



ALMA COLLEGE  
ONLY ONE ALMA.

# **Academic Catalog 2006-07**

# Table of Contents

---

**Campus Directory**

**Academic Calendar**

**Accreditation and Compliance Statements**

**Alma College in Brief**

**Campus Map**

## **Section I: General Information**

A College of Distinction

A Message from the President

Admission Information

Accelerated Programs and Advanced Placement Options

Scholarships and Financial Aid

College Expenses

Living on Campus

Creative and Performing Arts Opportunities

Activities and Organizations

College Regulations

The Judicial Process

The Family Educational Rights and Privacy Act and Alma

Academic Support Facilities

Center for Student Development

## **Section II: Academic Programs and Opportunities**

A Message from the Provost

Requirements for Degrees

## General Education Objectives

General Education Requirements

Guide to Distributive Requirements

Chart of Requirements, Credits and Approved Courses

Academic Honors

Faculty Recognition

Academic Rules and Procedures

Honors Program

Interdisciplinary Programs

Pre-Professional Programs

International and Intercultural Programs

Special Programs

## **Section III: Courses of Instruction**

Courses of Instruction

Guide to Understanding Course Listings

General Studies

American Studies (AMS)

Art and Design (ART)

Astronomy (AST)

Biochemistry (BCM)

Biology (BIO)

Business Administration (BUS)

International Business Administration (IBA)

Chemistry (CHM)

Cognitive Science (COG)

Communication (COM)

New Media Studies (NMS)

Computer Science (CSC)

Economics (ECN)

Education (EDC)

English (ENG)

Environmental Studies (ENV)

Exercise and Health Science (EHS)

Public Health (PBH)

Geography (GGR)

Geology (GEO)

Gerontology (GER)

History (HST)

Library Research (LIB)

Mathematics (MTH)

Modern Languages

French (FRN)

German (GRM)

Spanish (SPN)

Additional Languages Offered

Music (MUS)

Philosophy (PHL)

Physics (PHY)

Electronics and Computer Engineering (ECE)

Political Science (POL)

Psychology (PSY)

Public Affairs Institute (PAF)

Religious Studies (REL)

Christian Education (CEP)

Sociology and Anthropology (SOA)

Theatre and Dance (THD)

Women's Studies (WST)

## **Section IV: Directories**

Board of Trustees 2005-06

Administration 2005-06

Faculty 2005-06

Scholarship and Loan Funds

Named Facilities

# Campus Directory

---

## **College Switchboard**

(989) 463-7111

## **Office of the President**

Saundra J. Tracy, President

Reid-Knox Administration Building

463-7146 fax 463-7094 [tracy@alma.edu](mailto:tracy@alma.edu)

## **Office of the Provost**

Michael Selmon, Provost

John Ottenhoff, Associate Provost

Swanson Academic Center, first floor

463-7176 fax 463-7073

[selmon@alma.edu](mailto:selmon@alma.edu) [ottenhoff@alma.edu](mailto:ottenhoff@alma.edu)

## **Admissions Office**

Reid-Knox Administration Building

463-7139 fax 463-7057 [admissions@alma.edu](mailto:admissions@alma.edu)

Toll Free 1-800-321-ALMA

## **Advancement Office**

Carol Hyble, Vice President for Advancement

Hood Building

463-7081 fax 463-7983 [hyble@alma.edu](mailto:hyble@alma.edu)

## **Alumni Relations Office**

Robert Eldridge, Director

Smith Alumni House

463-7245 fax 463-7047 eldridge@alma.edu

Toll Free 1-800-291-1312

### **Athletics Department**

Ellen Curtis, Athletic Director

Hogan Physical Education Building

463-7017 fax 463-7018 curtis@alma.edu

### **Business Office**

Reid-Knox Administration Building

463-7317 fax 463-7005

### **Center for Student Development**

Patricia Chase, Director

Hamilton Commons, lower level

463-7225 fax 463-7353 chase@alma.edu

### **Chaplain's Office**

Dunning Memorial Chapel, lower level

463-7231 fax 463-7959

### **Discovering Vocation Office**

Carol Gregg, Director

Dunning Memorial Chapel, lower level

463-7981 fax 463-7959 gregg@alma.edu

### **Enrollment Office**

Karen Klumpp, Vice President for Enrollment

Reid-Knox Administration Building

463-7299 fax 463-7057 klumpp@alma.edu

## **Finance and Administration Office**

Jerry Scoby, Vice President for Finance and Administration

Reid-Knox Administration Building

463-7143 fax 463-7094 scoby@alma.edu

## **Health Services**

Joseph Gelina, Director

Wilcox Medical Center

463-7181 fax 463-7277 gelina@alma.edu

## **Human Resources and Conferences**

Kenneth Borgman, Director

Centennial House

463-7314 fax 463-7787 borgman@alma.edu

## **Information Technology**

David Reed, Director

Swanson Academic Center, first floor

463-7303 fax 463-7101 dareed@alma.edu

## **International Education Office**

Tatyana Puchkova, Director

Kehrl Building, lower level

463-7247 fax 463-7126 puchkova@alma.edu

## **Library**

Carol Zeile, Director

Kehrl Building

463-7227 fax 463-8694 zeile@alma.edu

## **Marketing and Public Relations Office**



Mike Silverthorn, Director

Hood Building

463-7327 fax 463-7102 silverthorn@alma.edu

### **Physical Plant**

Robert Boyce, Director

Trower Building

463-7162 fax 463-7125 boyce@alma.edu

### **Registrar**

Susan Deel, Registrar

Kehrl Building, lower level

463-7348 fax 463-7993 deel@alma.edu

### **Student Financial Assistance Office**

Christopher Brown, Director

Kehrl Building, lower level

463-7347 fax 463-7993 cabrown@alma.edu

### **Student Life Office**

Nicholas Piccolo, Vice President for Student Life

Tyler-Van Dusen Campus Center

463-7333 fax 463-7391 piccolo@alma.edu

# Academic Calendar

---

## Fall 2005

August	27	Saturday	Freshman Preterm Begins
September	5	Monday	Residence Halls Open, Noon (Labor Day)
September	6	Tuesday	Classes Begin, 8 a.m.
September	9	Friday	Last Day to Add a 1st 7-week Class
September	16	Friday	Last Day to Add a 14-week Class
September	30	Friday	Last Day to Drop a 1st 7-week Class
October	1	Saturday	Homecoming
October	19	Wednesday	Middle of Term
October	20-21	Thursday-Friday	Fall Term Recess
October	24	Monday	Classes Resume, 8 a.m. Begin 2nd 7-week Classes Mid-Term Grades Due, 9 a.m.
October	28	Friday	Last Day to Add a 2nd 7-week Class
November	4	Friday	Last Day to Drop a 14-week Class
November	7-18	Two Weeks	Winter Term Pre-registration
November	18	Friday	Last Day to Drop a 2nd 7-week Class
November	23	Wednesday	Thanksgiving Recess Begins, 5 p.m.
November	28	Monday	Classes Resume, 8 a.m.
December	12-16	Monday-Friday	Fall Term Exams
December	16	Friday	Residence Halls Close, 5 p.m.

December 20 Tuesday Final Grades Due, 9 a.m.

## Winter 2006

January	8	Sunday	Residence Halls Open, Noon
January	9	Monday	Classes Begin, 8 a.m.
January	13	Friday	Last Day to Add a 1st 7-week Class
January	16	Monday	Martin Luther King Jr. Celebration Day Classes Cancelled 12:30-6 p.m.
January	20	Friday	Last Day to Add a 14-week Class
February	3	Friday	Last Day to Drop a 1st 7-week Class
February	6-10	Monday-Friday	Spring Term Pre-registration
February	22	Wednesday	Middle of Term
February	23	Thursday	Begin 2nd 7-week Classes
February	25	Saturday	Winter Term Recess Begins
February	27	Monday	Mid-Term Grades Due, 9 a.m.
March	5	Sunday	Exam Preparation Day for 1st 7-week Classes Exam Period for 1st 7-week Classes, 7-9 p.m.
March	6	Monday	Classes Resume, 8 a.m.
March	10	Friday	Last Day to Add a 2nd 7-week Class
March	17	Friday	Last Day to Drop a 14-week Class
March	20-31	Two Weeks	Fall Term Pre-registration



September	5	Tuesday	Classes Begin, 8 a.m.
September	8	Friday	Last Day to Add a 1st 7-week Class
September	15	Friday	Last Day to Add a 14-week Class
September	29	Friday	Last Day to Drop a 1st 7-week Class
October	7	Saturday	Homecoming
October	18	Wednesday	Middle of Term
October	19-20	Thursday-Friday	Fall Term Recess
October	23	Monday	Classes Resume, 8 a.m. Begin 2nd 7-week Classes Mid-Term Grades Due, 9 a.m.
October	27	Friday	Last Day to Add a 2nd 7-week Class
November	3	Friday	Last Day to Drop a 14-week Class
November	6-17	Two Weeks	Winter Term Pre-registration
November	17	Friday	Last Day to Drop a 2nd 7-week Class
November	22	Wednesday	Thanksgiving Recess Begins, 5 p.m.
November	27	Monday	Classes Resume, 8 a.m.
December	11-15	Monday-Friday	Fall Term Exams
December	15	Friday	Residence Halls Close, 5 p.m.
December	19	Tuesday	Final Grades Due, 9 a.m.

## **Winter 2007**

January	7	Sunday	Residence Halls Open, Noon
---------	---	--------	----------------------------

January	8	Monday	Classes Begin, 8 a.m.
January	12	Friday	Last Day to Add a 1st 7-week Class
January	15	Monday	Martin Luther King Jr. Celebration Day Classes Cancelled 12:30-6 p.m.
January	19	Friday	Last Day to Add a 14-week Class
February	2	Friday	Last Day to Drop a 1st 7-week Class
February	5-9	Monday-Friday	Spring Term Pre-registration
February	21	Wednesday	Middle of Term
February	22	Thursday	Begin 2nd 7-week Classes
February	24	Saturday	Winter Term Recess Begins
February	26	Monday	Mid-Term Grades Due, 9 a.m.
March	4	Sunday	Exam Preparation Day for 1st 7-week Classes Exam Period for 1st 7-week Classes, 7-9 p.m.
March	5	Monday	Classes Resume, 8 a.m.
March	9	Friday	Last Day to Add a 2nd 7-week Class
March	16	Friday	Last Day to Drop a 14-week Class
March	19-30	Two Weeks	Fall Term Pre-registration
March	30	Friday	Last Day to Drop a 2nd 7-week Class
April	5	Thursday	Honors Day, Honors Convocation, 9:30 a.m.
April	6	Friday	Good Friday: No Classes after 12:30 p.m.
April	16-20	Monday-Friday	Winter Term Exams

April	21	Saturday	Commencement, 2 p.m. Residence Halls Close, 5 p.m.
-------	----	----------	---

April	24	Tuesday	Final Grades Due, 9 a.m.
-------	----	---------	--------------------------

## **Spring 2007**

April	28	Saturday	Residence Halls Open, Noon
-------	----	----------	----------------------------

April	29	Sunday	Classes Begin, 1 p.m.
-------	----	--------	-----------------------

May	18	Friday	Last Day to Drop a Class
-----	----	--------	--------------------------

May	24	Thursday	Spring Term Ends; Residence Halls Close, 8 p.m.
-----	----	----------	--

May	29	Tuesday	Final Grades Due, 9 a.m.
-----	----	---------	--------------------------

## **Summer 2007**

June 4-August 24	Summer Session
------------------	----------------

# Accreditation and Compliance Statements

---

Alma College is accredited by the North Central Association of Colleges and Secondary Schools. The Michigan Department of Education approves Alma programs for certification of elementary and secondary teachers. Approval of Alma programs is also given by the American Chemical Society Committee on Professional Training and the National Association of Schools of Music. Contact information follows:

North Central Association of Colleges and Schools

Commission on Institutions of Higher Education

30 North La Salle Street, Suite 2400

Chicago, IL 60602-2504

Phone: 1-800-621-7440

FAX: (312) 263-7462

e-mail: [info@ncacihe.org](mailto:info@ncacihe.org)

Michigan Department of Education

John A. Hannah Office Building

608 West Allegan, Box 30008

Lansing, MI 48933

Phone: (517) 373-3324

[www.mde.state.mi.us](http://www.mde.state.mi.us)

Committee on Professional Training

American Chemical Society

1155 Sixteenth Street, NW

Washington, DC 20036

(202) 872-4589

FAX: (202) 872-6066

[www.acs.org](http://www.acs.org)



National Association of Schools of Music

11250 Roger Bacon Drive, Suite 21

Reston, VA 20190

Phone: (703) 437-0700

FAX: (703) 437-6312

e-mail: [info@arts-accredit.org](mailto:info@arts-accredit.org)

The College maintains membership in the American Association of University Women, Association of American Colleges, Association of Independent Colleges and Universities of Michigan, Council for Undergraduate Research, College Entrance Examination Board, National Association of Independent Colleges and Universities, and the Presbyterian College Union.

## Notice

Alma's academic catalog contains the most accurate information available at the time of publication. A brief supplement with updated information will be published for 2006-07. Alma College reserves the right to change without notice statements in this catalog concerning, but not limited to, curricula, fees, rules, policies, scholarships and tuitions.

## Federal Compliance Statements

**Campus Crime.** Alma College abides by the Student Right-to-Know and Campus Security Act of 1990. The College makes information concerning campus crime statistics available in printed form to the campus community each year. This information is also available to prospective students upon request.

**Financial Information.** The College's annual financial report is available for review by prospective students, alumni and the public upon request at the library's closed reserve desk.

**Nondiscrimination Statement.** Alma College's nondiscrimination policy includes age, color, creed, gender, national origin, physical ability, race, religion and sexual orientation.

**Retention.** For the past five years, the fall-to-fall retention rate from first-year to second-year students has

averaged 83 percent. The fall-to-fall retention rate for all freshmen, sophomores and juniors has met or exceeded approximately 86 percent for each of the past five years. The six-year degree completion rate for four of the last five graduating classes has exceeded 70 percent. The five-year rate for the class of 2003 was 70 percent.

**Students with Disabilities.** Alma College is committed to complying with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 by providing access to campus facilities and reasonable accommodations in programs, services and classroom activities. Students with disabilities are responsible for ensuring that the College is aware of disabilities that require accommodations by contacting:

Dr. Patricia Chase

Director of Counseling and Student Development

Janet Tissue

Assistant Director of Counseling and Student Development

# Alma College in Brief

---

## A Liberal Arts Education

Nearly 125 years ago, a group of devoted Presbyterian clergy and laymen had a dream: to establish a liberal arts college based upon the loftiest of ideals — unifying the human mind and spirit through knowledge.

The essence of a liberal arts education is learning *how* to learn. Once acquired, this skill can be applied to any task, any profession. Career success is determined by our abilities to exercise such skill.

A liberal arts education holds up a mirror to the world around us, and in its reflection we see ourselves: as we were, as we are, as we might be. Through such self-discovery comes inspiration and, from inspiration, lifelong commitment. The highest moral and ethical character is built upon such foundations. Our best leaders are shaped by such beliefs.

## Academic Programs and Degrees

A Phi Beta Kappa institution, Alma is classified as a selective Baccalaureate College — Liberal Arts by the Carnegie Foundation for the Advancement of Teaching. The College confers bachelor's degrees in four areas: arts, sciences, fine arts and music.

## Enrollment and Student Profile

With an enrollment of over 1,300, Alma College is a close-knit community where students and professors get to know each other, a place where people and their development are most important. Alma's students are high achievers who reflect the College's competitive admission standards. While the College maintains a regional base — 95 percent of Alma's students come from Michigan; current students represent 21 states and 12 foreign countries. Classes are small with a student/faculty ratio of 13/1.

## Religious Affiliation

Alma was founded by Presbyterians in 1886 and retains its affiliation with the Presbyterian Church (U.S.A.) while being governed by an independent Board of Trustees. Alma's students represent Protestant, Catholic, Jewish and other religions.

## **Successful Graduates**

The exceptional quality of Alma's undergraduate degree programs leads to placement in the nation's most prestigious graduate and professional schools. As a rule, Alma students find employment in fields related to their academic programs or enter graduate or professional schools within six months of graduation. Approximately 70 percent of Alma students enroll in postgraduate programs within five years of graduation.

## **Scholarship and Assistance Opportunities**

To recognize students' academic achievements in high school, Alma College administers a strong program of scholarships. Regardless of financial need, Alma students can receive scholarship support based on outstanding academic achievements.

Also available are State of Michigan scholarships, grants and loans; federal grants and loans; and federal and College work study program funding.

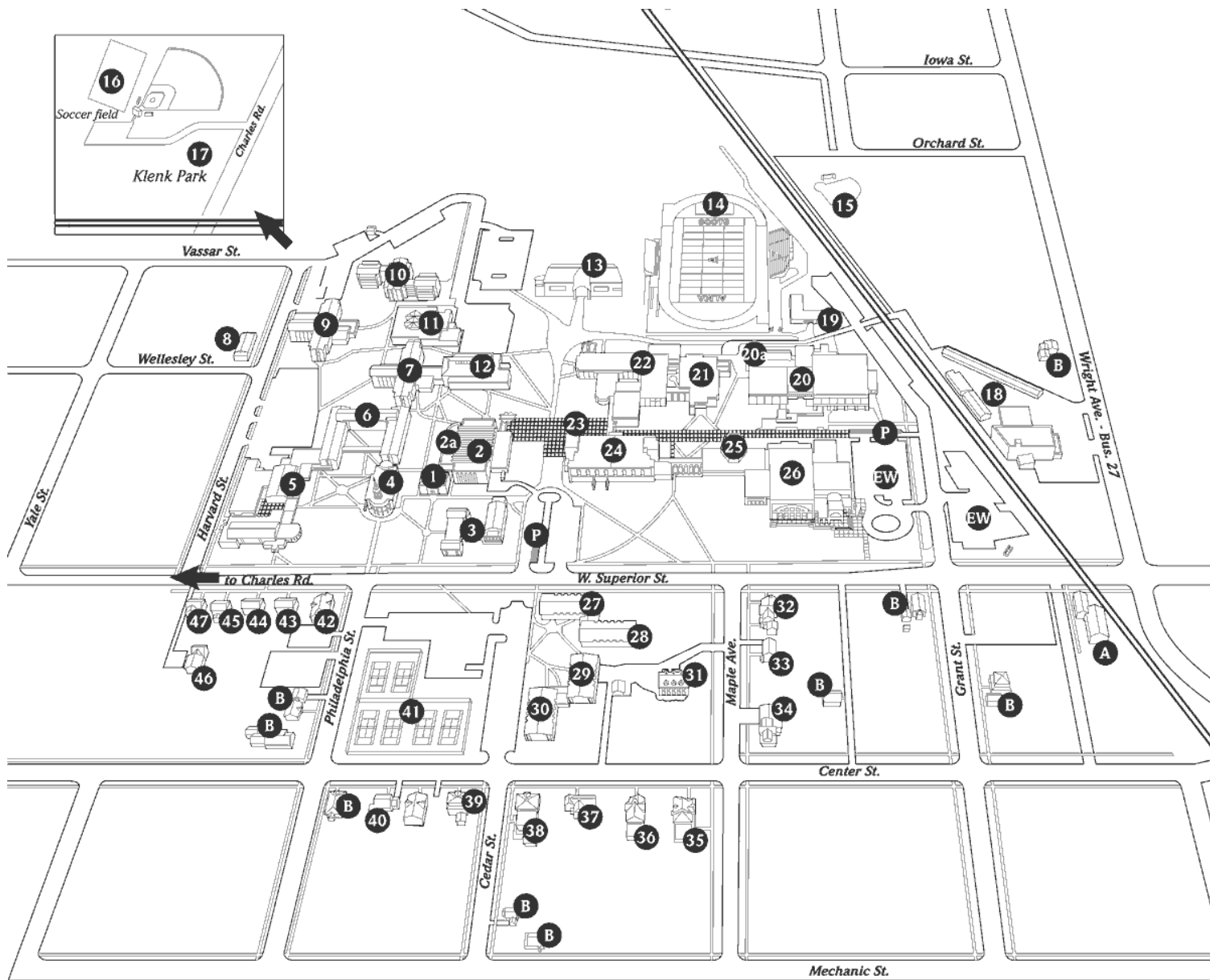
## **Undergraduate Research**

At Alma students are often invited to team up with faculty on scholarly research or to collaborate on creative or performing arts projects. An annual Honors Day features student presentations, performances and exhibits. Many students also present such work at regional, national and international meetings.

# Alma College Maps

Campus | State | City

## Campus Map



On the College's 125-acre campus, major buildings are arranged around a scenic mall. While the College is more than 115 years old, most of its buildings have been built or renovated in recent years. \*To learn more about individuals who are honored in the names of Alma's buildings, refer to the Named Facilities section.

**1** Reid-Knox Administration Building\* (1955)

- Admissions Office
- Business Office
- President's Office
- Reid-Knox Memorial Room\*
- 2** Hood Building\* (1899, 1975)
  - Advancement Offices
  - Marketing and Public Relations Offices
- 3** Kehrl Building\* (1964, 1986)
- 3a** Colina Library Wing\* (1996)
  - Archives
  - Christner Memorial Study Room\*
  - Student Financial Assistance
  - International Education Office
  - Helen MacCurdy Room
  - Monteith Library Collection\*
  - Olofsson Computer Classroom\*
  - Registrar's Office
  - Smith Memorial Study Room\*
- 4** Dunning Memorial Chapel\* (1941, 2002)
  - Chaplain's Office
  - Church Relations Office
  - Discovering Vocation Office
  - Sanctuary
  - Service Learning Office
- 5** Tyler-Van Dusen Campus Center\* (1952-53, 1983-84)
  - Beck Courtyard\*

Campus Radio Station (WQAC)

Heather Room\*

Joe's Place (campus snack bar)

Kiltie Korner (campus bookstore) Louanna Baker Jones Auditorium\*

Rotunda and Fireside Lounges

Student Congress and Student Life Offices

Van Dusen Commons

**6** Gelston\* Hall (1956)

Residence

**7** Newberry Hall\* (1961)

*The Almanian* and *Scot* Offices (campus newspaper and yearbook)

Residence

**8** International House

**9** Mitchell Hall\* (1967)

Residence

**10** Bruske Hall\* (1967)

Residence

**11** Hamilton Commons\* (1967)

Dining Rooms

Center for Student Development (lower level)

Scotty's (convenience store)

**12** Clack Art Center\* (1922, 1971)

Clack Art Theatre

Classrooms, Studios and Faculty Offices of the Art Department

Flora Kirsch Beck Gallery\*

Lounge Gallery

**13** Alan J. Stone Center for Recreation\* (2001)

**14** Bahlke Stadium

Football

Track and Field

**15** Softball Field

**16** Scotland Yard Soccer Field

**17** Klenk Park Baseball Field

**18** Physical Plant Buildings

**19** Wilcox Medical Center\* (1969)

Campus Copy Center and Mail Room

Medical Center Offices

**20** Hogan Physical Education Center\* (1968, 1987)

Athletic Staff Offices

Cappaert Gymnasium\*

Basketball, Volleyball

Classrooms and Faculty Offices of the Baker-Jones Educational Unit\*

Fitness Center

McClure Natatorium\*

Racquetball Courts

Patterson Free Weight Training Room\*

**20a** McIntyre Center for Exercise and Health Science\* (1997)

Laboratories and Faculty Offices for the Exercise

and Health Science Department

Colina Human Performance Laboratory\*

**21**



Ronald O. Kapp Science Laboratory Center\* (1990)

Laboratories and Faculty Offices for  
Biochemistry and Chemistry Departments

**22** Dow Science Center\* (1959, 1991)

Classrooms, Laboratories and Faculty Offices for Astronomy, Biology, Geology and Physics  
Greenhouse  
Planetarium

**23** McIntyre Mall\* (1974)

**24** Swanson Academic Center\* (1974)

Academic Affairs Office  
Bauervic Audiovisual Center and Language  
Laboratory\*  
Classrooms and Faculty Offices for the  
Humanities and Social Sciences Divisions, and the Mathematics and Computer Science and  
Psychology Departments  
Herrick Foundation Computer Center\*

**25** Eddy Music Center\* (1975)

Classrooms, Faculty Offices and Studios for the Music Department  
Electronic Piano Laboratory  
Kimball Court\*  
Organ Rehearsal Facilities  
Practice and Rehearsal Rooms

**26** Oscar E. Remick Heritage Center for the Performing Arts\* (1993)

Presbyterian Hall  
Dance Studio  
Faculty Offices for the Theatre and Dance  
Department

Theatre

**27** Nisbet Hall\* (1970)

Residence

**28** Brazell Hall\* (1970)

Residence

**29** Carey Hall\* (1970)

Residence

**30** Bonbright Hall\* (1970)

Residence

**31** President's House (1927)

**32** Zeta Sigma Fraternity House

**33** Centennial House

Human Resources and Conferences

Michigan Academy for Science, Arts and Letters

**34** Sigma Chi Fraternity House

**35** Sigma Alpha Epsilon Fraternity House

**36** Theta Chi Fraternity House

**37** Service Learning House

**38** Tau Kappa Epsilon Fraternity House

**39** MacCurdy House

Women's Resource Center

**40** Model U.N. House

**41** Tennis Courts

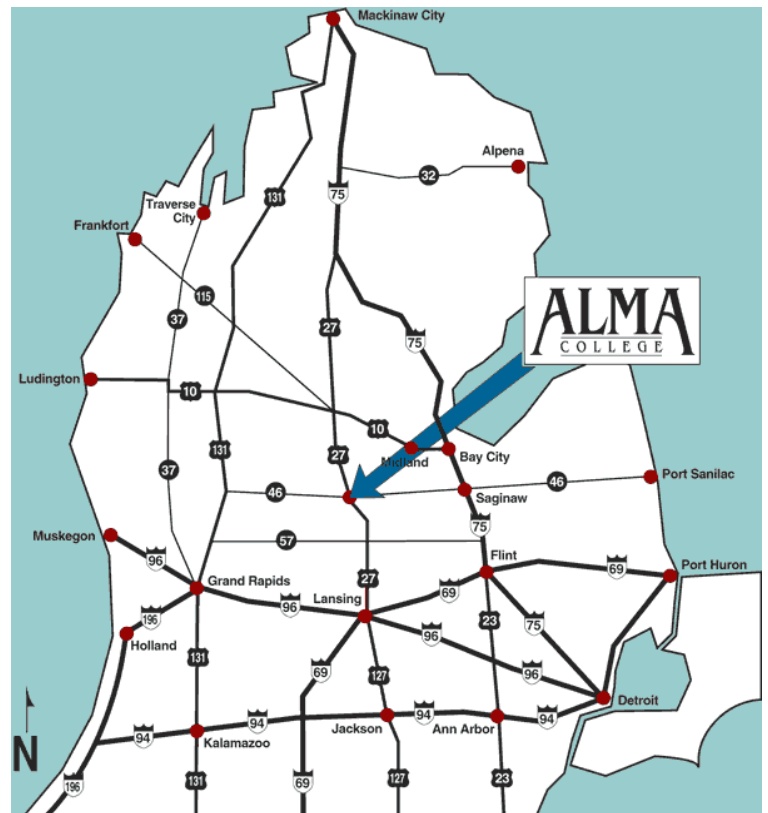
- 42 Wright Hall (2005)  
Residence
- 43 Smith Alumni House  
Alumni and Community Relations Office
- 44 Gamma Phi Beta Sorority House
- 45 Alpha Xi Delta Sorority House
- 46 Kappa Iota Sorority House
- 47 Phi Sigma Sigma Sorority House
- 48 Alpha Gamma Delta Sorority House
- A Faculty/Staff Housing
- P Visitor parking
- EW Visitor parking evenings and weekends

## Location

In the center of Michigan's lower peninsula, Alma is two and one-half hours northwest of Detroit and within two hours of Michigan's beaches and ski areas.

## Residential Campus

On Alma's campus, 26 major buildings surround a scenic central mall. Prairie-style architecture combines red brick with limestone capstones throughout the campus; most of Alma's buildings have had recent renovations,

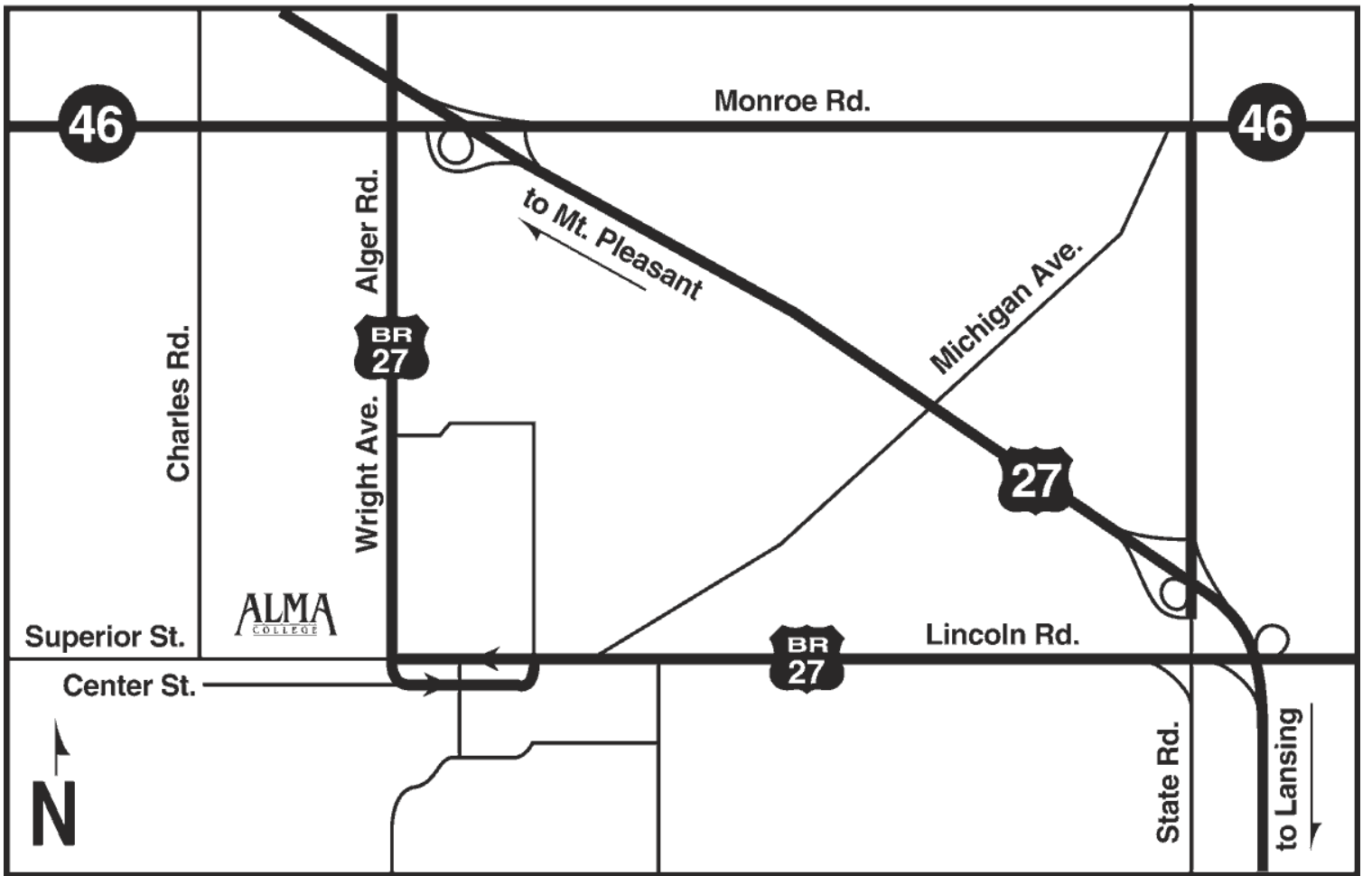


giving the campus a modern look. Residence halls and athletic playing fields are located around the perimeter of the campus. The Klenk Baseball Field and Scotland Yard Soccer Field are located on Charles Road within walking distance of the campus.

Located in a residential neighborhood five minutes' walk from downtown shops, Alma College also owns many small housing units on streets surrounding the campus. These provide students an alternative to residence hall living. Among them are five fraternity and five sorority houses, Service Learning and Model U.N. houses, a Women's Resource Center, the Smith Alumni House, the Centennial House, and the President's House.

The Alma College Ecological Station is located south of Vestaburg and 12 miles west of the College campus. The site of faculty/student research since 1889, this 200-acre tract is used for biology, geology and ecology field study. At its center is a small lake, surrounded by a floating mat consisting primarily of sphagnum moss and boreal plants.

## **Alma, Michigan**



# Section I General Information

---

- A College of Distinction
- A Message from the President
- Admission Information
- Accelerated Programs and Advanced Placement Options
- Scholarships and Financial Aid
- College Expenses
- Living on Campus
- Creative and Performing Arts Opportunities
- Activities and Organizations
- College Regulations
- The Judicial Process
- The Family Educational Rights and Privacy Act and Alma
- Academic Support Facilities
- Center for Student Development

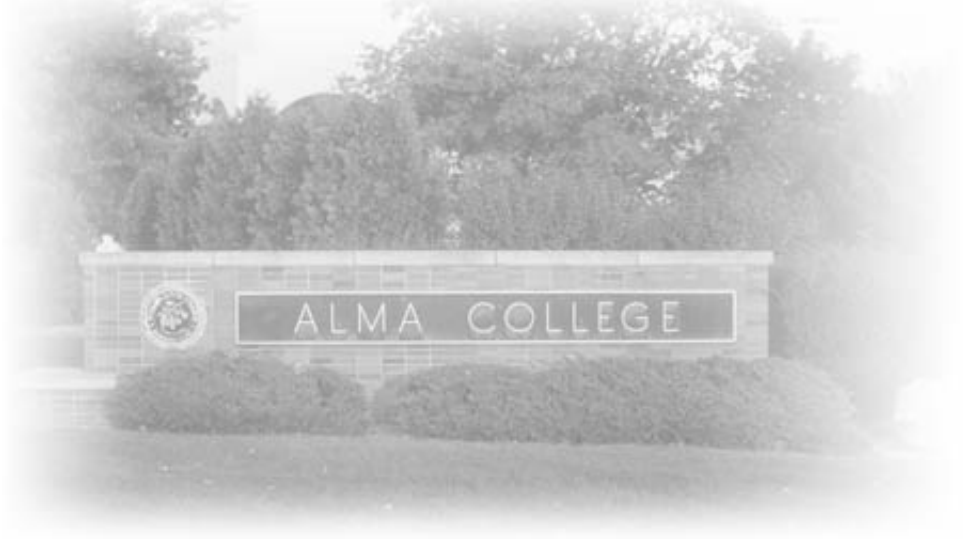


# A College of Distinction

---

The mission and core values of Alma College emerge from the spirit of the founding motto: "to the glory of God and the dignity of all." Founded in 1886 by the Presbyterian Synod of Michigan, Alma College was dedicated to the pursuit of learning that reflected the Judeo-Christian heritage of its founders joined with the continually relevant aims of the liberal arts.

This dedication to uncommon achievement is as evident today as it has been throughout the College's history.



## The Alma College Mission

Alma College's mission is to prepare graduates who think critically, serve generously, lead purposefully and live responsibly as stewards of the world they bequeath to future generations.

## The Core Values

### *Student-centered education in a residential setting*

All members of the community — faculty, staff and trustees — are committed to creating an institution of quality centered on the growth and development of undergraduate students. The purpose of the residential college experience is to better prepare students to enter seamlessly into lives in community, vocation, family and faith.

## ***Disciplinary expertise within an interdisciplinary context of learning***

The Alma Experience expects students to apply intellectual rigor to the exploration of a range of disciplines, building a broad foundation in the sciences, humanities, fine and performing arts and social sciences. This liberal arts education also prepares students to pursue advanced work, independent research and creative performances with the depth of understanding to excel in one's discipline and to perceive the connections among disciplines. The practical knowledge and skills of the liberal arts prepare students for lifelong learning and leadership within a wide array of settings.

## ***Engaged learning***

Because education takes place everywhere and all the time, it is important both to create an exciting residential learning environment and to extend opportunities for significant learning into the community and wider world. Active participation in learning, engaged citizenship, service-driven leadership and committed stewardship are fostered through research-based undergraduate scholarship as well as programs that support experiential, international and service-learning opportunities.

## ***Ethical integrity, aesthetic appreciation, spiritual sensitivity***

With knowledge comes obligation. To live a complete life that withstands the scrutiny of self and others, individuals must exhibit personal integrity, respect for the value of all humanity and sensitivity to the spiritual and material beauty of one's existence. We expect these principles to be modeled in the educational programs, work and daily interactions of all members of the College community.



# A Message from the President

---

On the pages of this catalog are the particulars of Alma College's outstanding academic reputation. At Alma you benefit from a rigorous liberal arts education, effective career development, solid preparation for graduate or professional study, exciting study abroad, productive internships and personal improvement through co-curricular activities.

- *Alma College was selected as one of 81 "Colleges With a Conscience" based on the civic engagement and service commitment offered by our curriculum and student activities.*
- *Alma College, designated a selective Baccalaureate College — Liberal Arts by the Carnegie Foundation for the Advancement of Teaching, is among 80 national liberal arts colleges that are members of the Annapolis Group.*
- *Alma College is a Phi Beta Kappa institution, a status shared with only seven percent of all colleges and universities in the country.*
- *Alma College is a member of the Consortium of Liberal Arts Colleges, The Council on Undergraduate Research and the Oberlin Library Group, all of which include only the most prestigious small colleges.*

The most important element of Alma College's academic experience is the close, mentoring relationship fostered between faculty and students. Mentoring goes beyond the small classes and 13/1 student/faculty ratio. It can best be experienced in Preterm when first-year students and professors first get to know each other; or in



*Dr. Saundra J. Tracy, 12th president of Alma College, is strongly committed to emphasis on a personalized educational experience within a rich array of opportunities for students both on campus and in the broader world. She has a Ph.D. in educational administration from Purdue University, an M.Ed. in foreign language instruction from the University of Pittsburgh and a B.A. in Spanish with minors in sociology and education from Carroll College in Wisconsin.*

the classroom with faculty who care about teaching and students; or in the off-campus trips in which students and professors travel and learn together; or in joint faculty/student research projects and publishing.

The beautiful campus — the gracious students — the numerous opportunities in campus leadership, music, performing arts, sports and social organizations — the school pride: these are the elements you will notice first when visiting the campus.

What you will see ultimately is Alma's most important distinction — a superb faculty dedicated to mentoring students.

*Prior to her presidency at Alma College, Tracy was dean of the College of Education at Butler University, professor and associate professor of educational leadership at Lehigh University, an American Council of Education Fellow and Director of Education programs at Iacocca Institute of Lehigh University.*

Sandra J. Tracy

President

# Admission Information

---

## Freshman Admissions

Students may apply to Alma College after completing their junior year of high school. To assure maximum consideration for financial aid, applications should be made before February 1 of a student's senior year.

## How To Apply

1. **Application for Admission.** Students should complete the application and submit it with a \$25 non-refundable application fee to their high school guidance counselor. The application includes an optional personal essay.
2. **Transcript and Counselor's Evaluation.** Students should ask their high school guidance counselor to attach a transcript of their grades and to complete the Counselor's Evaluation section of the application.
3. **Entrance Test Results.** Students should arrange to take either the ACT or SAT examinations and to send their scores to the Admissions Office at Alma College. Use the code 1958 for the ACT and 1010 for the SAT.

Students are notified of their admission to the College on a continuing basis. Financial aid applicants should file the Free Application for Federal Student Aid (FAFSA). For additional information about financial aid, refer to the Scholarships and Financial Aid section.

## Basis for Admission

To be considered for admission to Alma, high school students should have (1) approximately a "B" average, (2) an ACT composite score of 22 or a combined SAT score of 1030 and (3) made progress toward a total of 16 academic units which must include a minimum of four years of English, three years of mathematics, three years of social studies and three years of science. In addition, at least two years of one foreign language are strongly recommended. Students who do not meet these requirements are considered individually for admission. All applicants are considered on the basis of their academic and test records.

Alma College's non-discrimination policy includes age, color, creed, gender, national origin, physical ability, race, religion and sexual orientation.

## **Candidate's Reply Date**

Alma College subscribes to the uniform Candidate's Reply Date. Once admitted, students must notify the College of their decision to enroll on or before May 1 by submitting a \$200 Commitment and Security Deposit. The College accepts payment by cash, check or credit card.

## **Pre-Enrollment Requirements**

Before enrolling at Alma College, incoming students are required to submit

1. An official ACT or SAT profile sheet to be used in academic advising and course selection.
2. A final transcript of high school grades, including confirmation of graduation. Transcripts are also used in academic advising.
3. A medical form which will be used to establish the student's confidential medical history in the Wilcox Medical Center.

## **Campus Visits**

Students are encouraged to schedule a personalized visit to Alma to meet with a member of the admissions staff, tour campus, meet professors and sit in on classes. The Admissions Office is open for interviews Monday through Friday from 8 A.M. to 5 P.M. (EST), selected Saturdays from 8:30 A.M. to Noon, and other times by appointment. You may call the Admissions Office at 1-800-321-ALMA or e-mail [admissions@alma.edu](mailto:admissions@alma.edu).

## **Home-Schooled Students**

Applicants completing their secondary education through home schooling are required to provide the following for admission consideration:

1. An admissions interview.
2. A written statement describing the anticipated impact of an Alma College liberal arts education on the candidate's personal and professional future.
3. High school transcripts.
4. Official ACT/SAT scores.
5. An application for admission with a completed counselor evaluation.

Students should be making progress toward completion of 16 academic units with at least four in English, three in mathematics, three in science and three in social studies. In addition, at least two years of one foreign language are strongly recommended.

## **Transfer Admission**

Students who have attended another college or university and are in good standing may apply for admission to Alma. Transfer students should have earned a "B" average in coursework at other colleges or universities. Transfer students should arrange for the following to be sent to the Admissions Office:

1. A completed Application for Admission.
2. Transcripts from all high schools attended, including ACT or SAT scores.
3. Transcripts from all colleges or universities previously attended, and a college catalog if institution is outside Michigan.
4. The Transfer Recommendation Form completed by the advisor, registrar or dean of students at the last institution attended.

## **Transfer Credit Evaluation**

Alma College will accept credit earned from accredited colleges or universities in the United States. An evaluation of credit gained is available upon submission of an application and transcripts to the Admissions Office. Limitations are as follows:

1. Only courses which are graded "C" (2.0) or higher will be accepted for credit.

2. A maximum of 68 credits (62 semester hours or 90 quarter hours) may be transferred from a two-year institution.
3. All transfer students must complete the final 34 credits for the degree in residence at Alma.
4. Proficiency in English composition must be verified by successful completion of the proficiency measures prescribed by the English Department.
5. Proficiency in mathematics must be verified by successful completion of the proficiency measures prescribed by the Mathematics Department.
6. Transferred credit must be documented by receipt of an official transcript from each institution attended.

Transfer students are encouraged to consult with the Admissions Office to review transfer credit equivalencies.

## **Continuing Education**

Continuing education courses are offered at Alma College during Fall, Winter and Spring terms. Regular admission requirements are waived to continuing education students, who pay reduced tuition rates for such coursework. No more than eight credits each term and no more than 30 total may be taken in this manner.

After 30 hours, it is assumed that the individual is a degree student who must apply for regular admission in part- or full-time coursework and pay regular tuition rates. Any exception to this requires permission from the Provost's Office. The student pays regular tuition rates for continuing education courses.

## **Dual Enrollment**

High school students interested in dual enrollment (high school/Alma College) should determine eligibility by consulting with their high school counselors. Students may apply for admission under Continuing Education status by submitting to the Registrar an enrollment form available from the Registrar's Office and a high school transcript verifying a "B" average. College enrollment is limited to four credits for the first term. Contact the Registrar's Office for further information.

## **International Student Admission**

Citizens of foreign countries with acceptable academic achievement may enroll at Alma College. To be considered for admission, students from other countries must submit the following items preferably by May 1 of the year of application:

1. A completed Application for Admission and a \$25 (U.S.) application fee.
2. Official transcripts of most recent high school or college work translated into English.
3. Official TOEFL score or ACT/SAT results.
4. The Affidavit of Support and Declaration of Finance forms.

Admissions criteria are similar to those for other applicants. For students from non-English speaking countries, proficiency in English language may be demonstrated through the Test of English as a Foreign Language (TOEFL) or through successful completion of a course at an English Language Institute. A TOEFL score of 525 (paper-based) or 195 (computer-based) is recommended for academic success at Alma College.

Students are notified by mail of their admission on a continuing basis. To secure a place in the class, international students are required to deposit \$500 (U.S.) prior to arriving on campus for enrollment. Alma College enrolls international students in a health insurance program (and charges them for that program), with coverage in place by the first day of classes. Each student has until the first day of classes to provide verification to the Director of the Medical Center of acceptable coverage under a different policy. If such verification is not provided, the charges will stand for the year.

# Accelerated Programs and Advanced Placement Options

## **Accelerated Program Options**

Students may accelerate their Alma degree program to finish in less than four years through a combination of concentrated academic scheduling, advanced credits gained while in high school and transferred credits from other college work.

## **College Level Examination Program (CLEP)**

Alma College does not accept credit from the College Level Examination Program (CLEP).

## **Alma College Proficiency Examinations**

Proficiency examinations, available in many Alma College courses, allow students to earn credit by means other than enrollment in a class. See "Academic Rules and Procedures" for more information.

## **International Baccalaureate (IB)**

Alma College awards 32 credits to students who earn the International Baccalaureate Diploma. Alternatively, the College awards credit for individual exams taken at the Higher Level (HL) with a score of "5" or above.

## **Advanced Placement (AP)**

Students may earn college credit for work done in high school if they have participated in the College Entrance Examination Board Advanced Placement Program. The results of examinations should be sent to the Registrar's Office. The Advanced Placement courses and qualifying scores for the examinations are listed on the following table.

## **Advanced Placement Courses and Qualifying Scores**



<b>AP Course Name</b>	<b>Minimum Scores</b>	<b>Alma College Course Equivalents/Credit Awards*</b>
American Government & Politics	4 C	POL 101 (4)
Art History	3 C Appr, 4 C	ART 112 (4)
Art 2D Design	4 C	ART 180 (4)
Art (Studio)	4 C	ART 180 (4)
Biology	4 C	BIO 180 (4)
Chemistry	4 C	CHM 115 (4)
Comparative Gov't & Politics	4 C	POL 111 (4)
Computer Science A	4 C Appr, 5 C	CSC 120 (4)
Computer Science AB	4 C, 5 C Appr	4 C = CSC 120 (4), 5 C Appr = CSC 120-220 (4-8)
Economics: Macro	4 C	ECN 201 (4)
Economics: Micro	4 C	ECN 202 (4)
English Language & Comp	3 C	ENG 100 (4)
English Literature & Comp	3 C	ENG 180 (4)
Environmental Science	4 C	ENV 180 (4)
European History	4 C	HST 180 (4)
French Language (Level 3)	4 C	FRN 221 (4)
French Literature (Level 3)	4 C	FRN 222 (4)
German Language (Level 2, 3)	4 C	GRM 221 (4)
German Literature (Level 3)	4 C	GRM 222 (4)
Human Geography	4 C	GGR 102 (4)

Math: Calculus AB	4 C	MTH 121 (4)
Math Calculus: BC	3-4 C	3 C = MTH 121 (4), 4 C = MTH 121-122 (8)
Music: Listening & Literature	3 C Appr, 4 C	MUS 113 (4)
Music Theory	4 C Appr	MUS 111-112 (4-8)
Physics B	4 C	PHY 112-113 (8)
Physics C	4 C	PHY 121-122 (8)
Psychology	4 C	PSY 180 (4)
Spanish Language	4 C	SPN 221 (4)
Spanish Literature	4 C	SPN 222 (4)
Statistics	4 C	MTH 116 (4)
U.S. History	4 C	HST 180 (4)
World History	4 C	HST 180 (4)

---

*C=Credit Granted Automatically C Appr=Credit with Department Approval*

\* Alma College equivalent courses numbered 180 may receive Distributive Requirement (DR) credit only if specifically approved by the department chair; other courses may receive DR credit if the equivalent class taken at Alma College is so designated. All AP credit must have department approval to count in the major or minor.

# Scholarships and Financial Assistance

---

## Applying for Financial Aid

Alma College is dedicated to the principle that a college education should be available to all students of merit, regardless of personal financial resources. Each year, many Alma students receive financial assistance through scholarships, loans or campus employment.

Applicants who hope to qualify for financial aid grants are expected to complete the Free Application for Federal Student Aid (FAFSA) by March 1. This form is available from high school counseling offices and the Admissions and Student Financial Assistance offices at Alma College. In addition, Alma College requires a signed copy of the parent's federal tax return for dependent students, and for independent students a copy of their federal tax return for processing need-based financial aid.

## Alma College Scholarship and Grant Programs

Students showing intellectual promise and superior academic achievement are eligible for several types of scholarship assistance from Alma College. These renewable awards are for a maximum of four years or eight total semesters.

Renewal of the following scholarships is based upon each student's academic progress and the overall contribution of the student to the campus. "B" (3.0) average work or better is evidence of academic progress and justifies renewal of the award. Each case involving work below "B" (3.0) average may be examined by the Director of Student Financial Assistance and the Vice President for Enrollment. Scholarship reduction or elimination may take place for students not achieving the required grade point average.

Alma College scholarships may be replaced by special scholarships of equivalent value. Alma College scholarships and/or grants may include earnings from special endowed funds.

**Alma College Merit Scholarships.** Awarded to recognize designated National Merit Scholarship Program finalists with tuition assistance ranging from \$500 to \$2,000.

**Distinguished Scholar Award.** Merit finalists may receive up to full tuition at Alma. Financial need is not a requirement. Students must reside in campus housing to receive the award.

**Distinguished Trustee Honors Scholarships.** Based on superior academic achievement, national test scores and campus interviews. Winners may receive up to full tuition at Alma. These awards are granted without regard to financial need. Students receiving full-tuition awards must reside in campus housing.

**Trustee Honors Scholarships.** Conferred on the basis of superior academic achievement and national test scores. These awards are granted without regard to financial need.

**Presidential Scholarships.** Awarded by the College on the basis of outstanding scholarship and high national test scores. Financial need is not a requirement.

**Tartan Awards.** Given by the College on the basis of academic achievement or high national test scores. Financial need is not a requirement.

**The Student Leadership Award.** Recognizes students holding a variety of leadership positions (both in and out of school), organization memberships and activities which contribute to the overall improvement of their school, church and/or community. Financial need is not a requirement. The leadership award cannot be received along with other Alma College scholarships.

**Alma Alumni Scholarship.** For dependents or grandchildren of Alma alumni.

**Transfer Scholarships.** Available to transferring students who have demonstrated superior academic achievement at their previous undergraduate institution or high school.

**Phi Theta Kappa Transfer Scholarship.** For students who have been selected as Phi Theta Kappa Scholars at their current institution.

**Heritage Need-Based Grants.** Awarded on the basis of financial need. Submission of a FAFSA is required for consideration. To qualify, students must (1) demonstrate satisfactory academic achievement, (2) apply for the grant each year, and (3) submit a FAFSA each year.

**Distinguished Performance Scholarships.** Up to full tuition for students demonstrating exemplary performance in either art and design, dance, music, theatre or the Scottish arts. Students receiving these scholarships must complete performance requirements at Alma.

**Performance Scholarships.** Granted in art and design, dance, instrumental music, vocal music and theatre to incoming students. Awards are made upon recommendation of an Alma College faculty member according to established criteria. Students receiving these scholarships must complete performance requirements at Alma.

**Alma College Michigan Merit Replacement Award.** Students entering Alma College in fall 2001 and beyond who are eligible for and applying a Michigan Merit Award (MEAP) in the first two years of enrollment are eligible to receive an equal award amount toward tuition in their third and fourth year by maintaining a 3.0 GPA or higher.

**Alma College Religious Leadership Awards.** Awarded to students on the basis of demonstrated financial need and ranking in an essay competition.

**Designated Scholarships.** Provided by individuals or corporate donors. The stipends are determined by the donors and are based on varied criteria, all of which take academic achievement into account. In some cases, designated scholarships are awarded to students specified by the donor. When criteria are not specified by the donor, scholarship recipients are selected by the Director of Student Financial Assistance.

**Alma Opportunity Awards.** Available to non-Michigan residents, under represented student groups or non-U.S. citizens. Awarded to students with demonstrated financial need only. Non-U.S. citizens must reside in campus housing to receive the award.

## **National Presbyterian College Scholarships (NPCS)**

Members of the Presbyterian Church (U.S.A.) who are high school and community college graduates may apply for these awards which are determined by a national competition according to need. Applications must be filed by December 1. Inquiries may be addressed to the Alma College Student Financial Assistance Office

or to NPCS, Financial Aid for Studies, Church Vocations Unit, 100 Witherspoon Street, Louisville, Kentucky 40202-1396.

## **Scottish Arts Scholarships**

Offered by the Alma Chamber of Commerce's Highland Festival Committee, these scholarships recognize skills in piping, dancing, drumming or highland fiddling. Also, the Saint Andrew's Society of Detroit provides awards for Scottish arts talents.

## **State of Michigan Scholarships and Grants**

Many Michigan residents receive assistance through the State of Michigan Competitive Scholarship or Tuition Grant Programs. Students make application for this aid directly to the State of Michigan Higher Education Assistance Authority, Lansing, Michigan, by filing the FAFSA.

## **Michigan Merit Award Program**

Awarded to Michigan residents who meet the MEAP examination and program requirements.

## **Federal Grants**

The federal government sponsors two grant programs: the Federal Pell Grant and the Federal Supplemental Educational Opportunity Grant. Eligibility is determined from the results of the FAFSA.

## **Student Loans**

Alma College participates in a variety of student loan programs. The College directly funds short- and long-term educational loans and participates in both the Federal Perkins Loan and Federal Direct Loan programs. Loans are also available through the Federal Parent Loan for Undergraduate Students (PLUS), the State of Michigan (MI-LOAN) programs and other alternative loans.

## **Master Promissory Note Loan Confirmation**

Alma College requires an active confirmation of Ford Federal Direct Loan(s). No Ford Federal Direct Loan(s) will be processed without direct contact from the student either in person, a signed and returned award letter, or a telephone call.

## **Student Employment**

Students may earn part of their college expenses through campus or community employment. Students are employed on campus as laboratory and library assistants, dining hall attendants, maintenance workers, secretarial and residence hall employees and in other positions. Alma College participates in the Federal Work Study Program, which provides additional employment opportunities on the campus and with non-profit agencies off campus. Earnings are not directly credited to a student's account. Students are paid once a month; checks are picked up in the Business Office.

## **Inquiries and Information**

All students are strongly encouraged to complete all admissions and financial aid paperwork including scholarship applications and performance scholarship auditions, by March 1. After this date, financial aid funds become limited and students may run the risk of being wait-listed for College funds.

Information on all scholarship and financial aid programs is available from the Admissions or Student Financial Assistance offices, Alma College, 614 W. Superior St., Alma, Michigan 48801-1599.

## **Policies Governing College Awards**

**General Policy Notice.** Alma College reserves the right to change its scholarship and aid policies at any time. Written or verbal representations by anyone contradictory to the policies stated here and in the Understanding Your Financial Aid Package literature are not binding.

All final award amounts from Alma College may be adjusted to take into consideration any federal, state or outside aid for which a student may qualify. The Student Financial Assistance Office has the right to revise financial aid packages according to federal, state and institutional policies and regulations. Aid awards will be revised when there are changes in originally reported information or when additional scholarships are

received. Alma College grant(s) and/or scholarship(s) will not exceed tuition.

In addition to the policies listed here, students living off campus are subject to a 25% reduction in institutional grant and scholarship aid.

Academic and performance scholarships are awarded for a maximum of four years or eight total terms.

Alma College aid can be used for one semester in overseas/off-campus Alma College- approved programs **only** by students who are U.S. citizens and live in the U.S. or a U.S. territory.

Probation for any reason, academic or disciplinary, shall be considered justifiable cause for the withdrawal of scholarships and/or need-based awards.

Students may be denied federal Title IV aid due to conviction for possession and/or sale of illegal drugs.

The Tax Reform Act of 1986 requires that scholarships and fellowships exceeding the amount of tuition, fees and books will be subject to tax reporting for degree candidates. Detailed information may be obtained from the IRS.

**Voter Registration.** Information will be mailed to students' campus address at the start of the Fall Term. This information is also available in the Student Financial Assistance Office.

## **Financial Aid Eligibility**

All financial assistance administered through Alma College, including work, is governed by the provisions of the Civil Rights Act of 1964 and Executive Order No. 11246 which prohibit discrimination in employment on the basis of race, religion, color, creed, sex or national origin.

Students receiving federal, state and Alma College financial aid must maintain satisfactory academic progress to retain financial aid for subsequent terms.

The policy requirements for students receiving financial assistance are as follows:

1. Students receiving federal funds must be enrolled at least half-time (7credits).



2. Students receiving Alma College funds must be enrolled full-time (13 credits).
3. Your institutional aid or scholarships may be adjusted from year to year. Factors affecting award amounts include academic performance at Alma, eligibility for other forms of aid from governmental sources, off-campus residency and other individual circumstances. The Director of Student Financial Assistance considers adjustments to financial aid packages and exceptions individually.
4. Full-time students must complete the number of credits and achieve the cumulative point averages indicated after each year of enrollment to continue to receive aid.

Year	1	2	3	4	5
Credits	25	56	83	110	136
GPA	1.70	1.85	1.90	1.95	2.00

5. Students who do not meet the stated quantitative and qualitative standards are considered to be making unsatisfactory academic progress, and their aid will be withdrawn.
6. Records are reviewed at the end of each year.
7. Mitigating circumstances, such as illnesses, will be considered on an individual basis.
8. Financial aid may be reinstated if students
  - a. Complete summer school credits sufficient to make up deficient credits and grade points (without financial aid);
  - b. Complete subsequent terms at Alma College (without financial aid) or at another institution to make up deficient credits and grade points.

Students faced with the loss of financial assistance may appeal unusual circumstances in writing to the Director of Student Financial Assistance. Subsequent appeals may be made to the Vice President for Enrollment.

# College Expenses

---

The total charges to attend Alma College for the 2006-07 academic year are \$30,154. As shown in the accompanying chart, these charges include tuition, board and double room, and the student activity fee for the Fall and Winter terms. Spring Term charges are reflected in the schedule below. The Board of Trustees reserves the right to change any charges prior to the opening date of any term.

The tuition charge shown (\$22,170 for the Fall and Winter terms) is for a term load of 13 to 18 credit hours. Students registering for more than the normal allowable credit hours per term are charged at the rate of \$860 per credit hour for the overload.

Students enrolled full time are required to live in Alma College residences and dine at the College's food service. Exceptions to this policy must be approved through the Student Life Office.

---

## Costs for Full-Time Students in 2005–06

<b>Term</b>	<b>Tuition</b>	<b>Student Activity Fee</b>	<b>Double Room</b>	<b>Board</b>	<b>Total</b>
Fall Term	\$11,085	\$105	\$1,915	\$1,972	\$15,077
Winter Term	\$11,085	\$105	\$1,915	\$1,972	\$15,077
<b>SUBTOTAL</b>	<b>\$22,170</b>	<b>\$210</b>	<b>\$3,830</b>	<b>\$3,944</b>	<b>\$30,154</b>
Spring Term	\$297	0	0	\$535	\$832
<b>SUBTOTAL</b>	<b>\$22,467</b>	<b>\$210</b>	<b>\$3,830</b>	<b>\$4,479</b>	<b>\$30,986</b>

---

## Spring Term Expenses.

Full year students who attend Spring Term pay \$297 tuition and \$535 board. Costs for Spring Term students who have been enrolled for only one term or who are entering as new students are shown below.

---

<b>Student Category</b>	<b>Tuition</b>	<b>Double Room</b>	<b>Board</b>	<b>Total</b>
-------------------------	----------------	--------------------	--------------	--------------

---

Full-Year Student	\$297	0	\$535	\$832
One-Term Student	\$1,690	\$260	\$535	\$2,485
New Student	\$3,395	\$520	\$535	\$4,450

---

**Housing Expenses.** Costs shown for 2006-07 reflect double room occupancy. Students living in small single rooms will be charged \$2,110 each term. Those residing in large single rooms will be charged \$2,280.

**Deposits.** All accepted applicants are required to pay a Commitment Deposit of \$200, refundable until May 1. Special deposit requirements for international students are described elsewhere in this catalog. Half of the Commitment Deposit is applied as credit to the student's account for the Fall Term. The other half serves as a security reserve from which the College may recover expenses incurred by the student for damage to or loss of College property. Any unexpended portion of this fee is refunded to the student after separation from the College. Returning students are required to make a new commitment deposit of \$50 each spring to reserve a room for the following year.

**Tuition-Exempt Credits.** All students are permitted to enroll in a maximum of two ensemble credits above the normal load of 18 credits without incurring a tuition overload charge. Contact the Registrar's Office for exempt courses.

**Auditing Courses.** Tuition for students who audit classes (for no credit) is \$405 for each credit hour.

**Insurance Plan.** All students are required to have health insurance coverage. Alma College makes a comprehensive student medical reimbursement plan available to all full-time students. The plan provides for extended hospitalization, surgery, doctors' visits, x-rays and usual laboratory tests while hospitalized. Students covered under a family plan, or who have other coverage comparable to the Alma College Plan, may waive coverage under the College Plan. Full details about and costs for the insurance plan may be obtained from the Vice President for Finance and Administration or the Health Center.

All incoming international students must have health insurance coverage. Any international student who does not have a medical insurance policy cleared through the Director of the Medical Center before the start of classes for any given term is automatically enrolled in the Alma College student medical insurance policy and is billed accordingly by the College.

**Off-Campus Programs.** A detailed fee structure and schedule of charges for off-campus programs may be obtained from the International Education Office, Alma College, 614 W. Superior St. Alma, Michigan 48801-1599.

**Preterm Orientation.** All incoming students are required to attend Preterm Orientation before the Fall Term. Transfer students are strongly encouraged to attend Preterm. The charge for Preterm is \$289 and includes room and board.

**Student Activity Fee.** The students of Alma College have elected to tax themselves at the rate of \$200 per year. This fee is used to sponsor social events such as dances, movies and live entertainment; support the yearbook, student newspaper and campus radio station; and admit each student to athletic events. *All students enrolled for eight or more credits are charged this fee.*

**Summer Session.** Tuition for the 2007 summer session is \$315 per credit hour or \$1,260 for a four-credit course.

**Payment of Tuition and Fees.** Charges for tuition, room, board and fees are billed to students each term. There are three alternatives for paying these charges:

1. Full payment is due on or before September 1, 2006, and January 5, 2007, respectively, for the Fall and Winter terms.
2. Payment of *half the balance* due (after financial aid credits have been applied) for the Fall Term must be paid by September 1, 2006, with a deferred second payment for the remaining balance on or before October 20, 2006. The first payment for Winter Term is due on or before January 5, 2007, and the deferred second payment on or before February 23, 2007. Deferred payment plans must be approved by the Controller.

3. An educational financing plan that permits payment of the annual expense over the academic year is available through Academic Management Services (AMS). Information can be obtained from AMS directly at (800) 635-0120 or through their Web site at <http://www.tuitionpay.com>. Some literature is also available from the Business Office or Admissions Office.

Payment of tuition and fee charges can be made with cash, personal checks, credit cards, bank drafts, or money orders. Payments can also be made online at the Business Office Web site: [https://www.alma.edu/community/offices/business\\_office/receivables](https://www.alma.edu/community/offices/business_office/receivables).

If the amount of the payment is more than the amount due, students may request a refund or the amount will be credited to their account.

### **Miscellaneous Fees**

Auditing	\$430/credit
Commuter Board (Seven-meal Plan)	\$935/term
Continuing Education	\$175/credit
Early Examination Fee	\$100
Freshman Preterm Orientation	\$300
Late Registration Fee	\$110

---

### **Motor Vehicle Registration**

Maroon - First year (if available) and Sophomores	\$200/year
Maroon - Juniors	\$175/year
Maroon - Seniors	\$100/year
Silver - First year and Sophomores	\$175/year
Silver - Juniors	\$150/year

Silver - Seniors	\$75/year
Commuter - First year and Sophomores	\$175/year
Commuter - Juniors	\$150/year
Commuter - Seniors	\$75/year
<hr/>	
Proficiency Examination	\$175/credit
Room Change Fee	\$45
Summer Tuition (2006)	\$315/credit

*All drafts and checks should be made payable to Alma College.*

Advance billings are sent approximately two weeks before the start of each term. Payment made in advance by mail, over the Internet or other means is advised.

Payment *must* be received by the College prior to registration, or the student will have to make payment at the Business Office during registration. Students are not permitted to attend class without making satisfactory financial arrangements.

**Late Payment Fees.** Tuition and fees are due on registration day for each term. A late payment fee of one percent per month is assessed on all outstanding balances beginning October 21 for Fall Term and February 24 for Winter Term.

**Failure to Meet Financial Obligations.** In accordance with standard practice at colleges and universities, students are required to make satisfactory arrangements with the Business Office for the settlement of all financial obligations. These include student accounts, student loans, parking fines, library fines, music record rentals and other expenses.

When a student fails to meet financial obligations, Alma College reserves the right to withhold the issuance of grades, transcripts and diplomas, and to suspend a student until the obligations are met.

**Financial Aid.** Any financial aid other than a work-study grant awarded by the College for the entire year will be prorated; 50 percent to be available Fall Term and 50 percent to be available Winter Term. A work-study grant may not be deducted from charges because this aid represents funds to be earned during the year. Scholarships and grants awarded by organizations other than Alma College will not be credited until actually received. The Director of Student Financial Assistance must be notified of any scholarship or grant awarded by organizations and agencies other than Alma College.

**Withdrawals from College.** The College assumes that a student beginning a term intends to complete it. Any student who wishes to withdraw from the College or from the term must inform the appropriate administrative offices of this decision. Withdrawal forms are available at the Center for Student Development. Failure to complete this form prior to departing from campus will result in forfeiture of all deposits and refunds.

**Withdrawal Refund Policy.** Tuition, room fee and activity fee are refunded according to the following table.

<b>Refunds for Fall and Winter Terms</b>	
<b>Withdrawal During Calendar Week No.</b>	<b>Percentage of Tuition Refundable</b>
1	90%
2	85%
3	80%
4	70%
5	65%
6	60%
7	50%
8	45%
9	40%

College scholarships, grants and/or loans received by the student will be refunded on a comparable percentage basis. Refunds for other non-College financial aid will be made in accordance with the rules and regulations applicable to those programs.

**Refund of Federal Title IV Financial Aid.** The Higher Education Amendments of 1998 require that when a student withdraws before completing 60% of the term, the institution must determine the percentage of Title IV assistance the student has earned. For Title IV financial aid regulations, the withdrawal date is the date on which the student states his or her intention to withdraw from the institution. The percentage is determined by dividing the total number of calendar days in the semester into the number of calendar days completed as of the withdrawal date. Any unearned aid must be returned to the Title IV program(s). Funds are returned in the following order: Direct Unsubsidized Loan, Direct Subsidized Loan, Perkins Loan, PLUS Loan, SEOG, Pell Grant, other Title IV programs. The student must either repay the federal overpayment in full or make satisfactory arrangements with either the Alma College Business Office or the Federal Department of Education. The payment or arrangement for payment must be made within 45 days of the date of notification of the federal overpayment or the student will lose further eligibility of federal Title IV aid until the debt is paid in full.

Full refunds will be made for overload charges up to the second Friday of the term. No refunds for overloads will be allowed after that time.

**Board.** The board charge is refundable on a prorated basis during any term.

**Course Fees.** Course fees are assessed for courses which incur unusual or extra expense. These expenditures are made on the basis of course registrations. Therefore, no refund is allowed for these fees.

**Spring Term.** No refund of tuition for withdrawals which occur *after* the fifth day of classes. There is no refund for room charges and the board fee will be prorated.

**Summer Session.** No refund of tuition for withdrawals which occur *after* the fifth day of the term.



# Living on Campus

---

The residential nature of Alma College is an important part of the educational experience. It is for this reason that all students are required to reside in College housing unless approved for off-campus housing. Through its facilities, staff and programs, Alma's residential community seeks to provide a personal and informal environment.

Learning extends beyond the classroom, and student activities and organizations provide opportunities for social interaction and personal growth. Campus residence halls, dining commons and lounges are frequently the settings for experiences that students recall as some of the most meaningful of their lives. The residential concept means more than "students living on campus." It is part of the living and learning experience.

## Residence Halls

Alma College provides a variety of residence options. Size of units varies from eight to 200 students. Single and double occupancy and suite rooms are available. In its residence halls Alma seeks to provide opportunities for students to develop mature interpersonal relationships, social skills, leadership skills and an awareness of individual responsibilities and rights.

Alma's residential concept seeks to provide an environment which complements the College's rigorous academic program. It also acquaints students with campus and community resources where specialized assistance may be obtained.

Each residence unit is supervised by a full-time director and/or student staff members who promote the goals of the residence hall program. In addition, as representatives of the College, members of the residence unit staff have authority and responsibility to provide for proper operation of the units. In small housing units, a student manager supervises these more self-governed facilities.

## Room Assignments

During the Winter Term of each academic year, currently enrolled students reserve rooms in College

residence units for the following year. Freshmen are assigned to rooms according to the preferences listed on their housing information form, in the order of the date they made their commitment and security deposit to the College. All changes in room assignments must be approved by the Student Life Office. No room assignments will be changed during the first three weeks of each term. After that period, students may move to an open location only after they have consulted with their Hall Director or a member of the Student Life Office. Students should understand that if allowed to change rooms, that there is a room change fee and the cost of their new room may be different than their current location. The College reserves the right to make changes in room assignments whenever unusual mechanical, interpersonal, disciplinary circumstances or space requirements exist.

## **Inspections**

The Director of Physical Plant and the staff of each residence unit are responsible for maintaining rooms in a safe and sanitary manner and for making necessary repairs to rooms and furnishings. Therefore, the College reserves the right to inspect the rooms and to change room assignments when it is deemed necessary.

## **Dining**

Sodexo, Inc., provides a variety of dining options and flexible meal times to accommodate the students' active lifestyles. All students are required to participate in the College's board program unless they are married, living with parents or otherwise approved for off-campus residency. Meal plans are available for 14 or 19 meals a week along with "Munch Money" to spend at Joe's Place (snack bar) or Scotty's (convenience store). A 160-meal block plan is also offered. Unlike the traditional plans, students may use this plan to take a guest for a meal. It also includes "Munch Money." *Refunds are not issued for missed meals on any of the plans.* Admission to meals is by student identification card. A committee of students, staff and food service personnel meets regularly to discuss the programs and operation of the food service.

## **Health Service**

The College maintains the Wilcox Medical Center, which is well equipped for routine and emergency office treatments and consultations. It is supervised by two part-time physicians from the local community

and by medical-care professionals.

Students are encouraged to make use of the services of the Medical Center but may seek health care in the community, at their own expense, if they wish. If the service of a doctor other than the College physician is used, the student must have a medical report forwarded to the Director of Health Services so that individual health records may be complete.

The Health Service offers a variety of preventative health care programs such as blood pressure monitoring, CPR and first aid certification, smoking withdrawal clinics and women's and men's health issues.

# Creative and Performing Arts Opportunities

---

Alma College's commitment to the creative and performing arts is reflected in its general education requirements through which all students complete coursework in art, dance, music, theatre or creative writing. In addition to classroom activities, professors and students collaborate through several creative and performing arts organizations. More than one-third of Alma's 1,300 students take part in at least one performing arts activity each year, including band, choir, dance, orchestra or theatre.

## Oscar E. Remick Heritage Center for the Performing Arts

This distinctive facility provides performing space for the College's music ensembles, a permanent home for dance and theatre, and speaking and recording capability. Major components of the Center include:

- Presbyterian Hall, a concert hall with seating for 500.
- Theatre with 170 seats for teaching and performance.
- Dance studio for teaching, rehearsal and performances for small audiences.

## Music

More than 25 percent of Alma College students perform with one or more of the College's musical ensembles. The bands, choirs and orchestra are an integral part of Alma College life. Membership in the ensembles is open to all Alma College students — auditions are required. Private voice and instrumental lessons are open to all students by audition.

**Choirs.** The Glee Clubs and Chorale are the heart of the choral program. Members represent virtually every academic major on campus and share a love of singing. The choirs perform regularly on campus including the annual Festival of Carols.

The Alma College Choir is the premier choir on campus and has earned a national reputation for choral excellence through recordings and tour performances. The Choir has performed in many major North American cities from Toronto to Miami. The Choir travels abroad every other year.

**Alma Symphony Orchestra.** The ASO presents four major concerts each year. Bringing to life the great classical masterpieces, the ASO collaborates with renowned solo artists, the College choirs and outstanding students.

**Kiltie Band.** Famous throughout Michigan for their colorful performances in parades and Alma football games, the Kiltie Band is also renowned as a concert band that excels in both traditional and contemporary band music.

**Jazz Band.** Carrying on the traditions of the big band era, the Jazz Band performs in a variety of styles in both concert and dance settings.

**Percussion Ensemble.** The Alma College Percussion Ensemble is a multi-faceted performance ensemble. The group performs traditional chamber music as well as world music, jazz and steel drum music. Recent appearances include a main stage performance at the 2004 Ford Detroit Jazz Festival and for the Great Events Series at Michigan Technological University, and with the Alma Choirs at the Midland Center for the Arts.

## **Dance**

The Alma College Dance Company, Alma's performing dance ensemble, produces three major concerts each year and is open to all students by audition. The dance company has produced classical ballet works from *Coppelia* to *Giselle* as well as works of Limon, Humphrey and Hoving. *The Nutcracker* is performed every other year. ACDC collaborates with guest artist choreographers, faculty choreographers and promotes student choreography.

The Kiltie Dancers perform the Highland Fling, the Sword Dance, Scottish Reel and many other traditional Scottish dances.

## **Theatre**

The Alma College Theatre (ACT) stages four major productions each year. Participation is open to performers and technicians, and to those interested in publicity and house management.

# Student Publications

A selection of creative and performing arts opportunities enable students to utilize writing, photographic, artistic and creative skills. *The Pine River Anthology* is an award-winning juried literary magazine of student poetry, prose, art and design. Submissions are selected by student editors who design and typeset the spring publication. EPIC, the student literary society, coordinates student poetry readings and sponsors visits from writers each term; it also participates in national events such as the African-American Read-In during Black history month.

*The Almanian*, Alma's weekly student newspaper, is an excellent outlet for journalistic writing. The College yearbook, the *Scot*, provides yet another opportunity to learn and display writing, layout and design skills.

# Activities and Organizations

---

## Athletics

**Affiliations.** Alma, a National Collegiate Athletic Association (NCAA) Division III member institution, is a member of the Michigan Intercollegiate Athletic Association (MIAA) which includes Adrian, Albion, Calvin, Hope, Kalamazoo, Olivet and Tri-State, as well as Saint Mary's on the women's side and Wisconsin Lutheran for football only. Alma also engages in competition with colleges and universities outside the MIAA.

**Scholar Athletes.** At Alma College we believe that participation in a quality athletic program enhances a students' educational experience. We believe that academic performance is top priority while in college.

Over the years, the College, the MIAA, the NCAA, corporations and other organizations have recognized the athletic and academic achievements of many Alma student athletes. Athletes have received the Barlow Trophy, Alma's most prestigious academic honor, eight times. Seven Alma athletes have received NCAA Postgraduate Scholarships and five athletes have made the Verizon Academic All-American Team.

**Sports Offered.** Intercollegiate athletics at Alma include baseball, basketball, cross country, football, golf, soccer, softball, swimming and diving, tennis, track and field, and volleyball.

Intramural sports include basketball, flag football, racquetball, softball and volleyball. Students may participate in cheerleading and lacrosse.

## Cocurricular Activities

Participation in activities is an integral part of the educational experience at Alma. Students are encouraged to seek a balance between curricular and co-curricular interests. A few of the more than 100 recognized and active student organizations, clubs and committees include:

**Broadcasting.** WQAC, the campus FM radio station, is staffed and operated entirely by students. The station provides an excellent opportunity for students interested in the creative and the organizational aspects of mass media to learn and display their skills.

**Chapel Programming.** The Chaplain works with a team of Student Ministry Coordinators to plan and coordinate worship, pastoral care and outreach. The Chapel Advisory Council, comprised of student representatives from various religious groups on campus, assists the Chaplain in fostering greater communication and cooperation among those groups. The Alma College Christian Leadership (ACCeL) training program, takes place during Preterm. Participants receive leadership training and are equipped to lead Bible studies; they undertake several service projects on campus and in the broader community, build relationships with incoming freshmen, and are encouraged to facilitate study groups in their residence halls.

**Greek Organizations.** Fraternities and sororities enhance the social and leadership experiences of their members by promoting scholarship, opportunities for individual development, societal awareness, volunteerism and service, risk management and College citizenship. There are four national social fraternities, Sigma Alpha Epsilon, Sigma Chi, Tau Kappa Epsilon and Theta Chi; and one local social fraternity, Zeta Sigma. The four national social sororities are Alpha Gamma Delta, Alpha Xi Delta, Gamma Phi Beta and Phi Sigma Sigma. There is also one local social sorority, Kappa Iota. Each fraternity and sorority is provided with a campus house that serves as a gathering place for the group and as a residence for a small number of (eight to 12) members. The Interfraternity and Panhellenic councils coordinate programming and govern the Greek organizations on campus.

**SOS (Students Offering Services).** The organization provides opportunities for volunteerism and service to the community. This group works on projects such as Food Share, Alma Latchkey and tutoring, and provides services for senior citizens, victims of domestic violence and the homeless.

**Union Board.** The Union Board provides entertainment for the College Community. Some regular features of this program include live performances, weekly movies, coffee houses and such major events as All-Nighter, Songfest and Casino Night. The Union Board is a member of a national programming organization which brings nationally known talent to the campus.

**Other Organizations.** Other groups and organizations include Adventure Club, Alma College Fellowship of Christian Athletes, Association for Computing Machinery, Association for Intercultural Understanding, BACCHUS, Black Student Union, SUN Environmental Club, Rock Climbing Club, WQAC Radio and



various departmental clubs.

If no organization exists to satisfy an interest, students are encouraged to form one and present their constitution to Student Congress and the Student Life Committee of Community Government for ratification. Student government, responding to student needs, has been able to coordinate many special interest groups for such activities as astronomy, backpacking and cross-country skiing.

# College Regulations

---

## Policies of Interest

In a setting where the actions of one person may have an effect on the lives of others, it is not only desirable, but logical, that grace and consideration for others should prevail. That this ideal is not always attained should not deter men and women from striving to achieve it. At a liberal arts college, it seems natural that social ideals should take their place beside all others.

A dedication to ideals, however, cannot obscure a college's responsibility to maintain an environment genuinely conducive to learning. A student shall take no action that threatens or endangers his or her own safety, health or life; nor shall a student make any verbal threat of such action.

**Alma College reserves the right to take disciplinary actions against any student whose conduct is deemed contrary to its stated purposes and standards.** At the same time Alma remains committed to the belief that the campus community is best served when members — sensitive to the rights and needs of all — accept responsibility for their own actions. The regulations which follow are indicative of the current standards and processes in effect at Alma College. *The Alma College Student Life Handbook* contains additional standards for student behavior.

The College reserves the right to alter or add to these rules and processes.

**Right To Dismissal.** Alma College reserves the right to dismiss or refuse to register a student (always by due process) whenever such action is considered to be in the best interest of the student or of the College. Such action may occur in cases of extreme or repeated violation of regulations, endangerment of self or others, academic failure or conduct deemed unsuitable at Alma College.

Disciplinary action may be taken against individuals and/or organizations for misconduct while on or off the campus. This includes students whom College officials or city, county or federal courts may find negligent for violation of any of the criminal and/or civil laws.

Alma College may initiate disciplinary or counseling procedures in cases when behavior becomes detrimental to the academic or personal development of the student and other members of the campus community.

The *Alma College Student Life Handbook* presents a list of specific behaviors which can lead to disciplinary action. All students are expected to be familiar with the handbook, especially the section dealing with "Community Standards of Behavior and the Campus Judicial Process."

**Academic Dishonesty.** Appropriate disciplinary action, including possible separation from the College, will be taken when students engage in plagiarism; the exchange of information on examinations; assisting or receiving assistance in the completion of an examination, the writing of an essay or the preparation of a laboratory report; or any other attempt to obtain deceptively an unearned grade.

*Disciplinary Procedures.* Disciplinary action following academic dishonesty is handled initially by the faculty member in whose class the offense occurred, who may impose penalties up to and including failure in the course. (Note: A student may not drop a course in which he or she has been failed for cheating.) All infractions and actions are to be reported to, and recorded in, the Provost's Office. These cases are then reviewed by the Provost, who, especially in the case of repeated offenses, may apply more severe penalties than those imposed by the instructor. Finally, the Provost may refer cases to the Campus Judicial Committee, which may impose penalties up to and including suspension or expulsion from the College.

*Appeals Procedures.* A student may appeal the instructor's decision to the Provost. The student may appeal the Provost's decision to the Campus Judicial Committee.

**Alcoholic Beverages.** The statutes of the State of Michigan allow the purchase and use of alcoholic beverages by persons who have reached the age of 21. Students of legal age may use alcoholic beverages within the privacy of their residence hall rooms with the door closed and in other areas as provided in the "Alma College Alcohol Policy." The excessive use of alcohol under any circumstances is not condoned by the College, and undesirable conduct resulting from the use of alcohol will be subject to disciplinary action.

**Assembly.** Within the context of established College policies, peaceful assembly and peaceful picketing are

recognized as legitimate methods of personal expression. However, protest need not and must not take the form of violence, destruction, damage, physical abuse or confrontation that substitutes physical force for orderly efforts to attain one's ends. It should be remembered that freedom to protest is protected only so long as it does not interfere with the rights and freedoms of others. Students who violate this regulation will be referred to the Campus Judicial Committee or the Vice President for Student Life for immediate action. Depending upon the degree of involvement, destruction of property, etc., the student may be warned, placed on disciplinary probation, suspended or permanently expelled.

**Destruction of Property.** Students are responsible for the proper utilization and preservation of all furnishings provided in residence hall rooms and will be charged for the repair/replacement of damaged items.

**Drugs and Narcotics.** Alma College does not allow the possession, use or sale of drugs and narcotics on the campus or in any College facility. Students must observe the drug and narcotic laws of the State of Michigan as well as federal laws and regulations as they apply to the possession, use and sale of these substances. The possession, use and sale of illegal drugs and narcotics under any circumstances is not condoned by the College and will be subject to disciplinary action. Exceptions are those cases when the Alma College Wilcox Medical Center has indicated the need for the medical use of such substances. The policies of Alma College comply with the provisions of The Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226. Further information about drug prevention programs is made available in the *Alma College Student Life Handbook*.

**Firearms, Fire Equipment and Fireworks.** The possession or use of firearms, other dangerous weapons (including bows and arrows, knives and crossbows), fireworks or firecrackers is prohibited. Use of fire equipment (extinguishers, alarms, hoses) except in case of actual emergency is a violation of state and local laws. Violators will be subject to prosecution and to discipline by the College. Disciplinary action by the College may include suspension.

**Gambling.** Alma College does not allow gambling on the campus.

**Harassment.** Alma College's policy on harassment complies with federal regulations in the Title VII of the Civil Rights Act of 1964 and with Section 75.147b of the Michigan Ethnic Intimidation Statute. The Harassment Policy is published in the *Alma College Student Life Handbook* and in the *Manual of Operation*. Policies and procedures are further detailed in *Procedures and Policies: Responding to Sexual Assault, Date Rape and Domestic Violence*.

**Identification Cards.** Each enrolling student is issued a Student Identification Card. This card must be presented at the dining hall for each meal; the library to check out books; the Business Office to obtain student paychecks; the Mail Room when receiving registered mail, certified mail and packages; and at the request of any member of the Alma College staff. The identification card also admits the student to many campus activities.

Students using the identification cards of others, lending their ID card, or in any way misrepresenting or refusing to identify themselves will be subject to disciplinary actions and a \$25 fine.

Replacements for lost or damaged ID cards may be obtained through Sodexo Food Service. The card must be returned to the Student Life Office when a student withdraws from Alma College prior to the completion of the academic year.

**Keys.** Any student who possesses and/or uses an unauthorized key to any building or area on the campus will be subject to disciplinary action.

**Misappropriation of Property.** A fine of \$25 per item will be assessed to students who take furnishings and/or equipment designated for general student use, and appropriate disciplinary action will be taken.

**Motor Vehicles.** A student who wishes to operate a motor vehicle (automobile, truck or motorcycle) on the campus must register the vehicle with the Physical Plant Office at the beginning of the academic year or whenever the vehicle is brought to the campus. All license number changes or change in vehicle shall be reported immediately to the Physical Plant Office.

An annual registration fee will be charged for each vehicle. The amount of the fee is determined by the

area in which you choose to park your vehicle. Off-campus students who want to park in a campus lot may register their vehicle for a permit for the commuter lot. Temporary visitor permits can be obtained at no charge.

Students may park their vehicles only in authorized areas. A motor vehicle parking map and regulations sheet are provided when the vehicles are registered.

Improper or unauthorized use of a motor vehicle on the campus may result in fines, towing and/or disciplinary action.

**Pets.** For health, sanitation and insurance reasons, no animals except tropical fish are permitted in residence halls or other College-approved housing. Stray animals should be taken to the Gratiot County Animal Shelter. The exception to this rule is for full-time professional, live in staff members (Hall Directors) who are allowed to have one pet (a cat, fish, or small dog not exceeding 25 pounds) in the privacy of their College-owned apartments. Hall Directors who wish to have a pet are required to pay a refundable cleaning deposit of \$250 upon confirmation of employment with the College.

**Physical Violence, Vandalism and Theft.** Any student whose behavior involves either threatened or direct physical violence, malicious destruction of property or stealing will be subject to disciplinary action. Students are urged to keep their rooms locked whenever they are away.

**The College is not responsible for the loss or theft of personal belongings, valuables or money.** It is recommended that students provide their own renters insurance to protect their belongings in the case of damage or theft. Alma College is in full compliance with Section 485f of the Student Right-To-Know and Campus Security Act of the federal government and annually makes available statistical information on campus crime.

**Residence.** Alma College is a residential college. Students must live in College residence halls for the duration of their enrollment unless married, living at home with a parent or guardian or otherwise approved for off-campus residence by the Vice President for Student Life.

**Selling, Soliciting and Peddling.** Any solicitation on campus for personal profit or group benefit by students or outside interests must be cleared through the Student Life Office. Student solicitations or fundraising projects in the community of Alma shall be cleared with the Director of Alumni and Community Relations.

**Telephones.** Students may arrange for long distance service for the telephones in their rooms by contacting the Physical Plant Office after arriving on campus. Each student receives a personal access number (FAC code) which enables individual billing on outside calls. Students requesting phone service assume financial responsibility for all calls made with their FAC code. The College bills students each month for their long distance calls at current direct dialing rates. Each student is provided with a free voicemail box upon attaining their room assignment. Students are strongly encouraged to set up this voicemail account as it will be a vital tool for retrieving information given out by College officials.

**Visitation Hours.** Students may entertain members of the opposite sex in residence hall rooms only during hours established by the Student Life Office. Residence Hall Councils may establish more stringent visitation hours. These hours are published in the *Alma College Student Life Handbook*.

# The Judicial Process

---

The steps followed at Alma College to resolve formal disciplinary matters are called the judicial process. This procedure exists to assure that basic due process is granted to all students of our Community who find themselves in conflict with the Community's standards. All such conflicts are resolved by members of the Alma College Community in a system which, while avoiding the formalities and complexities of a legal process, aims to respect the dignity of the individual as well as personal and community rights. With heavy reliance on the honesty of all participants, it is assumed that reasonable people, properly informed, can and will make judgments in the best interest of the College Community.

The judicial structures and procedures described in this catalog have been set in place and are to be considered binding on all parties. The formal responsibility for discipline rests with the Vice President for Student Life. All possible disciplinary matters begin with a complaint filed with a member of the Student Life staff (Vice President for Student Life, Residence Hall Director, Resident Assistant, etc.) by any member of the College Community. Each complaint is then investigated. If formal disciplinary action seems called for, then the student or group alleged to have violated College policy is notified by a staff member of the Student Life Office that the matter is being referred to an appropriate judicial body or hearing agent.

## Hearings and Adjudications

All cases involving student infractions of College policies and regulations will be adjudicated by Judicial Committees which will be of three types:

1. The Campus Judicial Committee will hear all disciplinary cases in which the infractions are of such a serious nature that suspension or expulsion of the student or group is possible. In such cases, the student or group must request *in writing* an administrative hearing. The Vice President for Student Life will be the hearing agent for all such administrative hearings.
2. The Student Judicial Committee will hear cases involving all other types of infractions.
3. The Interfraternity Council Judicial Committee or the Panhellenic Executive Council will hear all disciplinary cases where the infractions are determined to be the responsibility of a fraternity or sorority



as a group rather than the responsibility of an individual who happens to be a fraternity or sorority member.

4. During those times when the Campus Judicial Committee, the Student Judicial Committee, and the Interfraternity Council Judicial Committee do not function (first and last week of term and Spring Term if not enough members are on campus) all cases will be heard by the Vice President for Student Life (Campus Judicial, IFC) or the Coordinator of Judicial Affairs (Student Judicial) with appeals going to the appropriate administrator.

Allegations of sexual harassment and sexual assault between or among students will be handled administratively by the Vice President for Student Life Office.

## **Sanctions**

The following sanctions may be imposed by any hearing agent or Judicial Committee. In selecting any of these sanctions, the hearing agent must consider the seriousness of the offense, the maturity and needs of the individual or group found guilty of the offense, the needs of the Community, and the current disciplinary status, if any, of the offender(s). Sanctions are imposed to

1. Assist the individual or group involved in learning how to live more suitably within the opportunities and limitations created by the College's standards.
2. Protect the excellence of the educational environment.
3. Provide a vehicle for the rectification of any damages resulting from misbehavior.

Sanctions may be imposed only after a specific violation of College policy has been established.

The Student Judicial Committee may impose any one or a combination of the following sanctions:

**Written Warning.** A written statement will be issued to the student stating that he/she has violated College policy and that more stringent disciplinary actions are likely to be established for further violations of College policy. A copy of this statement will be placed in the student's file in the Vice President for Student Life Office.

**Fines.** Monetary penalties may be imposed for violations of College regulations.

**Restitution.** Students may be held responsible for reimbursement of damage to, or misappropriation of, property.

**Work Assignments.** Students may be assigned jobs of a reasonable nature for a given period that relate to the offense.

**Warning Probation.** This confers upon a student or group a probationary status for a specific period of time not to exceed four months of enrollment. During this time, if the offender is found responsible for further violations of College policy or fails to abide by any conditions established as part of the probation, then more severe sanctions are likely to be imposed.

**Disciplinary Probation.** This confers upon a student or group a probationary status for a specific period of time not to exceed one academic year of enrollment. During this time, if the offender is found responsible for further violations of College policy or fails to abide by any conditions established as part of the probation, then more severe sanctions are likely to be imposed.

The Hearing Agent or the Campus Judicial Committee may impose the following sanctions after a specific violation of College policy has been established:

**Suspension.** This action terminates an individual's status as a student at Alma College or a group's status as a recognized organization for a specific period of time not to exceed one calendar year.

**Expulsion.** This action terminates an individual's status as a student or a group's status as a recognized organization for an indefinite period of time.

When the sanctions of suspension or expulsion are imposed, the individual or group will be required to leave the campus. Written permission must be requested in advance from the Vice President for Student Life before a suspended or expelled student may return to the campus. Organizations or groups which receive either status will cease using College facilities and lose all privileges granted to recognized organizations on campus. At the time that these sanctions are imposed, stipulations controlling the conditions to be met to

permit an individual to re-enroll or a group to re-register as a College organization may also be established.

Conditions which are reasonably related to the original offense and are believed necessary to facilitate the reasons for imposing the sanction may be attached to any sanction. Examples of such conditions include but are not limited to monetary penalty; restitution for damage, theft or loss; loss of privileges such as visitation, use of alcoholic beverages, or use of a motor vehicle; counseling; loss of financial aid; or service and/or work assignments. Any condition attached to a sanction must be met within the duration of the sanction.

## **Appeal Process**

Appeals of disciplinary decisions are reviewed only if they are submitted in writing. Three types of appeals are possible: (1) appeals seeking a review of the facts or procedures, (2) appeals seeking a review of penalties or (3) appeals presenting new information.

All appeals must

1. Be submitted to the Vice President for Student Life no later than 48 hours after the student or group has been notified of a decision.
2. Specify whether the appeal is (a) seeking a review of the facts or procedures, (b) seeking a review of the severity of the penalty, and/or (c) presenting new information.
3. Provide the necessary detailed information to support the position.

Appeals of disciplinary decisions made by the Student Judicial Committee will be heard by the Vice President for Student Life. Based upon the review, the Vice President for Student Life may

1. Confirm the original decision.
2. Return the case to the Campus Judicial Committee for a new hearing.
3. Change the sanction(s) and/or the condition(s) originally imposed.

In all cases, the Vice President for Student Life will provide those concerned with the appeal with a written rationale for the actions.

Appeals of disciplinary decisions made by the Vice President for Student Life or by the Campus Judicial Committee must be submitted to the Vice President for Student Life who will then submit the appeal and all other information to the President for final action. Based upon the review, this officer may

1. Confirm the original decision.
2. Return the case to the Vice President for Student Life or the Judicial Committee for a new hearing.
3. Change the sanction(s) and/or the condition(s) originally imposed.

In all cases, the President will provide those concerned with the appeal with a written rationale for the actions.

## **Final Authority for Disciplinary Matters**

As a result of the corporate status of the College, the President, as a chief administrative officer, is charged with the internal direction of the College. Implied in this statement is the President's and the Board of Trustees' authority to take whatever action they deem appropriate, within established College policy and procedures, to protect the best interest of Alma College. This authority may include the direct application of these policies and procedures by the President subject to review by the Board of Trustees.

## **Disciplinary Records**

Disciplinary records are kept in compliance with the Family Educational Rights and Privacy Act of 1974, as amended. Thus, disciplinary actions are recorded on the student's "personal record" and are not placed on the student's transcript. These disciplinary records are typically retained for a period of one academic year after the student graduates or withdraws from the College. The College may determine it is in its best interest to retain these records for a longer period of time, for example if legal action is anticipated or pending. After such time all disciplinary records are destroyed. These personal records are confidential. However, in most cases *parents will be notified of disciplinary action.*

# The Family Educational Rights and Privacy Act and Alma College

---

Annually, Alma College informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This act, as amended, is a federal law which states that (1) a written institutional policy must be established; and (2) a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

**Records Access Policy.** Alma College accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to, nor will the institution disclose any information from, students' education records without the written consent of students. The only exceptions to this accord are to (1) personnel within the institution, (2) officials of other institutions in which students seek to enroll, (3) persons or organizations providing students financial aid, (4) accrediting agencies carrying out their accreditation function, (5) persons in compliance with a judicial order, and (6) persons in an emergency in order to protect the health or safety of students or other persons. Within the Alma College Community, only those faculty, administrators or support staff who are acting in the students' educational interests are allowed access to student education records. All these exceptions are permitted under the Act.

Alma College considers all students to be the dependents of their parents or guardians *unless* students inform the Registrar's Office in writing that they consider themselves independent. Based upon this assumption, the College will routinely release personally identifiable information to the parents of students classified as dependents.

Alma College will release information about student religious preferences to local churches *only* at the request of the student. This release form is made available and collected each Fall Term by the Registrar's Office.

**Disclosure Policy.** At its discretion, Alma College may provide Directory Information in accordance with the provisions of the Act. This information includes (1) student name, address, telephone number, and date and place of birth; (2) e-mail address; (3) major field of study; (4) class schedule and class rosters; (5)

identity of parents, guardians or next of kin; (6) dates of attendance, and degrees and awards received; (7) the most recent previous educational agency or institution attended by the student; (8) participation in officially recognized activities and sports; (9) photographs; and (10) weight and height of members of athletic teams. Social security numbers are not considered directory information. Typical use of directory information includes but is not limited to media releases, publications, event programs and lists for on-campus office use. As a general rule, Alma College does not release lists of directory information to off-campus vendors or agents unless required by law to do so.

Students may withhold directory information by filing the Non-Disclosure of Directory Information Form with the Director of Marketing and Public Relations within two weeks of the first day of class of the Fall Term. Requests for non-disclosure will be honored by the institution for only one academic year; therefore, authorization to withhold directory information must be filed annually in the Public Relations Office. Forms are available in the Public Relations and Registrar's offices.

**Review Process.** The law provides students with the right to (1) inspect and review information contained in their education records, (2) challenge the contents of their education records, (3) have a hearing if the outcome of the challenge is unsatisfactory, and (4) submit explanatory statements for inclusion in their files if the decision of the hearing panels are unacceptable. The Registrar at Alma College has been designated by the institution to coordinate inspection and review procedures for student education records. These records include admissions, student affairs, academic and financial files, and academic, cooperative education and placement records.

Students wishing to review their education records must make written request to the Registrar listing the item(s) of interest. Only records covered by the Act will be made available within 45 days of the request. Students may have copies made of their records with certain exceptions, (e.g., a copy of the academic record for which a financial "hold" exists, or a transcript of an original or source document which exists elsewhere). These copies will be made at the students' expense at prevailing rates which are listed in the Directory of Records.

Education records do not include (1) records of instructional, administrative and educational personnel

which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute; (2) records of the law enforcement unit; (3) student health records; (4) employment records; or (5) alumni records. Health records, however, may be reviewed by physicians of the students' choosing. The administrative offices at Alma College (Registrar, Financial Aid, Placement, Public Relations) maintain records of requests for personally identifiable information and permit students to review those records.

**Restricted Information.** Students may not inspect and review the following as outlined by the Act: (1) financial information submitted by their parents; (2) confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or (3) education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

**Challenge Procedures.** A student who believes that the education records contain information that is inaccurate or misleading, or is otherwise in violation of privacy or other rights, may discuss the problems informally with the office in question. If subsequent decisions are made that agree with the student's requests, the appropriate records will be amended. If not, the student will be notified within a reasonable period of time that the records will not be amended and will be informed by that office of the right to a formal hearing. Student requests for formal hearings must be made in writing to the Provost. This administrator will inform the student of the date, place and the time of the hearing within a reasonable period of time after receiving a request. A student may present evidence relevant to the issues raised and may be assisted or represented at the hearing by one or more persons of his/her choice, including attorneys, at the student's expense. The hearing panel which will adjudicate such challenges will be the Provost, the Vice President for Student Life and the Vice President for Finance and Administration.

Decisions of the hearing panel will be final and will (1) be based solely on the evidence presented at the hearing, (2) consist of written statements summarizing the evidence and stating the reasons for the decisions,

and (3) be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panel, if the decisions are in favor of the student. If the decisions are unsatisfactory to the student, the student may place with the education records personal statements commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panel. These statements will be placed in the education records, maintained as part of the student's records and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair or not in keeping with the provisions of the Act may appeal in writing within 60 days to the President of the College. If the appeal proves to be unsatisfactory, the student may file a written complaint with The Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-4605.

Revisions and clarifications will be published as experience with the law and institution's policy warrants.



# Academic Support Facilities

---

## Information Technology

Modern information technology resources are ubiquitous at Alma College. The centerpiece is a newly upgraded local area network, which features a fiber optic backbone that operates at gigabit speeds and switched Ethernet desktop connections that function up to 100 megabits per second. The network includes more than 2,200 data ports on campus, and allows dial-up access by modem from off campus. Each student in the residence halls has a port to which their own computer can be connected. A new addition to the campus network environment is the deployment of a wireless network in key academic and residential spaces.

All members of the campus community have access to network services such as the Internet, World Wide Web, dedicated file storage, personal Web page space and e-mail. The College also has access to Internet 2, the next generation of high capacity Internet research, information and communications resources. Alma College is one of a small number of liberal arts colleges that are part of the Internet 2 consortium.

Students are encouraged to bring their own computers to campus. In addition, the College provides these computing labs:

**Olofsson Computer Classroom.** Located in the Colina Wing of the library, this classroom provides 25 Microsoft/Intel workstations, equipped with a variety of general purpose and specialized software applications. These computers feature flat panel displays, high quality audio and video subsystems and support for multimedia applications.

**Swanson Academic Center Computer Laboratory.** This facility features 24 high-end Macintosh computers with a wide range of multimedia capabilities.

**Strosacker Collaborative Learning Center.** Located on the third floor of the Swanson Academic Center (SAC), this is a state-of-the-art facility for creating multimedia presentations. The laboratory has the most capable Apple and Intel multimedia computers, specialized media creation and editing software, scanners, specialized printers and other peripheral devices to create professional quality digital multimedia

output of all kinds.

**Cyber Cafe.** Located next to Joe's Place in the Tyler-Van Dusen Campus Center, the Cyber Cafe provides Intel workstations where students can access their e-mail accounts, the Internet and other network services in a relaxed atmosphere (with Starbucks coffee available). They also can plug in their own laptop computers at network ports.

**Residence Halls.** Each residence hall has computers for public use when access to one of the larger facilities is inconvenient. These devices offer the same network services and software available at other public computing facilities.

In addition to these public labs, the College has created specialized computer laboratories for 16 departments: a digital piano and music composition music lab; Unix lab; molecular structures lab utilizing silicon graphics workstations; digital graphic arts lab; and a variety of others, each designed to meet the specialized teaching and research needs of the faculty and students.

Network and computing resources for teaching, learning and administrative computing systems are supported by the Information Technology Department, located in the Herrick Foundation Computer Center in SAC. The Center includes a cluster of high-end Dell servers for administrative applications, file sharing and network print services; servers featuring Unix/Linux, Microsoft, and Apple OS X operating systems; and Hewlett-Packard networking devices.

## **Monteith Library Collection**

The Monteith Library Collection, housed in the Kehrl Building, makes a full range of information services available to the Alma College Community. Its automated catalog and circulation systems provide access to holdings of more than 261,400 bound volumes, 1,175 current periodicals, and more than 10,000 full-text scholarly journals on the Web. The Library also supplies access to materials in over 15,000 libraries through its membership in the Online Computer Library Center and its online interlibrary loan network.

The handsome new Colina Library Wing opened for use in February 1996. It provides space for 80,000

additional volumes and has a computer classroom, group-study rooms and 26 student carrels with plug-in connections to the Internet.

Open 97 hours each week, the Library is staffed by professionally trained personnel and student assistants. It provides its users with formal and informal bibliographic instruction, as well as World Wide Web access to numerous information databases. In addition to its general and reference collections, the Library houses the Alma College Archives.

# Center for Student Development

---

Alma's Center for Student Development provides a wide range of developmental and remedial services designed to enhance the ability of students to participate in and benefit from their total college experience. Some of the services provided include individual and group counseling for personal, educational and career concerns; academic support services; assistance with exploring internships and summer employment; and career services. In addition, the Center provides career preparation programs and maintains a well-equipped Career Resource Room.

The Center staff consists of Licensed Professional Counselors and Student Development Specialists who share the philosophy that counseling and career planning are growth experiences which are an integral part of the strong liberal arts tradition of the institution. All Center services are confidential and free of charge.

**Academic Effectiveness Program.** Students who are having difficulty with academic progress are encouraged to contact the Center for assistance. A counselor will help to assess the difficulty and develop a plan of action. A variety of factors may cause academic difficulty, and each student is considered individually. A reading improvement program and tutorial assistance also are available.

In addition to individual counseling, the Center offers a series of Learning Lunches each term on time management methods, note-taking, classroom strategies, study skills, test-taking strategies, and test anxiety. The Learning Lunches also include topics on preparing for employment and graduate school and for pursuing internship options.

**Learning Disabilities.** Alma College is committed to helping qualified students with disabilities succeed in its challenging academic environment. For further information, please see Alma College's policy on learning disabilities in the *Student Handbook* and the *Manual of Organization and Operation*. For more information, contact the Center at (989) 463-7225.

**Personal Adjustment Counseling.** Through the normal process of growth and development, individuals often experience concerns about themselves or their relationships with others. The Center has trained staff to

assist with personal, educational and vocational concerns. Students come to the Center in search of a better understanding of themselves, their values, attitudes and feelings. Others are concerned with their relationships with peers, family, roommates or members of the opposite sex. Some use the Center to help them clarify, change or become more comfortable with aspects of themselves. For others, academic achievement, vocational exploration or career decision-making is the issue.

It is the stance of the Center to promote student independence while enhancing self-determination and psycho-social development. In addition to the Center, students may use the services of the Gratiot County Community Mental Health Center. For serious long-term psychotherapy, referrals will be made to other trained professionals or agencies that specialize in a student's area of need.

**Personal Development Programs.** The Center routinely offers group sessions to enhance student growth and development, depending on need and interest. The Center is committed to promoting issues related to student life. Students interested in a particular topic are encouraged to make their interest known to the Center staff.

**Career Preparation Program.** Career preparation involves more than acquiring the skills needed for employment. Because a career is more than a succession of jobs, students need an education which includes preparation for life as well as employment. Alma College emphasizes academic excellence and career relevance by nurturing the development of the whole person.

Through Alma's Career Preparation Program, students participate in activities intended to provide insights into themselves and their skills, abilities and goals for the future. The flexible design of this program offers assistance to students with well-defined educational and vocational goals as well as those who have just begun their career exploration process. Regardless of need, all students can benefit from the programs and services offered by the Career Services staff.

**Programs and Benefits.** Each term students are invited to participate in a variety of events sponsored by the Center. These programs emphasize the career-related needs and concerns of students from a developmental perspective and may include networking opportunities, career preparation workshops, panel

discussions and professional development seminars. Through these events students acquire the information used in developing their career plans with their advisors.

The programs improve the students' career options by helping them develop:

- Awareness of and ability to use their academic and career abilities, interests and values.
- A career plan which assures broad application of their education.
- Skills in communication, interviewing and interpersonal relationships.
- Entry-level work skills in at least one occupational area.
- Initiative in job exploration and selection.
- Assertive personal marketing techniques to emphasize talents, interest and experiences.

**First-Year Emphasis.** Workshops and programs designed specifically for first year students focus on assisting them to analyze their values, interests, needs, skills and experiences and to evaluate career alternatives in relation to these personal characteristics. Blocks to decision making are reviewed along with factors that affect decisions. Students also learn to use a wide variety of career planning tools.

**Sophomore Emphasis.** With the help of career planning resources and workshops, sophomores are encouraged to focus and crystallize their thinking regarding an academic major and career choice. Students are encouraged to study various careers in-depth and identify related academic majors. The timing of these explorations supports the College's policy which calls for all students to declare an academic major by the end of their sophomore year.

**Junior Emphasis.** Programs for juniors are designed to introduce them to such topics as the job search process, graduate and professional school preparation, resume preparation and the development of interviewing skills.

**Senior Emphasis.** Seniors should schedule an appointment at the Center for Student Development to complete their resume and learn about other programs provided throughout the senior year. Seniors are encouraged to attend several area career fairs, including "Job Pursuit," an outstanding opportunity offered *by invitation only* to our students. Seniors also are invited to participate in several programs designed to prepare

them for life after graduation. As part of the "Living and Working In:" series, seniors are offered the opportunity to network with successful Alma alumni in cities such as Chicago, Detroit and Grand Rapids. Senior packets are made available to graduating seniors which provide information on job search, graduate school, and professional development.

**Internship Opportunities.** All students are encouraged to consider seeking a practicum or internship during their years at Alma. Whether paid or unpaid, credit-bearing or not, such opportunities provide students with valuable experience which assists them in clarifying career interests as well as obtaining employment after graduation. While some academic departments assist students with identifying practicum sites, many opportunities are obtained by students with the assistance of Center staff. However, to receive credit for an experiential learning opportunity, students must obtain sponsorship from an academic department, demonstrate proficiency in the appropriate field and have a sound academic background. The student and the sponsoring faculty member establish learning objectives related to the experience. Supplemental reading, research and journal writing are some of the activities students engage in while on the job.

**Career Resource Room (CRR).** Comprehensive and current information pertaining to careers and graduate education is an important ingredient in career planning. Appropriate decisions cannot be made without an awareness of alternatives. The CRR, located on the lower level of Hamilton Commons, contains a wide variety of information on graduate schools and careers.

This information includes materials relating personal characteristics to academic majors and careers, an extensive collection of graduate/professional school materials, books and other information on the job search process, and corporate and geographical information. Also available are lists of current job openings, graduate school scholarship information and materials to assist students in obtaining internships and summer employment. Additionally, the Center provides students with the use of computers to access employment databases and for conducting job and internship searches on the World Wide Web. Printers and copiers also are available for producing final copies of resumes and cover letters.

**Career Services.** The Center for Student Development provides extensive career services for seniors and alumni. The staff offers individual assistance developing a job search plan, cover letters, resumes and

graduate-school applications. Throughout the year, programs on job search strategies, applying to graduate schools and effective interviewing techniques are offered, as well as individual assistance on a variety of career-related topics. On- and off-campus interviews with corporate recruiters and graduate school representatives are arranged. Of particular interest are networking trips to Chicago, Detroit and Grand Rapids that provide students and alumni opportunities to interact and discuss options for living and working in those cities. Career services also include mailing placement credentials.



## Section II Programs and Opportunities

---

- A Message from the Provost
- Requirements for Degrees
- General Education Objectives
- General Education Requirements
- Guide to Distributive Requirements
- Chart of Requirements, Credits and Approved Courses
- Academic Honors
- Faculty Recognition
- Academic Rules and Procedures
- Honors Program
- Interdisciplinary Programs
- Pre-Professional Programs
- International and Intercultural Programs
- Special Programs



# A Message from the Provost

---

Welcome to Alma. Here you have the opportunity to work side by side with faculty dedicated to undergraduate education. You learn from your fellow students as well; individuals who, like you, chose the challenges of a liberal arts curriculum.

At Alma this curriculum balances disciplinary expertise and a broader context. As you work in the field of your choice, faculty guide your efforts with a passion and rigor that encourages you to go beyond textbook examples. At times you grapple with discoveries published only weeks before, and at other times join in conversations that have continued for thousands of years. In each case, though, while your work requires a command of facts, our aim is higher. At Alma we seek to cultivate the skills and discernment prerequisite to independent work, the creative judgment you need to excel in your coming endeavors.

Yet unexpected encounters play a role at Alma as well. Because we recognize that the liberal arts must answer to future as well as present needs, our curriculum ensures frequent exposure to new subjects and perspectives. These encounters challenge you to reconsider your place in the world and to explore more completely the implications of your own beliefs. Equally important, these encounters with the unexpected help you develop strategies suited to a world where the imperative for education and growth extends far beyond the college years.

Your responsibility here is straightforward. Whether your studies take you to Alma's library, laboratories or performance halls, you



*Dr. Michael Selmon is a professor of English and has been at Alma College since 1991. He became the Provost and Vice President for Academic Affairs during the 2004-05 academic year.*

*Selmon received a B.A. in religion and mathematics and an M.S. in mathematics from Miami University before going on to earn M.A. and Ph.D. degrees in English literature from the University of Maryland. His research centers in modern drama, including*

need to bring to your work energy, determination and a willingness to grow. At times your efforts will not go as planned: while Alma applauds success, we do not want our students to restrict themselves to what has worked in the past. But whether an individual experiment succeeds or fails, you find here a community of scholars eager to help you find perspectives that lead to progress. We firmly believe that if you engage fully with the academic enterprise at Alma, your years here will be a time of high achievement, a time when you rethink your limits and refashion your beliefs in ways that literally will last a lifetime.

*publications on playwrights like  
Caryl Churchill and Eugene  
O'Neill.*

We look forward to joining you in this experience.

Michael Selmon,  
Provost and Vice President for Academic Affairs,  
Professor of English



completed.

## **Statute of Limitation for Degree Requirements**

If candidates are unable to fulfill all requirements, *including requirements for teacher certification*, by August 30 of the year of graduation, a five-year grace period is allowed for completion of deficiencies. This grace period is further defined as a maximum of nine years after the date of initial enrollment at Alma College. After the five-year period, the student must re-apply for candidacy and have his/her record re-evaluated under the requirements then in force. If those requirements are significantly different, the candidate may be required to complete additional work for the degree and/or teaching certificate. Certification requirements are subject to change by action of the State Board of Education and may not be reflected in this catalog.

## **Alma College Credit**

An Alma College credit is equivalent to 0.9 semester hours or 1.33 quarter hours.

## **Cumulative Point Average**

The Cumulative Point Average (CPA) must be at least 2.0 for all degrees. This average is based only on grades achieved at Alma College or in its programs. Grades earned at other institutions will not be incorporated into this evaluation. Credits earned with a grade of "C" (2.0) or better at other institutions and accepted for transfer by Alma College will count toward the 136–156 credits required for the degree.

## **Area of Concentration**

Each student must declare an area of concentration before the end of the sophomore year by filing the approved form with the Registrar's Office. This area of concentration may be a Departmental Major (36 credits as prescribed by the Department), an Interdepartmental Major (56 credits in courses approved by two or more departments and the Educational Policy Committee), or a Program of Emphasis [POE] (56–68 credits in courses selected by the student to meet a specific educational goal as approved by the POE

Committee no later than November 15 of the junior year).

The CPA in the area of concentration must be at least 2.0 ("C") for the Bachelor of Arts, Bachelor of Science and Bachelor of Music degrees. For the Bachelor of Fine Arts degree, a 3.0 CPA in the major is required. For teacher certification purposes, a 2.75 CPA is required for all coursework and for all majors and minors. Courses outside the area of concentration must total 68 credits.

## **Programs of Emphasis (POEs)**

With the assistance of a faculty advisor, students may design an area of concentration composed of 56–68 credits in courses chosen to meet specific educational or career goals. In recent years, students have graduated with POEs in such fields as arts management, archaeology and anthropology, personnel administration and pre-gerontology. For more information, contact the Provost's Office.

## **Comprehensive Evaluation**

Most major departments require graduating seniors to complete a comprehensive evaluation. Departments will determine the form of the comprehensive evaluation and may require students to take a nationally normed test, such as the Graduate Record Examination, off campus. Regardless of the form of the evaluation, the department shall determine the minimum criteria for passing with distinction, passing and failing.

Departments have the discretion to require satisfactory performance on a comprehensive evaluation for completion of the major. Results of evaluations that are non-credit bearing will not be recorded on the student's transcript.

Failure of the comprehensive evaluation will not affect degree status unless a department specifies that successful completion is necessary to satisfy major requirements. Students may retake the comprehensive evaluation only with the permission of the department (or in the case of a POE, the POE Subcommittee of the Educational Policy Committee of the faculty). Only the results of the most recent effort will be recorded.

## **Double-counting Credits**

A student may count up to eight credits of one major or minor in a different major or minor when those courses appear within the requirements, unless a department states otherwise within a departmental listing.

If a course is a required prerequisite or cognate to a major, it is automatically available for application to a different major or minor when that course appears within the requirements.

Note that no course, which counts toward any teaching major or teaching minor, may count toward any other teaching major or teaching minor.

## **Upper Level Courses**

Upper Level Courses, identified by an asterisk before the number, must total at least 44 credits. Students with Interdepartmental Majors or a POE must earn 56 credits in upper level courses.

## **Spring Term Requirements**

Two Spring Term courses must be successfully completed, one of which must be a designated **S** ("S") course. Transfer students of sophomore standing or above must successfully complete one Spring Term course and it must be an **S** course. These designations are found in the Spring Term Course Booklet published each January.

**S** courses take advantage of the unique format of Spring Term and cross geographical, cultural or disciplinary boundaries. The **S** course requirement applies to classes entering Fall 1995 and after. The Registrar's Office maintains a list of approved **S** courses. A term spent off campus in an approved Alma College program (ex. Philadelphia, Germany, France, etc.) may meet the student's requirement. The student must still take two Spring Terms.

## **Residency Requirement**

Seniors are required to enroll in classes offered on the Alma campus or through Alma College programs during the Fall and Winter terms immediately prior to graduation.

# Limitations

Of the 136–148 credits required for a degree, students may apply up to the following number of credits from the classes listed below:

8 credits Music 151, 152, 153, 154, 155, 156,  
157, 158 and 159

6 credits Exercise and Health Science 100–165

8 credits Theatre/Dance 150, 151 and 152

8 credits Practicums (numbered 385, 386 and  
387 in any department)

24 credits Independent Study (in a single  
department)

36 credits Practicum, Independent Study, Field  
Experience, Internship or Directed  
Teaching (in total)

68 credits By transfer from a two-year institution

Credit earned by enrollment in English as a Second Language or in Mathematics 099 does not count toward the 136–156 credits required for graduation.



# General Education Objectives

---

To provide a broad education and a solid foundation for all fields of concentration and to achieve the major objective of each area, students must complete courses or demonstrate proficiency in each of the areas as prescribed. Transferred courses must be approved for application.

## Literacies

Alma College assumes that incoming students will have developed the basic skills for reading, listening and studying to a level adequate for success at the beginning level of college. *Programs are available to raise basic literacies of matriculated students to a level needed to succeed in courses at Alma College.*

### 1-A Composition

#### Graduates should be able to:

- Make a point: state a focused opinion or idea.
- Support the point with specific evidence details, examples, reasons.
- Organize and connect the supporting evidence.
- Write clear sentences with variety in structure and punctuation.
- Use diction with maturity and discrimination.
- Master the conventions of edited American English.
- Understand that writing is a process involving recursive stages: generating, drafting, revising and editing.
- Understand that written texts change depending on one's purpose and audience.
- Move from personal forms to more public and academic forms of writing.
- Understand that writing not only helps us to communicate clearly but also helps us to think and to learn.

The writing competency of entering students is evaluated and most freshmen are required to enroll in an English composition class. Subsequently, if the quality of writing done by a student for *another* course is judged inadequate the instructor of the course shall remand the student to the English Department for

evaluation and/or remediation.

## **1-B Mathematics**

To ensure that all entering students are prepared for college-level work in mathematics, students must either demonstrate proficiency or earn a passing grade in MTH 101.

The College will determine the mathematical competency level of all entering first-year and transfer students. Students who fail to meet a minimal standard will be placed in either MTH 099 or MTH 101, and must enroll the next time the course is offered. Students initially placed in MTH 099 must, upon successful completion of the course, enroll in MTH 101 the next time the course is offered. Credit for MTH 099 does not count toward the minimum degree requirements.

Students who receive a failing grade in either MTH 099 or MTH 101 are required to enroll again the next time the course is offered.

Neither the credit earned in the mathematics courses above MTH 101 at Alma College nor credit earned in mathematics courses at other institutions can be used to fulfill the mathematical proficiency requirement.

## **1-C Language**

Prior to graduation, students must demonstrate functional ability in one foreign language.

### **For Modern Languages, this includes:**

- oral proficiency to articulate basic survival needs, courtesy requirements and limited descriptions;
- comprehension of utterances and short conversations about most survival needs, limited social conventions and familiar topics;
- an ability to read and write simple factual material for a variety of needs, as well as paragraph-length descriptions of people, places and things.

### **For Classical Languages, this includes:**

- correct use of elementary grammatical forms and vocabulary items;
- translation of assigned pericopes;
- correct pronunciation and the ability to read aloud from a written text.

To meet this requirement, students must earn two years of high school credit in one foreign language, or pass any Alma College foreign language course at the 112 level or above.

### **AH-1 Creative or Performing Arts**

The student shall create or perform in a fine arts medium — e.g.: art, creative writing, music, theatre or dance — and in so doing demonstrate sufficient understanding of aesthetic principles to render critical judgments.

### **AH-2 Literature, AH-3 Philosophy or Religious Studies, AH-4 Humanities Electives**

#### **Graduates should have:**

- developed an understanding of differing world views (ways of perceiving, imagining and articulating as sense of reality) and life styles (ways of living out these world views).
- confronted and explored basic questions about the meaning and purpose of life in order to develop a dynamic personal framework for creative decision making and living in our world.
- examined values (especially moral and aesthetic) and the value dimensions and implications of the subject matters encountered.
- developed facility with the methods of analysis and synthesis, especially as related to critical and expressive and imaginative works.

### **Social Sciences (SO)**

#### **SO-1 History**

#### **Graduates should be able to:**

- understand the chronological development of the principal economic, social, political and intellectual problems in particular eras.
- comprehend human responsibilities for and responses to those problems.
- ascertain important historical facts and their relationships and significance.
- understand and use methods employed by historians in analyzing and interpreting the past.
- evidence critical understanding of the past through written and oral forms.

## **SO-2 Social Sciences**

### **Graduates should understand:**

- the major theoretical positions.
- basic concepts.
- the nature of groups and social institutions, their functions and their interrelationships.
- problem areas.
- the interrelationship of personality and culture with groups and society.
- myths about the nature of society including world societies.
- comparative analysis and evaluation of political, economic and social institutions both historical and contemporary.
- the methodology used in investigation in these areas.
- value implications.

## **Natural Science (NS)**

### **NS-1 and NS-2**

### **Graduates should understand:**

- the general nature and practice of science as a discipline of inquiry. What is science research and how does it compare to other forms of inquiry?
- major concepts used to organize and interpret the physical world, e.g. energy, motion, electricity and the

structure of matter.

- major concepts used to organize and interpret life processes, e.g. genetics, development of organisms, ecology, behavior and cognition.
- the role of experiments in establishing the validity of scientific principles.
- value implications.



### NS-3



#### **Graduates should be able to:**

- interpret mathematical and computation models (e.g. formulas, graphs, tables, algorithms).
- represent computation and mathematical information (e.g. symbolically, visually, verbally).
- solve problems and accomplish tasks using algebraic, geometric, statistical, computational or algorithmic methods.
- assess mathematical and computational results in fields of application.
- recognize limitations of computation and mathematical processes, techniques and methods.
- laboratory experience including measurement, observation and/or classifications.

# General Education Requirements

Candidates for all degrees must complete courses which meet the General Education Objectives of the College. Composition Requirements

1. **Rhetoric Courses.** To graduate from Alma, students must demonstrate writing proficiency. Students are placed in writing courses on the basis of their ACT or SAT scores. Most students demonstrate proficiency by completing English 101 with a "C" (2.0) or better grade. The English Department may exempt students from this requirement if an assessment of their writing skills indicates equivalent proficiency has been obtained. Transfer students who took one writing course that transferred in as English 100 must complete English 101 with a "C" (2.0) or better grade. Transfer students who took a writing course that transferred in as English 101 need not demonstrate proficiency. All students must maintain writing proficiency or be remanded by a professor for additional work in writing.
2. **Quill Courses.** Completion with a passing grade of at least four courses other than English 100 and 101 that require significant writing shall be required for graduation. At least one of these courses will be in the student's major and at least two will be outside the major. Courses that can be elected to fulfill this requirement will be designated as Quill courses in the course catalog description and in the schedule of classes. No transfer course meets a Quill requirement without approval from the department under which credit is received. In this catalog, Quill courses are marked with a <sup>1</sup>  or a <sup>2</sup> .

  - o <sup>1</sup>  Quill 1 courses integrate composition experiences with coursework which meets Alma's Writing Across the Curriculum requirement. At least 25 percent of the course's grade is based upon the evaluation of quality in such written products as papers, reports, journals or examinations. Syllabi and instructions for these courses specify the writing requirement and indicate its influence on evaluation standards.
  - o <sup>2</sup>  Quill 2 courses are within the requirements for a major which base 25 percent of the course's evaluation on out-of-class writing assignments. Each department provides at least one Quill 2 course. Instruction in these courses includes corrective and evaluative comments from instructors and opportunities for student improvement by revision and resubmission of a written

assignment or by preparation of a series of written assignments.

3. **Remanding Process.** If the quality of the writing done by a student for a credit-bearing course is judged inadequate, the instructor of the course shall remand the student to the English Department for evaluation and/or remediation.

# Guide to General Education (Distributive) Requirements

Students are required to fulfill the General Education requirements shown in the table below and detailed in the chart on the accompanying pages.

## **Candidates for all degrees must complete courses which meet the General Education Objectives of the College:**

### **I Literacies**

A Composition	English 101 or proficiency; Quill Courses
B Computation	Mathematics 101 or proficiency
C Second Language	112 or above or two years of high school credit in one language

### **II Distributive Requirements**

#### **Arts and Humanities (AH) 16 credits**

Minimum of 4 credits of the required 16 credits in each of the areas 1-4

1 Creative or Performing Arts	4 credits
2 Literature	4 credits
3 Philosophy or Religious Studies	4 credits
4 Humanities Elective	4 credits

#### **Social Sciences (SO) 16 credits**

1 History	4 credits
2 Economics, Political Science, Sociology and Anthropology	12 credits, at least 4 credits in each of two departments

#### **Natural Sciences (NS) 16 credits**

Minimum of 8 credits of the 16 credits required in designated laboratory courses (NS-1 or NS-2)



1	Life Sciences	4-8 credits
2	Physical Sciences	4-8 credits
3	Computational and Mathematical Sciences	4 credits

# Chart of General Education Requirements, Credits and Approved Courses

---

## I Literacies

### A Composition

4-8 credits

English 101 or proficiency

### B Computation

Mathematics 101 or proficiency

### C Second Language

112 or above or two years of high school credit in one language

## II Distributive Requirements Arts and Humanities (AH)

16 credits

Minimum of 4 credits of the 16 credits required in each of the areas 1-4

### AH-1 Creative or Performing Arts

4 credits

Art 101, 121, 122, 180, 220, 222, 223, 224, 226, 227, 230, 231, 299, 380, 399, 499

Communication 123

English 190, 292

Music 114, 115, 117, 118, 134, 135, 136, 137, 138, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 191, 192, 193, 194, 195, 196, 197, 198, 201, 214, 215, 250, 257, 351, 391, 392, 393, 394, 395, 396, 397, 398

Theatre/Dance 125, 136, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 170, 171, 201, 220, 225, 232, 240, 242, 243, 244, 245, 248, 249, 292, 301, 340, 342, 344, 345, 349

### AH-2 Literature

4 credits

English 130, 131, 132, 133, 134, 240, 241, 250, 251, 260, 261

French 350, 354, 355, 356, 360

German 200, 315, 316, 341

Spanish 255, 265, 331, 360, 362, 370, 372, 460, 462

Spring Term Course 013 (STC)

### **AH-3 Philosophy or Religious Studies**

**4 credits**

Philosophy 102, 111, 112, 126, 202, 216, 217, 224, 225, 227, 228, 229, 240, 242, 305, 326, 347

Religious Studies 101, 102, 103, 104, 105, 106, 107, 109, 110, 130, 150, 202, 203, 204, 210, 217, 218, 219, 220, 225, 230, 243

### **AH-4 Humanities Electives**

**4 credits**

Choices include courses from AH-1, AH-2, AH-3 or AH-4

Art 111, 112, 113, 241, 243, 244, 245, 248, 249, 250

Communication 101, 110, 111, 220, 227

English 220, 230

French 112, 170, 221, 221A, 222, 273, 370, 371, 372, 373, 380

German 112, 112A, 221, 221A, 222, 231, 232, 251, 252, 311, 312, 321, 322, 401

Greek 112; Hebrew 111; Latin 112

Music 113, 120, 140, 340

Spanish 112, 221, 222, 350, 352

Spring Term 009 (STC)

Theatre/Dance 123, 246, 247, 261, 262, 263, 346, 347, 352

## **Social Sciences (SO)**

**16 credits**

### **SO-1 History**

**4 credits**

History 100, 101, 102, 104, 105, 121, 122, 140, 200, 201, 202, 203, 207, 208, 221, 228, 238, 240, 249, 253, 255, 260, 277, 279

### **SO-2 Economics, Political Science, Sociology and Anthropology**

**12 credits**

At least 4 credits in each of two departments

Economics 201, 202, 321, 326, 339

Political Science 101, 111, 121, 127, 131, 141, 211, 212, 215, 221, 225, 226, 227, 231, 235, 242, 245, 325, 326, 327

Psychology 236 (counts as SOA 251)

Sociology and Anthropology 101, 111, 115, 212, 213, 214, 220, 221, 234, 241, 243, 251, 325, 326

## **Natural Sciences (NS)**

**16 credits**

16 credits required in the natural sciences; 12 of these 16 must be taken from NS-1 and NS-2 (with at least 4 credits from each of these categories). Also within that 12, 8 credits (2 courses) must be designated lab courses (so noted below). The final 4 credits of the 16 required credits must come from NS-3.

### **NS-1 Life Sciences**

**4-8 credits**

Biology 101, 121, 122 (Laboratories)

Environmental Studies 105 (No Laboratory)

Exercise and Health Science 215 and 344 (Laboratories)

Health Studies 201 (Laboratory)

Psychology 121, 200, 201 and 204 (Laboratories); 212 and 240 (No Laboratories)

### **NS-2 Physical Sciences**

**4-8 credits**

Astronomy 101 and 112 (Laboratories)

Chemistry 101 (No Laboratory); 103, 115, 223 and 224 (Laboratories)

Electronics 101 (Laboratory)

Environmental Studies 110 (No Laboratory)

Geology 101, 112 and 113 (Laboratories)

Physical Science 101 (No Laboratory)

Physics 101 (No Laboratory); 112 and 113, or 121 and 122 (Laboratories)

**NS-3 Computational and Mathematical Sciences**

**4 credits**

Mathematics 110 and higher (MTH 180 with departmental permission only)

Computer Science 120 and higher

Philosophy 303

Psychology 220

Students may not use the same credits to fulfill more than one of the Arts and Humanities (AH), Social Science (SO) or Natural Science (NS) distributive requirements (e.g., through cross-listed courses).

# Academic Honors

---

## Barlow Trophy

Alma's most prestigious award for graduating seniors, the Barlow Trophy is awarded on the basis of scholarship and leadership. Candidates must rank in the top 10 percent of the graduating class, and the recipient is elected by a vote of the College faculty and Student Congress.

## Dean's List

Students who achieve a 3.5 term CPA while carrying a minimum load of 13 credits (eight of which must be graded A-E) qualify for the Dean's List. The Dean's List is compiled at the end of both the Fall and Winter terms.

## Departmental Honors

To graduate with Departmental Honors, students must demonstrate superior performance on the departmental comprehensive evaluation (where offered), present a thesis of honors caliber and achieve a CPA of at least 3.5 in the major field. Each department has autonomy over the comprehensive evaluation and the thesis.

## President's Outstanding Senior Award

The President of Alma College may select seniors who have completed seven full (Fall or Winter) terms and demonstrated scholastic superiority to receive the President's Outstanding Senior Award.

## President's Cup

Juniors, sophomores and first-year students who attain the highest academic ranks in their classes based on CPA receive the President's Cup award.

## Honor Societies

Academic achievement is recognized through membership in honorary organizations affiliated with a student's area of academic specialty. Many of Alma's honor societies are local chapters of national and international organizations, providing social and professional contacts which supplement classroom experiences.

Membership standards for these honor societies are at the Provost's Office:

Phi Beta Kappa      National Honorary Society

Omicron Delta Kappa   National Honorary Society

Gamma Delta Alpha    Senior Women's Honorary Society

Membership standards for this honor society are at the Student Life Office:

Order of Omega   National Greek Honorary Society

## Graduation Honors

Graduation Honors are awarded to graduating seniors who have completed at least 60 credits at Alma College:

- ***Summa cum laude*** to students who have achieved a 3.8 CPA (and 3.6 in credits outside the division of the major)
- ***Magna cum laude*** to students who have achieved a 3.6 CPA (and 3.4 in credits outside the division of the major)
- ***Cum laude*** to students who have achieved a 3.4 CPA (and 3.2 outside the division of the major)

Membership standards for the following organizations are available from each academic department:

Alpha Mu Gamma      Modern Languages

Alpha Psi Omega	Theatre and Dance
Beta Beta Beta	Biology
Chi Epsilon Mu	Chemistry
EHS Honor Society	Exercise and Health Science
Epsilon Sigma Epsilon	Education
Kappa Pi Zeta	Art and Design
Lambda Pi Eta	Communication
Omicron Delta Epsilon	Economics
Phi Alpha Theta	History
Pi Mu Epsilon	Mathematics
Pi Sigma Alpha	Political Science
Psi Chi	Psychology
Rho Chi Epsilon	Business
Sigma Delta Pi	Spanish
Sigma Phi Zeta	Music
Sigma Pi Sigma	Physics
Sigma Tau Delta	English



# Faculty Recognition

---

As a liberal arts and sciences college, Alma is dedicated to providing a high quality educational experience. Alma's faculty demonstrate a strong commitment to undergraduate teaching — characterized by engagement, accessibility, interaction and collaboration. The College honors faculty members' distinguished achievement through a number of awards programs.

- **William R. Angell Professorship.** Established by the Angell Foundation to honor the late William R. Angell, this award recognizes excellence in teaching and productive research.
- **Barlow Awards.** Established in 1982 by the late Dr. Joel Barlow '29, this annual cash stipend recognizes high levels of faculty contribution "to furthering the educational mission of the College." Teaching, scholarship, creativity or performance, and College and community service are acknowledged.
- **Charles A. Dana Professorships.** A grant from the Charles A. Dana Foundation established four endowed professorships in 1972 (a fifth was added later). These awards recognize outstanding teacher-scholars.
- **Elma C. and Wesley C. Dykstra Professorship.** Established by Wesley C. Dykstra, Professor Emeritus, this endowed professorship is to be awarded to a faculty member from the Philosophy and Art and Design departments, or other discipline within the Humanities. The criteria for award include distinguished record of teaching, scholarship and service as well as a profound commitment to the liberal arts.
- **Posey Award for Faculty Excellence.** Initially presented in 1999, this award recognizes distinction in classroom teaching, service learning, diversity education, global education, student research, building community and scholarly performance. It provides a stipend and extra support for teaching, scholarship or service initiatives.
- **Reid-Knox Chair of American History.** Established in 1992 from the estates of Frank and Annie Reid Knox, alumni from the 1890s, the Chair recognizes excellence in teaching and scholarship in the field of American History.
- **Secrest Professorship.** Established in 1993, this award was funded by former Board of Trustees

Chair Fred Secrest and his wife, Stephanie. The Professorship acknowledges excellence in performing arts teaching and in outstanding direction of student performance activities.

- **Russell Professorship of Political Science.** "Excellence in teaching" defines the criteria the late Arthur L. Russell '41 of Harlingen, Tex., wanted to note in the recipient of this professorship.
- **Junior Faculty Teaching Excellence Award.** Begun in 1996, this award recognizes a younger faculty member's demonstrated excellence in the classroom with a cash stipend.
- **Towsley Professorship of Chemistry.** This endowed professorship was established in 1987 by the Harry A. and Margaret D. Towsley Foundation of Ann Arbor (now of Midland), Michigan. The award recognizes excellence in the teaching of chemistry.

# Academic Rules and Procedures

---

## Academic Advising Program

Upon admission to Alma College, each student is assigned a faculty advisor on the basis of academic and career interests. Working with this advisor, students plan their courses and evaluate their progress. For those students who are uncertain about their interests, advisors are specially selected who can assist them in exploring and establishing a career direction through a well-developed plan of coursework and co-curricular experiences. Students' academic goals may also change during the course of their college careers. Accordingly, students may change advisors at any time, especially when an academic major is declared.

## Conditions of Enrollment

**Registration.** Students usually select courses during the pre-registration period in the preceding term. Newly admitted students pre-register shortly after arrival on campus.

Course enrollments are confirmed at registration on the first day of each term. Students who fail to confirm their registration on the first day of the term will be charged a \$110 Late Registration Fee.

**Changes in Registration.** Students must file changes on the approved form with the Registrar's Office. Courses may be added during the first week of each term if approved by the advisor and during the second week if approved by both the advisor and the instructor. No courses, except for those scheduled for the last seven weeks of the term, may be added after the second week.

**Withdrawal.** Withdrawal from a class may occur through the ninth week of a 14-week course, the fifth week of a seven-week course, or the third week of a four-week course. Neither the course nor the withdrawal will appear on the student's record.

**Class Load.** The class load for a 14-week term shall be no less than 13 and no more than 18 credits for full-time status. Students who wish to qualify for full benefits from the Veterans Administration, Social Security or other financial aid sources are advised to enroll for not less than 13 credits. Athletes should be aware that

the Michigan Intercollegiate Athletic Association requires a 13-credit load for eligibility.

**Class Attendance Requirements.** Class attendance requirements are set by each individual instructor. Among the options available is mandatory attendance, with absences resulting in a lower grade. Faculty members who do not implement a mandatory attendance policy will take measures to combat a common student misconception — that if attendance is not required (with penalties attached), it is not important. To this end, the syllabi for all classes will explicitly state the attendance policy.

**Convocation Attendance.** Convocation attendance is required. The penalty for unexcused absence is subtraction of one-half honor point (not CPA) from the student's record. Seniors are required to participate in Commencement unless excused by the Provost.

**Final Examination Schedule.** The Final Examination Schedule is established by the Registrar and published at the beginning of each term. Instructors will announce testing plans in the course syllabus; if a final examination is to be given, it must be at the officially-scheduled time. A fee is charged for each make-up examination. These examinations are given only with the permission of the instructor.

**Withdrawal from College.** The College assumes that students beginning a term intend to complete it. Any student who wishes to withdraw during the term must inform the appropriate administrative offices about this decision by completing a withdrawal form, which is available in the Center for Student Development. Failure to complete this form prior to departing from campus will result in forfeiture of all deposits and refunds and failing grades for all course enrollments.

## **Grading Practices**

**Grading System.** The following letters and grade points are used to record evaluations of student work: "A" (4.0); "AB" (3.5); "B" (3.0); "BC" (2.5); "C" (2.0); "CD" (1.5); "D" (1.0); "DE" (0.5); and "E" (0.0 — failing). An "E" will be recorded for such reasons (other than failure to meet course requirements) as dishonesty, excessive absence or failure to comply with other conditions specified by the instructor.

**Incomplete Grades.** Incomplete ("IN") grades must be replaced by letter grades within six weeks after the

end of the term or they automatically convert to "E."

**Work in Progress.** Work in Progress ("IP") must be successfully completed and graded within one year of the date of enrollment, or the grade automatically converts to "E" unless the instructor initiates Withdrawal Pass ("WP") or Withdrawal Fail ("WF"). Work in Progress grades may be used only for independent study or practicum courses. A grade of "Z" is assigned by the Registrar when a grade has not been received from an instructor.

**Satisfactory Grade Option.** Students may elect the Satisfactory Grade Option ("S" or "F") by filing the approved form with the instructor's consent at the Registrar's Office before the deadline to drop the class. If the student elects this option, evaluation of the course work is recorded as "S" (equivalent to a "C" or better) or as "F" (failing, no credit). Neither grade is computed in the CPA.

Application of the "S/F" option is limited as described below:

1. It is available only to students of sophomore, junior or senior standing.
2. No more than 16 credits may apply to the 136-156 required for the degree.
3. No more than six credits per term may be elected under this option.
4. No course counting for a Teaching Major or Minor and no education course presented for teacher certification may be graded using this option.
5. No more than four credits of the 36 required for the major (or six credits of the 56 required for an interdepartmental major or POE) may be graded under this option.

Some classes are graded only "S" or "F" and the student has no option. Credits earned for these courses are not subject to the limitations described above.

**Grade Reports.** Grade Reports are sent to all students and their parents (if applicable) at the end of each term and to first-year students and sophomores and their parents at mid-term. Students who wish to change the designation of grade report recipients may fill out a form in the Registrar's Office.

**Appeal of Grades.** Appeal of grades may be made when the student has evidence that the final grade is

unfair, but the appeal must be made not later than six months after the recording of the initial grade. The appeal proceeds first to the instructor, then to the department chair, and, if the disagreement still stands, it may go to the Provost.

## Academic Progress

**Classification of Students.** Students admitted to Alma College may earn degree credits. If enrolled in a full class load, students will be certified as regularly enrolled students and classification will be based on the number of credits earned: freshman (0-24); sophomore (25-55); junior (56-89); or senior (90 plus). Eligibility for some forms of financial aid may depend upon progress toward the degree as indicated by these classifications.

**Probation and Dismissal.** Students must achieve a 2.0 CPA to graduate. Students with less than a 2.0 CPA will be placed on probation and may be dismissed or barred from registration whenever such action is considered to be in the best interest of the student or the College.

**Probation Guidelines.** The Probation Guidelines in the chart to the right are based on an ascending scale of honor point deficiencies and the number of terms enrolled in college. Normal progress is defined as any condition above unsatisfactory progress (i.e., jeopardy).

Only students who are making unsatisfactory progress will be subject to restrictions on athletic eligibility, extracurricular activities and/or financial aid eligibility. Students will

### Probation Guidelines

# Terms	Unsatisfactory Progress		Satisfactory Progress	
	Dismissal	Jeopardy	Probation	Warning
1	—	1.25 (-12)	1.75 (-4)	2.00 (-0.5)
2	1.50 (-16)	1.70 (-10)	2.00 (-0.5)	
3	1.70 (-14)	1.85 (-8)	2.00 (-0.5)	
4	1.80 (-12)	1.90 (-6)	2.00 (-0.5)	
5	1.90 (-10)	1.95 (-4)	2.00 (-0.5)	
6	1.95 (-6)	2.00 (-0.5)		
7-10	2.00 (-0.5)			

qualify for the recommended status

when either the CPA equals or falls below, or the honor point deficiency equals or exceeds, the posted criteria.

**Academic Dismissal.** Academic dismissal constitutes involuntary separation of the student from the College for a minimum of one Fall or Winter term. Re-enrollment, on academic jeopardy, is contingent upon approval of the Academic Standards Committee. Approval typically will be granted upon evidence of improved performance in academic work as demonstrated by successful (cumulative 3.0 or higher) completion of the equivalent of 13 credits of coursework which meets the requirements for transfer credits. In no case will a student be readmitted for the regular term succeeding the term in which the student was dismissed. First-term freshmen and first-term transfer students are not subject to academic dismissal.

**Academic Jeopardy.** Academic Jeopardy represents "unsatisfactory progress toward the degree" for determining eligibility for such programs as intercollegiate athletics and financial aid. Unsatisfactory progress also results from failure to complete credits according to this schedule: first year — 25; second year — 56; third year — 83; fourth year — 110; and fifth year — 136. Students who are subject to this level of probation may re-enroll at Alma College in a subsequent term according to the conditions as follows:

1. Arrangement with the academic advisor of a plan for improving academic performance to include repetition of classes, change of academic program, enrollment in the academic effectiveness program, weekly meetings with the advisor to monitor progress and/or reduction of course load.
2. Agreement to the restriction of participation in extracurricular activities including varsity athletics, Greek societies, community government and/or hours of employment.
3. Completion of an interview with the Associate Provost to verify understanding of and compliance with these conditions prior to re-enrollment.

First-term transfer students will qualify for jeopardy status according to the criteria for first-term freshmen. After the first term of enrollment at Alma, however, the published guidelines will apply.

**Academic Probation and Warning.** Academic Probation and Warning are categories of probation

which should warrant the student's concern, but are not subject to the extracurricular restrictions cited above. Eligibility for some forms of financial aid, however, may be affected.

**Right of Appeal.** Individuals or groups affected directly by committee actions or decisions have the right to appeal such actions or decisions by submitting dissenting reports first to the committee, and second to the Faculty Organization and/or Student Congress (except in those cases where appeal procedures are delineated in the description of committee functions.)

Notification of the above actions will be sent from the Office of the Provost to the student and to the student's parents (if applicable) after review by the Academic Standards Committee of the faculty.

In accordance with Veterans Administration regulations, students who receive VA benefits and remain on probation for two consecutive terms will be deemed ineligible for further VA certification. To qualify again for VA benefits, such students must achieve a 2.0 CPA.

## **Other Procedures**

**Academic Minors.** Students may obtain a minor in some fields of study. The minor must be a concentration of at least 24 credits including the requirements listed by the department. Every 24-credit concentration does not constitute a minor; to qualify, it must be approved by the department on the form available at the Registrar's Office.

The CPA in the area of the minor concentration must be at least 2.0 ("C").

**Proficiency Examinations.** Proficiency examinations are available for many courses. These examinations allow the student to earn credit by means other than enrollment in a class. The student may (1) earn credit for work not already pursued in the classroom, (2) waive graduation requirements or prerequisites, or (3) establish credit from a non-accredited institution. Proficiency examinations cannot (1) establish credit for work taken in high school or by Advanced Placement, (2) be less intensive than that for which credit has already been earned, (3) be in applied music or art, (4) be varied in subject matter such as a reading or problems course or (5) have prerequisites not yet satisfied by the candidate.



The examination must be passed with at least a "C" in the corresponding college class. Failed examinations are not recorded. Neither grades nor honor points are earned by proficiency examination.

To establish credit, the fee for the examination is \$165 per credit; to waive prerequisites or graduation requirements only, the fee is \$83 per credit. Application forms are available in the Registrar's Office.

**Repetition of Coursework.** Repetition of coursework is permitted. In each case, the most recent effort is counted. Each effort is recorded on the student's permanent record.

**Waiver Petitions.** To secure waiver of College policies or requirements, students may petition the Academic Standards Committee. Comments from the advisor and other concerned parties are often required before the petition will be reviewed. There is no charge for the petition process. Petition blanks are available in the Registrar's Office.

# Honors Program

---

The Honors Program at Alma College celebrates our identity as a liberal arts college. Above all, the program aims to create an intellectual community centered on both independent excellence and collaboration. Honors Scholars participate in special seminar opportunities and enroll in courses designed for Honors Scholars. They pursue departmental honors and membership in Phi Beta Kappa, the nation's preeminent honor society. They create independent projects and develop an honors portfolio.

## Program Requirements

### Freshman Year

- Participate in a First-Year Honors Seminar (HNR 180) that introduces various disciplinary perspectives and liberal arts education (4 credits)
- Participate in special events with other Honors Scholars
- Begin Honors Portfolio and work with faculty advisor to plan coursework and opportunities
- Enrollment in a curriculum that eventually fulfills requirements for membership in Phi Beta Kappa

### Sophomore and Junior Years

The middle years of the Honors program highlight the mastery of disciplinary work but also making connections — inside and outside of classrooms

- Continue participating in special Honors Scholars events and seminars with visiting scholars and artists
- Enroll in a curriculum leading to departmental honors
- Continue building an Honors Portfolio and a Phi Beta Kappa record
- Enroll in an independent study project with a faculty mentor\* (4 credits)
- Take at least one course that crosses disciplinary boundaries or links different subjects\* (4 credits)

\*A qualifying overseas semester may be substituted for one of these courses.

### Senior Year

- Participate in a Senior Capstone Course (2 credits) that provides cross-disciplinary links and mentoring for new Honors Scholars
- Continue participating in special Honors Scholar events and seminars
- Complete departmental honors, including presentation of work at Honors Day or other qualifying venues
- Finish Honors Portfolio

### **Successful Honor Scholars will**

- receive a transcript designation of Alma College Liberal Arts and Sciences Honors Scholar with Departmental Honors.
- receive Phi Beta Kappa national honors status.

# Interdisciplinary Programs

---

In addition to providing a solid foundation in basic skills and knowledge, the Alma curriculum offers students many opportunities to specialize. Students may choose from any one or a combination of 28 majors and interdepartmental majors, 32 minors, four different degree programs, and individually designed areas of concentration called Programs of Emphasis which are aimed at specific professional careers.

## Interdisciplinary Program Advisor

American Studies	Dr. von Wallmenich
Biochemistry	Dr. Beckmann
Cognitive Science	Dr. McNally
Communication	Dr. Vickery
Environmental Studies	Mr. Borrello
Foreign Service	Dr. Hulme
Gerontology	Dr. Davis
International Business	Mr. Baleja
New Media Studies	Dr. Vickery
Public Affairs	Dr. Lorenz
Public Health	Dr. Anderson
Women's Studies	Dr. Gilbert Dr. Chen

# Pre-Professional Programs

---

## Career Opportunities

With numerous opportunities to choose from, Alma graduates have many ways to prepare for satisfying careers in a wide range of professions. A few examples are:

- Accounting
- Business Management
- Communication
- Computer Science
- Corporate Fitness
- Dentistry
- Graphic Design
- Engineering
- Environmental Studies
- Exercise Physiology
- Foreign Service
- International Business
- Journalism
- Law
- Library
- Medicine
- Ministry
- Music
- Public Health
- Public Relations
- Public Service
- Recreation
- Teaching

**Art and Design.** The Art and Design Department offers the pre-professional degree, Bachelor of Fine Arts, in several areas — Ceramics, Drawing, Graphic Design, Painting, Photography, Print-making, Sculpture and Three-Dimensional Design. These programs prepare students for careers in art or for graduate study. Upper level courses in these areas are taught on a tutorial basis, and students work closely with a faculty advisor in planning individually designed programs. A minimum of 72 credits in art courses is required, 20 credits of which must be in the student's area of concentration. See examples of studio concentrations listed under Courses "399-499. Advanced Directed Studio Projects" in the Art and Design Courses of Instruction section of this catalog. Internships related to the student's area of interest are encouraged. Advisor: Ms. C. Parks-Kirby.

**Military Service.** An agreement with Central Michigan University enables students to enroll in military science courses there. After demonstrating suitable progress, students may qualify for scholarship aid or for commissions in the U.S. Army. Contact the Vice President for Enrollment.

**Pre-Dentistry.** A minimum of three years of college is required for admission to dental schools although most students complete four. Required courses usually include English composition, inorganic and organic chemistry, biology or zoology, and physics. Specific information can be obtained from the Pre-Dentistry advisor or the dental school. Advisor: Dr. K. Grimnes.

**Pre-Engineering.** Students can begin engineering studies at Alma College and complete them at an engineering college. Pre-engineering students typically choose majors in physics, chemistry, mathematics or computer science.

Pre-engineering students need not make an immediate choice between the two programs described below. Rather they should explore their interests by taking appropriate courses in physics and mathematics. It is usually sufficient to make a program decision by the midpoint of the junior year.

The options for study are

- **Dual-Degree (3–2) Program.** Students may study three years at Alma and then transfer to an engineering college to complete engineering training in two more years. At the end of five years, the student will have earned two degrees: a Bachelor of Science from Alma College and a Bachelor of Science in Engineering from the engineering college. Alma maintains formal dual-degree agreements with the University of Michigan and Michigan Technological University. Informal arrangements may be made with other engineering colleges.
- **Bachelor's-Master's (4–2) Program.** Students may study four years at Alma, earning a Bachelor of Science degree in an appropriate major and then enter an engineering graduate program to complete a master's degree in a chosen field.

Advisor: Dr. J. Gibson.

**Pre-Law.** No particular major is required for law school candidates. The Pre-Law student should elect

courses which examine the social, economic and political systems of which the law is a part. Students also should select courses that help them communicate clearly and precisely and think critically. Coordinator: Dr. M. Yavenditti.

**Pre-Medicine.** Medical schools stress the need for a liberal arts education. Alma urges students wishing to enter medicine to complete four years of study before entering the professional school. Courses required usually include English composition, inorganic and organic chemistry, biology, physics and mathematics. A minimum GPA of 3.0 is required for medical school entrance; however, 3.5-3.8 is more realistic. Advisor: Dr. K. Grimnes.

**Pre-Ministry.** To enter theological school, a student must obtain a bachelor's degree. The American Association of Theological Schools recommends undergraduate study include English, philosophy, religion, history, psychology, sociology, natural science and a second language. At Alma, students are advised to obtain at least a minor (24 credits) in Religious Studies. Advisor: Dr. B. Stratton.

**Pre-Occupational Therapy.** Alma offers a cooperative program in occupational therapy with Washington University in St. Louis, Mo. In this five-year program, students spend the first three years at Alma and the final two years at Washington University. The program enables students to earn both a bachelor's degree from Alma College and a Master of Science degree in occupational therapy from Washington University. The granting of these degrees is contingent upon completion of stipulated courses and a recommendation from the program advisor. Contact: Dr. J. Davis.


**Pre-Physical Therapy.** Students should complete four years at Alma College, earning a bachelor's degree in an appropriate major, and then enter a graduate program in physical therapy to complete a master's degree and certification. Courses required include chemistry, physics, human anatomy, human physiology, psychology and statistics. See program advisor for specific requirements. Advisor: Dr. J. Davis.

**Teaching.** Alma graduates can be recommended for certification to teach in early childhood, elementary, middle and high schools. College certification programs are approved by the State Department of Education. For details about Alma's programs in Education and requirements for certification, see "Education" in the

"Courses of Instruction" section of this catalog. Advisor: TBA.



# International and Intercultural Programs

In cooperation with institutions of higher education overseas, Alma College offers a variety of international study programs. Credit earned in these programs counts as residence credit. Off-campus study during the Fall or Winter term in an approved Alma College study abroad program meets the College's  requirement. A Winter Term abroad in an approved Alma College program may meet the requirement for one of the two required Spring Terms. A maximum of 16 credits in language studies per term will count toward a language major or minor.

**Overseas internships and service learning.** A variety of opportunities are available in France, Ecuador, Peru and Bolivia. Language proficiency may be required.

**For eligibility, requirements, detailed program information and application materials, consult the International Education Office.**

**Overseas/Off-Campus Financial Aid.** Alma College aid can be used in overseas/off-campus Alma College-approved programs *only* by students who are U.S. citizens and who reside in the U.S. or a U.S. territory.

Alma College financial aid can be used for one semester (not Spring Term) in an approved overseas/off-campus program but not for an internship. (Federal or state aid is available for more than one term of overseas/off-campus course work.) Exceptions are for Modern Language majors, who may study for a full academic year in one overseas language program, and students with a double major in two languages, who can receive aid for up to two terms if the programs are needed to fulfill overseas language requirements.

**Alma College Program of Studies in Australia.** At the University of Wollongong, undergraduate courses are available to students who meet the necessary prerequisites. Students discover the many opportunities available in a city that is surrounded by national parks yet within an hour of Sydney. The University of Wollongong determines final acceptance into its semester programs.

**Alma College Program of Studies in Bolivia, Ecuador and Peru.** Students can enroll in intensive

Spanish language courses in Sucre, Bolivia; Quito, Ecuador; and Cusco, Peru, at the Academia Latinoamericana. A wide range of courses in Latin American culture and history are also available, as are internships and service-learning placements. Students can arrange their semester or summer courses to study at all three locations.

**Alma College Program of Studies in England.** Alma College offers two programs of study in England, one at Regents College and one at the University of Westminster. While both programs are located in the heart of London and offer a wide range of courses, their academic and accommodation differences set them apart. Regents College and the University of Westminster determine final acceptance into their semester programs.

**Alma College Program of Studies in France.** In cooperation with the Alliance Française, Alma offers intensive language instruction in Nice and Paris, as well as courses in French history, art and culture. Students at beginning to advanced French language levels can attend semester or summer programs. Internships are available to students with four semesters of college-level French. The program provides numerous excursions. The program's second location in Nice provides the same language curriculum and an opportunity to explore the French Riviera.

**Alma College Program of Studies in Germany.** In cooperation with Europa-Kolleg in Kassel, Germany, students with two semesters of college-level German can enroll in intensive language instruction for semester programs. No language requirement is necessary for participation in summer programs. Afternoon excursions are part of the Europa-Kolleg's cultural program.

**Alma College Program of Studies in Ireland.** Through its affiliation with the Association of Presbyterian Colleges and Universities, Alma College can nominate two students for study at the University of Ulster or Queen's University in Belfast, Northern Ireland. Studies in the Republic of Ireland are possible through this program as well. Although students in any field may apply, the program encourages an interest in Irish history and culture.

**Alma College Program of Studies in New Zealand.** The University of Otago in Dunedin, New

Zealand, offers courses in many disciplines. Students living in this city by the sea can visit the "southern" Alps and learn about the Maori, the "Kiwis," and many things unique to this country. The University of Otago determines final acceptance into the semester programs.

**Alma College Program of Studies in Scotland.** In cooperation with the University of Aberdeen, Alma College offers a program of studies in the natural and social sciences, and the humanities. Alma College's resident director offers students a number of excursions. The University of Aberdeen determines final acceptance into the semester programs.

**Alma College Program of Studies in South Korea.** Alma College has a student exchange agreement with Ewha Womans University in Seoul, South Korea. Alma College students may also attend a student exchange program at Sogang University in Seoul.

**Alma College Program of Studies in Spain.** The Enforex Spanish Language School offers intensive language instruction in Madrid, Barcelona, Granada, Marbella and Salamanca. Students at beginning to advanced Spanish language levels can attend semester and summer programs. Students can study at more than one location by enrolling in a minimum two-month program.

**Alma College/MCSA Consortium.** Through the Midwest Consortium for Study Abroad, Alma College students may study in Vienna, Austria; Macerata, Italy; or Segovia, Spain. The programs in Austria and Italy are intended for non-language majors and offer courses taught in English in areas such as history, literature, economics, art and music. Language courses are mandatory for all students during their semester abroad. Two years of college-level Spanish are required for the Segovia program. The MCSA programs offer numerous exciting excursions.

**Alma India Program.** The program in Kerala, India enables students to connect their academic work in India with their ongoing Alma programs, while combining service learning work at the Mathen Mappilai Memorial School and other local organizations. Visiting Professor of Religious Studies at Alma College Bishop Thomas Mar Makarios is the patron and president of the school. Alma College students return to Alma sharing their semester experiences with the Alma community.

**Spring Term Foreign Study.** Each Spring Term, Alma College faculty members offer a variety of courses in international settings. Recent faculty-led courses took place in Argentina, Australia, Austria, China, Egypt, England, Honduras, Poland, Russia and Spain. Language study is offered in France, Germany and Spain.

**Other Foreign Study Programs.** Students with academic interests which cannot be met by any of the above programs should consult the Director of International Education about programs at other institutions whose courses transfer to Alma College.

# Special Programs

---

**Diplomatic History Research Program.** Students enrolled in the Diplomatic History Research Program during the Spring Term conduct research on pre-selected topics by traveling to presidential libraries; regional, national or international archives; or the Library of Congress. Under faculty supervision, students examine personal papers and public documents. Their research efforts frequently lead to senior theses or published papers.

Advisor: Dr. D. Hulme.

**Discovering Vocation Project: The Lilly Project at Alma College.** Through a network of 12 programs, the Vocation Project strives to help students find meaning, purpose and calling in life. Programs include speakers' series, book discussion groups, internships, alternative break trips, and support for the Alma India Program. Funded with a five year, (2001-06), \$2 million grant from Lilly Endowment Inc., Discovering Vocation is helping to develop leaders who "think critically, lead wisely, serve generously, and live faithfully."

Directors: Dr. C. Gregg and Ms. S. Scheide.

**Multicultural Courses.** The Alma faculty is dedicated to exposing students to learning experiences which are multicultural in content or by experience. To that end, a number of courses are devoted in their entirety or for a significant module to content and issues concerned with the diversity of the American experience. These courses are currently offered in the departments of communication, education, English, history, political science, religious studies, sociology and Spanish. For additional information about these courses, contact the Provost's Office.

**New York Arts Program.** The New York Arts Program provides a special opportunity for students to apprentice with working professionals in the visual, performing, literary, film, and communication arts while living and studying in New York City. Students work four days a week in their internship placement and take directed seminars from program faculty. Students are housed in the program's mid-town Manhattan brownstone. Tuition and fees are paid directly to Alma College. Academic credit is arranged on an individual

basis with Alma College departments or programs.

Coordinator: Dr. M. Vickery.

**The Philadelphia Center Internship Program.** The Philadelphia Center offers an off-campus experiential learning program to Alma College sophomores, juniors and seniors in any major. The Center provides extraordinary opportunities for personal and professional development through experience-based and academic learning in an urban context. Students intern in one of many corporations, cultural institutions, media organizations, laboratories and government agencies in the Philadelphia area during Fall, Winter or Summer terms. In addition, students enroll in two academic seminars taught by Center faculty. Tuition and fees are paid directly to Alma College. Academic credit is arranged on an individual basis with Alma College departments.

Coordinator: Dr. M. Vickery.

**Service Learning.** Alma has an active academic service learning program. Service Learning courses include meaningful community service, a clear connection between course objectives and service activities and structured opportunities for reflection for the enhancement of academic learning. Most disciplines offer at least one service learning course in which students are engaged in meaningful service with a non-profit or service organization addressing economic development, educational, employment, environmental and health related issues. Service opportunities have been developed in the Alma area, throughout Michigan, and even outside the United States.

To learn more, contact the Service Learning Coordinator: Ms. A. Ritz.

**Stillman College Exchange.** In 1990, Alma College created an exchange program with Stillman College, a historic Black institution in Tuscaloosa, Alabama, to promote racial, cultural and geographic diversity. This program is open to all Alma College students, faculty and administrators.

For more information, contact the Vice President for Enrollment.

**Undergraduate Research and Performance Programs.** Many Alma students seek individualized opportunities to conduct research under the guidance of a faculty member in the field, laboratory, archives or studio. Students from all disciplines of the arts, humanities, sciences and social sciences often complete

research and/or creative projects that are then presented at forums such as the Michigan Academy of Science, Arts and Letters; state, regional and national meetings of disciplinary honor societies; or invited showings, performances or presentations. Numerous competitive scholarships, including the Currie Scholars Program, the Kinney Research Scholarship and the Yehle Summer Internship Scholarship provide financial assistance to support qualified students who wish to pursue summer research and internship opportunities.

For more information, contact the Provost's Office or the appropriate department chair.

**Urban Life Center in Chicago.** The Urban Life Center offers opportunities during the Fall, Winter, Spring and Summer terms for Alma students to live and learn in the third largest city in the United States. The rich diversity of Chicago provides a wide range of internship possibilities related to students' academic and career interests. Seminars combine classroom work with experiential activities focusing on the dynamics of urban life, issues, art and culture. Students reside in program residences. Academic credit is arranged on an individual basis with Alma College departments. Tuition fees are paid to Alma College while room and board fees are paid directly to the Urban Life Center.

For more information, contact the Center for Student Development.

**Washington Semester Program.** Alma College has a cooperative arrangement with American University through which well-qualified undergraduates may study in Washington, D.C., for one semester. The following programs, each for a full term of credit, are available: American Government and Politics; Public Law; Peace and Conflict Resolution; Justice; Museum Studies and the Arts; International Business and Trade; Journalism; Economic Policy; Foreign Policy; and International Environment and Development. The World Capitals Program offers similar studies in London, Bonn, Rome, etc. Enrollment in particular programs is subject to program availability. Credit is awarded for student participation in seminars, internships, research and coursework during the Fall or Winter terms.

Coordinator: Dr. E. Lorenz.

# Section III Courses of Instruction

---

- Courses of Instruction
- Guide to Understanding Course Listings
- General Studies
- American Studies (AMS)
- Art and Design (ART)
- Astronomy (AST)
- Biochemistry (BCM)
- Biology (BIO)
- Business Administration (BUS)
- International Business Administration (IBA)
- Chemistry (CHM)
- Cognitive Science (COG)
- Communication (COM)
- New Media Studies (NMS)
- Computer Science (CSC)
- Economics (ECN)
- Education (EDC)
- English (ENG)
- Environmental Studies (ENV)
- Exercise and Health Science (EHS)
- Public Health (PBH)
- Geography (GGR)
- Geology (GEO)
- Gerontology (GER)
- History (HST)
- Library Research (LIB)





- Mathematics (MTH)
- Modern Languages
- French (FRN)
- German (GRM)
- Spanish (SPN)
- Additional Languages Offered
- Music (MUS)
- Philosophy (PHL)
- Physics (PHY)
- Electronics and Computer Engineering (ECE)
- Political Science (POL)
- Psychology (PSY)
- Public Affairs Institute (PAF)
- Religious Studies (REL)
- Christian Education (CEP)
- Sociology and Anthropology (SOA)
- Theatre and Dance (THD)
- Women's Studies (WST)

# Courses of Instruction

---

Courses of instruction are described on the following pages. Most courses numbered 100-199 are beginning level although some departments begin introductory work at the 200 level. Usually, 100- and 200-level courses are open to all students unless otherwise indicated by prerequisites. Most 300- and 400-level courses are upper-level work for which prerequisites are a necessity. Not all upper-level courses are offered every year; they are frequently alternated with others and offered every other year.

Courses listed in this catalog are subject to change. New courses and changes in existing courses are initiated by the appropriate departments or programs, approved by the Provost, the Educational Policy Committee and the faculty. Additions to the curriculum for the ensuing year are published each fall in the Catalog Supplement and Class Schedule.

## Divisions, Departments and Programs of the College

### Humanities

Art and Design  
Christian Education  
Communication  
English  
French  
German  
Greek  
Hebrew  
Humanities  
Latin  
Library Science  
Music

### Natural Sciences

Astronomy  
Athletic Training  
Biochemistry  
Biology  
Chemistry  
Cognitive Science  
Computer Science  
Electronics and Computer  
Engineering  
Environmental Studies  
Exercise and Health Science  
Geology

### Social Sciences

American Studies  
Business Administration  
Economics  
Education  
Foreign Service  
Geography  
Gerontology  
History  
Political Science  
Public Affairs  
Sociology and Anthropology

New Media Studies

Philosophy

Religious Studies

Spanish

Theatre and Dance

Women's Studies

Health Studies

Mathematics

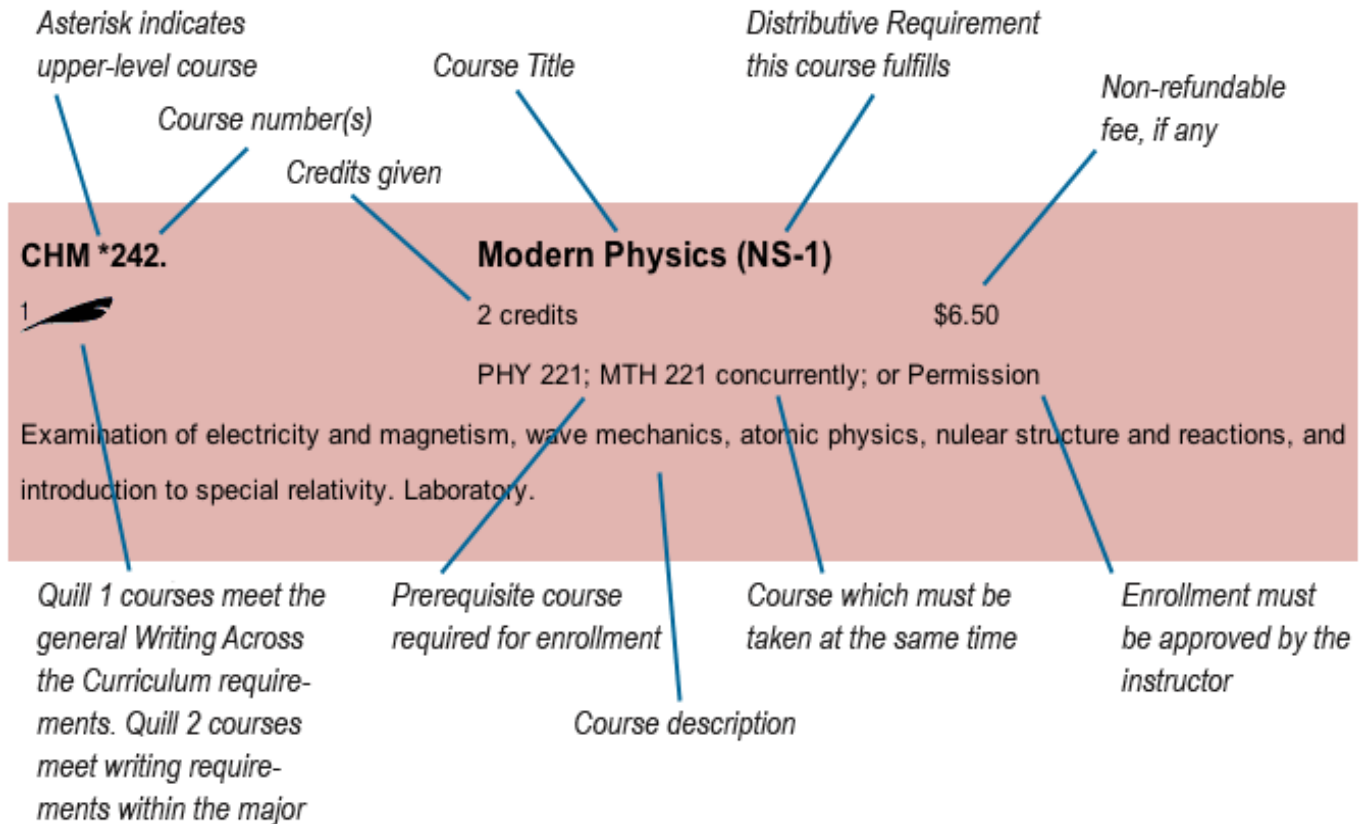
Physics

Psychology

Public Health

# Guide to Understanding Course Listings

---



# General Studies

---

The College offers not only departmental or single-discipline courses but also a variety of interdisciplinary courses which may not fall into the classical disciplines.

## Academic Enrichment (AAE)

### **AAE 097. Transitions Program/Academic Enrichment**

1 credit

Permission

Designed to encourage self-confidence and determination, this course provides students with the skills that can aid in the successful transition from high school to college-level work. The class addresses both the academic and behavioral skills necessary to succeed and provides students with a number of self-assessment tools for use throughout their time at Alma. Does not count toward the credits required for graduation. Pass/fail only.

## First-Year Preterm Seminars (PTS)

Open to new students, these one-credit seminars are given during Preterm Orientation.

## First Year Studies (FYS)

### **FYS 180. Interdisciplinary Seminar I**

2 credits

A two-semester seminar sequence focusing on the interdisciplinary nature of important and timely social,

scientific and cultural issues. First semester focuses on the description and analysis of an important and timely issue while the second semester emphasizes individual and/or team research projects based on their first semester experience. Priority enrollment for first-year students. *Note: Students are expected to take both semesters of this linked sequence.*

**FYS 181.**

## **Interdisciplinary Seminar II**

2 credits

A two-semester seminar sequence focusing on the interdisciplinary nature of important and timely social, scientific and cultural issues. First semester focuses on the description and analysis of an important and timely issue while the second semester emphasizes individual and/or team research projects based on their first semester experience. Priority enrollment for first-year students. *Note: Students are expected to take both semesters of this linked sequence.*

## **Foreign Service (FOR)**

**Advisor: Dr. Hulme.**

The interdepartmental major in Foreign Service prepares students for careers in the State Department or for graduate work in international relations, geographic area studies and foreign service. Requirements should be discussed with the advisor since they change as departments change their course offerings; most of the courses are in economics, history and political science.

**FOR \*440.**

**Seminar**

4 credits

Permission

Integration and application of work taken in various required courses. Problems considered will be determined by the international climate at the time the course is given.

**FOR \*500.**

### **Senior Thesis**

1 

4 credits

Permission

Individual research culminating in the preparation of a major paper. Work should be initiated during the Fall Term of the senior year.

## **Health Studies (HSS)**

**HSS 201.**

### **Health, Medicine and Humans (NS-1)**

4 credits

MTH 099

Topics in physiology, health and medicine including a laboratory experience which emphasizes diagnostic testing. Sample topics include circulation, respiration, digestion, reproduction and excretion.

## **Honors Program (HNR)**

**HNR 180.**

### **First-Year Honors Seminar**

2-4 credits

Open to students accepted into the Alma College Liberal Arts and Sciences Honors Program. As the foundational course in the Honors Program, the First-Year Seminar explores variable topics from a multi-

disciplinary and integrative perspective while addressing essential issues of liberal education.

## **Humanities (HUM)**

**HUM 180. Topics in Humanities**

4 credits

Courses in the humanities, such as interdisciplinary studies, which do not fit within current departmental boundaries. Topics include History of French Film (AH-4) and German Masterpieces in Translation (AH-2).

## **Physical Science (PSC)**

**PSC 101. Basic Physical Science (NS-2)**

4 credits

MTH 099, Placement

An introduction to the fundamental definitions and concepts of physics and chemistry which will enable those with no previous background in physical science to proceed into a regular introductory physical science course (e.g., Physics, Chemistry, Astronomy, Geology).

## **Non-Departmental (STC)**

Non-Departmental courses are offered during Spring Term along with a large number of departmental



courses. An announcement of current Spring Term course offerings is issued each January. The following non-departmental courses have been offered. They do not count toward departmental majors.

**STC 003. Cross-Cultural Learning in Scotland**

4 credits

Fee TBA

Permission

International experience emphasizes active involvement with Scottish people both at home and at work. Students will carry out a research project which takes advantage of the site.

**STC 005. Interdisciplinary Seminar in Cross-Cultural Learning**

4 credits

Fee TBA

By Application

Cross-cultural learning experience offered in a significantly different culture. Participation in community-oriented work/study service project. Offered Spring Term only.

**STC 006. Serious Games: Simulation in the Social Sciences**

4 credits

Introduction of concepts in the social sciences and the use of simulations/games in teaching and research. The class: (1) examines the rationale for gaming and simulations; (2) participates in large-group games, small-group games and computer simulations; and (3) designs simulations/ games for topics of interest.

**STC 007. Understanding Relief Efforts**

4 credits

Fee TBA

Permission

Service learning course. Introduction to relief efforts of local and global non-profit organizations (American Red Cross, United Way, Habitat for Humanity, Community Cafe and Hands to Honduras). Students perform service for local organizations, complete a service project and construct Web pages about their experiences. Journal required. Location varies.

**STC 009.**

**The Holocaust: Causes, Legacies (AH-4)**

4 credits

Fee TBA

Permission

Team-taught service learning course. Exploration of causes and legacies of the Holocaust. Includes restoration of a Jewish cemetery in Poland. Through interaction with members of a local Jewish community, visits to former centers of Jewish culture and tradition (Berlin, Prague, Krakow), students gain first-hand experience.

**STC 012.**

**New Zealand Experience**

4 credits

Fee TBA

Permission

Students spend Spring Term studying natural history, flora and fauna, economics, politics, culture and other aspects of New Zealand.

**STC 013.**

**Dr. Faustus: Reworking the Legend (AH-2)**

4 credits

An examination of the Faustian character, as detailed in Marlowe, Goethe, Thomas Mann and in numerous other modern adaptations for book and stage.

# American Studies (AMS)

---

**Professor Vickery; Assistant Professor von Wallmenich, coordinator; courses taught by faculty in art and design, communication, economics, English, history, music, political science, religious studies and sociology and anthropology.**

The American Studies Minor is an interdisciplinary program designed to help students understand the meaning(s) of the many dimensions of the American experience by integrating their experiences and course work at Alma College.

## Minor Requirements

1. Total credits: 30. No more than eight credits that have been applied toward another major or minor may be applied to the AMS minor.
2. Core: 22 credits. Each student must take AMS 101, 102 and 301, plus four courses from the following list (no more than one course per department): ART 113; COM 110; ECN 201; ENG 260 or 261; HST 104, 105, 180A or 228; POL 101; REL 107; and SOA 101.
3. Advanced electives: eight credits. Each student must take two courses from the following list (no more than one course per department): ART 249 or 250; ENG 361, 362 or 366; HST 208, 277, 323, 325, 326 or 436; POL 231, 325 or 336; and SOA 241 or 380A; or other approved (with substantial American content) topics courses (e.g., African American literature or religion, Native-American literature, etc.) AMS independent study or practicum subject to approval of the AMS coordinator.

### AMS 101.

### Introduction to American Studies

2 credits

Focuses on the multi-disciplinary perspectives needed to understand the complexity of "the American experience(s)." (Open only to freshmen and sophomores.)

### AMS 102.

### Perspectives on the American Experience(s)

2 credits

Focuses on seminal sources for deepening one's perspectives on "America." (Open only to freshmen and sophomores.)

**AMS \*301.**

**American Studies Seminar**

2 or 4 credits

AMS 101 and 102

Open only to students who have completed or are concurrently enrolled in the completion of 24 credits toward the AMS minor.

# Art and Design (ART)

---

## **Professor Parks-Kirby; Associate Professors Lopez-Isnardi and Rozier.**

The Art Program at Alma College covers a wide range of visual disciplines. Students are encouraged to take advantage of the close student-faculty relationships and the excellent undergraduate studio facilities in the Clack Art Center to design programs suited to their own needs and those of their profession — or simply to explore art.

Two major programs are offered by the Art and Design Department. The Bachelor of Fine Arts (B.F.A.) degree is a pre-professional program in studio art or design. The B.F.A. is offered in the areas of ceramics, drawing, graphic design, painting, photography, printmaking, sculpture and three-dimensional design. The Bachelor of Arts (B.A.) degree program provides a more general study suitable for those wishing to teach in the public schools. Graduates of Alma's Art and Design programs find career opportunities in such fields as advertising, design, illustration, museum work, photography, printing and teaching.

## **Bachelor of Fine Arts Degree Requirements**

1. Seventy-two credits in Art which must include ART 101, 111, 112, 113, 121, 122, 220, 226, 227 and 500.
2. Twelve credits of drawing studio including ART 101, 227 and the 399-499 series or its equivalent.
3. A coherent area of concentration of 20 credits in Art made up of courses at the 200-400 level.
4. A 3.0 CPA in Art courses.
5. A senior exhibit acceptable to the Department and presented during the latter part of the senior year.
6. Acceptance to this program requires the candidate to submit a portfolio after completing 24 studio credits and to have it approved by the Department. This should be done no later than December of the junior year.
7. A total of 148 credits.
8. A B.F.A. in a design field must include ART 230 in addition to the courses listed above.

## **Bachelor of Arts (Art Major) Degree Requirements**

1. Thirty-six credits in Art which must include ART 101, 121, 122, 220 and 226; two courses from 111, 112 or 113; and 500.
2. A senior exhibit acceptable to the Department and presented during the latter part of the senior year.

## **Art History Minor Requirements**

1. Twenty-four credits including two courses from ART 111, 112 and 113; two upper-level Art History courses from ART 241, 243, 244, 248, 249, 250, 280 (which may be taken more than once for credit if under different topics), or other approved course; four credits from either ART 385 or 400; four credits to be chosen, with the approval of the Department, from offerings in related disciplines outside of the Department as described in Number 3 below.
2. For B.A. or B.F.A. candidates in studio art, 24 credits including 16 credits in Art History chosen from ART 113, 241, 243, 244, 248, 249, 250, 280 (which may be taken more than once for credit if under different topics) or other approved course; four credits from either ART 385 or 400; four credits to be chosen, with the approval of the Department, from offerings in related disciplines outside of the Department as described in Number 3 below. ART 111 and 112, required for the studio major, will not count toward the Art History Minor.
3. Because of the multi-disciplinary nature of studies in Art History, students are required to take at least four credits from a related area outside of the Department. Recommended courses include, but are not limited to, Art History or Cultural Studies courses taught through Alma's international programs including those listed in this catalog: FRN 170/370, 273/373, 275/375, 276/376; SPN 350, 355; approved HUM 180 Topics courses; PHL 224; SOA 115, 213, 215; courses in the history of Music, Theatre and Dance: MUS 120, 235, 443, 444, 445; THD 261, 262, 346 and 352.
4. Students may not combine minors in Art and Art History.

## **Program Considerations**

Students who have had little or no studio experience are strongly encouraged to complete at least one

studio course from the 100-200 level series.

Because graduate programs in Art History typically require proficiency in at least two foreign languages, students who are considering advanced studies in this discipline should plan to include at least four semesters of foreign language coursework in their curriculum.

Completion of a Senior Thesis is strongly encouraged for students considering graduate school.

## **Art Minor Requirements**

Twenty-four credits including two courses from ART 101, 121, or 122; two courses from 111, 112, or 113; and two studio courses from the 200-400 level.

## **Teacher Certification Requirements**

1. Forty-eight credits in Art which must include ART 101, 121, 122, 220, 226 and 500; three upper-level studio courses in one studio area (these may include either 220 or 226); 111, 112, 113 and 245 — Survey of Non-Western Art. Note: Candidates for the 72-credit B.F.A. in Art and Design will follow the requirements listed for that degree with the addition of a fourth course in Art History, Art 245 — Survey of Non-Western Art, which will be substituted for one studio elective outside the student's area of concentration.
2. Fourteen credits in Art Education which must include EDC 306, 345, 354 and 445a. Art majors will student teach in a secondary, grade 7-12 classroom and must take EDC 445a either in the term prior to, or in their student teaching term.
3. Other professional education courses specified by the Department of Education in the requirements for secondary certification. Note: Professional education course requirements reflect Michigan Department of Education standards for teacher education and are subject to change.

## **Transfer Credits in Studio Art**

Up to three studio art courses may be included in the major by transfer from an accredited institution.

Transfer of upper level studio work will require departmental review

## **Courses open to beginning students.**

### **ART 101. Drawing Studio (AH-1)**

4 credits

Exploration of graphic media with emphasis on developing drawing skills.

### **ART 111. Art History I (AH-4)**



4 credits

Survey of human artistic achievement from its earliest visual record to the Medieval Period.

### **ART 112. Art History II (AH-4)**



4 credits

Survey of art from the Renaissance to the 20th century.

### **ART 113. American Art and Design (AH-4)**



4 credits

Survey of the work of American artists, architects and craftsmen from Colonial times to the present day. Consideration will be given to the influences of technology, women and minority artists in the development of American art.

### **ART 121. Art Structure (Studio) (AH-1)**

4 credits

\$50

Explore the elements and principles of design as the foundation needed to create conceptually and aesthetically resolution to various visual problems in the plastic, graphic and media arts.

### **ART 122. Tools and Materials (Studio) (AH-1)**

4 credits



Introduction to studio work with emphasis on three-dimensional theory and the use of basic tools and techniques.

**ART 180. Topics in Studio Art (AH-1)**

4 credits

Permission

Topics in studio art. Subject varies according to instructor's field. Course content and artist announced in advance. May be repeated for credit if course content covers a different topic.

**ART \*220. Sculpture Studio (AH-1)**

4 credits

\$40

Exploration of sculptural form through the processes of modeling, carving and assemblage. Consideration of sculptural ideas and imagery from various times and cultures with emphasis on contemporary practices.

**ART \*222. Printmaking Studio (AH-1)**

4 credits

\$40

Exploration of relief, intaglio and planographic techniques with emphasis on works of art in multiples. Some attention to the history of the print as art, the craft of printing, and print preservation and connoisseurship.

**ART \*223. Ceramics Studio (AH-1)**

4 credits

\$60

Introduction to direct forming processes; handbuilding and wheel-throwing. Investigation of the uses of slips, glazes and other methods of surface enrichment. Participation in class kiln firings. Fee for clay.

**ART \*224. Photography Studio (AH-1)**

4 credits

\$70



Exploration of aesthetic and technical relationships between traditional, photographic, mixed media and digital art forms. Various Adobe software packages, including Photoshop and Illustrator, will be used beyond the basic level. Scanning, montage, installation work and video may be incorporated into artwork created.

**ART \*241.**

**Survey of Ancient Art (AH-4)**



4 credits

\$20

Introduction to the arts of ancient Greece and Rome with emphasis on the context in which they were produced. Survey of ancient history, literature and mythology are included to enrich students' comprehension of the artworks.

**ART \*243.**

**Medieval and Renaissance Art (AH-4)**



4 credits

Examination of the shift in perception from the contemplative art of the Medieval period to the active art of the Renaissance. Individual works of art and architecture will be studied within the greater context of their religious, political and social environment.

**ART \*244.**

**History of Architecture (AH-4)**



4 credits

Survey of architectural forms and technologies. Emphasis on the relation of historical and contemporary techniques and forms. The role of the architect and architecture in various cultures and periods of history also is considered.

**ART \*245.**

**Survey of Non-Western Art (AH-4)**



4 credits

An introduction to the visual arts of India and Southeast Asia, China, Japan and Korea, the Pacific, and the Americas with emphasis on the historical and cultural contexts in which they were created.

**ART \*248.**

**International Film and Filmmakers (AH-4)**



4 credits

Survey of the art of film with emphasis on major genres and directors.

**ART \*249.**

**Issues in Art Since 1945 (AH-4)**



4 credits

Discussion of American art from 1945 to the present. Study includes such issues as the changing nature of the art object itself; the impact of technology; the influence of the women's movement; and the respective roles of the critic, the art magazine and the gallery structure.

**ART \*250.**

**Contemporary Art in New York (AH-4)**



4 credits

Introduction to the major artistic movements and critical theory in the last two decades. Students spend eight days in New York City exploring galleries, museums and artists' studios. Seminar includes readings, discussion and a research paper on a special topic.

**ART \*280.**

**Topics in Art History**

4 credits

\$20

Some topics approved for AH-4

Selected topics in the history of art. Subject varies according to instructor's field. Course content and instructor announced in advance. May be repeated for credit if course content covers a different topic. (Past courses include women in art, history of prints, art history in Rome, and world ceramics: London).

**ART \*299.**

**Intermediate Directed Studio Projects (AH-1)**

4 credits

Permission

Exploration at the intermediate level through a studio project in a selected medium. Open to majors and

non-majors. Utilizes a directed studio format. (Past courses include bookarts, jewelry, watercolor, wheel-thrown ceramics, etc.)

**ART \*380. Topics in Studio Art (AH-1)**

4 credits

ART 101, 121, 122 or Permission

Selected topics in studio art. Subject varies according to instructor's field. Course content and artist announced in advance. May be repeated for credit if course content covers a different topic. (Past courses include adv. illustration, landscape photography and architectural ceramics.) Studio courses taught overseas during Spring Term.

**ART \*385. Practicum**

4 credits

ART 101, 111, 112, 121, 122 or Permission

Designed to provide on-site working experiences in the student's area of interest. Examples of typical practica include: apprenticeships with professional artists, internships with museums or art centers, internships with community art councils, or short-term employment in firms specializing in an art-related area. Practicum arranged with assistance of faculty advisor. Departmental approval is required.

**ART \*399-\*499. Advanced Directed Studio Projects (AH-1)**

4 credits each

Permission

In-depth study in the student's area of interest under direction of a faculty member in that area. Designed for junior and senior art majors who have completed 12 credits of studio work. Exceptions to this policy made only with departmental permission.

Subject matter arranged through close consultation with advisor according to individual needs or to specified curricula available. Advanced Directed Studio Projects have been offered in, but are not limited to,

the following:

- Ceramics: wheel-thrown ceramics, ceramic sculpture, glaze chemistry
- Drawing: advanced drawing, life drawing, color media, scientific illustration
- Graphic Design: corporate/visual identity, brochure design, digital prepress
- Painting: advanced painting, color theory, airbrush painting, watercolor
  
- Photography: small and large format camera techniques, color photography
- Printmaking: intaglio, lithography, monotype, collagraphy, screenprinting
- Sculpture: welded and constructed forms, casting media, carving media
- Three-Dimensional Design: furniture design, jewelry, papermaking, fibers
- Special Projects: performance art, bookarts, studio practices for teachers, liturgical art

Students may take up to six Advanced Directed Studio Project courses. Consult the *Art Students' Miscellany* for specific course offerings.

**ART \*400.**



**Senior Thesis in Art History**

2-4 credits

Readings, discussion and research paper on special topics in Art History.

**ART \*500.**

**Senior Show**

2-4 credits

Participation in a Senior Exhibit with an emphasis on selection and presentation of creative work. Explores all aspects of show preparation, including portfolio production. Total of four credits required for senior art majors.

# Astronomy (AST)

---

**Professors Reed and Strait.**

**AST 101.**

**Planetary Science (NS-2)**

4 credits

\$7.50

MTH 099

Examines the solar system from the perspective of the interdisciplinary fields of planetary science. Study of both solid surfaces and atmospheres using the concepts and techniques of astronomy, geology, atmospheric science, meteoritics, physics and chemistry. Work involves theoretical and experimental studies of planetary processes at an introductory level in lecture, laboratory and discussions.

**AST 112.**

**The Universe (NS-2)**

4 credits

\$5

MTH 112

Introduction to the current view of the physical universe. Topics include the stars, star clusters, the galaxy and cosmology. Required laboratory exercises illustrate principles and ideas used by astronomers to support their views of the cosmos.

**AST \*225.**

**Astrophysics**

4 credits

PHY 221 concurrently

Study of the physics of stellar constituents of the universe: distances, magnitudes, colors, spectra and motions of stars; multiple and variable stars; stellar structure and evolution, star clusters, structure and rotation of the Milky Way galaxy, galaxies and cosmology.





# Biochemistry (BCM)

---

## **Professor Beckmann; Associate Professor Ball; Assistant Professor Keeton.**

The Biochemistry Program at Alma College is an interdisciplinary program emphasizing a strong background in chemistry and biology. Biochemistry is a broad and flexible discipline that uses numerous approaches to investigate chemical and genetic mechanisms that regulate living matter. The student is trained in experimental approaches in protein chemistry, biophysical methods and molecular biological techniques. Team research is built into the curriculum, and opportunities for independent research are provided.

Alma's Biochemistry major is designed to prepare students for graduate or professional schools. Although most careers require an advanced degree, opportunities exist in academic, industrial and biotechnical research and development sectors.

## **Major Requirements**

1. Sixty-four credits consisting of the following: Biochemistry 321, 422 and 430; Biology 121, 204 and 308; Chemistry 115, 223, 224, 230, 331 and 332; Mathematics 121 and 122; Physics 121 and 122.
2. Completion of the Senior Comprehensive Examination administered by the Department.
3. American Chemical Society Certified Major in Chemistry/Biochemistry: Completion of Biochemistry 321, 422 and 430; Biology 121, 204 and 308; Chemistry 115, 223, 224, 230, 320, 331, 332 and 412; Mathematics 121 and 122; Physics 121 and 122. Completion of a minimum of 500 hours of laboratory work must be included.

## **Program Considerations**

1. Potential majors are advised to schedule Mathematics 121-122 and Physics 121-122 in the freshman and sophomore years so they may enroll in Chemistry 331-332 in the junior year.
2. Students should consult with the Biochemistry chair in their junior year for approval of their programs.
3. Completion of an independent research project culminating in a Senior Thesis is recommended.
4. Students bound for graduate school should make careful course selections to support their area of

emphasis; participation in research and additional course work in biology, chemistry and mathematics is desirable.

5. Students who declare a Biochemistry major may not elect a second major in Chemistry.

**BCM \*321.**

**Biochemistry**

4 credits

\$20

BIO 121, CHM 224 and CHM 230

Overview of the major topics of biochemistry including the chemistry, structure, function, biological activity and molecular mechanisms of the major biological macromolecules. Introduction to bioenergetics. Study of major metabolic pathways. Laboratory.

**BCM \*380.**

**Topics in Biochemistry**

1-4 credits

Fee determined by topic

Permission

Investigation of selected topics in biochemistry, such as molecular methods and toxicology, through student participation in lecture, discussion and/or laboratory work.

**BCM \*422.**

**Advanced Biochemistry**

4 credits

\$20

BCM 321

Study of selected topics in biochemistry through the use of historical and current research articles emphasizing experimental design, data analysis and integration of biochemical information. Laboratory.

**BCM \*430.**

**Molecular Genetics**

4 credits

\$20

BCM 321 and BIO 204

Study of the transmission of information at the molecular level and the techniques used in gene analysis. Topics include gene structure and function, gene expression, genetic mobility and recombinant DNA

methodology. Laboratory.

**BCM \*450.**

**Senior Seminar in the Chemical Sciences**

1 credit

Senior Standing; and BCM Major

Analysis of the literature in a variety of chemical subfields. Culminates in an oral exam evaluating the ability to read and interpret the literature.

**BCM \*499.**

**Research in Biochemistry**

1-4 credits

\$20

Permission

Independent research in biochemistry resulting in a written report.

**BCM \*500.**

**Senior Thesis**

4 credits

\$20

Permission

Independent laboratory research of an original problem resulting in a thesis and public presentation. Required for departmental honors.

# Biology (BIO)

---

**Professors Clark, Grimnes, Rowe and Wittle; Assistant Professors Keeton and Oemke.**

The Biology Program at Alma College introduces students to the problems of life, organisms and living things. Man's place in and impact on the natural world are the concerns of biology. The Department exposes students to broad areas of biological knowledge and provides abundant opportunities for individual research. A major resource for student research is the 200-acre Alma College ecological station.

Career opportunities for graduates of Alma's Biology Program span the professions in health, ecology, natural resources and teaching. Alma's program provides strong preparation for the graduate study required in many of these areas.

## Major Requirements

Thirty-six credits from the Department which must include the following:

1. Twelve credits constituting the Biology core: BIO 121, 122, 249, and 280.
2. Four credits from the Molecular Biology offerings: BIO 204, 301, 308, 330 or 430.
3. Eight credits from the Ecology/Organismal offerings: BIO 205, 207, 212/213, 220, 303, 304, 309, 360, 361 or 402.
4. Twelve additional credits from the Biology Department, including Spring Term Courses.
5. All senior biology majors are required to take the ETS/MFAT Subject Test prior to graduation.

## Teaching Major

Thirty-six credits from the Department which must include the following:

1. Twelve credits constituting the Biology core: BIO 121, 122, 249, and 280.
2. Four credits of Genetics (BIO 204).
3. Four credits of Ecology (BIO 402).
4. Four credits of Plant Science (either BIO 212/213 or 220).

5. Twelve additional credits from the Biology Department, including Spring Term courses.

(Note: The Teaching Major content has not changed. The requirements were re-worded to be consistent with the new major format.)

## **Program Considerations**

Potential Biology majors should note that many career opportunities for biologists, including graduate and professional programs, require two terms each of Inorganic and Organic Chemistry, Physics and Mathematics. Therefore, Biology majors are encouraged to complete Chemistry 115, 223, 224 and 230, Physics 112-113 or 121-122, and Mathematics 112-113 or 116 or 121-122.

Students who are considering a teaching career and a Teaching Major in Biology must plan a diversified biology curriculum which should include both botany and ecology coursework.

Completion of an independent research project or Senior Thesis is encouraged, particularly for those students considering graduate school.

## **Minor Requirements**

Twenty-four credits which must include Biology 121, 122 and 280.

## **Teaching Minor Requirements**

Twenty-four credits which must include BIO 121, 122, 204, 4 credits of botany (either 212 and 213, or 220), 249, 280 and 402. Biology 121, or proficiency, is a prerequisite for all courses in the Department unless stated otherwise.

**Biology 121, or proficiency, is a prerequisite for all courses in the Department unless stated otherwise.**

**BIO 101.**

**General Biology (NS-1)**

4 credits

\$15

Study of living organisms, biological processes and classification. Current topics in biology are emphasized.  
For the non-major. Laboratory.

**BIO 121. Concepts in Biology (NS-1)**

4 credits \$15

Study of basic biological processes, mostly at the cellular level, including the chemical basis of life, cellular structure and function, heredity, reproduction and the genetic basis of evolution. Laboratory.

**BIO 122. Organismal Biology (NS-1)**

4 credits \$15

Consideration of the five kingdoms of organisms -- phylogeny, diversity, organ systems, adaptation, behavior and ecology. Laboratory.

**BIO \*204. Genetics**

4 credits \$15

The mechanics of inheritance at the molecular and cellular levels and the relationship of this phenomenon to gene action, organismal development, population changes and evolution. Laboratory.

**BIO \*205. Developmental Biology**

4 credits \$15

Development of the organism from its beginning to the establishment of the basic body plan and organ systems. Live embryos and developmental morphology of vertebrates. Laboratory.

**BIO \*207. General Physiology**

4 credits \$15

CHM 223

Study of the function of various animal organ systems, especially the ways in which they interact to maintain homeostasis of the individual. Most examples are from mammalian systems. Laboratory.

**BIO \*212.**

**Non-Vascular Green Plants**

2 credits

\$10

BIO 121 or 122

Study of classification, evolution, ecology and biology of photosynthetic algae and bryophytes. Laboratory.

**BIO \*213.**

**Vascular Green Plants**

2 credits

\$10

BIO 121 or 122

Classification, evolution, ecology and biology of photosynthetic vascular plant groups. Laboratory.

**BIO \*220.**

**Plant Function and Structure**

4 credits

\$15

Study of seed plant biology with an emphasis on relationships of physiology, anatomy and morphogenesis. Laboratory.

**BIO \*249.**

**Introduction to Biological Research**



2 credits

3 courses in Biology

Exploration and discussion of skills utilized by biologists. Topics include literature review methods, scientific writing, experimental design and analysis of data.

**BIO \*280.**

**Biology Seminar**

2 credits

Permission

Biological topics selected by the instructor. May be taken more than once for credit.

**BIO 299.**

**Underclass Research Experience**

1-4 credits

\$15

## Permission

An opportunity for exceptional freshmen and sophomores to work directly with faculty on a research project. Typically, students help gather data and participate in the analysis of data. Introduction to the research process.

**BIO \*301.****Cell Biology**2 

4 credits

\$20

BIO 121 and Junior or Senior Standing or Permission

Study of the fine structure of eucaryotic and procaryotic cells, the chemical composition and organization of cells, and the particular organization and function of cell organelles and structural components. Laboratory.

**BIO \*303.****Biology of Invertebrates**

4 credits

\$15

BIO 122

Survey of organization, structure, function, phylogeny and distinguishing characteristics of invertebrates. Includes field study of local fauna and representative forms. Laboratory.

**BIO \*304.****Biology of Vertebrates**1 

4 credits

\$15

BIO 122

Principles of identification, characteristics, taxonomy, behavior and evolution of the major groups of vertebrates. Includes field trips. Laboratory.

**BIO \*308.****Microbiology**

4 credits

\$20

BIO 121 and Junior or Senior Standing or Permission

Survey of the bacteria, viruses and other protists emphasizing their structure, physiology, systematics,



ecology and genetics. Focuses on microbes important to humans including disease and the immune response. Laboratory.

**BIO \*309. Aquatic Biology**

4 credits

Fee determined by itinerary

BIO 121 or 122 or Permission

The physical, chemical and biological factors that affect fresh water organisms. Comparison of streams, rivers and lake habitats of Michigan. Laboratory.

**BIO \*315. Field Studies**

4 credits

Fee TBA

BIO 121 or 122 or Permission

Field studies of groups of organisms in habitats ordinarily not accessible during the Fall or Winter term. A recent topic has been marine invertebrates of Jamaica. May be elected more than once for credit.

**BIO \*330. Immunology**

4 credits

\$20

BIO 204 and CHM 230 or Permission

Examination of the immune system and its role in disease. Emphasizes current research articles and experimental procedures. Laboratory.

**BIO \*344. Human Dissection**

2 credits

\$20

BIO 207 or Permission

Gross anatomy and dissection of the human body. Laboratory.

**BIO \*360. Evolution**

4 credits

BIO 122

Study of evolution as it applies to aspects of the biological sciences. Topics include history, mechanisms of evolution and population genetics.

**BIO \*361.**

**Animal Behavior**



4 credits

\$20

BIO 122

Animal behavior is examined from an ecological and evolutionary perspective. Topics include reproduction, habitat selection, foraging and fighting behaviors. Laboratory.

**BIO \*380.**

**Biological Techniques: Topics**

2-4 credits

Fee determined by itinerary

BIO 121 or 122 and Permission (Additional prerequisites vary with topics)

Lecture, laboratory and/or field experiences of special relevance to biology. Recent topics have included animal behavior, recombinant gene techniques, microbial ecology and cell culture. May be taken more than once for credit.

**BIO \*382.**

**Histology and Histological Techniques**

4 credits

\$35

Permission

Study of the microanatomy of tissues and organs. Various procedures of preserving, sectioning and staining tissues are performed. Laboratory.

**BIO \*384.**

**Physiological Ecology**

4 credits

\$20

BIO 207, 220, 402 or Permission

Study of the physiological adaptations of organisms to their environment. Energetics, biorhythms and

adaptations to hot, cold, wet, dry, low and high pressure environments are examined. Students design and carry out an experiment on a physiological adaptation of an organism of their choice. Laboratory.

**BIO \*385.**

**Practicum**

2-4 credits

BIO 122 and Permission

Biological knowledge is applied to an outside working situation. Pass/fail only.

**BIO \*402.**

**Ecology**

4 credits

\$15

BIO 122

Investigation of population, community and ecosystem structure, dynamics and energetics. Laboratory and field studies.

**BIO \*430.**

**Molecular Genetics**

4 credits

\$20

BCM 321 and BIO 204 or Permission

Study of the transmission of information at the molecular level and the techniques used in gene analysis. Topics include gene structure and function, gene expression, genetic mobility and recombinant DNA methodology. Laboratory.

**BIO \*451.**

**Procedures in Writing and Presenting a Research Paper**

2 credits

\$5

BIO 122 and 500 or Equivalent and Permission

For students who wish to prepare their thesis material for publication and/or presentation of research data at a scientific meeting.

**BIO \*499.**

**Independent Study**

1-4 credits

\$20

## BIO 122 and Permission

Individual study of a particular subject in biology of an experimental or analytical nature. It may be a synthetic library analysis at the junior or senior level.

**BIO \*500.**

**Senior Thesis**

1 

4 credits

\$20

Permission

Independent laboratory research of an original problem culminating in a thesis.

# **Business Administration (BUS)**

---

**Professors Baleja, Cameron and Jacques; Associate Professors Ealey and Trebesh; Assistant Professor Lemmon.**

Alma's Business Administration faculty prepare students to enter post-graduate academic programs and to successfully embark on business careers. These objectives are accomplished by incorporating the following emphases into the business curriculum :

1. Analytical and critical thinking skills
2. Conceptual skills
3. Communication skills
4. Interpersonal skills
5. Entrepreneur skills
6. Global perspective
7. Student interaction with business professionals
8. International travel opportunities

Graduates are well prepared for careers in accounting, industry, and not-for-profit and government organizations. Alma Business graduates' career fields include accounting, banking, consulting, finance, insurance, international business, management, marketing, public relations, research and retailing.

The Business Administration Department also serves students interested in the role of business within society in such fields as science, law, exercise and health science, communication and education.

## **Business Administration Major Requirements**

Thirty-six credits including 121, 221, 222, 309, 323, 333 and 440; one of the following: 427, 428, 429 or 322; and four elective credits in Business Administration.

## **Business Administration Minor Requirements**

Twenty-eight credits including 121, 221, 222, 309, 323, 333, and 440.

## **Business Administration Prerequisite Requirements**

ECN 201, 202 and MTH 116 for upper-level Business Administration courses.

### **BUS 121. Introduction to Business**

4 credits

General survey course that introduces the students to the various business disciplines. Students will briefly investigate the disciplines of accounting, finance, international business, law, management and marketing and how all of these disciplines are interrelated. The areas of business ethics and social responsibility will also be examined.

### **BUS 150. SIFE**

1 credit

Permission

Preparation to present strategic business initiatives at regional and national Student in Free Enterprise (SIFE) competitions by examining non-profit and for-profit business structures and assisting individuals and businesses in adapting successful strategies for future success. Course may be repeated for credit. Only four credits in total of BUS 150 and BUS 350 will count toward the business major.

### **BUS 221. Financial Accounting**

4 credits

BUS 121 or taken concurrently, MTH 101 or its equivalent, Sophomore Standing

General survey course that introduces the study and application of the basic concepts and methods used in developing and reporting financial information about an economic entity. Emphasis on developing the ability to interpret and apply accounting information to the decision-making process.

**BUS 222.**

**Managerial Accounting**

4 credits

BUS 221

Study of accounting in the manufacturing and service sector, cost allocation and analysis, development of cash flow statements and analysis of financial statements. Emphasis on how cost and managerial accounting concepts and methods apply to the decision-making process.

**BUS 226/\*446.**

**Cross-Cultural Studies**

1 

4 credits

Study of selected aspects of world business and economics, politics, religion, communication and the exploration of cultural relations across national boundaries. Special focus on the importance of effective cross-cultural relations for global managers and corporations. Locations vary.

**BUS \*301.**

**Business Communications**

4 credits

ENG 101 and BUS 121

Preparation for effective communication in the business realm. Emphasis on business writing, presentation skills, and obtaining solid listening skills in business forums. Students will improve professionalism regarding communication that is oral, written and electronic. Other topics include: the report process, business research methods and business etiquette.

**BUS \*309.**

**Finance**

4 credits

BUS 222; ECN 201 and 202; MTH 116

Introduction to the principles of managerial financial policies, leading to maximizing the value of a firm. Major emphasis on financial decisions facing a firm, management of current assets, capital budgeting, cash flow management, optimal capital structure, time value of money and financial/ratio analysis.

**BUS \*321.**

**Intermediate Accounting I**

4 credits

BUS 222

In-depth study of theoretical framework, concepts and methods relating to financial accounting, with special attention given to asset measurement and income determination. Emphasis on developing analytical and problem-solving skills.

**BUS \*322.**

**Intermediate Accounting II**

4 credits

BUS 321

Thorough and balanced study of theory, concepts, methods and applications relating to financial accounting with special attention to debt and owner equity measurement and disclosure. Emphasis on earnings per share calculation and accounting for leases and pensions.

**BUS \*323.**

**Management**

4 credits

BUS 222; ECN 201 and 202, MTH 116 or Permission

Exploration of the four primary functions of management: planning, organizing, leading and controlling. Emphasis on understanding functions and role that managers play within organizational structure and within society.

**BUS \*324.**

**Human Resource Management**

4 credits

BUS 323 or permission

Emphasis on employment issues of organizations such as: recruiting, selecting, training, compensating and managing human resources. Other critical topics such as appraisal, discipline, safety, benefits and collective bargaining are discussed. Insight is also provided into the legal issues involved with human resource management and the framework for equal opportunity employment



management and the framework for equal opportunity employment.

**BUS \*325.**

**Business Law I**

4 credits

Junior Standing

Explores the legal environment in which business actually operates. Topics include introduction to the court system, contracts, sales, commercial instruments, personal property and various other legal concepts impacting business.

**BUS \*326.**

**Business Law II**

4 credits

Junior Standing

Explores the legal environment in which business actually operates. Topics include the law of agency, partnerships, corporations, bankruptcy, and estates and trusts.

**BUS \*331.**

**Cost Accounting**

4 credits

BUS 222

For service and manufacturing sectors, study of cost accounting systems and cost information including objectives, data accumulation, presentation and communication. Emphasis on cash flow, cost behavior and allocation, management planning and control, breakeven analysis and variance analysis useful in decision making.

**BUS \*333.**

**Marketing**

4 credits

BUS 222, ECN 201 and 202, MTH 116 or Permission

General survey course acquainting students with the business and economic principles underlying the transfer of goods and services from producer to consumers. Investigation of the institutions, systems of distribution, and the functions and policies of the marketing discipline.

**BUS \*336.**

**Direct Response Marketing**

2 credits

BUS 333 or Permission

Investigate the role that direct response marketing plays in the overall marketing plan for an organization. Topics covered include: customer relationship marketing, data base marketing, user characteristics, lead generation and ethical considerations.

**BUS \*337.**

**E-Commerce**

2 credits

BUS 333 or Permission

Investigate the importance of the rapidly growing field of e-commerce within a firm's overall strategic marketing plan. Topics covered include: user characteristics, privacy and security issues, and ethical and legal considerations. This course WILL NOT be a course in Web site development.

**BUS \*350.**

**Advanced SIFE**

2 credits

Junior Standing and Permission

A thorough examination of business strategy and key functions of business operations including; business planning, strategic initiatives and the role of free enterprise in the business world. Also focuses on examining the role of business in society, leadership initiatives, motivation and entrepreneurs. Course may be repeated for credit. Only four credits in total of BUS 150 and BUS 350 will count toward the business administration major.

**BUS \*385/\*386.**

**Practicum**

4 credits each

Junior Standing and Permission

Only four credits will count in the major.

**BUS \*401.****Advertising**

4 credits

BUS 333 or Permission

Study of advertising and its use in marketing programs. Emphasis on the role of advertising in the world of business, developing advertising strategies, selecting media, managing advertising activities and budgeting for profitability. Special emphasis on the social and ethical aspects of the advertising program.

**BUS \*410.****Investments**

4 credits

BUS 309 or Permission

Principles of investments, types of investments including common and preferred stocks, bonds, options, mutual funds and derivatives, analysis of risk and return, portfolio structure, operation of markets, analysis of investment requirements, and market timing strategies.

**BUS \*422.****Advanced Accounting**

4 credits

BUS 322 and Senior Standing

Accounting for partnerships, governmental units, not-for-profit organizations, corporate consolidations, foreign currency transactions and translation of foreign financial statements.

**BUS \*423.****Small Business Management**

4 credits

BUS 221, 222, 309, 323 and 333

Examines the principles and practices pertaining to the operation of small business enterprises. Students are required to apply skills learned in the core business courses, with a special emphasis on management. Opportunities and risks inherent in starting small businesses are analyzed and the skills needed to

successfully run a small business are discussed.

**BUS \*425.**

**Federal Individual Income Taxation**

4 credits

BUS 222

This course covers the federal income tax laws and regulations impacting individuals. Topics covered include: personal and dependency exemptions, gross income, deductions, losses, tax credits property transactions and federal gifts taxes. Students gain analytical and problem-solving skills for dealing with individual income tax issues.

**BUS \*426.**

**Federal Business Taxation**

4 credits

BUS 222

Explore corporate operating rules, capital structure, distributions, reorganization, partnerships, S-Corporations, exempt entities, tax administration and practice, and multi-state and international transactions. Gain analytical and problem-solving skills for dealing with business tax issues.

**BUS \*427.**

**Transnational Management**



4 credits

BUS 323

Study of labor forces, competitive practices, decision making, planning and control, and human resource management in international business. Exploration of other topics influencing global managers and corporations.

**BUS \*428.**

**Global Marketing Management**



4 credits

BUS 333 or Permission

Exploration of the environment of international markets and institutions. Analysis of the impact of cultural,

social, financial, legal, political and technical problems in the marketing plan with particular emphasis on current international developments.

**BUS \*429.**

### **Multinational Finance**

1 

4 credits

BUS 309

Analysis of foreign exchange issues and risk management, international investment and capital budgeting, global securities and capital markets.

**BUS \*435.**

### **Marketing Research**

4 credits

BUS 333 and MTH 116

Study of the formal research techniques applicable to marketing. Methodical considerations include sample selection, questionnaire design, data collection, processing and analysis of data, and the preparation of managerial reports.

**BUS \*440.**

### **Global Strategic Management**

2 

4 credits

BUS 309, 323 and 333

Coverage of all aspects of strategy with a focus on industry and corporate analysis, especially in the global environment. Emphasis on individual written and group oral presentations of case analyses. Students apply the concepts learned to actual business situations. The capstone course for Business Administration and International Business Administration majors.

**BUS \*442.**

### **Accounting Information Systems**

4 credits

BUS 322 and Senior Standing

Study of accounting information systems, including systems analysis, design and implementation. Emphasis

on design and documentation tools and internal controls. Focuses on the needs and responsibilities of accountants as end users of systems, system designers and auditors.

**BUS \*449.**

**Auditing**

4 credits

BUS 322 and Senior Standing

Study and evaluation of the nature, objectives, scope and theory of the audit process as applied to accounting and internal control systems. Emphasis and balance placed on standards, ethics, current developments and legal requirements as well as special topics including statistical sampling and audit of electronic data processing systems.

**BUS \*480.**

**Topics in Business Administration**

2-4 credits

Permission

Current topics in Business Administration including: Business Leadership and Society, Commercial Banking, Government and Not for Profit Accounting, Personal Finances, Physical Distribution Management, Real Estate Management, Sales Management and other topics as the need arises.

**BUS \*499.**

**Independent Study**

1-4 credits

Permission

**BUS \*500.**

**Senior Thesis**

4 credits

Permission

# International Business Administration (IBA)

---

The International Business Administration Program is designed to help prepare students to enter international graduate programs and to gain employment in global business firms. The program incorporates the study of business with a foreign language.

The business component of the program focuses on analytical and conceptual thinking skills, communication skills and the global perspective. Students undertake the same thorough grounding in business fundamentals as their counterparts in the Business Administration Program.

The foreign language requirement can be met by studying French, German, Spanish or other foreign languages. This requirement includes such subjects as conversation, civilizations, culture, history and literature.

Alma College offers numerous overseas experiences to enhance the international business student's appreciation for cultural diversity. International opportunities are available in Australia, Austria, Belgium, China, France, Italy, Spain and many other countries.

## **International Business Major Requirements**

Thirty-two credits in Business Administration including 121, 221, 222, 309, 323, 333, 440 and one of the following: 427, 428, or 429; 12 credits in Economics including 201, 202 and 331; and 24 credits (or proficiency) in a foreign language beginning at the 111 level.

## **International Business Prerequisite Requirements**

Mathematics 116 for upper level Business and International Business courses.

***Note: International Business Administration (IBA) shares the same courses as Business Administration (BUS).***

# Chemistry (CHM)

---

**Professors Hill and Strait; Assistant Professors Burns and Mo; Visiting Assistant Professor Turk.**

The Chemistry Program at Alma focuses on the understanding of matter, its chemical behavior and the research methods utilized by chemists to gain that understanding. The program emphasizes experimental and research work using laboratories equipped with modern chemical instrumentation and computers. The program's quality and completeness is certified by the American Chemical Society for the training of professional chemists. Career opportunities for Alma's Chemistry graduates include industry, teaching, research, law, health professions and chemical engineering. Our students have successfully entered the workforce or teaching profession upon graduation or continued their study in graduate or professional schools.

## **Major Requirements**

Thirty-six credits including Chemistry 115, 223, 224, 230, 320, 331, 332 and 450.

Biochemistry 321 and 422 may be included as part of the Chemistry major.

## **Program Considerations**

Potential majors are advised to schedule Mathematics 121-122 and Physics 121-122 (or Physics 112-113) in the freshman and sophomore years so they may enroll in Chemistry 331-332 in the junior year.

Completion of an independent research project normally culminating in a Senior Thesis is recommended.

Students bound for graduate school should make careful course selections to support their particular area of emphasis; participation in research, completion of Chemistry 411 and 412, Mathematics 210 and 211 should be considered. Experience with calculus based physics (Physics 121-122) is preferred over Physics 112-113.



## **Departmental Honors**

Students may achieve honors in the Chemistry Department by:

1. Having a 3.5 GPA in all chemistry classes.
2. Performing at a superior level in departmental Senior Seminar.
3. Preparing and presenting a senior thesis of honors caliber. See the department chair for details on how to fulfill the thesis requirements.

## **Minor requirements**

Twenty-four credits which may include Biochemistry 321 and 422.

## **Teaching Major Requirements**

Completion of the requirements for the Chemistry major.

## **Teaching Minor Requirements**

Twenty-four credits that must include Chemistry 115, 223, 224, 230 and Biochemistry 321; and four credits chosen from Chemistry 320 or 331.

## **American Chemical Society Certified Degree**

Completion of Chemistry 115, 223, 224, 230, 320, 331, 332, 412, 450, Biochemistry 321 and four credits chosen from Chemistry 411, 420, 499, 500, or Biochemistry 422. Completion of a minimum of 500 hours of laboratory work must be included. Students must consult with the Chemistry chair in their junior year for approval of their program.

### **CHM 101.**

### **Basic Chemistry (NS-2)**

4 credits

\$10

MTH 101

Study of basic principles of chemistry including atomic and molecular structure, stoichiometry, equilibria and chemical behavior. Intended for students who are non-science majors and may not count toward a Chemistry major or minor. No laboratory.

**CHM 103. Basic Chemical Investigations (NS-2)**

4 credits \$10

MTH 101

Basic chemical phenomena and methodology for non-science majors. Topics center on real-world problems and societal issues with significant chemical content. Laboratory uses modern chemical instrumentation including spectrophotometers and computers. Does not count toward the Chemistry major or minor. Laboratory.

**CHM 110. Russia -- Science and Technology**

4 credits

CHM 115 and Permission

A trip to Russia with primary focus on science and technology in St. Petersburg. Russian language study and cultural programs planned. Spring Term only. Does not count toward the Chemistry major or minor.

**CHM 115. Introductory Chemistry: Chemical Analysis (NS-2)**

4 credits \$10

MTH 112

Introduction to the basic principles of chemistry in a context of chemical analysis. The beginning course in chemistry for students in the sciences. Includes the periodic table, elements, ionic and covalent compounds, stoichiometry, atomic and molecular structure, spectroscopy, ideal gases, pH and acid-base reactions. Laboratory.

**CHM \*223-\*224. Organic Chemistry (NS-2)**

4 credits each \$10 each

CHM 115

Study of the chemistry of carbon-containing compounds, emphasizing the various functional groups and their transformations, reaction mechanisms and stereochemistry, and the development of synthetic schemes. Laboratory.

**CHM \*230.**

**Inorganic Chemistry**

4 credits

\$10

CHM 224 or Permission

Study of the chemistry of the metals and non-metals emphasizing periodic behavior, elementary thermodynamics, ionic and covalent structures, oxidation and reduction reactions, acid-base chemistry, equilibria, transition metal complexes and reaction kinetics. Laboratory.

**CHM \*299.**

**Independent Study**

1-4 credits

Permission

Planned program of reading or laboratory experimentation.

**CHM \*310.**

**Medicinal Chemistry**

4 credits

CHM 230

Study of the molecular aspects of drug function leading to an understanding of the basis for rational drug design. Discussion of physical-chemical properties and their effect on biological activity, structure-activity relationships, drug metabolism and receptor theory.

**CHM \*311.**

**Environmental Chemistry**

4 credits

CHM 230

Introduction to environmental chemistry, emphasizing the origins, transport, reactions, effects and fates of chemical species in the water, air, soil and living environments.

**CHM \*320.**

**Instrumental Analysis**

4 credits

\$10

CHM 230

Principles and laboratory methods of chemical analysis using instrumentation: chromatography, spectroscopy, Fourier transform infrared and nuclear magnetic resonance spectroscopy, atomic absorbance and ion selective electrodes. Laboratory.

**CHM \*331-\*332.**

**Physical Chemistry**

4 credits each

CHM 230, MTH 122 and PHY 113 or 122

Study of the physical principles of chemistry with emphasis on thermodynamics, quantum mechanics, statistical mechanics and kinetics. Laboratory.

**CHM \*380-\*480.**

**Topics in Chemistry**

1-4 credits

CHM 230

Chemical topics chosen by the instructor. May be taken more than once for credit.

**CHM \*399-\*499.**

**Research in Chemistry**

1-4 credits

\$10

Permission

Laboratory investigation of an original problem.

**CHM \*411.**

**Advanced Organic Chemistry**

4 credits

CHM 224 and 331

Advanced study of modern synthetic reactions, mechanisms and theoretical perspectives. Laboratory.

**CHM \*412.**

**Advanced Inorganic Chemistry**

4 credits

CHM 332

Advanced study of periodic chemistry of main group and transition elements, including coordination compounds and organo-metallic compounds.

**CHM \*420. Spectroscopic Methods**

4 credits

\$10

CHM 331 or Permission

Advanced study of modern spectroscopic methods as applied to problem solving and investigation of chemical phenomena. Includes use of one- and two-dimensional NMR techniques, mass spectral analysis and other modern methods. Laboratory.

**CHM \*450. Senior Seminar in the Chemical Sciences**

1 credit

Senior Standing, CHM or BCM major

Analysis of the literature in a variety of chemical subfields. Culminates in an oral exam evaluating the ability to read and interpret the literature.

**CHM \*500. Senior Thesis**

2 credits

6 credits in CHM 399/499

Preparation of a comprehensive thesis and a public presentation on an investigation of an original problem. Required for departmental honors.

**Biochemistry Courses (BCM)**

**BCM \*321. Biochemistry**

4 credits

\$20

BIO 121, CHM 224 and CHM 230

Overview of the major topics of biochemistry including the chemistry, structure, function, biological activity and molecular mechanisms of the major biological macromolecules. Introduction to bioenergetics. Study of major metabolic pathways. Laboratory.

**BCM \*422.**

### **Advanced Biochemistry**

4 credits

\$20

BCM 321

Study of selected topics in biochemistry through the use of historical and current research articles emphasizing experimental design, data analysis and integration of biochemical information. Laboratory.

# Cognitive Science (COG)

---

**Professors G. Beagley, W. Beagley, Dixon, Gibson, McNally and Slater**

Cognitive Science is an interdisciplinary approach to the study of the mind. Its constituent fields are Computer Science, Psychology, Philosophy, Neuroscience and Linguistics. The Cognitive Science Group consists of faculty representatives from the constituent disciplines. Students pursuing work in this area will find Alma's program appropriate preparation for specialization in either interdisciplinary study or a constituent field.

## **Minor Requirements**

1. Complete a major in one of the member disciplines (Computer Science, Psychology or Philosophy) or other approved program.
2. Twenty-four credits beyond the major, including
  - a. COG 120 and 180.
  - b. 6-10 additional credits chosen from COG 180, 280, 399, 480 or 499.
  - c. Remaining credits chosen from PSY 121, 201, 204, 231, 310; ENG 220; CSC 117, 120, 220; or PHL 303, 305, 347. Other courses in the constituent disciplines may be included with approval.
3. No more than eight credits that have been applied to another minor may be applied to the Cognitive Science minor.

### **COG 120.**

### **Introduction to Cognitive Science**

2 credits

Introduces the constituent disciplines of Cognitive Science and explores relationships among these disciplines in the study of the mind. Conducted in classroom and laboratory. Team taught by faculty from at least two of the member disciplines.

### **COG 180.**

### **Topics in Cognitive Science**

2-4 credits

COG 120

Exploration of an area introduced in COG 120. Possible topics: mental images, language of thought, child's theory of mind, scripts, prototypes and schemas, consciousness. Orientation to the relevant literature. May be repeated for credit for distinct topics.

**COG \*280.**

**Advanced Topics in Cognitive Science**

2-4 credits

COG 120 or 180

In-depth study of a selected topic in Cognitive Science or a constituent discipline. Possible topics: neural networks, natural language processing, neuroscientific approaches, discourse analysis, philosophy of the mind. May be repeated for credit for distinct topics.

**COG \*399.**

**Independent Study**

1-4 credits

Permission

**COG \*480.**

**Seminar in Cognitive Science**

4 credits

COG 120, 180 and Permission

Critical consideration of current research in Cognitive Science or across constituent disciplines. Student papers and projects reflect emphasis on skills in the evaluation, integration and formulation of inquiry within and across disciplines. Team taught by faculty from at least two of the member disciplines.

**COG \*499.**

**Independent Study**

1-4 credits

Permission





# Communication (COM)

---

## **Professor Vickery; Associate Professor Gilbert; Visiting Assistant Professor Diels.**

The Communication program merges Alma's liberal arts emphasis on interdisciplinary study with a subject that is both timeless and timely: human communication. Communication majors investigate how messages and media influence individuals, groups, and societies. This investigation leads students to better understand, analyze, and address communication problems and practices in their interpersonal, organizational, technological and cultural contexts.

Communication majors complete core classes in communication and cognate areas such as ethics, critical thinking and language study. Students also choose a concentration of advanced courses in communication complemented by classes in allied disciplines. Majors in all concentrations take integrative capstone seminars and complete a required internship. Internships may be completed locally, overseas or through domestic programs such as the Philadelphia Center, the Urban Life Center in Chicago, the New York Arts Program, or the Washington Semester.

The Communication Major prepares students for graduate work in communication, media studies, journalism, public affairs, law, psychology and sociology, and to careers in fields like public relations, journalism, telecommunications, corporate communication, consulting, counseling, social work and human resources.

The department offers a minor in communication studies as well as an interdisciplinary minor in digital communication and new media.

## **Major Requirements (52 Credits)**

1. The COM major consists of 36 credits in COM and 16 credits of pre-approved cognate work in allied areas of study. Cognates may count toward second majors and minors.
2. Core: 16 credits including COM 101 and 111; one ethics class selected from PHL 225, 227, 228 or 229; one additional cognate course selected from PHL 103, PHL 126, ENG 200, ENG 220, an intermediate

conversation or composition course in a non-English language, or other course pre-approved by the COM Department.

3. Concentration: 26 credits in one of the following areas of concentration:
  - a. **Interpersonal Communication:** COM 301 and 14 additional COM credits, at least 4 of which must be upper level. Must also take 8 cognate credits selected from COG 120, 180, 280; EHS 223; PSY 212, 231, 236, 240; REL 210; SOA 220, 241, 251, 353; WST 101, 102, 280; other cognate course pre-approved by the COM Department.
  - b. **Organizational and Strategic Communication:** COM 302 and 14 additional COM credits, at least 4 of which must be upper level. Must also take 8 cognate credits selected from ART 224, 230, 232; BUS 301, 323, 333, 401; EHS 270; PAF 150, 350, 450; POL 141, 341, 345; SOA 326; other cognate course pre-approved by the COM Department.
  - c. **Mass Media and Communication Technology:** COM 303 and 14 additional COM credits, at least 4 of which must be upper level. Must also take 8 cognate credits selected from ART 224, 230, 232; CSC 114, 120, 335; ENG 230, 270, 370; MUS 201, 214, 215; NMS 210; SOA 328; other cognate course pre-approved by the COM Department.
4. Capstone Courses: 10 credits of COM 350, 385 and 450. *Note: No more than 4 credits of COM 385-386 may be counted toward the COM major.*

## Minor Requirements

24 credits which must include COM 101; 111; 350; 450; 12 additional COM credits at least 8 of which must be upper level.

### COM 101.

### Introduction to Communication Studies (AH-4)



4 credits

Beginning study of the nature, problems and theories of human communication. Examines issues of meaning, relationship and community within interpersonal, group and media contexts. Surveys rhetorical,

pragmatic and interpretive perspectives on the communication process.

**COM 110. Media and Mass Communication (AH-4)**



4 credits

Introductory study of the major media and effects of contemporary mass communication. Emphasis on analyzing the way media technologies affect news, advertising and entertainment functions of media and the way media professionals and organizations use media to influence perception, behavior and social identity.

**COM 111. Fundamentals of Speech Communication (AH-4)**



4 credits

Elements of oral communication in public contexts. Emphasis on diagnosing rhetorical situations, inventing and delivering informative and persuasive presentations, and facilitating public discussion.

**COM 123. Communication, Performance and Interpretation (AH-1)**

4 credits

Explores the relationship between text, message, self and culture. Students interpret and perform nonfiction, personal narratives, poetry and a variety of other literary and cultural texts. (Also listed as THD 123.)

**COM 180/\*280/\*380. Topics in Communication**



1-4 credits

4 credits in COM or Permission

Selected topics and problems in communication and problems in communication theory and research. May be taken more than once for credit.

**COM 192. Introduction to Public Relations**



2 credits

Introduction to the principles of public relations and strategic corporate communication practices. Topics include message design, campaign planning, audience analysis, issue management, and case studies of ethical issues.

**COM 199/\*299/\*399/\*499. Independent Study**

1-4 credits

Permission

**COM \*220.**

**Intercultural Communication (AH-4)**

1 

4 credits

Study of interdependent relationship between communication and culture. Examines conceptual and experiential problems of communication across cultural boundaries. Focuses on perceiving, interpreting, and evaluating different cultural values, world views and patterns of communication.

**COM \*227.**

**Argumentation and Public Advocacy (AH-4)**

1 

4 credits

Investigates the nature and practice of argument in a democratic society. Focuses on speeches, debates, conversations, and other contexts of public argument. Emphasis on the analysis of evidence, reasoning, assumptions, and values in current policy debates.

**COM \*243.**

**Health Communication**

1 

4 credits

Examines communication practices in health care relationships and organizations. Topics include effective provider-patient interaction, communication relationships in health organizations, rhetorical and media strategies for managing health issues, and the uses of new communication technologies to promote health and manage health information.

**COM \*253.**

**Environmental Communication**

1 

4 credits

Examines issues and controversies in conservation, ecology and environmentalism from a communication perspective. Emphasizes critical analysis of the role of mass media and public discourse in the definition, deliberation and resolution of environmental issues.

**COM \*301.**

**Interpersonal Communication**



4 credits

COM 101 or Permission

Examination of messages, roles, rules and strategies through which interpersonal relationships are initiated, maintained and changed. Emphasis on analysis of interaction and communication processes in a variety of interpersonal contexts.

**COM \*302.**

**Organizational Communication**



4 credits

COM 101 or Permission

Emphasis on strategic communication roles, messages, systems, and networks in organizations. Examines internal communicative processes of socialization, influence, leadership, teamwork, decision-making, and conflict resolution as well as external communicative processes of public relations, issue management and corporate advocacy.

**COM \*303.**

**Communication, Technology and Society**



4 credits

COM 110 or Permission

Examination of the forms and functions of communication in technological society. Study of social and cultural effects of mass media and impact of technology on public and private communication.

**COM \*327.**

**Propaganda and Persuasion**



4 credits

4 credits in COM or Permission

Examines the mediated and rhetorical processes of social influence and the elements of propaganda. Emphasis on analysis of institutional persuasive strategies in film, television, print and oral media.

**COM \*350.**

**Seminar in Communication Inquiry**



2 credits

Junior Standing, 12 credits in COM, including COM 101 or Permission

Examination of systematic methodological approaches to the formal analysis of communication processes, messages and problems. Focus on evaluation of research literature and creation of a research proposal.

**COM \*385.**

### **Internship in Communication**

2-4 credits

12 credits in COM and Junior Standing or Permission

Application of communication concepts and skills through participation in communities, institutions, agencies, schools and businesses. Supervision by faculty and sponsoring organizations. Includes interpretive journal and substantive analytic paper.

**COM \*450.**

### **Seminar in Communication Theory**



4 credits

COMMajor or Minor, Senior Standing and COM 385 or Permission

Synthesis, integration and elaboration of theoretical perspectives on communication issues, problems and practices developed through previous coursework, projects and internships. Coursework includes completion of individual senior project and compilation of portfolio.

**COM \*500.**

### **Senior Thesis**

2-4 credits

Senior Standing and Permission

Development and completion of original research. May be interpretive, critical, empirical, or theoretical. Required for departmental honors.

# New Media Studies (NMS)

---

**Professors Clark, McNally, Ottenhoff, Riley and Vickery; Associate Professors Hawley and Lopez-Isnardi.**

The interdisciplinary minor in New Media Studies is designed for students interested in the applications and effects of digital information and communication technologies. *Note: No more than four credits counted toward the New Media Studies minor may be used to satisfy requirements in a major or another minor.*

## **Minor Requirements (26-28 credits)**

1. NMS 210.
2. Twenty credits of electives, selected from: ART 224, 230, 232; BIO 380 (Digital Media in Scientific Research); COM 110, 303; CSC 114, 120, 335; MUS 201, 214, 215; NMS 280, 380, 385; other courses pre-approved by NMS steering committee. *Note: electives must include courses from at least three departments in addition to NMS.*
3. NMS 499 (2-4 credits): Advanced independent study. Projects must be co-directed and involve at least one faculty member who teaches a course in the NMS minor.

A maximum of 8 credits in NMS 385 and NMS 499 may be counted toward the minor.

### **NMS 210.**

#### **Introduction to Digital Media**

4 credits

Explore basic principles of effective communication employing a variety of digital media, including HTML, graphics, audio, video and multimedia. Emphasis on creating multimedia projects for delivery over computer networks.

### **NMS 280.**

#### **Topics in New Media Studies**

2-4 credits

NMS 210 or Permission



Selected topics in new media innovations, issues and effects.

**NMS \*380.**

**Topics in New Media Studies**

2-4 credits

NMS 210 or Permission

Selected topics in new media innovations, issues and effects.

**NMS \*385.**

**Internship in New Media**

**NMS \*499.**

**Independent Study**

# Computer Science (CSC)

---

## **Professor McNally; Associate Professors Hawley and Sipka.**

Computer Science is the study of computation and its embodiment in artifacts. This includes the study of computer hardware systems, methods for specifying the algorithms these systems run (computer programs) and analysis of the properties of algorithms, computing systems, and their interrelationship.

The Computer Science Program provides a wide range of experiences including programming languages and hardware systems. The Department maintains both Unix workstation and Macintosh computer laboratories for student use, and students have access to additional computing systems. Graduates are well prepared for a wide range of positions in the computing sciences, including Web site development, database administration, computer programming, information systems consulting and computer system administration.

## **Computer Science Major**

Thirty-six credits which must include:

1. Computer Science 120, 204, 220, 230, 240 and 310 .
2. Fourteen additional credits from a. to c. below:
  - a. Eight credits must be chosen from CSC 410, 420, 430 or 440.
  - b. Electives may be chosen from any CSC course numbered 114 or above; MTH 336; ECE 244, 245, 254 and 255; and COG 120.
  - c. No more than six credits from CSC 114, 117, and COG 120 may be applied to satisfy major requirements.
3. Three required cognate courses: MTH 120, 220 and any additional MTH course numbered 113 or higher (MTH 336 cannot be counted for this requirement and as a CSC elective).
4. The Major Field Assessment Test is the required Senior Comprehensive Examination.

## **Program Considerations**

Graduate school bound students are strongly encouraged to take CSC 420, 430, 440, and to minor in mathematics. Many graduate schools expect undergraduate research as part of entering students' background; thus, a Senior Thesis is also encouraged. Consult carefully with your advisor.

Students seeking a technical professional position upon graduation are strongly encouraged to take CSC 410, 420, 430, 440 and MTH 116 and 117; a practicum is recommended.

## **Computer Science Secondary Teaching Major**

Thirty six credits, which must include:

1. CSC 120, 204, 220, 230, 240, 280A, 310 and 410.
2. Eight additional credits from a. to c. below:
  - a. four credits must be chosen from CSC 420, 430 and 440
  - b. Elective(s) may be chosen from any CSC course numbered 114 or above; COG 120; ECE 244, 245, 254 and 255; and MTH 336
  - c. No more than four credits from CSC 114, 117 and COG 120 may be applied to satisfy the major requirement.
3. Three required cognate courses: MTH 120, 220 and any additional MTH course numbered 113 or higher. MTH 336 cannot be counted for this requirement and as a CSC elective.
4. The Major Field Assessment Test is the required Senior Comprehensive Examination.
5. Each candidate for a teaching certificate in CSC will participate in at least two terms of internship/practica, which entails maintaining and operating computer and network systems in the CSC laboratories and tutoring students taking lower-level CSC courses. No credit is given for internships, but students are paid the same as those doing paid jobs.
6. Twenty-nine credits from EDC must be taken including CSC 445cs. Consult with your advisor about these courses and other special education requirements.

## **Computer Science Minor**

Twenty-four CSC credits which must include CSC 120, 220 and at least eight upper-level credits. The cognate course, MTH 120, is required.

**CSC 100. Introduction to Computer Systems**

2 credits

Introduction to the use of modern computer systems. Basics of word-processing, graphics, spreadsheets, Internet access and Web development software. Use of computer peripherals such as printers, scanners and digital cameras. Taught in a laboratory setting.

**CSC 105. Modern Spreadsheets**

2 credits

MTH 101 or Equivalent

Introduction to the use of modern spreadsheets, with a particular emphasis on business applications. Taught in a laboratory setting.

**CSC 114. The Web: Technologies and Techniques**

4 credits

MTH 110 or Above or Placement at 112 level

Survey the technologies underlying the World Wide Web. Web page construction and Javascript programming. Additional topics such as digital encoding, network organization and encryption systems. Laboratory.

**CSC 117. Artificial Intelligence: Image and Reality**

4 credits

MTH 110 or Above or Placement at 112 level

Explores the current reality of artificial intelligence and visions of what it is and will be. Examination of current artificial intelligence systems. Particular emphasis on robotics, with projects involving robot design, creation and programming. Laboratory.

**CSC 120. Object-Oriented Programming and Design (NS-3)**

4 credits

CSC 114 or 117 or Permission

Fundamentals of object-oriented programming in the language of instruction (e.g., Java). Topics include: basic computation, input and output, control structures, classes and object instantiation, methods and parameter passing, arrays and strings, sorting and searching. Laboratory.

**CSC 204. Social and Ethical Issues in Computer Science**

2 credits

Any CSC course or Permission

Studies social and moral problems arising from the use of computing technologies, with a particular focus on the Internet. Topics such as free speech, privacy, communications interception, encryption, intellectual property, liability for software and hardware malfunction, and for information content.

**CSC 220. Data Structures and Advanced Programming Techniques (NS-3)**

4 credits

CSC 120 and MTH 120

Focuses on object-oriented design, encapsulation and inheritance. Programming topics such as recursion and event-driven programming. Basic data structures such as a stacks, queues and linked lists.

**CSC \*230. Software Engineering**

4 credits

CSC 220

Software development: requirements, specification, modern design techniques, program testing methods,

software metrics as used in quality evaluation, and project management.

**CSC \*240.**

**Algorithms and Complexity**

4 credits

CSC 220 and MTH 220

Advanced data structures and algorithms, algorithmic analysis, and an introduction to distributed and parallel algorithms.

**CSC \*280.**

**Topics in Computer Science**

2-4 credits

Permission

Topical study in computer science. While topics vary, the course usually introduces a particular computer programming language (e.g., C, C++, Prolog, etc.).

**CSC \*310.**

**Computer Organization**

4 credits

CSC 220

Advanced introduction to assembly languages and structure and organization of digital computers, including addressing schemes, digital representation of data and computer arithmetic.

**CSC \*335.**

**Computer Graphics**

4 credits

CSC 220 and MTH 220

Introduction to techniques of computer graphics including three-dimensional representations, perspective, computer animation, computer art and applications of computer graphics to various other disciplines.

**CSC \*345.**

**Artificial Intelligence**

4 credits

CSC 220

Survey of major topics in artificial intelligence. Emphasis on fundamental concepts: search, knowledge representation, problem solving and logic. Additional topics such as expert systems, learning, natural language processing, neural networks, planning, theorem proving and vision. Programming in an AI language.

**CSC \*380. Topics in Computer Science**

2-4 credits

Permission

Topics of current interest and importance.

**CSC \*410. Database Management**

4 credits

CSC 230

In-depth study of techniques for storing, selecting and retrieving data. Topics selected from file and database organization, safety and recovery, privacy, security and commercial systems.

**CSC \*420. Operating Systems**

4 credits

CSC 310

Survey of major concepts of operating systems. Investigation of relationships among the operating system, the architecture and the systems programs of a computer system.

**CSC \*430. Theory of Computing**

4 credits

CSC 240

In-depth study of the main components of the theory of computation: finite automata and computability.

**CSC \*440. Compiler Design**

4 credits

CSC 310

In-depth study of the principles of computer language processor design. Includes lexical analysis, syntactic analysis, semantic analysis, object code generation and error detection.

**CSC \*499.**

**Independent Study**

1-4 credits

Permission

**CSC \*500.**

**Senior Thesis**

1-4 credits

Permission



# Economics (ECN)

---

## **Associate Professors Choksy and Mueller; Assistant Professor Cunningham.**

The Economics Program prepares students majoring and minoring in economics for successful completion of graduate degree programs. All students will find it valuable as they prepare for citizenship in a democratic society.

Economics graduates find a variety of professional opportunities in government and the private sector; graduate degrees qualify others for jobs with the federal government, financial institutions and research organizations. Many enter specialized positions in business and in college teaching.

## **Major Requirements**

Thirty-six credits including ECN 201, 202, 301, 311 and 312. The Graduate Record Advanced Examination or the Major Field Achievement Test is required for the comprehensive evaluation.

## **Minor Requirements**

Twenty-four credits which must include Economics 201 and 202, plus 16 additional credits in student-selected classes.

### **ECN 180.**

### **Readings in Economics**

1-4 credits

Permission

Selected readings of classic economic works in student interest area. Not counted toward Economics Major or Minor.

### **ECN 201.**

### **Principles of Macroeconomics (SO-2)**

4 credits

Introductory survey of macroeconomic theory and national policy. Supply and demand analysis and solutions to basic economic problem of scarcity in the American economy. Examines relationship between national income and its determinants with emphasis on role of fiscal and monetary policies in stabilizing national economic performance.

**ECN 202. Principles of Microeconomics (SO-2)**

4 credits

Introductory survey of microeconomic theory. Principles of consumer demand; production, exchange and distribution in capitalist economies; labor and resource markets; international trade and exchange rate theory and policy.

**ECN \*301. Intermediate Microeconomics**

4 credits

ECN 201 and 202

Price mechanism and elasticity concepts. Theories of consumer behavior and producer behavior. Pricing in product and resource markets. General equilibrium theory.

**ECN \*311-\*312. Intermediate Macroeconomics**

 4 credits

ECN 201 and 202

Models of national income determination. The monetary system and the relationship between money and financial markets. Monetary theory and policy. Explanations of inflation and unemployment. Business cycles and economic growth theory. ECN 311 prerequisite to 312. (312 is a Quill 2 course)

**ECN \*317. Econometrics**

4 credits

MTH 116

Survey of standard forecasting techniques in business and economics. Introduces the use of econometric

models with emphasis on multiple regression, simulation modeling and time-series analysis. Special attention to applying forecasting techniques to real-world data.

**ECN \*320. Money and Capital Markets**

2 

4 credits

ECN 201 and 202

Analysis of money and capital market instruments and financial market interrelationships. Investigates role of financial intermediaries as both suppliers and users of credit. Emphasizes influences of monetary policy and regulations on functioning of U.S. and world credit markets.

**ECN \*321. Public Finance (SO-2)**

2 

4 credits

ECN 201 and 202

The economics of government. Revenue and expenditure policies of federal, state and local governments in theory and practice; tax shifting and incidence. Study of current fiscal and related public policy issues.

**ECN \*326. Economic Systems and Development (SO-2)**

1 

4 credits

ECN 201 and 202

Processes of development and the role of systems in these processes with selected case studies.

**ECN \*331. International Trade**

2 

4 credits

ECN 202

Examines the exchange across international borders of goods, services and factors, and the impacts of this trade on domestic and global economies both in theory and practice. Theories of trade are compared and contrasted to both empirical studies and histories of trade. Topics include free trade, commercial policy,

barriers to trade, foreign investment, imperialism and political economy of trade.

**ECN \*332. International Finance**

4 credits

ECN 201 and 202

Examine the principles and practical aspects of international finance. Theories of exchange rate determination are compared and contrasted. Topics include, but are not limited to: comparative advantage, arbitrage, international macroeconomics, foreign exchange issues, global money and capital markets, exchange rate forecasting and interest rate swaps.

**ECN \*339. History of Economic Thought (SO-2)**

2 

4 credits

ECN 201 and 202

Historical development of economic ideas, paradigms and ideologies: Mercantilist, Physiocrat, Classical, Marxian, Neo-Classical, Institutionalist and Keynesian.

**ECN \*340. Economics and the Natural World**

4 credits

ECN 202

Survey of both theories and practices of the economics of natural resources and the environment. Topics include: notions of value and property, externalities, renewable and nonrenewable resources, willingness-to-pay arguments, cost-benefit analysis, natural resource policy, hazardous waste, environmental policy, sustainable development, and environmental racism and classism.

**ECN \*345. Labor Economics**

1 

4 credits

ECN 202

This course is a survey of the field of labor economics. Topics include the theory of allocation of time, life cycle theory, labor supply, theory of the firm, labor demand, wage determination, human capital theory,

labor theory, labor supply, theory of the firm, labor unions, wage determination, human capital theory, occupational wage differentials, and theories of labor market discrimination.

**ECN \*355.**

## **Globalization in Latin America**

1 

4 credits

ECN 201 and Permission

Students spend the Spring Term in a Latin American nation living with a local family, improving their Spanish skills, participating in a two week service-learning project, attending seminar presentations by resident scholars, and studying the socioeconomic impacts of trade and globalization in the country being visited.

**ECN \*360.**

## **General Economic History**

1 

4 credits

ECN 201 and 202

Survey of major forms of economic systems from paleolithic times to present: Stone Age economy, Ancient Egypt, Mesopotamia and Mesoamerica, Classical Greece and Rome, feudal and manorial Europe, mercantile and industrial Europe and America. Economic institutions of reciprocity, redistribution and market.

**ECN \*365.**

## **The Economics of Poverty and Discrimination**

1 

4 credits

ECN 202

An applied microeconomics class that analyzes the causes and extent of poverty and discrimination in the U.S. Topics include income inequality; the extent, composition, and causes of poverty in the U.S.; income maintenance programs; welfare; welfare reform; theories of discrimination; types of discrimination; equal opportunity policies; and affirmative action.

**ECN \*370.**

## **Regional Economics**

1 

4 credits

ECN 201 and 202

Industrial/agricultural location and human migration theories and cases. Economic bases for land-use patterns, central places, regional/urban structure. Examination of urban problems. Regional and urban growth models. Business feasibility studies and public cost-benefit analysis.

**ECN \*380. Special Topics in Economics**

4 credits

ECN 201 and 202

Selected topics in economics announced in advance. May be taken more than once for credit if topics are different.

**ECN \*385. Practicum**

4 credits

Junior Standing or Permission

**ECN \*416. Mathematical Economics**

4 credits

ECN 201-202; MTH 113 or 121

Formal application of mathematical tools to micro- and macroeconomic analysis; algebra, sets, matrix algebra, differential and integral calculus, ordinary and partial differential equations, and finite difference equations.

**ECN \*499. Independent Study**

4 credits

Permission

Under supervision, student formulates project topic, conducts research and prepares a properly documented paper presenting conclusions and support.

**ECN \*500.**

**Senior Thesis**



4 credits

Permission

# Education (EDC)

---

## **Associate Professor Seals; Assistant Professors Findley, Navarro and Thelen.**

The goal of Alma's Education Department is to help students become effective teachers by developing general knowledge, specific subject expertise and teaching skills. The key to the education program's success is its strong emphasis on practical experience. Beginning in the first or second year, students explore various teaching roles and develop teaching skills by working in classrooms in local schools.

Career opportunities include teaching at the early childhood, elementary or secondary levels in public, private or parochial schools. The Michigan State Board of Education certifies all teachers. Alma College is authorized to recommend to the State Board those students who have completed a bachelor's degree, passed state required Subject Area Tests in teaching majors and minors, and successfully fulfilled all requirements of the Teacher Education Program. In addition, the State Department of Education requires all students who seek certification to pay a fee of \$125 to receive a certificate.

**Alma students may seek either secondary or elementary certification and an endorsement in Early Childhood Education. No course may count for more than one Teaching Major or Minor.**

## **Michigan Secondary Provisional Certificate**

This certificate allows teaching in grades 7-12 in subjects in which the candidate has a Major or Minor. To be recommended for certification, the candidate must complete the following:

1. A Teaching Major and a Teaching Minor (or two teaching majors) with a 2.75 CPA in each.
2. Education 200 in the sophomore year.
3. Education 201 and 220 concurrently in the sophomore or junior year. (Education 200 and Psychology 121 are prerequisites for these courses.)
4. Education 320, 330, 346, and 353 in the junior year (prerequisite: admission to TEP required).
5. Education 348, 445, 490s and 491s in the senior year (prerequisite: admission to TEP required).



6. Students must also pass the subject area tests in both their subject area major(s) and/or minor(s).
7. Students must provide proof of valid CPR and First Aid cards as required by the Michigan Department of Education.

Secondary education students who major in Art, Music or Physical Education and who qualify for the secondary certificate may extend their certification to include grades K-6 by taking the appropriate elementary methods course (Art — Education 345; Music — Education 344; Physical Education — Exercise and Health Science 339).

### **Michigan Elementary Provisional Certificate**

This certificate permits teaching in grades K-5 all subjects and K-8 self-contained classroom, and, if desired, 6-8 in a content area minor or major. To be recommended the candidate must complete the following:

1. A Major in Elementary Education which includes 24 credits of professional education courses and 24 credits of methods and materials. A 2.75 CPA is required for the Major.
  - a. Freshman year (or later): Education 142a or 142b, History 228 or Sociology and Anthropology 241 (or approved substitute course focusing on multicultural education), and either Philosophy 126 or an ethics course (Philosophy 225, 227, 228 or 229).
  - b. Sophomore year: Education 201 and 220 (Psychology 121 and EDC 142 are prerequisites), Mathematics 202 (or approved substitute for Mathematics Minors) passed with a grade of 'C' or better.
  - c. Junior year: Education 304, 305, 320, 330, 340, 341, 342, 353.
  - d. Senior year: Education 440, 490e and 491e.
2. Two content Teaching Minors with a 2.75 CPA in each; one Minor may be a Group Minor. (A Teaching Major and a Teaching Minor may replace the two Teaching Minors. Two Teaching Majors may also replace them.)
3. The Michigan Test for Teacher Certification in Elementary Education (passing score required). NOTE: Elementary candidates must pass State tests in their subject area minors or majors to be certified in these

subjects.

4. Students must provide proof of valid CPR and First Aid cards as required by the Michigan Department of Education.

Students who major in Elementary Education and earn a second Major in Art, Physical Education, or Music and seek K-12 endorsement in that second Major area must complete an additional four credits in Directed Teaching (Education 492) in their specialty. These credits are in addition to the total required for certification.

## **Teaching Majors and Minors**

Alma College offers the following teaching majors and/or minors for students seeking elementary or secondary certification: Art (K-12 major only); Biology; Chemistry; Computer Science (secondary major only); English; French; German; History; Mathematics; Music (secondary major or minor; Elementary minor; secondary major can obtain K-12 certification by taking EDC 344); Physical Education (secondary major; K-12 certification can be obtained by taking EHS 339); Physics; Political Science; Psychology; Sociology and Anthropology; and Spanish. An elementary group minor is available in Social Studies. *A new integrated science group minor is currently in development. Please see EDC department chair.* Course requirements for teaching majors and minors are subject to change and reflect compliance with the standards and rules established by the Michigan State Board of Education.

Course requirements for each of these majors and minors are in the department listings (Social Studies Group Minor requirements are in the Education listings). If requirements for a teaching major or minor are not listed separately, students seeking certification should consult with the department chair to determine departmental requirements. Majors and minors not listed here are not approved for certification.

**Certification requirements are subject to change by action of the State Board of Education and may not be reflected in this catalog.**

## **Additional Requirements**

In addition to completing appropriate coursework in the Education Department and in the Majors and Minors, students must meet grade requirements and demonstrate personal characteristics suitable for entering the teaching profession. These certification requirements are reviewed three times, and students are advised of their progress.

### **Admission to the Teacher Education Program (TEP)**

The faculty, through the Teacher Education Committee (TEC), reviews all applicants and judges their suitability for entrance to the program during the student's sophomore year. Judgment of this suitability is based on the following:

1. Formal application for admission to the TEP submitted by the deadline posted in the Education Bay. This must be completed during the Fall Term of the sophomore year. If you have any questions, please see the secretary or department chair of the Education Department. (Students who decide to seek teacher certification after the sophomore year can be admitted late but may require extra time to complete the program.)
2. A cumulative Grade Point Average of at least 2.75 and evidence of proficiency in basic writing and mathematics skills. Proficiency is a grade of 'C' or above in ENG 101 and MTH 101 or placement in a course beyond 101 via placement test.
3. Passing scores on the Michigan Basic Skills Test.
4. Two recommendations from faculty at Alma College and recommendation of the Education Department.
5. Evidence that the student is making an effort to acquire competence in the humanities, natural sciences and social sciences.
6. Evidence that the applicant has personal characteristics conducive to success in the teaching profession.
7. Good standing (not on academic, social or administrative probation).

### **Group Minors**

**Group Minors**, as identified below, are recognized for certification. No course graded below 2.0 may count toward

a Group Minor. A 2.75 CPA is required in the Group Minor.

*Note: A new elementary minor called Integrated Science is being developed. Please see the Education department chair.*

**Social Studies Group Minor (Elementary and Secondary):** 32 credits which must include:

1. ECN 201 and 202.
2. POL 101 and one course selected from POL 111, 121, 131, 231.
3. HST 100, 101 or 102 and HST 104 or 105.
4. GGR: two courses of at least two credits each.
5. One additional four-credit course selected from those listed above or POL 141, 211, 235, 245; ECN 321, 326, 339, 360, 370.

**No course below 2.0 may count toward a Group Minor; a 2.75 CPA is required.**

## **Admission to Student Teaching**

The Teacher Education Committee (TEC) reviews a student for admission to Directed Teaching (Education 490-491). For full approval students must have the following:

1. Admission to the TEP.
2. A formal application for student teaching submitted by January 15 of the academic year prior to student teaching.
3. A 2.75 CPA.
4. A 2.75 CPA in the area of concentration (Major field) and demonstrated knowledge in this content area.
5. A 2.75 CPA in Education courses.
6. Passing scores on the Basic Skills Tests as required by the State of Michigan.
7. Endorsement of the department chair in the Teaching Major(s).
8. In compliance with State of Michigan specifications, satisfactory demonstration of:

- a. High academic achievement.
- b. Successful group work with children in classroom placements.
- c. Knowledge of research-based teaching.
- d. Working knowledge of modern technology and use of computers. This requirement will be met as students progress through the TEP.

## **Early Childhood (ZA) Endorsement**

Students who are working toward elementary certification requirements may qualify for this additional endorsement by meeting the following requirements:

1. EDC 182, The Infant and Young Child in the Family and Society. (4 credits)
2. EDC 183, Introduction and Clinical Experience in Early Childhood. (4 credits)
3. EDC 282, Involving Parents and Community. (2 credits)
4. EDC 383, Curriculum and Methods in Early Childhood Education. (4 credits)
5. EDC 493, Directed Teaching in Early Childhood Education. (5 credits)
6. SOA 220, Sociology of Family. (4 credits)
7. Passing scores on the Basic Skills Tests as required by the State of Michigan.

Students pursuing Early Childhood Endorsement will be required to earn the American Red Cross Certificate in First Aid and CPR for infants and children.

Students must pass the state test for Elementary Certification plus the Subject Area Test for Early Childhood to be recommended for certification.

## **Waiver of Directed Teaching**

In compliance with the ruling of the Michigan State Board of Education (Rule 390.1124, (3) a and b), a graduate of Alma College who has completed all other certification requirements as outlined, with the exception of student teaching, may apply to the College for a waiver of five of the 10 required credits of student teaching. This may be done by those who have:

1. Three years of successful teaching experience at the appropriate level and have earned a master's degree;  
or
2. Five years of successful teaching at the appropriate level with less than the master's degree.

Evaluation of the success of the teaching experience is made by the Teacher Education Committee, which receives recommendations from school personnel directly responsible for the supervision of the teacher and from a member of the Education Department of the College who visits the employing school whenever possible. Post-graduates must meet current catalog and certification requirements.

### **Candidacy for Michigan Teacher Certification**

Prior to being recommended for the Michigan Provisional Certificate, the candidate must meet these requirements:

1. Hold a bachelor's degree.
2. Have attained a CPA of 2.75 both in the Teaching Major and overall.
3. Have attained a CPA of 2.75 in Education courses.
4. Have attained a CPA of 2.75 for a Teaching Minor. Additionally, no grade lower than a 2.0 may be presented for any course in a Group Teaching Minor.
5. Have completed all coursework for teaching minors.
6. Have successfully completed student teaching.
7. Meet all current requirements for certification specified by the Michigan Department of Education.
8. Have the recommendation (endorsement) of the Department Chair in the Teaching Major(s).
9. Pass the Subject Area Tests in teaching major(s) and minor(s) required by the State of Michigan.
10. Students must provide proof of valid CPR and First Aid cards as required by the Michigan Department of Education.

The Provisional Certificate is valid for a six-year period and should be replaced by the Continuing Certificate. To qualify for the Continuing Certificate, the candidate must have taught successfully for three years and must have taken a minimum of 18 additional semester hours in a planned course of study beyond

the bachelor's degree. The Provisional Certificate may be renewed for a three-year period with the completion of 10 additional hours beyond the bachelor's degree.

## **Additional Endorsements**

Holders of Michigan Secondary or Elementary Certificates who wish to add Elementary, Early Childhood or Secondary Endorsements shall present a Planned Program approved by Alma's Education Department.

## **Additional Notes**

1. For Education 201 and 220 'successful completion' is defined as a minimum grade of B/C and evidence that the applicant has characteristics conducive to professional success in teaching as demonstrated by the student in his/her classroom placement performance as determined by the Department in consultation with the K-12 placement teacher.
2. Admission to the Teacher Education Program is now a prerequisite for all classes at the 300 level and above.
3. Students pursuing the Early Childhood endorsement will be required to earn the American Red Cross Certificate in First Aid and CPR.
4. As required by Title II of the Higher Education Act, Alma College reports a 100 percent pass rate for the Michigan Test for Teacher Certification. A complete copy of Alma College's Title II report is available upon request from the Education Department at (989) 463-7357 or may be found online at [www.alma.edu](http://www.alma.edu).

**EDC 142a.**

**Children's Literature I: Pre-K to Early Elementary**

1 

2 credits

Survey of prose and poetry suitable for preschool and early elementary children. Either 142a or b required for elementary certification. Includes supervised work with children.

**EDC 142b.**

**Children's Literature II: Middle Elementary to Middle**

**School**

1 

2 credits

Survey of prose and poetry suitable for middle elementary children and young adolescents. Either 142a or b required for elementary certification. Includes supervised work with older elementary students.

**EDC 180.**

**Issues and Ideas in Education**

2-4 credits

Survey of topics to broaden understanding of teaching and learning. Open to prospective teachers and others interested in education in the United States or in other societies.

**EDC 182.**

**The Infant and Young Child in the Family and Society**

4 credits

\$20

Examination of physical, cognitive, social, emotional and other types of development in infancy and early childhood. Addresses the development of children with special needs and linguistically and culturally diverse backgrounds. From an ecosystems perspective, this course emphasizes the interacting influences of families, neighborhoods, subcultures and cultures on children's development. Students learn and apply techniques for observing and assessing young children's development, including possible indicators of physical, health, and emotional problems and learn techniques for evaluating the developmental appropriateness of programs. Foundation for students' later efforts to design developmentally appropriate instruction, adapt instruction to individual needs and act as advocates for young children. Students complete 30 hours of field placement in an early childhood setting.

**EDC 183.**

**Introduction to Early Childhood Education**

4 credits

Elementary Education Major

Introduction to the early childhood profession, the nature of the profession, including its philosophical,



historical and social foundations and current contextual influences (e.g., demographic and policy influences). Familiarization with various types and models of early childhood programs. Includes discussion of characteristics of developmentally appropriate practice. Learn and apply guidelines for the organization and administration of early childhood programs.

**EDC 190. Field Experience in Education**

1-4 credits

EDC 201, 220 and Permission

Arranged assignment in an education setting intended to enhance a student's understanding of teaching and learning.

**EDC 200. Introduction to Secondary Education**

2 credits

Sophomore Standing

Overview of secondary teaching and practical experience working with students individually or in small groups. Introduction to planning for and assessing secondary instruction, working with diverse learners and classroom organization. Required for secondary certification.

**EDC 201. Exploring Teaching**

1 credit

EDC 220 concurrently; 2.6 GPA and successful completion of EDC 142 or EDC 200

Introduction to teaching and applying psychological principles to education through classroom observation and assisting in classrooms. Required for certification. Pass/fail only.

**EDC 220. Educational Psychology**

3 credits

PSY 121, EDC 142a or b or EDC 200; EDC 201 concurrently; 2.6 GPA and successful completion of EDC 142 or EDC 200; Sophomore

## Standing

Overview of psychological theories and research applied to classroom learning. Includes study of concepts in human development, learning, motivation and assessment, as well as principles for effective classroom management and instruction. Required for certification.

### **EDC 282. Involving Parents and Community**

2 credits

Sophomore Standing

Emphasizes the critical role of family-school partnerships in ensuring children's well-being and academic success. Introduction to historical roles of the family and community in Early Childhood Education. Discussion of barriers to family involvement as well as effects of successful family participation. Addresses various types of family involvement and best practice guidelines associated with each type. Explores models for involving communities as partners in children's care and education.

### **EDC 283. Topics in Early Childhood Education**

1-4 credits

EDC 201, 220

Explores special topics in Early Childhood Education of interest to the instructor and students. Examples of course topics include infant development and care; play as a learning medium; and language and literacy development.

### **EDC \*304. Reading and Language Arts — Field**

1 credit

EDC 201 and 220; EDC 340 concurrently

Classroom observation and participation in teaching reading and language arts. Required for elementary certification. Pass/fail only.

**EDC \*305.**

**Science, Mathematics and Social Studies — Field**

1 credit

EDC 201 and 220; EDC 341 and 342 concurrently

Classroom observation and participation in teaching science, mathematics and social studies. Required for elementary certification. Pass/fail only.

**EDC \*306.**

**Elementary Art — Field**

1 

2 credits

EDC 201 and 220; ART Major, TEP or Permission

Classroom observation and participation in teaching art at the elementary level. Required for Art and Design Majors seeking K-12 certification. Pass/fail only.

**EDC \*320.**

**Growth and Development**

1 

2 credits

EDC 201 and 220

Overview of processes of human development in childhood and adolescence. Primary focus on socialization and education. Required for certification.

**EDC \*323.**

**Evaluation in Classroom**

2 credits

EDC 201 and 220

Survey of classroom evaluation techniques, preparation of instructional objectives and experiences in development of teacher-made evaluation tools.

**EDC \*330.**

**Foundations of Education**

1 

2 credits

EDC 201 and 220

Survey of historical, social and philosophical foundation of education. Required for certification.

**EDC \*340.**

### **Elementary Reading and Language Arts**

2 

3 credits

EDC 201 and 220; 304 concurrently, TEP

Examination of reading and language arts methods. Survey of developmental reading including word recognition, comprehension and study skills in content areas. Use of diagnostic teaching, classroom organization and management of the reading program, and methods of teaching language arts, including their interrelationships with reading. Required for elementary certification.

**EDC \*341.**

### **Elementary Science and Social Studies Methods**

1 

3 credits

EDC 201 and 220; TEP; 2 Nat. Sci. courses; 305 and 342 concurrently

Examination of methods and materials in science and social studies. Required for elementary certification.

**EDC \*342.**

### **Elementary Mathematics Methods**

3 credits

EDC 201 and 220, MTH 202 (or eight credits mathematics at 112 level or above with minimum grade of C); TEP; 305 and 341 concurrently

Examination of methods and materials in elementary mathematics. Required for elementary certification.

**EDC \*343.**

### **Music in the Elementary School**

2 credits

EDC 201 and 220

Designed for the classroom teacher. Examination of methods and materials for teaching music to children, including use of instruments and functional piano playing. Open to juniors and seniors. Note-reading ability or class piano strongly recommended as prerequisite.

**EDC \*344**

### **Elementary School Music**

4 credits

EDC 201 and 220; Music Major or Minor or Training

Examination of methods and materials in music. Required of Music Majors who wish to be certified to teach music at elementary and secondary levels. Open also to Education students with music background.

**EDC \*345.****Art for Elementary Teachers**

4 credits

\$10

EDC 201 and 220; ART and EDC Majors

Examination of art materials and the construction of art programs in the elementary classroom. Required for Art and Design Majors seeking K-12 certification.

**EDC \*346.****Teaching Reading in Middle and Senior High School**

4 credits

EDC 201 and 220

Survey of strategies for teaching, diagnosing and improving word recognition, comprehension and study skills. Survey of student language needs and program planning for reading instruction at the middle and senior high school levels. Includes off-campus service-learning component. Required for secondary certification.

**EDC \*348.****Secondary Principles and General Teaching Methods**

3 credits

TEP or Permission; EDC 490-491s concurrently

Examination of principles and methods appropriate to middle and senior high teaching. Required for secondary certification.

**EDC \*353.****Introduction to Special Education**

2 credits

EDC 201 and 220 or Permission; EDC 346 or 304/340 concurrently

Introduction to the teaching of exceptional students. Review of historical and legal issues in special education. Characteristics of exceptional learners, birth through adolescence. Examination of materials and methodology appropriate for instructing exceptional learners in inclusive classrooms. Required for certification.

**EDC \*354.**

**Art for Diverse Students**

4 credits

EDC 201 and 220; ART Major, TEP or Permission

Explorations of inclusive methods of teaching students with different abilities and diverse social and cultural backgrounds. Lectures, discussions, reading and classroom experiences deal with the nature of disabilities and giftedness. Curriculum, evaluation, space planning and classroom management techniques are studied in relation to the range of abilities that students bring to the contemporary art classroom. Open to students at junior level or above. Required for Art and Design Majors seeking K-12 certification.

**EDC \*383.**

**Curriculum and Methods in Early Childhood**

4 credits

EDC 183, 201 and 220

Preparation for planning and facilitating developmentally appropriate learning experiences for young children in the content areas of language, literacy, mathematics, science, social studies, the arts, health and safety. Techniques for adapting instruction to culturally diverse learners and those with handicapping conditions. Preparation in appropriate management and guidance techniques, and designing appropriate physical environments and schedules for young children. Students practice integrating systematic observation of young children's behavior with instructional design and assessment and program evaluation techniques. Students learn techniques for working cooperatively with families in the care and education of their children and with community services and referral procedures for children. Includes a 30-hour

practicum in an early childhood site.

**EDC \*385.**

**Practicum in Education**

1-4 credits

Permission

**EDC \*399.**

**Independent Study**

4 credits

Junior Standing; Permission

Individual investigation of an educational problem planned with faculty in Alma's Education Department.

**EDC \*440.**

**Teaching Struggling Readers**

1 

3 credits

EDC 304 and 340; EDC 490-491e concurrently

Survey of theory and methods associated with reading instruction for struggling readers. Emphasis placed on assessment of reading strengths and needs as well as specific strategies for reading improvement. Includes supervised instruction. Required for elementary certification.

**EDC \*445a.**

**Methods Secondary Art Teachers**

4 credits

\$10

TEP or Permission

Examination of art media and the construction of art programs in secondary, grades 7-12, classrooms. Topics include multicultural influences on world art, uses of technology in the classroom and current standards and practices in art education. Required for Art and Design Majors seeking K-12 certification.

**EDC \*445b-s.**

**Special Methods in Secondary Teaching**

2 credits

TEP or Permission

Survey of special teaching methods in student's major field: b, Biology; c, Chemistry; e, English; f, Modern

Languages; h, Social Studies; m, Mathematics; n, Vocal Music (listed as MUS 432a); o, Instrumental Music (listed as MUS 432b); p, Physical Education; ph, Physics. May be taken prior to or concurrently with Education 490-491s. Required for certification.

**EDC \*447. Methods in Teaching Spanish**

4 credits

TEP or Permission

Survey of materials and contemporary methods for teaching Spanish. Includes theory and research on teaching modern languages: communicative method, interculturalism, phonetics and classroom observation. Class conducted in Spanish. Candidates for Secondary Certification may substitute this course for EDC 445f, which is required for certification. Others may enroll with permission of the Alma Education Department. (Madrid or Mexico City)

**EDC \*480. Selected Topics in Education**

2-4 credits

EDC 201 and 220, and Permission

Survey of a selected topic chosen for study. May be taken more than once for credit.

**EDC \*490-\*491e or s. Directed Teaching**

5 credits each

Approval by TEC; Senior or Post- Graduate Standing

Teaching under the direction of a cooperating teacher in the public schools. Concurrent enrollment in Education 348 and 445, or 440 is usual. With Department's permission, graduates may enroll for 490e or s only. Applications must be filed by January 15 of the year prior to directed teaching. Pass/fail only. Required for certification.

**EDC \*492. Directed Teaching for K-12 Endorsement**



4 credits

Teaching under the direction of a supervising teacher in the public schools in special areas of Music, Physical Education and Art. Required of elementary education candidates with majors in one of the three special fields who wish K-12 endorsements. Normally scheduled in Spring Term.

**EDC \*493.**

**Directed Teaching in Early Childhood Education**

5 credits

EDC 182, 183, 282, 383

Directed teaching experience of 280 hours in an Early Childhood Setting under the guidance of a professional Early Childhood Educator. Students integrate and apply content area knowledge, pedagogical and professional knowledge and understanding of children's physical, cognitive, emotional and social needs, including special needs, in designing and facilitating learning experiences in an early childhood setting. Students apply knowledge of behavioral assessment and program evaluation, appropriate techniques for managing and guiding young children, nutrition, health and safety standards, and characteristics of appropriate environments to their planning and teaching. Under guidance of cooperating teacher, students work effectively with parents as partners in their children's education. Students in the Directed Teaching course regularly reflect on and evaluate their experience with a College supervisor.

**EDC \*499.**

**Independent Study**

1 

4 credits

Senior Standing, EDC Major and Permission

Individual investigation of an educational problem or development of a creative, usable project.

**EDC \*500.**

**Senior Thesis**

1 

4 credits

## Permission

Required for departmental honors.

# English (ENG)

---

**Professors Bender, Ottenhoff, Palmer, Selmon and Stargardt; Associate Professor Chen; Assistant Professors Vivian and von Wallmenich.**

English Department courses challenge students to engage with the traditions and methods of literary study to become powerful critical and creative thinkers. Students balance thinking broadly with reading closely, building knowledge in world literatures and cultures to appreciate and understand their own.

The Department's course offerings include introductory and advanced level courses in composition, creative writing and journalism; introductory surveys and advanced studies in literature and critical theory; and a senior seminar. The Department regularly offers opportunities for independent, off-campus and overseas study.

Several of our recent graduates have successfully completed M.A. and Ph.D. programs in literature and composition. More generally, English graduates are well prepared for professional opportunities in media, the law, public relations, public and private education, and for jobs with non-profit foundations and research organizations.

## **Major Requirements**

Thirty-six credits which must include:

1. Four credits in English 130, 131, 132, 133, or 134.
2. English 250 or 251; and 260 or 261.
3. Twelve additional credits of upper-level literature; at least eight credits must be at the 300 level.
4. English 320.
5. Four credits in English 200, 220, 270, 290, 291, 292, 293, or 370.
6. English 420.
7. Required cognate: four credits of foreign language at or above the 112 level to help students appreciate sounds, structure and beauty of a language different from their own.

8. Students who meet Alma's requirements for honors and who present a senior thesis judged to be of honors caliber are eligible for English Department honors.
9. Note: English 100, 101 and 190 do not count in the English Major.

## **Minor Requirements**

Twenty-four credits which must include English 130, 131, 132, 133, or 134; 250 or 251; 260 or 261; 200, 220, 270, 290, 291, 292, 320, or 370; and two additional upper-level literature courses, at least one at the 300 level. Please note: English 100, 101 and 190 do not count in the English Minor.

## **Program Considerations**

Potential majors are advised to schedule English 133 in the first year and English 320 in the sophomore or junior year. English 320 is a prerequisite for and may not be taken concurrently with English 420 Senior Seminar. **Note: the English Major also requires one foreign language course at or above the 112 level.**

All students planning a teaching career are advised to take COM 111 Fundamentals of Speech Communication and at least one course in diversity literatures. Those planning to teach secondary education with an English minor are advised to complete all English coursework prior to student teaching. Elementary teaching minors are encouraged to take ENG 220 General Linguistics.

Students considering graduate school are urged to complete more than the required number of 300-level literature classes and ENG 500 Senior Thesis.

The English Department encourages students to gain as much writing experience as possible in creative writing courses, workshops with visiting writers, involvement with Alma student publications, and internships on or off campus.

### **ENG 100.**

### **College Rhetoric I**

4 credits

Development of writing as a process of thinking and communication that involves stages of generating,

drafting and revising. Emphasis on writing in several forms for a variety of purposes and audiences. Review of basic paragraph, sentence and spelling skills. Regular conferences to discuss writing.

**ENG 101. College Rhetoric II**

4 credits

ENG 100

Developing critical writing and reading skills with emphasis on analytical, persuasive and researched writing. Evaluation of writing from the humanities, social sciences and natural sciences.

**ENG 130. Poetry (AH-2)**

1 

4 credits

Developing an understanding and appreciation of poetry. Analyzing kinds, techniques and effects of poetry.

**ENG 131. Prose (AH-2)**

1 

4 credits

Developing an understanding and appreciation of prose fiction and nonfiction. Reading and analyzing representative works of short and long fiction, personal essays and other prose pieces.

**ENG 132. Drama (AH-2)**

1 

4 credits

Developing an understanding and appreciation of drama. Reading and analyzing a wide range of dramatic texts in English, American and world literatures.

**ENG 133. Introduction to Literary Analysis (AH-2)**

1 

4 credits

Understanding the features common to the experience of literature in a variety of literary genres with focus on the vocabulary, critical approaches and writing strategies employed in literary analysis. Strongly recommended for majors and minors in English.

**ENG 134.****Studies in Literature (AH-2)**

4 credits

A thematic approach to understanding, analyzing and appreciating literature, drawing on at least two genres. Themes vary from Victorian writers and the city to gothic fiction and environmental literature.

**ENG 180-\*380.****Studies in Literature and Language**

1-4 credits

The study of various topics such as Holocaust literature, the dramas of AIDS, contemporary Scottish literature and travel literature. Students may register for more than one course under this number. Sections of 180 taken at Alma College may receive AH-2 credit. Prerequisite for 380: two courses in literature.

**ENG 181-\*381.****Diversity Studies in Literature**

4 credits

Studies of literature beyond the American and British canon: Asian American literature, Black women writers, Eastern European and non-Western world literature, and postcolonial writers. Students may register for more than one course under this number. Individual topics may receive AH-2 credit. Prerequisite for 381: two courses in literature.

**ENG 182-\*382.****Off-Campus Studies in the American Experience:  
Literary and Cultural Voices**

4 credits

Special emphasis on travel to develop historical and cultural awareness as it adds to the richness of the American literary experience such as writers of the Southwest in Taos, New Mexico, New England writers in Martha's Vineyard and Key West writers in Florida. Genres, periods and authors vary. Prerequisite for 382: two courses in literature.

**ENG 183-\*383.****Off-Campus Studies in British Literature and Culture**

4 credits

Special emphasis on travel to develop historical and cultural awareness as it adds to the richness of the British literary experience such as Shakespeare and Company in London and Medieval Literature in England. Genres, periods and authors vary. Prerequisite for 383: two courses in literature.

**ENG 190. Introduction to Creative Writing (AH-1)**

4 credits

Introduction to writing poetry, short fiction, drama or creative nonfiction. Critiquing of student and professional writing.

**ENG \*200. Advanced Rhetoric**

1 

4 credits

ENG 101 or Proficiency

Exploring the principles of invention, arrangement and style beyond the level of English 101. Emphasis on how academic and professional writers discover, support and evaluate ideas.

**ENG 201. Business and Professional Writing**

1 

4 credits

ENG 101 or Proficiency

Exploring the fundamentals of business and professional writing and communication such as correspondence, reports, memos, situational analyses and interviewing. Designed to provide the necessary tools for success in business environments. Helps students in all majors develop analytical thinking as well as writing and oral presentation skills. (Also listed as BUS 301.)

**ENG 210. Teaching Writing**

2 credits

Development of written fluency and critical evaluation skills; introduction to central theories of reading and

writing instruction. Designed chiefly for prospective Writing Center advisors, the course is also appropriate for future teachers or professional writers, and for those who simply wish to strengthen their writing and critical skills.

**ENG \*220.**

**General Linguistics (AH-4)**



4 credits

Understanding the function and structure of language through analysis of its subdivisions: phonetics and phonology, morphology, syntax, semantics and pragmatics, language usage, dialect and historical development.

**ENG 230.**

**Shakespeare on Film (AH-4)**



4 credits

Study of Shakespeare's plays from the perspective of text and film. Emphasis on understanding selected plays, comparing different interpretations, and comprehending different cinematic styles.

**ENG \*240.**

**Survey of Continental European Literature I (AH-2)**



4 credits

ENG 100 or Proficiency

Study of representative literary works produced in continental Europe from classical Greece through the Renaissance.

**ENG \*241.**

**Survey of Continental European Literature II (AH-2)**



4 credits

ENG 100 or Proficiency

Study of representative literary works produced in continental Europe from the 17th century to the present.

**ENG \*250.**

**Survey of British Literature I (AH-2)**



4 credits

ENG 100 or Proficiency



Exploring British literature from its beginning to the end of the 18th century, from Medieval period through the Neo-Classical period.

**ENG \*251.**

**Survey of British Literature II (AH-2)**

1 

4 credits

ENG 100 or Proficiency

Exploring British literature of the 19th and 20th centuries, from the Romantic era to the present.

**ENG \*260.**

**Survey of American Literature I (AH-2)**

1 

4 credits

ENG 100 or Proficiency

Analyzing American literature from its beginnings to the Civil War, including the Puritan and Romantic periods.

**ENG \*261.**

**Survey of American Literature II (AH-2)**

1 

4 credits

ENG 100 or Proficiency

Examining American literature from the Civil War and the Realistic movement to the present

**ENG \*270.**

**Journalistic Writing**

4 credits

ENG 101 or Proficiency

Techniques of gathering and presenting information for the print media. Extended practice in reporting and news writing; writing complex news stories and in-depth reports, feature and editorial writing.

**ENG \*290.**

**Poetry Workshop I**

4 credits

ENG 190 and Permission

Exploring the art and craft of writing poems. In-depth critiquing of student and professional writing.

**ENG \*291.**

**Fiction Workshop I**

4 credits

ENG 190 and Permission

Exploring the art and craft of writing short fiction. In-depth critiquing of student and professional writing.

**ENG \*292.**

**Playwriting Workshop (AH-1)**



4 credits

Permission

Exploring the art and craft of writing short plays. In-depth critiquing of student and professional writing.  
(Also listed as THD 292.)

**ENG \*293.**

**Creative Nonfiction Workshop**

4 credits

ENG 190 and Permission

Exploring the art and craft of writing creative nonfiction essays. In-depth critiquing of student and professional writing.

**ENG \*299.**

**Independent Study**

2-4 credits

Permission

**ENG \*320.**

**Critical Theory**



4 credits

Two courses in literature

Surveys modern literary and critical discourse with emphasis on understanding and applying different theoretical approaches to literature.

**Prerequisites for advanced studies in literature (ENG 340 through 368) are ENG 130, 131, 132, 133, or 134; and ENG 240, 241, 250, 251, 260, or 261.**

**ENG \*340.**

**Women's Literature**

1 

4 credits

Two courses in literature

Studies in the literature of women from its beginnings in Julian of Norwich through Bradstreet and Woolf to the present. Includes historically and internationally diverse authors in a variety of genres.

**ENG \*351.**

**Chaucer**

1 

4 credits

Two courses in literature

Study of Chaucer's major works, including the *Canterbury Tales* and *Troilus and Criseyde*, and/or selected works of Chaucer's contemporaries.

**ENG \*353.**

**The English Renaissance**

1 

4 credits

Two courses in literature

Selected study of English Renaissance texts ranging from More's *Utopia* to Milton's *Paradise Lost*. Includes works by authors such as Marlowe, Spenser, Donne, Herbert, Jonson and Marvell.

**ENG \*354.**

**Shakespeare**

1 

4 credits

Two courses in literature

Study of Shakespeare's plays offering a representative survey of the major histories, comedies and tragedies.

**ENG \*355.**

**British Romantics and Victorians**

1 

4 credits

Two courses in literature

Study of the major 19th-century British writers from Blake to Hopkins. Includes such authors as Wordsworth, Coleridge, Keats and the Brownings, and such essayists as Wollstonecraft, Hazlitt, Carlyle and Pater.

**ENG \*356.**

**Modern British and Irish Literature**

1 

4 credits

Two courses in literature

Study of major British and Irish authors since 1900, including Yeats, Joyce, Eliot, Woolf and Beckett.

**ENG \*361.**

**Major American Writers to 1865**

1 

4 credits

Two courses in literature

Examines in depth selected writers from the Revolution to the Civil War, with a special focus on the struggle to define an "American" literature. Includes such authors as Brown, Irving, Poe, Douglass, Jacobs, Dickinson, Melville, Hawthorne, Whitman and Stowe.

**ENG \*362.**

**Major American Writers, 1870-1940**

1 

4 credits

Two courses in literature

Examines in depth the major writers that emerge at the turn of the century and the social and literary movements associated with them — including realism, naturalism, regionalism and the "New Negro" and women's movements. Includes such writers as Twain, Chesnutt, Hopkins, Wharton, James, Chopin, Crane, Norris and Dreiser.

**ENG \*364.**

**Studies in Drama**

1 

4 credits

Two courses in literature

Studies of issues and developments in English language drama from the Restoration to the present. Individual sections might be organized by themes, by period (i.e., Restoration or 20th-century drama), or by focusing on multiple works by playwrights such as Dryden, Behn, Farquhar, Shaw, O'Neill, Williams, Albee, Churchill, or Fugard.

**ENG \*365.**

**Studies in the Novel**

1 

4 credits

Two courses in literature

Studies of issues and developments in the English-language novel. Individual sections might be organized by themes, by periods (Victorian or modern novels), or by focusing on multiple works by authors as diverse as Defoe and DeLillo, Richardson and Rushdie, or Melville and Morrison.

**ENG \*366.**

**Modern American Literature**

1 

4 credits

Two courses in literature

Studies in American literature from post WWII to the present. Includes authors such as Stein, Hemingway, Cather, Hurston, W.C. Williams, Faulkner, Cummings, Wright, Steinbeck, Plath, Morrison and Walker.

**ENG \*367.**

**African American Literature**

1 

4 credits

Two courses in literature

Study of African American literature as a distinct tradition beginning with the experience of enslavement and influenced by African and African American oral cultural heritage. Examines the emergence of a Black Aesthetic across many genres, including poetry, fiction, autobiography, sermons, speeches and criticism.

**ENG \*368.**

**American Indian Literatures**

1 

4 credits

Two courses in literature

Study of the rich and varied literary tradition's roots in oral culture and its modern and contemporary expressions. Explores authors of diverse tribal affiliations and genres who address significant themes such as mixed-blood identity, reservation and urban life, the impact of near genocide, cultural preservation and resistance, and survival humor, among other topics.

**ENG \*370.****Journalistic Studies and Projects**1 

4 credits

ENG 270 or Permission

Variable topics: magazine article writing and marketing, extended literary journalism, history of journalism, print promotion and group publicity.

**ENG \*385-\*386.****Practicum**

2-6 credits

Permission

Application of concepts in language and writing through participation in journalistic, public relations and other work settings. Supervision by faculty and sponsoring organization. Includes interpretive journal and summarizing paper.

**ENG \*390.****Poetry Workshop II**

4 credits

ENG 190, 290 and Permission

Advanced workshop in the art and craft of writing poems. In-depth critiquing of student and professional writing. Creating a chapbook of poems and giving a public reading.

**ENG \*391.****Fiction Workshop II**

4 credits

ENG 190, 291 and Permission

Advanced workshop in the art and craft of writing fiction. In-depth critiquing of student and professional

writing. Creating a chapbook of fiction and giving a public reading.

**ENG \*399.**

**Independent Study**

2-4 credits

24 credits completed in the Department with "B" average and Permission

**ENG \*420.**

**Senior Seminar**



4 credits

ENG 320, 12 additional upper level English credits, and Senior Standing

A sustained investigation in the study of language and literature that draws upon the expertise developed in previous English courses. Topics will vary each term. Students will complete a seminar project and submit a portfolio of their writing in the major.

**ENG \*490.**

**Independent Study in Creative Writing**

4 credits

ENG 390 or 391, and Permission

**ENG \*499.**

**Independent Study**

2-4 credits

30 credits completed in the Department with "B" average and Permission

**ENG \*500.**

**Senior Thesis**



1-4 credits

Permission





# **Environmental Studies (ENV)**

---

**Professors Lorenz, Massanari and Vickery; Assistant Professors Cunningham and Oemke; Instructor Borrello.**

The challenge of maintaining and creating a sustainable environment is one of the most pressing problems facing our society and world today. The Environmental Studies minor draws information, ideas and concepts from the natural sciences, social sciences and the humanities to deal with complex and interdisciplinary environmental issues. The minor provides a breadth of coursework and the conceptual tools for analyzing environmental issues; it is applicable for students majoring in any academic discipline.

## **Minor Requirements**

1. Core: 14 credits consisting of ENV 105, 110, 480 and RSP 225.
2. Choice of three of the following courses for a minimum of 10 credits: POL 141; ECN 340; COM 253; and ENV 380, 385 or 499.

### **ENV 105.**

#### **Introduction to Environmental Studies (NS-1)**

4 credits

Examination of humans and their relationship to the natural environment. Explores current status of environmental problems, controversies and solutions.

### **ENV 110.**

#### **Environmental Geology (NS-2)**

4 credits

MTH 101

Investigation into the causes of geologic hazards such as earthquakes, mass movement, volcanoes and desertification. Includes investigation into geologic process involved in the formation of energy and material resources, their origin, uniqueness and the impact of their use on the environment. Topics center on the interrelationships among all physical Earth processes.

**ENV \*380.**

**Environmental Problems and Issues**

4 credits

ENV 105, 110 and one additional course from the ENV curriculum.

Examination of selected environmental issues and problems. Content varies. Topics may include pollution, energy, natural resources, land use planning and recycling.

**ENV \*385.**

**Practicum**

2-4 credits

ENV 105, 110 and one additional course from the ENV curriculum.

**ENV \*480.**

**Topics Seminar in Environmental Studies**

2 credits

16 credits in minor or Senior Standing or Permission

Capstone course in environmental studies. Interdisciplinary approach incorporating scientific knowledge with policy and humanistic issues that are applied to real-life environmental problems.

**ENV \*499.**

**Independent Study**

1-4 credits

ENV 105, 110 and one additional course from the ENV curriculum.

# Exercise and Health Science (EHS)

---

**Professors Davis and Luetkemeier; Associate Professors Anderson and Ball; Instructors Bray, Cole, Daniels, Griffin and Munderloh.**

The Exercise and Health Science Department emphasizes a combination of strong science education with generous laboratory experiences in human physiology, exercise testing and prescription, gross anatomy, athletic training, senior fitness, and exercise biochemistry.

Graduates of Alma's Exercise and Health Science Program are prepared for employment in corporate or hospital settings, health and wellness intervention programs, athletic training and other health-related careers. For physical education teaching, the Exercise and Health Science Program can be combined with the Secondary Teacher Education Program. Many Exercise and Health Science graduates pursue graduate study in exercise physiology, medicine, nutrition, occupational therapy, physical therapy, public health and health promotion.

## **EHS Major Requirements**

1. Core: 20 credits consisting of EHS 225, 226, 301, 327, and 344.
2. Concentration: 16 credits from one of the following:
  - a. Pre-professional: EHS 310 and 14 credits from the following: EHS 270, 328, 340, 345, 346, 428, and 430.
  - b. Pre-therapy: EHS 310, 323, 345, 346, 401, and 428.
  - c. Health and Fitness: EHS 331, 390A or C, and 428; and six credits from the following: EHS 270, 303, 328, 340, and 345.
3. Either completion of the Senior Oral Comprehensive Examination administered by the Department or Senior Seminar (EHS 480).
4. Certification in First Aid and CPR is required for the Major.
5. At least one practicum experience is strongly recommended for all EHS Majors.

## **EHS Minor Requirements**

Twenty-four credits which must include EHS 225, 226, 344 and 327.

NOTE: No activity courses (110-165) may count toward the non-teaching major or minor and no more than six activity course credits may be applied toward the 136 required for the bachelor's degree.

## **Athletic Training Major**

The Commission on Accreditation of Allied Health Education Programs is evaluating the Athletic Training Education Program (ATEP) for accreditation. The major is under candidacy and will be evaluated in the spring of 2005 to become an accredited program. Each Athletic Training Student (ATS) is required to complete a minimum of four semester-long clinical assignments and accumulate a minimum of 1,000 clinical experience hours during their clinical experiences with 250 hours completed in an intensive equipment sport. Athletic Training Students will gain valuable practical experience in the practice and game coverage of the varsity and junior varsity intercollegiate sports at Alma College. Other clinical rotations include a physical therapy clinic, high school and corporate wellness program.

## **Admission Requirements:**

Students must apply to the ATEP. The program is competitive and acceptance is based on the number of available clinical positions. Students must complete the following to be reviewed for admittance: apply and be accepted into Alma College; and a separate application to the ATEP is required. Contact Dennis Griffin MA, ATC for an application packet. The admission process takes place once a year and admission occurs by April 1 of each year.

## **Selection Criteria for the Athletic Training Education Program:**

Each entering class is admitted to the ATEP in the fall semester. Admission to Alma College is required for, but does not guarantee, acceptance into the ATEP. The program is selective and can accommodate a limited number of students each year. This number may vary depending on the number of approved clinical instructors, available clinical assignments, and Alma College's Athletic Training facilities. Prospective

students must have all application materials completed to be considered for admission. Submit an application for Provisional Admission to the ATEP by March 1 for fall admission.

The applicant will be notified of their status by April 1.

Preference will be given to those applicants who have:

1. Completed the Athletic Training Application
2. High college grade point average
3. High grade point average in high school
4. Three letters of recommendation
5. Interviewed by the Athletic Training staff. These interviews will take place following submission of application material.

After being provisionally accepted into the ATEP, students must complete the following to achieve full admittance:

1. Pass EHS 221, First Aid and CPR and EHS 222, Principles of Athletic Training with a minimum GPA of 2.50.
2. Achieve a minimum cumulative GPA of 2.50 for all completed course work (based on all college-level work computed both at Alma College and at other institutions).
3. Hold the following valid certifications (or their equivalents):
  - a. Standard First Aid and Safety — American Red Cross.
  - b. CPR for the Professional Rescuer — American Red Cross.
4. Complete a minimum of 50 voluntary observational hours under the direct supervision of an Approved Clinical Instructor within the ATEP at Alma College. Transfer students may complete documented observational clinical hours under the direct supervision of a Certified Athletic Trainer at the institution from which they are transferring. These supervised clinical hours must comply with the guidelines as outlined by the National Athletic Trainers' Association Board of Certification (NATABOC).

5. Receive a positive observation evaluation from the Program Director and Approved Clinical Instructors of the ATEP.
6. Pass a pre-admittance physical examination.
7. Submit a health insurance/history form.
8. Acceptance of the Technical Standards.
9. Updated Hepatitis B vaccination or a signed waiver form.
10. Updated TB Screening.

Once admitted to the program the ATS is required to meet certain standards for retention including a minimum GPA and successful completion of required clinical skills. In addition, there are some financial costs involved with the ATEP. The specific policies are located in the ATS handbook or contact the ATEP Director.

Transfer Students: Transfer students must fulfill all the program requirements as indicated. The ATEP Director and the Registrar will evaluate the coursework from the previous institution to determine the courses that meet the requirements of Alma College and the ATEP. In addition the ATEP Director will determine which Athletic Training courses meet the program's proficiencies and competencies. Transfer students need to show proof of the clinical proficiencies and clinical experiences that were taught by an ACI. The ATEP reserves the right to give the transfer student a comprehensive exam to test the educational level of the student.

### **Athletic Training Major Requirements**

Core: 20 credits consisting of EHS 225, 226, 301, 327 and 344.

Concentration: 38 credits consisting of EHS 221, 222, 323, 324, 325, 326, 328, 340, 345, 427 and eight credits of Clinical Experiences EHS 105, 106, 205, 206, 305, 306, 405 and 406.

**Secondary Physical Education Teaching Major Requirements: This program has been submitted to the Michigan Department of Education and is currently under review for approval. See Dr.'s Anderson or Seals with questions.**

Forty-two credits which must include EHS 221, 225, 226, 271, 301, 327, 331, 334, 344, 345, and 428; one from 150, 154, 156M and 157; two from 110, 112, 118, and 165A,B,S,V; and one from THD 140 and 141. K-12 certification may be obtained by completion of EHS 339. Recommended, but not required, is EHS 201.

**EHS 105. Clinical Experience in Athletic Training I**

1 credit

Combines the required proficiencies of a level one student with a clinical field experience.

**EHS 106. Clinical Experience in Athletic Training II**

1 credit

EHS 105 or Permission

Combines the required proficiencies of a level one student with a clinical field experience.

**EHS 110. Beginning Tennis**

1 credit \$3

**EHS 112. Beginning Golf**

1 credit \$4

**EHS 116. Badminton**

1 credit \$10

**EHS 118. Racquetball**

1 credit \$4

**EHS 130. Beginning and Advanced Beginning Swimming**

1 credit

**EHS 131. Advanced Beginning/ Intermediate Swimming**

1 credit

**EHS 150. Fitness for Life**

1 credit

Introduction to lifetime activities for physical fitness and cardiovascular health; includes fitness testing and personalized exercise prescription.

**EHS 152. Basic Tumbling**

1 credit

**EHS 154. Conditioning**

1 credit

**EHS 155. Cross-Country Skiing**

1 credit

Fee: Ski Rental

**EHS 156. Strength Training**

1 credit

**EHS 157. Aerobic Exercise**

1 credit

\$35

**EHS 160. Independent Individual Activity**

1 credit

Permission

**EHS 165. Independent Group Activity**

1 credit



Designed for a group of students to contract for a specific goal-centered learning experience. Goals, activities and means of evaluation must be detailed with the instructor.

**EHS 200. Lifeguarding**

2 credits

Fundamentals of lifeguarding. Satisfactory completion of this course qualifies student for American Red Cross lifeguarding certification.

**EHS 201. Water Safety Instruction**

2 credits

Advanced Life Saving Certificate

**EHS 202. Aerobic Exercise Instructor**

2 credits

\$35

EHS 157 and Permission

Methods of design and instruction for safe and effective aerobic dance exercise programs.

**EHS 205. Clinical Experience in Athletic Training III**

1 credit

EHS 106 or Permission

Combines the required proficiencies of a level two student with a clinical field experience.

**EHS 206. Clinical Experience in Athletic Training IV**

1 credit

EHS 205 or Permission

Combines the required proficiencies of a level two student with a clinical field experience.

**EHS 210.****Health Careers Seminar**

2 credits

Examination of current information and practices relating to human health. Includes discussions, independent research, on-campus presentations by invited professionals, and off-campus visits to observe health practices, services, agencies and businesses. Pass/fail only.

**EHS 212.****Physiology of Aging**

4 credits

BIO 121

Study of the physiological changes accompanying the aging process. Focuses on both the natural aging process and diseases that are a consequence of aging. Emphasis on lifestyle modification and aging.

**EHS 214.****Faith and Physiology (NS-1)**

4 credits

Critically evaluate the evidence suggesting a link between spirituality and health outcomes. Students are introduced to the scientific method, the current debate on science and religion, as well as basic understandings of the putative physiological basis for the observed connection. Larger questions of mind-body connections are addressed through extensive laboratory experiences. Intended for non-science majors. Laboratory.

**EHS 215.****Human Structure and Function (NS-1)**

4 credits

Provides basic understanding of human anatomy and physiology with emphasis on applications to health and medicine. Intended for non-science majors and may not count toward an EHS Major or Minor. Students who have taken EHS 226 or BIO 207 should not take this course. Laboratory.

**EHS 221.****First Aid and CPR**

2 credits

Introduction to basic first aid and CPR. Satisfactory completion of this course qualifies student for American Red Cross Certificate.

**EHS 222. Principles of Athletic Training**

4 credits \$15

EHS 221

Introduction to the general principles of athletic injuries.

**EHS 223. Women's Health Seminar**

2 credits

Develops an understanding of the factors that define illness or well-being in women's health. Emphasis on students as pursuers of contemporary issues in women's health.

**EHS 224. Substance Use and Abuse**

4 credits

BIO 121

An introductory analysis of the physiological, pharmacological, psychological and sociological aspects of substance use and abuse. Emphasis on the biological basis for drug action, tolerance development, physical and psychological dependence, as well as addictive behaviors will provide students with an understanding of key physiological and biochemical concepts.

**EHS 225-226. Human Physiology**

4 credits each

BIO 121; EHS 225 before 226

Study of physiological functions of the human body and the relationship of systems to the maintenance of homeostatic balance. Includes applications of physiological principles to practical issues in medicine and physical performance. Laboratory

**EHS 270. Community Health**

4 credits \$20

Permission

A direct application class which provides hands-on experience gathering, entering, analyzing and interpreting actual health data. Students spend two weeks conducting Heart Fairs in eight local school districts with sixth-grade children. During the Heart Fairs, the children are educated and assessed on various heart disease risk factors.

**EHS 271. Personal and School Health**

2 credits

EDC 201 and 220 concurrently, or Permission

Designed to cover topical health content required for state teaching certification and methodology for teaching school health.

**EHS 280. EHS Seminar**

1 credit

Junior Standing

Topics in physiology selected by the instructor. Students expected to give a presentation.

**EHS \*301. Nutrition**

4 credits

EHS 226 or BIO 207

Introduction to human nutrition including identification, function and food sources of required nutrients. Application of principles of normal nutrition to special issues (e.g., physical performance, obesity, pathology.)

**EHS \*303.**

**Stress Management**

2 credits

Junior Standing

Investigation of stressors in the work, social and self environments. The physiology of stress and deep relaxation techniques studied as an introduction to life style redesign.

**EHS \*305.**

**Clinical Experience in Athletic Training V**

1 credit

EHS 206 or Permission

Combines the required proficiencies of a level three student with a clinical field experience.

**EHS \*306.**

**Clinical Experience in Athletic Training VI**

1 credit

EHS 305 or Permission

Combines the required proficiencies of a level three student with a clinical field experience.

**EHS \*310.**

**Introduction to Exercise Science Research**

2 credits

Permission or Junior status

Introduction to the research process. Typically students make a formal research proposal. Students are encouraged to pursue an individual study of a particular subject in Exercise Science.

**EHS \*323.**

**Therapeutic Modalities**

3 credits

Permission

Physiological principles and application of various therapeutic modalities utilized in the treatment of musculoskeletal injuries. Laboratory.

**EHS \*324.**

**Therapeutic Exercise**

3 credits

Permission

Methods and principles utilized in the rehabilitation of injuries of the physically active. Laboratory.

**EHS \*325.**

**Orthopedic Assessment I**

3 credits

Permission

Knowledge and practical application of theory and assessment methods necessary for the recognition of signs and symptoms of upper extremity injuries. Laboratory.

**EHS \*326.**

**Orthopedic Assessment II**

3 credits

Permission

Knowledge and practical application of theory and assessment methods necessary for the recognition of signs and symptoms of lower extremity injuries. Laboratory.

**EHS \*327.**

**Physiology of Exercise**

4 credits

\$15

EHS 226 or BIO 207

Exploration of the physiological process in relation to exercise in everyday life, and to sports and recreational activities. Laboratory.

**EHS \*328.**

**Human Diseases**

4 credits

EHS 226, BIO 207 or Permission

Introduction to the pathophysiological study of disease in humans.

**EHS \*331.**

**Health Promotion**



4 credits

Junior Standing

Provides critical information for planning, implementing, and evaluating health promotion programs in the workplace, schools, community or health care setting.

**EHS \*334.**

**Theory and Practice of Individual Sports**

4 credits

\$30

Permission

Analysis of the skills of badminton, tennis and golf, and methods of instruction unique to each sport. Assumes basic proficiency in each sport.

**EHS \*339.**

**Exercise and Health Science in the Elementary School**

4 credits

Permission

Methods of teaching exercise and health science activities and practice in planning a physical education curriculum. Designed for elementary classroom teachers and Exercise and Health Science Majors.

**EHS \*340.**

**Pharmacology**

4 credits

EHS 226 or BIO 207

Overview of the major concepts of pharmaceutical sciences. Includes the study of basic pharmacodynamic and pharmacokinetic principles as related to the major classes of drugs used in the clinical setting today.

**EHS \*344.**

**Human Anatomy (NS-1)**

4 credits

\$20

EHS 226





Permission

Designed for off- or on-campus placement combining academic orientation with practical preprofessional experience. Maximum of eight credits.

**EHS \*390. Field Work in EHS/Recreation**

2 credits

Permission

**EHS \*401. Molecular Aspects of Muscle Physiology**

4 credits

EHS 226 and CHM 115

Detailed analysis of recent advances in our understanding of muscle function. Includes basic mechanisms of contraction, neuromuscular control and plasticity/adaption of muscle tissue. Important comparisons between the major muscle types are made. Emphasis placed on understanding these concepts at the molecular level and how these mechanisms translate to overall tissue function. Laboratory.

**EHS \*405. Clinical Experience in Athletic Training VII**

1 credit

EHS 306 or Permission

Combines the required proficiencies of a level four student with a clinical field experience.

**EHS \*406. Clinical Experience in Athletic Training VIII**

1 credit

EHS 405 or Permission

Combines the required proficiencies of a level four student with a clinical field experience.

**EHS \*427. Administration of Athletic Training**

2 credits



Permission

Prepares the athletic training student with the organizational and administrative theories utilized in the management of an athletic training facility.

**EHS \*428. Exercise Testing and Prescription**

4 credits \$20

EHS 327

In-depth study of theoretical bases and applied knowledge required for graded exercise testing and individualized exercise prescription for normal and high risk populations, with emphasis on cardiac patients. Electrocardiograph techniques and interpretation, pharmacological considerations, test data interpretations and emergency procedures are included. Laboratory.

**EHS \*430. Epidemiology**

4 credits

BIO 121 and Junior Standing, or Permission

Presents concepts, principles and methods generally used in the surveillance and investigation of health-related events.

**EHS \*499. Independent Study**

2-4 credits

Permission

Research in Exercise and Health Science under the supervision of the Department culminating in a thesis or research project. Open to Majors only.

**EHS \*500. Senior Thesis**

4 credits

Permission



# Public Health (PBH)

---

**Professors Dixon, Lorenz and Vickery; Associate Professors Anderson and Fobes.**

Public Health is an interdisciplinary minor designed to educate students through a broad scientific base of courses, providing fundamental understanding of public health activities.

## **Minor Requirements**

1. Core of 16 credits consisting of EHS 270, 331 and 430; MTH 116.
2. Two courses from the following: COM 243, ENV 105, PHL 229, POL 141 and SOA 234.
3. A four-credit practicum experience in a public health setting is strongly encouraged.

## **PBH \*385. Practicum**

4 credits

Permission

# Geography (GGR)

---

Geography is the study of relationships and interactions between humans and the environment. Geography utilizes a spatial approach to examine the patterns and distributions of human activities and natural features on the earth's surface. Geography, by nature, is a holistic, synthesizing and integrating discipline.

## **GGR 101. People, Places and Boundaries**

2 credits

Introduction and overview of the discipline of geography. Central themes include human environment interaction, spatial analysis, and pattern and process. Study of human and natural components of the earth's surface with a focus on relationships between humans and their environments.

## **GGR 102. People, Patterns and Processes**

2 credits

Study of various cultural attributes with a focus on the relationships between humans and their environments. Topics examined within a spatial framework that includes population, ecology, religion, politics, economics, agriculture, resources, industry, urbanization, trade, energy use and development.

# Geology (GEO)

---

## **Instructor Borrello.**

Geology is the study of the Earth — its composition, evolution, history and uniqueness among other planets in our solar system. Offerings in Geology provide an introduction for the non-science major as well as supplement the curriculum for science majors seeking careers in the environmental field. Geology complements the Environmental Studies minor curriculum.

### **GEO 101.**

#### **Physical Geology (NS-2)**

4 credits

\$15

MTH 099

Overview of physical Earth processes including rock and mineral formation, weathering and erosion, volcanism, seismicity and glaciation. Topics focus on central theme of plate tectonics. Also included are tectonic mechanisms responsible for structural change and landforms.

### **GEO 112.**

#### **Introduction to Michigan Basin Geology (NS-2)**

4 credits

\$35

MTH 101

Field-oriented course focusing on unique geology of the Michigan Basin. Emphasis on tectonic and climatic changes in Michigan's geologic past and the rock records and fossil assemblage representing these changes. Topics include formation of the Michigan Basin's unique structure. Field trips include Wallace limestone quarry, evaporite deposits in a Grand Rapids gypsum mine, sandstone ledges at Grand Ledge, Silver Lake sand dunes and regional Pleistocene glacial features.

### **GEO 113.**

#### **Dynamic Earth (NS-2)**

4 credits

\$15

MTH 101

Study of the Earth's dynamic systems as explained by plate tectonics theory. Tectonic investigation from the origin of the solar system to the most recent period of continental glaciation. Examination of rock and fossil records. Laboratory.

# Gerontology (GER)

---

**Professors G. Beagley, Davis, Dixon and Thorsen; Associate Professors Anderson and Fobes; Assistant Professor Batchelder.**

## **Minor Requirements**

1. Core of 24-26 credits which must include Sociology and Anthropology 234, Psychology 260, Exercise and Health Science 212 (Physiology of Aging), Philosophy 229 and Psychology 280 (Advanced Psychology of Aging.)
2. Four-credit practicum Gerontology 385.
3. Two-credit multidisciplinary capstone seminar Gerontology 480.
4. At least two elective credits from any course(s) deemed relevant to gerontology by the Gerontology Advisory Committee. Approved elective courses include Sociology and Anthropology 237; Psychology, Exercise and Health Science, Sociology and Anthropology or Religious Studies 399.

**GER \*385.**

**Practicum**

4 credits

Permission

**GER \*480.**

**Senior Seminar**

2 credits

Permission

Multidisciplinary capstone seminar for gerontology minors.



# History (HST)

---

**Professors Bu, Furlong and Lorenz; Assistant Professor Olbertson; Visiting Instructor Smith.**

The study of history provides a historical perspective which contributes to an understanding of the economic (E), social (S), political (P), intellectual (I) and technological (T) factors which affect human behavior as well as the historical interpretation (H) which explains that behavior. Course offerings in History vary in emphasis. Students may identify central course themes by noting the explanatory caption, e.g. (ESPI). All courses which satisfy the SO-1 distributive requirement focus on the principal economic, social, political and intellectual problems in particular historical eras (see General Education Objectives for details). Similarly, courses which emphasize a multinational or global perspective are noted by the caption (GP).

All courses require students to analyze historical factors and to communicate the results of such analysis in oral and written forms. History is appropriate for careers in law, journalism, industrial management, banking, civil service, library and museum management, ministry, politics and teaching.

## **Major Requirements**

1. Thirty-six credits which must include HST 323, 325, 326 or another 300-level American history course pre-approved by the Department; HST 300, 330, 331 or another 300-level European history course pre-approved by the Department; HST 353, 360 or another 300-level non-Western history course pre-approved by the Department; and one 400-level seminar (not an independent study).
2. All 36 credits that count toward the Major must be taken for letter grade. History courses may be taken for S/F credit but only above and beyond the 36 credits taken for letter grade for the Major.
3. No more than eight credits may be taken by proficiency to count toward the 36 credits required for the Major. Students seeking credit by proficiency must obtain permission from the instructor for the courses in question and from a History Department committee. Students seeking credit by proficiency must pay the appropriate fee(s) and show proof of such payment to the Department chair. The instructor must prepare a written statement indicating what a student must do to obtain credit for proficiency.

4. Successful completion in the student's senior year of the comprehensive examination administered by the Department is mandatory.
5. Honors candidates must have a minimum overall of 3.3 GPA and a 3.5 in the History Department, complete a one-credit advanced bibliography course, submit an honors thesis, and, where possible, present the thesis in an external forum.

### **Teaching Major Requirements**

1. Thirty-six credits which must include HST 323, 325, 326 or another 300-level American history course pre-approved by the Department; HST 300, 330, 331 or another 300-level European history course pre-approved by the Department; HST 353, 360 or another 300-level non-Western history course pre-approved by the Department; and one 400-level seminar (not an independent study).
2. HST 100; 101, 102 or 238; 104; 105; 253, 255 or 260.
3. The following cognate courses, unless a student is taking one or more of the following as part of another major or minor the student is completing: ECN 201, GGR 101, GGR 102, POL 101.
4. Students seeking a history teaching major are strongly urged to have an academic advisor who is a tenured or tenure-track member of the History Department.

### **Teaching Minor Requirements**

The following courses are required for the 24-credit teaching minor: HST 100; 101, 102 or 238; 104; 105; 253, 255 or 260; and one additional four-credit history course approved by the Department.

### **Additional Notes**

100 and 200 level courses are recommended for first-year students and sophomores. HST 300 and above are recommended for sophomores, juniors and seniors; freshmen admitted only with permission of the instructor.

**HST 100.**

**European Survey I (SO-1)**



4 credits

Introduction to the development of western civilization from its beginnings in Mesopotamia through the Renaissance and the Reformation, covering the societies of the Near East and Egypt, Greece, Rome, and medieval and early modern Europe. (ESPIT/GP)

**HST 101.**

**European Survey II (SO-1)**



4 credits

Introductory overview of modern Europe that focuses on such topics as the rise of absolutism, the Scientific Revolution and Enlightenment, the French Revolution and Napoleon, industrialization and social change, the Romantic movement, nationalism, liberalism and socialism, causes and consequences of the world wars, foundations of the Soviet state, Nazism, and reconstruction and recovery after 1945. (ESPIT/GP)

**HST 102.**

**Europe and the Modern World (SO-1)**



4 credits

Survey of the interaction of Europe with the rest of the world since the 18th century. Focuses on the origins of European imperialist expansion, the nature of colonial rule, the impact of imperialism on Europe, the colonies and the global system, and the collapse of European colonial empires since the second world war. (ESPI/GP)

**HST 104.**

**The Making of America to 1877 (SO-1)**



4 credits

Examines American history from colonial times to Reconstruction; concentration on political, constitutional, social, economic and intellectual problems. (ESPI/GP)

**HST 105.**

**The American Century: 1877 to Present (SO-1)**



4 credits

Political, economic, social and intellectual issues from Reconstruction to the present. Focuses on 1877-1990. (ESPITH/GP)

**HST 121.****American Legal History I (SO-1)**1 

4 credits

Introductory survey, 1620-1893. Colonial law, the Marshall and Taney courts, slavery, Civil War and the robber barons and the law. (ESPI)

**HST 122.****American Legal History II (SO-1)**2 

4 credits

Introductory survey, 1893-1993. Racial and gender issues, labor-management conflict, the New Deal and the courts. (ESPI)

**HST 140.****American Women's History (SO-1)**1 

4 credits

Introductory survey and examination of problems and issues in American women's history and American feminism, colonial era to the present. Emphasizes gender, race and class as categories of historical analysis. (ESPITH)

**HST 180.****Topics and Problems in History**1 

1-6 credits

Analysis of special topics: Age of Global Power 1938-80, Japanese-American relations, comparative studies in economic and diplomatic history, 20th century business and economic history, and the Marshall Court. No more than six credits may count toward the History Major. (ESPIT/GP)

**HST 199.****Independent Study**1 

1-4 credits

Permission

**HST 200.****Ancient Near East (SO-1)**1 

4 credits

Ancient history from its beginnings in Mesopotamia until the 4th century B.C. Includes the kingdoms and empires of the Fertile Crescent (Sumerian, Babylon, Assyria, Israel and foundations of Judaism, Phoenicia, etc.), Egypt, Persia and other Near Eastern societies. (ESPITH/GP)

**HST 201. Ancient Greece (SO-1)**

1 

4 credits

An overview of ancient Greece from Minoa through Mycenae, the Dark Age, Archaic and Classical Greece, and the Hellenistic Period. Includes an examination of Greek culture, the Persian and Peloponnesian Wars, Alexander and his conquests and more. (ESPITH/GP)

**HST 202. Ancient Rome (SO-1)**

1 

4 credits

History of Rome from its legendary beginnings through the Republic, the Principate and the Empire. Traces the rise of Christianity, the causes of Roman decline and Rome's legacy. (ESPITH/GP)

**HST 203. Medieval World (SO-1)**

1 

4 credits

From the 3rd through the 15th centuries. Uniqueness of medieval society and its legacy to the modern world. Origins of the Middle Ages, society and decline of the medieval world. Students who have taken HST 135 cannot take HST 203. (ESPITH/GP)

**HST 207. American Foreign Relations (SO-1)**

1 

4 credits

Introductory survey and examination of the American policy-making process and implementation, 1890s to the present. Analyzes the expansion of American Empire, World Wars I and II, the Vietnam War, the Cold War and the Post-Cold War era. (ESPITH/GP)

**HST 208. American Colonial History (SO-1)**

1 

4 credits

Examines the development of European colonies in the Americas from 1492 to independence, including the comparative interaction of Native American, African and European cultures in the Spanish, Portuguese, French and English colonies. Analysis of the political, economic, social and intellectual changes from the early colonies to independence. (ESPI/GP)

**HST 209.**

**Selected Problems in Historical Research and Library Practicum**

1 

2-6 credits

Permission

Introduction to archival research. Classification and cataloging; search and retrieval methods in local, state and federal government archives; periodical literature and research in the social sciences. Problems may be selected. Examples are literature of American history, European studies, Asian studies, Latin American studies and Mediterranean studies.

**HST 221.**

**English History (SO-1)**

1 

4 credits

Survey of English history from the Norman conquest to modern times. The principal emphasis is on political and constitutional issues and problems, but attention is also given to social, economic, legal and cultural developments.

**HST 228.**

**Ethnic and Racial Minorities in American History (SO-1)**

1 

4 credits

Examines minorities in America during the 19th and 20th centuries. Contributions of minorities to the development of the United States. (ESPI/GP)

**HST 238.**

**Europe in Upheaval, 1914-45 (SO-1)**

1 

4 credits

Analysis of European Society's response to political and social change; technology and world trade; Soviet, German and French economic development; emergence of totalitarian ideology; Churchill, Stalin and Hitler. (ESPITH/GP)

**HST 240.**

**Modern Germany (SO-1)**

1 

4 credits

Survey of German history since 1815, with principal emphasis on the period 1848- 1945. Main topics include historic characteristics of major German regions, emergence of a modern industrial economy, the failed liberal revolution in 1848, unification, politics of Imperial Germany, promise and failure of democracy in the Weimar Republic, rise and fall of Nazism, and emergence of a united, democratic Germany out of the divided society of the postwar era. Primary emphasis is on the struggle between liberalism and authoritarianism in shaping modern Germany, but the course also explores major social, economic and cultural developments. (ESPIT/GP)

**HST 249.**

**Russian Studies (SO-1)**

1 

4 credits

Analysis of Russian economic, social, political and intellectual development from the era of Peter the Great, with particular emphasis on the 19th and 20th centuries; origins of the Russian intelligentsia; Slavophiles and Westernizers; abolition of serfdom; Bolsheviks and the Russian Revolution; and others. (ESPI/GP)

**HST 253.**

**Asian Studies: Modern China and Japan (SO-1)**

1 

4 credits

Analyzes emergence of China and Japan as modern states; East-West relations 1839-1989. (ESPIH/GP)

**HST 255.**

**Struggle for Modernization: Latin America Since 1825  
(SO-1)**

1 

4 credits

Analyzes selected countries. Caudillos and dictators, reform and revolution, neocolonialism and imperialism, economic growth and development. (ESPI/GP)

**HST 260.**

**Introduction to African History (SO-1)**

1 

4 credits

Introductory survey of African history, emphasizing the sub-Saharan region. Chief focus is on the pre-colonial peoples and cultures of the region; attention also given to the nature and impact of the trans-Atlantic trade, European colonization, and the struggle for national independence in the 20th century. (ESPIT/GP)

**HST 277.**

**American Studies: Civil War and Reconstruction (SO-1)**

1 

4 credits

Examines sectional crisis, disunion and reunion from 1845-77. Topics include significance of Civil War era for industrialization; agriculture and urbanization; emancipation of slaves and race relations; development of the Presidency; constitutional issues; and modern warfare. (ESPI)

**HST 279.**

**Rise and Expansion of Islam, 622–1683 (SO-1)**

1 

4 credits

Traces the history of the Islamic world from its foundation by Muhammad in the 7th century to the last siege of Vienna in the 17th. Emphasis on the Near East, Europe and North Africa. (ESPITH/GP)

**HST 280.**

**Topics and Problems in History**

1 

1-6 credits

Permission



Analysis of topics which include military and naval history; global economy, multinational corporation and foreign relations; and Supreme Court in modern era. No more than six credits may count toward the History

Major. (ESPIT/GP)

**HST \*299.**

**Independent Study**

1 

1-4 credits

Permission

**300-, 400- and 500-level courses are recommended for sophomores, juniors and seniors. Freshmen admitted only with permission of the instructor.**

**HST \*300.**

**History of France to 1715 (SO-1)**

2 

4 credits

Covers the history of Celtic and Roman Gaul, the Merovingian and Carolingian Franks, high and late medieval France and the early modern period. (ESPITH/GP)

**HST \*323.**

**American Studies: Creating the Republic, 1763-1815**

2 

4 credits

Sophomore Standing

Analysis of selected economic, social, political and intellectual issues, including the coming of the American Revolution; "state-building" during the war for Independence; the "Critical Period," ratifying the Constitution; origins and early development of political parties, ideologies of republicanism and nationalism; diplomatic problems and territorial expansion; minorities in the early republic; and the War of 1812. (ESPI/GP)

**HST \*325**

**American Studies: Reform and Search for Order**

**HST \*325.**

**American Studies: Reform and Search for Order**

1 

4 credits

Urban revolution; middle class reforms; response of industry, labor, and public institutions to the progressive era; World War I; the Jazz Age; the stock market crash of 1929; and the Hoover administration. (ESPITH)

**HST \*326.**

**American Studies: The Roosevelt Revolution, 1932-1945**

2 

4 credits

Analysis of the Great Depression, the New Deal, American isolation in 1930s, and American involvement in World War II. Historical perspectives of the New Society which emerged from the Great Depression and World War II. (ESPITH/GP)

**HST \*330.**

**The Crusades**

2 

4 credits

Sophomore Standing or Permission

Traces the Crusades from their roots in the 7th century A.D. to their influence on the 21st century, with special attention paid to the crusades to the Holy Land in the 11th, 12th and 13th centuries and to the immediate aftermath of those crusades. (ESPITH/GP)

**HST \*331.**

**The Renaissance and Reformation**

1 

4 credits

Analysis of European society in the crucial era of transition from the medieval to the modern world, Renaissance in Italy and northern Europe, humanism, Protestantism, the Counter-Reformation and religious wars. (ESPI/GP)

**HST \*335.**

**London Pre-Seminar**

2 

4 credits

## HST 238 and Permission

This on-campus course, required of participants in the London Research Seminar, focuses on World War II. Students are introduced to advanced historical research, including developing complex bibliographies, using different primary sources, and the rudiments of archival research. Students each design a major research project, written in stages, with close feedback and group discussion in weekly meetings. Students are also introduced to important relevant aspects of interpreting World War II, as well as to the rudiments of British culture and history. (ESPIT/GP)

### **HST \*353.**

### **China's 20th-Century Revolution**



4 credits

Examination of China's 20th-century revolutionary history, including the Republican Revolution of 1911, the Nationalist Revolution of the 1920s and 1930s, and the Communist Revolution of the 1920s, 1930s and 1940s, culminating with an analysis of the Communist party's revolutionary rule, 1949 to the present. (ESPITH/GP)

### **HST \*360.**

### **South African History**



4 credits

Sophomore Standing

Introductory survey of main themes and problems in recent South African historiography. Focuses on early colonial roots of segregation and white supremacy, impact of British rule and mineral revolution, development of institutionalized racism through segregation and radical apartheid program, ethnic conflict, constitutional problems, industrialization and urbanization, and Afrikaner and black nationalism. Also analyzes contemporary crisis and potential for conflict resolution in this key area of First and Third World confrontation. (ESPI/GP)

### **HST \*380.**

### **Topics and Problems in History**



1-6 credits

Permission

Advanced-level history problem-solving. Topics include United States and China; United States and Japan; American foreign policy and world politics, 1917-73; oral history, World War II; comparative study in 20th century revolutions; the Nazi revolution; Churchill and his times.

**HST \*385-\*386-\*387.**

**Internship in History**

1 

4-12 credits

Permission

Study/work program requiring archival and/or field work in conjunction with archives, research libraries, or private or public agencies. Only eight credits may count toward the degree.

**HST \*399.**

**Independent Study**

1 

1-4 credits

Permission

**HST \*407.**

**Foreign Policy Seminar**

2 

4 credits

Research seminar examining problems and issues in American foreign relations and diplomacy with emphasis on the 20th century. Frequent discussion, limited lecture, term research paper. Fulfills history major seminar requirements. (ESPITH/GP)

**HST \*434.**

**Comparative Fascism**

2 

4 credits

This advanced seminar provides a comparative study of the varieties of fascist and semi-fascist political

This advanced seminar provides a comparative study of the rise of fascist and semi-fascist political movements, investigating theories of fascism and a variety of case studies. Although there is special focus on German Nazism and Italian Fascism, the course uses a global perspective (including other European countries, the United States, South Africa, Latin America, and Japan) to enrich comparative analysis. The course also includes an examination of contemporary far right movements. (ESPITH/GP)

**HST \*435.**

**London Research Seminar**

2 

4 credits

HST 238, 335, and Permission

This off-campus course focuses on World War II, primarily in Europe. Students are introduced to the rudiments of archival research, using the resources of the Public Records Office in London, and further develop papers written in the preceding term in HST 335. They also become acquainted with various aspects of history and culture, in relation to World War II, Britain, and Western Civilization as a whole, by visiting selected museums, galleries, cathedrals, palaces and other historical landmarks in the Greater London area and other selected British locations. (ESPITH/GP)

**HST \*480.**

**Topics and Problems in History**

2 

1-12 credits

Permission

Senior Honors Seminar. Analysis of business and economic history of East Asian- American relations; comparative revolutions; 20th century technology, geo-politics and global perspective. No more than 12 credits may count toward the degree. Only eight credits may count toward the History Major.

**HST \*499.**

**Independent Study**

1 

1-12 credits

Permission

Advanced bibliography and selected problems.

**HST \*500.**

**Senior Thesis**

2 

1-4 credits

Permission



# Mathematics (MTH)

---

**Professors Nyman and Putz; Associate Professors Molina and Sipka; Instructors Dai and Lichtman; Visiting Assistant Professor Kuiper-Moore.**

Working within a structured, quantitative framework and thinking abstractly are experiences encountered by all who study the mathematical sciences. Because mathematics is the study of pattern as well as content, its applications span diverse fields.

Students trained in mathematics find employment in actuarial science, computer systems analysis and programming, engineering, industrial research and development, statistical quality control and teaching. Graduates of Alma's Mathematics Programs have entered graduate school in actuarial science, economics, engineering, law, management science, medicine, operations research and statistics.

## Mathematics Major

1. Thirty-six credits which must include:
  - a. Mathematics 121, 122, 210, 223, 310, and 421 or 431.
  - b. Twelve other upper-level Mathematics credits.
2. Two required cognate courses:
  - a. Computer Science 120 and
  - b. A course, other than a Mathematics course, approved by the Department, with a Mathematics prerequisite numbered 113 or higher. Approved cognates include PHY 121, ECN 416, CSC 335 and 430, and CHM 331.
3. The senior comprehensive examination includes three parts: successful completion of the Major Field Test in Mathematics, submission of an approved writing sample and an approved oral presentation.
4. At least one statistics course is recommended.
5. Students interested in graduate school in Mathematics should complete both Mathematics 421 and 431



and an honors project. Students interested in business and industrial careers should consider additional courses in Applied Mathematics, Computer Science and fields which apply mathematics in significant ways.

### **Mathematics Minor**

Twenty-four credits which must include Mathematics 121, 122, 210 and at least two other upper-level Mathematics courses. (Mathematics 099, 101 and 202 do not count toward the Minor.)

### **Mathematics Secondary Teaching Major**

Same as for the Mathematics major except that the program must include Mathematics 411.

### **Mathematics Elementary Teaching Minor**

Twenty-four credits which must include Mathematics 110; 116; 120; 113 or 121; and Computer Science 114, 117 or 120 and four additional credits at the MTH 110 level or above. (Mathematics 099, 101 and 202 do not count toward the Elementary Teaching Minor.)

### **Mathematical Sciences Major**

Fifty-two credits which must include Mathematics 121, 122, 210, 223, 310, 336, 341, and 421 or 431; Computer Science 120 and 220, and 12 additional credits in upper-level Mathematics or Computer Science courses, at least four credits of which must be Computer Science. Courses which combine applications and theory are encouraged (e.g. Mathematics 211, 342, 391, 399 or 499; and Computer Science 240, 310, 420, 430, 440, or 499). The senior comprehensive examination includes three parts: successful completion of the Major Field Test in Mathematics or Computer Science, submission of an approved writing sample and an approved oral presentation.

### **Restrictions**

The following combinations of double Majors are not permitted: Mathematical Sciences and Mathematics;

and Mathematical Sciences and Computer Science.

**MTH 099. Basic Core Mathematics**

4 credits

Placement

Designed for students with very weak backgrounds in mathematics. Focuses primarily on skills development, including the arithmetic of real numbers, construction and interpretation of graphs, introduction to linear relationships and simple notations from statistics. Students required to enroll in this course must complete four additional credits for the bachelor's degree. Pass/fail only.

**MTH 101. Basic Algebra**

4 credits

MTH 099 or Placement

Fundamentals of elementary algebra. Includes addition, subtraction and multiplication of polynomials, factoring of polynomials, the quadratic formula, graphing of equations, systems of equations and inequalities. May not be taken for credit by students who have successfully completed Mathematics 112 or a higher course.

**MTH 110. Liberal Arts Mathematics**

4 credits

MTH 101

Exploration of the beauty, extent and power of mathematics. Specific topics to be selected by the instructor.

**MTH 112. Pre-Calculus**

4 credits

Placement

Designed for students with strong high school mathematics backgrounds who plan to include a calculus course (Mathematics 113 or 121) in their programs. Investigates polynomial, rational, exponential,



Discussion of applications to computer science. This course has the same prerequisites as Mathematics 121-122, but covers different material. Completion of 121-122 does not mean that students have mastered the topics in Mathematics 120.

**MTH 121-122.**

**Calculus**

4 credits each

MTH 112 with "C" or Better or 4 Years of High School Math

Introduction to the calculus of one variable. Includes limits and continuity, the derivative and applications, the integral and applications, infinite series and sequences.

**MTH 180.**

**Topics in Mathematics**

2-4 credits

Selected topics of current or historic importance. Prerequisites vary with topics selected.

**MTH 192.**

**Mathematical Modeling**

4 credits

MTH 113 or 121

Development of various mathematical models used in business, social sciences and biological sciences; uses and limitations of models in practical situations. Some models use calculus and/or the computer. Computer programming not a prerequisite.

**MTH 202.**

**Mathematics for the Elementary Teacher**

4 credits

MTH 101 or Placement; Sophomore Standing; EDC Major

Overview and examination of the mathematical topics in the K-8 curriculum. Includes arithmetic of integers, decimals and fractions; numeration systems; set theory; problem solving; elementary logic, elementary concepts in probability and statistics; elementary concepts in geometry; and an introduction to computing.

**MTH \*210.**

**Multivariable Calculus**

4 credits

MTH 122

Continuation of Math 122. Includes partial differentiation, multiple integration, three-dimensional analytic geometry and vector-valued functions of several variables.

**MTH \*211.**

**Differential Equation**

4 credits

MTH 210

Techniques and theory of solving ordinary differential equations. Includes series solutions, numerical methods and applications.

**MTH \*220.**

**Mathematical Foundations of Computer Science**

4 credits

MTH 120

Topics in the mathematical foundations of computer science. Includes graph theory, logic, Boolean algebras, languages and automata, and the analysis of algorithms.

**MTH \*223.**

**Mathematical Structures**

4 credits

MTH 120 and CSC 220, or MTH 122

Study of predicate logic, proof techniques, set theory, relations, functions, cardinality and various discrete structures.

**MTH \*310.**

**Linear Algebra**

4 credits



4 credits

MTH 223

Study of integers, including divisibility, the theory of prime numbers, congruences and solutions of equations in integers.

**MTH \*380. Topics in Mathematics**

4 credits

Selected topics of current or historic importance. Background prerequisites vary with topics.

**MTH \*390. Combinatorics**

4 credits

MTH 120 or 122

Introduction to combinatorial theory. Topics include enumeration, recurrence, generating functions, graph theory and optimization.

**MTH \*391. Introduction to Graph Theory**

4 credits

MTH 122 or Permission

Introductory survey of the major concepts and applications of graphs, digraphs and networks. Application areas include transportation, traffic flow, games and puzzles.

**MTH \*399. Independent Study**

1-4 credits

Permission

**MTH \*411. College Geometry**

4 credits

## MTH 223

Introduction to various geometries with a major emphasis on non-Euclidean geometry.

### **MTH \*413. Topology**

4 credits

MTH 223

Introduction to point-set topology. Includes topological properties of Euclidean spaces, abstract spaces and metric spaces. Explores connectedness, compactness, continuity and homeomorphisms.

### **MTH \*421. Abstract Algebra**

4 credits

MTH 223 and 310

Introduction to the theory of algebraic structures including elementary theory of groups, rings and fields.

### **MTH \*431. Advanced Calculus**

4 credits

MTH 210 and 223

In-depth examination of the calculus of one variable, including topology of the real line, sequences and series of functions.

### **MTH \*491. Mathematical Methods of Physics**

4 credits

MTH 211; MTH 310 recommended

Survey of advanced mathematical topics for application in the physical sciences. Topics selected from Fourier series, transform calculus, partial differential equations, boundary value problems, complex variables and vector calculus. Highly recommended for students planning graduate study in the physical sciences or applied mathematics.

### **MTH \*499. Independent Study**



1-4 credits

Permission

**MTH \*500.**

**Senior Thesis**

4 credits

Permission

# Modern Languages

---

French | German | Spanish

**Professors John Arnold, Julie Arnold and Krakusin; Associate Professor Dougherty; Instructor Brines.**

Alma's Modern Language Majors emphasize language acquisition and the study of culture, civilization, literature and literary analysis. Students who complete majors in French, German or Spanish are required to spend at least one semester in an approved international program. Alma overseas programs in France, Germany, Mexico, Spain, and South America provide students with total immersion in a foreign culture and help them gain fluency in the foreign language.

Alma's Modern Language Program graduates enter teaching careers or, more commonly, combine a degree in language study with another major to create a variety of career options. Satisfactory completion of any foreign language major should enable students to meet the language and literature requirements for teaching and for advanced study in language or other appropriate disciplines, or to satisfy standards for acceptance into the training programs of the government, social agencies and business enterprises.

## Department Honors

Students may achieve honors in the Modern Languages Department by

1. Having a 3.5 CPA in all language classes.
2. Performing beyond minimum requirements on the Language Exam portion of the Departmental Comprehensive Evaluation.
3. Presenting a Senior Thesis of honors caliber.

## Advanced Credit

Advanced Credit in a second language may be earned by

1. Scoring at the 4 level or higher on the Advanced Placement (AP) exam.
2. Successfully completing the International Baccalaureate Program (IB) or the National Foreign Language Examination.

# French (FRN)

---

## Major or Teaching Requirements

1. Thirty-six credits beyond FRN 112 which must include 16 credits of upper-level literature and civilization classes; at least four credits must be taken from each of these groups: FRN 331, 332, 371, 372; FRN 350, 354, 355, 356, 360.
2. Language proficiency must be demonstrated by passing the *Diplôme de Langue* or the *Diplôme Supérieur de Langue*.
3. A minimum of one semester of approved international study in a French speaking country.
4. Completion of English 200 with a passing grade.
5. Write an acceptable critical essay of moderate length, or write an acceptable Senior Thesis.

Senior Theses and Papers are discussed in an open forum.

## Minor or Teaching Requirements

Twenty-four credits in French which includes one upper-level course in civilization or literature; pass the *Certificat d'Études de Français Pratique — Degré II* (C.E.F.P. II).

*Certificat d'Études de Français Pratique — Degré II* (C.E.F.P. II), *Diplôme de Langue*, *Diplôme Supérieur de Langue* are diplomas certified by the French Ministry of Education (Alma, Nice and Paris).

### FRN 109.

### Written French I

4 credits

Extensive written work in French. Present tense and Passé composé, with stress placed on subject/verb and noun/adjective agreement. (Paris)

### FRN 111-112.

### Beginning French I-II



In-depth language manipulation course designed to sharpen student's ability to assimilate French both orally and through reading and writing skills. Emphasizes recognition of speech patterns, sentence structure peculiarities and registers of vocabulary. Level assigned according to language proficiency. (Paris)

**FRN 207. French Conversation II**

2 credits

Extensive class discussion, oral reports, summaries of selected readings and viewing materials to develop fluency in oral expression and comprehension. Reading and discussion of numerous topics, which change each year. May be repeated for up to four credits. Does not count toward major or minor. (Alma)

**FRN 208-\*308-\*408. Oral French**

4 credits

Summaries and oral reports on various reading materials to develop proficiency in oral expression. Level of study corresponds to the grammar course in which student enrolls. (Paris)

**FRN 209-\*309. Written French II and III**

4 credits

FRN 112, 222 respectively

Extensive writing practice for students with intermediate or advanced skills, respectively. Application of verb tenses (FRN 209); refined usage of these tenses and extended use of dictée (FRN 309). (Paris)

**FRN 221-222. Intermediate French I-II (AH-4)**

4 credits each

FRN 112 or Placement

Systematic study of grammar and further development of speaking and writing skills through readings and discussions. (Alma, Nice, Paris)

**FRN 221A. Intermediate French IA (AH-4)**

2 credits

Placement or Permission

Seven-week course in which students enter FRN 221 at mid-term. For students who have studied the language but need to reinforce or revive their skills before entering FRN 222.

**FRN 223-224. French Language and Culture I-II**

4 credits each

Placement

Designed for students who have completed second year college French but whose language skills need strengthening before they enter level-three courses at the Alliance Française. (Nice, Paris)

**FRN 255. French Literature in Translation (AH-2)**



4 credits

A study of representative literary works in translation from the French canon. Readings/lecture/discussion in English.

**FRN 273-\*373. Medieval to Classical French Art (AH-4)**

4 credits each \$20

Survey of French art from medieval times through the classical period. Level assigned according to language proficiency. (Paris)

**FRN 275-\*375. Modern French Art**

4 credits each \$20

Major movements in painting, sculpture and architecture from early romanticism to cubism. Level assigned according to language proficiency. (Paris)

**FRN 276-\*376. Paris Through Art and Architecture**

4 credits each \$20

Placement

Study of varied periods of art and architecture in Paris and their relationship to the city's history. Numerous field trips in and around Paris. Level assigned according to language proficiency. (Paris, summers only)

**FRN \*301. Current Issues**

4 credits

Advanced composition and conversation. Contemporary French social problems contrasted with those of the U.S. using newspapers, magazines and TV broadcasts. (Alma)

**FRN \*312. Phonetics and Diction**

4 credits

FRN 112 or Placement

Analysis of sounds and study of syllabication, intonation and articulation. Laboratory exercises. (Paris)

**FRN \*315. Commercial French I**

4 credits

FRN 321 or Placement

Study of business French for commercial communication with the French-speaking world. Designed to prepare students for *Diplôme de Français des Affaires 1er degré*. (Paris)

**FRN \*321. French Composition and Conversation**



4 credits

FRN 222

Advanced composition and conversation with extensive writing and emphasis on speaking skills. Includes reading, discussions and debate on a wide variety of cultural topics. (Alma)

**FRN \*323-\*324. Advanced Composition and Conversation I-II**

1 credit each



Placement

Conversation and composition in French on geographical, historical, literary and other aspects of French civilization. (Nice, Paris)

**FRN \*325-\*326.**

**Advanced Composition and Conversation III-IV**

4 credits each

Placement

Designed for students who have completed third year college French but whose language skills need strengthening before they enter level-four courses at the Alliance Française. (Nice, Paris)

**FRN \*331-\*332.**

**History of France I-II**

4 credits each

FRN 222

History and architecture of the monarchy (FRN 331); Modern French history (FRN 332). (Paris)

**FRN \*343.**

**Contemporary France**

4 credits

FRN 222

Explores France's position in the affairs of the contemporary political, sociological and economic problems of the world. (Paris)

**FRN \*350.**

**Study in French Literature (AH-2)**

4 credits

Permission

Studies in literature which emphasize different centuries, genres or themes. May be taken more than once for credit. (Alma)

**FRN \*352.**

**Paris of the Rich and Poor**

4 credits

Permission

Literary representations of 19th-century Paris, as seen through the eyes of Flaubert, Baudelaire and others who witnessed revolutionary upheavals and urban transformations. Includes site visits. (Paris)

**FRN \*353. Realist and Imaginary Paris**

4 credits

Permission

Literary representations of Paris throughout the 20th century, from Proust to Houellebecq. Includes site visits. (Paris)

**FRN \*354. From La Belle Époque to the 1990s (AH-2)**



4 credits

Permission

Study of major literary movements and authors of the 20th century. (Alma)

**FRN \*355-\*356. History of French Literature I-II (AH-2)**



4 credits each

Permission

Study in French literature from its origins to the late 20th century. Readings from significant works of each literary period. (Alma)

**FRN \*357. French Drama**

4 credits

Studies in French drama and French dramatic expression. Class attends live performances. (Paris)

**FRN \*360. Francophone Literature (AH-2)**



4 credits

Studies in French-speaking, non-European countries' literatures. Addresses Afro-French literature, French-Caribbean literature, or French-Canadian literature. (Alma)

**FRN \*371-\*372.**

**History of French Civilization I-II (AH-4)**

2 

4 credits each

Permission

Introduction to French civilization and culture. Political, social and religious institutions; art, architecture, music and literature. French civilization to 1715 (FRN 371); and from 1715 to present (FRN 372). (Alma)

**FRN \*377.**

**Studies in French Cinema**

4 credits

FRN 222

Studies in French cinema, emphasizing the critical analysis of technical and artistic application, socio-historical contexts and directors' personal styles. (Alma, Paris)

**FRN \*380.**

**Topics in French Language, Literature and Civilization (AH-4)**

4 credits

Various topics such as Afro-French literature and culture, the French novel, the short story, French literary criticism and theory, study of individual authors, social structures in modern France, the press in France, the French educational system, modern French art and others. (Alma, Paris)

**FRN \*415.**

**Commercial French II**

4 credits

FRN 324

Study of business French for commercial communication with the French-speaking world. Designed to prepare students for the Diplôme de Français des Affaires 2eme degré. (Paris)

**FRN \*421-\*422.**

**Advanced Syntax I-II**

4 credits each

FRN 324 or Placement

French literary styles. Textual analyses and oral reports on related topics to develop precision in expression.

(Nice, Paris)

**FRN \*495.**

**Senior Thesis Part I**

1 credit

Prior to enrollment in FRN 500. Designed to set the preliminary work toward the senior thesis in motion.

Students will be required to work on a bibliography, outline, and prospectus of the forthcoming thesis.

(Alma)

**FRN \*499.**

**Independent Study**

4 credits

Senior Standing and Permission

**FRN \*500.**

**Senior Thesis**

4 credits



# German (GRM)

---

**Visiting Assistant Professor Liu.**

## **Major or Teaching Major Requirements**

1. Thirty-six credits in German language, civilization and literature beyond GRM 112;
2. A minimum of one semester of approved international study in a German-speaking country;
3. Completion with a passing grade of the Zentrale Mittelstufenprüfung (ZMP), Diplom des Europa-Kollegs or their equivalents;
4. Completion of ENG 200 with a passing grade.
5. During the final term of residency, student writes a comprehensive examination based upon coursework, prepares a critical paper of moderate length, or writes a Senior Thesis and presents and discusses its findings in German in open forum. Student usually presents a paper issuing from advanced coursework of either cultural or literary variety, or may, with approval, investigate an area of individual interest. Results of senior comprehensive examinations will be noted with one of these appellations: Passed With Distinction; Passed; Failed. The category of accomplishment will be determined by the ZMP/Diplom linguistic examination and performance on the senior presentation.

## **Minor or Teaching Minor Requirements**

Twenty-four credits in German; completion with a passing grade of the Zertifikat Deutsch als Fremdsprache (ZDaF), the Zertifikat des Europa-Kollegs or their equivalents. A semester of international study in a German-speaking country is highly recommended.

**GRM 111-112.**

**Beginning German I-II (112 for AH-4)**

4 credits each

Introduction to German. Primary objective: to enable students to begin early and meaningful communication in German by acquiring necessary basic skills. Emphasizes skills in speaking, listening, reading and writing.

Secondary objective provides insight through participation in German culture and society. (Alma, Germany)

**GRM 111A-112A.**

**Beginning German IA-IIA (112A for AH-4)**

2 credits each

Placement

Second 7-week option for students who place beyond the beginning stages of Beginning German 111 or 112. Students join regular 111-112 courses at midterm. (Alma)

**GRM \*200.**

**German Masterpieces in Translation (AH-2)**

1 

4 credits

Reading and discussion of selected works of German literature in English translation, including Böll, Brecht, Fontane, Goethe, Grass, Hesse, Hochhuth, Hauptmann, Kafka, Th. Mann, Maron, Plenzdorf. Does not count toward major or minor. (Alma)

**GRM \*221.**

**Language and Culture (AH-4)**

1 

4 credits

GRM 112 or Placement

Continuation of GRM 112 with additional emphasis on reading and writing skills, augmented by detailed study of German contemporary culture. Extensive grammar review and intensive oral-aural practice. Class conducted in German. (Alma and Germany)

**GRM \*221A.**

**Language and Culture (AH-4)**

2 credits

Placement

Second 7-week option for students who place well beyond intermediate stages, but not into advanced German, or for students who desire intermediate review but who are unable to complete the normal intermediate course. Students join regular 221 course at mid-term. (Alma)

**GRM \*222.**

**Introduction to Reading (AH-4)**



4 credits

GRM 221, Placement or Permission

Intensive reading and discussion of selected German material of medium difficulty designed to acquaint students with critical reading skills. Emphasis on reading skills, vocabulary acquisition, German syntax and expanded writing skills. (Alma and Germany)

**GRM \*231-\*232.                      Composition and Conversation (AH-4)**

4 credits each

GRM 112 or Permission

Systematic study of grammar and further development of speaking and writing skills through reading, discussion, intensive laboratory and classroom drill; 24 class periods a week. (Germany)

**GRM \*251-\*252.                      Aspects of German Culture (AH-4)**

4 credits each

GRM 112 or Permission

Intermediate level investigation of various aspects of contemporary German civilization and culture through speaking, writing, laboratory exercises, reading exercises and discussion. (Germany)

**GRM \*299.                              Readings in the Arts and Sciences**

1-2 credits each

GRM 112 or Permission

Designed for students who wish to develop reading abilities in sciences and humanities. Specific readings reflect individual needs and interests. (Alma)

**GRM \*311-\*312.                      Advanced Conversation and Composition (AH-4)**



4 credits each

GRM 222 or Permission

Refinement and extension of language skills through consideration of contemporary issues and experiences from newspapers, magazines and audio-visual material. Expanded oral composition, extensive and intensive written composition. Review of selected grammatical problems. Laboratory exercises. (Alma and Germany) 312 is Quill 2 course.

**GRM \*313. Intensive Language Practice**

4 credits

GRM 222 or Permission

Review of selected grammatical problems; refinement of speaking, reading and writing skills through extensive classroom and laboratory practice. (Germany)

**GRM \*315. Selected 20th Century Authors (AH-2)**



4 credits

GRM 222 and 341

Representative authors of the 20th century such as Mann, Hesse, Grass and Böll. Problems of literary and human response to transition and flux of modern society are explored. (Alma)

**GRM \*316. The German Novelle (AH-2)**



4 credits

GRM 222 and 341

Investigation of the Novelle; its style, historical development and variants in German literature with examples drawn primarily from the 19th and 20th centuries. Readings from Kleist, Brentano, Storm, Stifter, Droste-Hülshoff, Hauptmann, Kafka and Mann. (Alma)

**GRM \*321. German Culture and Civilization I (AH-4)**

4 credits

GRM 222

In-depth investigation of modern German culture and civilization from Bismarck to emergence of National



Socialism. (Alma)

**GRM \*322. German Culture and Civilization II (AH-4)**

4 credits

GRM 222

Continuation of German culture and civilization with emphasis on the present; in-depth consideration of current social-political problems and possible solutions; the place of a unified Germany in a new European political-economic order. (Alma)

**GRM \*341. Introduction to German Literature (AH-2)**



4 credits

GRM 311

Introduction to German literature through the study of form and genre. Stress on formal structuring of literature and the communicative process. Examples drawn from a wide range of periods, styles and milieux. Basic literary theory. (Alma)

**GRM \*401. Advanced Composition and Stylistics I (AH-4)**

4 credits

GRM 312 or Permission

Concentration on areas of composition and style, both oral and written, which pose difficulty for the advanced student; emphasis also given to advanced oral practice. (Germany)

**GRM \*402. Advanced Composition and Stylistics II**

4 credits

GRM 401

Continued oral and written investigation into advanced grammar with attention to individual problems defined in previous study. Reading of contemporary culture and literary sources. Advanced oral practice. (Germany)

**GRM \*403.**

**Advanced Composition and Stylistics III**

4 credits

GRM 402

Extensive investigation into points of concern for advanced German students, stressing intensive and extensive reading, conversation and writing to allow mastery of stylistic difficulties and idiomatic expressions. Questions and abilities investigated beyond the normal range of German study. (Germany)

**GRM \*411.**

**The Age of Goethe**

4 credits

GRM 341 or Permission

Study of literature and society surrounding the lifetime of Goethe, generally including the most significant authors and works from 1750-1825. (Alma)

**GRM \*412.**

**Social Engagement in the 19th and 20th Centuries**

4 credits

GRM 341 or Permission

Investigation of the significant ideas affecting the individual and position in society, the alteration of expectations, social forces and basic cultural changes as seen in works of authors such as Lenz, Büchner, Hebbel, Heine, Hauptmann, Kafka, Brecht, Grass, Böll, Hochhuth and Weiss. (Alma)

**GRM \*420.**

**Advanced German for Teachers**

2 credits

GRM major or minor; prior teaching experience

Intensive review combined with cultural exposure and a stay abroad. Intended for persons who already possess a good command of German, but especially for high school instructors. (Germany)

**GRM \*499.**

**Independent Study**

4 credits

Senior Standing and Permission

**GRM \*500.**

**Senior Thesis**

4 credits

Permission

# Spanish (SPN)

---

**Professor Dougherty.**

## **Major or Teaching Major Requirements**

1. Thirty-six credits beyond SPN 112 which must include SPN 321 plus 16 credits of upper-level Spanish classes with a minimum of 4 credits at the 400 level.
2. A minimum of one semester of approved international study in a Spanish-speaking country.
3. Completion of ENG 200 with a passing grade.
4. Successful completion of the Departmental Comprehensive Evaluation by passing either the Spanish Subject Test of the Michigan Test for Teacher Certification (MTTC) or the *Examen Básico of the Diploma de Español como Lengua Extranjera* (DELE).
5. Write and defend in open forum a critical essay of length and quality appropriate for submission to a professional conference.

## **Minor or Teaching Minor Requirements**

1. Twenty-four credits in Spanish which must include SPN 321 and 350 or 352.
2. A semester or Spring Term of study in a Spanish-speaking country is highly recommended.
3. Additional coursework beyond the minimum credit requirements is strongly recommended for those seeking certification in Spanish for a minor area in education.
4. Pass SCAPE exam.

All courses are taught in Spanish unless otherwise indicated. Courses which are taught internationally may have a different emphasis from those offered on the Alma campus.

**SPN 111-112.**

**Beginning Spanish I-II (112 for AH-4)**

4 credits each

Intensive course for beginners in Spanish. Primary objective: to help students begin early and meaningful

communication in Spanish by acquiring necessary basic skills. Emphasizes all four language skills: reading, writing, and especially listening and speaking. Secondary objective: to provide insight into Hispanic culture and society through readings, discussions and activities. (Alma, Alma Programs Abroad)

**SPN 185/\*385. Service Learning in Spanish**

1 credit

Placement

May be repeated for credit with a maximum of 4 credits applied toward the Major or Minor.

**SPN 221-222. Intermediate Spanish Language I-II (AH-4)**

4 credits each

SPN 112 or Placement

Continuing study of the Spanish language with additional emphasis on reading and writing skills. Study of Hispanic culture and close reading of selected Hispanic texts from various genres. Extensive grammar review, composition, and oral-aural practice. (Alma, Alma Programs Abroad)

**SPN 223-224. Intermediate Spanish Language III-IV**

4 credits each

Placement

Intermediate level study of Spanish. Designed for students who have completed second year college Spanish but whose language skills need strengthening before they enter upper level courses while studying at the Universidad Iberoamericana. (Mexico)

**SPN \*255. Peninsular Literature in Translation (AH-2)**

1 

4 credits

Reading and discussion of selected representative works of Spanish Peninsular literature in English translation. Content may vary. Does not count toward the Spanish Major or Minor. (Alma)

**SPN 261/\*361.**

**Language and Culture in Spain (AH-4)**

4 credits

Spanish language instruction, investigation and comparative studies of social and ethnic issues. Students live with a host family. Destination may vary. (Spring Term course)

**SPN 263/\*363.**

**The Other America**

4 credits

Permission

Travel and study in "The Other America." Spanish language instruction, investigation and comparative studies of social and ethnic issues. Students live with a host family. Destination may vary.

**SPN \*265.**

**Hispanic-American Literature in Translation (AH-2)**

1 

4 credits

Reading and discussion of selected representative works of Hispanic-American literature in English translation. Content may vary. Does not count toward the Spanish Major or Minor. (Alma)

**SPN 281.**

**Conversation**

2 credits

SPN 221 or Permission

Fluency in oral expression developed through extensive class discussion. May include oral reports, summaries of reading and viewing materials, phonetics and pronunciation exercises, colloquial expressions and creative dramatic performance. May be repeated for a total of four credits. (Alma, Alma Programs Abroad)

**SPN \*299.**

**Independent Reading**

2 credits

Permission

Supervised study and research of an area not covered in available courses.

**SPN \*311-\*312.**

**Spanish Grammar I-II**

4 credits each

Placement

Intermediate level study of Spanish. Designed for students who have completed third year college Spanish but whose language skills need strengthening as they pursue upper level courses while studying abroad.

(Alma, Alma Programs Abroad)

**SPN \*313-\*314.**

**Spanish Grammar III-IV**

4 credits each

Placement

Advanced level study of Spanish. Designed for students who have completed third year college Spanish and who are pursuing upper level courses while studying abroad. (Alma Programs Abroad)

**SPN \*315-\*316.**

**Advanced Spanish Language**

4 credits each

Placement

Advanced level study of Spanish. Designed for students who have completed third year college Spanish and who are pursuing upper level courses while studying abroad. (Alma Programs Abroad)

**SPN \*321.**

**Advanced Composition and Conversation**



4 credits

SPN 222 or Placement

Advanced composition and conversation with extensive writing and emphasis on speaking skills. Includes reading, discussions and debate on a wide variety of topics. (Alma)

**SPN \*325.**

**Investigation of Grammar**

2 credits

Overseas study completed

Intensive review of Spanish grammatical theory and structures. (Alma)

**SPN \*331.**

**Introduction to Hispanic Literature (AH-2)**



4 credits

SPN 321 or Permission

Combines practical and theoretical approaches to reading and understanding literature from Spain and the Americas. Study of the attributes of various genres as well as selected works representative of the same. Provides the basic analytical foundation necessary for advanced study and interpretation of Hispanic literature required for the major. (Alma)

**SPN \*334.**

**Mexican Culture and Civilization**

4 credits

Placement

Introduction to the society and culture of Mexico from a historical perspective: political, religious and social institutions. (Mexico)

**SPN \*335.**

**Spanish for Business and Commerce**

4 credits

Placement

Acquisition of specific commercial concepts and vocabulary in Spanish and the study of worldwide and local economic factors. (Alma, Alma Programs Abroad)

**SPN \*340.**

**Survey of Hispanic-American Literature**

4 credits

SPN 321 or Permission

Reading and discussion of selections from major works of Hispanic-American Literature and their



relationships to contemporary and subsequent society and culture.

**SPN \*343. Survey of Spanish Literature**

4 credits

Placement

Reading and discussions of selections from the major works of Spanish literature and their relationship to contemporary and subsequent society and culture. (Segovia)

**SPN \*344. Survey of Regional Hispanic Literature**

4 credits

Placement

Reading and discussion of regional literature, poetry, novels and epics. Themes and authors include pre-Columbian legend, Romanticism, Modernism. (Quito)

**SPN \*350. History of Spanish Civilization (AH-4)**

4 credits

SPN 321 or Permission

Introduction to the history of Spanish civilization and culture. Political, religious and social institutions; art, architecture, literature and music. Readings, lectures, compositions and discussions in Spanish. (Alma, Alma Programs in Spain)

**SPN \*352. Hispanic-American Culture and Civilization (AH-4)**

4 credits

SPN 321 or Permission

Introduction to society and culture of contemporary Hispanic-America through examination of political,

social, religious and artistic forces. Emphasis on social-political problems and their affect on the United States. Readings, lectures, compositions and discussions in Spanish. (Alma, Alma Programs in Hispanic-America)

**SPN \*355. History of Art and Architecture**

4 credits

Placement

Period and manner studies of the great Spanish and Hispanic-American painters. Vision of aesthetic ideas through painting. Architectural concepts and styles. Site visits in Madrid and the surrounding area. (Alma Programs Abroad)

**SPN \*360. Spanish Literature to 1700 (AH-2)**

4 credits

SPN 321 or Permission

Reading and discussion of the major works of the Medieval, Renaissance and Baroque periods in Spain: the *Cantar del Mio Cid*, *La Celestina*, *Lazarillo de Tormes*; poetry of Garcilaso, San Juan de la Cruz, Góngora and Quevedo; drama of Lope de Vega, Tirso de Molina and Calderón. (Alma)

**SPN \*362. Hispanic-American Literature to 1888 (AH-2)**



4 credits

SPN 321 or Permission

Reading and discussion of principal works in Hispanic-American literature from pre- Columbian to Modern: chronicles of the Conquest, poetry of the Colonial period, poetry and prose of Romanticism, Realism and Naturalism. (Alma)

**SPN \*364. Indigenous Cultures**

4 credits

Placement

Period, cultural, economic, and ethnic studies of the people of a specific country in Hispanic America.  
(Alma Programs Abroad)

**SPN \*370. Spanish Literature Since 1700 (AH-2)**

4 credits

SPN 321 or Permission

Reading and discussion of representative works from the Romantic period to the present in Spain: Bécquer, Galdós, Unamuno, Ortega y Gasset, García Lorca and others. (Alma, Alma Programs in Spain)

**SPN \*372. Hispanic-American Literature Since 1888 (AH-2)**

4 credits

SPN 321 or Permission

Reading and discussion of representative works in Hispanic-American literature from Modernism to the present: Darío, Martí, Borges, Neruda, Paz, Cortázar, Vargas Llosa, Fuentes, García Márquez and others.  
(Alma, Alma Programs in Hispanic America)

**SPN \*374. Regional History of Hispanic America**

4 credits

A comprehensive study of the history of specific regions of Hispanic America including pre-Columbian through contemporary issues. (Quito)

**SPN \*380. Special Topics**

2-4 credits

Permission

Offered periodically for the study of a particular issue, theme or topic in Hispanic literature or civilization; for example, Spanish cinema, revolution in Central America, literary theory and criticism. Courses may be

given in English as interdepartmental or interdisciplinary courses. (Alma, Alma Programs Abroad)

**SPN \*460.**

**Seminar in Spanish Literature (AH-2)**

1 

4 credits

SPN 321 or Permission

Advanced study of a specialized area, movement, writer or work in Peninsular literature; for example, Don Quijote, the picaresque, the post-Civil War novel. (Alma)

**SPN \*462.**

**Seminar in Hispanic-American Literature (AH-2)**

4 credits

SPN 321 or Permission

Advanced study of a specialized area, movement, writer or work in Hispanic- American literature; for example, Literature of the Conquest, the gaucho in Argentine society and literature, and the literature of the "Boom." (Alma)

**SPN \*495.**

**Thesis Preparation**

1 credit

Permission

**SPN \*499.**

**Independent Study**

4 credits

Senior Standing and Permission

Supervised reading and research in an area not covered by available courses. (Alma)

**SPN \*500.**

**Senior Thesis**

4 credits

Senior Standing and Permission

Definition of a question, thesis paper and oral defense in Spanish. (Alma)



Phonetics, morphology, syntax and semantics preparatory to the translation of simple texts such as Caesar and Pinius.

# Music (MUS)

---

**Professors Messing, Nichols and R. Riley; Instructors Zerbe, K. Riley and Walker; Visiting Assistant Professor Gross; Artists in Residence Economides and Patterson.**

The Music Department at Alma provides a curriculum designed to meet the needs of a broad range of students. The faculty and resources of the Department are committed equally to the following: 1) providing courses and curricula for music majors so that they may have the necessary foundation to pursue graduate study, teaching, performing or music-related fields; 2) strengthening students' musical skills by expanding proficiency in technique, heightening interpretive insight, and facilitating the understanding of pedagogical tools and methods; 3) being an artistic presence within the Alma College community and beyond by providing opportunities for students, faculty, and community to share the experience of musical performance; 4) providing the general student with a basic understanding of the language and history of music.

Alma's Music Department, accredited by the National Association of Schools of Music, offers three degree options: Bachelor of Music in Performance, Bachelor of Music in Music Education and Bachelor of Arts with a Major in Music.

## **Bachelor of Arts in Music**

Thirty-six credits which must include Music 111, 112, 201, or 214 and 215, 211, 212, 443, 444, 445 and 500. Music 500 is a senior project and may take the form of a recital, research paper or other department-approved project. Requests for Music 500 project must be received by the end of the year preceding graduation.

## **Bachelor of Music in Music Education**

Sixty-eight credits including MUS 111, 112, 201, or 214 and 215, 211, 212, 237, 337, 431, 432a or 432b, 443, 444, 445, seven credits of Ensembles, 14 credits of Applied Lessons on one instrument. Students with a *vocal emphasis* must complete MUS 132, 133 and 138, and one term of an instrumental ensemble or instrumental pedagogy course with departmental permission. Students with an *instrumental emphasis* must



complete MUS 133, 134, 135, 136, and 137. All candidates must demonstrate proficiency in piano by the end of the academic year prior to the year in which student teaching takes place.

Education Courses Required: PSY 121, EDC 200, 201, 220, 320, 330, 344, 346, 348, 353, 490, 491.

## **Bachelor of Music in Performance**

Eighty-eight credits including MUS 111, 112, 201, or 214 and 215, 211, 212, 237, 337, 443, 444, 445, 500, eight credits of Ensembles, 28 credits of Applied Lessons on one instrument or voice and 12 credits of elective coursework. Piano proficiency is required. MUS 500 must be a recital.

## **Minor Requirements**

Twenty-four credits including Music 111, 112 and 120; four credits from Music 201, 211, 212, 214, 215, 237, 337, 443, 444 or 445; and eight credits of applied lessons on one instrument or voice.

## **Teaching Minor Requirements**

Twenty-eight credits including MUS 111, 112, 120 and 237; four credits from MUS 201, 211, 214, 215, 337, 444 or 445; one year of Ensembles 151, 152 or 153; and eight credits of applied lessons on one instrument or voice. Students who plan to take the Subject Area Test are encouraged to take MUS 444 and 445.

## **MUS 111.**

## **Comprehensive Musicianship I**

4 credits

Introduction to language of music and rudiments of rhythmic, melodic, harmonic and formal organization. Emphasis on fundamentals of scale formation, major and minor keys, and simple chord types. Ear training through sight singing and computer assisted instruction, including melodic, harmonic and rhythmic diction. (Offered every year)

**MUS 112.****Comprehensive Musicianship II**

4 credits

MUS 111

Continuation of study of musical language. Emphasis on harmonic progression, seventh chords, modulation and exploration of small-scale forms in music. (Offered every year)

**MUS 113.****Music for the Listener (AH-4)**

4 credits

Techniques for listening, basic repertory and a knowledge of musical elements, styles and forms. Recordings are used extensively. Recommended for non-music majors and does not count toward the major or minor.

**MUS 114-115.****Class Piano (AH-1)**

2 credits each

Designed for students with little or no piano background. Explores basic methodology of keyboard technique, sight-reading and repertoire building. Especially recommended for Music Education majors. MUS 115 is a continuation of MUS 114. (Offered every year)

**MUS 117-118.****Class Voice (AH-1)**

2 credits each

Permission for 118

Basic principles of singing for the student with little or no previous training.

**MUS 120.****Survey of Music Literature (AH-4)**

4 credits

Introductory survey of major musical works representative of the styles and genres of the important periods of musical development. Extensive listening.

**MUS 132.****Vocal Pedagogy**



**MUS 137. Percussion Pedagogy (AH-1)**

1 credit

Principles of playing percussion instruments with emphasis on snare drum, mallet keyboard instruments and timpani.

**MUS 138. Choral Pedagogy (AH-1)**

2 credits

2 terms MUS 151, 157 or 158

Principles of voice production, sight reading and singing. Emphasis on the selection of choral literature particularly with regard to developing voice.

**MUS 140. Introduction to Non-Western Music (AH-4)**

4 credits

An introductory survey of the traditional music of non-western countries, with emphasis on the regions of Oceania, Africa and the Near East, India, China and Korea, and Japan.

**Ensembles**

**Applies to: MUS 150-159 and 351.**

Ensembles are open to all students who audition and receive permission from the instructor prior to registration. No more than eight credits of participation in all ensembles combined may be applied toward degree requirements. All ensembles are offered every year.

**MUS 150. Accompanying (AH-1)**

1 credit

**MUS 151. Alma Choir (AH-1)**

1 credit

**MUS 152. Alma Symphony Orchestra (AH-1)**

1 credit

**MUS 153. Kiltie Band (AH-1)**

1 credit

**MUS 154. Scottish Arts (AH-1)**

1 credit

**MUS 155. Percussion Ensemble (AH-1)**

1 credit

**MUS 156. Jazz Ensemble (AH-1)**

1 credit

**MUS 157. Women's Glee Club (AH-1)**

1 credit

**MUS 158. Men's Glee Club (AH-1)**

1 credit

**MUS 159. Chamber Music (AH-1)**

1 credit

**MUS 180. Topics in Music**

2-4 credits

Selected topics in music. May be taken more than once if topics differ. Only two registrations count toward

Music Major. Some topics apply to Humanities Area requirement.

## **Performance Courses**

**Applies to: MUS 190A-Z, 191/\*391, 192/\*392, 193/\*393, 194/\*394, 195/\*395, 196/\*396, 196A, 197/\*397, and 198/\*398.**

Private lesson offerings are open to both majors and non-majors who complete an audition and receive permission to register. Practice room and private instruction fee is \$100 per term for a weekly half-hour lesson (\$125 for organ use). Fees are charged when students register.

The 300-level (391-398) represents upper level performance level and requires departmental approval. Candidates for the Bachelor of Music in Performance are required to enroll at the 300-level for six consecutive terms. Only 300-level students may elect four hours of credit. The Department will consider all candidates for the Bachelor of Music in Performance for 300-level suitability at the end of the freshman year. Students may request 300-level status at any time. Fees are waived for 300-level students. Juried lessons are offered every term.

### **MUS 190A-Z.**

### **Non-Jury Lessons**

1 credit

\$100; Organ \$125

A-Violin; E-Flute; J-Trumpet; O-Percussion; P-Voice; Q-Piano; R-Organ; S-Harpsichord; Y-Guitar. No music Major or Minor credit.

### **MUS 191-\*391.**

### **Strings (AH-1)**

2-4 credits each term

A-Violin; B-Viola; C-Violoncello; D-Double Bass; Y-Guitar

### **MUS 192-\*392.**

### **Woodwinds (AH-1)**

2-4 credits each term

E-Flute; F-Oboe; G-Clarinet; H-Bassoon; I-Saxophone; P-Bagpipes

**MUS 193-\*393. Brass (AH-1)**

2-4 credits each term

J-Trumpet; K-Horn; L-Trombone; M-Euphonium; N-Tuba

**MUS 194-\*394. Percussion (AH-1)**

2-4 credits each term

**MUS 195-\*395. Voice (AH-1)**

2-4 credits each term

**MUS 196-\*396. Piano (AH-1)**

2-4 credits each term

**MUS 196A. Piano Proficiency**

1 credit

No Fee

Restricted to Music Education Majors

**MUS 197-\*397. Organ (AH-1)**

2-4 credits each term

**MUS 198-\*398. Harpsichord (AH-1)**

2-4 credits each term

**MUS \*201. Music and Sound for Digital Media (AH-1)**

4 credits

Examines theoretical and technical elements of digital sound and music, including sound design and

Examines theoretical and technical elements of digital sound and music, including sound design and synthesis, sound editing, Musical Instrument Digital Interface (MIDI) sequencing, studio recording techniques, digital signal processing, computer-based music publishing, sound effect and narration tracks for video and the role of sound in interactive development. Emphasis on sound in digital media projects with layers of media data in formats such as the World Wide Web, Power Point presentations, Flash, QuickTime™ CD-ROM and DVD.

**MUS \*211. Comprehensive Musicianship III**

4 credits

MUS 112

Continuation in the study of harmonic usage and musical form with presentation and analysis of advanced chromatic materials; organizing principles present in the fugue, sonata, variation and rondo forms.

**MUS \*212. Comprehensive Musicianship IV**

4 credits

MUS 211

Discussion and examination of the expanded tonal resources and compositional devices of late 19th- and 20th-century music.

**MUS 214. MIDI Composition and Arranging (AH-1)**

2 credits

Applications of Musical Instrument Digital Interface (MIDI) for recording, scoring and musical production. Covers basic MIDI sequencing, recording, production and arranging techniques. Students complete short compositional exercises using technology to explore MIDI formats and compositional procedures. (Offered every year)

**MUS 215. Music and Computers (AH-1)**

2 credits

Overview of the impact of computers and technology in the music professions. Topics include design of



recording studio and lab environments, MIDI technology, fundamentals of audio technology, multimedia applications and using sound/music on the Web. (Offered every year)

**MUS \*237. Conducting and Score Reading**

2 credits

MUS 112

Art of conducting, rehearsal techniques and procedures, score reading, problems of interpretation, organization and activities of choral and instrumental groups. (Offered every year)

**MUS \*250. Musical Theatre Techniques (AH-1)**

4 credits

The staging of and participation in the performance of a work for the musical theatre — including acting, singing and movement — which is presented at the end of the term. Course may be repeated once for credit.

**MUS \*257. Collegium Musicum (AH-1)**

1 credit

Dedicated to study and performance of early music. Singers and instrumentalists explore the development of Western Music through performance and related studies.

**MUS \*311. Seminar in the 19th and 20th Century Style and Analysis**

4 credits

MUS 212

Structural, stylistic, melodic and harmonic analysis of selected 18th-, 19th- and 20th-century works. Score study and outside listening required.

**MUS \*337. Advanced Conducting**

2 credits

Continuation of MUS 237. Preparation of works requiring advanced skills including orchestration, transpositions and analysis, as well as functional knowledge of orchestral and band instruments for the public school conductor of both choral and instrumental ensembles. (Offered every other year)

**MUS \*340. Piano and Chamber Music Literature (AH-4)**

4 credits

Students attend the Gilmore International Keyboard Festival. A survey of keyboard and chamber music literature ranging from the classical to jazz repertoire. Analysis and study of works appropriate to class participants as well as critical listening, and theoretical-historical study.

**MUS \*350. Opera Workshop**

1-4 credits

Basic techniques of operatic performance: role preparation, body movement related to music, acting, and techniques. May be repeated for up to a total of 4 credits.

**MUS \*351. Alma College Choir (AH-1)**

1 credit

**MUS \*380. Topics in Music**

2-4 credits

Selected topics in music. May be taken more than once if topics differ. Only two registrations count toward a Music Major. Some topics apply to Humanities area requirement.

**MUS \*399. Independent Study**

2-4 credits

Permission

**MUS \*431. General Methods of Music Education**

4 credits

## Permission

Principles of group process teaching and classroom management. Accompaniment skills in piano and recorder, rehearsal techniques, teaching basic instrumental and vocal skills in grades 5-12 and a pedagogical overview of the human voice and standard band and orchestral instruments including tone production, practical ranges and related functions in an ensemble.

**MUS \*432a-b.**

### **Methods of (a) Vocal and (b) Instrumental Music**

2 credits

TEP

Special teaching methods in fields of vocal and instrumental music. Emphasis on classroom management, conducting skills, lesson plans and resources for music teachers. To be taught concurrently with student teaching. Required for certification. (Cross-listed with EDC 445n-o.)

**MUS \*443.**

### **Music History I**



4 credits

MUS 112

Antiquity, the Middle Ages and the Renaissance.

**MUS \*444.**

### **Music History II**



4 credits

MUS 112

Baroque and classical music.

**MUS \*445.**

### **Music History III**



4 credits

MUS 112

Music of the 19th and 20th centuries including relationships between the popular folk and art music.

music of the 19th and 20th centuries, including relationships between the popular, romantic and modern traditions of the United States and other non-western European cultures.

**MUS \*499.**

**Independent Study**

2-4 credits

Permission

**MUS \*500.**

**Graduation Recital or Senior Thesis**

4 credits

Permission

Satisfies the Department's comprehensive evaluation requirement.

# Philosophy (PHL)

---

## **Professors Dixon and Massanari; Assistant Professor Hauser.**

The philosophical temper begins with wonder and is nurtured by disciplined thought. Through its course offerings, for the Major and non-Major alike, Alma's Philosophy Department stimulates this sense of wonder and develops the capacity for analytical and critical judgment. Philosophy is the foundation of all disciplines and philosophers draw on all fields of study.

Because of the centralness of philosophy, Alma's Philosophy Program is useful preparation for careers in business and industry, government, journalism, law, ministry and teaching.

## **Major Requirements**

1. Thirty-six credits, including PHL 102, 103, 111 or 112, 126 and 500. Sixteen credits at the upper level; typically some are independent studies developed in consultation with the Department.
2. Successful completion of the thesis and oral examination administered by the Department.

## **Minor Requirements**

Twenty-four credits, including PHL 102, 103, 111 or 112, and 126. Others selected in consultation with the Department.

### **PHL 102.**



### **Issues in Philosophy: An Introduction (AH-3)**

4 credits

Exploration of issues in and development of individual positions in respect to basic philosophical questions.

### **PHL 103.**

### **Critical Thinking**

4 credits

Introduction to Logic. Elementary semantics, common fallacies in inference, the analysis of arguments, and

the logic of induction and deduction. Emphasis primarily on reasoning as it occurs in everyday contexts.

**PHL 111-112. Survey of Western Philosophy (AH-3)**



4 credits each

Survey of major ideas which have helped shape the Western tradition and the thinking of contemporary persons. 111: Beginnings in Greece to Renaissance, including meeting of Greek and Christian worldviews. 112: Renaissance to 20th century.

**PHL 126. Introduction to Values (AH-3)**



4 credits

Exploration of moral values, nature of moral judgments, and bases for moral decisions. Practice in decision making. Study of such controversial contemporary issues as capital punishment, abortion, privacy, death with dignity, racism and sexism. Focus on person as individual and member of society.

**PHL 180. Topics in Philosophy**

2-6 credits

Selected topics in philosophy. Subject, credits and applicability to distributive requirements and to Major or Minor to be announced in advance.

**PHL 202. Feminist Philosophy and Religion (AH-3)**



4 credits

Examination of recent feminist studies in philosophy and religion. Focus on method, style, approach and arguments of the feminist critique. Also listed as REL 202.

**PHL 216. Themes in Existentialist Literature (AH-3)**



4 credits

Examination, evaluation and discussion of selected subjects — the individual, freedom, responsibility, anxiety, hope, death, meaning of life — as treated in various essays, short stories and dramas. Focus on analysis and interpretation of texts. Also listed as REL 216.

**PHL 217.****Wisdom of the Far East (AH-3)**1 

4 credits

Exploration of the major religious traditions and philosophical systems of the Far East: Hinduism, Buddhism, Confucianism and Taoism. History, thought and contemporary role of these non-Western religions and philosophies. Also listed as REL 217.

**PHL 224.****Aesthetics (AH-3)**1 

4 credits

Exploration of values pertaining to the arts. Study of principal aesthetic views, major issues in the philosophy of art, application to various art works and nature of aesthetic judgments, creative activity and aesthetic qualities of experience.

**PHL 225.****Environmental Ethics (AH-3)**1 

4 credits

Examination of ideas of nature, relation of humans to nature, and human responsibilities to, for and with nature from Western (inherited and current), alternative Western (deep-ecology, ecofeminism, Gaia) and Eastern perspectives. Focus on understanding various environmental ethical perspectives and their personal, social and environmental consequences. Also listed as REL 225.

**PHL 227.****Ethics and Business (AH-3)**1 

4 credits

Exploration of the nature of moral values, moral judgments and ethical decisions. Analysis of selected issues in modern business. Test cases used for practice in decision making. Especially pertinent for those planning business careers but designed for all interested students.

**PHL 228.****Ethics and Law (AH-3)**1 

Exploration of conceptual and ethical issues in the making and administration of law. Introduction to ethical theory. Study of such topics as criminals' rights, justification of punishment, death penalty, nature of legal responsibility, extent of justifiable government interference with freedom and relation between law and morality. Especially pertinent for Pre-Law students, but designed for all interested students.

**PHL 229.****Ethics and Medicine (AH-3)**

Exploration of nature of moral values, moral judgments and ethical decisions. Analysis of selected issues in medicine and other health fields. Test cases used for practice in decision-making. Especially pertinent for those planning careers in health professions, but designed for all interested students.

**PHL 240.****Philosophy of Love and Sex (AH-3)**

Examination of conceptual and moral issues related to love and sex. Conceptual issues include the nature of love and of sexual desire. Moral issues include marital fidelity, exclusivity in romantic relationships, sex without love, homosexuality, romantic relationships that involve power differentials, sexual harassment, date rape, prostitution and pornography.

**PHL 242.****Philosophy of Sport (AH-3)**

Examination of conceptual and moral issues that arise in sport. Conceptual issues include the relationship between play, games and sport, and the nature of competition. Moral issues include the role of sport in education, sportspersonship, performance-enhancing drugs, violence in sport, hunting and gender equity in sport.



**PHL 200.**

**Topics in Philosophy**

2-4 credits

Selected topics in philosophy in such areas as historical studies, epistemology, metaphysics and values. May be taken more than once if different topic.

**PHL 299.**

**Independent Study**

4 credits

Permission

Planned program of individual study of a particular subject in philosophy, developed with the supervising professor.

**PHL \*303.**

**Symbolic Logic (NS-3)**

4 credits

PHL 103 or MTH 120 or Permission

In-depth examination of symbolic logic, extending the propositional logic developed in PHL 103 to include predicate logic and logic of identity. Study of translation into notation, test validity by such methods as deduction, truth tables and truth trees. Examination of logical concepts: logical truth, consistency, equivalence, interpretations and the properties of relations.

**PHL \*305.**

**Philosophy of Science (AH-3)**

4 credits

Analysis of the nature of science. What justifies the view that science is the most objective source of human knowledge? What makes a scientific theory true? Examination of rival accounts of science and their relation to actual practice of scientists. Especially pertinent to science majors, but designed for all interested students. Extensive background not required.

**PHL \*326.**

**Virtue Ethics (AH-3)**

4 credits

Any ethics course (PHL 126, 225, 227, 228, 229, 240, 242, or RSP 225)

or Permission

In-depth examination of "virtue ethics." Is virtue based on reason alone, or does it also involve feeling and sentiment? What kind of character traits should I try to cultivate? What kind of person should I try to become? Consideration of such virtues and vices as honesty, friendship, loyalty, selfishness, gossip and greed, ending on the ultimate ethical question: What makes my life worthwhile or meaningful?

**PHL \*347.**

**Philosophy of Mind (AH-3)**



4 credits

Any philosophy course or COG 120 or Permission

Exploration of rival views on relation between mind and body, beginning with dualism, the view which is most hospitable to belief in life after death. Emphasis on various materialist theories which explain human actions without any reference to non-physical entities. Exploration of implications of theories of mind for issues such as immortality and human freedom.

**PHL \*380.**

**Seminar**

2-4 credits

Permission

Selected topics in philosophy which arise in various fields. Generally interdisciplinary, team-taught. Reading, discussion, papers and critiques. Subjects and credits to be announced.

**PHL \*399.**

**Independent Study**

4 credits

Permission

Planned program of individual study of a particular subject in philosophy, developed with the supervising professor. Major can include more than one enrollment in independent study.

**PHL \*499.**

**Independent Study**

4 credits

Permission

Planned program of individual study of a particular subject in philosophy, developed with the supervising professor.

**PHL \*500.**

**Senior Thesis**

2 

4 credits

Permission

Individual research culminating in preparation of a major paper and departmental oral examination.

# Physics (PHY)

---

## **Professors Gibson and Reed; Visiting Instructor Trout.**

Physicists seek to understand natural phenomena at the fundamental level of space, time, matter and motion. This quest encompasses everything from the formation of stars to the best design for a bridge. Alma's Physics Department offers a balanced program of pure and applied physics, introducing essential scientific understanding and investigating its applications.

Physics is appropriate for students seeking careers in engineering, product development or in areas of sales or management requiring technical expertise. Careers in basic research or college or university teaching require advanced degrees.

## **Major Requirements**

1. Thirty-six credits, including Physics 121, 122, 220, 221, 312, 321, 323, 421; and either 333, 499, 500 or Astronomy 225; or Electronics and Computer Engineering 261.
2. Twenty cognate credits, including Mathematics 121, 122, 210, 211 and Computer Science 120.

## **Minor Requirements**

Twenty-four credits, including Physics 121, 122, 220, 221 and eight credits from Physics, Astronomy and Electronics and Computer Engineering courses numbered 200 or above. Twenty cognate credits, including Mathematics 121, 122, 210, 211 and Computer Science 120.

### **PHY 101.**

### **Making of the Atomic Bomb (NS-2)**

4 credits

Review of the scientific, engineering, military and social factors involved in the development of the atomic bomb from 1900-1945. Does not count toward Physics major.

**Students may not receive credit for both Physics 112-113 and 121-122.**

**PHY 112-113.**

**General Physics (NS-2)**

4 credits each

\$6.50 each

MTH 112 concurrently or Proficiency

Introductory survey of physics with emphasis on problem-solving. Uses algebra but not calculus. Appropriate for students who plan no further study in physics. Includes mechanics, vibrations and waves, sound, electricity and magnetism, optics, and atomic and nuclear physics. Laboratory.

**PHY 121-122.**

**Introduction to Physics (NS-2)**

4 credits each

\$6.50 each

MTH 113 or MTH 121 for PHY 121; MTH 122 for PHY 122

Introductory survey of physics with emphasis on problem-solving. Uses calculus. Appropriate for students who plan to major in physics, chemistry or mathematics and pre-medical students who have had calculus. Includes mechanics, oscillations, gravity, waves, sounds, optics, and electricity and magnetism. Students planning to major in physics must take calculus (MTH 121-122), a prerequisite, in their freshman year.

**PHY 140.**

**Machine Shop**

2 credits

\$6.50

Permission

Introduction to machine shop tools and techniques.

**PHY \*212.**

**Mechanics I: Statics**

4 credits

PHY 121 and CSC 120; MTH 210 concurrently

Study of static equilibrium of rigid bodies. Includes translational and rotational equilibrium; stresses, strains and deformations; strengths of materials.

**PHY \*220-\*221.**

**Modern Physics**



4 credits each

\$6.50 each

PHY 121-122, MTH 121-122 and CSC 120; MTH 210-211  
concurrently

Continuation of survey of physics begun in PHY 121-122. Includes introduction to special relativity, wave mechanics, atomic physics and statistical physics. Additional topics may include laser physics, nuclear physics, particle physics and cosmology. (PHY 221 is a Quill 2 course.)

**PHY \*225. Astrophysics**

4 credits

PHY 221 concurrently

Study of the physics of stellar constituents of the universe: distances, magnitudes, colors, spectra and motions of stars; multiple and variable stars; stellar structure and evolution; star clusters; structure and rotation of the Milky Way galaxy, galaxies and cosmology.

**PHY \*299. Independent Study**

1-4 credits

Permission

Planned program of study. Topic selected by instructor and student.

**PHY \*312. Mechanics II: Dynamics**

4 credits

PHY 121, MTH 210-211 and CSC 120

Study of motion. Includes particle dynamics, central force motion, rigid body motion, Lagrange's and Hamilton's equations of motion.

**PHY \*321. Electricity and Magnetism**

4 credits

PHY 122, MTH 210-211 and CSC 120



4 credits

PHY 220-221; MTH 310 concurrently

Study of wave and matrix mechanics, the harmonic oscillator, the hydrogen atom and angular momentum and spin.

**PHY \*480. Topics in Physics**

4 credits

Permission

Study of topic of current or historical importance chosen by instructor. Prerequisites vary with selections.

**PHY \*499. Independent Study**

1-4 credits

Permission

Planned program of study. Topic selected by instructor and student.

**PHY \*500. Senior Thesis**

2-4 credits

\$2.50 each credit

Planned program of research performed on campus or as part of research group at major university or national laboratory.

**Astronomy Course (AST)**

**AST \*225. Astrophysics**

4 credits

PHY 221 concurrently

Study of the physics of stellar constituents of the universe: distances, magnitudes, colors, spectra and motions of stars; multiple and variable stars; stellar structure and evolution, star clusters, structure and rotation of the Milky Way galaxy, galaxies and cosmology.





# Electronics and Computer Engineering (ECE)

---

The Electronics Minor is an ideal complement to majors in physics, chemistry, biochemistry, biology, psychology, computer science and communication.

## **Electronics Minor Requirements**

Twenty-four credits including Physics 122; Electronics and Computer Engineering 243, 244, 245, 261, 262; plus additional Electronics and Computer Engineering courses numbered 200 or above. Twelve cognate credits including Mathematics 121, 122 and Computer Science 120.

### **ECE 101. Introduction to Radio (NS-2)**

4 credits \$6.50

MTH 101

Introductory survey of radio theory and practice. Includes basic electrical theory, radio wave propagation, antennas, radio receivers and transmitters, modulation and demodulation, analog and digital communication, satellites, international shortwave broadcasting, political and propaganda uses of radio (including jamming), shortwave listening, history of radio and amateur radio. Laboratory.

### **ECE \*243. Digital Techniques**

2 credits \$6.50

PHY 122 or ECE 101 or Permission

Laboratory course in design, construction and testing of digital electronic circuits.

### **ECE \*244. Microcomputer Programming**

2 credits \$6.50

CSC 120 or Permission

Laboratory course in microcomputer assembly language programming.

### **ECE \*245. Microcomputer Interfacing**

2 credits

ECE 243 and 244

Laboratory course in microcomputer programming and interfacing.

**ECE \*254-\*255.**

**Robotics**

2 credits each

\$6.50 each

Permission

Laboratory introduction to robotics.

**ECE \*261-\*262.**

**Electronics**

4 credits each

\$6.50 each

PHY 122

Study of theory and applications of analog electronics. Includes DC and AC circuit theory, basic network analysis, filter responses, semiconductor devices, power supplies, amplifiers, thyristors, introduction to radio theory. Laboratory.

**ECE \*271-\*272.**

**Telecommunications**

2 credits each

ECE 261 and 262

Laboratory study of telecommunications systems.

# Political Science (POL)

---

## **Professors Hulme and Lorenz; Assistant Professors Cartrite and Gorton.**

How do government and politics operate both within the United States and in foreign countries? How do nations and people interact in the international arena? What consequences result from these activities? How can we use knowledge to promote our human and social values through the political process? Alma's Political Science Program is designed to help students learn the answers to these questions and thereby become more effective citizens and professionals.

Courses in comparative politics broaden our political knowledge by the examination and comparison of the political systems in other countries. International relations courses focus on the problems and conflicts in international politics and the ways by which they can be resolved or minimized. Courses in American politics offer both an introductory and an in-depth understanding of American political institutions and processes, public management, policy making and policy analysis, and public law. Political theory relates politics to ethical and normative considerations, human values, and means-end problems.

Graduates completing Alma's Political Science Program are successfully pursuing careers in government, law, business, teaching, journalism, public administration and non-profit organizations, and public relations.

## **Major Requirements**

1. Thirty-six credits which must include Political Science 101, 201 and 401; eight credits selected from among Political Science 111, 121, 211, 212, 221, 225, 226, 227, 313, 315, 325, 326 and 327; eight selected from among Political Science 131, 141, 231, 235, 241, 245, 331, 335, 336, 341 and 345; and at least 24 credits at the upper level. Only eight credits of POL 226/227 and 328/329 may count towards the major.
2. All Political Science Majors must satisfactorily complete the Graduate Record Advanced Examination, or the MFAT, or a departmental comprehensive examination to satisfy the College comprehensive evaluation requirement.

## **Minor Requirements**

Twenty-four credits which must include POL 101 and 201 and at least 16 credits at the upper level. POL 401 is recommended. Only four credits from 226/227 and 328/329 may count for the Political Science Minor.

## **Political Science Teaching Major**

Thirty-six credits which must include POL 101, 111, 121, 141, 201, 231, 245, 401 and a four credit upper level POL course.

## **Political Science Teaching Minor**

Twenty-four credits which must include POL 101, 111, 121, 141, 231 and 245.

### **POL 100. Introduction to Political Science**

4 credits

Introduction to the discipline of political science. Explores certain key themes and concepts of the discipline, such as politics and power, and considers some of the different approaches that political scientists use to study the political world. Introduces the discipline's four subfields of political theory, comparative politics, international relations and American politics, and explores the connections between them.

### **POL 101. The American Political System (SO-2)**

4 credits

Study of institutions and processes of politics and government. Contemporary political problems. Primary focus on federal government with some attention to state and local politics.

### **POL 103. Reel Politics**

2 credits

Exploration of the portrayal of American politics in historical and contemporary films.

### **POL 111. Introduction to Comparative Politics (SO-2)**

1 

4 credits

POL 100 or Permission

Examines concepts and approaches to comparative political study, comparative functions, processes and structures. Explores issues and concerns such as political change, democracy, effectiveness and stability.

**POL 121.**

**World Conflicts and Problems (SO-2)**

1 

4 credits

Examines a selection of world conflicts in terms of their causes and prospects for war, control or settlement. Explores world-wide problems, needs and efforts among states to deal cooperatively.

**POL 127-\*327.**

**Presidential Library Research (SO-2)**

1 

4 credits

Research visit to a presidential library. Lower level focuses on primary source investigations on topics of student interest. Upper level is preparation for a substantial research paper potentially leading to a senior thesis and/or published article.

**POL 131.**

**Introduction to Political Theory (SO-2)**

1 

4 credits

Introduction to normative political theory, both historical and contemporary. Includes analysis of central concepts of politics, such as power, freedom, justice, democracy and equality. Explore key modern ideologies, such as liberalism, conservatism, socialism, fascism and political Islam.

**POL 141.**

**Introduction to Public Management and Policy Analysis (SO-2)**

1 

4 credits

Study of leadership and administration in public organization, including relationship between bureaucracy and the executive, judicial and legislative branches; development of organizational theory; policy-making

and implementation process; bureaucratic ethics; and reconciliation of democracy and bureaucracy. Recommended for those considering careers in public service or jobs affected by public policy.

**POL 180. Topics and Problems in Political Science**

2-4 credits

Permission

Examines special political subjects in both the foreign/international and American realms.

**POL \*201. Nature of Political Inquiry**

4 credits

An introduction to political science research, including the nature of political inquiry and research methodology. Development of an actual research project.

**POL \*205. Electoral Politics**

1 

2 credits

Exploration of the challenges of contemporary political campaigning at the presidential, state and local levels.

**POL \*211. Western European Politics (SO-2)**

4 credits

POL 111 or Permission

Comparative study of the main political systems of Western Europe. Examination of European Union and its policies, processes and outcomes. Comparative analysis of short- and long-term implications of European economic integration for the rest of the world.

**POL \*212. Eastern European Politics (SO-2)**

1 

4 credits

A survey of contemporary Eastern European politics at a turbulent time that often attracts international attention to that region. Analysis of some of the transformation and continuity in the region's politics and society.

**POL \*215.**

**Ethnic Politics**

4 credits

POL 111 or Permission

In this course, we will explore the nature of ethnic identity, its potential for and actualization of political activism and violence, and survey the role political institutions play in mitigating or eliminating ethnopolitical activism.

**POL \*217.**

**Arctic Politics and Science (SO-2)**

4 credits

POL 111 or Permission

Scientifically it is difficult to predict the future rate of polar melting, but there is a clear scientific consensus that global warming is indeed occurring and an increasing consensus that humankind is responsible for some, if not most, of current warming. This course seeks to understand how the five countries with territorial waters adjacent to the Arctic region (Canada, Denmark, Norway, Russia and the U.S.) along with other interested groups such as the Arctic Council (the five countries plus Finland, Iceland, Sweden and the United Nations) will position themselves to decide control over melting polar waters. Related to this international behavior are domestic concerns involving environmental and energy policies that vary from country to country.

**POL \*221.**

**Analysis of International Politics (SO-2)**

1 

4 credits

POL 121 or Permission

Study roles of the state, international and non-state actors in international politics; theories of conflict,



conflict control and resolution; and prospects for world community.

**POL \*225.**

**International Law and Organizations (SO-2)**

1 

4 credits

POL 121 or Permission

Analyzes historical evolution of international law, its purposes, principles and relationship to the international arena. Study of international organizations and their impact on international legal order.

**POL \*226-\*227.**

**Model United Nations (SO-2)**

2 credits each

Permission

Preparation to represent an assigned country at a Model UN competition through examination of current international issues and UN organizational structures and processes.

**POL \*231.**

**American Political Thought (SO-2)**

1 

4 credits

POL 131

Historical and contemporary meanings of democracy, its assumptions and implications: tensions between theory and practice, majority rule and minority rights, civil disobedience, economic-political democracy, institutionalization of democratic procedures, and the future of democracy.

**POL \*232.**

**Ancient Political Thought**

4 credits

POL 100 or 131

Exploration of key ideas in ancient and medieval political thought. The works of Socrates, Plato, Aristotle, the Stoics, Epicurus, Augustine and Aquinas are considered. Key questions addressed include: Is democracy superior to rule by the enlightened few? Are humans by nature political creatures? What is the proper

relation between the individual and the state? Is the state a natural entity?

**POL \*233.**

**Current Controversies in U.S. Politics (SO-2)**

4 credits

Examine the ethical and empirical dimensions of some current political controversies in the U.S., such as the death penalty, gay marriage, torture, terrorism, affirmative action and euthanasia. Introduction to relevant concepts in ethical theory, law, political philosophy and empirical inquiry in order to provide the framework to think knowledgeably and critically about these issues.

**POL \*235.**

**The Legal Experience (SO-2)**

4 credits

POL 101 or 131

Exploration of legal/political system, including public, private, civil and criminal law. Integrates cognitive and experiential learning suitable to a first-hand, in-depth study of legal system at state and local levels.

**POL \*241.**

**Public Policy Making: Presidential Leadership**

1 

4 credits

POL 101 or 141 and 201

Study of presidential leadership in making domestic policy.

**POL \*242.**

**Comparative Environmental Health Policy (SO-2)**

2 

4 credits

Comparative analysis of the environmental- health policy process. Emphasis on applied research related to current government or non-governmental organization projects or concerns.

**POL \*245.**

**The Political Experience (SO-2)**

4 credits

POL 101 or 141

Explores nature of elective and administrative politics in state and local governments. Integrates cognitive and experiential learning. Includes field trips and interviews with state/local leaders in government, interest groups and media.

**POL \*280.**

**Topics in Political Science**

2-4 credits

Variable topics in political analysis.

**POL \*325.**

**U.S. Foreign Policy (SO-2)**

1 

4 credits

POL 121 or Permission

Study of goals of American foreign policy and U.S. role in changing world; structure, processes and politics of foreign policy-making; and U.S. foreign policy since end of WWII. Analysis of selected current U.S. foreign policy concerns.

**POL \*326.**

**U.S. National Security Policy (SO-2)**

1 

4 credits

POL 121 or Permission

Analyzes emergence and evolution of post- WWII national security state. Assesses impact of changing international environment on conceptions of "national security."

**POL \*328/\*329.**

**Advanced Model UN**

2 credits each

POL 226 and 227

Examine in detail the functioning of the central bodies of the UN community, including the General Assembly, Security Council, ECOSOC and specialized agencies. Also address the role of nongovernmental

organizations, regional and subregional organizations and individual states. Only four credits may count toward the major.

**POL \*331.**

**Classics of Political Thought**



4 credits

POL 101 or 131

Analysis of selected original works of Plato, Aristotle, the Bible, Machiavelli, Hobbes, Locke, Rousseau and Marx. Emphasis on relevance to contemporary political thought and issues.

**POL \*335.**

**Constitutional Law I**



4 credits

POL 101, 131 or HST 121

Case law study of the Supreme Court's interpretations of U.S. Constitution in the areas of the governmental structures and processes.

**POL \*336.**

**Constitutional Law II**



4 credits

POL 101, 131 or HST 121

Case law study of the Supreme Court's interpretations of the U.S. Constitution in the areas of civil rights and civil liberties.

**POL \*341.**

**Public Policy Analysis**

4 credits

POL 141

Study of policy process, particularly policy evaluation. Focuses on such policies as educational, environmental, economic and social welfare. Emphasis on learning evaluation methodologies through application to current public policy issues.

**POL \*345.**

**Public Administration History and Theory**

1 

4 credits

POL 101 or 141

Study of the development of modern public bureaucracies and the relationship of bureaucracy and other governmental institutions, particularly through analysis of original works on public administration from Woodrow Wilson and Max Weber to more recent commentaries.

**POL \*380.**

**Topics and Problems in Political Science**

4 credits

Permission

Courses on special political subjects in both the foreign/international and American realms.

**POL \*381-\*382.**

**Washington Semester**

4 credits each

Permission of WSP Advisor

Credit awarded for student participation in seminars and coursework. (American University)

**POL \*385-\*386-\*387.**

**Practicum**

1-4 credits each

Permission

Placements in government, political institutions and related agencies may be made available by the Department or may be arranged by students in consultation with the Department.

**POL \*401.**

**Senior Seminar**

2 

4 credits

POL 201; Senior Majors and Minors; Permission

Comprehensive capstone study of politics within the context of a distinct theme in political science.

**POL \*499.**

**Independent Study: Readings**

1-4 credits

POL 201 and Permission

Individual study of particular topic or problem area; intensive reading; problem formulated with instructor consent.

**POL \*500.**

**Senior Thesis**

4 credits

POL 201 and Permission

Under supervision, student formulates a project topic or research program, conducts research, then prepares and publicly presents a Senior Thesis. Required for departmental honors.

# Psychology (PSY)

---

**Professors G. Beagley, W. Beagley and Slater; Associate Professor Setterlund; Assistant Professor Batchelder.**

Alma's Psychology Department encourages students to look at thought and action from a scientific perspective, to undertake independent research projects and to gain experience in practicum settings.

Undergraduate work in Psychology is required for professional preparation in a wide range of psychological specialties and neuroscience; it also provides an appropriate foundation for work in such areas as cognitive science, public health, law, medicine, social work, management and the ministry.

## **Major Requirements**

1. Thirty-six credits in Psychology which must include Psychology 121; 201 or 204; 212; 220; 225; 236 or 331; 305; 314.
2. The Graduate Record Advanced Examination is required for the comprehensive evaluation.
3. The Department recommends that students supplement the major with adjunct courses from Biology, Computer Science, Sociology and Anthropology, Mathematics and Philosophy.
4. Psychology 310, 390 and 500 are strongly recommended to students considering graduate study in Psychology or Cognitive Science.

## **Minor Requirements**

Twenty-four credits of Psychology.

## **Elementary Teaching Minor Requirements**

The 24 credits must include PSY 121, 212, and 16 credits chosen from PSY 201, 204, 220, 225, 236, 240, 275, 305, 310, 314, 331, and approved sections of 280.

## **Secondary Teaching Minor Requirements**

The 24-credit Teaching Minor must include Psychology 121, 201 or 204, 212, 220 and 225. Minor requirements must be completed prior to student teaching.

**PSY 121. Introduction to Psychology (NS-1)**

4 credits \$12

MTH 099

Survey of major areas of psychology: learning, perception and cognition, human development, individual differences, social psychology and abnormal psychology. Laboratory.

**PSY \*200. Animal Social Behavior (NS-1)**

4 credits

PSY 121 or BIO 122 and Permission

Introduction to the ethological approach: aggression, courtship, cooperation, social structure and means of communication in a variety of species. Includes laboratory and field experience in observation and recording of behavior.

**PSY \*201. Physiological Psychology (NS-1)**

4 credits \$10

PSY 121

Study of physiological processes and structures underlying behavior and development. Laboratory techniques for investigation of electrical and chemical brain activity.

**PSY \*204. Sensation and Perception (NS-1)**



4 credits \$5

PSY 121

Study of sensory processes and their relationship to human perception. Concentrates on vision and audition with attention to recent theoretical approaches to perception. Laboratory.



**PSY \*212.**

**Personality I (NS-1)**

4 credits

PSY 121

Comparison of major conceptual and research strategies in study of personality: psychoanalytic tradition, trait and social learning theories, and humanistic, cognitive and biological approaches. Introduction to psychological testing and journal literature.

**PSY \*220.**

**Statistics**

4 credits

PSY 121, MTH 112 or Permission

Introduction to descriptive and inferential statistics, and factorial analysis of variance. Appropriate for both life and social sciences.

**PSY \*225.**

**Research Methods**



4 credits

\$5

PSY 121 and 220

Development of skills in conduct and assessment of experimental and field research and of sensitivity to ethical and social aspects of scientific inquiry. For students in psychology, education and business.

**PSY \*236.**

**Social Psychology (SO-2)**

4 credits

PSY 121 and SOA 101

Consideration of current theory and research on person perception, social influence, attitude formation, intergroup relations, altruism and aggression. Emphasis on ethical and social issues in conduct and application of social psychological research.

**PSY \*240.**

**Behavior Modification: Applied Psychology (NS-1)**

4 credits

PSY 121

Application of psychological principles to human concerns including teaching, child care, stress management, study skills, self-control and persuasion.

**PSY \*245. Human Sexuality**

4 credits

PSY 121

Examination of variety and origins of human sexuality from physiological, evolutionary and social-learning perspectives.

**PSY \*260. Psychology of Aging**

2 credits

PSY 121

Examination of current psychological theory and research concerning physical changes, cognition, personality and psychopathology in the later years of life.

**PSY \*275. Psychological Testing and Measurement**

2 credits

PSY 121

Consideration of principles involved in constructions, use and evaluation of tests of ability and personality. Application to such issues as personnel selection, sex differences and therapeutic practice. Emphasis on actual clinical data, ethical and value issues in test construction and use.

**PSY \*280. Topics in Psychology**

2-4 credits

PSY 121; others as indicated

Exploration of areas of mutual interest to instructor and students. Topics include depression, stress and coping, clinical interviewing and counseling, psychological problems of childhood, and neurological disorders. May be taken more than once for credit.

**PSY \*305.**

### **Motivation and Learning**

2 

4 credits

PSY 201 or 204; 220, 225 or Permission

In-depth study of theoretical background and current research on motivation and learning among human and non-human species.

**PSY \*310.**

### **Cognition**

4 credits

3 courses in PSY or Permission

Consideration of the psychology of thinking: input, processing, storage and retrieval of information. Also explores categorization, concept formation, mental structure, language, reasoning, and problem solving.

**PSY \*312.**

### **Personality II**

4 credits

PSY 121 and 212

In-depth examination of personality theory and of major controversial issues in the contemporary literature.

**PSY \*314.**

### **Abnormal Psychology**

1 

4 credits

PSY 121 and 212

Examination of characteristics, causes and treatment of such disorders as depression, schizophrenia and stress-related illness. Discussion of social and ethical issues. Application of material to actual case histories.

**PSY \*315.**

**Introduction to Survey Research**

4 credits

PSY 121 and either PSY 220 or MTH 116

Introduction to sampling strategies, questionnaire construction, interviewing technique, coding of data and the analysis, interpretation and presentation of results. Emphasis on ethical and political considerations in conduct and application of survey research.

**PSY \*331.**

**Developmental Psychology**

4 credits

PSY 121 and 212

Consideration of current theoretical perspectives and research on attachment, language acquisition, cognitive and moral development. Attention to role of ideological and philosophical commitments in study of development.

**PSY \*339.**

**History and Systems**

2 credits

PSY 121, 3 courses in PSY and Junior Standing

Critical consideration of conceptual issues in psychology. Examination of role of internal and external contexts in its conduct and development.

**PSY \*385.**

**Practicum**

2-4 credits

PSY 121

Participation in community institutions, agencies, schools and businesses combined with individual faculty supervision to allow students to apply concepts and locate literature relevant to their own experiences.

**PSY \*390.**

**Clinical Field Experience**

4 credits

PSY 121, 212, 240 or 280, and 314 or Permission

Participation in programs in hospitals, agencies, schools, businesses or the judicial system. Faculty and on-site professionals provide intensive supervision. Students improve abilities to apply concepts, principles and techniques and reflect on significant conceptual, ethical and personal aspects of the experience in written papers and oral discussions.

**PSY \*399.**

### **Directed Reading/Research**

1 

1-4 credits

Permission

Either (1) an individually-designed program of reading on a topic not covered by formal courses or (2) research experience on a faculty-directed project.

**PSY \*499.**

### **Independent Study**

1 

2-4 credits

Permission

Planned program of reading in preparation for Senior Thesis.

**PSY \*500.**

### **Senior Thesis**

2 

2-4 credits

PSY 499, Senior Standing and Permission

Development and conduct of original, independent, empirical investigation. Required for departmental honors.

# Public Affairs Institute (PAF)

---

## Professor Lorenz.

Alma's Public Affairs Institute offers interdisciplinary experiences for students who, regardless of particular majors, have common academic and vocational interests in public affairs. The program includes workshops, visiting speakers, scholars-in-residence, professional consulting and advising.

## Requirements

To earn certification in the Public Affairs Program, students must earn a minimum of 18 credits drawn from the following classes: Public Affairs 150, 350, 385, 480 and 499; and Political Science 141. No more than four credits from those listed above may count toward a student's major or minor. Moreover, participants are encouraged to satisfy distributive requirements by completing coursework in History 105 or 121 for Area SO-1; Philosophy 126, 227, 228, 229, or Religious Studies 126 for Area AH-3; Economics 201 and 202, Political Science 101, or Sociology and Anthropology 101 for Area SO-2; and Environmental Studies 105 or Psychology 121 for Area NS-1. Elective coursework will be recommended by the program advisor to enhance skills and broaden perspectives.

Candidates who complete Alma's degree requirements and all Institute components will graduate with a bachelor's degree in the major subject and will have the following noted on their permanent record: *Completed the Public Affairs Program*. Candidates who satisfy the requirements prescribed above and who achieve a 3.0 overall CPA together with a 3.25 CPA in the Institute Program will have the designation *Public Affairs Fellow* inscribed on their permanent record. Admission to the Institute requires formal application and acceptance.

## PAF 150.

## Public Affairs Colloquium

2 credits

Introduction to selected, critical public affairs issues through multidisciplinary and case-study approaches.

Presentations by visiting speakers, other resource people and students.

**PAF \*350.**

**Public Affairs Seminar I**



2-4 credits

Fee TBA

Permission

Topical study of public affairs issues examined from interdisciplinary and multidisciplinary perspectives. Focus on formulation, implementation and effects of selected decisions and programs in public and private sectors. Provides preparation for PAF 450.

**PAF \*385.**

**Practicum**

4-12 credits

PAF 450 and Permission

Internship with public or private agencies arranged in consultation with the Public Affairs Institute advisor. Minimum of four credits required for all Public Affairs program participants although no more than eight may count toward the degree.

**PAF \*450.**

**Public Affairs Seminar II**

4 credits

Fee TBA

PAF 350

Investigation of selected public affairs issues, policies and programs from interdisciplinary and multidisciplinary perspectives.

**PAF \*499.**

**Independent Study**

2-8 credits

PAF 385 and Permission

Interdisciplinary or multidisciplinary research arranged in consultation with the Public Affairs Institute advisor and supervised by faculty from at least two different departments. All Public Affairs program

participants are required to have a minimum of two credits of Independent Study.



# Religious Studies (REL)

---

**Associate Professor Stratton; Assistant Professor Blanchard; Visiting Professor Makarios.**

Religious Studies examines the way a person or community makes sense out of life (world views) and the way a person or community acts out and lives in a world view (life styles). The study of religion includes (1) exploration of the nature and meaning of the religious dimensions of human experience; (2) study of the major traditions which remember and transmit religious experience and expressions; (3) encouragement of an inquisitive, analytical and open approach to multiple religious perspectives; and (4) exploration of the value frameworks in various religious perspectives to help clarify student values.

Many graduates of Alma's Religious Studies program have continued their studies in graduate schools or seminaries. Others have entered church work, chaplaincies, teaching, social work agencies, personnel offices, communications, journalism and business or have volunteered for service in VISTA and the Peace Corps.

## **Major Requirements**

1. Thirty-six credits in Religious Studies. Program of study constructed on an individual basis in consultation with members of the Department.
2. Sixteen credits at the upper level. Frequently, upper level courses will be independent studies.
3. Senior Thesis and oral examination (4 credits).
4. Foreign language study strongly encouraged for all Majors and required for honors in the Department.

## **Minor Requirements**

1. Twenty-four credits in Religious Studies. Program of study constructed on an individual basis in consultation with members of the Department.
2. Upper level courses are frequently independent studies.

**REL 100.**

**The Divine Call (AH-3)**

4 credits

Explore the call of God to individuals and to humanity as a whole. Working primarily from the Judeo-Christian perspective, students read and reflect on the call of God to characters of both the Hebrew and Christian scriptures, to religious leaders of the eastern and western traditions, and to select individuals outside the Judeo-Christian perspective.

**REL 101. Biblical Tradition I (AH-3)**



4 credits

Introduction to the Old Testament from its origins to the Babylonian Exile (587-6 B.C.); focuses on history, literature and interpretation. Examination of assumptions and methodology.

**REL 102. Biblical Tradition II (AH-3)**



4 credits

Introduction to the New Testament, its history, environment, literature and interpretation. Formative years of Judaism and growth of the Christian community.

**REL 103. The Gospel of John (AH-3)**



2 credits

In-depth examination of the author's material, style and outlook, especially the distinctive contribution of his thought to the emerging Christianity of the first two centuries.

**REL 104. Stories of the Hebrew Scriptures (AH-3)**



2 credits

Historical and literary analyses of Ruth, Jonah, Esther, Daniel and other Old Testament stories, and their contributions to the religious life, understanding and imagination of ancient Israel.

**REL 105. Christian Traditions (AH-3)**



4 credits

Examination of history of Christian thought and traditions from early church through modern period.

Analysis and interpretation of selected documents.

**REL 106.**

**Reformation and Protestant Traditions (AH-3)**

1 

4 credits

Examination of Reformation and various Protestant traditions. Analysis and interpretation of various documents.

**REL 107.**

**Religion in America (AH-3)**

1 

4 credits

Examination of history of religious thought and traditions in America. Analysis and interpretation of selected documents. Non-traditional forms of religion also included.

**REL 109.**

**Matthew, Mark and Luke (AH-3)**

1 

2 credits

In-depth examination of similarities and differences in the so-called "Synoptic Gospels" and the church communities which produced them. Attention to understanding world views, religious thought, cultural settings and history.

**REL 110.**

**Paul's Letters (AH-3)**

1 

2 credits

In-depth examination of Paul's Letters to the Thessalonians, Galatians, Corinthians, Philippians, Philemon and Romans. Investigation of the social and cultural history, world views and religious thought surrounding their writing, reception and retention in New Testament canon.

**REL 130.**

**Creation Stories and the Religious Traditions (AH-3)**

1 

4 credits

Examination of diverse creation myths from many cultures and the role cosmologies play in forming a

culture's worldview.

**REL 150.**

**Good Life in World's Religions (AH-3)**

1 

4 credits

Examine what constitutes a good life according to Judaism, Hinduism, Buddhism, Islam and Christianity.

**REL 180.**

**Topics in Religion**

1 

2-6 credits

Fee depends on topic

Selected topics in religious studies. May be taken more than once. Only two registrations count toward a Major in Religious Studies.

**REL 202.**

**Feminist Philosophy and Religion (AH-3)**

1 

4 credits

Examination of recent feminist studies in philosophy and religion. Focus on method, style, approach and arguments of the feminist critique.

**REL 203.**

**Prophetic and Wisdom Literature (AH-3)**

1 

4 credits

In-depth examination of selected portions of the Old Testament, particularly books of Amos, Hosea, Isaiah, Jeremiah, Proverbs, Job and Ecclesiastes.

**REL 204.**

**Paul (AH-3)**

1 

4 credits

Discussion of the man, his world and his thought. The significance of his interpretation of the person and work of Jesus for the emerging Christian community.

**REL 210.**

**Biblical Ethics and Community Service (AH-3)**

1 

4 credits

Examines the Biblical ethic which underlies the religious understanding, worship and community service of Jewish and Christian religious communities. Opportunities to participate in community service agencies and programs.

**REL 217. Wisdom of the Far East (AH-3)**

1 

4 credits

Exploration of the major religious traditions and philosophical systems of the Far East: Hinduism, Buddhism, Confucianism, and Taoism. History, thought and contemporary role of these non-Western religions and philosophies.

**REL 218. The Heritage of Judaism (AH-3)**

1 

4 credits

Explores history of the birth, growth and expansion of Judaism. Examines and studies world views, values, practices and customs for their implications in understanding contemporary Judaism and its influence and impact on modern world.

**REL 219. The Heritage of Islam (AH-3)**

1 

4 credits

Explores the history of Islam, influence of Mohammed and expansion and impact of Islam on East and West. Examines the Koran and practices and customs of Islam in light of Islam's world view, values and influence.

**REL \*220. Bible and Society (AH-3)**

4 credits

Permission

Explores how the social context (ethnic, economic, class, etc.) of faith communities shapes the study, understanding, and use of scripture in worship and impacts the values and daily lives. Emphasis on lectionary readings shared by Protestants and Roman Catholics, and the Hebrew scriptures. (Cross listed as

**REL 225.**

**Environmental Ethics (AH-3)**

1 

4 credits

Examination of ideas of nature, relation of humans to nature and human responsibilities to, for and with nature from Western (inherited and current), alternative Western (deep-ecology, ecofeminism, Gaia) and Eastern perspectives. Focus on understanding various environmental ethical perspectives and their personal, social and environmental consequences.

**REL 230.**

**Religion and Science (AH-3)**

1 

4 credits

Examination of the relationship between religion and science through both historical and contemporary issues.

**REL 243.**

**Zen: A Study of Eastern Mysticism (AH-3)**

1 

4 credits

\$15

Examination of Zen writings and philosophy.

**REL 299.**

**Independent Study**

2-4 credits

Permission

**REL \*380.**

**Topics in Religion**

1 

2-6 credits

Depending on Topic

Selected topics in religious studies. May be taken more than once. Only two registrations count toward a Major in Religious Studies.

**REL \*385-\*386.**

**Practicum**

2-6 credits

Permission

**REL \*399.**

**Independent Study**

2-6 credits

Permission

Individual study of particular subject in religion. Intensive acquaintance with selected part of the literature through planned program of reading.

**REL \*500.**

**Senior Thesis**

4 credits

Permission

Individual research culminating in preparation of major paper and departmental oral examination.



# Christian Education (CEP)

---

## **Associate Professor Stratton.**

Alma's Christian Education Program is designed to prepare individuals for certification as Associate Christian Educators in the Presbyterian Church in the USA (PCUSA) by providing courses which partially fulfill that certification. To finish the certification process, one must complete additional requirements as identified and assessed by the PCUSA. This program does not lead to an Alma College minor or any program designation. See Dr. Stratton for more information.

## **Program Offerings**

1. Biblical interpretation: Religious Studies 101 and 102.
2. Reformed Theology: Religious Studies 106.
3. Religious Educational Theory and Practice: Christian Education 499.
4. Church Polity (Government): Christian Education 280 or 499.
5. Church Program and Mission Development: Christian Education 280 or 499.
6. Practicum in Christian Education: Christian Education 385.

**The following courses are offered when there is sufficient demand and when certified Christian Educators are available to supervise students.**

**CEP \*280.**

**Christian Education Seminar**

2-4 credits

Examination, evaluation and discussion of issues related to Christian Education and the certification program.

**CEP \*385.**

**Christian Education Practicum**

4-12 credits



Field work with a professional Christian educator. A portion of the CEP 385 credits must be taken in a local church setting.

**CEP \*499.**

**Independent Study**

2-8 credits

CEP 385 and Permission

# **Sociology and Anthropology (SOA)**

---

**Professor Thorsen; Associate Professors Bonhage-Freund and Fobes; Visiting Assistant Professor Hefferan.**

Sociology and Anthropology investigate basic processes, structures, culture and change in social reality and what it means to be human in that complex reality. This investigation encompasses: (1) method and theory — the logic of inquiry; (2) vocation — the ethically self-conscious examination of actions; and (3) the intended and unintended consequences of social action. While this investigation entails challenge and intellectual risk, it also promotes intellectual and ethical development in the best traditions of liberal education.

Alma's Sociology and Anthropology graduates successfully pursue graduate education in many fields as well as careers in sociology and social work, business and personnel administration, law, ministry, museum curatorship, corrections, government and many other areas. It is our hope that one can have a life as well as a living; liberal education can lead to both.

## **Major Requirements**

1. Thirty-six credits which must include SOA 101, 111, 251, 301 and 302. Only four credits beyond SOA 111 of the Anthropology sequence (Anthropology/Archaeology in course title and/or a "1" in the 10's digit of the course number) may count in a Sociology Major. All courses other than SOA 101 and SOA 111 must be at the 200 level or beyond to count toward the Major and SOA 111 is the only course that can be used for a Sociology Major/Minor and Anthropology Minor. The Teaching Major must include 220 and 243.
2. The Comprehensive Evaluation for the Sociology/Antropology Department is either the Graduate Record Examination or the Major Field Aptitude Test in Sociology.

## **Sociology Minor Requirements**

Sociology 101, 111 and 251 plus 12 additional credits with the restriction that only four credits beyond

SOA 111 of the Anthropology/Archaeology sequence may count. The Teaching Minor must include 220 and 243.

## **Anthropology Minor Requirements**

SOA 111, four credits of SOA 499, at least one of SOA 212, 213, and 214, and additional elective credits from Anthropology/Archaeology to total 24 credits. To satisfy the Anthropology elective credit, students may take up to four credits of Sociology courses that have not been used to satisfy a Sociology major or minor, with permission. Students may substitute up to four credits from other departments with prior SOA permission as elective credit.

### **SOA 101. Principles of Sociology (SO-2)**

4 credits

Introduction to concepts and methods of sociology: society and its institutions, social and cultural change, and their implications. Prerequisite for all other Sociology courses except those in the Anthropology sequence. Computer laboratory; no prior computer experience required.

### **SOA 111. Introduction to Anthropology (SO-2)**

1 

4 credits

Fee based on field trip expense

Development, organization and functioning of non-literate and modern cultures, beginning with evolution findings. Focus on life in groups, including ideas, norms, artifacts and cultural effects upon personality and cultural change. Field trip to Chicago Museum of Natural History.

### **SOA 115. Introduction to North American Archaeology (SO-2)**

4 credits

Exploration of history, theory and methodology of American archaeology with specific focus on northeastern United States and Michigan.

### **SOA 141. Social Problems**

4 credits

Examination, evaluation and discussion of contemporary social problems providing theoretical orientations and analytical skills to understand their complexities and ramifications. For example: poverty, health issues, crime and ways of dealing with crime.

**SOA 180. Topics in Sociology**

2-4 credits

Investigation of a selected topic. May be taken only once for credit toward the Major.

**SOA \*212. Introduction to Cultural Anthropology (SO-2)**

4 credits

SOA 111 or Permission

Focus on the study of the non-biological adaptations living populations make to their physical habitats and human interactions. Helps the student differentiate between anthropology and related disciplines, while a holistic approach is emphasized. Field trip.

**SOA \*213. Introduction to Archaeology (SO-2)**

4 credits

SOA 111 or Permission

A basic introduction to the history, theories and methods of archaeology, with particular emphasis on anthropological archaeology. Issues of stewardship, accountability, social relevance, communication, records and preservation, and real world problem solving are integrated into the nuts and bolts of archaeological research.

**SOA \*214. Biological Anthropology (SO-2)**

4 credits

SOA 111 or Permission

Focus on the physical nature of humankind and the relationship between mind, body, culture. Historic and

focus on the physical nature of humankind and the relationship between mind-body-culture. Historic and current theoretical and methodological approaches to the investigation of the human body, its functions, and evolution. Methods and techniques used by paleontologists to investigate ancient hominids and of primatologists in providing behavioral models for the interpretation of prehumans. Examine human demography, "race," forensics, epidemiology and genetics.

**SOA 215.**

**Michigan Archaeological Fieldwork**

4 credits

\$70

SOA 111, 115 or 213 and Permission

Survey and excavation of a local archaeological site. Field techniques, treatment of finds, laboratory experience, and general methodology. Includes classroom, field and laboratory components. Application and personal interview required.

**SOA \*216.**

**Ethnobotany: Plants and People (SO-2)**

4 credits

SOA 111 or Permission

Ethnobotanical and paleoethnobotanical approach to relationships between plants and human culture. Philosophical, ethical and technological perspectives of traditional and Western attitudes toward human-plant interactions. Issues of land-use rights, biodiversity, global stewardship and intellectual property rights. Combined lectures and seminar.

**SOA \*220.**

**Sociology of Family (SO-2)**

4 credits

SOA 101

Examines how family life is structured by broader social, political and economic changes. Analysis organized historically around clan, lineage, nuclear and post-nuclear family structures. Contemporary family

problems also studied.

**SOA \*221.**

**Bible and Society (SO-2)**

4 credits

SOA 101 or Permission

Explores how the social context (ethnic, economic, class, etc.) of faith communities shapes the study, understanding, and use of scripture in worship and impacts values and daily lives. Emphasis on lectionary readings shared by Protestants and Roman Catholics, and the Hebrew scriptures. (Cross listed as REL 220).

**SOA \*234.**

**Aging and Health Institutions (SO-2)**

4 credits

SOA 101

This course examines key concepts, main theories and important substantive issues related to aging and health institutions from a sociological perspective. Among the central issues explored are gender and racial differences in aging, ethnic minorities and institutions connected to aging and public policy.

**SOA \*241.**

**Race and Ethnic Relations (SO-2)**

4 credits

SOA 101

Examines racism in American society; dominant-subordinate group relations with particular emphasis on African Americans, Native Americans, Latinos, Asian Americans and White Ethnics; political, economic, social and cultural consequences.

**SOA \*243.**

**Deviance (SO-2)**

4 credits

SOA 101

Examination, evaluation and discussion of major theories and approaches to deviance, forms of deviance, their institutional relationships, implications for individuals and applications of concepts to "real world"

their institutional relationships, implications for individuals and applications of concepts to real world events.

**SOA \*251.**

**Social Psychology (SO-2)**

4 credits

SOA 101 and PSY 121

Consideration of current theory and research on self, perception, social influence, attitude formation, intergroup relations, altruism and aggression. Emphasis on ethical and social issues in conduct and application of social psychological research.

**SOA \*301.**

**Methods of Social Research**



4 credits

12 credits of SOA or Permission

Fundamentals of logic and procedures of social research. Emphasis on research design, measurements of attitudes and behavior, techniques of scaling, coding and analysis of data

**SOA \*302.**

**Sociological Theory**



4 credits

12 credits of SOA or Permission

Examination, evaluation and discussion of major concepts and theories developed since mid-19th century with concentration on those thinkers whose work is relevant to contemporary society.

**SOA \*311.**

**Topics in Anthropology**

2-4 credits

SOA 211

Analysis of selected anthropological problems and/or culture areas, acculturation, applied anthropology and ethnography.

**SOA \*315.**

**Advanced Archaeological Research and Field Work**

## **Supervision**

4 credits

\$70

SOA 215 or Permission

Research in Michigan and Northeastern American archaeological journals, application of research to data from local sites, report/research writing and supervision of field crews in Spring Term excavation and survey program. For students with experience and serious commitments to archaeological research.

**SOA \*325.**

### **Conflict and Class (SO-2)**

4 credits

SOA 101

Examination of class inequality and its consequences. Topics may include ideology, social movements, and issues in war and peace. Attention is paid to how race and gender issues intersect with class in both national and international settings.

**SOA \*326.**

### **Complex Organizations (SO-2)**

4 credits

SOA 101

In-depth examination of organizational theory with special focus on organizational metaphors and the social construction of structure, behavior and quality.

**SOA \*328.**

### **Media: Impact and Consequences (SO-2)**

4 credits

SOA 101

Examination of changes in media (from oral to print to electronic) with emphasis on the implications of electronic media from essentially a social structural (institutional) perspective. Traces the implications of this for other institution areas, culture and self.

**SOA \*353.**

### **Sociology of Gender**



4 credits

SOA 101

How gender practices are socially constructed and enacted. Examine through ethnographic and observation methods how family, religion, race/ethnicity and social class have shaped gender relations. Explore movements to change and resist change in gender arrangements.

**SOA \*380. Topics in Sociology**

2-4 credits

SOA 101 and 4 additional credits in SOA

Selected topics such as population and ecology, social and cultural change, sociology of education, or alternative life styles. May be taken more than once for credit. Only eight credits count toward the Major in Sociology.

**SOA \*385-\*386. Practicum**

4 credits each

Permission

Participation in community institutions, agencies, schools and business with individual faculty supervision. Applications of concepts through experience. About 11- 14 hours of field work per week for each four credits. Includes paper or report.

**SOA \*499. Independent Study**

2-4 credits

Permission

Supervised reading or project in special area of sociology, general sociology, social psychology or anthropology.

**SOA \*500. Senior Thesis**

4 credits

## Permission

Designed for senior Sociology Majors with the consent of the Department. Program of empirical or theoretical research. Projects are generally begun during the first term of the senior year.

# Theatre and Dance (THD)

---

## **Associate Professors Fike, Jezewski and Morris; Assistant Professor Dalziel.**

Movement is the common denominator of theatre and dance. Both the actor and the dancer use their bodies in space as a prime means of expression. Alma's Theatre and Dance Department joins these two areas, stressing the development of imagination, creativity and performance skills. Several theatre and dance productions are presented each term.

Theatre and Dance graduates find employment in professional, educational and community theatre; arts administration; or in such non-theatre areas as broadcasting, social work and public relations.

## **Major Requirements**

*Emphasis in Dance:* Thirty-six credits which must include eight credits of Dance Studio Technique choosing from Theatre and Dance 140, 142, 144, 145, 240, 242, 244, 340, 342, 344 and 345 (any of which may be repeated for credit); 12 credits of Dance Theory 220, 350 and 351; eight credits of Choreography 201, 301; four credits of Theatre; and four credits of Dance electives.

*Emphasis in Theatre:* Thirty-six credits which must include THD 125, 170, 171 and 232; eight credits from among THD 261, 262 and 263; four credits from Dance Studio Technique courses which include: THD 140, 142, 144, 145, 147, 240, 242, 244, 245 (any of which may be repeated for credit) and THD 141 (which may not be repeated for credit); plus eight credits in advanced-level Theatre courses.

All Majors are required to take the departmental comprehensive examination which is administered by the Department on campus at the end of the Winter Term of the senior year.

## **Required Cognates for Dance Major**

Eight credits selected from among the following courses: MUS 120, EHS 225, EHS 266 and BUS 180. Other courses may be substituted with prior approval from the Department.

## Required Cognates for Theatre Major

Twenty credits selected from among the following courses: ART 111, 112, 113, 122 or 140; ENG 132, 133, 230, 240, 354 or 364; MUS 113 or 120; or PHL 224.

## Minor Requirements

*Emphasis in Dance:* Twenty-four credits which must include six credits of Dance Studio Technique choosing from THD 140, 142, 144, 145, 240, 242, 244, 340, 342, 344 and 345 (any of which may be repeated for credit); eight credits of Dance History 350, 351; four credits of Theatre; four credits of Choreography 201 plus two credits of dance electives.

Students bound for graduate school or the dance-teaching profession should choose courses to support their area of emphasis. Participation in research and additional coursework in choreography, pedagogy, theatre, music, business, physiology and anatomy are desirable.

*Emphasis in Theatre:* Twenty-four credits which must include THD 125, 170 or 171; THD 232; four credits from THD 261, 262 or 263; four credits from THD 146 or Dance studio (technique) courses; plus four credits of Theatre electives.

### THD 123.



### Oral Interpretation (AH-4)

4 credits

Analysis and performance of poetry, prose and drama. Fundamentals of vocal techniques practiced separately, then carried into performance. (Also listed as COM 123)

### THD 125.

### Acting (AH-1)

4 credits

Introduction to acting through participation in exercises which emphasize moment-to-moment acting from the actor's impulse in contact with a partner. Culminates with class performance.

**THD 136. Children's Drama (AH-1)**

4 credits

Techniques for conducting theatre games and other dramatic activities with children. Activities arranged in area public schools to bring children actively into a framework of improvisational role-playing, helping them explore and express ideas and feelings through dramatic enactment.

**THD 140. Modern Dance I Beginning (AH-1)**

1 credit

Development of modern dance as a performing art. Movement exploration exercises and beginning techniques of modern dance. May be repeated for credit.

**THD 141. Social Dance (AH-1)**

1 credit

Application of basic steps and variations of the cha cha, Charleston, jitterbug, polka and waltz.

**THD 142. Tap Dance I Beginning (AH-1)**

1 credit

Elementary exploration of rhythms and steps basic to the art form of tap dancing. Study of terminology and technique. Beginning tap routines with elementary progressions. May be repeated for credit.

**THD 143. Yoga I - The Experience (AH-1)**

1 credit

Yoga complements the dancer as well as the human being in many ways, particularly in the physical realm. Slow stretching and breathing increase flexibility and awareness, and restore tone and vitality. May be repeated for credit.

**THD 144. Ballet I Beginning (AH-1)**

1 credit

Development of ballet as a performing art. Build strength and develop body carriage/posture and learn basic techniques of ballet. May be repeated for credit.

**THD 145. Jazz Dance I Beginning (AH-1)**

1 credit

Development of jazz dance as a performing art. Principles of basic jazz dance. May be repeated for credit.

**THD 146. Dance/Theatre Experience (AH-1)**

4 credits

Investigation of dance as an art form. Involves movement awareness, improvisation, exploratory exercises and movement games designed to build trust. Collaboration with class members to create a performance atmosphere is an integral part of the course. Students design environments dealing with the theatrical aspect of dance.

**THD 147. Techniques of the Male Repertoire (AH-1)**

1 credit

Development of the male repertoire of dance as a performing art. Building strength, developing body carriage/posture, and learning the skills of the specific male repertoire of movement. May be repeated for credit.

**THD 148. Highland Dance I (AH-1)**

1 credit

Introduction to basic movements, steps and terminology of Highland Dance. Emphasis on fundamentals of footwork and introduction to history and cultural background of Scottish dances. May be repeated for credit.

**THD 149. Pointe I Beginning (AH-1)**

1 credit

THD 144 or Permission

Development of classical ballet skill techniques *en pointe*. Principles of beginning *pointe* technique are displayed and discussed. May be repeated for credit.

**THD 150. Theatre Company (AH-1)**

1 credit

Participation in acting and technical work on departmental productions with actual rehearsal and performance. May be elected more than once for credit.

**THD 151. Alma College Dance Company (AH-1)**

1 credit

Permission/Audition only

Participation in dance concerts throughout the term. Opportunities for choreography, performance and organizational planning. May be repeated for credit.

**THD 152. Theatre Administration**

1 credit

Participation in business areas required to create, manage and address audience needs for all departmental productions: publicity, programs, box office and house management. May be elected more than once for credit.

**THD 170. Theatre Crafts (AH-1)**

4 credits

Introduction to the terminology, technology and techniques of technical production in the performing arts. Laboratory sessions in the theatre, workshops and backstage assignments on department productions ensure practice of the topics discussed in class.

**THD 171. Design for the Theatre (AH-1)**

4 credits

THD 170

Introduction to the design of the physical environment in the theatre. Consideration of scenery, costume, lighting and sound for live performance; their unifying aesthetic principles and distinctions. Culminates in class presentation of student designs for particular plays.

**THD 199. Independent Study**

1-4 credits

Permission

Supervised reading, research or projects.

**THD 201. Choreography I (AH-1)**

4 credits

Analysis of choreographic styles. Principles of various choreographers examined and experienced. Development of individual skills for choreographing.

**THD 211. Partnering (AH-1)**

1 credit

Permission

Introduction to partnering through participation in exercises in a hands-on environment. Build strength, develop body awareness, learn specific partnering skills. May be repeated for credit.

**THD 220. Creative Movement for Children (AH-1)**

4 credits

Sophomore Standing

Exploration of movement as a means to improve communication, body/kinetic awareness, creative



expression and perceptual-motor development. Focuses on the learning/teaching process, creativity, dance materials, methods and lesson planning. Observation and assisting in elementary school classrooms to facilitate student understanding of components listed above.

**THD \*225. Intermediate Acting (AH-1)**

4 credits

THD 125

Continuation of THD 125 through exercises and scene study with emphasis on actions, objectives and characterization. Exercises and character analysis with scenes from the "Realists" and "Post-Realists."

**THD \*232. Directing (AH-1)**

4 credits

THD 125

Study of basic procedures for the director: script analysis, communication and working with actors, and technical use of the stage. Students direct one or two short scenes emphasizing script analysis and the director's collaboration with actors.

**THD 240. Modern Dance II Intermediate (AH-1)**

1 credit

THD 140 or Permission

Continuation of Modern Dance I. Emphasis on movement patterns and development of body alignment. May be repeated for credit.

**THD 242. Tap Dance II Intermediate (AH-1)**

1 credit

THD 142 or Permission

Continued exploration into rhythms and steps basic to the art form of tap dancing. Study of terminology and

Continued exploration into rhythms and steps basic to the art form of tap dancing. Study of terminology and technique. Intermediate tap routines with intermediate progressions. May be repeated for credit.

**THD 243. Yoga II - The Experience (AH-1)**

1 credit

Yoga complements the dancer as well as the human being in many ways, particularly in the physical realm. Slow stretching and breathing increase flexibility and awareness, and restore tone and vitality. May be repeated for credit.

**THD 244. Ballet II Intermediate (AH-1)**

1 credit

Permission

Continuation of Ballet I. Development of ballet combinations and concentration on body alignment. May be repeated for credit.

**THD 245. Jazz Dance II Intermediate (AH-1)**

1 credit

THD 145 or Permission

Continuation of Jazz Dance I with emphasis on rhythmic patterns, intermediate steps and body isolations. May be repeated for credit.

**THD \*246. The World of Theatre I (AH-4)**

1 

2 credits

7-week course

Introduction to the theatre as a unique artistic activity which reflects and transforms life experiences by shaping them into popular theatre forms: comedy, farce, tragedy and melodrama.

**THD \*247. The World of Theatre II (AH-4)**

2 

2 credits

7-week course

Consideration of the work of those who create the theatre event: actor, playwright, director and designer. The theatre experience as a communal experience resulting from collaboration of artists in dynamic interaction with audience.

**THD 248. Highland Dance II (AH-1)**

1 credit

THD 148 or Permission

Continuation of Highland Dance I. Technical accuracy, style and conditioning stressed. Emphasis on performance preparation. May be repeated for credit.

**THD 249. Pointe II Intermediate (AH-1)**

1 credit

THD 149 or Permission

Continued development of classical ballet skill technique *en pointe*. Principles of intermediate *pointe* technique are displayed and discussed. May be repeated for credit.

**THD \*261. Great Ages of Theatre I (AH-4)**



4 credits

Survey of the physical structure, production methods and styles of theatre and the cultures that produced them from their beginnings to the Elizabethan Period. Considers primitive rituals and Eastern Theatre as well as Western Theatre. Includes reading representative plays and their place in the theatrical development of the period.

**THD \*262. Great Ages of Theatre II (AH-4)**



4 credits

Survey of the physical structure, production methods and styles of theatre and the cultures that produced them from Elizabethan England to the Modern Period. Considers Renaissance Spain and France

from Elizabethan England to the Modern Period. Considers Renaissance Spain and France, Restoration England, and Baroque and Romantic Europe through the Modern Theatre. Includes the reading of representative plays and their place in the theatrical development of the period.

**THD 263.**

**Modern Drama (AH-4)**



4 credits

Survey of major plays written and produced in last 100 years. From Isben, Shaw and Chekhov through Williams, Miller, Beckett and Albee. Consideration given to staging.

**THD \*271.**

**Scene Design**

4 credits

THD 171

Exploration of scenery as a tool for expression in live performance. Exploration of visualization of the intellectual concept of a production, research for scenic design development, advanced presentation techniques. Culminates in assembly of a portfolio of scenic designs for plays chosen by the student from approved list.

**THD \*272.**

**Lighting Design**

4 credits

THD 171

Exploration of lighting as an expressive tool in live performance. Intensive work in color theory, distribution, intensity, focus, and motion with light; advanced presentation techniques. Culminates in a student presentation of selected lighting moments for a play chosen by the student from approved list.

**THD \*273.**

**Costume Design**

4 credits

THD 171

Exploration of costumes as an expressive tool in live performance. Intensive work in color theory, line, mass, texture; survey of historical fashion; advanced presentation techniques. Culminates in assembly of a portfolio of student renderings for plays chosen by the student from approved list.

**THD 280. Topics in Theatre and Dance**

4 credits

Special topics and projects selected by instructor. Background prerequisites vary with selections.

**THD \*292. Playwriting (AH-1)**

1 

4 credits

Permission

Students write several brief etudes in addition to writing and revising a more substantial script. The course uses staged readings and feedback from actors and audience members to help students learn the craft of writing for performance. Emphasizes revision and collaboration in the production process. May be repeated once for credit.

**THD \*299. Independent Study**

1-4 credits

Permission

Supervised reading, research or projects.

**THD \*301. Choreography II (AH-1)**

4 credits

THD 201 or Permission

Further investigation of the analysis of choreographic styles. Continued development of individual skills for choreographing.

**THD \*325T.**

**Theatre Studio: Acting**

2-4 credits

THD 125 and Permission

Advanced participation as an actor cast in a public performance of a theatre production under the direction of a faculty supervisor. The student must be cast in a major role, submit a written character analysis and journal of rehearsals and performances of that role. May be repeated for credit.

**THD \*332.**

**Intermediate Directing**

4 credits

THD 232

Continuation of THD 232. Principles and techniques of stage directing culminating in the analysis, casting and direction of a one-act play for public presentation.

**THD \*340.**

**Modern Dance III Advanced (AH-1)**

1 credit

THD 240 or Permission

Continuation of Modern Dance II. Emphasis on refinement of performance techniques, style and improvisation. May be repeated for credit.

**THD \*342.**

**Tap Dance III Advanced (AH-1)**

1 credit

THD 242 or Permission

Continued exploration into rhythms and steps basic to the art form of tap dancing. Study of terminology and technique. Advanced tap routines with advanced progressions. May be repeated for credit.

**THD 242**

**Tap III - The Experience (AH-1)**

**THD 343.**

**Yoga III - The Experience (AH-1)**

1 credit

Yoga complements the dancer as well as the human being in many ways, particularly in the physical realm. Slow stretching and breathing increase flexibility and awareness, and restore tone and vitality. May be repeated for credit.

**THD \*344.**

**Ballet III Advanced (AH-1)**

2 credits

Permission

Continuation of Ballet II. Emphasis on further development of style and technique. May be repeated for credit.

**THD \*345.**

**Jazz III Advanced (AH-1)**

1 credit

THD 245 or Permission

Continuation of Jazz Dance II with emphasis on advanced rhythmic patterns and isolations. May be repeated for credit.

**THD \*346.**

**Dance/Theatre Trip (AH-4)**

1

4 credits

Permission

In-depth investigation and exploration of various dance and theatre forms. Opportunities to witness professional dance companies and theatre companies, attending performances and touring backstage. Historical backgrounds and current trends in dance and theatre examined. Journal, critiques and final paper. Trips have included London, New York, and Toronto.

**THD \*347.**

**Dance Criticism (AH-4)**



4 credits

Sophomore Standing

Introduction to the history of dance criticism as well as philosophies of early dance critics. Review dance films, video tape recordings and actual performances and evaluate each in the various critical styles. Investigate the structure and function of historical, recreative and judicial criticism, and review dance critics of today and their influence upon the dance world.

**THD \*349.**

**Pointe III Advanced (AH-1)**

1 credit

THD 149, 249 or Permission

Continued development of classical ballet skill technique *en pointe*. Principles of advanced *pointe* displayed and discussed. Includes classical variations *en pointe*. May be repeated for credit.

**THD \*350.**

**Dance History I (AH-4)**



4 credits

Survey of culture, styles and methods of dance from its beginnings until the end of the Baroque period. Primitive rituals and liturgical, theatrical, Western and non-Western dance forms.

**THD \*351.**

**Dance History II (AH-4)**



4 credits

Survey of culture, styles and methods of dance from the Baroque period to the Modern period. Ethnic, concert and interpretative forms. Emphasis on theatrical ballet and 20th century contemporary dance.

**THD \*371T.**

**Theatre Studio: Scenery**

2-4 credits

THD 271 and Permission



Advanced tutorial in scenic design. Students responsible for all research materials, production drawings, models, plots and schedules for a theatre or dance production working in close consultation with a faculty member. Culminates in the realization of a scenic environment for a public performance and a written analysis of the project. May be repeated for credit.

**THD \*372T. Theatre Studio: Lighting**

2-4 credits

THD 272 and Permission

Advanced tutorial in lighting design. Students responsible for all research materials, production drawings, plots and schedules for a theatre or dance production working in close consultation with a faculty member. Culminates in the realization of the lighting atmosphere for a public performance and a written analysis of the project. May be repeated for credit.

**THD \*375T. Theatre Studio: Management**

2-4 credits

THD 170 and Permission

Advanced participation as a stage manager of a theatre production under the tutelage of a faculty supervisor. Students organize and run auditions, rehearsals, technical rehearsals and performances of a major production for public performance. May be repeated for credit.

**THD \*385-\*386. Practicum**

4 credits each

Permission

Study-work participation in community institutions, schools or professional organizations combined with faculty supervision. Practical experience in teaching, directing or performance of theatre and dance. Culminates in written report.

**THD \*399. Independent Study**

1-4 credits

Permission

Supervised reading, research or projects.

**THD \*432T. Theatre Studio: Directing**

2-4 credits

THD 232 and Permission

Advanced tutorial in the principles and techniques of stage directing culminating in the analysis, casting and directing of a full-length play.

**THD \*480. Topics in Theatre and Dance**

4 credits

Special topics and projects selected by the instructor. Background prerequisites vary with selections.

**THD \*499. Independent Study**

1-4 credits

Permission

Supervised reading, research or projects.

**THD \*500. Senior Thesis**

4 credits

Permission

Students with honors in Theatre and Dance must complete a Senior Thesis, approved and directed by the Department.

# Women's Studies (WST)

---

**Associate Professor Gilbert and Assistant Professor Chen, co-directors; all courses taught by faculty from various cognate disciplines.**

Alma's Women's Studies minor develops a substantial interdisciplinary background in the Humanities, Social Sciences and Natural Sciences on topics and issues concerning women's images, realities and choices. It intends to develop awareness of women's contributions, concerns, perspectives and theories by considering diversity of class, ethnicity, race, sexual orientation, age and ability from various feminist perspectives which counterbalance traditional biases. Valuable to students from many disciplines, the components of this minor offer a broad, socio-historical and multicultural study of women's status, roles and efforts toward survival, change and transformation.

## **Minor Requirements**

Twenty-four credits which must include:

1. WST 101 and 102 (eight credits).
2. At least four credits elected from the following: WST 280, 385 or 399.
3. At least 12 credits elected from the following, eight of which must be at least 200 level or higher: COM 123 or 301; ENG 340; EHS 223, 301 or 303; HST 140, 228 or 253; POL 141, 231, or 381/382; REL 202; SOA 220, 234, 353, or additional approved course.

### **WST 101.**

### **Introduction to Women's Studies**

4 credits

Brings together a rich and varied selection of classic and contemporary works from the humanities and social sciences centered on women's images, realities and choices. Interdisciplinary survey of women's contributions, concerns, perspectives and theories. Diversity of class, ethnicity, race and sexual orientation addressed from feminist perspectives which counterbalance traditional biases.

**WST 102.**

## **Introduction to Feminist Thought**



4 credits

Historical and contemporary works examining feminist theoretical approaches to explaining experiences, representations and relative positions of women in society. Overview of American feminist thought which includes the varieties of liberal, cultural, Freudian, socialist, existential and radical feminism. Also considers the theoretical contributions of women of color, postmodernists and poststructuralists.

**WST \*280.**

## **Special Topics**

1-4 credits

WST 101

Specific topics concerning gender issues, choices, realities and self-expression chosen by the instructor. May be taken more than once for credit with no more than four credits counted toward the minor.

**WST \*385.**

## **Practicum**

2 or 4 credits

WST 101 and Permission

Internship designed to provide on-site personal and service-oriented learning and experiences in a wide variety of areas related to women's studies, issues and concerns. Practicums must be taken through a relevant department, with permission of the women's studies coordinator and the department chair.

**WST \*399.**

## **Independent Study**

2 or 4 credits

WST 101; one of the following: ENG 340, HST 140, REL/PHL 202, SOA 353, WST 102 or WST 280 and Permission

In-depth study in the student's major area as related to the Women's Studies minor; under faculty member's direction.



## Section IV Academic Directories

---

- Board of Trustees 2005-06
- Administration 2005-06
- Faculty 2005-06
- Scholarship and Loan Funds
- Named Facilities



# Board of Trustees 2005-06

---

## **Officers**

**David T. Provost '76, Chair.** Chairman, The Private Bank; Bloomfield Hills, Michigan.

**Candace Croucher Dugan, Vice Chair.** Shareholder/Attorney, Butzel Long, P.C.; Holland, Michigan.

**Gary W. Fenchuk '68, Secretary.** President, East West Partners of Virginia; Midlothian, Virginia.

**Jerry L. Scoby, Treasurer.** Vice President for Finance and Administration, Alma College.

**Rebecca S. Davidson, Assistant Secretary.** Executive Assistant to the President, Alma College.

## **Board Members**

**Bruce T. Alton,** Senior Consultant, Academic Search Consultation Service; Washington, D.C.

**Larry R. Andrus '72,** Chief Executive Officer, Trivalent Group, Inc.; Grandville, Michigan.

**Harry Cendrowski,** President, Cendrowski Selecky Professional Corporation; Bloomfield Hills, Michigan.

**David K. Chapoton '57,** Retired Chief Executive Officer, Tastee-Freez International, Inc.; Rochester, Michigan.

**John Colina,** President, Colina Foundation; Grosse Ile, Michigan.

**James C. Conboy Jr.,** President and Chief Operating Officer, Citizens National Bank of Cheboygan; Cheboygan, Michigan.

**John C. Foster '67,** District Court Judge, Macomb County 41B District Court, Presbyterian Minister; Mt. Clemens, Michigan.

**Nancy E. Gallagher '80**, Attorney; Alma, Michigan.

**Richard P. Heuschele '59**, Retired Physician — Radiology; Saginaw, Michigan.

**F. Martin Johnson**, Retired Chairman of the Board, JSJ Corporation; Grand Haven, Michigan.

**Raymond B. Knudsen II**, Associate Pastor, Kirk in the Hills; Bloomfield Hills, Michigan.

**David P. Larsen '84**, Partner, Bodman LLP; Detroit, Michigan.

**David F. Lau**, Owner/President, Lau and Lau Associates, LLC; Bloomfield Hills, Michigan.

**Donald A. Lindow**, Investment Management, Wilson, Kemp and Associates; Detroit, Michigan.

**John McCormack**, Retired President and Chief Executive Officer, Firstbank Corporation; President and Chief Executive Officer, Firstbank — Alma; Alma, Michigan.

**James T. McIntyre '69**, President, C.S. McIntyre and Associates; Monroe, Michigan.

**Roger L. Myers**, President and Chief Executive Officer, Presbyterian Villages of Michigan; Redford, Michigan.

**Antje Newhagen '67**, Retired Director of Publications and Communications, Altera Corporation; Los Altos, California.

**Robert M. Nicholson III '73**, Anesthesiologist — Senior Partner, Kalamazoo Anesthesiology, P.C.; Kalamazoo, Michigan.

**Marcia J. Nunn '73**, Managing Counsel, Ford Motor Company; Dearborn, Michigan.

**Glenda D. Price**, President, Marygrove College; Detroit, Michigan.

**Ron R. Sexton '68**, Treasurer, Dow Corning Corporation; Midland, Michigan.

**Lynne Sherwood**, Chairman of the Board, JSJ Corporation; Grand Haven, Michigan.



# Trustees Emeriti

**James F. Anderson**, Pastor Emeritus, Kirk in the Hills; Glen Allen, Virginia.

**Lawrence Beck**, Birchwood Construction Company; Harbor Springs, Michigan.

**Warren F. Boos**, Senior Vice President, UBS Financial Services; Troy, Michigan.

**Rodkey Craighead**, Retired Chairman, DETROITBANK Corporation (now Comerica, Inc.); Naples, Florida.

**Philippe Dunoyer**, Retired Chairman and Chief Executive Officer, Total Petroleum (N.A.), Ltd.; Denver, Colorado.

**Charles L. Guess '50**; Phoenix, Arizona.

**Donald C. Hayden**, Chairman of the Board, Hayco Industries, Inc.; Jensen Beach, Florida.

**James R. Jenkins**, Senior Vice President and General Counsel, Deere and Company; Moline, Illinois.

**Andrew Kalman**, Retired Executive Vice President, Indian Head, Inc.; Detroit, Michigan.

**Michael A. Leonard**, Retired Managing Partner, Executive Consultants, Inc.; Bloomfield Hills, Michigan.

**Judith L. Maze**; Kalamazoo, Michigan.

**Calvin P. Owen**, Retired President, Owen-Ames-Kimball Company; Grand Rapids, Michigan.

**Kenneth D. Plaxton '44**, Attorney, Fortino, Plaxton, Moskal and Costanzo, P.C.; Alma, Michigan.

**Fred G. Secrest**, Retired Executive Vice President, Ford Motor Company; Dearborn, Michigan.

**Louis R. Somers**, Retired Senior Vice President, Finance, Kellogg Company; Battle Creek, Michigan.

**Allan J. Weenink**, Minister for Visitation, Westminster Presbyterian Church; Grand Rapids, Michigan.

**Eugene C. Yehle**, Retired Director, Investor Relations and Pension Investments, The Dow Chemical Company; Midland, Michigan.

**R.C. Youngdahl Sr.**, Retired President and Chief Operating Officer, Long Island Lighting Company; Jackson, Michigan.

# Administration 2005-06

---

With the exception of the Officers, the members of the administration are listed in sector and office groups indicating the organization of the College. The year of appointment is given after each name. The appointments indicated are for the academic year 2005-06.

## Officers

### **President**

Saundra J. Tracy, B.A., Carroll College; M.Ed., University of Pittsburgh; Ph.D., Purdue University.  
(2001)

### **Provost and Vice President for Academic Affairs**

Michael L. Selmon, B.A., M.S., Miami University; M.A., Ph.D., University of Maryland. (1991)

### **Vice President for Advancement**

Carol Hyble, B.A., Alma College; M.A., Central Michigan University. (1997)

### **Vice President for Enrollment**

Karen S. Klumpp, B.A., Alma College; M.B.A., Central Michigan University; Ph.D., Michigan State University. (1978)

### **Vice President for Finance and Administration**

Jerry L. Soby, B.S., M.B.A., Specialist Degree, Central Michigan University. (1998)

### **Vice President for Student Life**

Nicholas A. Piccolo, B.S. Mansfield State College; M.S., Shippensburg State College; Ed.D., Indiana University. (2003)

### **Executive Assistant to the President**

Becky S. Davidson. (1989)

## Academic Affairs Staff

**Associate Provost**

John Ottenhoff, B.A., Calvin College; M.A., Ph.D., University of Chicago. (1989)

**Registrar**

Susan M. Deel, B.A.A., M.A., Central Michigan University. (1988)

**Director of Discovering Vocation**

Carol M. Gregg, B.S., Bucknell University; M.Div., D.Min., Princeton Theological Seminary. (2002)

**Assistant Director of Discovering Vocation**

Sallie Scheide, B.S., Presbyterian College; M.S., Louisiana State University. (2003)

**Director of Information Technology**

David A. Reed, B.A., Kent State University; M.B.A., D.B.A., Indiana University. (2001)

**Associate Director for User Services**

Alan L. Crowley, B.S., M.S., Central Michigan University. (1992)

**Assistant Director for Administrative Systems and Applications**

Dennis L. Skriba, B.S., Central Michigan University. (1975)

**Assistant Director for Communication and Microcomputers**

Philip A. Warsop, B.M., M.M., University of Michigan. (1982)

**Administrative Client Support Specialist**

Jay M. Chapin, B.S., Alma College. (1999)

**Coordinator of Media Services**

Susan Clark, B.F.A., Central Michigan University. (1989)

**Network Specialist**

Bradley Lewis, A.A.S., Oakland Community College; A.A.S., DeVry Institute of Technology. (2001)

**Web Services Administrator**

Aaron Kerr, B.S., Alma College. (2001)

**Associate Systems Administrator**

Larry Elliott, B.A., B.S., Alma College. (2004)

**Instructional Technologist**

**Associate Office Administrator**

Nokuphiwa Langeni, B.S., Alma College. (2004)

**Remick Heritage Center Building Coordinator**

**Costume Designer/Costume Shop Supervisor**

Tina Vivian, B.F.A., Alma College; M.F.A., Central Michigan University. (1999)

**Library Director**

Carol Zeile, B.A., Alma College; M.A. Indiana University; M.L.S., Western Michigan University.  
(1998)

**Director of International Education**

Tatyana Puchkova, M.A., Moscow State Pedagogical University; M.A., Western Michigan University.  
(2004)

**Resident Director, Program of Studies in France**

Isabelle Tardé, B.A., Université Paul Valéry; M.A., Université de Paris-Sorbonne. (1999)

**Resident Director, Program of Studies in Germany**

Almut Nickel, M.A., Universität Kassel. (2002)

**Resident Director, Program of Studies in Scotland**

Graham R. Trengove, M.A., Oxford University; DipESL, University of Leeds. (2003)

**Laboratory Coordinator**

Mark A. Bunce, B.S., Alma College. (1984)

### **Laboratory Coordinator**

Michael Bishop, B.S., University of Texas at Austin; M.S., Central Michigan University. (2004)

### **Service Learning Coordinator**

Anne Ritz, B.A., M.A., Saginaw Valley State University. (1997)

## **Advancement Staff**

### **Director of Alumni and Community Relations**

Robert E. Eldridge Jr., B.A., Alma College; M.S., Eastern Michigan University. (1989)

### **Director of Annual Giving**

Pamela M. Eldridge, B.A., Alma College. (1989)

### **Director of Planned Giving**

Robert W. Murray, CFRE; B.S., Alma College; M.S., Central Michigan University. (1995)

### **Regional Director of Advancement**

Brent F. Domine, B.S., Northwood University; M.S., Western Michigan University. (1998)

### **Director of Marketing and Public Relations**

Michael J. Silverthorn, B.A., Central Michigan University. (2005)

### **Media Relations Editor/Photographer**

Oakley O. "Skip" Traynor Jr., B.S., Central Michigan University. (1989)

### **Publications Editor**

Bethany Pellerito, B.A., Central Michigan University. (2004)

### **Web/Publications Editor**

J. De Salvo, B.A., Fordham University; M.A., University of Maine. (2000)

## **Athletics Staff**

**Athletic Director; Assistant Women's Basketball Coach**

Ellen Bradbury Curtis, B.A., Alma College. (2000)

**Associate Athletic Director, Defensive Coordinator**

Aaron Brock, B.A., Alma College. (1999)

**Baseball Coach; Assistant Football Coach**

John W. Leister, B.A., Michigan State University. (1993)

**Football Coach**

James A. Cole, B.A., Alma College; M.A., Central Michigan University. (1982)

**Men's Basketball Coach; Assistant Athletic Director**

Edwin Kohtala, B.S., University of Maine. (2001)

**Men's and Women's Cross Country Coach; Women's Track Coach**

Daniel M. Gibson, B.A., Alma College; M.S., Michigan State University. (1987)

**Men's Golf Coach**

Mark Starkweather, B.A., Texas Lutheran College; M.B.A., University of Redlands. (1998)

**Men's Soccer Coach; Assistant Director of Stone Center for Recreation**

Jaime Chiero, B.A., Ohio Wesleyan University. (2005)

**Men's and Women's Swimming and Diving Coach**

Gregory L. Baadte, B.S., West Chester University; M.A., Central Michigan University. (1990)

**Men's Tennis Coach**

Chris Sandro, B.A., Hope College; M.A., Central Michigan University. (2005)

**Men's Track Coach**

Matthew Chovanec, B.A., Alma College. (2002)

**Softball Coach; Director of Athletic Training Program**

Dennis Griffin, B.A., Hope College; M.A., Western Michigan University; A.T., C. (1983)

### **Volleyball Coach**

Steve Humm, B.S., Western Michigan University. (2002)

### **Women's Basketball Coach; Women's Golf Coach**

Charles W. Goffnett, B.A., Central Michigan University. (1987)

### **Women's Soccer Coach; Women's Tennis Coach**

Chi Ly, B.A., Messiah College; M.S., Pensacola Christian College. (1998)

### **Sport Marketing Manager**

Lindsay Carpenter, B.A., Alma College. (2004)

### **Head Athletic Trainer**

Cheri Daniels, B.A., Central Michigan University; A.T., C. (2002)

### **Assistant Athletic Trainer**

Diana Bray, B.A., Hope College; M.S., Indiana University. (2004)

## **Enrollment Staff**

### **Director of Admissions**

### **Associate Director of Admissions**

Karen Jezewski, B.A., Lycoming College. (1996)

### **Associate Director of Admissions**

Tore Skogseth, B.A., Spring Arbor University. (2005)

### **Associate Director of Admissions**

Brandan Snook, B.S., Central Michigan University. (2001)

### **Assistant Director of Admissions**



Dannielle Poulson, B.A., Alma College. (2003)

**Assistant Director of Admissions/Events**

Andrea Hallead, B.A.A., Central Michigan University. (2004)

**Admissions Representative**

Laurie DeYoung, B.A., Alma College. (2005)

**Admissions Representative**

Emily Smith, B.S., Indiana Wesleyan University. (2004)

**Admissions Representative**

Deedee Stanbury, B.A., Alma College. (2004)

**Director of Student Financial Assistance**

Christopher A. Brown, B.A., University of North Carolina at Asheville; M.A., Central Michigan University. (1996)

## **Finance and Administration Staff**

**Controller**

Scott M. Dendler, B.S., Oakland University; M.S., Walsh College. (2002)

**Assistant Controller**

Ruthann Bebow. (1967)

**Assistant Controller**

John H. Johnston, B.S., Alma College. (1989)

**Director of Human Resources and Conferences**

Kenneth L. Borgman, B.A., Alma College. (1990)

**Director of Physical Plant**

Robert Boyce, B.S., University of Pittsburgh. (2005)

### **Assistant Director for Custodial and Special Services**

Rafael P. Dominguez. (2001)

### **Assistant Director of Maintenance Operations**

William R. Foor III. (1999)

### **Manager of Mail and Printing Center**

Rose Peck. (1962)

## **Student Life Staff**

### **Director of Student Development and Counseling**

Patricia Chase, B.A., University of Michigan; M.A., Central Michigan University; Ph.D., Eastern Michigan University. (2002)

### **Assistant Director of Counseling and Student Development**

Anna Grajek, B.A., Lake Superior State University; M.A., Central Michigan University. (2004)

### **Assistant Director of Counseling and Student Development**

Janet L. Tissue, B.S.W., Ferris State University; M.A., Western Michigan University; Registered Social Worker, Limited Licensed Professional Counselor. (2002)

### **Hall Director**

Jacob Acton, B.A., Albion College. (2003)

### **Hall Director**

David K. Blandford, B.S., University of Idaho. (2000)

### **Hall Director**

Kristine Divers, B.A., John Carroll University. (2005)

### **Hall Director**

Ryan Hampton, B.S., Central Michigan University. (2004)

**Director of Health Services**

Joe Gelina, B.S., Michigan State University; P.A. Certificate, University of Detroit. (1994)

**Registered Nurse**

Joelle Gibson, R.N., Anderson University. (2005)

**Chaplain**

## Faculty 2005-06

---

With the exception of the President and the Provost, the members of the faculty are listed alphabetically, with the year of appointment given after each name. The appointments and academic rank indicated are for the academic year of 2005-06.

**Saundra J. Tracy**, President. B.A., Carroll College; M.Ed., University of Pittsburgh; Ph.D., Purdue University. (2001)

**Michael L. Selmon**, Provost and Vice President for Academic Affairs, Professor of English. B.A., M.S., Miami University; M.A., Ph.D., University of Maryland. (1991)

**Robyn Lin Anderson**, Associate Professor of Exercise and Health Science. B.S., M.S., Indiana University of Pennsylvania; M.P.H., Ph.D., University of Pittsburgh. (1993)

**John W. Arnold**, Professor of German. B.A., M.A., Ph.D., Michigan State University. (1977)

**Julie Wegner Arnold**, Professor of French. B.A., Alma College; M.A., University of Illinois; Ph.D., Michigan State University. (1981)

**Gregory Baleja**, Professor of Business Administration. B.A., M.B.A., Michigan State University. (1988)

**Karen L. Ball**, Associate Professor of Exercise and Health Science. B.A., Alma College; Ph.D., University of Illinois at Chicago. (1995)

**Thomas Batchelder**, Assistant Professor of Psychology. B.A., Princeton University; M.A., Michigan State University. (1978)

**Gwyneth Hill Beagley**, Professor of Psychology. B.A., Middlebury College; M.A., Bryn Mawr College; Ph.D., Michigan State University. (1985)

**Walter Beagley**, Professor of Psychology. B.A., Middlebury College; M.A., Ph.D., University of Pennsylvania. (1976)

**Joe D. Beckmann**, Professor of Biochemistry. B.S., University of Nebraska-Lincoln; Ph.D., Medical College of Wisconsin. (1996)

**Carol Bender**, Professor of English. B.A., M.A., Central Michigan University; Ph.D., Michigan State University. (1986)

**Mary Theresa Bonhage-Freund**, Associate Professor of Sociology and Anthropology. B.A., University of Pennsylvania; M.A.T., Duke University; M.B.A., University of Connecticut; M.A., Ph.D., The Pennsylvania State University. (1999)

**Murray C. Borrello**, Instructor of Geology and Environmental Studies. B.A., Albion College; M.S., University of Massachusetts. (1987)

**Liping Bu**, Associate Professor of History. B.A., M.A., Beijing University; M.S., Ph.D., Carnegie Mellon University. (1999)

**Robert Burns**, Assistant Professor of Chemistry. B.A., Grinnell College; Ph.D., Utah State University. (2002)

**Elizabeth A. Cameron**, Professor of Business Administration. B.B.A., M.B.A., Saginaw Valley State University; J.D., Thomas M. Cooley Law School. (1988)

**Britt Cartrite**, Assistant Professor of Political Science. B.A., M.A., University of Denver; M.A., Ph.D., University of Colorado at Boulder. (2005)

**Chih-Ping Chen**, Assistant Professor of English. B.A., National Chengchi University; M.A., National Taiwan University; Ph.D., University of Massachusetts. (2000)

**George Dorian Choksy**, Associate Professor of Economics. B.A., Roanoke College; M.A., Ph.D., University of Tennessee, Knoxville. (1989)

**David L. Clark**, Professor of Biology. B.S., M.S., Central Michigan University; Ph.D., University of

Cincinnati. (1992)

**Paul Crawford**, Assistant Professor of History. B.A., Peru State College; M.A., Ph.D., University of Wisconsin at Madison. (2001)

**Kristeen Crosser**, Assistant Professor of Theatre and Dance. B.A., Centre College; M.F.A., Wayne State University. (2002)

**Mark Cubberley**, Assistant Professor of Chemistry. B.S., Eckerd College; Ph.D., University of Texas at Austin. (2001)

**Robert Cunningham**, Assistant Professor of Economics. B.A., The Pennsylvania State University; M.A., Ph.D., Binghamton University. (1999)

**Zhewei Dai**, Instructor of Mathematics and Computer Science. B.S., Wuhan University; M.S., Michigan State University. (2005)

**John E. Davis**, Charles A. Dana Professor of Exercise and Health Science. B.A., Kenyon College; M.S., Ed.D., State University of New York at Buffalo. (1985)

**Nicholas John Dixon**, Elma C. and Wesley C. Dykstra Professor of Philosophy. B.A., University of Leeds; M.A., Ph.D., Michigan State University. (1986)

**Deborah A. Dougherty**, Associate Professor of Spanish. B.A., Aquinas College; M.A., Ph.D., Michigan State University. (1996)

**Jason Economides**, Instructor of Music and Artist in Residence. B.M., Arizona State University; M.M., University of Michigan. (2002)

**Carol Fike**, Associate Professor of Dance. B.S., Brockport State University; M.F.A., University of North Carolina at Greensboro. (1984)

**Nicola Findley**, Assistant Professor of Education. B.Ed., University of Bristol; Ph.D., Michigan State

University. (2001)

**Catherine Fobes**, Associate Professor of Sociology. A.B., Muhlenberg College; M.Div., Yale University; M.S., Ph.D., Florida State University. (1998)

**Patrick J. Furlong**, Professor of History. B.A., M.A., University of Cape Town; Ph.D., University of California, Santa Barbara. (1993)

**John Holman Gibson**, Professor of Physics. B.S.E., Ph.D., University of Michigan. (1968)

**Joanne R. Gilbert**, Associate Professor of Communication. B.A., M.A., University of North Carolina at Chapel Hill; Ph.D., University of Texas at Austin. (1994)

**William Gorton**, Assistant Professor of Political Science. B.A., College of William and Mary; Ph.D., University of Minnesota. (2005)

**Karin A. Grimnes**, Professor of Biology. B.A., University of South Florida; Ph.D., Michigan State University. (1986)

**Murray Gross**, Visiting Instructor of Music and Director of Alma Symphony Orchestra. B.A., M.M., Oberlin Conservatory of Music. (2004)

**John A. Hawley III**, Associate Professor of Mathematics and Computer Science. B.S., University of Michigan; M.S., Naval Postgraduate School; Ph.D., University of Oklahoma. (2000)

**Scott T. Hill**, Professor of Chemistry. B.A., Gettysburg College; Ph.D., University of Pittsburgh. (1988)

**Derick Hulme**, Professor of Political Science. B.A., St. Lawrence University; M.A.L.D., Ph.D., Tufts University. (1992)

**James Robert Hutchison**, Towsley Professor of Chemistry. B.S., Wittenberg University; Ph.D., Princeton University. (1973)

**Randolph Jacques**, Professor of Business Administration. B.A., Michigan State University; M.B.A., Wayne State University. (1977)

**Joseph A. Jezewski**, Associate Professor of Theatre and Dance. B.A., Lycoming College; M.A., University of Kentucky; M.F.A., Rutgers University. (1993)

**Timothy P. Keeton**, Assistant Professor of Biology. B.A., Wittenberg University; Ph.D., University of Cincinnati College of Medicine. (1998)

**Angela Kelleher**, Assistant Professor of Library Science. B.A., Michigan State University; M.L.S., Wayne State University. (2003)

**Margarita Krakusin**, Professor of Spanish. B.A., Universidad Pontificia Bolivariana; M.Ed., Central Michigan University; M.A., Ph.D., Michigan State University. (1998)

**David Lawrence**, Associate Professor of Communication. B.A., Concord College; M.A., Ph.D., The Ohio State University. (1996)

**Ronald Lemmon**, Assistant Professor of Business Administration. B.A., Aquinas College; M.B.A., Western Michigan University. (2002)

**Frances Lichtman**, Instructor of Mathematics. B.A., Michigan State University; M.A., Louisiana State University. (1990)

**C. Sandy Lopez-Isnardi**, Associate Professor of Art and Design. B.S., SUNY College at New Paltz; M.F.A., University of Cincinnati. (1995)

**Edward C. Lorenz**, Reid-Knox Professor of History and Professor of Political Science. B.S., Towson State University; M.A., Georgetown University; Ph.D., University of Chicago. (1989)

**Maurie Luetkemeier**, Professor of Exercise and Health Science. B.S., M.A., Ball State University; Ph.D., The Ohio State University. (2001)



**Thomas Makarios**, Visiting Professor of Religious Studies. S.T.M., Virginia Theological Seminary; Th.D., Union Seminary. (1983)

**Ronald Lee Massanari**, Charles A. Dana Professor of Religious Studies and Philosophy. B.A., Goshen College; B.D., Garrett Theological Seminary; M.A., University of Wisconsin; Ph.D., Duke University. (1970)

**Myles Frances McNally**, Professor of Mathematics and Computer Science. B.S., Drexel University; Ph.D., Temple University. (1992)

**Scott Messing**, Charles A. Dana Professor of Music. B.A., Rutgers University; M.A., Ph.D., University of Michigan. (1982)

**Robert R. Molina**, Associate Professor of Mathematics and Computer Science. B.S., Southern Oregon State College; M.S., Ph.D., Colorado State University. (1993)

**Thomas Morris**, Associate Professor of Dance. B.A., Michigan State University; M.F.A., University of Michigan. (1991)

**James V. Mueller**, Associate Professor of Economics. B.A., Cornell College. (1976)

**Janet Navarro**, Assistant Professor of Education. B.A., Ohio Wesleyan University; M.A., Ph.D., Michigan State University. (2000)

**William Nichols**, Secret Professor of Music. B.M., Western Michigan University; M.M., D.M.A., Michigan State University. (1983)

**Melvin Andrew Nyman**, Professor of Mathematics and Computer Science. B.S., Ferris State University; M.S., Ph.D., Michigan State University. (1981)

**Mark Oemke**, Assistant Professor of Biology. B.S., University of Michigan; M.S., Eastern Michigan University; Ph.D., Michigan State University. (2002)

**John Ottenhoff**, Professor of English. B.A., Calvin College; M.A., Ph.D., University of Chicago. (1989)

**William W. Palmer**, Charles A. Dana Professor of English. B.A., M.A., Central Michigan University; Ph.D., Michigan State University. (1977)

**Carrie Anne Parks-Kirby**, Professor of Art and Design. B.F.A., Wesleyan College; M.F.A., Virginia Commonwealth University. (1982)

**John F. Putz**, Professor of Mathematics and Computer Science. B.S., Southeast Missouri State University; M.S., Ph.D., Saint Louis University. (1981)

**B. Cameron Reed**, Professor of Physics. B.S., University of Waterloo; M.S., Queen's University; Ph.D., University of Waterloo. (1992)

**Raymond Riley**, Professor of Music. B.M., University of Illinois; M.M., DePaul University; D.M.A., Michigan State University. (1988)

**John Rowe**, Associate Professor of Biology. B.S., Central Michigan University; M.S., Eastern Michigan University; Ph.D., University of Nebraska at Lincoln. (2002)

**Robert L. Rozier**, Associate Professor of Art and Design. B.A., St. Mary's Seminary College; M.F.A., Michigan State University. (1983)

**Mark Seals**, Associate Professor of Education. B.S., Eastern Oregon University; M.S., Ph.D., Purdue University. (1999)

**Marc B. Setterlund**, Associate Professor of Psychology. B.A., Gustavus Adolphus College; M.A., Ph.D., Johns Hopkins University. (1997)

**Timothy A. Sipka**, Associate Professor of Mathematics and Computer Science. B.A., Anderson College; M.A., M.S., Western Michigan University; M.S., Central Michigan University. (1979)

**Carol W. Slater**, Charles A. Dana Professor of Psychology. B.A., Brooklyn College; M.A., Ph.D., University of Michigan; M.A., Ph.D., Michigan State University. (1967)

**Ute Stargardt**, Charles A. Dana Professor of English. B.A., M.A., Texas A & I University; Ph.D., University of Tennessee, Knoxville. (1982)

**Jennifer Starkey**, Assistant Professor of Library Science. B.A., Kalamazoo College; M.S., University of Michigan. (2005)

**Melissa M. Strait**, Professor of Chemistry. B.S., Oregon State University; Ph.D., Arizona State University. (1985)

**Brian Stratton**, Associate Professor of Religious Studies. B.A., Pikesville College; M.Div., Ph.D., Princeton Theological Seminary. (2000)

**Peggy Thelen**, Assistant Professor of Education. B.S., M.A., Central Michigan University; Ph.D., Michigan State University. (2004)

**Timm Norman Thorsen**, Professor of Sociology. B.A., M.A.T., Beloit College; M.A., Ph.D., University of Massachusetts, Amherst; E.M.B.A., Claremont College. (1979)

**Michael F. Trebesh**, Associate Professor of Business Administration. B.A., M.B.A., Michigan State University. (1982)

**Steven T. Vest**, Associate Professor of Library Science and Head, Reference and Instruction Services. B.F.A., Bowling Green State University; M.F.A., Indiana University; M.S.L.S., Clarion University of Pennsylvania. (1999)

**Micheal R. Vickery**, Professor of Communication. B.S., University of Alabama; Ph.D., University of Texas at Austin. (1992)

**Robert Vivian**, Assistant Professor of English. B.A., M.A., University of Nebraska at Omaha; Ph.D., University of Nebraska at Lincoln. (2001)

**Laura von Wallmenich**, Assistant Professor of English. B.A., Colby College; M.A., Ph.D., University of Washington at Seattle. (2001)

**Lawrence W. Wittle**, William R. Angell Professor of Biology. B.S., Lebanon Valley College; Ph.D., University of Virginia. (1970)

**Michael J. Yavenditti**, Professor of History. A.B., Occidental College; M.A., University of North Carolina at Chapel Hill; Ph.D., University of California, Berkeley. (1968)

**Carol Zeile**, Associate Professor of Library Science and Head, Technical Services. B.A., Alma College; M.A., Indiana University; M.L.S., Western Michigan University. (1998)

**David Zerbe**, Instructor of Music. B.M., M.M., Central Michigan University. (2004)

## **Part-Time**

**Amy Beatty**, Physics. B.S., Alma College. (1997)

**Michael Bishop**, Biology and Laboratory Coordinator. M.S., Central Michigan University. (1998)

**Dianne Borrello**, Geology and Environmental Studies. B.S., Michigan Technological University. (1998)

**Mary Ellen Brines**, Spanish. M.S., Pontificia Universidade Catolica de Sao Paulo. (1997)

**Kenneth Bruza**, Chemistry. Ph.D., Wayne State University. (2002)

**Janette Caputo**, Gerontology and Psychology. Ph.D., Wayne State University; Psy.D., Central Michigan University. (2001)

**Barbara McCarty Clauer**, English. M.S., Michigan State University. (2000)

**Ardella Crawford**, English. M.A., Fort Hays State University. (2001)

**Carrie Cubberley**, English. M.Ed., University of Texas at Austin. (2002).

**Cheri Daniels**, Exercise and Health Science. B.A., Central Michigan University. (2002)

**Kathleen Francis**, Dance. A.A., Delta College. (1992)

**Christie Freestone**, Dance. B.A., Alma College. (1981)

**Dennis Griffin**, Exercise and Health Science. M.A., Western Michigan University. (1983)

**Dennis Hagey**, Education. Ed.S., Central Michigan University. (2002)

**Larry S. Hauser**, Philosophy. Ph.D., Michigan State University. (1995)

**Roger Humphrey**, Music. (2002)

**Linda Johnson**, Education. M.A., Central Michigan University. (2005)

**Steven Kelly**, Education. B.S., Alma College. (1993)

**Linda Koebert**, Communication. University of Texas at Austin. (1998)

**Angela Kohtala**, Education. M.A., University of Florida. (2001)

**James Kuhl**, Theatre and Dance Intern. B.A., Alma College. (2004)

**Timothy Lambrecht**, Education. M.A., Northern Michigan University. (1995)

**Jessica Little**, Mathematics and Computer Science. B.A., Alma College. (2002)

**Leslie Love**, Psychology. Ph.D., University of Georgia. (1994)

**Bruce Mitchell**, Education. Ph.D., The Ohio State University. (1999)

**Timothy Morris**, Education. M.A., Central Michigan University. (2005)

**Aaron Munderloh**, Exercise and Health Science. M.S., University of Indianapolis. (1997)

**Anthony Patterson**, Music. B.F.A., Ohio University. (1995)

**Susan Reithel**, Psychology Laboratory Instructor. M.A., Michigan State University. (2004)

**Kathleen Riley**, Music. M.M. DePaul University. (1999)

**Jody Schnetzler**, Art and Design. B.A., Saginaw Valley State University. (1989)

**Carolyn Studley**, Education. (2002)

**Leslie Thomas**, Education. B.A., Central Michigan University. (2000)

**Larry Timm**, Education. M.A., Central Michigan University. (2000)

**Catherine Tobin**, History and Women's Studies. Ph.D., University of Notre Dame. (1994)

**Michael Volker**, Art and Design. M.F.A., Central Michigan University. (2001)

**Victoria Walker**, Music. M.M., Michigan State University. (2000)

**Theresa Wetzel**, Education. M.A., Central Michigan University. (2005)

**Keith Wise**, History. M.A., Youngstown State University. (1994)

**Gary Yearyean**, Physics. (2001)

## **Emeriti**

**Verne C. Bechill**, Professor Emeritus of Sociology. B.A., Ohio Wesleyan; M.A., Emory University; Ph.D., Vanderbilt University. 1965-1997.

**Samuel R. Cornelius**, Professor Emeritus of English. B.A., Maryville College; M.A., Vanderbilt University; Ph.D., University of Pittsburgh. 1957-1989.

**Burnet V. Davis**, Arthur L. Russell Professor Emeritus of Political Science. A.B., Dartmouth College; M.A., Ph.D., University of Chicago. 1976-2002.

**Eugene C. Deci**, Professor Emeritus of Physics. B.A., Hamilton College; Ph.D., State University of New York at Binghamton. 1978-2002.

**Peter A. Dollard**, Professor Emeritus of Library Science. A.B., A.M.L.S., University of Michigan; M.A., University of Wyoming. 1974-2002.

**Wesley C. Dykstra**, Professor Emeritus of Philosophy. B.A., Hope College; B.D., Western Theological Seminary. 1958-1988.

**Arlan Lee Edgar**, Charles A. Dana Professor Emeritus of Biology. B.A., Alma College; M.A., M.S., Ph.D., University of Michigan. 1950-1986.

**Lester Emery Eyer**, Professor Emeritus of Biology. B.S., Alma College; M.S., University of Michigan; Ph.D., Michigan State University. 1946-1977.

**George Gazmararian**, Charles A. Dana Professor Emeritus of Business Administration. B.S., M.B.A., University of Detroit. 1966-1996.

**Charles A. Gray**, Professor Emeritus of Exercise and Health Science. B.S., M.S., Ithaca College; Ed.D., University of Oregon. 1965-1993.

**Philip R. Griffiths**, Professor Emeritus of Theatre and Dance. A.B., Whitman College; M.A., Stanford University; Ph.D., New York University. 1965-1993.

**Lawrence E. Hall**, Associate Professor Emeritus of Library Science. B.A., M.A., M.A.L.S., University of Michigan. 1969-1999.

**Sedley Duane Hall**, Professor Emeritus of Education. B.S., M.E., Ed.D., University of Nebraska. 1963-1987.

**Gunda S. Kaiser**, Professor Emeritus of Spanish. B.A., Northwestern University; M.A., Ph.D., University of Wisconsin. 1958-1988.

**Henry E. Klugh**, Charles A. Dana Professor Emeritus of Psychology. B.A., Geneva College; M.S., Ph.D., University of Pittsburgh. 1955-1986.

**Irene C. Linder**, Professor Emeritus of Sociology. B.S., Drake University; M.A., Ph.D., State University of Iowa. 1958-1980.

**Lynda R. Ludy**, Charles A. Dana Professor Emeritus of Education. B.S., Centenary College; M.A., Ph.D., University of Texas at Austin. 1976-1999.

**Louis R. Miner**, Professor Emeritus of English. B.A., University of Louisville; M.A., University of Chicago. 1955-1983.

**Eugene Hamilton Pattison**, Professor Emeritus of English. B.A., Alma College; B.D., Harvard University; M.A., Ph.D., University of Michigan. 1964-2000.

**Richard Allen Roeper**, Professor Emeritus of Biology. B.A., Lawrence University; M.A.T., Miami University; Ph.D., Oregon State University. 1972-2000.

**Susan Root**, Professor Emeritus of Education. B.A., Michigan State University; M.A.T., Oakland University; Ph.D., Michigan State University. 1987-2003.

**James A. Schmidtke**, Professor Emeritus of History. B.A., Central Methodist College; M.A., Ph.D., Duke University. 1972-2001.

**Douglas J. Scripps**, Professor Emeritus of Music. A.B., Calvin College; M.M., University of Michigan. 1985-2002.

**Donald W. Shontz**, Associate Professor Emeritus of Education. B.S., M.S., Ph.D., Florida State University. 1970-1987.

**Arthur L. Smith**, Professor Emeritus of Physical Education. B.A., Alma College; M.S., University of Idaho. 1956-1978.



**Robert Wayne Smith**, Professor Emeritus of Speech Communication. B.A., M.A., University of Southern California; Ph.D., University of Wisconsin. 1962-1992.

**Paul L. Splitstone**, Professor Emeritus of Physics. B.A., Western Michigan University; Ph.D., The Ohio State University. 1963-1991.

**Joe A. Sutfin**, Professor Emeritus of English. B.A., M.A., Southern Illinois University; Ph.D., Vanderbilt University. 1970-1991.

**Robert D. Swanson**, President Emeritus. B.A., Park College; B.D., McCormick Theological Seminary; L.L.D., Alma College; D.D., James Milliken University; L.H.D., Tusculum College; L.H.D., Olivet College; L.L.D., Hillsdale College; L.H.D., Hope College. 1956-1980.

**Charlene L. Vogan**, Associate Professor Emeritus of Education. A.B., Case Western Reserve; M.Ed., Westminster College; Ph.D., Michigan State University. 1971-1987.

**Joseph G. Walser**, Charles A. Dana Professor Emeritus of Religious Studies. B.A., University of North Carolina at Chapel Hill; B.D., Union Theological Seminary; Ph.D., Duke University. 1964-2000.

**Robert E. Wegner**, Professor Emeritus of English. B.A., Michigan State University; M.A., Ph.D., Case Western Reserve University. 1957-1991.

# Scholarship and Loan Funds

---

Alumni, friends, churches, foundations and other organizations generously provide a major portion of the funds available for financial assistance to Alma College students. In addition to the following named endowed scholarships, \$1 million in assistance is also provided by generous patrons through the Alma Fund.

## Endowed Scholarships

*Assigned by Student Financial Assistance Office*

Assigned scholarships help support the merit-based awards of the College. Students are notified if awarded assigned scholarships.

Jean Fox Abruzzino '78 Memorial Endowed Scholarship

Ethelyn Adams '27 Endowed Scholarship

Theil K. Alexander Memorial Endowed Scholarship

Alma College Physical Plant Endowed Scholarship

Alumni Legacy Endowed Scholarship

George Easton Amendt '25 Endowed Music Scholarship

John R. '33 and Kathryn Berry Anderson '33 Endowed Scholarship

William G. Anderson '59 Endowed Scholarship

Kenneth T. and Nellie McKay Andison Memorial Endowed Scholarship

Adam E. Armstrong Educational Fund

Frank G. Artinian Memorial Endowed Scholarship

Harold H. Baker Endowed Scholarship

William J. and Hannah Baker Endowed Scholarship

Barstow Endowed Scholarship

Brian E. and Heidi L. Bartes Endowed Scholarship

Battle Creek First Presbyterian Church Endowed Scholarship

Ceo E. Bauer Endowed Scholarship

William Baxter '77 Memorial Endowed Scholarship

Thelma Potter Beam '26 and W. Allen Beam '25 Endowed Scholarship

Dr. Verne C. Bechill Endowed Sociology Scholarship

Flora Beck Endowed Scholarship

Florence M. Becker Endowed Scholarship

Helen M. Beyer Endowed Scholarship

Arnold R. and Marjorie Bjork/James and Kim Cornetet Endowed Scholarship

Carl W. Bonbright Endowed Scholarship

Harry J. and Iva E. Bond Scholarship

Bowen Family Endowed Scholarship

Reid and Ruby Brazell Endowed Scholarship

Barker H. Brown '32 Memorial Endowed Scholarship

Robert L. Brown '35 Endowed Scholarship

Vernon J. Brown Endowed Scholarship

William Elbert, Class of 1904, and Carolyn Hastings Brown, Class of 1905, Memorial Endowed  
Scholarship

Wanzer Hull Brunelle Memorial Endowed Scholarship

Garth M. and Jewel G. Bryan Endowed Scholarship

Mildred M. Bushouse Memorial Endowed Scholarship

Elizabeth H. Caldwell Endowed Scholarship

Lynn Ann Wight Cambron Endowed Scholarship

Genevieve Carlson and Paul E. Guider '43 Endowed Scholarship

Celtic Cross Presbyterian Church Endowed Scholarship

Andrea Chaney, Class of 1990, Memorial Endowed Scholarship

Margaret McPherson Clark Endowed Scholarship

Class of 1962 Endowed Scholarship

Cleland-Horne Endowed Scholarship

Colina Family Endowed Scholarship

Franklin and Lulu Cook Endowed Scholarship  
Grant L. Cook Memorial Endowed Scholarship  
Craig-Jewell Endowed Scholarship  
Cara Cresswell Endowed Honor Scholarship  
Gilbert A. and Eleanor H. Currie Endowed Scholarship  
Daily Family Pre-Medical Award  
Don E. Davis '35 Memorial Endowed Music Scholarship  
A. Dale Dawson and Helen Dawson Jacob '39 Endowed Scholarship  
James '36 and Jane Allen Day '36 Endowed Scholarship  
Trudeau DesJardins Memorial Endowed Scholarship  
Dillon Family Scholarship  
Draper Family Endowed Scholarship  
E. V. Erickson Endowed Scholarship  
Herbert Estes '34 Endowed Scholarship  
William W. Fenchuk Scholarship  
First Presbyterian Church of Bay City-Ambrose Wight Endowed Scholarship  
First Presbyterian Church of Jackson Memorial Endowed Scholarship  
First Presbyterian Church of Lansing-Benjamin R. Leyrer '34 Memorial Endowed Scholarship  
First Presbyterian Church of Paw Paw Endowed Scholarship  
First Presbyterian Church of Rosebush Endowed Scholarship  
Charles K. Ford Endowed Scholarship  
David C. Ford '70 Memorial Endowed Scholarship  
Forest Avenue Presbyterian Church Endowed Scholarship  
Samuel H. and Louise L. Forrer Endowed Scholarship  
Foss-Weenink Endowed Scholarship  
Harold C. Freundt and Gladys L. Freundt Endowed Scholarship  
Louis C. Friedrich '41 Memorial Endowed Scholarship  
Jon R. Gamble, Class of 1996, Memorial Endowed Scholarship

Gerish Family Endowed Scholarship  
Rollin M. Gerstacker Endowed Scholarship  
Dean M. and Jean W. Gettemy Endowed Scholarship  
Julie J. '72 and Robert S. '70 Gigliotti Endowed Scholarship  
Meda Graham Educational Trust Fund  
Grand Rapids Westminster Presbyterian Church Endowed Scholarship  
Rita and R. Lorimer Grant '28 Endowed Scholarship  
Dr. C. A. Gray Endowed Scholarship  
Fred and Sarah Greer Endowed Scholarship  
Martha Hale Endowed Scholarship  
Joy Olney Hamann '36 Memorial Endowed Scholarship  
Alden W. Hanson Endowed Scholarship  
Chester R. '38 and Marian E. Hardt Endowed Scholarship  
Hartig Family Endowed Scholarship  
Robert F. Hastings Memorial Scholarship  
Sheldon G. Hayes Endowed Scholarship  
Mildred E. Helfer Endowed Scholarship  
Heritage Scholarship Endowed Fund  
Karen Crimmins Herron Memorial Endowed Scholarship  
Richard '59 and JoAnne Heuschele '60 Endowed Scholarship  
David B. Hirtzel '78 Memorial Endowed Scholarship  
Stanley J. and Myrtle E. Hocking Endowed Scholarship  
Ruth Hooper Endowed Scholarship  
David R. and Patricia Sweeney Hubbard Endowed Scholarship  
Lelah H. Hubbell Endowed Scholarship  
Edna Pence Huthwaite Endowed Scholarship  
Ellory and Ruth Ingersoll Memorial Music Scholarship  
Edna V. Jacobson Endowed Scholarship

Marjorie Jarvis Endowed Art Scholarship

Jefferson Avenue Presbyterian Church of Detroit Endowed Scholarship

James R. and Anita H. Jenkins Endowed Scholarship

Arnold W. and Evelyn M. Jeruzal Endowed Scholarship

Matilda N. Johnson Endowed Scholarship

Sara MacLeod and Weston T. Johnson Memorial Endowed Scholarship

Louanna Baker Jones '12 Endowed Scholarship

JSJ Corporation Endowed Scholarship in memory of B. P. Sherwood, Alvin E. Jacobson and Paul A. Johnson

Gunda S. Kaiser Outstanding Junior and Senior Spanish Major Endowed Scholarship

Jolene M. Canary, Class of 1991, Memorial Endowed Scholarship

Ronald O. Kapp Memorial Endowed Scholarship

Jane H. and Bethel B. Kelley Memorial Endowed Scholarship

Kelso-Battle Memorial Scholarship

William L. King '58 Memorial Endowed Scholarship

Durward E. Kinyon Endowed Scholarship

Kirk in the Hills Endowed Scholarship

Grace L. Kurkowsky Endowed Scholarship

Carol Dengler Lacey Endowed Scholarship

Ellen Laman '23 Endowed Scholarship

Harry M. Landis Memorial Endowed Scholarship

John B. and Iva M. Landon Endowed Scholarship

Hilma S. and J. Wesley Lee Endowed Scholarship

Harriet Ralph Leonard Endowed Scholarship

Michael and Frances Leonard Endowed Scholarship

Melvin Lievense and Carlie G. Lievense Endowed Scholarship

Alfred Baker Lindley '41 Memorial Endowed Scholarship

Marlys Gascho Lipe '79 Endowed Scholarship

Helmuth B. and Marie Lueth Endowed Scholarship  
Caro Ann '70 and Kurt Mabbitt '69 Endowed Scholarship  
Delbert M. '30 and Rita M. MacGregor Endowed Scholarship  
Malcolm Endowed Scholarship  
Malpass Fund Endowed Scholarship  
Eric Matthews Endowed Music Scholarship  
Blanche Bahlke Maxwell '42 Endowed Scholarship  
Harlan R. and Marie Diehl McCall '57 Memorial Endowed Scholarship  
Thomas McClelland Memorial Endowed Scholarship  
John McCormack Endowed Scholarship  
Dr. Alfred G. McCuaig '42 Memorial Endowed Scholarship  
Charles S. and Marion F. McIntyre Endowed Scholarship  
Fred R. McNabb Endowed Scholarship  
Norma A. Messecar Meltzer '24 Memorial Endowed Scholarship  
Martha K. Merkley Endowed Scholarship  
Helen and Stephen Meyer Endowed Scholarship  
Francis L. and Helen M. Michaels Endowed Scholarship  
Michaels Family Endowed Scholarship  
Milham Endowed Scholarship  
James E. Mitchell, Class of 1893, Endowed Scholarship  
John S. Morgan Memorial Endowed Scholarship  
C. M. Muilenburg Memorial Endowed Scholarship  
Myhrum-Wilson-Trainor Memorial Endowed Scholarship  
Neeland-McFarland Endowed Scholarship  
Antje Popp Newhagen Endowed Scholarship  
Daniel S. Nichelson, Class of 1999, Memorial Endowed Scholarship  
Niles First Presbyterian Church Endowed Scholarship  
Stephen R. and Norma Nisbet Endowed Scholarship

Jonathan W. Nugent, Class of 2003, Memorial Endowed Scholarship  
Robert C. Nunn '32 Endowed Scholarship  
Esther A. Oldt '26 Endowed Scholarship  
Calvin F. and Rosemary B. Opperthausen Endowed Scholarship  
Mary Jansen Opra, Class of 1988, Memorial Endowed Scholarship  
Outer Drive United Presbyterian Church of Detroit Endowed Scholarship  
Charles H. and Elizabeth C. Patterson Endowed Scholarship  
Jeanette L. Patterson Memorial Endowed Scholarship  
Edward H. Pence and Jessie Archer Pence Endowed Scholarship  
Fred R. Perry, Class of 1897, Endowed Scholarship  
Irene B. Phelan Endowed Scholarship  
Joann Wilson Piermattei '51 Endowed Music Scholarship  
Margaret T. and Fraser E. Pomeroy Endowed Scholarship  
Lee '56 and Sally Souders Posey '56 Endowed Scholarship  
Sheila Huxley Potter '32 and Dr. Howard A. Potter Jr. '32 Endowed Scholarship  
Bernice Ireland Powels '16 and William Louis Ireland Endowed Scholarship  
Gordon J. and Alma M. Ramsay Endowed Scholarship  
Charles J. and Augusta Rayner Endowed Scholarship  
Reader's Digest Endowed Scholarship  
Reader's Digest Foundation Endowed Scholarship  
Harper Reed Memorial Endowed Scholarship  
Emma O. Reed Endowed Scholarship  
The Robins Scholarship  
Culbertson W. Ross Endowed Scholarship  
May Mitchell Royal Endowed Scholarship  
Arthur L. Russell '41 Endowed Scholarship for Political Science  
Arthur L. Russell '41 Endowed Scholarship for Biology and Music  
Eva E. and William L. Rutledge Endowed Scholarship



Sawvel-Hoffmeyer Endowed Scholarship

Scholl Family Endowed Scholarship

Shirley Drury Schweinsberg Endowed Scholarship

Josephine Seeley Memorial Endowed Scholarship

Thelma T. Seifert Memorial Endowed Scholarship

Thomas Sharpe Endowed Scholarship

Dr. George Patrick Shaw and Dr. Robert Arthur Willits '53 Memorial Endowed Scholarship

Dr. John H. Shroyer '25 and Clarissa Vreeland Shroyer '25 Endowed Scholarship

Sidebotham-White Endowed Scholarship

Roberta Welch Sims '63 Endowed Scholarship

Charles E. '39 and Alice Bronson Skinner '38 Endowed Scholarship

Catherine A. and Frank J. Sladen Endowed Scholarship

Carra Jones Smith Endowed Scholarship

Dr. Michael J. J. Smith Endowed Scholarship

Nellie Snow Smith Endowed Scholarship

Rhea Stinson Smith '25 Endowed Scholarship

Carl J. and Elvira R. Snyder Memorial Endowed Scholarship

Frederick J. Soule Endowed Scholarship

Anne '42 and Herbert Spendlove '41 Endowed Scholarship

Stafford Endowed Scholarship

John Marvin and Marguerite L. Stapleton Endowed Scholarship

Edward C. and Hazel L. Stephenson Scholarship

William Marshall and Mildred (Midge) Ann Strait Endowed Scholarship

Ernest G. Sullivan Vocal Music Endowed Scholarship

Dorothy B. Swanson Endowed Scholarship

Robert D. Swanson Endowed Scholarship

Roberta B. Swanson Pre-Medical Endowed Scholarship

Pamela M. Temple '78 and Marjorie A. Brown Memorial Award and Scholarship

Susan Thomas Endowed Scholarship  
Thompson-Carless Endowed Scholarship  
Samuel Thorndike Memorial Endowed Music Scholarship  
Louis Toller Memorial Physics Award  
Emmet and Frances Tracy Endowed Scholarship  
Glenn F. Turnbull Endowed Scholarship  
Urban Minority Endowed Scholarship  
Helen and Duane Van Duzen Endowed Scholarship  
Villard-Wolf Endowed Scholarship  
Louis E. and Margaret C. Ward Endowed Scholarship  
Bernard B. Waske Memorial Endowed Scholarship  
Craig Weaver Endowed Scholarship  
Mary Louise Westcott Memorial Endowed Scholarship  
Dr. and Mrs. Rex A. Wilcox Endowed Scholarship  
Clarence L. Williams '22 Endowed Scholarship  
Edna Campbell Williams Endowed Scholarship  
Russell H. and Fromilda Y. Wilson '23 Memorial Endowed Scholarship  
Russell Allen Woodruff '64 Memorial Endowed Scholarship

## **Restricted Scholarships**

These scholarships include specific criteria and are awarded to students in addition to merit awards. Contact Admissions or Student Financial Assistance office for information.

Cass Technical High School Scholarship  
Dow Chemical Company Foundation Scholarship  
First Presbyterian Church of Dearborn Scholarship  
First Presbyterian Church of Monroe Scholarship  
First Presbyterian Church of Mt. Clemens Scholarship

Guernsey Chemistry Scholarship  
International Student Scholarship  
Linder Sociology Award  
Metro Detroit Business Roundtable Scholarship  
Midland Alumni Scholarships  
Olofsson Family Scholarship  
St. Andrews Society of Detroit Scholarship  
Traverse City Presbyterian Church Seminary Scholarship  
David and Frances Treat Scholarship  
The John S. and Claire Wilson Volk '34 Memorial Endowed Scholarship

## **Loan Funds**

Loans are available on a short- or long-term basis through the following named loan funds and the generosity of their donors. The funds help support low interest loans to students who demonstrate financial need; loans are available through the financial aid award process.

Nelson W. Abernethy Memorial Loan Fund  
Alma College Student Loan Fund  
F.J. Barrett Foundation Loan Fund  
Bishop Class of Flint First Presbyterian Church Student Loan Fund  
Gilbert A. Currie Student Loan Fund  
Katherine Dennis Memorial Student Loan Fund  
Dorothea and Mario Epina Student Loan Fund  
Ida B. Fink Student Trust Fund  
Harold and Wilma Good Foundation Loan Fund  
Clarence R. Goodrich '15 Loan Fund  
Stanley A. Graves '10 Memorial Loan Fund  
Marguerite Howe Memorial Loan Fund

Mr. and Mrs. Fred J. Hubbell Loan Fund  
Janis Joynt Memorial Loan Fund  
Lois Fraker MacDonald Loan Fund  
Celia Manwaring Loan Fund  
Barbara Marnock Rotary Loan Fund  
Catherine McIntosh-Anna Robinson Loan Fund  
Oscar D. Morrill Loan Fund  
Paul Louis Reed Loan Fund  
Robert Benjamin Shaver Loan Fund  
Sidebotham-White Student Loan Fund  
D.C. Smalley Memorial Fund  
Dr. C. J. Strosacker Memorial Loan Fund  
Tammy Taylor '80 Student Loan Fund  
Larry D. Thompson '76 Memorial Loan Fund  
Louis E. and Margaret C. Ward Loan Fund  
Westminster Women's Association of Detroit Loan Fund  
Richard D. Whittier Memorial Loan Fund  
Dr. and Mrs. Rex A. Wilcox Pre-Medical Loan Fund  
Jack L. Williams '32 Memorial Student Loan Fund  
Women's Association of Kalamazoo Loan Fund

## **Endowed Program Funds**

The special funds listed below have been endowed by generous benefactors for a specific purpose or project at Alma College.

Collin Alexander Talent Award in Physics

Collin H. Alexander '37 Physics Professorship

William R. Angell Endowed Professorship in Biological Sciences

Barlow Endowment for Faculty Awards

Biology Student Research Fund  
Communication Studies Endowment Fund  
Charles A. Dana Professorships  
Elma C. and Wesley C. Dykstra Professorship  
Arlan L. Edgar Biology Research Fund  
Faculty Development Fund  
George Gazmararian Endowed Global Experience Program Scholarship  
Gerstacker Science Endowment  
Dr. James H. Hudson '24 Memorial Fund  
Kinney First Amendment Scholarship  
Ellen Baker Lindley Memorial Lectureship  
Elizabeth Becker Miner Memorial Fund  
Betty E. Morris Endowment for Ballet  
Eugene Hamilton Pattison Writing Award  
Revels-Roe Family Endowment Fund  
Richard Roeper Endowed Lecture Series  
Reid-Knox Endowed Chair of American History  
Arthur L. Russell '41 Endowed Political Science Professorship  
Stephanie and Fred G. Secrest Performing Arts Professorship  
Service Learning House Fund  
Dr. Michael J. J. Smith Endowed History Professorship  
Student Summer Research Scholarship  
Joseph '31 and Kathryn Boyd Taylor '30 Golden Thistle Awards Program  
Rex and Mae Teeters Fellowship  
Towsley Professorship  
Katherine Ardis Ux Literature Fund  
Dr. and Mrs. Elmore C. VonderHeide Fund  
Joseph and Catherine Walser Global Service Scholarship

Donald J. Yehle Endowed Internship

# Named Facilities

---

Many of the buildings on the Alma campus, as well as major facilities within buildings, have been named in honor of individuals whose exceptional contributions have been particularly significant in helping the College to fulfill its mission. Facilities have been named for former presidents and faculty members, trustees, alumni and many generous benefactors. Information concerning possibilities for naming buildings on the Alma campus may be obtained from the Vice President for Advancement, Alma College, 614 W. Superior St., Alma, MI 48801-1599, or telephone (989) 463-7081.

**Bahlke Field.** Mr. and Mrs. William A. Bahlke contributed this tract of about eight acres for use as an athletic field in December 1923. Mr. Bahlke was admitted to the bar and moved to Alma to begin his practice the same year that Alma College was founded, 1886. He was involved in local government and in the organization and operation of several businesses. His wife, Mary E., was a member of the Alma College Board of Trustees from 1920 to 1942.

**Louanna Baker Jones Auditorium.** This 150-seat auditorium in Tyler-Van Dusen Campus Center is named in honor of Louanna Baker Jones '12, whose generosity has provided facilities and scholarships for Alma students. She never sought recognition, but when she was presented a Founders Day Award at Alma's 90th anniversary convocation in 1976, the power of her example prompted the student body to rise in unison and applaud her.

**Bauervic Educational Media Center and Strosacker Collaborative Learning Center.** This facility on the third floor of the Swanson Academic Center began with a generous grant from the Charles M. Bauervic Foundation in 1981. A grant from the Charles J. Strosacker Foundation in 2002 made possible purchase of high-end multimedia equipment that has turned the space into the Collaborative Learning laboratory. Now in place are workstations for digital imaging, video and multimedia; a large format color printer; and scanner to scan photographs, film and slides.

**Beck Courtyard.** This courtyard at the center of the Tyler-Van Dusen Campus Center is named in honor of Mr. and Mrs. Lawrence Beck of Harbor Springs and their family. Their leadership and support helped make

possible remodeling the former Tyler Student Center and Van Dusen Commons to provide a new campus center in 1983-84. Mr. Beck, a member of Alma's Board of Trustees and its chair from 1991-94, has served as an executive with Atlas Disposal; Waste Management, Inc.; Chemical Waste Management, Inc.; and Blockbuster Videos.

**Flora Kirsch Beck Gallery.** Site of exhibitions of work by Alma students and faculty as well as other professional artists, this gallery is at the heart of the Clack Art Center. It is named in honor of Flora Kirsch Beck, a trustee of the College from 1959 to 1992. Mrs. Beck was on the Board simultaneously with her daughter, Judith L. Maze, who became a trustee in 1972 and served as Chair of the Board from 1994 to 1997. Both have contributed much to the improvement of Alma's programs and facilities.

**Bonbright Hall.** One of four units of South Residence Complex, erected in 1969-70, this hall is named for Carl W. Bonbright of Flint, who was chairman of the Board of Genesee Merchants Bank & Trust Company and a member of Alma's Board of Trustees for 45 years. Mr. Bonbright replaced his father on the Alma Board in the mid-1920s. He was active in Flint civic and service groups and for 27 years was chairman of the Flint City Planning Commission.

**Brazell Hall.** This hall in South Residence Complex is named in honor of Reid Brazell, member of the College's Board of Trustees for 44 years (1942-86) and its chair from 1962 to 1970. Dr. Brazell, who began his oil industry career in Oklahoma in 1927, was for many years the president and chief executive officer of Leonard Refineries in Alma. After this company became a part of Total Petroleum (N.A.), Ltd., his leadership continued for a year until his retirement in 1971.

**Bruske Hall.** A residence hall constructed in 1966-67, this building is named in honor of August F. Bruske, second president of the College (1891-1912). He was a tireless worker for Alma even before he became president, actually beginning his efforts on behalf of the College prior to its founding. A speaker at his retirement program noted that "for Dr. Bruske to live was Alma. 'This one thing I do,' was his motto. He thought Alma, he talked Alma, he dreamed Alma."

**Carey Hall.** One of the units of South Residence Complex, Carey Hall is named in honor of Walter F.



Carey, a member of Alma's Board of Trustees for 45 years, from 1952 to 1997. Mr. Carey, of Petoskey, served as president of the Chamber of Commerce of the United States, the American Trucking Association, the Michigan Trucking Association and the National Automobile Transporters, and as chairman of the Defense Advisory Council of the National Defense Transportation Association and the National Safety Council.

**Clack Art Center.** Originally constructed in 1922-23 as Memorial Gymnasium in memory of the veterans of World War I, this building was converted to an art center in 1970-71. It is named in honor of Dr. and Mrs. Robert Clack and in memory of Mr. and Mrs. Hugh L. Clack and their four children who died in a 1957 airplane crash. A contingency clause in the wills of Mr. and Mrs. Hugh Clack provided nearly a quarter of the funds for the 1970-71 renovation. Robert Clack was a professor and registrar at Alma. Hugh was a member of the Class of 1942, and his wife, Ann, graduated in 1943.

**Colina Library Wing.** Opened in January 1996, the Colina Library Wing is named in honor of John Colina and his wife, Nancy, of Riverview. Mr. Colina, a member of the Board of Trustees since 1989, served as its Chair from 1997 to 2000. Former Alma Parent Board members, the Colinas have two daughters who are Alma graduates, JoMarie Colina Goerge '89 and Lori Colina Lee '90. The Colinas generously donated the initial \$1 million gift for the wing, which adds 8,000 square feet to the Kehrl Building and houses stacks and student study areas. The \$2 million project included a new computer system for library circulation and remodeling of the main floor of the existing structure. The wing also offers students additional resources through three special rooms. The Olofsson Computer Classroom was named by a gift from Gustav Alex and Patricia Newburg Olofsson '52 of Harbor Springs, Michigan, and Stuart, Florida. On the first floor, the Stephen R. Christner Memorial Study Room was named by a gift from Richard and Michele Christner of Big Rapids in memory of their son Stephen, Class of 1997, who died in April 1995. On the second floor, the John R. Smith Memorial Study Room was named by a gift from Rhea Stinson Smith '25 of Big Rapids in memory of her husband John '28.

**Dow Science Center.** When built in 1958-59, this was the first new academic facility on the Alma campus in more than 50 years. Funding for the \$1.5 million building was provided by a grant from the Herbert H. and

Grace A. Dow Foundation. Mr. Dow was founder of the Dow Chemical Company in Midland. In the late 1980s the same foundation provided a grant of \$3 million to make possible extensive renovation of the science center.

**Dunning Memorial Chapel.** Constructed during the troubled early years of World War II, this chapel is named in honor of Dr. John Wirt Dunning, Class of 1904, the only Alma alumnus to become president of the College (1938-42). Its \$75,000 cost was met by contributions from Presbyterians. The largest gift was one of \$25,000 from Adam E. Armstrong of Three Rivers. While an Alma student, Dr. Dunning interrupted his studies for a year to serve as a sports writer in Grand Rapids and Los Angeles. He also was a Presbyterian pastor.

**Eddy Music Center.** The first campus building to be devoted exclusively to the teaching of music, the facility was erected in 1974-75. Funds for construction were made available from the estate of Mrs. Sara Eddy of Flint, and the building is named in her honor. Mrs. Eddy and her husband, Fred G. Eddy, were members of First Presbyterian Church of Flint and were generous friends of Alma. Both were members of pioneer Michigan lumbering families.

**Gelston Hall.** Members of Alma's Board of Trustees contributed a third of the cost of this residence hall, which was constructed in 1955-56. Additional gifts were made by the Kresge Foundation and other friends of the College. Presbyterian women's organizations throughout Michigan provided funds for furnishings. The building is named in honor of Mary C. Gelston, Alma's first dean of women and a member of the faculty from the College's opening in 1887 until 1906.

**Hamilton Commons.** Constructed in 1966-68, this dining facility is named in honor of Roy W. Hamilton, sixth president of the College (1943-46). The composer of Alma's alma mater, Dr. Hamilton came to the College as a professor of English in 1919 after serving in the Army during World War I. Before that he was a pastor. He was Alma's vice president and acting president before being named president. After he left the presidency, he taught English at Alma until his death in 1952.

**Heather Room.** A gift from Saga Food Services, the Heather Room was added to Van Dusen Commons in

the early 1960s. It was operated as a public dining room, serving luncheons and dinners, by Saga Foods (now Sodexo Food Services) for a 10-year period until the early 1970s. It is now used for special dining arrangements by both College and community groups.

**Herrick Foundation Computer Center.** Located in Swanson Academic Center, the offices for Information Technology and the College's computer facilities were dedicated as the Herrick Foundation Computer Center in 1983. The foundation was established in 1949 with Mr. and Mrs. Ray Wesley Herrick as donors. Mr. Herrick was a Ford Motor Company executive and founded the predecessor of Tecumseh Products Company.

**Hogan Physical Education Center.** The Hogan Physical Education Center, built in 1969, was named in May 1999 to honor Romain G. and Helen Kempf Hogan, Alma alumni from the Class of 1928, through a generous gift from their son, James Patrick Hogan of Scottsville, Virginia. This structure provides space for intercollegiate, intramural and recreational athletics, along with a Fitness Center. The three main sections of the building are the Baker Jones Educational Unit, Cappaert Gymnasium and McClure Natatorium.

**Baker-Jones Educational Unit.** Offices and classrooms of the Hogan Physical Education Center are named in honor of Mr. and Mrs. William J. Baker, Louanna Baker Jones and Harold H. Baker, all of Midland, whose contributions to construct the building in 1969 were made in memory of their parents. William Baker '14 served on Alma's Board of Trustees from 1953 to 1976. Louanna Baker Jones graduated from Alma in 1912.

**Cappaert Gymnasium.** The site of intercollegiate and intramural athletic contests and of major campus events such as commencement and convocations, this facility is named in honor of Mr. and Mrs. F. L. Cappaert of Vicksburg, Mississippi. Their generosity helped to make possible the Physical Education Center. A 1942 graduate, Mr. Cappaert was a varsity athlete at Alma.

**McClure Natatorium.** This facility for intercollegiate and recreational swimming as well as swimming instruction is a popular feature of the Hogan PE Center. It is named in memory of Harold M. McClure Sr., pioneer Michigan oilman and Alma civic leader. A professional athlete before he entered the oil business in

1919, Mr. McClure at one time was mayor of Alma. Funds for the facility were given by Mrs. Harold M. McClure Sr., and Mr. and Mrs. Harold M. McClure Jr. of Alma.

**Hood Building.** The oldest structure on the campus today, Hood Building was originally constructed in 1899-1900 as a museum. During World War I it was a barracks for members of the Student Army Training Corps. Later it was used for instruction of biology and psychology and then for offices. The building was given as a memorial to Francis A. Hood of Saginaw, owner of a barrel manufacturing company, by his widow and his son Frank. The Hood family were members of First Presbyterian Church in Saginaw. In 1975 Hood Building was remodeled for the Admissions Offices by a grant from the Herrick Foundation. The building now houses the Advancement and Marketing and Public Relations offices.

**The Ronald O. Kapp Science Laboratory Center.** Opened in September 1990, the Kapp Science Laboratory Center provides laboratories and state-of-the-art scientific equipment to support the College's programs in chemistry and biochemistry. This building honors Dr. Ronald O. Kapp who served Alma College as biology professor, vice president and provost, friend and mentor for 32 years. Dr. Kapp's encouragement of student participation in scientific research played a large role in the design of the Center.

**Kehrl Building.** The College's library building is named in honor of Floyd A. Kehrl, a Detroit-area banker and generous benefactor to Alma who left a sizable portion of his estate to the College. In recognition of many gifts from Presbyterians for construction of the building, the library's collections are named in honor of the Reverend Mr. John Monteith, the first Presbyterian minister to reach Michigan in 1816. The Dr. Bernard J. Graham Book Collection was established by his brother Ford M. Graham '32, a trustee of the College from 1969 to 1996, along with family and friends. Dr. Bernard J. Graham '26 was a local physician who frequented the library's reading lounge. The Anderson Reading Area was named in memory of John R. and Kathryn Berry Anderson '33. The Olofsson Computer Classroom was a gift of Patricia and Al Olofsson, members of the Class of 1952.

**Kimball Court.** This garden area between Eddy Music Center and Swanson Academic Center is named in honor of Dr. John R. Kimball, who served Alma from 1959 to 1974 as director of admissions, dean of students, vice president for administrative services and professor of education. The court was a gift to the

College from Dr. Kimball's many friends after his death in 1974. An Alma graduate, Dr. Kimball was superintendent of schools at Nashville, Michigan, before working for the College.

**Kirk in the Hills Religious Life Center.** The lower level of the Dunning Memorial Chapel was remodeled in 2002 with a gift from Kirk in the Hills Presbyterian Church of Bloomfield Hills. Located there are meeting rooms and the offices of the Chaplain, Discovering Vocation Project and Service Learning Program.

**Klenk Park.** Named for former baseball coach Bill Klenk '59, the baseball park northwest of campus on Charles Road opened in March 2000, and in 2002 the Scotland Yard soccer field was added. The Skinner Room, built in 2003, which houses the Alma College Baseball Hall of Fame, is named after Charlie Skinner '39, former faculty member, player and coach.

**McIntyre Center for Exercise and Health Science.** Opened in October 1997, this building was named in honor of the McIntyre Foundation of Monroe, Michigan. The 6,500-square-foot wing was added to the north side of the Hogan Physical Education Center. The McIntyres have been closely associated with Alma College for many years; the central campus mall is named for them. Mr. Charles S. McIntyre, a member of the Board of Trustees from 1952 to 1982, served as chair from 1975 to 1977, and son James T. McIntyre '69 has been a member of the board since 1983. The Colina Human Performance Laboratory, on the wing's north side, is named for JoMarie Colina Goerge '89 and Lori Colina Lee '90. Dr. Richard '59 and Mrs. Joanne '60 Heuschele provided a gift to fund the Cardiovascular Physiology Laboratory. Gilbert A. and Eleanor Currie funded the Human Anatomy Laboratory.

**McIntyre Mall.** The scenic mall around which Alma's academic buildings are clustered is named in honor of Charles S. and Marion F. McIntyre of Monroe. Mr. McIntyre was a member of the College's Board of Trustees from 1952 until his death in 1982, chairman of the board of Monroe Auto Equipment Company, and a leader in civic affairs and in the First Presbyterian Church of Monroe. In 2004 the mall was renovated and an obelisk was added that features four important areas of the College's history — the founding resolution by the Presbyterian Synod of Michigan to establish the College, the introduction of the College into the Michigan Intercollegiate Athletic Association in 1902, the alma mater written by Dr. Roy Hamilton in 1922,

and a plaque that honors the McIntyre Foundation for its support of the College.

**Mitchell Hall.** This was the first campus residence to be constructed for men. Earlier men's dormitories, Pioneer and the first Wright halls, were originally built as women's residences and then converted for use by men. It is named in honor of James E. Mitchell, an 1893 graduate who returned to the campus four years later as a professor of history and advocate of student activities. His term of service was longer than that of any other faculty member in Alma's history — 44 years.

**Newberry Hall.** A women's residence hall constructed in 1961, this building is named in honor of Helen Newberry Joy, who made several gifts to Alma College during her lifetime. After her death, administrators of the Helen Newberry Joy Foundation, which she established, made a gift to the College to make possible construction of the residence hall. Her husband, Henry B. Joy, was president of Packard Motor Car Company.

**Nisbet Hall.** A part of South Residence Complex, Nisbet Hall is named in honor of Stephen S. Nisbet '19, who served on Alma's Board of Trustees from 1944 until his death in 1986. In 1961-62 he presided over the convention that formulated Michigan's present Constitution. An educator and administrator for many years before becoming an executive with Gerber Products Company in Fremont, he was chairman of the State Board of Education and also served with many other state and local groups.

**President's House.** The President's House provides an on-campus residence for the president and the president's family. Since 1894, Alma College's presidents had resided in what is now Smith Alumni House. The President's House was built in response to needs of Harry Means Crooks' family. The three-story Georgian (Colonial) structure was built at a cost of \$36,000 by the Board of Trustees and other friends of the College. During the 1970s the house was used at various times as a music building, conference center and location of the Admissions and Development offices. When President Oscar Remick became president in 1980, the House was restored for use again as the President's House.

**Redman Gate.** This red brick marker at the corner of West Superior and Grant streets signals the eastern entrance to the campus. Displaying the College's name and seal, the Redman Gate records the College's appreciation for the leadership and significant financial support of Trustee and Mrs. James E. Redman and

the Redman Foundation. It also honors the memory of Clara and Harold Redman, James Redman's parents. James Redman served on Alma's Board of Trustees from 1969 until his death in 2004.

**Reid-Knox Administration Building.** This building was given by Mrs. Annie Reid-Knox as a memorial to her husband, W. Franklin "Frank" Knox, both Alma alumni. Frank Knox came to Alma in 1893 at the suggestion of a Presbyterian pastor, and he left in 1898 to join Teddy Roosevelt's Rough Riders. After the Spanish-American War, he began a career in journalism. He was editor and publisher of *The Chicago Daily News* when he became the Republican candidate for vice president in 1936. During World War II he was secretary of the Navy. The building's largest room, the Reid-Knox Memorial Room, is a replica of the Knox's living room in Manchester, New Hampshire.

**Oscar E. Remick Heritage Center for the Performing Arts.** Opened in October 1993, the Remick Heritage Center supports the College's programs in dance, music and theatre. Through its performance hall, theatre, dance studio and supporting facilities, the Remick Heritage Center provides a comfortable setting for applied studies, rehearsals and performances. The initial \$2 million gift for the project from the Lawrence Beck family of Harbor Springs was supplemented by the donations of nearly 3,000 other contributors. Beck, a member of the Board of Trustees since 1981, and its chair from 1991 to 1994, named the building to honor his parents, immigrants from Denmark, and all other immigrants throughout the nation's history. Through fund-raising efforts of Michigan Presbyterian churches, the concert hall was named Presbyterian Hall in June 1994. In 2003 the Heritage Center was renamed the Oscar E. Remick Heritage Center for the Performing Arts in memory of the College's 10th president (1981-88), who died in 2002.

**Smith Alumni House.** Renovated in 1999, the Smith Alumni House is across from Dunning Memorial Chapel at the corner of Philadelphia and Superior streets. Coach Arthur L. Smith '38 and Carra Jones Smith '42 provided the naming gift for the renovation. The Board of Trustees purchased the property from Dr. August Bruske, Alma's second president, in 1917. The house was known as Kirk International Center from 1982 to 1999 and was named after Dr. Florence A. Kirk, professor of English from 1954 to 1967. As headquarters for the Alumni Relations Office, it has space for Alumni Board meetings and receptions, and houses displays of memorabilia and guest rooms for visiting alumni.

**Jerry G. Smith Atrium.** The atrium, located on the second floor of the Swanson Academic Center, is named for Dr. Jerry G. Smith '65. Dr. Smith was Alma's first Africa Fellow (now the Jerry G. Smith Global Service Fellow) in 1963 and was the recipient of the Barlow Trophy in 1965. The Global Service Program annually provides one or more Alma students with the opportunity to have a teaching internship in a developing area such as Africa or India. In memory of Jerry G. Smith, following his death in 1972, gifts from members of his family and friends provided a bronze memorial sculpture by Glen Michaels for the atrium.

**Alan J. Stone Center for Recreation.** Named after Alma College's 11th president, Alan J. Stone (1988-2000), this 53,000-square-foot facility houses four courts and a suspended three-lane track. Each court has tennis, basketball and volleyball lines, and one of the courts is designed for in-line hockey and indoor soccer. The Center, which opened in 2001, also includes a spacious fitness room, a climbing wall, and a multi-purpose room.

**Strosacker Library Expansion.** In 1986, a major gift from the Charles J. Strosacker Foundation of Midland made possible an expansion of the Kehrl Building. The Special Collections Room and Archives of the Strosacker Library Expansion were named in honor of former head librarian Helen MacCurdy '36, who served on the library staff from 1950 to 1979.

**Swanson Academic Center.** The College's main classroom and faculty office building, Swanson Academic Center is named in honor of President Emeritus Robert D. Swanson (1956-80) and his first wife, Roberta B. Two-thirds of the present campus buildings were constructed during President Swanson's administration. With assistance of a \$500,000 grant from the Kresge Foundation, construction of Swanson Academic Center began in 1972 and was completed by Winter Term 1974.

**Tyler-Van Dusen Campus Center.** Originally two separate buildings that were constructed in the early 1950s, this campus center is the result of a 1983-84 renovation project funded by a \$200,000 grant from the Kresge Foundation and gifts from other friends of the College. Dr. and Mrs. Leon Tyler of Niles gave \$200,000 for construction of one of the original buildings in memory of their son Jerry and his family, who died in the LaSalle Hotel fire in Chicago in 1946. Mr. and Mrs. Charles Van Dusen of Detroit gave \$250,000 for the other original structure.



**Wilcox Medical Center.** This building was constructed in 1969 to provide temporary office space for faculty who were displaced by a fire that leveled the College's principal classroom and faculty office facility. When a new academic center was completed in 1974, a gift from Dr. and Mrs. Rex A. Wilcox of Alma made possible conversion of part of the structure as a medical center. It also is used for College mailing and copy operations. Dr. Wilcox was a member of the Board of Trustees and physician for College athletic teams.

**Wright Hall.** Named for and built on the site of one of the College's first residence halls, Wright Hall is a model of environmental sustainability. The newest residence hall balances the heritage of old Wright Hall with the needs of today's students. Opened for residency at the start of Winter Term 2005, the new building is designed for 60 students in double and single rooms equipped with private baths, living rooms and kitchens. Designed to be more like apartments than dorm rooms, the building includes suites and apartments conducive to the "family" atmosphere Alma College projects. The building has rooms set aside for student collaboration and game rooms. Keeping with the commons theme envisioned in the College's strategic plan, a Commons Area provides a venue for social activities and a place for student poets, musicians, actors and artists to showcase their talents. Alumni's fond memories of the first Wright Hall provided the financial impetus for the name and construction.