

# ACADEMIC OPPORTUNITIES

## Minors and Concentrations

Many departments, but not all, offer a minor. Students should see departmental entries for details. The minor is not required for the A.B. degree. A minor usually consists of six units, with specific requirements to be determined by the department. Every candidate for the A.B. degree is expected to maintain grades of 2.0 or above in all courses in the major, minor or concentration. However, if a course taken under the Credit/No Credit (CR/NC) or Haverford College's No Numerical Grade (NNG) option subsequently becomes part of a student's minor or concentration but not part of the major, the grade is not converted to its numerical equivalent.

See the lists of majors, minors, and concentrations under Areas of Study (<http://catalog.brynmawr.edu/undergraduate-catalog/areas-study/>).

## Combined Degree Programs

### A.B./M.A. Degree Program

The combined A.B./M.A. program lets the well-prepared undergraduate student work toward a master's degree while still completing the bachelor's degree. Students in this program complete the same requirements for each degree as do students who undertake the A.B. and then the M.A. sequentially, but they are able to work toward both degrees concurrently. They are allowed to count up to two courses towards both degrees. A full description of requirements for the program and application procedures appear on the Dean's Office website. This opportunity is available in those subjects in which the Graduate School of Arts and Sciences offers a master's degree:

- Classical and Near Eastern Archaeology
- Greek, Latin, and Classical Studies
- French
- History of Art
- Mathematics
- Physics

### A.B./M.S.S. Degree Program

Students majoring or minoring in Psychology or Sociology may pursue this five-year combined degree program. Students in this program complete the same requirements for each degree as do students who undertake the A.B. and then the M.S.S. sequentially, but are offered the unique opportunity to work towards both degrees concurrently. They may count up to three undergraduate courses towards the M.S.S. and may count up to seven graduate courses as elective transfer credits towards the A.B. Students must complete 24 credits (not including the up to seven credits from the GSSWSR that count towards both degrees) to meet the College's residency requirement.

In March of the junior year, interested students complete an A.B./M.S.S. application in consultation with the A.B./M.S.S. advisor, their major advisor and their dean. After obtaining these approvals, students submit their applications to the Dean of Studies. Eligible students must present an overall grade point average of at least 3.0 at the time of application.

Throughout the first four years of study, a student remains an undergraduate with respect to tuition, financial aid, housing, organized student activities, and the honor code. The student then applies and matriculates into the GSSWSR for the fifth and final year and becomes subject to all its regulations and fees for that year.

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

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

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

Students do not register for this program in advance; rather, they complete a course of study that qualifies them for recommendation by the appropriate Caltech 3+2 Plan Liaison Officer at Bryn Mawr College (Lisa Watkins for students interested in Chemical Engineering, Evan Arena for all other Caltech majors) for application in the spring semester of their third year at the College. Approval of the student's major department is necessary at the time of application and for the transfer of credit from the Caltech program to complete the major requirements at Bryn Mawr.

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

## 3+2 Combined A.B./B.S. Degree Program in Engineering with Columbia University

Bryn Mawr has partnered with Columbia University to offer students interested in engineering the opportunity to complete a Bachelor of Arts from Bryn Mawr and a Bachelor of Science from Columbia's School of Engineering and Applied Science in five years. Students need to have a minimum overall GPA of 3.30 and a B or higher in all math or science courses.

Students do not register for this program in advance; rather, they complete a course of study that qualifies them for recommendation by the appropriate Columbia 3+2 Program Liaison Officer at Bryn Mawr for application in the spring semester of their third year at the College. For additional information about course requirements, consult the curriculum guide. For more information about this Program, please contact Professor Evan Arena in the Department of Physics.

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

The College's 4+1 Accelerated Masters Partnership with the University of Pennsylvania School of Engineering and Applied Science allows a student to begin work on a Master's degree in Engineering while still enrolled as an undergraduate at Bryn Mawr. Applicants apply in the spring semester of their third year at the College, and are required to major in math or a relevant science and to have major and cumulative GPAs of at least 3.0 and a minimum 3.0 GPA in all math, science, and engineering courses. Applicants are also encouraged to submit GRE scores. Successful applicants are permitted to take up to three graduate courses at Penn while undergraduates through the Quaker Consortium.

These courses would count towards a student's undergraduate degree and at the discretion of the major department might also count towards a student's major. Successful applicants may also be eligible to participate in Penn's summer undergraduate research program.

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

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

### **4+1 Partnership In Bioethics with the University of Pennsylvania**

Qualified Bryn Mawr undergraduates may apply to gain early and expedited admission as external "submatriculate" to the Master of Bioethics (MBE), an interdisciplinary degree program offered by the Department of Medical Ethics and Health Policy of the University of Pennsylvania's Perelman School of Medicine. For more information, visit <https://www.brynmawr.edu/inside/offices-services/health-professions-advising/health-related-combined-degrees-bryn-mawr-students> (<http://www.brynmawr.edu/inside/offices-services/health-professions-advising/health-related-combined-degrees-bryn-mawr-students/>). Students interested in this Program should consult Dr. Gail Glicksman in the Health Professions Advising Office.

### **4+1 Master's Programs at the Boston University School of Public Health**

The Boston University School of Public Health Select Scholars program offers unique opportunities for Bryn Mawr undergraduates with an interest in this vibrant and growing field. Accelerated master's degree 4+1 programs include:

#### **A Master of Science (M.S.) in Population Health Research with Formal Specialization Options in**

Climate and Health  
Epidemiology  
Global Health  
Public Health Data Science  
Translation and Implementation Science  
as well as a Customized Option

#### **Master of Public Health (MPH) degree with the 4+1.5/2 program. This is a practice-based degree with a core curriculum and interdisciplinary certificates in 16 areas.**

Program benefits include: Scholarships to support at least 35 percent of tuition; waiver of the GRE test; graduate school preparation webinars; access to a dedicated admissions representative; and personalized degree consultations as well as early completion of program requirements. Applicants who apply before the December deadline will be considered for a 50% tuition discount scholarship.

For more information, visit [brynmawr.edu/inside/offices-services/health-professions-advising/health-related-combined-degrees-bryn-mawr-students](http://brynmawr.edu/inside/offices-services/health-professions-advising/health-related-combined-degrees-bryn-mawr-students) (<http://brynmawr.edu/inside/offices-services/health-professions-advising/health-related-combined-degrees-bryn-mawr-students/>).

Students interested in this Program should consult Dr. Gail Glicksman in the Health Professions Advising Office.

### **4+1 Master's Programs in Several Fields with Aberystwyth University**

Students who will successfully complete the A.B. degree at Bryn Mawr and meet the minimum GPA requirements for the particular field of interest to them can apply for admission for a Master's degree at Aberystwyth University in Wales. Aberystwyth offers the Master's degree in 13 fields, which are open to our students. Included among these fields are: Art, Environmental Sciences, Computer Science, Education, History, International Politics, Mathematics and Modern Languages. Students accepted to these graduate programs will receive an Aberystwyth International Scholarship of 2000 pounds per year plus a 10% discount on the net tuition fee after the Scholarship. Interested students should contact Tracy Weber, Director of the Office of Global Engagement.

### **3+2 Program in City and Regional Planning with the University of Pennsylvania**

This arrangement with the Department of City and Regional Planning at the University of Pennsylvania allows a student to earn an A.B. degree with a major in the Growth and Structure of Cities Program at Bryn Mawr and a degree of Master of City Planning at the University of Pennsylvania in five years. While at Bryn Mawr the student must complete all collegewide requirements and the basis of a major in the Growth and Structure of Cities Program. The student applies to the M.C.P. program at Penn in the junior year. GRE scores will be required for the application. Students must prepare for the program by completing both **URBS 204** and **URBS 440** at Penn before entering the program. No courses taken prior to official acceptance into the M.C.P. program may be counted toward the master's degree, and no more than eight courses may be double-counted toward both the A.B. and the M.C.P. after acceptance. For further information, students should consult the Cities department early in their sophomore year.

### **Combined Master's and Teacher Certification Programs at the University of Pennsylvania, Graduate School of Education (GSE)**

Bryn Mawr students interested in obtaining both the M.S.Ed. degree as well as faculty approval for the Commonwealth of Pennsylvania teaching certificate may apply to submatriculate as undergraduates into the University of Pennsylvania's Graduate School of Education's 10-month, urban-focused Master's Program in Elementary or Secondary Education. Students usually submatriculate at the beginning of their senior year.

Bryn Mawr students who submatriculate may take up to two graduate-level education courses at Penn while they are undergraduates (usually during their junior or senior years) that will double count toward both their undergraduate and graduate degrees. To submatriculate into the program, students must have a GPA of a 3.0 or above and must complete an application for admission.

More information about the secondary education and elementary education master's programs are available on the UPenn GSE website.

## 4+2 Master's in Optics University of Rochester

Earn a master's degree in optics following completion of four years at Bryn Mawr and two years at The University of Rochester's Institute of Optics. Contact Professor Mike Noel for more information.

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

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

## J.D. Scholarship Opportunity with Indiana University's Maurer School of Law

This partnership is designed to advance BMC and Indiana University Maurer School of Law's strong commitments to providing meaningful pathways for students to advance their academic interest. This collaboration seeks to provide talented students interested in obtaining a Juris Doctor degree with a scholarship (equaling approximately 50% of tuition) and mentorship.

For more information about this program, please contact Jennifer Beale, Pre-Law Advisor, in the Career and Civic Engagement Office.

## Partnership with Johns Hopkins University School of Nursing Masters Entry into Nursing Program

This program facilitates the path to help Bryn Mawr students pursue an accelerated program leading from an A.B. from Bryn Mawr to a Hopkins MSN degree. Students take prerequisites while in college. They apply during their senior year, complete their A.B degree at Bryn Mawr, and then begin studies at Hopkins. GRE scores are waived. Eligibility: 3.3/4.0 GPA.

Students interested in this Program should consult Dr. Gail Glicksman in the Health Professions Advising Office.

## The Tri-College (Tri-Co) Philly Program

The Tri-Co Philly Program is a semester-long program that provides students both curricular and co-curricular activities in Philadelphia. This cohort-based, urban experience facilitates engagement with the complexity, diversity, innovation, and systems of the city.

Students enroll in two urban-focused, experiential courses taught by Tri-Co faculty in Philadelphia. The setting provides a sense of place to enhance classroom learning, helping students develop a firsthand sense of how the material in the courses is informed by the urban environment. Activists, artists, city leaders and representatives from organizations are invited guests in the classes, and students explore the city through neighborhood tours and through trips to museums, community-based organizations, archives, and arts and cultural organizations.

In Fall 2025, the Tri-Co Philly Program will feature the following three courses: Philadelphia the Global City: The Italian Legacy across Time (ITAL B240); Heat and Health: Design Action Lab (ENVS/HLTH H222A) or Contemporary Art & Film in Philadelphia (HART B380)

In Spring 2026, the Tri-Co Philly Program will feature the following three courses: A Sociological Journey to Immigrant Communities in Philly (SOCL B232); Architecture and Urbanism of Philadelphia (ARTH S029) or Literary Philly: A Collective Exploration (ENGL S093P).

Beyond the classes, the program also includes participation in twice-monthly Philadelphia-based cohort activities – some academic in nature, some connected to issues of social justice, and some simply fun. Program students also take part in a pre-program orientation and a closing dinner.

Sophomores, juniors and seniors are eligible to participate. Spaces in the individual courses are also available to Tri-Co students not enrolled in the full program. Costs for travel to classes and program activities are covered for all students taking Tri-Co Philly courses, as well as those in the program.

For more information, visit the program website at <https://www.brynmawr.edu/inside/academic-information/special-academic-programs/philly-program> (<http://www.brynmawr.edu/inside/academic-information/special-academic-programs/philly-program/>) or contact Calista Cleary at [ccleary@brynmawr.edu](mailto:ccleary@brynmawr.edu).

## Summer Language Programs

Summer language programs offer students the opportunity to spend short periods of time studying a language, conducting research and getting to know another part of the world well.

**French:** Bryn Mawr offers a six-week summer program in Avignon, France. This total-immersion program is designed for undergraduate and graduate students (regardless of gender) with a serious interest in French language, literature and culture. The faculty of the Institut is composed of professors teaching in colleges and universities in the United States and Europe. Classes are held at the Palais du Roure and other sites in Avignon; access to the Université d'Avignon library is provided to the group. Students are encouraged to live with French families or in student residences. A certain number of independent studios are also available. Applicants for admission must have strong academic records and have completed a course in French at a third-year college level or the equivalent. For detailed information concerning admission, curriculum, fees, academic credit, and scholarships, students should consult Lisa Kolonay ([avignon@brynmawr.edu](mailto:avignon@brynmawr.edu)) and/or visit the Avignon website at [www.brynmawr.edu/avignon](http://www.brynmawr.edu/avignon) (<http://www.institutdavignon.fr/>). For detailed information on the courses offered by the Institut, students should contact Camille Leclère-Gregory, Assistant Professor and Director of Institut D'Avignon ([clecleregr@brynmawr.edu](mailto:clecleregr@brynmawr.edu)).

**Russian:** The College also participates in summer programs with the American Councils advanced Russian Language and Area Studies Program (RLASP) in Moscow, St. Petersburg and other sites in Russia, as well as in Almaty, Kazakhstan. These overseas programs are based at leading universities in Russia and Kazakhstan and are open to Bryn Mawr students who have reached the intermediate level of proficiency in speaking and reading. Summer programs are 8 weeks in length and provide the equivalent of 2 course units of work in advanced Russian language and culture. Bryn Mawr students may also take part in the semester (4 units) or academic year (8 units) programs in Russia or Kazakhstan. For further information about American Councils programs, students should consult the Department of Russian or American Councils at [www.americancouncils.org](http://www.americancouncils.org) (<http://www.americancouncils.org/>).

## Study Abroad in the Junior Year

When thoughtfully incorporated into students' academic careers, study abroad can strengthen students' language skills, broaden their academic preparation, introduce them to new cultures, and enhance their personal growth. Students with majors across the humanities, the social sciences and the natural sciences can study abroad. The College has approved

more than ninety programs in over thirty countries for semester or year-long study. Students also have the option to participate in exchange through agreements with Sciences Po (Paris); Aberystwyth University (Wales); Nanyang Technological University (Singapore); Tsuda University (Japan); Keio University (Japan); and Spelman College (Atlanta, Georgia, USA).

The Study Abroad Committee is responsible for evaluating applications from all Bryn Mawr students who want to study abroad during the academic year as part of their degrees. Only those students whose plans are approved by the Committee are able to transfer credits from their study abroad program to apply towards their Bryn Mawr degree. The Study Abroad Committee determines a student's eligibility by looking at a variety of factors, including the overall and major grade point averages, the intellectual coherence of the study abroad experience with the student's academic program, the student's overall progress towards the degree, and faculty recommendations. The Committee then notifies the student of their decision granting, denying, or giving conditions for permission to study abroad.

Students applying for study abroad must be in good academic and disciplinary standing as well as be on track to complete College-wide degree requirements. In addition, students should declare a major and complete their major work plan and College-wide requirements plan by the required deadlines, before studying abroad. Most non-English speaking language immersion programs expect students to meet at least intermediate proficiency level in the language of instruction and/or target language before matriculation, and some require more advanced preparation.

Students typically study abroad for one semester during their academic career. The Committee will consider requests from students majoring in a foreign language and those accepted to Oxford or the London School of Economics, which offer year-long programs only. All students interested in studying abroad in their junior year must first apply for College approval to study abroad in BiONiC by the deadline stated on the Study Abroad website.

Study abroad students pay Bryn Mawr College tuition to Bryn Mawr College. The College, in turn, pays the program tuition and academic-related fees directly to the institution abroad. Students are responsible for paying room and board costs and all other fees directly to the program or institution abroad. Financial aid for study abroad is available for students who are eligible for assistance and have been receiving aid during their first and sophomore years.

## Preparation for Careers in Architecture

Although Bryn Mawr does not offer a formal degree in architecture or a set pre-professional path, students who wish to pursue architecture as a career may prepare for graduate study in the United States and abroad through courses offered in the Growth and Structure of Cities Program. Students interested in architecture and urban design should pursue the studio courses (CITY B226 Introduction to Architectural Design, CITY B228 Problems in Architectural Design) in addition to regular introductory courses. They should also select appropriate electives in architectural history and planning (including courses offered by the departments of Classical and Near Eastern Archaeology, History of Art and Fine Arts (HC) to gain a broad exposure to architecture over time as well as across cultural traditions. Affiliated courses in physics and calculus meet requirements of graduate programs in architecture; these may also be planned to incorporate design projects. These students

should consult as early as possible with the program director in the Growth and Structure of Cities Program.

## Preparation for Careers in Data Science

The Data Science (DS) Program is an interdisciplinary collaboration that includes a minor in Data Science and significant programming for all in the Bryn Mawr community. This programming includes workshops, guest speakers and ongoing discussion series. Through the minor and its general programming DS seeks to increase knowledge of data analytics, computational approaches, data-driven decision making, data structures and management, and the social and ethical implications of data across all the divisions of the College.

The Data Science Program also works closely with the Career and Civic Engagement Center to provide students with opportunities to pursue data science-related internships and jobs and to learn more about career paths in data science. Grants for summer internships and research are available through our Career and Civic Engagement Center.

## Preparation for Careers in the Health Professions

Bryn Mawr College offers an environment where students can gain a strong foundation in the competencies required by health professions programs through coursework, experiential learning in health-related settings, and community service. Bryn Mawr offers courses that meet requirements for admission to professional schools in many health fields. Many of these programs are re-evaluating the competencies they expect students to cultivate in the academic, personal, and interpersonal realms. Students must be aware of the schools' admission requirements as well as the topics covered on the relevant standardized tests. The minimal requirements for most medical and dental schools include one year of English, one year of biology, one year of general chemistry, one year of organic chemistry, one year of physics, and one semester of biological chemistry; however, several medical and dental schools require additional upper-level courses in biology as well as math and/or statistics courses. Some schools require or recommend additional courses in the social sciences and/or in the humanities. Many dental schools require courses in microbiology and in anatomy and physiology. Many schools of veterinary medicine require upper-level courses in biology as well as extensive experience working with a variety of animal species. All students must be aware that the topics covered on the standardized tests for these professions might require additional courses that are recommended but not required by all schools. For example, to be successful in the Medical College Admission Test (MCAT), students need grounding in psychology and biochemistry. Given the many variables, students are urged to meet with the Assistant Dean for Health Professions Advising, Gail Glicksman, who can help each student identify academic and co-curricular requirements to fit their needs.

International students should be aware that students who are not U.S. citizens or permanent residents comprise less than 1% of the medical school students in the United States. Many medical schools do not accept applications from international students, and schools that do accept international students often require them to document their ability to pay the entire cost of a four-year medical school education. International students are encouraged to contact the undergraduate health professions advisor to discuss the challenges facing international students seeking admission to U.S. health professions schools. The Health Professions Advising Office publishes the Guide for First- and Second-Year Students interested in the Health Professions. This handbook is available at the meeting for firstyear students during

Customs Week and at the Health Professions Advising Office (Park room 349). Students interested in the health professions are encouraged to meet with the Assistant Dean for Health Professions Advising and to review the Health Professions Advising Office website.

## Scholarships for Medical Study

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

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

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

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

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

## Preparation for Careers in Law

Because a student with a strong record in any field of study can compete successfully for admission to law school, there is no prescribed program of "pre-law" courses. Students considering a career in law may explore that interest at Bryn Mawr in a variety of ways—e.g., by increasing their familiarity with U.S. history and its political process, participating in Bryn Mawr's well-established student self-government process, "shadowing" alumnae/i lawyers through the Career and Civic Engagement's externship program, attending Center law career panels, doing an internship and refining their knowledge about law-school programs in the Pre-Law Club. Students seeking guidance at any point in their career about the law-school application and admission process should consult with the College's pre-law advisor, Jennifer Beale, at Career and Civic Engagement. Please email her at [jbeale@brynmawr.edu](mailto:jbeale@brynmawr.edu) to be added to the prelaw listserv and/or make an appointment on Handshake.

## Teacher Certification

Students majoring in biology, chemistry, English, French, geology, history, Latin, mathematics, physics, political science, Spanish and a number of other fields that are typically taught in secondary school may become certified to teach in public secondary high schools in Pennsylvania. By reciprocal arrangement, the Pennsylvania certificate is accepted

by most other states as well. A student who wishes to pursue teacher certification should consult the dean, the Education Department adviser, and the chair of the major department early in the college career so that the student may make appropriate curricular plans. Students may also choose to become certified to teach after they graduate through the Bryn Mawr/Haverford Post-Baccalaureate Teacher Education Program. For further information, see the Education Department website: <https://www.brynmawr.edu/inside/academic-information/departments-programs/education> (<http://www.brynmawr.edu/inside/academic-information/departments-programs/education/>)

## Army Reserve Officer Training Corps (SROTC)

Bryn Mawr College participates in a cross-town agreement with Widener University to offer college students Army Reserve Officers' Training Corps. ROTC is comprised of college students who, in addition to their academic discipline, study Military Science. Military Science is an elective managerial training program designed to develop college students for positions of leadership and responsibility as junior officers in the U.S. Army, Army Reserve or the Army National Guard. The ROTC curriculum, offered at Widener University, and its' partners Villanova and West Chester Universities, encourages critical thinking, goal setting, and problem solving through and interdisciplinary study of leadership and managerial principles. Specifically the program is structured to develop skills in interpersonal motivation, decision making, communication and supervision, cultural awareness, physical fitness, tenacity and a strong work ethic.

Compatible with any academic major, the ROTC program enhances a student's development in college. The Army ROTC program is offered in two, three, and four-year programs of instruction. For more information <https://www.widener.edu/academics/undergraduate-programs/army-rotc> (<http://www.widener.edu/>).

## Air Force Reserve Officer Training Corps (AFROTC)

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

In addition to the academic portion of the curricula, each cadet participates in a two-hour Leadership Laboratory and two hours of physical training each week. Leadership Laboratory utilizes the cadet

organization designed for the practice of leadership and management techniques.

Further information on the AFROTC program at Saint Joseph's University can be found at [sites.sju.edu/afrotc](http://sites.sju.edu/afrotc) (<http://sites.sju.edu/afrotc/>), or students can contact detachment personnel directly at:

Recruiting and Education Officer  
AFROTC Detachment 750  
Saint Joseph's University  
Philadelphia, PA 19131  
Phone: 610-660-3190; Email: [rotc@sju.edu](mailto:rotc@sju.edu).

## Centers for 21st Century Inquiry

Bryn Mawr's interdisciplinary Centers encourage innovation and collaboration in research, teaching and learning. The two interrelated centers are designed to bring together scholars from various fields to examine diverse ways of thinking about areas of common interest, creating a stage for constant academic renewal and transformation.

Flexible and inclusive, the Centers help ensure that the College's curriculum adapts to changing circumstances and evolving methods and fields of study. Through research, presentations and public discussions, the Centers foster links among scholars in different fields, between the College and the world around it, and between theoretical and practical learning.

The Center for the Social Sciences was established to create stronger linkages and cooperation among the social sciences at Bryn Mawr College. Uniting all the social sciences under an inclusive umbrella in Dalton Hall, the center provides opportunities for consideration of broad substantive foci within the fundamentally comparative nature of the social science disciplines, while engaging different disciplinary lenses on a variety of issues.

The Center for Visual Culture is dedicated to the study of visual forms and experience of all kinds, from ancient artifacts to contemporary films and computer-generated images. It serves as a forum for explorations of the visual aspect of the natural world as well as the diverse objects and processes of visual invention and interpretation around the world. It builds on the tradition, in art and archeological study at Bryn Mawr while supporting inquiry and exploration into modern and visual expression.

## Continuing Education Program

The Continuing Education Program provides highly qualified women, men, and high-school students 18 and older, who do not wish to undertake a full college program leading to a degree, the opportunity to take courses at Bryn Mawr College on a fee basis, prorated according to the tuition of the College, space and resources permitting. Students accepted by the Continuing Education Program may apply to take up to two undergraduate courses or one graduate course per semester; they have the option of auditing courses or taking courses for credit. Alumnae/i who have received one or more degrees from Bryn Mawr (A.B., M.A., M.S.S., M.L.S.P. and/or Ph.D.) and women and men over 65 years of age are entitled to take undergraduate courses for credit at the College at a special rate. This rate applies only to continuing-education students and not to matriculated McBride Scholars. Continuing education students are not eligible to receive financial aid from the College. For more information or an application, go to <https://www.brynmawr.edu/inside/academic-information/registrar/registration/continuing-education> (<http://www.brynmawr.edu/inside/academic-information/>)

## Postbaccalaureate Premedical Program

Established in 1972, the Bryn Mawr Postbac Program is one of the oldest and most successful in the nation. It is designed for highly motivated individuals who want to pursue a career in medicine but have not taken the required premedical courses as undergraduates. Over a 12-month period of intensive, full-time study, students are thoroughly prepared for the challenges of medical school. The program includes 65-70 students and is small enough to provide individual attention and support, yet large enough to offer a tight-knit community of diverse individuals with a shared goal of becoming a physician. In addition to their coursework, postbac students volunteer with various Philadelphia-area healthcare organizations, participate in health-related programming, and come together for social activities.

Strong linkage partnerships with sixteen medical schools (and one dental school) offer a pathway of conditional early acceptance to some students. Those accepted through linkage enter medical or dental school in August, immediately after completing their postbaccalaureate year. Otherwise, students may take the traditional approach by applying after completing their postbaccalaureate studies.

Admission to the Postbaccalaureate Premedical Program is conducted on a rolling basis. Decisions are made throughout the admissions cycle, generally October-March. Applying early is recommended because there are many more qualified applicants than spaces. Please visit [www.brynmawr.edu/postbac](http://www.brynmawr.edu/postbac) (<http://www.brynmawr.edu/>) for complete information.

## The Curriculum

Bryn Mawr offers a structured and comprehensive curriculum that fulfills the premedical requirements needed to apply to medical school. Over a 12-month period, students complete 8 units in biology, general chemistry, organic chemistry, and physics. This usually includes a two-semester general chemistry laboratory course during the summer, and biology, physics and organic chemistry laboratory courses per semester during the following academic year.

Students who have completed some of the premedical requirements prior to entrance may take preapproved elective courses from the broader undergraduate course offerings.

Courses are taken in the following sequence:

### Summer:

#### CHEM B103 General Chemistry I

This is an introductory course in chemistry, open to students with no previous chemistry experience. Topics include aqueous solutions and solubility; the electronic structure of atoms and molecules; chemical reactions and energy; intermolecular forces. Examples discussed in lecture and laboratory include applications of the material to environmental sciences, material science and biological chemistry. Lecture three hours, recitation one hour and laboratory three hours a week. Units: 1.0

#### CHEM B104 General Chemistry II

For students who have completed General Chemistry I or have some previous work in chemistry. Topics include chemical kinetics; aqueous solutions and solubility; chemical equilibrium; electrochemistry; thermochemistry. Examples discussed in lecture and laboratory workshop include nuclear chemistry, geochemistry, environmental

sciences, material sciences and biological chemistry. One section of the course is designed for students considering a major in the sciences and takes an interdisciplinary approach to the course topics. Lecture three hours, recitation one hour and laboratory three hours a week. Prerequisite: CHEM B103 with a grade of at least 2.0 or permission of the instructor. Units: 1.0

#### Fall:

#### **BIOL B181 Introduction to Biology I: Genetics & the Central Dogma**

For post-baccalaureate premedical students only. A comprehensive examination of topics in genetics, molecular biology and cancer biology. Lecture three hours, laboratory three hours a week Units: 1.0

#### **CHEM B213 Organic Chemistry I**

An introduction to the basic concepts of organic chemistry, including acid-base principles; functional groups; alkane and cycloalkane structures; alkene reactions; alkynes; dienes and aromatic structures; substitution and elimination reactions; alcohol reactivity; and radical reactions. The laboratory course introduces basic operations in the organic chemistry lab, spectroscopy, and reactions discussed in lecture. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM B104 with a grade of at least 2.0. For students enrolled in the postbaccalaureate premedical program only. Units: 1.0

#### **PHYS B101 Introductory Physics I**

PHYS B101/PHYS B102 is an introductory sequence intended primarily for students on the pre-health professions track. Emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics are taken from among Newtonian kinematics and dynamics, relativity, gravitation, fluid mechanics, waves and sound, electricity and magnetism, electrical circuits, light and optics, quantum mechanics, and atomic and nuclear physics. An effective and usable understanding of algebra and trigonometry is assumed. Lecture three hours, laboratory two hours. Units: 1.0

#### Spring:

#### **BIOL B182 Introduction to Biology II: Biochemistry & Human Physiology**

For post-baccalaureate premedical students only. A comprehensive examination of topics in biochemistry, cell biology and human physiology. Lecture three hours, laboratory three hours a week. Units: 1.0

#### **CHEM B214 Organic Chemistry II: Biochemistry**

The second semester (biological organic chemistry) is broken into two modules. In the first module, the reactivity of carbonyl carbon is discussed, including ketones, aldehydes, carboxylic acids and derivatives, saccharides and enolate chemistry. Traditional biochemistry coverage begins with the second module. Amino acids (pI, electrophoresis, side chain pKa), protein structure (1°, 2°, 3°, 4°), and enzymatic catalysis, kinetics and inhibition are introduced. The reactivity of the co-enzymes (vitamins) is also covered as individual case studies in bio-organic reactivity. Lecture three hours, recitation one hour and laboratory five hours a week. Prerequisite: CHEM B213 with a grade of at least 2.0. For students enrolled in the postbaccalaureate premedical program only. Units: 1.0

#### **PHYS B102 Introductory Physics II**

PHYS B101/PHYS B102 is an introductory sequence intended primarily for students on the pre-health professions track. Emphasis is on developing an understanding of how we study the universe, the ideas that have arisen from that study, and on problem solving. Topics are taken from among Newtonian kinematics and dynamics, relativity, gravitation, fluid mechanics, waves and sound, electricity and magnetism, electrical circuits, light and optics, quantum mechanics, and atomic and nuclear physics. An effective and usable understanding of algebra and trigonometry is assumed. Lecture three hours, laboratory two hours. Units: 1.0

### **The Emily Balch Seminars**

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

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

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

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

An important goal of the seminars is to give students instruction and practice in writing as a flexible tool of inquiry and interpretation. Students can expect to write formal and informal assignments weekly during the semester. Students also meet one-on-one with their teachers every other week outside of class to discuss their written work and their progress in becoming a critical thinker.

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

For more information and a list of current courses, visit <https://www.brynmawr.edu/inside/academic-information/special-academic-programs/emily-balch-seminars> (<http://www.brynmawr.edu/inside/academic-information/special-academic-programs/emily-balch-seminars/>).

### **360° Course Clusters**

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

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

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

1. 360° offers an interdisciplinary experience for students and faculty.

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

2. 360° is unified by a focused theme or research question.

These unifying themes can be topics that cut across disciplines such as "Poverty," refer to a particular space or time like, "Vienna at the Turn of the 20th century," or define a complex research question, such as "The impact of Hurricane Katrina in the city of New Orleans."

3. 360° engages students and faculty in active and interactive ways through experiential learning.

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

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

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

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

All 360° participants will share their experiences through such activities as poster sessions, research talks, web postings, panel discussions and/or sharing of data, research, visuals etc. Materials produced in a 360° cluster are archived for later use by others within the College community. For more information and a list of current and upcoming clusters, visit <https://www.brynmawr.edu/inside/academic-information/special-academic-programs/360-course-clusters> (<http://www.brynmawr.edu/inside/academic-information/special-academic-programs/360-course-clusters/>).

## Focus Courses

Focus Courses are 7-week long, half-semester courses that provide students with an opportunity to sample a wider variety of fields and topics as they explore the curriculum. While some Focus Courses have been designed to whet the appetite for further study, several upper level topics lend themselves to a more in-depth, shorter experience. Focus

courses are as rigorous and fast-paced as full semester courses and are used to experiment and engage with more of Bryn Mawr's stellar academic offerings.

## Athletics and Physical Education

The Department of Athletics and Physical Education sponsors 12 intercollegiate sports in badminton, basketball, crew, cross country, field hockey, indoor and outdoor track and field, lacrosse, soccer, swimming, tennis and volleyball. Bryn Mawr is a NCAA Division III member and a charter member of the Centennial Conference. Club sport opportunities are available through Self-Government Association.

Bryn Mawr's Physical Education curriculum is designed to provide opportunities to develop lifelong habits. From organized sport instruction, to a variety of dance offerings, lifetime sport skills, fitness classes, and a wellness curriculum, the Department provides a breadth of programming to meet the needs of the undergraduate and the greater College community. The physical education and dance curriculums offer more than 50 courses in a variety of disciplines. Students can also enroll in physical education classes at Swarthmore and Haverford Colleges on a space available basis.

All students must complete a physical education requirement (as determined by their year of entry into the college), including a swim-proficiency requirement, and a first-year wellness class, THRIVE. Developed by the Department of Physical Education, the Health Center, Student Life offices and the Dean's Office, THRIVE is a 10-week, non-graded class that focuses on a variety of issues confronting college students. The course is mandatory for all first-year students and fulfills two physical education credits. The curriculum is designed to be interactive and to provide a base of knowledge that will encourage students to think about their wellbeing as an essential complement to their academic life. The course will be taught by College faculty and staff from various disciplines and offices.

The 11,500 sq. ft. Bern Schwartz Fitness and Athletic Center boasts more than 50 pieces of cardio equipment and 15 selectorized weight machines. The fitness center has over 100 different workout options, including drop-in classes, free weights, indoor cycling bicycles, and cardiovascular and strength training machines.

The building hosts two courts in the Class of 1958 Gymnasium, an eight-lane pool, a fitness center with varsity weight training area, an athletic training room, locker rooms, a conference smart room and the Department of Athletics and Physical Education offices. For more information, please consult <https://gobrynmawr.com/landing/index> (<http://gobrynmawr.com/landing/index/>).

## Praxis Program

The Praxis Program, offered through the Career & Civic Engagement Center, is a curricular, experiential, and community-engaged learning (CEL) program. Praxis integrates applied learning into academic courses through collaboration with community partners, bridging student classroom experiences with meaningful engagement in broader social, cultural, and institutional contexts.

The program provides consistent, equitable guidelines along with curricular coherence and support to students and faculty who wish to combine coursework with fieldwork and community-based projects. Praxis Program staff work with faculty in identifying, establishing, and supporting field placements in a wide variety of organizations, such as public health centers, community art programs, museums, community-

development and social service agencies, schools, and local government offices. There are three types of Praxis courses, Praxis I, Praxis II, and Praxis III, which involve an increasing amount of experiential and community-engaged learning but do not need to be taken successively.

They are all described below and at <https://www.brynmawr.edu/inside/offices-services/career-civic-engagement-center/academic-connections-praxis> (<https://www.brynmawr.edu/inside/offices-services/career-civic-engagement-center/experiential-learning/academic-connections-praxis/>).

**Praxis I:** courses offer opportunities for students to begin building community connections related to the course topic. Course components may include: Visits to local organizations, engagement with guest speakers from community groups, and assignments centered on local issues. CEL activities are limited to two hours per week or 20 hours per semester and make up less than 25% of the course content.

**Praxis II:** courses include a more substantial CEL component. They incorporate structured, collaborative engagements or projects with community partners. Activities may include: regular engagement in nonprofits or schools, research requested by a community partner, co-creating tools or programs with the community partner. The time commitment for the CEL component in Praxis II courses varies from course to course but falls within the range of two to seven hours per week or 20-70 hours per semester, representing 25–50% of the coursework. Students in Praxis II courses complete a CEL Agreement outlining roles, goals, and responsibilities, co-signed by the course instructor, Praxis Site Supervisor, and the Praxis Coordinator for the course.

**Praxis III:** In Praxis III courses, students secure their own CEL site with guidance from Praxis staff and work 8-10 hours per week with the community partner. The applied CEL component makes up 75% of the coursework and is directly related to the learning objectives of the course.

There are two ways students can engage in Praxis III:

1. Designing a Praxis Independent Study course
2. Participating in a Praxis Seminar (course offerings vary)

***You can learn more about each track below.***

Both Praxis Independent Study and Praxis Seminar courses require students to plan and prepare well in advance during the semester before enrollment.

Interested students should schedule a consultation with Praxis staff and submit a Praxis III Proposal Form that outlines their interests and goals. The proposal is due the semester before taking the Praxis III course and must be submitted by the end of Bryn Mawr's pre-registration period.

**Praxis Independent Study, Praxis III track,** places Community Engaged Learning (CEL) at the center of a supervised learning experience. Students work one-on-one with a faculty member to develop a course around a self-identified academic interest and a sustained engagement with a Praxis community partner (e.g., an internship). This option requires 8–10 hours/week of engagement at the Praxis site, regular meetings with a Faculty Advisor (every other week), and a Praxis Learning Plan prepared with guidance from the student's Faculty Advisor and Praxis Site Supervisor. Praxis Independent Study students also participate in regular Praxis cohort sessions and an end-of-semester Poster Session organized by Praxis staff.

Students must be in their sophomore year or up and in good academic standing to participate in Praxis Independent Study. Approval by the student's Dean or Major Advisor is also required. Students are eligible to take up to two Praxis Independent Study courses during their time at the College. Haverford College students majoring or minoring at Bryn Mawr College are eligible for Praxis Independent Study. International students may also engage in Praxis Independent Study courses but require Curricular Practical Training (CPT) authorization.

Interested students should schedule a consultation with Praxis staff and submit a Praxis III Proposal linked on the Praxis website.

**The Praxis Seminar, also a Praxis III track,** offers students the opportunities to work independently with a CEL partner, but through a connected academic theme in the form of a seminar. Led by a faculty member, students meet regularly as a group to reflect on their CEL experiences as they relate to a common academic focus of the course. Praxis Seminars are taught by a faculty member, include students working with different community partners, meet approximately eight times per semester, and require 8–10 hours/week of work with a community partner. While the Praxis Seminar model also requires students to secure their own Praxis Site, it does not entail designing a full course as in the Praxis Independent Study track.

Interested students should schedule a consultation with Praxis staff and submit a Praxis III Proposal linked on the Praxis website.

Advanced planning is required for students wanting to develop a Praxis Independent Study course or enroll in a Praxis Fieldwork Seminar. This planning process includes completing a Proposal Form, identifying a field site, and faculty advisor (not required for Praxis Fieldwork Seminars) and developing a Learning Plan. At least one semester ahead of time, students should review the resources available on the Praxis website (<https://www.brynmawr.edu/inside/offices-services/career-civic-engagement-center/academic-connections-praxis> (<https://www.brynmawr.edu/inside/offices-services/career-civic-engagement-center/experiential-learning/academic-connections-praxis/>)), attend an information session and/or schedule an appointment with the Senior Associate Director of Praxis, Liv Raddatz ([lraddatz@brynmawr.edu](mailto:lraddatz@brynmawr.edu)), or Associate Director of Praxis, Tiffany Stahl ([tstahl@brynmawr.edu](mailto:tstahl@brynmawr.edu)) for individual guidance.

## Collaboration with the Graduate School of Arts and Sciences and the Graduate School of Social Work and Social Research

Bryn Mawr College embraces a distinctive academic model that offers a select number of outstanding coeducational graduate programs in arts and sciences and social work in conjunction with an exceptional undergraduate college for women. As such, Bryn Mawr undergraduates have significant opportunities to do advanced work by participating in graduate level courses offered in several academic areas. These areas include Classical and Near Eastern Archaeology; Greek, Latin, and Classical Studies; French, History of Art; Mathematics; Physics; and Social Work. An undergraduate must meet the appropriate prerequisites for a particular course and obtain departmental approval if the student wishes the course to count towards her major.

## The Graduate School of Arts and Sciences (GSAS)

Founded in 1885, the Bryn Mawr Graduate School was the first graduate school to open its doors to women in the United States. This radical innovation of graduate education in a women's college was the beginning of a distinguished history of teaching and learning designed to enable every student to reach the apex of the student's intellectual capacity. Today, students in the Graduate School of Arts and Sciences are a vital component in a continuum of learning and research, acting as role models for undergraduates and as collaborators with the faculty. Renowned for excellence within disciplines, Bryn Mawr also fosters connections across disciplines and the individual exploration of newly unfolding areas of research.

Examples of GSAS graduate level courses that are open to advanced undergraduates include:

- ARCH B545 The Archaeology of Inequality
- CSTS B675 Interpreting Mythology
- FREN B672 Baudelaire
- HART B610 Topics in Medieval Art
- GREK B630 Euripides
- MATH B522 Complex Analysis
- PHYS B503 PHYS B504 Electromagnetic Theory I and II

## The Graduate School of Social Work and Social Research (GSSWSR)

Social work was woven into the very fabric of Bryn Mawr College since it first opened its doors in 1885. Founded by Joseph Wright Taylor, a Quaker physician who wanted to establish a college for the advanced education of women, Bryn Mawr College soon became nondenominational but continued to be guided by Quaker values, including the freedom of conscience and a commitment to social justice and social activism. The Bryn Mawr College Graduate School of Social Work and Social Research (GSSWSR) was established through a bequest in 1912 from an undergraduate alumna of the College, Carola Woerishoffer, who at the time of her death at age 25 was investigating factory conditions for the New York Department of Labor. Her gift of \$750,000 (about \$14 million in today's dollars) was the largest gift the College had received at that time, and was made so that others would be prepared to engage in social work, the field to which Carola Woerishoffer had committed herself. Today, faculty of the GSSWSR also participate in undergraduate departments and programs through their involvement with the interdisciplinary minors offered by the College, and through supervision of undergraduate Praxis and senior thesis experiences.

As part of the Bryn Mawr College academic community and throughout its 100+ year history, the School has placed great emphasis on critical, creative, and independent habits of thought and expression as well as an unwavering commitment to principles of social justice. It has been instrumental in promoting the social work profession by providing a rigorous educational environment to prepare clinicians, administrators, policy analysts, advocates, and educators who are committed to addressing the needs of individuals, families, organizations, and communities, both locally and globally.

Moving forward, the School has reaffirmed its commitment through a redesigned outcomes/abilities-based curriculum, providing all students with an integrated perspective on policy, practice, theory, and research.

Both Master's and Ph.D. graduates are prepared to address the rapidly growing and complex challenges impacting the biological, psychological, and social conditions of children and families within their communities. GSSWSR graduates are leaders in defining standards of practice, shaping social welfare policy, and undertaking ethically grounded research in the social and behavioral sciences.

Examples of GSSWSR graduate level courses that are open to advanced undergraduates include:

- SOWK B563 Global Public Health: Special Topic in Critical Perspectives of Trauma and Resilience
- SWOK B676 Pedagogy

## Academic Awards and Prizes

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

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

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

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

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

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

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

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

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

The Bryn Mawr European Fellowship has been awarded each year since the first class graduated in 1889. It is given for merit to a member of the graduating class, to be applied toward the expenses of one year's study

at a university in the United States or abroad. The European Fellowship continues to be funded by a bequest from Elizabeth S. Shippen.

The Commonwealth Africa Scholarship was established by a grant from the Thorncroft Fund Inc. at the request of Helen and Geoffrey de Freitas. The scholarship is used to send a graduate to a university or college in Commonwealth Africa, to teach or to study, with a view to contributing to mutual understanding and the furtherance of scholarship. In 1994, the description of the scholarship was changed to include support for current undergraduates. (1965)

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

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

The Elizabeth Duane Gillespie Fund for Scholarships in American History was founded by a gift from the National Society of Colonial Dames of America in the Commonwealth of Pennsylvania in memory of Elizabeth Duane Gillespie. Two prizes are awarded annually on nomination by the Department of History, one to a member of the sophomore or junior class for work of distinction in American history, a second to a senior doing advanced work in American history for an essay written in connection with that work. The income from this fund has been supplemented since 1955 by annual gifts from the society. (1903)

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

The Maria L. Eastman Brooke Hall Memorial Scholarship was founded in memory of Maria L. Eastman, principal of Brooke Hall School for Girls, Media, Pennsylvania, by gifts from the alumnae of the school. It is awarded annually to the member of the junior class with the highest general average and is held during the senior year. Transfer students who enter Bryn Mawr as members of the junior class are not eligible for this award. (1901)

The Charles S. Hinchman Memorial Scholarship was founded in the memory of the late Charles S. Hinchman of Philadelphia by a gift made by his family. It is awarded annually to a member of the junior class for work of special excellence in her major subject(s) and is held during the senior year. (1921)

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

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

The Anna Lerah Keys Memorial Prize was established by friends and relatives in memory of Anna Lerah Keys '79. The prize is awarded to

an undergraduate majoring in Classical and Near Eastern Archaeology. (1984)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Laura van Straaten Fund was established by Thomas van Straaten and his daughter, Laura van Straaten '90, in honor of Laura's graduation.

The fund supports a summer internship for a student working to advance the causes of civil rights, women's rights or reproductive rights. (1990)

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

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

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

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