress of all students with independent majors, and shall report regularly to the Committee on the Undergraduate Curriculum.

b. Minimum Course Requirements

The minimum course requirement in the major subject shall be eight course units, consisting of full year or semester courses of which at least one course must be writing intensive (or the equivalent of two writing attentive courses) at the 200 or 300 level, at least two courses must be 200-level work and at least two courses must be at the 300-level or above. For interdepartmental majors, at least two courses must be at the 300-level or above. The course requirements in the major subject usually consist of the following:

- two course units of first-year (100-level) work;
- two to four course units of second-year (200 level) work;
- one course unit of writing intensive work designed to be taken during the

sophomore or junior year (200---300 level);

- and two to four course units of advanced (300-and 400-level) work.

A major should require no more than fifteen courses, including prerequisites and allies from other departments. Except where explicitly forbidden, courses used to fulfill major requirements may also satisfy other course requirements, including

divisional requirements.

Courses that satisfy the writing requirement are identified by the sponsoring department or program, subject to review by the Committee on the Undergraduate Curriculum. Criteria and goals for Writing Intensive courses may be found on the Curriculum Committee's web site.

c. Declaration of a Major

All sophomores before registering for their courses for their junior year must decide upon a major subject for their subsequent junior and senior years with the advice of their major departments. (See below II,C,2 Registration of Courses.)

5. Elective Courses

The remaining courses which make up the required total of thirty-two courses are devoted to elective courses. Students may choose freely any courses which do not have prerequisites or any courses whose prerequisites they have met.

6. Supplementary Requirement

Physical Education: The requirement shall consist of no less than eight terms (a term being one-half a semester, 6-7 weeks) of such classes and activities as the Department of Physical Education shall recommend, to be fulfilled at any time during the student's years at the College. In addition, all students must take a swimming test at the beginning of the freshman year. Students unable to pass this test are expected to register for beginning swimming as part of their course work.

C. PLAN OF COURSE WORK

1. General Program

A student's program regularly consists of four units of work each semester. A minimum course requirement of fifteen units must be completed before the beginning of the junior year. No student may register for more than five units in any semester without the permission of the Committee on the Undergraduate Curriculum and the major department. No student may carry six courses simultaneously under any conditions.

2. Registration for Courses

Every undergraduate student before entering upon the work of the semester must consult her Dean (or Faculty Advisor) about the courses she desires to take. Students in the College are required to register in the spring for courses scheduled during the coming academic year. No

student who is planning to continue in the College is excused from spring registration.

All sophomores before registering for their courses for their junior year must bring to the Dean a schedule of their plan of work in the major subject, approved and signed by the chair of their major department.

Under the Four-College Plan, full-time students in Bryn Mawr College may register for courses in Haverford College, Swarthmore College, and the University of Pennsylvania (without payment of additional fees). Such registrations must be approved by the Dean in all cases and by the departments concerned in the case of either required courses or major and allied work.

Any change in the courses for the first semester registered in the Dean's Office in the spring must be made before the end of the confirmation of registration. After the semester has begun changes may be made only within the first two weeks. (Note: A fine of ten dollars is payable for any changes made after that date, unless these changes are recommended by the Dean or the major department.)

3. Attendance at Classes

Students are solely responsible for attendance at classes. They are expected to attend classes and participate in the work. Failure to meet these requirements may be taken into account when grading a student's work.

Absences because of health or other urgent reasons may be excused at the discretion of the Dean, but any work missed must be made up. After a brief absence the student should consult her instructors about making up any work so missed. After a prolonged absence both the Dean and the instructor must be consulted. If it seems probable to the Dean that student's work may suffer seriously through the length of her absence, she may be required to drop one or more courses.

4. Absence from Courses

Unless a special exemption is granted by the Faculty, the following rule shall apply to every case of extended absence from courses: if a student is absent from all courses for twenty-five consecutive days of classes, she must drop a semester course; if absent for thirty-five consecutive days of classes, she must drop one course and become an auditor in another; if absent for forty consecutive days of classes, she must drop two semester courses; if absent for forty-five consecutive days of classes, she must drop two semester courses and become an auditor in a third; if absent for fifty consecutive days of classes she must drop all courses for that semester.

At the discretion of the Faculty, this rule may be applied to cases in which absences are not consecutive.

5. Full-Year Courses

If a full-year course is taken for only one semester in one year, the work done shall be counted

in the units of credit toward the A.B. degree. The grade received in the semester taken will be included in the student's grade point average.

6. Summer Courses

A summer course is one offered by a member of the Bryn Mawr College Faculty under the auspices of his or her department or of another department or departments of the College in

one or more months that fall outside the normal academic year. Such courses may be offered at Bryn Mawr or in the field, e.g., at some other location in this country or abroad. All summer courses must be approved for undergraduate credit by the Committee on the Undergraduate Curriculum, which shall judge them on the basis of the standards applied to any course offered at the College during the academic year. Once approved all summer courses shall be considered part of the regular curriculum of the College and subject to all the Faculty Rules governing the conduct and standards of work in Bryn Mawr courses.

7. Summer Programs

Courses offered in Bryn Mawr Summer Programs (Institut d'Etudes Francaises d'Avignon) are considered part of the curriculum of the College. Bryn Mawr students who participate in such programs should be informed that their work must meet regular college requirements and grades will be counted in the grade point average.

Summer programs sponsored by the American Council of Teachers of Russian (and ACTR fall and spring programs) are not part of the curriculum of the College. Students who participate in ACTR programs are to be informed that their work will not count toward the degree except as provided by the rules of the governing transfer credit (see 8.d below).

8. Credit for Courses Taken Elsewhere

a. Transfer Credit

The course credits of a student who transfers to Bryn Mawr College are evaluated at entrance into the College.

The Dean of the Undergraduate College may grant individual students credit for a full year's course when she considers the work done comparable to that at Bryn Mawr College. In other cases, credit will be granted on an hour-for-hour basis.

The Dean of the Undergraduate College may award hour-for-hour credit without re-examination to transfer students as follows:

(1) For required courses, when the work is considered by the departments concerned to correspond to the work at Bryn Mawr College. (The Dean may arrange for adjustments, such as the completion of additional laboratory work for science courses.) A schedule of three semester hours in the course formerly attended is accepted as fulfilling the requirements.

(2) For courses in departments in which the student has been admitted to second year or advanced courses, and, in general, with the approval of the departments concerned, for courses in the major subject.

(3) For other courses which are acceptable for the A.B. degree, upon consultation with the departments concerned.

(4) For elective courses taken at colleges from which students have transferred.

(5) Students may receive no more than four units of transfer credit for college

courses taken prior to secondary school graduation, provided that these courses were not counted towards secondary school graduation requirements. These courses may include those taken at a community college. In all other respects, request for transfer credit for work done prior to secondary school graduation are subject to the same provisions, procedures and limits as all other requests for transfer credit.

No credit shall be given for courses which repeat or duplicate courses offered for admission to college or courses taken at Bryn Mawr College.

The Dean of the College, after consultation with the department concerned, may require an examination where there is doubt of the quality of the work done, and may refuse credit for courses which are not acceptable to them.

The evaluation of the hour and semester credit of the course by the institution from which the student has transferred may be taken by the Dean of the College as the basis for awarding equivalent credit.

A student's standing in her class shall be based entirely upon the grades received in work done at Bryn Mawr College, and in courses taken under the Four-College Plan for Cooperation, but Faculty committees which award prizes, scholarships and special honors may consider the student's record of work taken elsewhere. This rule shall also apply to work done in the Junior Year Abroad and in Summer School Courses.

b. Courses Taken Under the Four-College Plan for Cooperation

In courses taken at Haverford College, Swarthmore College, and the University of Pennsylvania under the Four-College Plan for Cooperation and with the approval of a student's major department, course credit shall be accepted as given.

c. Junior Year Abroad

Students with excellent academic records who have given evidence of competence in the language of the country in which they plan to study may, with the approval of the Dean and the major departments concerned, apply for admission to the various regularly organized groups spending the junior year in study abroad.

Students who plan to spend the junior year abroad under any of these plans must consult their major departments in order to ensure that the work done abroad is coordinated with the general plan for the major subject.

Upon recommendation of the language departments concerned, students who spend the junior year abroad on these regularly organized plans of study in France, Germany, Italy or Spain are, upon successful completion of the program, automatically granted eight units of course credit toward the A.B. degree.

d. Summer School Courses

A total of not more than sixteen semester hours (four Bryn Mawr courses) earned in summer school may be counted toward the A.B. degree; of these, not more than eight semester hours (two Bryn Mawr courses) may be earned in any one summer.

Summer school courses for college credit may be taken only at institutions and in courses approved in advance by the Dean of the College and by the corresponding department. In addition, no course may be counted for credit in major or allied fields unless it is approved in advance by the major department; or, for a general college requirement, unless it is approved in advance by the corresponding department at Bryn Mawr.

A student planning to take summer school courses for college credit must consult the Dean of the College and the Registrar about her plans. She must secure from the Dean's Office and fill out in detail the form called "Approval for Transfer Credit" and present it, signed by the Dean and the Chair of the Department concerned, to the Registrar. To be acceptable, the courses taken must be comparable to work given at Bryn Mawr College, (Committee on the Undergraduate Curriculum Minutes, April 29, 1947), and must not duplicate or repeat work offered for admission or taken at Bryn Mawr College.

The Dean of the College shall grant hour-for-hour credit for acceptable courses taken at acceptable institutions. The institution's own evaluation of the hour and semester value of the course shall be accepted.

Credit shall not be given for less than one unit (or three to four semester hours) of work, or for less than two units (six to eight semester hours) of work in introductory language. (Committee on the Undergraduate Curriculum, February 27, 1946).

Courses taken elsewhere which have received a grade below 2.0 (70 or C) shall not be accepted for credit.

A student may increase the hour-for-hour credit by writing a paper. A summer course thus supplemented by extra work must be approved by the department concerned, and any paper written for this purpose should be set and graded by the department.

e. Advanced Placement Courses

Students who enter with Honor grades in Advanced Placement tests in the appropriate subjects will be exempted from the corresponding requirement for the A.B. degree (the grade of 5 is required in English and History).

With the approval of the Dean and the department concerned, one or more Advanced Placement tests with Honor Grades may be presented for credit. Students who enter with Honor Grades in three or more Advanced Placement tests may apply for sophomore standing.

D. GRADES

1. System of Grading

The following system of grading shall be employed.*

	4.0	Excellence
	3.7	
	3.3	
Merit	3.0	Distinction
	2.7	
	2.3	
	2.0	Satisfactory
Below Merit	1.7	Passing (but unsatisfactory for major
	1.3	subject work)
	1.0	
	0.0	Failing (work so unsatisfactory the student is refused permission to make up her deficiencies except by repeating the course and passing an examination. The original grade shall stand on the student's record, whether the course is repeated or not.) Note: If in the opinion of the Dean, it is possible for the student to substitute another course, the instructor may refuse to allow her to repeat the course.

2. Grading of Courses

Grades shall be reported for each student in each course in accordance with system of grading described above.

Each course grade represents the instructor's estimate of the total work of the semester or the year in that course, including quizzes, recitations, written work, laboratory work, and examinations.
Each instructor shall have power to determine the individual final grades given to students in his or her courses, and to determine the relative importance of recitations, quizzes, written work, laboratory, and examinations in computing the final grades.

When the work in a course taken by a student in the senior year is covered by an examination used in the major department's evaluation of the Conference(s) for Seniors, the instructor may use the results of that examination in computing a student's grade in that course.

Each instructor shall report to the Registrar the final grades obtained by his or her students in each course within one week of the examination in the course, if it is scheduled, or within one week of the last day on which the examination may be self-scheduled by the students.

In advanced courses which continue throughout the year, when the instructor does not wish to give a final numerical grade until the end of the year, he or she may report at the end of the first semester either a tentative grade, marked "Not to be

recorded", or a grade of "Satisfactory" or "Unsatisfactory." A similar procedure may be followed in making a report at the end of the first semester on half-unit courses which continue throughout the year.

Grades for the first semester must be reported and recorded in all first year courses.

The Registrar shall send to each student a record of her grades each semester when all grades for the semester in all courses have been received, and similarly, the results of deferred examinations and language examinations as soon as the record is complete.

Instructors may not report course grades to students except when examination papers are returned to the class for discussion. The Deans may, at their discretion, inform a student of her grade in a course.

A grade, once reported to the Registrar, may be altered by the faculty member who originally submitted the grade, or by the Department or Program Chair on behalf of the absent faculty member, by submitting a change of grade form with a notation of the reason for the change. No grade once reported to the Registrar may be changed after one year except by vote of the Faculty.

3. The General Average

The general average shall be computed on the basis of all grades received at Bryn Mawr and under the Four College Plan. Grades in courses taken elsewhere than Bryn Mawr, except under the Four College Plan for Cooperation, shall not be recorded and shall not be included in computing the general average.

Class rankings shall not be computed.

4. The Degree with Distinction

The three grades of the A.B. degree with distinction shall be cum laude, magna cum laude, and summa cum laude.

a. Cum Laude Students whose grade point average (computed without uncovering credit-no credit grades) equals at least 3.40 shall, at a minimum, receive the A.B. degree cum laude. Neither this grade point average nor the credit/no credit grades will appear on the student's transcript.

b. Magna Cum Laude A student whose average computed with CR/NCR grades uncovered exceeds 3.60, shall at a minimum receive the A.B. degree magna cum

laude.

c. Summa Cum Laude The top ten students in the senior class shall be eligible to receive the degree summa cum laude, provided that their grade point average is at least 3.8.

5. The Degree with Honors in the Major Subject

A student may receive the A.B. degree with honors in the Major Subject by the decision of the major department subject to the conditions approved as outlined in section II,E,3 Honors Work in the Major Subject.

E. STANDARD OF WORK

1. The "Merit Law" and Merit Warnings

a. The "Merit law" and Merit Warnings. Every candidate for the A.B. degree in Bryn Mawr College must obtain grades of 2.0 or above in at least one half of her total units of course work for the degree.

A student shall receive a Committee on Academic Standing warning and may be excluded from College at the close of any semester, including the first semester of her senior year, if her record shows that she has failed to obtain a grade of 2.0 or above in at least one half of the total units of course work up to that time.

At the end of the junior year she is automatically excluded if she has failed to obtain at that time a grade of 2.0 or above in at least one half of the total units of course work.

b. Failure Warnings. A student who receives a failing grade and/or an NC in two or more semester courses shall receive an Undergraduate Council warning.

c. Action by the Deans. Letters of warning shall be sent to students in the name of the Undergraduate Council by the Deans of the Undergraduate College.

Students who have grades below 2.0 in more than one half of their total units of course work or have failed or received a grade of NC in two or more courses will be put on probation by the Undergraduate Council. In this case, they may be required to attend all classes, and to meet all other academic commitments. This requirement shall be enforced by the Deans.

2. Major Subject and Major Subject Warnings

a. Standard in Courses in Major Subject.
Every candidate for the A.B. degree is expected to maintain grades of 2.0 or above in all courses in her major, minor, or concentration subjects. This standard also applies to courses in the major, minor, or concentration subjects taken during semester or year-long programs at other institutions.

No student may choose as her major subject one in which she has received a grade

of 0.0 or one in which her average grade is below 2.0. A student who has a major subject average below 2.0 at the end of her junior year must change her major. If she has no satisfactory alternative major she may be excluded from College.

b. General Procedures.

Every student who receives a grade below 2.0 in a second year or an advanced

course in her major subject shall be reported to the Undergraduate Council. A student whose average is above 2.0 but whose work has deteriorated may be required to change to another major and shall in any case receive a major subject warning from the Undergraduate Council.

In both cases described in the paragraph above, the student's major department shall be requested to make a recommendation to the Committee on Academic Standing as to whether or not the student may continue to major in that department; and, if she may, what warning she ought to receive.

c. Special Procedures for Juniors and Seniors. A student who receives a major subject warning at the end of the second semester of her junior year shall be required at the discretion of her department to take course examinations in her major subject in the mid-year examination period of her senior year. (See below, Omission of Examinations for Seniors, Section II,F,4,i,3.) If there is no examination planned in her major course, the instructor shall require a special examination and shall report to the Registrar for the information of the Undergraduate Council a grade for her work in the first semester.

A student who receives a major subject warning at the end of the first semester of her senior year shall be required to take course examinations in all her courses in her major subject at the end of the second semester. (See below, Omission of Examinations for Seniors, Section II,F,4,i,3.) If course examinations conflict with examinations given as part of the evaluation of the work in the Conference(s) for Seniors, special course examinations shall be scheduled for her either before the beginning of the final examination period or early in the week before Commencement. Exceptions to this rule may be made if the major department reports to the Committee on Academic Standing at the end of the first semester that an examination used to evaluate part of the work in the Conference(s) for Seniors will test adequately the work of one of her courses.

When a student in the second semester of her senior year receives a grade below 2.0 in a second year or advanced course in her major subject, the major department shall make a detailed report and recommendation to the Committee on Academic Standing when the grade is reported. As a general rule, the student will be permitted to receive the degree only if her major department makes a recommendation in her favor. To be eligible for graduation, a student must attain an average of at least 2.0 in her major subject.

When a student receives a grade below merit in a course in her major subject taken as part of a semester or year-long program at another institution, her record will be reviewed by the Committee on Academic Standing. The student's major department will

be asked to recommend whether or not she should be allowed to continue in that major.

A student must achieve a grade of 2.0 or higher in all courses for the independent major. A student who cannot maintain this standard in her independent major must choose a departmental major.

3. Honors Work in the Major Subject

Departmental Honors shall be awarded by departments for outstanding work in the major. The conditions for Honors shall be established by departments, subject to approval by the Committee on the Undergraduate Curriculum. Conditions for Honors for independent majors shall be established by the Permanent Subcommittee on Independent majors, subject to approval by the Committee on the Undergraduate Curriculum.

4. Suspension and Exclusion from the College for Academic Failures or Offenses.

Suspension or exclusion from the College as a penalty for academic failure shall be imposed by the President at the request of the Undergraduate Council. (See the Plan for the Academic Government of the College, Article V, Section 3,d.

Suspension or exclusion from college as a penalty for academic offenses shall be imposed by the President at the request of the Administrative Board of the Academic Honor System. (See the Academic Honor System, III,D)

A student who has been suspended shall be prohibited from visiting the College buildings and grounds under penalty of having her sentence of suspension increased by one semester. The fact of a student's exclusion from the College shall be stated on any transcripts of her academic record that are issued.

F. CONDUCT OF COURSES

1. Written Work

The instructor in each course shall be responsible for setting the date when all written reports, essays, critical papers and laboratory reports are due. No such piece of written work may be handed in after that date without the specific permission of the instructor.

All essays and written reports in any course, except laboratory reports, shall be handed in to the instructor not later than the last day of classes in each semester; but if written reports are substituted for the final examination, they must be completed by the end of the final examination period.

In special cases, with the permission of the instructor and the Dean, the period for handing in a piece of written work may be extended, except that seniors in the second semester must hand in their written work at least forty-eight hours before the time at which senior grades are due in the office of the Registrar.

If an extension is granted beyond the time when grades are due in the Registrar's Office, the instructor will turn in a grade of "Incomplete". If the written work is not handed in by the original date set (when no extension has been granted) or by the extended date, the instructor shall fail the work not done in computing the grade for the course.

A student whose record in a semester course at the end of her senior year is incomplete must complete all the requirements of the course within one year after leaving college, or

the course will not be counted in the units required for the degree.

2. Quizzes

The word "quiz" in the rules listed under this heading is defined as an announced written test, a "drop quiz" as an unannounced written test.

A quiz is usually given in each first-year course about the middle of the semester, and may be given in second-year and advanced courses. It may be omitted at the discretion of the instructor, but in first-year courses, some clear indication of a student's record should be reported to the Dean and to the student at the middle of the semester.

Additional quizzes or drop quizzes may be given at the discretion of the instructor.

The quizzes and drop quizzes in any course shall be given in the regularly scheduled class hours of that course. They shall be taken by all students in that course and may be taken by auditors.

If a student is absent from a quiz and excused on account of illness or some other emergency, a second or make up quiz may be arranged. The privilege of the make up quiz may be extended to students who have received unsatisfactory grades in the first one, if the instructor so desires.

When a student misses a quiz or a drop quiz because she has taken an unexcused cut, she may be penalized by receiving a grade of zero for the quiz. Procedure in such cases shall be left to the discretion of the instructor.

The grading, within the scale, of both quizzes and drop quizzes and their weighting in computing the grade for the course shall be left to the judgment of the instructor.

The quiz paper shall be returned to the student no later than one week after the quiz. It shall contain an estimate of the grade of the paper, on a system made clear to the student.
If possible, a grade should be given if the rating of the quiz is Failed.

3. Reports of Work of Students During the Semester

At the middle of each semester the Dean shall request from instructors a report on the progress of all students whose work is unsatisfactory (likely to fall below 2.0) and of all students who have received an Undergraduate Council warning. Instructors shall make these reports fully and promptly, adding any information that in their opinion may be useful to the Dean in dealing with these students.

Instructors shall furnish special reports on students at any time during the semester at the semester at the request of the Dean.

All estimates of the work of students contained in any report shall be without prejudice to future grades.

4. Examinations

a. Examination Periods. There shall be an examination period at the end of each semester. Examinations of seniors at the end of the second semester must be completed at least twenty-four hours before the time at which senior grades are due at the Registrar's office.

b. Regular Course Examinations. In each course, there is normally a three-hour self-scheduled written examination. When appropriate and in accordance with faculty procedures, the instructor can decide to substitute one of the following forms of final work for the self-scheduled examination. In no case shall more than one piece of final work be required for any course.

- A scheduled examination
- A take-home examination
- A final paper or other final project
- No final work at all

Every student absent from an examination for any cause as provided in 4 c shall be counted as having failed the examination.

A student who withdraws from the College before the end of the semester may be given permission by the Dean to take examinations at any of the regular or deferred examination periods, provided that she has not missed more than twenty-four days of classes, and that her instructors are willing to allow her to offer herself for examination. If she has missed twenty-five or more days of classes, the rules applying to the amount of course work allowed after a long absence shall apply to her.

c. Deferred Examinations. Examinations may be deferred only because of a student's illness, or illness or death in her immediate family.

A student who has had an examination deferred must present herself for examination at the next Deferred Examination period, but the Dean may grant permission to defer a December examination until the next autumn deferred examination period.

A student who fails to present herself for examination at the time arranged shall be counted as having failed the examination.

Deferred examinations shall be held three times a year, once immediately prior to the beginning of each semester, and once within three weeks of the end of the

examination period in Semester II.

d. General Written Examinations in Foreign Languages.

Language examinations in the following languages shall regularly be given: French, German, Italian, and Spanish shall be given regularly. Examinations may be given in other foreign languages in special cases. The rules governing the nature and

administration of examinations in other modern foreign languages shall be the same as those for the examinations regularly given. If a student offers a foreign language in which there is no instruction given in the College, the Committee on the Undergraduate Curriculum, upon approval of the choice of language, shall make the arrangements necessary for the examination and report them to the Faculty.

With special permission from the Committee on the Undergraduate Curriculum, foreign students may offer English as one of their two languages.

The language examination shall regularly be held at the beginning of the first semester, early in the second semester, and after the spring vacation in the second semester. The separate examinations in each language are scheduled in each period on dates set by the Registrar and published in the College Calendar. Placement examinations are offered for entering freshmen before the opening of College in the autumn.

Each examination shall be marked Passed (P) or Failed (F).

A student may take her language examinations as early as the autumn of her freshman year or she may present herself at any of the regular language examinations scheduled in the spring and autumn, except in the spring of her senior year.

III. THE ACADEMIC HONOR SYSTEM

A. THE HONOR SYSTEM

The integrity of all academic work is a responsibility of students. The administration of the academic honor system is the joint responsibility of students and Faculty. Each student is expected to be familiar with the rules formulated below and is on her honor to carry them out at all times. Each student is responsible for her own honor and is urged to assume responsibility for the integrity of others.

B. EXAMINATIONS AND QUIZZES

1. Examinations shall be conducted without proctors. However, one or more student proctors shall remain in each building to be called in case of an emergency and to caution students against noise.

2. There should be no talking in the examination room. A student may leave the examination room at any time and talking may be allowed outside the examination room provided that there is no noise which might disturb students in the examination room. On completion of an examination, students are requested to leave the building promptly and quietly.

3. Examinations will be written in the "blue books" (or other paper) provided by the College.
4. Students are urged to occupy alternate seats where space permits.
5. Students should bring into the examination room only those books and/or papers allowed by the instructor.

6. For scheduled examinations the instructor (or the instructor's representative) shall remain in the examination room for about fifteen minutes at the beginning of the examination in order to answer questions. The instructor or the instructor's representative shall return at the close of the examination to collect papers. A student completing the examination before the end of the examination period shall leave her "blue books" on the instructor's desk.

7. Quizzes shall be conducted in the same manner except that the instructor may remain in the room if he or she wishes.

8. The same standard of integrity shall be expected of students in the case of "take home" or "open book" or any other type of examination.

C. OTHER ACADEMIC WORK

1. In reports and other written work, sources of information of an idea or an opinion not the student's own must be clearly indicated; direct quotations must be acknowledged.

2. In laboratory work, each student, unless otherwise directed is expected to make all necessary measurements, drawings, and so forth, independently and from her own observations of the material provided. All records, including numerical data for working out results, are to be used by the student independently and as initially recorded.

3. Collaboration among students in the preparation of written work may take place only to the extent approved by the instructor.

4. Any student who is uncertain as to the applicability of the above rules to any particular assignment should ask the instructor for more explicit directions.

D. INFRINGEMENTS

1. <u>The Reporting of Infringements</u>

a. The student shall report herself.

b. A student who has evidence that an infringement has occurred is strongly urged to accept the responsibility either of asking the student to report herself or of reporting her to the Administrative Board of the Academic Honor System dealing with such cases. (See section 2 below.)

c. Instructors shall ask the student to report herself and unless informed that she has done so, shall report her to the Administrative Board of the Academic Honor System.

2. <u>The Administrative Board of the Academic Honor System</u>

a. The Administrative Board shall consist of:

(1) The Dean of the Undergraduate College (or other appropriate member of the administration) and three members of the Faculty elected by the Faculty upon nomination by the Committee on Nominations. Each member shall serve for three years, one member to be elected in each year.

(2) The five students elected to the Honor Board of the Bryn Mawr Students' Association for Self Government.

(3) The Dean of the Undergraduate College and the chair of the student Honor Board shall be co-chairs.

b. The procedure of the Administrative Board shall be as follows:

(1) All procedures for the handling of cases shall be decided upon by the Board.

(2) Penalties may include cancellation of part or all of a course, or such cancellation together with suspension or exclusion from College. Recommendations for exclusion or suspension are made to the President who will then proceed at her own discretion, which may include further hearing. All other decisions made by the Board are binding unless appealed to the President. The President's decision is final.

IV. UNDERGRADUATE AWARDS

A. SCHOLARSHIPS AND PRIZES

1. Undergraduate fellowships, scholarships, and prizes which are given for excellence in academic work done at the College are awarded on the nomination of the Faculty, except where otherwise provided in the conditions of awards of individual scholarships or prizes. These scholarships and prizes are awarded on the basis of merit only, without regard to financial need.

2. Financial aid is awarded to applicants on the basis of both financial need and academic excellence. Students in College wishing to receive financial aid must apply to the Office of Financial Aid, entering freshmen to the Office of Admissions. Application for renewal must be made each year.

3. The College's policy on financial aid awards is reviewed periodically by the Committee on Undergraduate Scholarships.

4. Any financial aid award may be withdrawn at any time for unsatisfactory work or for misconduct.

5. Prizes are awarded in accordance with the special conditions governing the individual awards.

B. TRAVELING FELLOWSHIPS

On eligibility of candidates and the method of award, see By-Laws of Faculty of Arts

and Sciences, C,2,b,8, on the Committee on the Award of Academic Distinctions and Traveling Fellowships.

1. The Bryn Mawr European Fellowship

This fellowship is given for merit to a member of the graduating class to be applied toward the expenses of one year of advanced study at a university. The fellowship may be used in this

country or abroad, but it is hoped that it may be used to study in Europe.

2. The Gertrude Taylor Slaughter Fellowship

This fellowship is awarded to a member of the graduating class for excellence in scholarship to be used for graduate study in any college or institution of higher learning anywhere.

Alternates may be appointed for this fellowship, or it may be divided between two students. The fellowship must be used within five years of graduation, or it will lapse.

3. The Commonwealth Africa Traveling Scholarship

This fellowship is awarded to a Bryn Mawr graduate to teach or to study at a university or college in Commonwealth Africa, or former British colony in Africa, for a period of at least six months with a view to contributing to mutual understanding and the furtherance of scholarship.

Appendix 2

Proposal regarding Bryn Mawr undergraduate access to courses within the Quaker Consortium taught outside of the arts and sciences

November, 2013

Background

Faculty rules indicate that Dean of the Undergraduate College at Bryn Mawr is responsible for identifying which courses our students may take within the Quaker Consortium. Traditionally, the Dean limited students to liberal arts courses.

> Under the Four-College Plan, full-time students in Bryn Mawr College may register for courses in Haverford College, Swarthmore College, and the University of Pennsylvania ….Such registrations must be approved by the Dean in all cases."

This rule appeared in the Bryn Mawr catalog in the 1990's as follows:

> Bryn Mawr students may register for up to two courses a semester at the University of Pennsylvania….Not all courses offered at Penn are acceptable for credit towards the A.B. degree at Bryn Mawr. Students are responsible for determining that the course they wish to take is acceptable for credit toward their degree and should consult their dean about this before they register for the course.

By 1996-7, the catalog went so far as to specify that the Dean would approve only liberal arts courses:

> Bryn Mawr students may register for up to two liberal arts courses a semester at the University of Pennsylvania….

In practice, the Dean gave students permission to take individual courses offered outside Penn's College of Arts and Sciences if a member of the Bryn Mawr faculty and the Dean believed that the courses were "liberal arts in nature."

At some point in the early 2000's, however, the unit at Penn that administered the Quaker Consortium began to restrict Bryn Mawr students to courses housed in Arts and Sciences.

Although Penn has now lifted that restriction, the Bryn Mawr catalog has included the following statement since 2004:

> Bryn Mawr students may register for up to two liberal arts courses a semester in the College of Arts and Sciences or the College of General Studies at the University of Pennsylvania ….

Current BMC practice regarding electives

Over the past five years, faculty in the Wharton School have actively encouraged our undergraduates to enroll in courses in accounting, marketing, management, etc., and the unit at Penn that now administers the exchange did not object. To accommodate these pressures, the Dean's Office instituted an unofficial policy to allow students to take *up to two* elective classes outside of Arts and Sciences at Penn over the course of their Bryn Mawr careers. In each semester since 2010, several dozen Bryn Mawr students have explored courses at Wharton and, less frequently, the Graduate School of Education and the School of Nursing. Each semester, ten to twenty students have enrolled in these courses.

Current BMC practice regarding joint degree programs with preprofessional schools.

The Dean's decision to allow students to count courses from outside of the arts and sciences towards the Bryn Mawr degree has precedent.

> Our 3/2 Program with Cal Tech allows students to count 8 engineering courses towards the A.B.
>
> Our 3/2 Program in City and Regional Planning at Penn allows students to count up to 8 courses in city planning towards the A.B. (Note that in practice the number of courses counted is usually much lower.
>
> Our Combined Master's and Teacher Certification Programs at Penn allow students to count up to 2 graduate education courses towards the A.B.
>
> Our 4+1 Partnership with Penn's School of Engineering and Applied Science allows students to count up to 2 undergraduate engineering courses and up to 3 graduate engineering courses towards the A.B.

Penn's policy for their own A & S students

Penn allows their own Arts and Sciences students to count *four* (and sometimes more) preprofessional courses towards the degree. Their website reads

Since the College confers a bachelor of arts degree, 16 of the 20 credits outside the major must be Arts and Sciences courses. This means that most students may count as many as 4 courses from schools outside Arts and Sciences towards the degree. Students who wish to take more than the minimum number of

credits for graduation may take even more than 4 from other schools. (http://www.college.upenn.edu/credits-graduation.)

Proposed BMC policy

The following policy would be similar to the one Penn applies to their own Arts and Sciences students. It is flexible enough to accommodate our various dual-enrollment programs and restrictive enough to prevent students from enrolling in non-A&S courses at the expense of their exploring our own curriculum and meeting our own requirements.

> During the academic year, any Bryn Mawr student may enroll in, and count towards the A.B., up to 4 courses taught 1) outside the College of Arts and Sciences at the University of Pennsylvania or 2) within the Graduate School of Social Work and Social Research at Bryn Mawr. To ensure that students spend their first two years exploring the liberal arts curriculum, gaining breadth, and preparing for a major, students will enroll in no such courses during the first year of study and no more than one such course in the sophomore year.
>
> A student who enrolls in a joint degree program with Cal Tech, or with any graduate program at the University of Pennsylvania, or with Bryn Mawr's Graduate School of Social Work and Social Research, may increase that number to accommodate the requirements of the specific program but may count no more than a total of eight courses outside the arts and sciences towards the A.B.

DRAFT PROPOSAL FOR CURRICULAR REFORM AND RECONFIGURATION OF THE EAST ASIAN STUDIES DEPARTMENT AS THE DEPARTMENT OF EAST ASIAN LANGUAGES AND CULTURES

Text in italics is for explanation, and will not go into the formal description of requirements. Text in bold suggests language for the catalog.

REBRANDING:

In order to emphasize our curricular and faculty focus on the humanities, EAS will be renamed the Bi-College Department of East Asian Languages and Cultures. At the same time we are exploring ways to institutionalize Bi-College, interdisciplinary approaches to the study of Asia that will be distinct from but complementary with the EALC. This anticipated Asian Studies Concentration will enable students to add a focus on East Asia or other Asian regions where applicable to a major in social science and humanities departments housing a participating Asian specialist.

THE REVISED MAJOR CURRICULUM (T=9 NON-LANGUAGE AND 2 LANGUAGE CREDITS)

The proposed curriculum entails 7 non-language credits in the EALC Department, 2 non-language credits involving courses on East Asia outside EALC, and 2 credits for Third-year Chinese. The details are spelled out below.

I. THE LANGUAGE REQUIREMENT (2 CREDITS)

EALC majors are required to demonstrate third-year-level competence in Chinese or Japanese, either by passing a placement assessment or completing the relevant third-year course (that is, CNSE 101-102 or JNSE 101-102). Korean language instruction is offered at the University of Pennsylvania, but does not count towards the Bi-Co EALC major.

By just counting 3rd-year language towards the major we follow the example of the Russian Department, while also acknowledging recent trends in our own enrollments. Over the past few years a combination of increasing numbers of students entering college having studied Chinese or Japanese in high school, along with an influx of native speakers of Chinese who enroll in Japanese language classes already in command of Chinese characters (kanji), has diversified the ways that students achieve the language competence we expect of EALC majors.[1] In response to these trends we propose to require that EALC majors demonstrate third-year mastery of either Chinese or Japanese either through native mastery or through completion of the relevant third-year course (that is, CNSE 101-102 or JNSE 101-102). For EALC majors who work up to third-year and advanced (previously fourth-year) Chinese and Japanese through the Bi-College language programs – still the majority of students – we propose that they be certified in both the EALC major and either the Chinese or Japanese minor. This will both give public recognition to

[1] Roughly half of the students in first-year Japanese are from the PRC, with another half of the students in second-year Japanese entering the course directly on the basis of their high school training in Japanese .

our students' linguistic achievements, and acknowledge the reality that the EALC (or EAS) major and two language minors have long served overlapping but diverse student constituencies.

II. THREE (3) CORE COURSES (3 CREDITS), REQUIRED OF ALL MAJORS:

Beyond demonstrating language competence, EALC majors are required to take THREE core courses from the following array of courses:

1. One 100-level course on China from among 110 (Introduction to Chinese Lit.), 120 (Individual and Society in China), and 131 (Chinese Civ.); and

2. One 100-level course on Japan from among 132 (Japanese Civ), 13X (Myth, folklore, and legends of Japan), and 1xx (TBA, depending on the new hire).

3. EALC (now EAS) 200: Methods and Approaches to East Asian Cultures.
   EALC 200 is required of all EALC majors and minors. Majors will be urged to take 200 in the Spring of their sophomore year, as originally planned; (minors may take it as a junior or senior elective). So we can revive the moniker Sophomore Sem. If they are late to the major they will have to take Sophomore Sem in the Spring of the junior year. In addition, EALC 200 will serve as the designated departmental Writing Intensive course (30 pages of writing), now required of all departments by Bryn Mawr.

III. THREE (3) DEPARTMENTAL ELECTIVE COURSES (3 CREDITS)

In addition, majors must take THREE additional courses offered by members of the Bi-Co EALC Department. On signing up for the major, students should work with the departmental co-chair on their campus to select courses that are intellectually complementary. At least one of the three courses must be at the 300 level.

Our ability to help our students gain fundamental methodological skills on the one hand, and basic cultural literacy about East Asia on the other, has faced two hurdles: a shortage of courses in the department, as a result of inadequate staffing and turnovers; and the consequent tendency of students to get their EA courses abroad or in other departments. This has resulted in a scatter-shot approach to coursework that has left our students under-educated about East Asia and under-prepared for the challenges of a senior thesis. Now that both the Bryn Mawr and Haverford sides of the department are adequately staffed, we propose requiring students to take three courses from a menu of electives chosen by the Department and offered – with only departmentally-approved exceptions – by the Department faculty. The designated field requirement cannot be satisfied by courses outside the department, even if they are cross-listed; or by courses taken abroad. At least one of these three courses must be at the 300 level. The menu of designated field courses will be based on the offerings of the departmental faculty.

IV. TWO NON-DEPARTMENTAL COURSES RELATED TO EAST ASIA (2 CREDITS)

In order to encourage a sampling of approaches to East Asia beyond EALC or the Bi-Co community, students are required to take two courses related to East Asia from the wider array of courses offered outside the Department and/or from Study Abroad courses approved by their advisor. These courses may not substitute for the three Core and three elective courses offered by the EALC faculty.

V. THE SENIOR THESIS (1 CREDIT)

Because up to now our students have chosen their courses in a pell-mell fashion their selection of and approach to thesis topics has been equally disorganized. We propose making the thesis a rewarding capstone to a well-designed curriculum that also brings student-scholars in closer contact with their scholar-advisors, as follows:

Finally, students are required to complete a senior thesis (1 credit). Although the majority of the thesis will be done in the Fall semester, the final draft will be completed and formally presented early in the Spring semester.

1. Students must relate their theses to their course-work in the Department, by demonstrating connections to courses that helped provide the substantive background and methodological preparation for their proposed topic.
2. Students must prepare a thesis proposal by the end of the Spring semester of their junior year that identifies a workable topic, identifies relevant and accessible sources, and highlights the connection to coursework in and outside the major. [**Further details about the document and assessment mechanisms forthcoming.**]
3. All four non-language members of EALC will participate in thesis advising. Students will work closely with the faculty member closest to their topic, but must also choose topics that fall within the purview of our departmental specialties and competencies. Thesis writers will be divided up among the faculty as evenly as possible, to produce a close and intense research and advising experience. Beyond serving as primary advisor for their own share of students each faculty member will serve as second reader for a portion of the theses; and every member of the department will read all submitted theses to determine grades and honors. Because the thesis project extends through half of the Spring semester, and will require substantial time and effort from each advisor, we ask for a full teaching credit for each of the four thesis advisors.

VI. THE MINORS

The Department will continue to certify three minors: Chinese language, Japanese language, and East Asian Languages and Cultures. As with its EAS antecedent, the EALC minor will require six courses, but now they must be taken from among courses offered by the EALC departmental faculty, and one of them must be EALC 200. Minors with a focus on other aspects of East Asia will be served by the Asian Studies concentration.

Appendix 4: Proposal—Biochemistry and Molecular Biology Major shared by Biology and Chemistry Departments--March. 2014

Motivation

Many of our peer institutions offer high profile Biochemistry majors, programs or concentrations. Some of the older ones are mostly housed within Chemistry Departments, but most of the newer ones are joint programs sponsored by both Chemistry and Biology Departments. These programs typically include Molecular Biology in the name. We have therefore decided on the name "Biochemistry and Molecular Biology" but will shorten it to "Biochemistry" in this proposal. We believe a joint major between Chemistry and Biology would be the most exciting and the most pedagogically sound. By its nature, a joint major would foster interdisciplinary activities, which are critical to breeding innovative new science.

We seek to offer a Biochemistry major that is not radically different from those of our peers. Nor should it differ greatly in structure from either the Chemistry or Biology major in terms of number of courses and laboratories. It should also be consistent with a Liberal Arts education, and allow students to explore courses such as genomics and medicinal chemistry that may not be found at all of our peer institutions. To the greatest extent possible, it should be revenue neutral and not require the creation of new courses.

In this proposal we discuss the students we expect to teach, what we have done so far, and based upon examination of numerous Biochemistry majors at peer institutions we consider the courses that would be included in this major. We readily acknowledge that the Biochemistry Major would not be for everyone, but that students should be able to "bail out" to either a Chemistry or Biology major with little difficulty. This major will be more doable for students arriving at Bryn Mawr with advanced placement in Mathematics or Chemistry and participation in Study Abroad programs may be possible only with careful planning in consultation with the Major Adviser.

Students

We expect to draw students from current Chemistry and Biology majors and hope eventually to be able to recruit students who do not major in either of these sciences or who choose not to attend Bryn Mawr. We expect that Biochemistry majors will plan to attend graduate school, health-related professional schools, or to work as scientists. While we plan to offer a responsible, cohesive and rigorous Biochemistry major, we acknowledge that some students will need to take additional courses to meet outside requirements. We have a small amount of data that suggests that such a program might be popular and several students each year major in Chemistry with a Biochemistry concentration.

Procedures

Upon the hiring of our second biochemist in the Chemistry Department, Yan Kung, the Chemistry Department commenced discussions on making Biochemistry more visible at Bryn Mawr. Over the spring and summer, several smaller meetings were held amongst chemists during which biochemistry programs at comparable institutions were compared. One meeting was held, (S. White with K, Akerfeldt) with Haverford's Chemistry Chair. This Fall, two meetings were held with interested Chemists and Biologists where the chief issues discussed were number of required courses and academic rigor. Subsequently, the Biology and Chemistry Departments have discussed this proposal and provided suggestions. Guidelines set forth by the American Chemical Society (ACS) and American Society of Biochemistry and Molecular Biology (ASBMB) were also consulted.

Course Organization

Fundamentals--5 courses

Chemistry—All students will need to take the equivalent of the first two years of chemistry—CH. 103/104 (General Chemistry) and CH. 211/212 (Organic Chemistry). All four courses have labs. This is a universal requirement and Organic Chemistry is generally a pre-requisite for Biochemistry, although CH. 104 principles are essential for much of the first part of Biochemistry. Interested students will need to start Chemistry in their first year.

Biology—At least one semester of Introductory Biology is required for a Biochemistry major. We plan to require Bio110 (focus on the cellular and molecular level) with its lab and note that some students will need to take Bio 111 (focus on the organismal and ecology level) for other reasons.

Biochemistry--2 courses plus CH 252 for some (2-3 courses)

We plan to preserve the two current options for a first Biochemistry course—BIO 375 (Fall) and CH 242 (Spring). BIO 375 is offered in the Fall and has an associated lab, but CH 242's lab is in CH 251/252 Research Methodology team taught laboratory course. We don't know if prospective majors would overwhelmingly prefer the Fall option with its built-in lab. We could potentially experiment with allowing CH 242 to be taken concurrently with CH. 212 so that well-prepared potential Biochemistry majors might start their major in the Spring of their sophomore year.

We all agree that Biochemistry majors need significant biochemical laboratory experience. We propose that majors who take CH. 242 take CH. 252 that is offered every Spring. This integrated laboratory course would be team taught by two biochemists or one biochemist plus another chemist who will offer some laboratory experiences with a biochemical flavor. For example, physical chemists may offer biophysical chemistry labs and organic chemists might offer a bio-organic or medicinal chemistry experience. However, in this arrangement CH. 252 may not be exclusively biochemistry and this would allow biochemistry majors to gain expertise in more chemical fields. We would attempt to schedule CH. 252 in the

Spring as the "biochemical" semester, but recognize that the vagaries of scheduling might occasionally require that CH. 251 have more biochemical content.

Most Biochemistry majors surveyed require a second semester of Biochemistry that covers metabolism. This course is often taught at a higher level that uses, in addition to a standard textbook, journal articles and may focus on research-relevant topics of the instructor's choosing. We propose to create such a course at the 300 level with either CH 242 or BIO 375 as a pre-requisite. Such offerings in the past (CH 345) attract a healthy enrollment of 15-20 students. This new course would be offered every year and CH 345 (Advanced Topics in Biochemistry) would be offered occasionally. Infrequently offering CH 345 makes this proposal revenue neutral. Both of these courses may be offered at the 500 level so that graduate students and highly qualified post-bacs may take them.

Writing Requirement—should be completed by end of Jr year

Chemistry has nominated CH 251 and CH 252 as writing attentive courses and Biology has followed a similar strategy of naming laboratory courses as writing attentive courses (e.g. BIOL 215, 220, 255, 271, 303, 313, 314, 340, 375, 376). If the Biochemistry major becomes very popular, enrollment pressure may jeopardize this strategy because enrollments in writing attentive courses are limited to 22.

Laboratory Experiences

All agree that the essence of good biochemical education is excellent training in the laboratory. All Biochemistry majors would have 4 Chemistry and 1 Biology laboratory at Fundamental level, plus one semester of Biochemistry or Biochemistry/Biochemically flavored laboratory. We propose that all majors take at least one more laboratory course but that students not doing research take two more laboratory courses. This additional laboratory course must be at the 200 or 300 level and may partially satisfy the Writing Attentive requirement.

Research and Capstone Experiences

3 courses for senior researchers (Required for Honors)

2 courses for senior non-researchers (Independent Study 403 plus extra lab course)

Ideally, all Biochemistry majors intending to continue to graduate school or the scientific workforce should take two semesters of senior research. There should be no restrictions on choice of research mentor and we foresee that on rare occasions, Biochemistry majors may complete research projects with little biochemical content. The Biology Department offers a 1 credit seminar course for research students, BIOL 399 that provides a forum for discussion and presentation of research-related topics.

Independent Study or Praxis

Students not doing research may take a one semester Independent Study or Praxis course under the direction of any Chemistry or Biology Faculty member. Students may conduct library or laboratory research that culminates in formulation and presentation of a research proposal or substantial paper. Participation in group meetings is required and the topics and format of this course need to be agreed upon in advance of the semester.

Physical Chemistry--1course

To preserve rigor in the Biochemistry major, we would like to require one semester of Physical Chemistry—either CH. 222 (thermodynamics, statistical mechanics, and kinetics) that is offered each Spring or a choice of CH 221 (quantum and spectroscopy) which is offered each Fall or CH 222. We note that students often struggle with the high level of mathematics required in PCHEM and we are currently tracking student progress to try to better determine what is really needed to succeed in Physical Chemistry and whether crucial math concepts might be taught within the chemistry course. At present, we have elected to retain Math 201 as a requirement and expect that the Math 201/PCHEM might act as gatekeepers to this new major. At Haverford, the pre-requisite for Physical Chemistry is Math 102. We note that larger institutions frequently create a PCHEM course with a Life Science focus that combines topics from both semesters and does not require more than one year of calculus as a pre-requisite. Some Biochemistry majors do not include a Physical Chemistry requirement, but it is recommended or required for graduate studies in Biochemistry.

Advanced Biology--2 courses

Genetics—BIO 201 (Fall) and Molecular Biology (BIO 375) with lab (Spring)
Most Biochemistry majors specifically list genetics and molecular biology as required courses and indeed the Biochemistry GRE Exam features material from these courses. Currently most of the Chemistry major/Biochemistry concentrators take these two courses. The ASBMB guidelines suggest three Biochemistry courses and molecular biology could be the third such course.

Other Advanced Electives—2 courses

The ASBMB guidelines suggest two more advanced electives from Biology, Chemistry, Computer Science, and Mathematics. We propose that at least one must be at the 300 level and that both must be approved by the advisor.

Possible courses—These courses will need to be approved by the major advisor.
BIO 215 Experimental Design and Statistics
BIO 255 Microbiology with lab
BIO 271 Developmental with lab
Bio 216 Genomics
BIO 327 Evolutionary Genetics and Genomics
BIO 340 Cell Biology with lab
CH 221 or 222 (whichever was not taken from above list)
CH 231 Inorganic Chemistry

CH. 251 (Research Methodology I, the less biochemical semester)
CH. 515 Medicinal Chemistry
CH 345—Advanced Biochemistry
Haverford electives as approved by Major Advisor

Allied Courses
Mathematics--3 courses
There is universal agreement that two semesters of calculus be required for a Biochemistry major. Currently Math 201, multivariable calculus, is a pre-requisite for both semesters of physical chemistry. Math 201is offered at Bryn Mawr only in the Fall and the Haverford course is offered at the same time as Organic Chemistry at Bryn Mawr.

Physics or Allied Courses--2 courses
We elect to retain Physics 102/102 or Physics 121/122 as a requirement for the Major except if the student, in consultation with the Major Advisor can make a case for work in Computer Science, Geology, or Biology to be selected from the following courses:
Bio 111, 202, 215, 220, 225, 236, 250
CS 110, CS 206 (Data Structures), CS 231 (Discrete Math)
Geo 101, 102, 103, 202, 203, 204, 236, 250

Not all Biochemistry majors list physics as a requirement, although it is often a pre-requisite for Physical Chemistry and is needed for graduate and professional studies.

Honors
Students seeking to complete the Biochemistry major must complete two semesters of research and have a GPA of 3.6 in all Major and allied courses.

Advising and Recruiting
An advising structure will be needed for Biochemistry majors. Initially the Biochemistry faculty could work with the Chemistry and Biology major advisers, but eventually, the biochemistry faculty will need to advise majors and carry out related recruitment activities.

Other Concerns
Any curriculum put in place needs to be "schedulable" for students and "leave proof" for faculty. There are now several biochemists, so staffing of biochemistry courses should work out. The more choices we build into the major, the easier it may be for students to manage scheduling problems and for faculty to work around leaves.

We recognize that this major, with 20 courses, will not be possible for all students. Students will be able to use their remaining 12 courses to satisfy requirements and to explore other interests. There are 6 additional required courses:1 E-Seminar, 2

Language, and 3 for the CI, IP, and CC courses. We assume that the QM and SI requirements would be satisfied by taking courses required for the major, leaving 6 courses that could be chosen from any area of the curriculum.

Current ASBMB guidelines propose not a list of courses, but a list of skills that biochemistry students should have upon graduation. Many of them are quite general (critical reading of scientific literature, experimental design, presentation skills) but we should be mindful that our courses do incorporate these features. Indeed, because research and seminars are so valuable, we want to avoid having students dilute their senior experiences with an excessive number of courses.

Double counting and double majoring.
The Curriculum Committee/Dean can advise on this matter. It should not matter much as long as it's clear to students and advisors. Students who elect a Biochemistry major will need to understand that their interdisciplinary major includes a significant amount of chemistry and biology, but students will not be allowed to double major in Chemistry and Biochemistry. Presumably, a student could still double major in Chemistry and Biology or major in one and minor in the other. Chemistry majors could still be allowed to complete the biochemistry concentration, but they are typically disappointed that the concentration doesn't appear on their transcript and recognize that it doesn't carry as much significance as a major.

Implementation and Assessment
Assuming approval in Spring 2014, could this major start for the class of 2017 (now freshmen)? If so, we would plan to do some outreach in CH. 103 and CH. 211 next Fall. We would also create a website and college catalog materials and attend Academic Fair every Fall. To improve the program and make sure the requirements are acting as intended, we would carefully monitor student progress through the major and conduct a complete review after 3 years.

Required Courses 19-21 Total courses (each semester will have 2-3 required courses)

Fundamental—5 courses
Bio. 110
Chem 103
Chem 104
Chem. 211
Chem 212

Core—5-6 courses (CH. 252 and Molecular Biology may satisfy Writing)
CH 242 with CH 252 Biochemistry
Or
Bio 375 Biochemistry with lab
Biochemistry Semester 2

CH 222 or CH 221 (Physical Chemistry)
Bio 201 Genetics
Bio 376 Molecular Biology

Electives—2 with at least one at the 300 level
BIO 215 Experimental Design and Statistics
BIO 255 Microbiology with lab
BIO 271 Developmental with lab
Bio 216 Genomics
BIO 327 Evolutionary Genetics and Genomics
BIO 340 Cell Biology with lab
CH 221 or 222 (whichever was not taken from above list)
CH 231 Inorganic Chemistry
CH. 251 (Research Methodology I, the less biochemical semester)
CH. 515 Medicinal Chemistry
CH 345—Advanced Biochemistry
CH. 331—Bio-inorganic Chemistry
Haverford or other electives as approved by Major Advisor

Allied Fields (5 courses)
Math 101 Calculus I
Math 102 Calculus II
Math 201 Multivariable calculus (PChem pre-req)
2 courses out of Physics 101/102 or 121/122,
Bio 111, 202, 215, 220, 225, 236, 250
CS 110, CS 206 (Data Structures), CS 231 Geo
101/102/103/202/203/205/236/250

Senior Experience (2-3 courses)
2 semesters research + research seminar 3courses
or
1 Semester Independent Study/Praxis + extra lab course

Sample Course Plan for a Typical Student

Fall	Spring
Year 1	
Calculus 1 (Math 102)	Calculus 2 (Math 102)
Chem 103	Chem 104
Year 2	
Chem 211 (Organic)	Chem 212 (Organic)
Bio 110	
Allied Science	Allied Science
Year 3	

Bio 201 Genetics	Chem. 222 (Physical Chemistry)
Bio 375 (Biochemistry) Writing	Bio 376 (Molecular Biology) Writing
Math 201	Biochem II
Year 4	
Research	Research
Elective	Research Seminar 1 credit
	Elective

Sample Plan with CH. 242 Jr Spring

Fall	Spring
Year 1	
Calculus 1 (Math 102)	Calculus 2 (Math 102)
Chem 103	Chem 104
Year 2	
Chem 211 (Organic)	Chem 212 (Organic)
Bio 110	
Allied Science	Allied Science
Year 3	
Bio 201 Genetics	Chem. 222 (Physical Chemistry)
BIO 271(Writing/Lab/Elective)	Chem. 242
Math 201	Chem. 252 (Writing)
Year 4	
Research	Research
Elective	Bio 376 (Molecular Biology)
Biochem II	Research Seminar 1 credit

Appendix 5: Possible approach to a Global Asia Concentration:

1] The Bi-College Concentration in Global Asia is designed for students who wish to supplement their disciplinary major with the focused study of Asia generally, its subregions or its extensions through population, economic interactions, international relations and cultural exchange. The Bi-College faculty includes a preponderance of specialists in East Asia, but we wish to incorporate faculty coverage of Southeast and South Asia as well. The question of diaspora is one that has been posed by students and parallel concentrations (Africana, LALIPC/LAILS) and we would like to be open to this discussion while noting the absence of faculty specialized in this area. Concentration courses may be taken at Swarthmore (and Penn) as well.

2] The broad orientation of the Global Asia Concentration is comparative and interdisciplinary, with a strong but by no means exclusive focus on the social sciences. Students who wish to focus more intently on East Asia from a humanities perspective are invited to consider the revised major or minor in East Asian Languages and Cultures, many of whose courses will also be included in the Global Asia Concentration.

3] The defining requirement of the Concentration is that Concentrators participate regularly in a Global Asian Colloquium and write a thesis in their major department that involves Asia – in whole or part – in a significant way. At the end of the academic year all Concentrators – irrespective of major department – will present their thesis research in this Colloquium.

4] Departments participating in the Concentration include but are not limited to the following: Anthropology (BMC/HC), Economics (BMC and HC), Growth and Structure of Cities (BMC), History (HC), Political Science (BMC), and other departments as hirings and interests emerge. The Concentration will have a college co-coordinator for each campus, but each participating Department will also designate a Concentration advisor, who will assist students in selecting courses and certify completion of the Concentration requirements to the Concentration coordinators. The coordinators will also run the Global Asia Colloquium, which should meet 2-3 times each semester and include presentations of faculty work as well as guest speakers.

5) The Concentration and faculty will also work with both schools to identify areas of need that can be discussed with regard to future searches. As we have noted, questions of diaspora populations have already been raised by student/groups. Other areas in which teaching might be expanded include political transformations, security and international relations as well as area coverage.

QUESTIONS

1) Do we want a shared or gateway course? This has worked better in Africana than LALIPC/LAIL but is a major commitment of people. At the moment, the idea of a colloquium where faculty and students could get to know each other is an alternative, especially with support for guest speakers and refreshments.

2) Course selection. What do we want here?

Course selection Option A: one possible option: students will select courses with the assistance of their major Department's Concentration Advisor. The balance between pan-Asian breadth or subregional depth as well as across fields will be decided by each participating department.

Course selection Option B: in addition to embedding a regional focus in their senior thesis, students are required to take six additional courses. X number of those courses should focus on a particular subregion of Asia, with the other Y courses focusing on additional subregions or questions involving Asia.

3) Other questions? At some point we should connect with Swat, perhaps after this is up and running?

Appendix 6: Proposal for Pilot Seminar: Metacognition and the Transition to College (A First Year Experience Course) Fall 2014

The First Year Experience Seminar will be a fall semester course open to 12-15 first year students who opt-in as part of a pilot program in the fall 2014. The course will expand on the eight-week Wellness seminar currently required for first-year students, for which students earn 2 PE credits. We propose that the FYE Seminar will run for the entire first semester and students will earn the 2 PE credits counted toward Wellness as well as .5 academic units.

Course Description: The First Year Experience Seminar aims to support students in making the transition to higher education by engaging them in the Bryn Mawr community, getting to know themselves and the college. The seminar will be a small, inquiry-based course that will promote and encourage intellectual confidence by developing student success tactics including critical thinking, written and oral communication, research skills, self-reflection, and self-regulation while addressing larger questions of justice, identity, and community. A core strategy of the course will be the use of cognitive wrappers, which require students to think about their thinking before, during, and after lectures, assignments, and in-class activities. These metacognitive techniques improve self-regulation and self-efficacy in applying strategies that work best for their individual learning styles.

Course Outcomes:

By the end of the FYE seminar, students will:

- Be able to identify their own learning styles and apply academic success strategies based on their individual needs.
- Understand and be able to enact meta-cognitive and self-regulating strategies in their learning.
- Demonstrate an understanding of critical thinking and analysis skills necessary for academic success.
- Apply critical analysis to the research and writing processes, including the appropriate citation of sources.
- Become familiar with the culture and processes of Bryn Mawr College and understand college requirements, course selection and registration processes, and various resources available to support academic and social growth on and off campus.
- Identify how to effectively manage time and priorities.

- Develop skills that will contribute to building positive relationships with peers, faculty, and staff.
- Examine and assess their own identities and how different backgrounds and experiences can impact their thinking in a constantly changing world.
- Understand and appreciate the value of the honor code and self-governance.
- Critically engage with wellness topics such as body image, nutrition, and substance abuse.
- Reflect on their own identities, development, and beliefs and be able to communicate them orally and in writing.
- Have the tools necessary to deal with stress through mindfulness and anti-anxiety activities throughout the course.

Overview of Assignments and Assessment:

- Because this is a discussion-based course, much of the learning will take place during class time, so students are expected to attend every class meeting and actively participate. Participation will count as 15% of the final grade.
- Students are expected to read approximately 50-100 pages of assigned readings each week outside of class. Readings will consist of scholarly articles spanning the sciences, humanities, and social sciences; student success books; articles geared toward the general public via newspapers and blogs; and excerpts from memoirs and academic texts.
- Written assignments will include short response papers and self-reflections, discussion board posts, an annotated bibliography demonstrating proper citation, notes on lectures and readings, and one mid-term exam.
- To address oral communication and cooperation, each student will lead at least one discussion and give one individual and one group presentation.

How Wellness topics will be addressed:

- Stress/Mindfulness: during the second class session, students will read about time management and "the body-mind connection" in *The Secrets of Top Students*. Discussions that day will include mindfulness and stress reduction and will introduce students to the activities we will do throughout the semester. On 9/18, students will use scholarly articles about Mindfulness to address reading and study strategies in college. Each Thursday, we will end class with a 15-20 minute mindfulness/anti-anxiety activity. The idea is to provide students with a number of centering strategies they can use when they feel stress.
- Substance abuse: Following the unit on academic honesty and citation, each student will choose one addictive substance that affects college students (anything from alcohol to marijuana to nicotine to any number of prescription drugs). Students will

use the research skills used in the previous unit to find one article relating to this substance in the following categories – "hard science," social science, law, and pop culture. Students will then write a 2-3 page critical analysis incorporating the various facts and opinions about the substance and give a 5 minute "Ignite" presentation to the rest of the class. The assignment will also require a correctly-formatted citations page.

- Body image: After learning study strategies about how to prioritize readings, how to skim, and how to prepare for discussion in class, students will be assigned to read articles and a book on body image. Their task will be to figure out which to read closely, which to skim, and how to take notes on a large amount of reading. For class that day, they will need to come prepared with questions, critiques, and points for discussion.
- Nutrition: Students will view movie clips and read articles on the obesity epidemic, food deserts, insecurity, and injustice both nationally and globally. While reading on this topic, they will make use of the critical reading chart they will learn about in class, which requires them to take notes on each article, but also analyze the assumptions and biases of each author or source, while making connections between readings and raising their own questions about how these issues pertain to life at Bryn Mawr, with the abundance of food available in the dining halls.
- Women's health: This unit will involve active listening and campus leadership. The students will visit the Health Center to hear Sally Heimann speak about women's health issues and the resources the BMC health center can offer. Students will ask questions during the talk and then work in groups to identify the topics they feel Bryn Mawr students need to know more about. Each group will create a document (e.g. a flyer or brochure) that will address the chosen topic and provide information and resources that will be useful to Bryn Mawr students in a direct and engaging way. These finished products will be distributed in the dorms and the Campus Center.

Date & Topic of Class	Assignments/Readings due this class:	Topics/Activities
9/2	None	• Overview of class • Building community • What to expect
9/4	• *The Naked Roommate*, Chapter 1 – "Arriving on Campus" • *The Secrets of Top Students*, Chapter 1 – " What's My Motivation?" • TED Talk: http://www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit	• Depictions of college in the media • Why are you here? • Looking at BMC requirements • What is Confirmation of Registration?
9/9	• "How I Cured my Imposter Syndrome" -- http://www.insidehighered.com/blogs/university-venus/how-i-cured-my-imposter-syndrome • *The Secrets of Top Students*, Chapters 2 & 3 – "Time Management 101" & "The Mind-Body Connection" • Bring a copy of your syllabus for each class you're taking this semester	• Campus Safety • Campus Culture & classroom etiquette • How to read a syllabus • Semester-long planning
9/11	• *The Secrets of Top Students*, Chapters 4 & 5 – "How to Play the Game (Navigating Academia)" and "In the Classroom"	• How to use: deans, office hours, peer-mentors, HAs, TAs, and lots of other acronyms • Setting goals and sub-goals for the semester
9/16	• Take Myers-Briggs, VARK, Strengths Finder, and Learning Style Assessments. Come to class with results. • Your Complete Guide to College Success, Chapter 7, "Mapping Yourself: Self-Knowledge, Attitudes, and Excellence"	• Personality and learning styles and how to harness them for your benefit. • Mini-lecture: Reading versatility

9/18	• Bishop, S., Lau, M., Shapiro, S., Carlson, L., Anderson, N., Carmody, J., Segal, Z., Abbey, S., Speca, M., Velting, D., Devins, G. (2004). Mindfulness: A proposed operational definition. *Clinical Psychology: Science and Practice, 11*, 230-241. • "Mindfulness training modifies subsystems of attention" by Jha, Krompinger, & Baime (2007) • "Meditation experts discuss the real secrets to mindfulness at work" in Huffington Post, 3/12/14	• Discussion of reading strategies for conquering these articles • How an annotated bibliography can help you! • How to write response papers/discussion posts
9/23	• "The Ones Who Walked Away from Omelas" by Ursula K. LeGuin • On-line discussion post and at least one response on moodle	• Mini-lecture: Taking notes while reading • What does it mean to live in community? • Community role-plays
9/25	• *Justice* by Micheal Sandel, Ch. 5 – "What matters is the motive/Immanuel Kant" • Bring in notes taken while reading	• Assessing note-taking strategies • Discussion of moral dilemmas • Ethics debate!
9/30	• *http://sga.blogs.brynmawr.edu/constitution/* • *http://sga.blogs.brynmawr.edu/honor-board/honor-code/*	• Guest speakers from SGA • Mock Plenary • Mini-lecture: How to skim
10/2	• SKIM: "Plagiarism in colleges in the USA" by Ronald B. Stander • Read: www.open.edu – developing good academic practices • Take quiz at end of above reading • Attend Plenary this Sunday!	• Plagiarism workshop • Using vs. abusing sources • How to use the web without using Wikipedia • Assign substance abuse project
10/7	• *Your Complete Guide to College Success*, Ch. 7 – "Testing, Testing: Will this be on the test?" • *The Secrets of Top Students*, Ch. 9 & 10 – "Getting Ready for the Test" and "The Art of Taking Tests"	• Study strategies bootcamp • Discuss CR/NC

	• Bring materials from a class with an upcoming mid-term!	
10/9	• Mid-term on material covered in first half of semester	• MIDTERM
FALL BREAK	• Work on substance abuse assignment	• BREATHE! SLEEP!
10/21	• Work on substance abuse assignment	• Go over mid-term results • Metacognitive review
10/23 –	• Substance abuse presentations and papers due today!	• Student presentations on substance abuse • Looking ahead to next semester • Pre-registration conversations
10/28	• "Never Let Them See You Sweat: Silencing and Striving to Appear Perfect among U.S. College Women" Brittney H. Schrick & Elizabeth A. Sharp & Anisa Zvonkovic & Alan Reifman • Selected chapters from *Gaining* by Aimee Liu	• Student-led discussions/ Fishbowl activity
10/30	• TED Talk on US Healthcare Crisis - T. Colin Campbell http://www.youtube.com/watch?v=1CN7PF10RKo • http://americannutritionassociation.org/newsletter/usda-defines-food-deserts • http://thefoodtrust.org/uploads/media_items/need-for-supermarkets-in-philadelphia.original.pdf • Selected articles from: September 2013, ScientificAmerican.com (The Food Issue) • "From Industrial Garden to Food Desert," Nathan McClintock	• Critical reading/ assumptions and biases note-taking chart • Ethnography of the dining hall
11/4	• Women's Health Presentation @ Health Center	• Active listening • Identifying topics that need more attention on campus • Develop "public health awareness" plan

		in small groups
11/6	• Small group work on public health campaign	•
11/11	• *How to be Black* by Baratunde Thurston, "Introduction" • "Unpacking the Invisible Knapsack: White Privilege" by Peggy Macintosh • Selected videos and articles on www.beyondwhiteness.com	• Privilege analysis • Race/Class/Ethnicity and how to sit in discomfort
11/13	• *Identity Development of College Students*, Ch. 3 -- "Multiple Social Identities and Intersecting Identities"	• Identity workshop
11/18	• Group work: Each group will be assigned one of the following chapters in *Identity Development of College Students:* • "Intersectionality" • "Critical Race Theory" • "Queer Theory"	• How to work in groups • Groups work together in class
11/20	• Group work on Identity Theories	•
11/25	• Groups Present Identity Theories	• Identity Theory Discussions
THANKS-GIVING	THANKSGIVING BREAK	
12/2	• Assigned "This I Believe" essays • Student Selected "This I Believe" essays	• Discuss link between identity and experiences to personal credos
12/4	• Chapters 7 & 9 from *ON COURSE: STRATEGIES FOR CREATING SUCCESS IN COLLEGE AND IN LIFE*	• Metacognitive check-ins and preparing for the end of the semester
12/9	• Selected articles on www.philasocialinnovations.org	• Connecting personal credos to leadership opportunities • Guest speaker from CEO
12/11	• "This I Believe" essays due	• Closing activities – reflecting on the semester • Making goals for next semester

Appendix 7: AB/MSS Curricular Planning for Sociology Majors

Fall Year 1[1]	Spring Year 1
Emily Balch Seminar: Mandatory for All Incoming Freshman	Course 5
1st Foreign Language Requirement	2nd Foreign Language Requirement
Sociology 102, Introduction to Sociology	Course 7
Course 4	Course 8
Fall Year 2	Spring Year 2
Sociology 302-Social Theory (will transfer for Theoretical Perspectives II)	Sociology 265-Research Methods and Statistical Analysis (will transfer for Research Informed Practice II)
Sociology 303-Junior Seminar/Research Methods (will transfer for Research Informed Practice I)	Course 14
Course 11	Course 15
Course 12	Course 16
Fall Year 3	Spring Year 3
Course 17	Course 21
Course 18	Course 22
Course 19	Course 23
Course 20	Course 24
Fall Year 4[2]	Spring Year 4
Soc. 398 – Senior Seminar	
Foundation Practice I	Foundation Practice II
Theoretical Perspectives for Social Work I	Psychopathology/Community Assessment
Foundation Field Practicum I: 2 days per week	Social Policy
	Foundation Field Practicum II: 2 days per week
Fall Year 5	Spring Year 5
Advanced Practice I	Advanced Practice II
Multiculturalism and Diversity	GSSWSR Elective[3]
GSSWSR Elective	GSSWSR Elective
Advanced Field Practicum I: 3 days per week	Advanced Field Practicum II: 3 days per week

Courses in PINK: Undergraduate distribution requirements, sociology courses for the major, or college electives

Courses in BLUE: MSS courses

Courses in PURPLE: Undergraduate courses that will transfer as MSS courses, and MSS courses that will count for undergraduate credit

[1] Undergraduate Students Need 32 Credits to Graduate with an AB

[2] MSS Students Need 18 Credits to Graduate with an MSS

[3] Undergraduate students may take one GSSWSR elective that is open to undergraduates during their first 3 years for transfer towards their MSS

Appendix 8

Draft: Writing Program Proposal for an ESL requirement at Bryn Mawr College

This is a working draft written by Gail Hemmeter, Director of Writing, in collaboration with Betty Litsinger, Director of Multilingual Writing, and Jennefer Callahan, Director of the Writing Center. It grew out of a July 2013 conversation about improving the academic and social experience of non-native speaking international students at Bryn Mawr, convened by Kim Cassiday and also attended by Mary Osirim and Judy Balthazar.

Proposal:

We propose that multilingual international students who demonstrate marginal competence in writing be required to take a course or courses in writing for academic purposes offered by an ESL writing instructor. Currently, courses available to fulfill this requirement are English 126 and English 127. Under this proposal, these courses, currently half-unit courses taken voluntarily on a credit/no credit basis, would become one-credit graded courses. A third, more advanced course GNST 244, American Ideas, is already a full-credit, graded course, which we think should remain an elective.

Recommended students would take English 126 (one credit, graded) in fall. A mid-semester evaluation would be done by Writing Program faculty. On the basis of this, some students would be required to take English 127 (one credit, graded) in spring. Others could be recommended to take English 125, Writing Workshop (open to native and non-native speakers), or GNST 244, American Ideas; but they would not be required to take these.

Given that students required to take an ESL course in fall will also be taking an ESem, we recommend that they not be allowed to take five courses that semester.

Placement in these courses will be based on

1. A review of the writing in the student's admissions file by the ESL director
2. A review of the student's TOEFL (Test of English as a Foreign Language) score and SAT verbal and writing scores
3. A diagnostic essay based on a short reading written during International Student Orientation
4. Further review by ESL faculty during the first week of English 126
5. Early recommendation by ESem or other faculty in the first weeks of classes

Rationale for requiring an ESL course or courses for selected multilingual writers:

1. Bryn Mawr's student population is becoming more international.

International students have always made up a significant and important part of Bryn Mawr's student body. In recent years, their numbers have grown significantly. This year, 2013-2014, for example, of the approximately 370 entering first-year students, 106 are international students who identify themselves as having a first or home language other than English. The

largest cohort in that group (77) is from China; other home countries represented include Korea, Vietnam, as well as countries of the Middle East, Africa, and Latin America. In the coming year, Admissions anticipates similar numbers of Chinese students and of international students overall.

2. **Our current international students differ significantly in educational background from past students.**

Those who matriculate today, while they have studied English as a foreign language, are less likely than in the past to have attended secondary schools taught in English or to have significant experience functioning in an English-only environment. They are more likely to have a non-European first language and to have attended secondary schools whose educational and classroom norms (for example, modes of learning, classroom practices, occasions for writing and speaking, and so forth) are very different from those of American schools. The transition from secondary- to college-level reading and writing – difficult for all students – poses more significant challenges for them.

To afford these students the opportunity to take a full range of Bryn Mawr courses, including those with heavy reading and writing requirements, the College should make sure they avail themselves of the resources we can offer to improve English fluency early in their college career with the goal of facilitating success at college and in post-college careers or post-graduate education.

3. **Our current procedure of advising, but not requiring, students to take an ESL course has allowed some students to opt out of ESL courses.**

For several years, we have advised students whom we identify as needing an ESL course, to enroll in English 126 during fall semester or to defer taking an ESL course until spring, depending on their level of facility in writing academic arguments in English. While many take the advice, a significant number choose not to for a variety of reasons. Some, for example, mistakenly think that the courses we offer duplicate the English language acquisition courses that they've already taken, in some cases since the first grade. Others are eager to take five courses in fall semester, which they would not be able to do if they enrolled in our present one-half credit ESL course. Still others have fears about writing in English or about being able to handle the workload in both their Emily Balch Seminar and an ESL course. The consequences of their choosing not to take an ESL course are several: They tend to underperform in the ESems; they overuse and become dependent on ESL tutoring; or because they have fallen between the cracks, their difficulties with writing show up later in their college careers, when addressing these problems becomes even more difficult.

Rationale for making ESL courses full-credit graded courses

In order for students to make more significant strides in improving their reading comprehension, writing fluency, and oral communication skills, English 126 and 127

should ask students to read and write more frequently than is currently possible in a one-half credit, once-a-week course. More time could also be devoted to supporting students as they acclimate to academic culture (e.g., helping them understand the importance class participation, conference participation, emailing, etc.). A full-credit graded course will communicate to students the importance the College places on fluency in English as one of the hallmarks of a Bryn Mawr education. Currently, some students regard a half-credit, ungraded course as less important and worthy of less time commitment than their other one-credit graded courses. Conversations with students during Fall 2013 suggest that students would actually prefer a one-credit course rather than a one-half credit “add-on” course.