

Academic Programs: Introduction & Curriculum Overview

At the heart of the Albion Experience is an intellectually stimulating commitment to the liberal arts. Albion's core curriculum is a program of learning that is initiated with the First-Year Seminar and culminates with the conferring of the bachelor's degree. Students begin their academic careers in a First-Year Seminar designed to familiarize them with the liberal arts tradition in an intimate classroom environment that fosters open communication, nurtures critical thinking, and promotes improvement in writing and speaking. Albion is committed to having students complete their undergraduate education with an experience that brings continuity, coherence and focus to their academic course work and that involves the students themselves, soon-to-be graduates, as teachers, facilitators and presenters.

Between the First-Year Seminar and graduation, students complete other core courses: five Modes of Inquiry courses and four category requirements. These courses provide analytic tools for understanding the world, offer rich and complex accounts of social life, encourage examination of these accounts, and contribute to a profound understanding of the interconnectedness of learning and living in a global community. The liberal arts core serves as the impetus and context for lifelong learning, preparing students for the phase after college when they must themselves provide education and expertise as well as continue to learn, and when they must collaborate and facilitate at home, at work, and in a local and the global community.

In addition to the core curriculum, all students are required to complete a major, which provides a depth of intellectual study that prepares students for graduate and professional school, as well as for a rich diversity of careers and life experiences. These majors may be a conventional departmental major, a not-so-conventional interdepartmental major or the unconventional individually designed major. A commitment to academic excellence within all academic departments ensures every student that fulfilling the requirements of the major will be a comprehensive and challenging scholarly experience. Other opportunities for in-depth exploration and clustering of courses include minors and concentrations.

Choice characterizes the general education requirements as well as the major. Each Albion student is an adult, capable of making sensible decisions about his or her personal future. But inherent in the right to make decisions is the potential to make mistakes. So Albion College provides assistance to students in planning their education. Each student must choose a faculty adviser with whom he or she develops a program of study based on the student's goals.

Curriculum Overview

The primary responsibility for meeting the College's academic requirements rests with each student. This chart serves as a guide to the required and elective courses that fulfill the units needed for graduation. They are explained in greater detail on the following pages. The complete requirements for graduation are outlined in the [Academic Regulations](#) section of this catalog.

Core Requirement

I. Liberal Arts 101 (First-Year Seminar; 1 unit)

II. Modes of Inquiry (1 unit in each)

Artistic Creation and Analysis
 Historical and Cultural Analysis
 Modeling and Analysis
 Scientific Analysis
 Textual Analysis

III. Category Requirements (1 unit in each)

Environmental Studies
 Ethnicity Studies
 Gender Studies
 Global Studies
 The Brown Honors Institute [core requirement](#) is found in the Departments and Courses section.

Units for Core: 10

Among the 32 units required for graduation, the following distribution of courses must be fulfilled. These courses can also apply to modes, categories, majors, minors and/or concentrations.

- Two units in humanities (can be from same department) English, Foreign Languages, Philosophy, Religious Studies, Honors
- Two units in mathematics or natural sciences (can be from same department) Biology, Chemistry,

Computer Science, Geological Sciences, Mathematics, Physics, Honors

- Two units in social science (can be from same department) Anthropology and Sociology, Economics and Management, History, Political Science, Psychology, Speech Communication, Honors
- One unit in fine arts
- Art and Art History, Music, Theatre, Honors

Major Requirement

Departmental Majors

Anthropology and Sociology	German
Art	History
Art History	Mathematics
Athletic Training	Music
Biology	Philosophy
Chemistry	Physical Education
Communication Studies	Physics
Computer Science	Political Science
Earth Science	Psychology
Economics and Management	Religious Studies
English	Spanish
French	Theatre
Geological Sciences	

Interdepartmental Majors

American Studies	Mathematics/Physics
International Studies	Public Policy
Mathematics/Economics	

Individually Designed Majors

Units for Major: 8-10

Electives

Departmental and Interdepartmental Minors

Anthropology and Sociology	History
Anthropology, Sociology	Mathematics
Anthropology/Sociology	Mathematics,
Art	Applied Mathematics,
Art, Art History	Statistics,
Biology	Computer Science
Cell and Molecular Biology	Philosophy
Environmental Biology	Philosophy, History of
Chemistry	Philosophy, Philosophy
Communication Studies	of Mind, Value Theory
Computer Science	Physical Education
Economics and Management	Physics
Economics, Management	Political Science
English	Psychology
English, Journalism	Religious Studies
Foreign Language	Theatre
French, German,	
Spanish	
Geological Sciences	Dance
Geology, Environmental	
Geology, Geographic	
Information Systems,	
Paleontology	

Institutes

Brown Honors Institute
Institute for the Study of the Environment
Ford Institute for Public Policy and Service
Gerstacker Institute for Professional Management
Liberal Arts Institute for Pre-Medical and Health Care Studies
Shurmur Education Institute

Interdisciplinary Minors

Asian Studies
Gender Studies
Women's Studies

Concentrations

Environmental Science
Environmental Studies
Ethnic Studies
Human Services
Law, Justice, and Society
Mass Communication
Neuroscience
Professional Management
Public Policy and Service
Women's Studies

General Electives

Units for Electives: 12-14

Total Units for Graduation: 32

[Back to Academic Programs](#)

Academic Programs: The Core Requirement

At Albion, the general education requirement is referred to as "the core." Students begin to fulfill the core in their first semester with Liberal Arts 101; some will be able to complete much of the core requirement by the end of their first year.

I. Liberal Arts 101 (First-Year Seminar; 1 unit)

II. Modes of Inquiry (1 unit in each)

Textual Analysis
 Artistic Creation and Analysis
 Scientific Analysis
 Modeling and Analysis
 Historical and Cultural Analysis

III. Category Requirements (1 unit in each)

Environmental Studies
 Ethnicity Studies
 Gender Studies
 Global Studies

Students must also complete a distribution as follows: one unit in fine arts (art and art history, music, theatre, honors), two units in humanities (English, foreign languages, philosophy, religious studies, honors), two units in mathematics or natural sciences (biology, chemistry, computer science, geological sciences, mathematics, physics, honors) and two units in social science (anthropology and sociology, economics and management, history, political science, psychology, speech communication, honors).

I. Liberal Arts 101: First-Year Seminars

The First-Year Seminars are distinguished by their small class size and close personal attention. Students select from a wide variety of seminars in which academic skills, creativity, active inquiry and collegiality are nurtured. A distinguished convocation series unites these seminars with common threads. In addition, the First-Year Seminars foster co-curricular outreach. First-Year Seminars have the following characteristics.

1. They are inquiry-based, writing-intensive, focused on developing critical thinking skills, and they emphasize discussion.
2. They are as interdisciplinary as possible, exploring multiple modes of inquiry.
3. They nurture creativity in all forms.
4. They encourage community-building and outreach as well as co-curricular experiences.

II. The Modes of Inquiry

The Modes of Inquiry core requirement reflects the awareness that there are several fundamental types of analysis that scholars use to understand the world. All Albion College courses require students to employ analytical and creative tools while completing course assignments. A Mode course, however, requires both professor and student to approach the teaching and thinking process with a significantly higher level of self-awareness and intentionality. Students are required not only to think, but also to think about their thinking.

Textual Analysis

Analyzing a text (including works of art and music, written and oral texts, and rituals and symbols) involves understanding not only what meaning that text holds but also how those meanings are produced, what purposes they serve, and what effects they have, as well as exploring the ways in which a text conveys meaning. In order to fulfill this mode of inquiry, courses must:

1. focus on the methods of analysis employed by at least one specific discipline or area of scholarship;
2. foster inquiry into the particular strengths and weaknesses of those methods;
3. require students to analyze texts in writing;
4. foster inquiry into the intellectual or cultural systems that produce the text's meaning and effects.

Artistic Creation and Analysis

Courses in this mode focus on the uniquely symbolic and expressive way in which the arts explore and express ideas and feelings. In order to fulfill this mode of inquiry, courses must:

1. require the creation or performance, and the analysis of works of art;
2. work with culturally produced rather than naturally occurring objects or experiences that have artistic, social or historical significance (for example, art objects, works of literature or various types of performances);
3. introduce appropriate forms of critical inquiry and analysis, including area-specific vocabularies, materials, techniques and/or methodologies;
4. encourage students to become critical and introspective about their cultural experiences;
5. focus on the methods and materials by which the work produces meaning as well as what meanings are to be produced, emphasizing the dialogue between form and content in the area of study.

Scientific Analysis

Courses in this mode involve the observation and interpretation of the natural world. In order to fulfill this mode of inquiry, courses must:

1. explore the subject matter and methodology of one or more of the natural sciences;
2. demonstrate how fundamental principles of these disciplines form the basis for deriving specific results;
3. require students to make observations and formulate hypotheses to explain their observations;
4. require students to test their hypotheses or other scientific theories to appreciate their strengths and weaknesses;
5. demonstrate applications to human society and the natural world;
6. include a laboratory as a significant component of the course.

Modeling and Analysis

Courses in this mode derive some essential or simplified features from logical, physical, social or biological phenomena, and describe and interpret them within an analytical framework. In order to fulfill this mode of inquiry, courses must:

1. explore logical, physical, social or biological phenomena;
2. enable students to decide which features of the phenomena to describe and what simplifying assumptions to make;
3. derive predictions from the model and interpret them in the original context;
4. consider the usefulness and the limits of the model and compare it with other possible models.

Historical and Cultural Analysis

Courses in this mode focus on how human knowledge is determined by its cultural and historical context, and how this knowledge in turn shapes cultures and creates historical change. In order to fulfill this mode of inquiry, courses must:

1. include material significantly removed from the students' experience either by virtue of cultural or historical distance;
2. direct students to investigate their own cultural and historical moment from a perspective informed by their study of culture or history;
3. require students to explore the specific cultural context of artifacts, to the extent that the course covers artifacts of a different culture or from a different historical period.

III. Category Requirements

A liberal arts education prepares students to play a critical, thoughtful role as citizens in their society. Courses in environmental, ethnicity, gender and global studies deepen students' understanding of themselves, society and the world by introducing them to many different perspectives. To this end, all students are required to take one unit each in environmental studies, ethnicity studies, gender studies and global studies as specified below.

Environmental Studies

Students are required to take one unit from the list of courses approved as satisfying the environmental studies requirement (see www.albion.edu/registrar/). Many of these courses also will satisfy a requirement in a major, in a program, or in a concentration. Each approved course meets the following criteria:

1. It must substantially enhance students' understanding of the earth's environment.
2. It must deal substantially with the consequences of human intervention into natural systems.
3. It must lead students to view the relationship among elements of environmental systems from an interdisciplinary perspective.
4. It must focus on the perspectives that environmental studies brings to the discipline.

Ethnicity Studies

Students are required to take one unit from the list of courses approved as satisfying the ethnicity studies requirement (see www.albion.edu/registrar/). Many of these courses also will satisfy a requirement in a major, in a program or in a concentration. Each

approved course meets the following criteria:

1. It must foster inquiry into the cultural construction of ethnicity.
2. It must focus on the perspectives that ethnicity brings to the discipline.
3. It must place the issues of ethnicity in their historical context. This may include the rediscovery of marginalized texts.
4. It must provide students with the opportunity to examine their own experiences with ethnicity.

Gender Studies

Students are required to take one unit from the list of courses approved as satisfying the gender studies requirement (see www.albion.edu/registrar/). Many of these courses also will satisfy a requirement in a major, in a program or in a concentration. Each approved course meets the following criteria:

1. It must foster inquiry into the cultural construction of gender.
2. It must focus on the perspectives that gender brings to the discipline.
3. It must place the issues of gender in their historical context. This may include the rediscovery of marginalized texts.

Global Studies

Students have two options in fulfilling this category. (1) They may successfully participate in any approved off-campus study program outside of the United States (or the Border Studies Program) for at least one semester and submit a journal reflecting on their experiences. Detailed journal requirements are available at the Center for International Education. International students may fulfill the global category by submitting a journal, subject to the same requirements, reflecting on their experiences at Albion. (2) They may take one unit from the list of courses approved as satisfying the global studies requirement (see www.albion.edu/registrar/). Many of these courses also will satisfy a requirement in a major, in a program or in a concentration. Each approved course meets the following criteria:

1. It must have as an organizing focus topics that are international (focusing on a particular region) or global (focusing on an issue pertaining to multiple regions or countries).
2. It must foster inquiry into the interconnectedness of international issues and students' lives.
3. It should attempt to bring the world into the classroom so that students learn how to function in an international environment and gain a deeper understanding of the world outside the United States.

[Back to Academic Programs](#)

Academic Programs: The Writing Competence Requirement

Continuous development as a writer is a central part of a liberal arts education. All first-year students and new transfer students are required to take a written placement examination during orientation. The majority of students are placed into and encouraged to enroll in English 101, English Composition. Some students will be invited to enroll in English 101H, the honors section of English Composition. English 101 and 101H serve as prerequisites for all other writing courses. Those students who are placed into English 100, Writing Essentials, must complete the class during their first full semester at Albion. A student placed into English 100 may drop or withdraw from the course only if diagnostic testing done the first week of class alters the student's placement. The class must be taken for a numerical grade. Each year, a few students place out of first-year writing classes. During the sophomore year, these students may enroll in English 203, Advanced Expository Writing; English 205, Introductory Creative Writing; or English 207, Contemporary Journalism.

In order to graduate from Albion, all students must pass a Writing Competence Examination unless they received a 4 or 5 on the CEEB Advanced Placement Test in English Composition or were excused because of a high score on the Albion College Writing Placement Examination taken by entering students.

The Writing Competence Examination (WCE) must be taken before the middle of the sophomore year. Students who do not pass on their first attempt must try the examination a second time before the end of their sophomore year. Upon a second failure, students must contact the director of writing and schedule a meeting to review their most recent WCE. After this initial consultation with the director of writing, students will be required to participate in appropriate writing practice and/or tutoring prior to attempting the examination a third time. See below for the steps required by the director of writing.

Students who have completed 14 units or more, but who have not fulfilled the writing competence requirement--or taken appropriate steps with the director of writing to prepare for this examination--will be required to register for subsequent semesters with the sophomore class. Appropriate steps with the director of writing include *all* of the following:

1. an initial meeting with the director to review the student's most recent failed WCE;
2. arrangements determined in consultation with the director for appropriate writing practice and/or tutoring from Writing Center staff;
3. review of writing strategies and guidelines, and practice WCE writing until the student is authorized by the director to attempt the WCE again. No student may receive a degree from Albion College unless the writing competence requirement has been fulfilled. The WCE will be scheduled at least six times each academic year, and no special arrangements will be made for seniors who have not passed by the last examination, except for those students who have consulted with the director of writing and taken appropriate steps to improve their writing.

[Back to Academic Programs](#)

Academic Programs: The Major Requirement

The major requirement represents learning mastery in an area of specialization. Majors are possible in three separate areas -- the departmental major, the interdepartmental major and the individually designed major.

Departmental major requirements are determined by each of the academic departments. These include a maximum of 10 required units in the department as well as possible cognates within other areas. A student may declare two majors. Requirements for departmental majors are revised periodically, and full details appear in each departmental description in the [Departments and Courses](#) section of this catalog. The departmental majors offered at Albion are listed below:

Anthropology and Sociology	German
Art	History
Art History	Mathematics
Athletic Training	Music
Biology	Philosophy
Chemistry	Physical Education
Communication Studies	Physics
Computer Science	Political Science
Earth Science	Psychology
Economics and Management	Religious Studies
English	Spanish
French	Theatre
Geological Sciences	

Interdepartmental majors include American studies, international studies, mathematics/economics, mathematics/physics and public policy. Complete details are listed under the [Departments and Courses](#) section of this catalog. Once an interdepartmental major is established, it is administered in the same way as a departmental major.

Individually designed majors allow freedom of choice. Under this program students have created their own majors in such fields as arts administration, environmental science, cognitive science, Latin American studies, political economy, twentieth century social philosophy and public health.

Albion permits a student to design an individual major by first proposing it to a faculty member willing to serve as the major adviser. The student and the adviser must identify two other faculty members who will serve with the adviser as the student's "major committee." One member of the committee must come from outside the adviser's own department. Before beginning an individual program of study, the student must secure the major committee's unanimous approval of the proposed program as well as the approval of the College vice president for academic affairs. This approval must be granted no later than midsemester of the second semester of the student's junior year. A copy of the approved program and any subsequently approved changes are to be filed with the registrar after being signed by the vice president for academic affairs. In essence, the program then becomes an agreement between the student and the institution. The requirements for an individual major include a minimum of eight units of course work, plus one unit of directed study which demonstrates ability to perform independent scholarship or creative activity related to the proposed major program.

An individually designed major provides an opportunity for the student to vary his or her curriculum. An example is a student wishing to major in "British government." Such a major is not offered under the interdepartmental program, nor is it a subject most undergraduates pursue. At Albion, a student can combine courses from the Departments of Political Science, History, Economics and English to show substantial knowledge of British government.

Detailed regulations and forms for filing an individually designed major are available from the [Registrar's Office](#).

[Back to Academic Programs](#)

Academic Programs: The Minor Option

In addition to their major, students have the option of choosing a minor in a different area of specialization. Most academic departments offer at least one minor; specific requirements for the various minors are available from the departments.

Requirements in minors for students pursuing teacher certification are available from the Education Department. (Academic departmental minor requirements and the teaching departmental minor requirements may vary; students must contact the Education Department regarding specific requirements.)

Interdepartmental minors are also an option, offered through the cooperation of several academic departments. Students having specific questions regarding these minors should contact the [Registrar's Office](#).

[Back to Academic Programs](#)

Academic Programs: The First-Year Experience

The William Atwell Brown, Jr., and Mary Brown Vacin [First-Year Experience](#) assists students in making the transition from high school to college. Through a broad array of academic and co-curricular programs, the First-Year Experience provides a foundation for students that will sustain them throughout their undergraduate years and that will enable them to achieve their academic and personal goals. The principal features of the program are described below.

Academic and General Advising -- The advising process begins during new student orientation and continues in periodic meetings with faculty advisers and Student Affairs staff during the first year.

First-Year Seminar (LA 101) -- Designed to introduce entering students to the liberal arts tradition, the First-Year Seminars nurture academic skills, creativity and active inquiry. Small class sizes ensure constant interaction among faculty and students. The seminars often address cutting-edge topics, and most include research projects or other hands-on learning experiences. Some feature an extended field trip, to a location in the U.S. or overseas, to give students a firsthand look at the issues they are studying.

Recent seminar topics have included: Genes and Society, Justice, Art in the Environment, Water: Science and Policy, the Holocaust, and Albion and the American Dream. The class schedule, available at www.albion.edu/registrar/, lists the seminars offered for the current academic year.

Seminar Associations -- The students enrolled in a First-Year Seminar also come together as a Seminar Association. Led by a peer mentor, the association members will participate as a group in the Learning Strategies Workshops during the fall semester and continue to meet for both academic and social events during the spring semester of the first year.

Learning Strategies Workshops -- Running in tandem with the First-Year Seminars, the Learning Strategies sessions are geared to helping first-year students succeed at Albion. They introduce students to campus support services, equip them with time-management and other decision-making skills, and assist them with academic and personal goal-setting.

In the Richard M. Smith Common Reading Experience, offered as one of the Learning Strategies sessions, students and faculty discuss a book they have read during the preceding summer. Past Common Reading Experience selections have included Ron Suskind's *A Hope in the Unseen*, Debra Dickerson's *An American Story*, Barbara Ehrenreich's *Nickel and Dimed* and Moises Kaufman's *The Laramie Project*. Through reading and discussion, students develop a greater appreciation for the perspectives of racial and ethnic minorities and for the ways diversity enriches American society.

Academic Planning -- Throughout their four years at Albion, students are encouraged to think about their career and personal goals, as well as the academic experiences that will enable them to reach those goals. After completing a self-assessment, students create a digital portfolio, which will eventually reflect their academic achievements; internship, research and other practical experiences; leadership accomplishments; and community service. Students maintain their portfolios on the World Wide Web so that they may be easily shared with prospective employers and graduate schools.

For more information on the First-Year Experience, contact the First-Year Experience office.

[Back to Academic Programs](#)

Academic Programs: Foundation for Undergraduate Research, Scholarship, and Creative Activity (FURSCA)

The [Foundation for Undergraduate Research, Scholarship, and Creative Activity](#) (FURSCA) was established to promote and support student research, original scholarship and creative efforts in all disciplines. Through a number of programs, taking place at all points in a student's career at Albion, FURSCA can help students pursue independent study in their areas of interest. Students work closely with a faculty mentor to develop and carry out research or other creative projects. Participation in such projects provides valuable experience beyond the scope of classroom work, and enhances a student's preparedness for future employment or graduate studies. Some examples of FURSCA programs are listed below.

Student Research Partners Program -- Geared toward first-year students, this program pairs a student with a faculty mentor to work on a project related to the faculty member's research or creative area. Students gain hands-on experience with scholarship in a specific field, and may elect to continue during their sophomore year. Participation is selective, based on high academic achievement, and stipends are awarded.

Research Grants -- Students may apply for funds to support research or other creative projects. Students must work closely with a faculty adviser; however, projects are not limited to any particular discipline. Grants may be awarded to pay for supplies, printing costs, subject payments, software or other costs associated with completion of the project.

Travel Grants -- Students may be awarded travel funds to help cover expenses associated with travel to attend professional meetings at which they will present the results of their research or creative projects.

Summer Research Fellowship Program -- A select number of students may remain on campus during the summer, earning a stipend, to work on research or creative projects. In addition to working closely with a faculty adviser, students participate in weekly seminars with other students in the program.

Elkin R. Isaac Student Research Symposium -- This annual symposium features student research and creative projects from the preceding year. Held each spring in conjunction with the Honors Convocation, this day-long event includes guest speakers and showcases the excellent creative work done by Albion College students.

For further information about FURSCA and its programs, contact Andrew French, FURSCA director, or Jennifer Cook, FURSCA associate director.

[Back to Academic Programs](#)

Academic Programs: The Foundation for Interdisciplinary Study (FIS)

The Foundation for Interdisciplinary Study (FIS) focuses resources on empowering faculty to integrate interdisciplinary study into their courses and their pedagogy. Faculty members are encouraged to reach across traditional disciplines and explore new ideas, engage in collaborative projects and develop innovative new courses and teaching approaches. The term "foundation" conveys a dual meaning of being a philosophical underpinning for a liberal arts education and an administrative entity providing funds for innovative projects. The ultimate purpose of the FIS is to support an outstanding liberal arts education that has interdisciplinarity at its very core.

[Back to Academic Programs](#)

Academic Programs: Institutes

Albion's Institutes integrate theoretical and practical learning in distinctive and challenging ways. Intended for students who desire preprofessional preparation and academic work focused in a specialty area, the Institutes each have a specific curriculum and may include an internship, a capstone experience and opportunities for independent research. Successful completion of an Institute's program, which is noted on the student's academic transcript, confers an advantage in gaining admission to graduate or professional school or in beginning a career.

Prentiss M. Brown Honors Institute

The [Prentiss M. Brown Honors Institute](#) is designed for students interested in challenges and opportunities that go beyond those offered by traditional lecture and laboratory courses. Through small discussion classes, field trips, retreats, guest lecturers, independent research and individualized faculty mentoring, the Institute provides a stimulating variety of academic experiences for talented students. All Brown Honors Institute graduates culminate their academic experience with an extensive research or creative project. Participation in the Institute may be combined with any major and with any of Albion's career preparation programs in law, medicine, public service, environmental science, or business management.

Academic Program -- Although they are not separated from the campus at large, Honors students at Albion do enroll in four unique Honors seminar courses in their first two years. [Great Issues in Science, Humanities, Social Science and Fine Arts](#) all explore topics of current interest through the use of classical and contemporary readings. Through their small size, discussion format and emphasis on critical thinking and writing, these special courses encourage students to value ideas and to play active roles in their own intellectual development. They also fulfill the [special core curriculum](#) for Honors students.

In addition to the Great Issues seminars, Honors students must graduate with at least a 3.5 cumulative grade point average and produce an Honors thesis. The Honors thesis presents a unique opportunity for Honors students to develop their capacity for original and independent research or creative activity. It also provides excellent preparation for a variety of graduate programs and careers. Work on the thesis begins in a student's junior year. For those who need help in selecting a thesis topic and finding an adviser, the Institute offers an optional Thesis Development Colloquy to guide them through the process. All research and writing of the thesis takes place with close supervision of a faculty thesis adviser and two other faculty readers of a student's choosing. The Foundation for Undergraduate Research, Scholarship, and Creative Activity (FURSCA) also provides funds and summer research opportunities to support this project.

Special Features -- The Prentiss M. Brown Honors Institute Center is located in the historic Observatory building and contains a seminar room for Honors classes, the Honors coordinator's office, as well as meeting, library, computing and study areas for Honors students and their guests. Finally, the Institute provides Honors students with opportunities to participate in our Prentiss M. Brown Common Reading Experience, attend popular cultural attractions, have special access to distinguished campus visitors, and to plan and run a variety of other social and intellectual activities through participation in the Honors Council.

Admission -- Albion's Brown Honors Institute accepts applications from students who show superior academic promise. Recognizing there is no one criterion by which academic potential is measured, the Honors Committee annually selects a group of applicants whose high school records, scores on national tests, essays and personal interviews indicate exceptional promise. Currently enrolled Albion College students, as well as high school seniors, may apply for admission to the Institute.

[Apply to the Brown Honors Institute.](#)

[Contact the director for more information.](#)

Institute for the Study of the Environment

The [Institute for the Study of the Environment](#) encourages students to understand the environment and the human place in it by combining the intellectual tradition of the liberal arts with the practical experiences gained in internships and research projects. The Institute's concentrations in environmental sciences and environmental studies allow students to explore environmental questions through participatory learning and research in preparation for graduate studies and/or careers in regulation, remediation, policy formulation, education and the law. The Institute also sponsors internship opportunities, seminars and travel experiences designed to confirm the relationship between the liberal arts and environmental concerns.

The Institute, through its member students and affiliated faculty, encourages all Albion students to develop an awareness of the physical makeup of the biosphere and an appreciation of the vulnerability of the ecosystem. It further encourages students to explore environmental issues from multidisciplinary perspectives and to recognize that their actions have environmental consequences. Through dynamic interaction between environmental theory and practice, locally based but recognizing that the environment knows no boundaries, the Institute enriches its immediate and extended communities.

The Institute is headed by a director with assistance from a faculty/student advisory committee.

Admission -- Students must apply for admission to the Institute and the concentrations that it sponsors. Normally this step is taken as part of the application process to the College, and most members are admitted as incoming students. Students may also apply during their first two years at the College.

[Apply to the Institute for the Study of the Environment.](#)

[Contact the director for more information.](#)

Environmental Sciences Concentration

The environmental sciences concentration is intended for students who are majoring in one of the sciences offered at Albion and who are planning a career in the environmental field, either as a researcher or practitioner. The concentration provides both breadth and depth in sciences other than the major field of study, as well as practical experience through an internship.

Students who complete this concentration will be well prepared for graduate work in this area, or for entry-level jobs working with environmental consulting firms, analytical laboratories, government agencies or advocacy groups.

Requirements -- The concentration, comprised of seven units of course work plus an internship, has the following requirements.

1. A major in biology, chemistry, geology, mathematics, computer science, mathematics/physics, or physics.
2. An environmental internship (one-half to two units).
3. Experience in two sciences outside the student's major by taking three units in one and two in another. At least three of these five courses must be above the introductory level, which means that these courses must have prerequisites. Courses are to be selected from the following list and in consultation with the concentration director and the student's major department. It is possible to substitute other upper level science courses, depending on the interests of the student.

Biology

195	Ecology, Evolution and Biodiversity
215	Aquatic Botany
216	Vascular Plants
225	Invertebrate Zoology
227	Vertebrate Zoology
237	Ecology
332	Microbiology
365	Environmental Microbiology

Chemistry

121	Structure and Equilibrium
123	Inorganic Chemistry: Introduction
200	Chemistry and Social Problems
211, 212	Organic Chemistry
206	Chemical Analysis
327	Advanced Physical and Analytical Laboratory (.5 unit)

Geology

101	Introductory Geology
202	Ground Water
216	Environmental Geology
307	Geochemistry
211	Remote Sensing and Geographic Information Systems
311	Advanced Geographic Information Systems

and one of the following:

Geology

205	Sedimentation and Stratigraphy
208	Geomorphology
306	Glaciers and the Pleistocene

Mathematics and Physics count as one focus area.

Mathematics and Computer Science

141	Calculus of a Single Variable I
143	Calculus of a Single Variable II
171	Introduction to Computer Science I
173	Introduction to Computer Science II

Physics

115, 116	General Physics
167, 168, 169	Analytical Physics I, II, III
242	Introduction to Theoretical Physics

4. ENVN 220, Economics, Ethics and Environmental Policy (one unit).

5. One course in statistics from the Mathematics Department.

6. Attendance at a series of seminars each semester. In these, students who completed internships the previous semester will report on them, and other items of general interest, such as graduate schools and careers, will be discussed.

Environmental Studies Concentration

The environmental studies concentration is designed for students who have an interest in environmental issues and plan careers in related fields. The choice of courses for this concentration is more open than in the environmental science concentration, due to the varying interests and backgrounds of the students who choose this option. Participating students may pursue a major in any field.

Students who complete this concentration might, for example, enter science journalism or work for environmental advocacy groups.

Requirements -- The following are required for the concentration, which may be completed in conjunction with any major at the College:

1. An environmental internship (one-half to two units).
2. ENVN 102, Introduction to the Environment (one unit).
3. ENVN 220, Economics, Ethics and Environmental Policy (one unit).
4. Two skills courses selected from the following:

Economics 101	Introduction to Economics
English 203	Advanced Expository Writing
Political Science 216	Public Policy Analysis
Mathematics 210	Introduction to Statistical Analysis

No more than one lab science course selected from the following (this option not available for science majors):

Biology 195	Ecology, Evolution and Biodiversity
Geology 101	Introductory Geology
Chemistry 121	Structure and Equilibrium

5. Two courses that deal explicitly with environmental issues, selected in consultation with the director.

6. Course *in the student's major* that is given an environmental focus by completion of an environmental paper, project or activity within the existing structure of the course. Normally these will be at the 200-level or higher. This work will be done in consultation with the director and the course instructor.

7. Attendance at a series of seminars each semester. In these, students who completed internships the previous semester will report on them, and other items of general interest, such as graduate schools and careers, will be discussed.

Internships

The internships required by each concentration allow students to learn how environmental issues are dealt with on a practical, professional level. A wide range of internship opportunities is possible. Students have helped develop environmentally sound practices for major corporations and municipalities, conducted polling for an environmental advocacy group, assessed the health of transplanted eel grass communities in Washington's Puget Sound, developed environmental educational materials in Alaska and worked as a back country ranger in Texas. Summer research can also meet this requirement; students have conducted research on jaguars in Costa Rica, river sediments in Michigan, contaminated marshes in New York State and zooplankton in the Atlantic Ocean.

Institute Activities

The Institute sponsors several other opportunities for student enrichment, including field trips, student research projects and a seminar program. The Institute offers an annual field trip to see important ecosystems within the United States, and human impacts on these systems. To support student research, the Institute provides stipends for students who elect to spend the summer on campus working on independent research projects. The bi-weekly environmental seminar provides an opportunity for students to hear about other students' research and internship experiences, recent graduates' experiences in work and graduate school, faculty lectures on environmental topics, and senior professionals' reflections on their careers. Each year the Institute brings a prominent speaker to campus for a lecture and other interactions with students. Albion is an affiliate member of the School for Field Studies, which offers environmental field studies in Australia, Mexico, Turks and Caicos Islands, Costa Rica and Kenya.

Gerald R. Ford Institute for Public Policy and Service

The [Gerald R. Ford Institute for Public Policy and Service](#) assures qualified students a broad liberal arts education with concentrated study in the areas of government and public service. Special emphasis is given to problem-solving, decision-making and leadership. The program also requires students to complete a one-semester internship in public service.

The Ford Institute concentration is open to students with a serious interest in public service, regardless of their major. Present membership includes students with majors as diverse as art, biology, economics and management, English, history, music, philosophy, political science, psychology, and sociology. The program includes courses in ethics, public policy and communication, as well as a range of choices from courses in economics and management, English, foreign language, history and political science.

A director and an associate director administer the program with assistance from a faculty advisory committee and a student council. An off-campus advisory committee is composed of individuals distinguished for their public service.

Curriculum -- First-year students in the Ford Institute are expected to take PBSV 101, Introduction to Public Service. Upperclass students take courses in public policy, ethics, writing, speech communication or foreign language. All seniors participate in the senior colloquium (PBSV 397).

Internships -- The one-semester internship allows Institute students to apply the concepts learned in the classroom. Internship opportunities are extremely diverse and have included placements in Washington, D.C., Philadelphia, Chicago, Michigan state and local government, and sites in England, France, Germany, Mexico and Australia. Traditionally taken during the junior year, internships are coordinated through the Ford Institute and include a system of student reporting and evaluation.

Institute Activities -- Students also have an opportunity to work on the arrangements for visitors to the campus. Past visitors have included United States senators, ambassadors, governors, and members of Congress and state legislators. Each year, the Ford Institute sponsors lectures and other programs by distinguished public speakers. Student involvement includes the selection of speakers and visitors, and meeting and talking with the visitors while on campus.

Admission -- Students are admitted to the Ford Institute only after being admitted to Albion College. Admission to the Ford Institute is selective. Participants are selected based on their proven leadership, interest in public service, academic ability and previous involvement in political, community and school activities.

All students are expected to maintain a high level of academic performance once admitted, to continue their involvement in campus and community affairs and to become involved in Institute activities.

[Apply to the Gerald R. Ford Institute for Public Policy and Service.](#)

[Contact the director for more information.](#)

Carl A. Gerstacker Liberal Arts Institute for Professional Management

The [Carl A. Gerstacker Liberal Arts Institute for Professional Management](#) combines the traditional strengths of the liberal arts with the knowledge, skills and experiences necessary for entry into leadership and management positions in today's global environment. Since 1973, the Gerstacker Institute has earned an excellent reputation for preparing corporate executives, entrepreneurs, accountants, non-profit managers, attorneys and family business owners. In addition, a high percentage of Institute graduates have attended top-tier business and law schools.

Two academic programs are possible within the Institute. One is the Gerstacker Institute concentration, which is for students who major in economics and management. The other is the management minor--Gerstacker track for students who have a major in a field other than economics and management. Students must be admitted to the Institute prior to pursuing either of these programs of study.

Gerstacker Concentration -- Students complete degree requirements for a major in economics and management, beginning with introductory courses in microeconomics, macroeconomics and financial accounting. A variety of management elective courses are also available in the Department of Economics and Management, including accounting, finance, international business, marketing, human resources and international trade. Students also select related courses in communications, English, ethics, mathematics (at least through Calculus I), foreign languages, psychology, sociology, computer science, political science and other areas. Finally, all Gerstacker concentration students complete two internships or other approved off-campus experiences (as described later in this section).

Management Minor--Gerstacker Track -- This option is a minor within the Economics and Management Department designed for students who seek the core elements of the Gerstacker Institute, but are majoring in a discipline other than economics and management. The six-unit minor begins with the same introductory courses in microeconomics, macroeconomics and financial accounting as in the Gerstacker concentration. Students must then select two additional management courses. With the help of the Gerstacker Institute associate director and department faculty, these electives can be selected to tailor this management minor to any academic major or area of professional interest. Students who select this minor also complete a one-unit internship in a management setting.

Internships and Study Abroad Opportunities -- Key features of the Gerstacker Institute are the opportunities for students to participate in off-campus internships and study abroad opportunities. Three possible alternatives exist within the Gerstacker Academic Program.

1. The first is to do two full-time internships at businesses throughout the U.S. The vast majority of these internships are paid and consist of three or four months of employment in an organization chosen by the student in consultation with the director.
2. A second alternative is to do one internship as described above and one study abroad semester. The overseas experience could be at a foreign university in the student's second language or in English. This foreign study program would be completed during a full-time academic semester.
3. The third alternative is to do a full-time internship as in option 1 above and do an off-campus semester that includes both an academic component and an internship experience. For example, a student could take two or three courses and work 15-20 hours per week.

Academic credit is given for internships on a credit/no credit basis based on successful job performance and completion of the academic requirements of the internship, registration through Albion College and payment for one unit of credit.

Eligibility for the first internship begins with the second semester of the sophomore year. The ideal time for the study abroad experience is during the junior year. A sample sequence is shown below only for illustrative purposes. The actual sequence may vary to meet the individual needs of students. A summer session is offered after the sophomore year to make up for academic time missed during internships.

Sample Sequence of Study/Internship

YEAR	FALL	SPRING	SUMMER
Freshman	On Campus	On Campus	Free
Sophomore	On Campus	Internship	Summer School
Junior	On Campus	On Campus/Abroad	Internship
Senior	On Campus	On Campus	

Special Features -- Members of the Gerstacker Institute are invited to participate in workshops aimed at building a professional portfolio and developing career search skills. In addition, the Institute each year sponsors an Ethics Symposium and hosts dozens of speakers, from numerous business fields, who share their experiences. The Briton Business Consultants is a student-run company operating under the auspices of the Institute and providing area businesses with services including feasibility studies, market research and continuous improvement projects.

Admission/Scholarships -- The Gerstacker Liberal Arts Institute for Professional Management enrolls a select number of students each year. Students considered for admission typically have shown evidence of strong leadership and intellectual abilities as well as interest in

and awareness of the world around them. They have above average high school grades and standardized test scores. The application process includes completion of an essay and a personal interview with the director. Students may apply for the Institute along with, or subsequent to, applying to the College.

Students admitted to the Gerstacker Institute may be considered for scholarships which are separate from other aid awarded by Albion College. These endowed scholarships are awarded on the basis of high school academic achievement, leadership experiences and college entrance examination scores. They may be renewable each year for up to four years, contingent on a continued high level of academic performance and significant participation in Institute activities.

Due to the limitations on space and the strong interest in the Institute, early application is advised.

[Apply to the Carl A. Gerstacker Liberal Arts Institute for Professional Management.](#)

[Contact the director for more information.](#)

Liberal Arts Institute for Pre-Medical and Health Care Studies

Albion College's pre-health professions program has an excellent reputation for providing academic preparation for students wishing to enter the medical professions. The mission of the Liberal Arts Institute for Pre-Medical and Health Care Studies is to continue this fine tradition while expanding the scope of educational opportunities by integrating analysis of issues such as advances in genetic technology, ethical decision-making in a biomedical context, health insurance limitations, and the influence of cultural values on health care decisions. This exploration is accomplished through seminars, guest lectures and joint programs with other college entities.

The [Liberal Arts Institute for Pre-Medical and Health Care Studies](#) (PMHCS) supports all students who are interested in a health-related career, including but not limited to those who plan to enter the practice of medicine. PMHCS provides academic and career advising and sponsors workshops, speakers, volunteer and internship opportunities, and a variety of special programs for all pre-health students. All students accepted to Albion College who pursue pre-health studies are considered affiliates of the Institute. Affiliates of the Institute have access to a resource library with information about careers and programs.

PMHCS also has an associate membership level. These members generally apply for admission to the associate level as incoming students, but students may also apply during their first year of studies. Besides having a solid academic background, associate members have generally spent considerable time exploring their chosen career before coming to Albion. The associate membership level offers extra training and programs such as CPR courses, reading groups and ethics discussions.

With an aging population and political pressure to guarantee access to health care for all Americans, it is vital that we train individuals not only to become competent medical practitioners but also to become caring professionals who are well-versed in the issues facing the medical field. Additionally, with the increased globalization of our society, it is important for students to recognize the contribution of various cultures to our body of health care knowledge and to discuss ways in which the global disparity of access to quality medical care can be minimized. This Institute offers students their critical first steps toward becoming well-educated, compassionate medical professionals.

Curriculum -- Students are required to complete the appropriate prerequisite courses for the professional school they plan to attend. Pre-health students can major in any field and are encouraged to explore the full range of liberal arts course offerings in subjects including anthropology, sociology, economics, art, art history, psychology, history, philosophy and many other fields.

Activities -- All pre-health students have access to speakers, workshops and advising sponsored by the Institute, and they are encouraged to explore the extensive resource library maintained by the Institute. First-year associate members also participate in a colloquium series that focuses on topics in health care and career issues. Upper-level associate students participate in discussion groups, meet with speakers, and are encouraged to complete an internship and/or research projects.

Admission -- All students who come to Albion with pre-health interests are considered affiliates of the Institute. Students who wish to be associate-level members must apply for admission to the Institute. This step is usually taken as part of the application process to the College, and most members are admitted as incoming students. However, students may also apply during their first year of studies. Students are admitted based on their understanding of, and commitment to, a health-related career. Once admitted, students are expected to maintain a high level of academic performance, to continue to explore the health care field and to participate in Institute activities.

[Apply to the Liberal Arts Institute for Pre-Medical and Health Care Studies.](#)

[Contact the director for more information.](#)

Fritz Shurmur Education Institute

The [Fritz Shurmur Education Institute](#) advances the liberal arts tradition as an excellent foundation for teacher preparation. The Education

Institute equips students seeking teacher certification and professional preparation with a distinctive and relevant undergraduate education that combines the following qualities: the depth of a major in a discipline; the breadth and interdisciplinary focus of an innovative core curriculum; an array of practical skills in classroom teaching; a thorough understanding of and engagement with broad issues impacting education; and the ethics of civic responsibility and affirming diversity.

The distinctive focus of the Shurmur Education Institute is to link the Albion College teacher certification program to the Albion Public Schools and other area schools in innovative and exemplary ways. This intentional engagement with area schools will enhance the preparation of Albion's teacher education students and provide opportunities for a rich multicultural experience and a more meaningful involvement with policy issues.

With support from the Shurmur Education Institute, graduates of the Albion teacher education program will become superior teachers--well-versed in their subject areas, highly skilled in sharing their knowledge with their students and dedicated to engaging their students in lifelong learning. Because of their own liberal arts perspective, they will help their students make connections among diverse fields and understand how their education relates to the world beyond the classroom. Additionally, through the Education Institute's research and scholarship activities, prospective graduates will become knowledgeable about, and involved in, educational reform at the local, state and national levels.

Requirements -- The program of study for the teacher certification program may be found in the Education Department listing. Elementary education students must complete a teaching major, a Planned Program and core education courses leading to certification in a self-contained K-5 classroom, with an option for teaching a subject area in grades 6-8. Secondary and K-12 education students must complete both a major and a minor in addition to education courses. The teaching majors and minors available at Albion College are listed in the Education Department description, and specific course requirements for each are listed under the respective academic departments in the "Departments and Courses" section. Shurmur Education Institute certification students are required to maintain a 2.7 cumulative grade point average, and a 3.0 average in their major, minor, and in other course work required for the teacher certification program.

Activities -- In addition to the teacher certification program, the Shurmur Education Institute offers other academic activities for its students. The Institute sponsors nationally known speakers, and, after lectures or performances, offers public roundtable discussions focused on topics related to education and public policy. Field trips to different educational settings allow students to experience different models of educational practice in other regions of the country or the world. The Ferguson Center for Technology-Aided Teaching helps students thoughtfully integrate the use of technology into their teaching, and offers opportunities to develop pilot projects, symposia and other structured study of academic technology.

Students are invited to partner with faculty in educational research based in, or in cooperation with, the local schools. They find encouragement and support in developing a research and scholarship agenda that addresses issues of public policy in education. Students also have the opportunity to travel to at least one professional educators' conference.

Admission -- The Education Department, working in conjunction with the Shurmur Education Institute, will admit to the teacher education program second-year students who demonstrate both a strong intellect and an ethic of caring in anticipation of entering the teaching profession. Similarly qualified students may also be admitted after the second year. In order to be accepted and placed in the teacher education and certification program, students are advised to fill out an interest form in the Education Department Office in Vulgamore Hall. [Contact the director](#) for further information on the Shurmur Education Institute and the teacher education and certification program.

[Back to Academic Programs](#)

Academic Programs: Concentrations

A concentration is a program of study taken in addition to a major. The purpose of a concentration, which includes an internship, is to help a student explore specific career possibilities within the framework of a liberal arts education. Six to eight units are normally required for a concentration, including all course work and the internship. See also the concentrations affiliated with Institutes: environmental sciences, environmental studies, professional management and public service (described in the preceding section).

Environmental Science Environmental Studies

See [Institute for the Study of the Environment](#).

Ethnic Studies

Ethnic studies is both the comparative study of ethnicity and the study of the culture and history of particular ethnic groups within the United States. As the study of ethnicity, ethnic studies examines factors that account for the creation and maintenance of ethnic identity, the development of ethnic stereotypes and prejudice, and the quality of ethnic relations. In regard to particular ethnic groups, ethnic studies encourages the exploration of the specific histories, values and contributions of the country's many constituent groups. Ethnic studies provides the means to identify the prejudices and assumptions that have shaped traditional scholarship in the academic disciplines and to correct these biases.

The ethnic studies concentration allows students to acquire an area of expertise that will complement their major. Knowledge of ethnic traditions and ethnic relations are sought after in many fields including but not limited to politics, social services, business, law, medicine and psychology-related careers. This demand recognizes both that America is an increasingly multicultural society and that business people and professionals need to know these multiple groups in order to serve them better.

Requirements -- The ethnic studies concentration includes five or six units, to be divided as follows:

1. ETHN 103, Introduction to Ethnic Studies (one unit). All students must take Introduction to Ethnic Studies, unless exempted by the director of ethnic studies.
2. Four units of elective courses concentrating on ethnicity or particular ethnic groups. The courses, to be chosen in consultation with the director of ethnic studies, must include at least three upper-level units (defined as having a prerequisite or as above the 100-level, depending on the department):

Native North America (Anthropology and Sociology 256)
 Race and Ethnicity (Anthropology and Sociology 345)
 Art as Political Action (Art History 311)
 Race and Its Representation in American Art (Art History 312)
 Minority Images in American Media (Communication Studies 312)
 Issues in Modern Political Economy (Economics and Management 322)
 Foundational Contexts of Education (Education 202)
 Secondary Methods (Education 331)
 Latina/o Literature (English 211)
 African American Literature (English 234)
 Twain and Faulkner (English 239)
 Immigration in Literature (English 246)
 Eighteenth-Century Culture Shocks (English 338)
 Contemporary Literature (English 341)
 The Problem of Race in American Literature (English 360)
 French Louisiana (French 330)
 Multicultural Germany (German 314)
 Early America: Three Worlds Meet (History 121)
 African American History from Africa to 1865 (History 242)
 African American History, 1865 to the Present (History 243)
 Native North America (History 256)
 Slave Societies of the Americas, 1500-1900 (History 300)
 Race and Nationality in American Life (History 331)
 Harlem Renaissance (History 380)
 History of Women in the United States, 1877-Present (History 390)
 The 1960s (History 398)
 Evolution of Jazz (Music 119)
 Movement, Brain Development and the Classroom Teacher (Physical Education 310)

Special Education in Physical Education (Physical Education 360)
 Urban Politics and Policy (Political Science 308)
 Political and Social Movements (Political Science 319)
 U.S. Latino/Chicano Literature and Culture (Spanish 362)

3. An ethnic studies-related internship (one-half to one unit) in the local community, in ethnic communities elsewhere in the United States, or study and research in ancestral communities or multi-ethnic communities outside the United States. (See also p. 108.)
4. ETHN 370, Ethnic Studies in Theory and Practice (one unit).

Admission -- The ethnic studies concentration is open to all students, regardless of academic major. However, students must be accepted into the program and should apply no later than the second semester of their sophomore year. For more information and an application form, contact Marcy Sacks (History), director of the concentration.

Human Services

Albion's human services concentration is designed to allow students to explore their interest in various human service careers as well as to prepare them for entry level positions upon graduation. This concentration is taken in addition to a student's academic major. Although open to any student, it will probably appeal most directly to students interested in areas such as public policy, health care, counseling, social work, community service, ministry, child care, legal aid and advocacy, and community action.

Requirements -- A total of eight units is required for the concentration. The concentration includes three important features. First, a core of five units, each focusing on a different area of competence, is required. These areas include introduction to human services and skills for human services, as well as knowledge of the individual within the lifespan, the theory and function of organizations, and the social and cultural context. A student may not take more than two core courses in his or her major.

Second, students complete at least one unit of internship. This requirement may be satisfied by either the psychology practicum or an appropriate internship which is arranged through the student's major department. The following represent possible internship sponsors: private social agencies, family-related agencies, institutions serving children and teenagers, churches and church-related institutions, crisis intervention agencies, state and local governments, and community organizations.

Third, students take a minimum of two units of supplemental courses that add depth to the internship experience. The courses are selected to complement and amplify a student's special interests, especially in relation to the internship. Existing courses have been identified as suitable supplemental courses and a list of these is available to students.

The five core areas are listed below, with a general description of each area and the designated course(s) which will fulfill the area requirement.

Introduction to Human Services -- Acquaints the beginning student with the human services field, including the philosophy, values, directions, and broad scope of the human services, and explores the student's motivation and values in relation to a career in a helping field. An interdisciplinary course is designed specifically for this area (HUSV 101).

Skills for Human Services -- Provides the student with theory, knowledge and instruction in some of the helping skills, such as listening, counseling, and small group and interpersonal communications. This area would be satisfied by one of the following:

Interpersonal and Family Communication (Communication Studies 202)
 Small Group and Organizational Communication (Communication Studies 203)
 Introduction to Counseling (Psychology 380)

Individual in the Life Span -- Focuses upon the content, context and transitions of different stages in human life. Provides a broadly-based knowledge of the individual. This area would be satisfied by one of the following:

The Sociology of Sex and Gender (Anthropology and Sociology 333)
 Developmental Psychology (Psychology 251)

Theory and Function of Organizations -- Provides knowledge of the theory, nature, and function of organizations. Students gain an overview that can enable them to evaluate and deal critically with bureaucracy, both within and without its institutional structures. This area would be satisfied by one of the following:

Human Resource Management (Economics and Management 355)
 Public Policy Analysis (Political Science 216)
 Urban Politics and Policy (Political Science 308)
 Industrial and Organizational Psychology (Psychology 246)

Social and Cultural Context -- Provides the theory and knowledge necessary to perceive the significance of social and cultural contexts for understanding diverse ways of life. This area would be satisfied by one of the following:

Race and Ethnicity (Anthropology and Sociology 345)
 Social Stratification (Anthropology and Sociology 370)
 Christian Ethics (Religious Studies 242)

Admission -- Admission to the human services concentration is based on genuine interest in exploring one or more of the human services areas and evidence of academic ability. Students must apply for admission to the concentration and are urged to do so in their first year at Albion, and no later than their junior year.

The Human Services Advisory Committee administers the program and the members serve as advisers to the students in the human services concentration. For more information and an application form, contact the chair of the Human Services Committee.

Law, Justice, and Society

Law is one of the most significant expressions of a society's social and political development. We live in a period of widespread public interest in law that arises from a concern with problems of social justice, social control and social deviance. The traditional academic disciplines have increasingly focused on such issues as the nature and origin of law, law-making and law-breaking, rights and obligations, and freedom and responsibility. These are matters of increasing concern to teachers, social workers, business executives, doctors and public servants whose professional responsibilities demand knowledge of the relationship of law to their own fields.

The goals of this interdisciplinary concentration are to affirm the intellectual importance of the study of law and society, and to provide a framework whereby faculty and students may explore different approaches to law by using the resources of one or more disciplines. The curriculum is designed to equip students with the knowledge to understand legal institutions, practices and ideas, and also to grasp their relationship to larger social, economic and political forces. The concentration in law, justice, and society should be seen within the context of an undergraduate liberal education. That is, it is not a preprofessional program, but is designed for interested students, whatever their future career orientation. **Neither the American Bar Association (ABA) nor the American Association of Law Schools (AALS) recommends a specific course of pre-law studies. Instead, both recommend a broad-based undergraduate program of study that encourages the acquisition of critical reading, writing and analytical skills--i.e., a liberal arts education.**

Requirements -- The law, justice, and society concentration will be satisfied by the completion of six units of study, as follows:

1. LWJS 101, Introduction to Law, Justice, and Society (one unit). All students must take this gateway course for the concentration, unless exempted by the director of the concentration.
2. Four units, drawn from an approved list of courses, to be chosen in consultation with the director of the concentration. No more than two of the courses can be from the student's major. The approved courses include:

History of Sociological Thought (Anthropology and Sociology 212)
 Race and Ethnicity (Anthropology and Sociology 345)
 Studies in Free Speech (Communication Studies 301)
 Labor Law, Unions and Management (Economics and Management 353)
 The Problem of Race in American Literature (English 360)
 Literary Theory (English 363)
 History of Women in the U.S., 1877-Present (History 240)
 Slave Societies of the Americas (History 300)
 Logic and Critical Reasoning (Philosophy 107)
 Ethics (Philosophy 201)
 Social Philosophy (Philosophy 202)
 Contemporary Moral Philosophy (Philosophy 206)
 Philosophical Issues in the Law (Philosophy 335)
 American Political Development (Political Science 312)
 Introduction to American Constitutional Law (Political Science 323)
 Civil Rights and Civil Liberties (Political Science 324)
 Christian Ethics (Religion 242)
 Feminist Theory (WGS 360)

3. A program-related internship (one unit), to be approved by the director of the concentration.

Admission--The law, justice, and society concentration is open to all students, regardless of academic major. However, because of the nature of the requirements, students are advised to apply no later than the second semester of their sophomore year. For more information and an application form, contact William Rose (Political Science), director of the concentration.

Mass Communication

This concentration is designed to supplement a chosen academic major by providing course work which focuses on issues and choices in selected mass communication areas.

Requirements -- The concentration consists of six units of credit contracted between the candidate and the director of the concentration: one required course, a one-unit internship and four units of electives. The following courses are required in the concentration:

1. Communication Studies 205, Mass Communication (one unit).
2. A writing course from the following list: English 203, 205, 207, 308, 310.
3. Internship (one or two units). Students are required to take one unit of internship but may receive credit for a two-unit internship. If a one-unit internship is selected, students may choose a directed study or another elective to fulfill the six-unit requirement. Special work experience or practicum credit may be used as internship credit with permission. All internships are taken on a credit/no credit basis and must be registered through Albion College. Tuition is charged.

A limited number of internships in a variety of mass media organizations are available to qualified students. Once accepted into the program, students should begin to plan for the internship. All students who apply for internships or practicums are expected to have a cumulative grade point average of 2.7.

4. At least three additional units from the following list of electives. With the director of the mass communication concentration, students will choose courses from the following electives to best fulfill their designated areas of interest:

Anthropology and Sociology
366 Anthropology of Mass Culture

Art and Art History
241 Beginning Photography
341 Advanced Photography

Communication Studies
306 Public Relations
311 Environmental Communication
312 Minority Images in American Media
325 Visual Communication
351 Persuasion
301 Studies in Free Speech
365 Media Theory

English
203 Advanced Expository Writing
205 Introductory Creative Writing
207 News and Feature Writing
307, 308 Advanced News and Feature Writing
309, 310 News Editing I
321 Advanced Creative Writing

Other courses may be used for the concentration as they are offered.

Admission -- All concentrations are individually designed; therefore, **students must be accepted into the program, and must contact Margaret Young (Communication Studies), the director of the mass communication concentration, by the end of their sophomore year.**

Neuroscience

Albion's neuroscience concentration was designed for students who are interested in the neural underpinnings of behavior and cognition. The core courses, Neuroscience I and Neuroscience II, provide students with a multi-disciplinary, multi-divisional introduction to the study of the mind/brain that spans all levels of current neuroscientific research. The four electives allow students to pursue lines of inquiry they find especially attractive in the core courses, and a major research project or internship allows them the choice of a theoretical or practical test of their developing skills. This approach to neuroscience provides Albion students with the knowledge, insight and research skills necessary for success in graduate study or careers in the life sciences.

Curriculum -- The neuroscience concentration consists of three components.

1. Three courses required of all students in the program:

Neuroscience I (covers basic systems, behavioral and cognitive neuroscience) (NEUR 241, with prerequisite Psychology 101)

Neuroscience II (covers molecular and cellular neuroscience) (NEUR 242, with prerequisites Neuroscience 241 and Biology 195)

Chemistry 121

2. Four of the following courses, selected from at least two different departments:

Biology

301 Cell Biology

314 Comparative Anatomy

317 Genetics

324 Developmental Biology

341 General Physiology

361 Immunobiology

362 Molecular Biology

366 Endocrinology

368 Behavioral Ecology

Philosophy

306 Neuroscience and Ethics

315 Epistemology

381/401 Philosophy of Mind

Psychology

243/343 Psychology of Perception

245/345 Psychology of Learning and Memory

348 Physiological Psychology

378 Cognitive Psychology

390 Neuropsychopharmacology

3. A major research project or internship.

Admission -- The neuroscience concentration is open to all students, regardless of academic major. However, because many of the courses have prerequisites, students who elect the neuroscience concentration are typically majors in biology, chemistry or psychology. Students must be accepted into the program, and thus should contact one of the faculty members listed below for application information. Students are advised to apply by the end of their sophomore year.

For more information, please contact any one of the following faculty members: Ned Garvin (Philosophy), Barbara Keyes (Psychology), Ruth Schmitter (Biology), W. Jeffrey Wilson (Psychology).

Professional Management

See [Carl A. Gerstacker Liberal Arts Institute for Professional Management](#).

Public Policy and Service

See [Gerald R. Ford Institute for Public Policy and Service](#).

Women's Studies

Contemporary scholars have challenged the invisibility of women and women-focused material in traditional academic disciplines. The field of women's studies emerged as the center for these new courses and new approaches to intellectual inquiry. Women's studies examines not only women's lives but also gender systems and the intersections of gender with race, class, sexuality, age and other power systems functioning in societies. The impact of feminist scholarship is evident most clearly in the humanities, arts and social sciences. In the sciences, where women historically have been underrepresented, the influence of gender-based work is growing.

While women's studies courses are open to all students, those who wish to explore the field in-depth may complete a formal concentration.

The women's studies concentration allows students to acquire an area of expertise in addition to their major. Knowledge of gender- and women-centered issues and research is increasingly sought after in many fields including but not limited to politics, social services, business, law, medicine and psychology. This demand recognizes not only that women are increasingly important contributors in these fields but also that businesses and professions are acknowledging that they need to know this majority to better serve it.

Requirements -- The women's studies concentration includes seven units, to be divided as follows:

1. WGS 106, Introduction to Women's Studies (one unit). All students must take Introduction to Women's Studies, unless exempted by the Women's and Gender Studies Program chair.
2. WGS 360, Feminist Theory (one unit). All students must take Feminist Theory, unless exempted by the Women's and Gender Studies Program chair.
3. Two units from the following courses*:

The Anthropology of Sex and Gender (A&S 332)
 The Sociology of Sex and Gender (A&S 333)
 Women and Art (Art History 310)
 Goddesses in Art (Art History 316)
 Women in the Economy (E&M 271)
 Women and Literature (English 243)
 Gay and Lesbian Literature (English 285)
 Victorian Sexualities (English 337)
 Eighteenth Century Culture Shocks (English 338)
 Redeeming Eve: Renaissance Women's Writing (English 345)
 French Women Writers and Feminist Criticism (French 320)
 History of Women in the U.S., 1877-present (History 240)
 Women, Society and Gender in East Asia (History 365)
 Women and Ethnic Minorities in Science (SCI 205)
 Gender and Sport (Physical Education 279)
 The Feminine in World Religions (Religious Studies 210)
 Gender and Biblical Interpretation (Religious Studies 320)
 Women in Hispanic Literature (Spanish 350)
 Women in the American Theatre (Theatre 210)
 Feminist Theatre (Theatre 371)

The preceding courses constitute the central courses in the women's studies concentration. The focus is exclusively devoted to scholarship on gender and/or women.

4. One unit from the following courses*:

Prehistoric Archaeology (A&S 241)
 Foundations of Education (Education 225)
 Literacy Pedagogy: Learning and Teaching Reading (Education 356)
 The Age of Elizabeth (English 344)
 Age of Satire (English 347)
 Four American Poets (English 351)
 Literary Theory (English 363)
 Victorian England (History 308)
 Human Sexuality (Psychology 272)

This unit will allow students to examine the impact of gender scholarship on various disciplines.

5. An internship: A one-unit internship will be approved by the Women's and Gender Studies Program chair.
6. A directed study: One unit of a directed study will be approved by the Women's and Gender Studies Program chair. Possible topics include:

Ecofeminism
 Introduction to Gay/Lesbian Studies
 Women and Popular Culture
 Psychology of Women
 Women and the Media
 Women in Political Theory
 Gender and African-American Women
 Gender and Native American Women
 Gender and Asian-American Women
 Gender and Latinas
 Feminism(s) and the Third World

Note:

- Only two courses may count for the major and the women's studies concentration.
- No more than two courses from sections 3 and 4 of the concentration may be taken in any one department.
- Any exemptions from the requirements must be approved by the Women's and Gender Studies Program chair.
- A course for the gender studies category requirement may count toward the concentration only if it comes from the courses listed in sections 3 and 4.

*Other courses may count in these categories. Please consult with the Women's and Gender Studies Program chair.

Admission -- Students must be accepted into the program, and thus should contact the Women's and Gender Studies Program chair by the end of their sophomore year for application information.

[Back to Academic Programs](#)

Academic Programs: Other Internship Opportunities

Students may select full-time internships ranging from working on a newspaper to serving as a pastoral care assistant in a hospital. An up-to-date file of internships, along with national directories, is maintained in the Office of Career Development. Although a number of concentrations have required internship components, internships may be taken by students from all majors.

Students interested in a specific area work under the joint supervision of a faculty member and a qualified professional in the field. Students should consult with the director of career development, who is also the College's internship program coordinator. The director will assist in exploring internship possibilities. Before registering for a specific internship, the student must have an appropriate faculty supervisor. See the [Academic Regulations](#) and [Off-Campus Study](#) sections of the catalog for more details. Internships are offered on a credit/no credit basis only. Up to four units of internship credit may be counted in the total required units for graduation.

Internships are offered on a credit/no credit basis only. Up to four units of internship credit may be counted in the total required units for graduation.

[Back to Academic Programs](#)

Academic Programs: Preprofessional Health Programs and Internships

[See also the Liberal Arts Institute for Pre-Medical and Health Care Studies.](#)

Medicine, Dentistry and Veterinary Medicine

Albion College maintains a strong program for the preparation of students for admission to professional schools in medicine and dentistry. Since 1995, 91.4 percent of medical, dental and veterinary school applicants with a cumulative grade point average of 3.5 or better have been accepted to professional school. A pre-medical, pre-veterinary or pre-dental student may major in any discipline in which he or she has interest and ability. Most of our students choose to major in biology or chemistry, but any major may be pursued, as long as the basic science and other requirements of the health professions schools are met. Regardless of the major chosen, the pre-medical, pre-veterinary or pre-dental student should plan to take the following minimum required courses. All science courses require laboratory work.

Biology, one year (Biology 195, 210)

Many professional schools also require one or more upper-level biology courses. The University of Michigan Medical School requires biochemistry. As of 2007, the Michigan State University College of Veterinary Medicine will require microbiology, genetics, cell biology and animal nutrition.

Inorganic Chemistry, one year (Chemistry 121, 123)

Organic Chemistry, one year (Chemistry 211, 212)

Physics, one year (Physics 115, 116)

Math, one semester (Math 125-functions or 141-calculus)

About half of the medical schools require some mathematics course work or demonstration of mathematical competence.

English, one year (English 101 or 203 and one English literature course)

Humanities and social science courses often required

Allied Health Professions

Albion College maintains courses appropriate for preparing students for admission to programs in physical therapy, physician assistant, genetic counseling, occupational therapy, nursing, public health, hospital administration and other fields. Unlike medical, dental and veterinary schools, these programs are quite varied in their requirements. Thus the student and a pre-health professions adviser (the staff of the Pre-Medical and Health Care Studies Institute or a member of the Pre-Medical-Pre-Dental Advisory Committee) will work together to design a curriculum tailored to specific career goals. Generally, the courses listed for medicine, dentistry and veterinary medicine also apply for the allied health professions.

General Information

In the health/allied health areas, the minimum required courses (listed above) should be completed by the end of the junior year in preparation for taking the admissions test for professional schools. Preprofessional students often take additional courses in anthropology, biology, chemistry, philosophy, psychology and sociology. More and more, the professional schools are taking note of the extent to which their applicants have studied in the social sciences and humanities. Students may consult the catalogs on file in the Liberal Arts Institute for Pre-Medical and Health Care Studies for the current admission requirements of specific professional schools in which they are interested. The programs for the health sciences are not rigid; they allow for a wide choice of courses, selected according to the student's interests. (See also the [combined course options](#) described in the next section.)

Experiential learning is also very important. In addition to their regular courses, a number of preprofessional students interested in medicine, dentistry, physical therapy, physician assistant, and hospital administration take advantage of the undergraduate internship program offered by Albion College. In this program they gain firsthand experience in the hospital, clinic, or offices of a supervising physician, dentist, or other professional, and thus expand their understanding of the profession of their choice. Internships are normally undertaken during the summer following the junior year or during the senior year. Interested students should consult the staff of the Liberal Arts Institute for Pre-Medical and Health Care Studies for more information.

Students who are interested in any of these fields should consult with a member of the Pre-Medical-Pre-Dental Advisory Committee and/or the staff of the Pre-Medical and Health Care Studies Institute during the first semester at Albion for assistance in long-range curriculum planning. These persons provide information and assistance to students throughout the process of preparation for and application to professional schools, and they continue to assist students whose career goals have changed.

[Back to Academic Programs](#)

Academic Programs: Combined Preprofessional Courses

Students planning professional careers are urged to complete a bachelor's degree from Albion before entering a professional school. Albion has, however, established "combined course" arrangements with a number of accredited professional schools in career areas such as engineering, health sciences, natural resources and public policy. A student who has met both Albion's requirements for the combined course program and those established by the particular professional school enters the professional school at the end of his or her junior year at Albion College. After the successful completion of the equivalent of 7.5 units, the student qualifies for a bachelor of arts degree from Albion. After completion of the professional program, the student qualifies for the professional degree from the other school or the opportunity to earn certification. Students may obtain information on approved combined course programs from the registrar.

Albion College Requirements for Combined Courses

In order to qualify for the combined course arrangements, the student must:

- Complete at least 23 units of college credit, 15 units of which must be earned at Albion.
- Maintain a minimum cumulative average of 2.5.
- Complete the core requirement, the writing competence requirement and a minimum of four units toward a major.
- Make application in writing to the registrar for the combined course privilege. This application must be submitted during the junior year and receive the endorsement of the Academic Status and Petitions Committee. Application forms are available in the [Registrar's Office](#).

In addition to the general requirements above, the student should make sure that the requirements for admission to the professional school of his/her choice have been met.

Engineering--The combined course plan in engineering gives the student the best of two worlds--liberal arts and engineering. In today's world, engineers should expect to contribute more than technical competence. They must be alert to the implications of their work. They must be aware of the changing values and priorities of society. And they must be concerned about the effects of science and technology upon the environment and the quality of life.

Under the dual degree plan, the student will spend three years at Albion College, where he or she receives a strong background in the basic physics and mathematics which underlie all of engineering, but the student gains this knowledge in the context of the liberal arts tradition. He or she will then complete engineering training at an engineering school. Albion has formal agreements with Columbia University, the University of Michigan, Case Western Reserve University and Michigan Technological University which facilitate transfer admission. At other engineering schools the student follows regular transfer admission procedures. Details about the combined course program in engineering may be obtained from the Department of Physics.

Health Sciences--Students may pursue combined course plans through accredited programs in dentistry, pharmacy and nursing. A number of professional schools offer dual degree programs that can be arranged with permission of Albion's registrar. See the [Pre-Medical and Health Care Studies Institute](#) section for more information.

Natural Resources Areas--Albion College maintains course arrangements with the School of the Environment at Duke University. A student in the 3-2 program, upon completing all requirements, will receive the bachelor of arts degree from Albion College and one of two master's degrees from Duke University. The Duke University School of the Environment offers seven programs under two degrees. The forest resource management program is offered under the master of forestry degree. The other six programs (environmental toxicology, chemistry and risk assessment; biohazard science; coastal environmental management; water and air resources; resource ecology; and resource economics and policy) are offered under the master of environmental management degree. Bachelor's, master's and doctoral degrees are all available under these programs.

[Back to Academic Programs](#)

Academic Programs: Off-Campus Study

Albion students may participate in a wide variety of off-campus study or study/internship programs in the United States and throughout the world. These opportunities are designed to enhance a liberal arts education through developing interpersonal or cross-cultural skills, awareness of other cultures or an appreciation of the work environment. The offerings listed below represent the off-campus programs approved for Albion credit. The programs are run directly by Albion College, the Associated Colleges of the Midwest (ACM) and other respected educational institutions. Some programs are recognized by the Great Lakes Colleges Association, Inc., (GLCA), a Michigan non-profit corporation.

Students in any major may choose to study off campus. Some students study away for one semester; others select two different semester-long programs or spend an academic year abroad on one program. Finally, some students participate in summer programs. Please contact the [Center for International Education \(CIE\)](#), Gerstacker International House, for more information.

Policies and Procedures

Eligibility Requirements

The requirements for study off campus are as follows:

- Junior or senior standing.
- A cumulative grade point average of 2.7. Some programs require a level of preparation and a demonstrated proficiency well above a cumulative grade point average of 2.7. A student interested in a particular off-campus program should confirm that he or she has the necessary qualifications either with the program adviser or the director of the CIE.
- Demonstrated maturity commensurate with the demands of the off-campus program.
- Successful completion of the Writing Competence Examination before attending an off-campus program.
- Good social standing (as determined by the Office of the Vice President for Student Affairs).

Meeting these minimum qualifications does not necessarily entitle a student to participate in the program. A complete list of policies and procedures is found in the [Off-Campus Programs Handbook](#). A printed version is available in the CIE office.

Transfer students must spend at least two semesters on the Albion campus and meet all other requirements before undertaking any off-campus study.

The Application Process

The application deadlines are in late September for spring semester and mid-February for fall and summer programs. Long before the application deadline, students can obtain information about all the off-campus programs from the Center for International Education (CIE) and from the faculty advisers to the individual programs. Students need to consider carefully how an off-campus program fits into their studies at Albion. After selecting the appropriate off-campus program, a student then begins the application process.

There are two applications, one for Albion College and one for the off-campus program. The Off-Campus Programs Advisory Committee, composed of administration and faculty representatives from each of the four divisions of the College, approves or denies permission for off-campus study. Then the CIE forwards the program applications to the appropriate programs. A program may accept or deny a student's application. However, in almost every case, a student who is approved by Albion will be accepted by the off-campus program.

Once a student is accepted for off-campus study, he or she needs to:

- Attend a mandatory orientation meeting. Parents are also invited to this meeting.
- Pay a \$250 deposit, due the day of the orientation meeting. This deposit is credited to the student's account.
- Attend a required international program orientation meeting, for students studying overseas. Parents are also invited to this orientation.
- Complete a pre-departure assessment form and a post-program evaluation form.
- Attend a special program orientation meeting for Albion programs, such as those in Grenoble, France and Cape Town, South Africa.

Cost

Tuition and maintenance costs for off-campus programs usually do not exceed what a student pays for regular tuition, room and board on campus. However, when costs exceed those of Albion College's regular fees, students will be required to pay the difference. Students are billed through Albion College and must have paid in full prior to beginning the off-campus program. Other important items to note about costs for off-campus study include:

- There is a one-time off-campus administrative fee of \$280 that is added to the regular Albion fees.
- Costs for transportation to and from an off-campus study program are the responsibility of the student as well, although in a few programs this expense may be included in the tuition.
- Financial aid applies to all off-campus programs on the list of programs approved for Albion credit, as if the student were on campus. This aid includes merit-based academic scholarships and need-based financial aid.
- Deferred payment plans such as Academic Management Services are not available for off-campus programs.

Credit and Grades

- Academic and internship credit for Albion College-approved off-campus programs will transfer back to the campus as if the student were on campus. Usually, the equivalent of 4.0 units of credit per semester and 8.0 units of credit per academic year will apply. However, some programs may have more or less credit.
- Students may count up to two semesters (8.0 Albion units) of off-campus study toward graduation.
- Students attending an Albion-approved program or a program approved on a one-time-only basis must attend the program as an Albion student to receive credit.
- **All off-campus courses will be taken for numerical grades, unless the student specifically requests, in writing, grades of credit/no credit.**
- All internships are graded credit/no credit.
- Successful completion of an off-campus program abroad (or the Border Studies program) for at least one semester, along with submission of a journal, fulfills the global studies category requirement.
- Off-campus semesters are not considered when determining eligibility for the Dean's List and/or Albion Fellows recognition.
- Students may complete core requirements while attending an off-campus program only if they obtain written authorization in advance from the registrar.
- For category requirements, the chair of the appropriate category committee must approve an off-campus program's course for that category requirement. Students must petition the category committee for approval **before** attending the program.
- Courses taken for a major or for teacher certification must be taken for a numerical grade unless written permission for a credit/no credit grade is obtained in advance from the department chair.
- Participating in an off-campus program during the last semester of the senior year may delay graduation.

Students who fail to follow College procedures regarding off-campus study, or who withdraw or take a leave of absence from Albion and thus circumvent existing College regulations regarding off-campus study, will not receive credit for course work done off campus.

Reentry

There is a reentry orientation session for students returning to Albion from an off-campus program. The CIE and the faculty work with returning students to help them integrate the knowledge and skills gained during their experience into their campus academic program.

Once the returning student has finished all the necessary course work on the off-campus program and completed the post-program evaluation form, credit from the program is transferred to the student's Albion College record. With proper planning, a student should not lose any time toward graduation.

Gerstacker International House

Albion College maintains the Gerstacker International House for students interested in foreign language study and international affairs. Foreign language majors and minors in French, German and Spanish are required to live in the International House for one semester. Therefore, residents of the International House are mostly language students who are planning on going off-campus or who are returning

from language programs abroad.

Center for International Education (CIE)

The Center for International Education (CIE) coordinates off-campus study programs for all students participating in the programs described in this catalog. Many of the descriptions that follow come from the individual program brochures. For more information, check with the director of the CIE.

Africa

Kenya -- A full-year study opportunity in Nairobi is offered under the auspices of Kalamazoo College. Students study Kiswahili, enroll in the University of Nairobi and undertake an independent research project. All participants also take a special course in development models and theories. Housing is with Kenyan families.

Students who wish to spend a semester in Kenya may choose either a culture and development program based in Nairobi or a coastal studies experience based in Mombasa. With both programs, students study Kiswahili and do independent research projects. Home stays are included in the programs. The School for International Training administers these options.

Another opportunity is the Center for Wildlife Management Studies, located at Game Ranching Limited. Here students focus on management strategies for Kenya's oldest and most profitable national park. Students also spend part of the semester working on the ecology and land use of the Kuku Maasai Group Ranch. Students take three courses and complete an independent study project. They also are involved in the local community. Housing is provided in the Center. The School for Field Studies sponsors this program. A summer option is available.

Senegal -- A year-long program at the Universite Cheikh Anta Diop, Dakar, Senegal, provides European course work in French, a course in Wolof and an independent research project. A feature of this program is a special course in sustainable development, including the design and implementation of a community development project. Housing is with Senegalese families. Kalamazoo College administers this program. The Council on International Educational Exchange offers a one-semester program in which students study French and Wolof and may also take courses in English at the Universite Cheikh Anta Diop. Students live with Senegalese families. Opportunities for community service and internships are available.

South Africa -- Albion is privileged to have a special relationship with the University of Cape Town in the city of Cape Town, South Africa. Students may spend either the fall or spring semester studying in a wide variety of academic areas. Some community service-based internships are also possible. Students live in apartments or on campus in a dormitory. The CIE at Albion manages this program for our students, in conjunction with an on-site director in Cape Town.

Asia

China -- By arrangement with the Council on International Educational Exchange, Albion offers students semester or academic year programs at three locations in mainland China: Beijing, Shanghai and Nanjing. There is also a program in Taipei. Students live in dormitories. Some summer options are possible.

Hong Kong -- The International Asian Studies Programme includes year-long or semester options at the Chinese University of Hong Kong. Students take introductory Chinese language and choose two or three courses, taught in English, on China or regional and international studies. Housing is in a dormitory.

India -- The ACM offers a junior year experience in India at a university in Pune. This program begins in July with a five-week orientation program around Pune and continues to December. Students study the Marathi language, take courses on India and complete an independent study project. Housing is with families in Pune.

Japan -- The Japan study program is located in the international division of Waseda University in Tokyo. Instruction is in English, but students study Japanese as part of the program. The full-year program includes a one-month cultural practicum that includes an internship in a local community. Participants live with Japanese families. A one-semester option is also available in the fall. The managing college for the program is Earlham College.

South Korea -- Albion students may study at the International Undergraduate Division of Yonsei University in Seoul, South Korea for a full year, semester or summer. Courses are taught in English, but students may take Korean language classes. Students are housed in a dormitory on campus.

Australia

Province of Queensland -- AustraLearn sponsors two programs in Brisbane available in both the fall and spring semesters. The University

of Queensland in Brisbane (enrollment: 27,000) offers the following fields of study: Aboriginal and Torres Strait Islander studies, Australian studies, botany, business/management, marine science, psychology, religion and zoology. At Griffith University, fields of study include: tourism, communication, music, information technology, environmental science, film and television studies, commerce and multimedia. Students in both of these programs live in university residences.

James Cook University (JCU), another AustraLearn university, is located in Townsville near the Great Barrier Reef. JCU is a world leader in environmental and biological research but also has strong programs in education, psychology, business, creative arts, health and social sciences. Students may enroll either during the fall or spring semester. Housing is in university residences.

The Center for Rainforest Studies provides the opportunity to study the ecology of Australia's rainforest and look at issues of rainforest management and restoration. Participants apply their knowledge to the surrounding area by working on projects with members of the local community. Students take three courses and complete an independent study project. Housing is provided in the Center. The School for Field Studies sponsors this program. A summer option is available.

Province of New South Wales -- The University of Newcastle (enrollment: 17,000) is located in Newcastle, New South Wales, two hours north of Sydney. Some subjects offered are: Aboriginal studies, environmental studies, management and business studies, geography and geology, Australian history, film and literature, psychology and sociology, music, visual arts and graphic design, communication studies and education. Housing is in university residences. Available in both the spring and fall semesters, the program is sponsored by AustraLearn.

AustraLearn sponsors two programs in the Sydney area: Macquarie University and the University of Wollongong. Academic highlights at Macquarie are Aboriginal studies, business, communications, history, biology, psychology, sociology, languages and education. The University of Wollongong is widely recognized for its interdisciplinary and cross-disciplinary research strengths in these major areas: materials and manufacturing, policy and social impact, and communications and information. Both of these universities offer on-campus housing.

Boston University (BU) offers an academic internship program in Sydney that combines a professional internship with course work on Australia's dynamic history and its contemporary culture and place in the modern world. Courses are taught at the BU Sydney Center by faculty from Australian universities and industry. Internships are available in advertising and public relations, arts and arts administration, business and economics, film, radio and television, health and human services, hospitality administration, journalism and politics. The program is offered in both fall and spring semesters. Housing is furnished at the BU Sydney Center.

New Zealand

Dunedin -- The University of Otago in Dunedin is New Zealand's oldest and most prestigious university. The main activity of the host city is education. Academic highlights are earth and ocean sciences, environmental sciences, biological sciences, medical sciences, social sciences and New Zealand studies. This program is also sponsored by AustraLearn and is offered both fall and spring semesters. Students may live in dormitories or in shared flats with New Zealander students.

Caribbean

British West Indies -- At the Center for Marine Resource Studies, located in the Turks and Caicos Islands, students confront the challenges of fisheries management. Participants study how to develop and manage the fisheries, park and reserves for the benefit of residents and visitors without degrading valuable marine resources. Students take three courses and complete an independent study project. They also are involved in the local community. Housing is provided in the Center. The School for Field Studies sponsors this program. A summer option is available.

Dominican Republic -- The Council on International Educational Exchange administers a program at the Pontificia Universidad Catolica Madre Maestra in Santiago, Dominican Republic for Spanish language and Caribbean area studies. Students may participate in the program in either the fall or spring semesters. Housing is with families.

Europe

Belgium -- Students interested in European studies or international relations may choose to do a political internship with an English-speaking member of the European Union (EU) in Brussels. A knowledge of French is not required although a French class is offered. Students may opt between home stays or sharing an apartment with other international students or Belgian students. The program is sponsored by Educational Programmes Abroad.

France -- Albion College's French program for a semester or full year is located in Grenoble, at the Centre Universitaire des Etudes Francaises, Universite de Grenoble III. Both language and non-language majors may participate, although students are expected to take two courses each semester in French language with three other courses in related areas. Students live with families in or near Grenoble. Students interested in studying for a Certificate in International Business take classes at the Ecole Superieure de Commerce in Grenoble. Classes are taught in English although an intensive French class is required. Students are housed with host families, and all efforts are made to place students with little or no knowledge of French with families who speak some English.

Students also may choose the Boston University Paris Internship Program, combining intensive French language study and liberal arts courses in French with an eight-week internship. Participants may choose to live either in a dormitory or with a family.

Studio art students may spend a semester at the Marchutz School in Aix en-Provence where they enroll in the Studio Seminar, the Art Criticism Seminar and one art history class. Students also study French. Housing is with a French family. A summer session is available. The Institute for American Universities administers this program.

Germany -- Students may spend a semester, summer or a full year in Heidelberg, with the American Junior Year at Heidelberg University, administered by Heidelberg College (Ohio). Students choose from a variety of classes, live in apartments with German students and participate in community activities. Another option for a spring semester or full-year program includes a language program at a Goethe Institute followed by study at Eberhard-Karls-Universitat in Tubingen. This program, sponsored by Antioch College, can include independent research, internships or part-time work. Students are housed in dormitories.

Greece -- The College Year in Athens is an independent study program that offers full-year, semester and summer programs in ancient Greek civilization and East Mediterranean area studies. These two multidisciplinary tracks encourage the selection of related courses. Areas of study include art and archaeology, classical languages, ethnography, history, modern Greek language, philosophy, political science, and religion. Students live in apartments provided by the program.

The American College of Thessaloniki (ACT) has both semester and summer programs. Classes are taught in English, and students are able to take elementary Greek as well as many other courses. ACT also offers internships in local businesses. Students in education can go for the summer program and also get credit for working at a children's camp. While the campus sits up in the hills above Thessaloniki, students live in shared apartments in the downtown area.

Ireland -- Students may study for a semester or a full year at University College Cork National University of Ireland, Cork, Ireland. UCC has eight faculties: Arts, Law, Commerce, Celtic Studies, Science, Food Science and Technology, Engineering and Medicine. There are over 11,000 undergraduate and graduate students. There are also limited internship options at UCC and a summer session. UCC arranges housing for Albion students.

Studio art students may choose a semester or summer option at the Burren College of Art, Ballyvaughn, County Clare, Ireland. Burren provides students with personal studio space, one-to-one tutorials with faculty, and housing on site. Courses are available in drawing, painting, photography and sculpture.

The CIE at Albion manages these programs for our students.

Italy -- The John Cabot University is located in the Trastevere area of Rome. The academic curriculum is based on the American educational system. Strong academic areas are business, history and the arts. Students live in shared apartments throughout Rome.

The Studio Art Centers International (SACI) in Florence offers classes in studio art, art history, art conservation, archaeology, and Italian language and culture. Fall, spring and summer sessions are offered. SACI is located in the Palazzo dei Cartelloni in downtown Florence. This location boasts a beautiful gallery/exhibition space, classrooms, a library, offices and studios surrounding a traditional Italian garden. Students are housed in shared apartments throughout Florence.

Russia -- An ACM program, the fall semester in Russia offers intermediate-level Russian language students a combination of intensive language and area study course work. The program is based in the old city of Krasnodar, capital of the Kuban region, set in the foothills of the Caucasus Mountains. Students live with families.

Spain -- Albion students study at the Center for Cross-Cultural Study in Seville. The program offers series of courses in Spanish language, Spanish and Spanish-American literature, Spanish and Spanish-American civilization, contemporary Spain, business in Spain, and teaching English as a second language. Students also may choose to complete an independent study project or intern in the local Seville area as well. A second program is located in Segovia under the auspices of the Midwest Consortia for Study Abroad. Classes are offered in Spanish language, literature, civilization and culture. Semester, summer or full-year options are available in both programs. Students live with local families both in Seville and Segovia. A Spanish language program is also available in Seville through the Council on International Educational Exchange. Students may choose to enroll directly in the University de Sevilla and live with host families.

The Council on International Educational Exchange (CIEE) also offers Spanish programs in Alicante on the Mediterranean. Classes are tailored to students from beginning to advanced. In Barcelona, the CIEE offers classes at the intermediate level. Internship possibilities are also available. In Alcalá, the CIEE courses are designed for advanced students in Spanish, and courses may be taken at the Universidad de Alcalá. All sessions are offered fall and spring semesters. Alicante also offers summer sessions. Housing is with host families in all CIEE programs in Spain.

The DEUSTO/CIDE program in Bilbao is an excellent program for students with double majors in Spanish and elementary or secondary education. The CIDE office is located in the DEUSTO university which quickly puts students in contact with their Spanish counterparts. Classes are offered for all international students at the intermediate to advanced levels. The teacher practicum allows education majors to get some experience in a local classroom. Students live with a host family or in shared apartments. Bilbao is in northern Spain, in Basque country near the French border and the Atlantic.

United Kingdom -- Albion College sponsors a full-year program at the London School of Economics where students study a variety of subjects, e.g., anthropology, economics, mathematics, operational research, philosophy and sociology. Participants live in university-owned dormitories. There is also a summer school option.

There are semester, summer and full-year opportunities at the University of Sussex in Brighton, England and the University of Stirling, Scotland. Semester or full-year options also are available at the University of Aberdeen through the Scotland Program (GLCA-recognized program). At all three universities, students live in university residences. Albion also is affiliated with Educational Programmes Abroad (EPA), an internship/study program in London that offers semester and summer opportunities. During the semester, students intern three days per week and take two courses. Students live in apartments provided by the program. In an internship program available through Boston University students take classes for the first eight weeks and then do their internships during the last eight weeks. Students in this program live in provided housing.

Central European Studies -- The artistic, cultural, historical and political heritage of Central Europe provides the focus of this ACM fall-semester program in the Czech Republic. Based at Palacky University in Olomouc, the program also involves cases studies of transformation on local, national and regional levels. Instruction is in English, but participants live in dormitories with Czech students and study the Czech language as part of the program. The semester includes field trips across much of former Czechoslovakia.

Hungary -- The Budapest Semester in Mathematics is a program specifically for mathematics majors. Classes are taught in English by Hungarian professors. An optional two-week intensive language class is available at the beginning of the semester. The imprint of the Hungarian tradition is particularly prominent in some of the courses. Students live in shared houses/apartments in Budapest and are responsible for their own housing and board fees.

Women's Studies in Europe -- In the Comparative Women's Studies in Europe program sponsored by Antioch College, students observe firsthand the European women's movement. Participants meet with women from varied professions in four different European countries: Netherlands, Germany, Poland and Britain. The program includes three courses and an independent research project. Students stay at pensions and hotels in Germany, Poland and the Netherlands, and with families in Britain.

Latin America

Costa Rica -- The ACM sponsors a Latin America Culture and Society program in San Jose´ in the fall and a Tropical Field Research program in the spring. The fall semester has three major components: Spanish language study, Introduction to Costa Rica and the core course taught by a local expert. Students live with families and complete an independent study project. The Tropical Field Research semester is a program for advanced independent work in the natural and social sciences and the humanities. The semester includes language study (including a home stay), field research and a research seminar and paper.

The International Center for Human Development (CIDH) offers three programs based in San Jose´. A Spanish language program, Language, Cultural Diversity and Development in Central America, incorporates studying the Spanish language with cultural issues of Central America. Students live with Costa Rican families. The CIDH programs on sustain- able human development in Latin America and on environmental studies do not require a high level of Spanish as core classes are taught in English. A course in Spanish is required, and living with host families helps the students to quickly acquire a basic knowledge of the language.

The Center for Sustainable Development Studies, located at Atenas, is working on sustainable development opportunities for Costa Rica. Students study the seven Protected Areas and then apply that knowledge to the local canton of Atenas. Students take three courses and complete an independent study project. They also are involved in the local community. Housing is provided in the Center. The School for Field Studies sponsors this program. A summer option is available.

Honduras -- This biennial spring program focuses on archaeological investigations. Students have the unique opportunity to experience seminars on the cultures, history, politics and prehistory of Central America, produce an independent research project, take field trips and live in a rural Honduran community. Kenyon College is the program sponsor.

Mexico -- Located in Baja, the Center for Coastal Studies explores alternative management strategies for the fisheries of Bahia Magdalena. Opportunities also are available to conduct research to determine the effects of human activity on the whale populations. Students take three courses and complete an independent study project. They also are involved in the local community. Housing is provided in the Center. The School for Field Studies sponsors this program. A summer option is available.

Another opportunity in Mexico is located on the border of Mexico and the U.S. See below.

Middle East

Turkey -- The Global Partners Semester in Turkey was created through the efforts of the 41 member colleges that comprise three consortia, the GLCA, the ACM and the Associated Colleges of the South. This fall-semester-only program offers students the chance to study in both Istanbul and Ankara, and includes a nine-day field study trip in western Turkey. Participants will study beginning Turkish during the program. Housing is in university dormitories.

North America: Mexico, U.S.A. and Canada

Border Studies Program -- This GLCA-recognized fall-semester program in El Paso, Texas and Ciudad Juarez, Chihuahua focuses on the Mexican-United States border region, which offers a unique view of how nations, cultures and languages interact to create what is known as border culture. Students take courses about the border region, labor history and cultural conflict resolution. They also can select a course at the University of Texas at El Paso. Students complete individual field studies or independent research projects. Some internships are possible. Students live with families, either in El Paso or Ciudad Juarez.

Chicago -- The ACM Newberry Library Program in the Humanities (a GLCA-recognized program) is an opportunity for students to do research at one of America's foremost libraries in the humanities. This fall-semester program includes a thematic seminar and a significant individual research project, related to the broad theme of the seminar. Apartment housing is provided by the program.

Another program in Chicago, at the Urban Life Center, offers Albion students a combined academic and internship experience. During the semester, students intern four days per week, take a Chicago Communities and Cultures Seminar, and complete an independent study project. Students live in apartments provided by the program. This urban studies program is available in fall or spring semester and has a summer session.

New York City -- The New York Arts Program (a GLCA-recognized program), offered in the fall and spring semesters, provides students in the performing, visual and communication arts opportunities not available on their home campuses. Each participant engages in an apprenticeship and in a seminar on the arts. Students work with professionals in a wide variety of areas. Students live in the New York Arts Program house. Ohio Wesleyan University manages this program.

North Carolina -- Duke University's Marine Laboratory at Beaufort, North Carolina, is a campus of Duke University providing semester and summer courses in marine science, including biochemistry, ecology, developmental biology, geology, oceanography, physiology and systematics. Fall and spring semester options are available. The spring semester, called the Beaufort to Bermuda semester, focuses on international study in environmental science and policy, in Beaufort and Bermuda. Housing is provided at the laboratory site.

Tennessee -- The Oak Ridge Science Semester (a GLCA-recognized program) is a fall semester program that enables upperclass students (primarily seniors) to join ongoing research projects at Oak Ridge National Laboratory (ORNL). Majors in biology, chemistry, computer science or mathematics are eligible. In addition to their research, students participate in an interdisciplinary seminar and take an advanced course from a resident faculty member from a member college of the GLCA or ACM. Housing is in apartments provided by the program.

Philadelphia -- The Philadelphia Center (a GLCA-recognized program) provides an integrated internship and academic experience in an urban context. Students choose an internship in a school, institution, agency or community group related to their academic discipline. The course work consists of a city seminar and an elective. Students also participate in seminars and workshops in the Philadelphia area. Students live in apartments. Hope College manages the program during the fall and spring semesters.

SEA Semester -- The Sea Education Association (SEA) semester is a fall, spring or summer program that integrates science, the humanities and practical seamanship with deep-water oceanographic studies. Students spend the first half of the program at the SEA campus in Woods Hole, Massachusetts. Participants then spend the second half of the program on board one of SEA's sailing research vessels. Cruise tracks include the Caribbean and the Atlantic and Pacific oceans.

Southwestern U.S. -- In the Southwest Field Studies program sponsored by Earlham College, students learn about regional natural history and participate in experiential outdoor education at various locations in the southwestern United States. Housing is provided on site. This program is available spring semester every other year.

Washington, D.C. -- Two programs are available. The Washington Semester program with The American University in Washington, D.C., offers students an internship plus studies in a variety of areas. The semester program is made up of three parts: the two-day per week internship, a thematic seminar and an elective course or research project. Housing is in an American University dormitory. The Washington Center for Learning Alternatives provides semester students with an intensive internship experience four and a half days per week and a Washington Center-arranged seminar. Students live in apartment complexes. Both Washington programs have a summer option.

Quebec -- The Ecole de langue française et de culture québécoise is located in the Université de Québec in Chicoutimi. This is a semester or summer total immersion program. Classes are taught completely in French. A number of internships are available during the semester programs. Students live with a host family. Chicoutimi is located in northern Quebec near a beautiful lake.

[Back to Academic Programs](#)

Academic Programs: Summer College

Albion Summer College offers undergraduate courses taught by members of the Albion College faculty. As during Albion's regular school year, the program features personal attention, small classes and modern educational facilities -- but at less cost.

Albion Summer College offers opportunities to currently enrolled Albion College students to accelerate academic programs, to relax a tight course schedule, or to raise grade point averages. Guest students from other colleges are welcome.

All academic policies are enforced during summer school.

Questions concerning the Albion Summer College should be addressed to: Registrar's Office, Albion College, Albion, Michigan 49224.

[Back to Academic Programs](#)

Academic Programs: Library Services

The [Stockwell-Mudd Libraries](#) make available to students and faculty approximately 550,000 books and non-print items, over 2,000 electronic and print journal subscriptions, and full text articles from more than 20,000 journals through the library's many online databases. The print collections are distributed between two buildings connected by an enclosed walkway: The Stockwell Memorial Library (1938) and the Seeley G. Mudd Learning Center (1980). The Mudd building houses the Reference, Circulation, Special Collections and Technical Services departments; the Madelon Stockwell Turner Memorial Room; video, language and music viewing and listening facilities; a computer laboratory/classroom; the Foundation for Undergraduate Research, Scholarship, and Creative Activity (FURSCA), and the Academic Skills Center. The Stockwell building houses the periodicals collection and extensive collections of U.S. government documents, maps, and foreign and domestic newspapers.

The library's [online catalog](#) is available to students and faculty from computers located throughout the library, from across campus and from anywhere in the world via the Internet. The library Web site provides instant access to the library's periodical holdings, numerous online indexes and full-text sources, and special collections.

The book collections, developed over more than a century, are extensive and provide support across the curriculum. A large collection of classic and popular motion pictures on videotape and DVD is available. The library is a participant in the Michigan Electronic Library (MeLCaT), an online system that enables Albion students and faculty to directly request materials from other participating Michigan libraries. In addition, the library provides an interlibrary loan service that utilizes an international computer network and electronic transmission to locate and rapidly retrieve materials not available locally.

Wireless access to the College network and the Internet is available throughout both buildings. The library maintains a pool of more than 20 wireless laptops available for student checkout at the Circulation Desk.

The library contains many attractive areas for study-- classrooms, seminar rooms for groups, carrels for individual study, and comfortable seating, with coffee and snacks, in the library lounge. The Friends of the Stockwell-Mudd Libraries sponsor a variety of displays and programs, including readings and lectures, and the Odd Topics Society series. These programs provide a public forum for authors reading from their works and for speakers making presentations on a variety of topics.

The Special Collections department contains the College's archives, United Methodist Church West Michigan Conference archives, student honors theses and a rare books collection. These are closed stacks, but access to these collections and research assistance are available by appointment.

The library staff is highly skilled and conscious of their public service role and mission. The libraries are open 114 hours a week. Reference assistance is available at the Mudd Reference Desk 53 hours a week. Librarians are available to help students develop their research projects and find appropriate materials. A wide range of up-to-date reference sources in electronic and print formats are available for consultation.

A strong program of library instruction has been developed in which librarians teach not only the use of resources in the library, but also how to gain access to information in society generally. Librarians offer a variety of library instruction sessions, including a general library orientation, and course-specific and assignment-specific sessions. Librarians work closely with faculty to be certain that the reference sources, research strategies and evaluation methods that are presented address the specific information and research needs of the students in their classes.

[Back to Academic Programs](#)

Academic Programs: Information Technology

Albion College has been recognized as a leader in providing technology resources and support to students, faculty and staff. The Information Technology staff provides superior technical skills and customer service to the campus community.

Powering Albion College's high-speed network is a fiber optic Gigabit Ethernet backbone that extends to every residence hall room, public lab, faculty office and classroom. In addition, the College has a wireless net-work with significant campus coverage. These networks are connected to the Internet via a fractional T3 line. Windows-based computers are the campus standard, although other workstations are used for specific applications. All students, faculty and staff members are automatically provided network accounts that allow them access to e-mail, file and World Wide Web page storage. Students are provided with a lifetime e-mail account. As part of campus agreements, students receive updated Microsoft Office Suite and anti-virus software. Technical assistance can be obtained from technology assistants or the Help Desk.

Public computer facilities are available in Olin Hall, Robinson Hall and Stockwell-Mudd Libraries and an advanced technology computer lab in the Ferguson Student, Technology, and Administrative Services Building that is equipped with digital imaging, digital video and wireless capabilities. Specialized computing facilities dedicated to particular departments, residence hall computer labs and technology-enhanced classrooms, are located throughout the campus. Portable media systems supporting classroom instruction are available throughout the campus.

The Instructional Technology department provides support for faculty, staff and students in their use of technology to enhance teaching, learning and research. The department supports a media development lab for those requiring assistance with digital imaging and digital video editing projects, and loaner equipment such as laptop computers, projectors and digital cameras. Online training is available throughout the year to introduce the computer and network systems, Microsoft Office applications, e-mail, graphics, Web use, and to provide advanced information on specific topics. Training is also offered in support of the Digital Portfolio project for first-year students.

Central administrative computing systems include a Windows 2000 server running the Oracle 9i database system. The College's administrative software, Sungard SCT Corporation's Banner version 6, also resides on this computer. Most of the College's business applications are run in the Banner system, including registration and student records, finance, financial aid, human resources and institutional advancement. In addition, several Windows servers provide Web interfaces to the Banner and e-mail systems for students, faculty and staff.

The Division of Information Technology is committed to providing appropriate technology resources and support to meet faculty, staff and student needs. Detailed information on the division's services is available at www.albion.edu/it.

[Back to Academic Programs](#)

Academic Programs: Academic Skills Center

The Academic Skills Center (ASC), located in the Mudd Learning Center, provides a variety of peer tutoring and academic assistance services for Albion College students. In addition, the ASC has three centers that offer professional assistance in learning skills, quantitative skills and writing. See the ASC Web site (www.albion.edu/asc/) for current information regarding subject area help rooms, to submit requests for peer tutors, or to request appointments with ASC staff. All services of the Academic Skills Center are free to Albion College students.

Disabilities Services (Learning Support Center)

The Learning Support Center coordinates services and accommodations for students with disabilities. These services are provided in accordance with the Americans with Disabilities Act (ADA), and Section 504 of the Rehabilitation Act of 1973, and are intended to remove barriers to participation in the college environment. Examples of accommodations include extra time on examinations, distraction-free test locations, classroom notetaking and books on tape. The center also monitors first-year student performance, and provides academic coaching for time management, supplemental advising regarding course selection, and initial screening and information for students with questions regarding possible learning disabilities and ADHD.

Learning Support Center

The Learning Support Center helps students who want to improve or streamline their academic performance. Common student goals include improving reading speed and comprehension, learning effective test preparation, and organizing an overwhelming workload. First-year students often seek assistance from the center to bring their study skills up to college level; upper division students utilize the center for a wide variety of academic concerns. Students may request appointments or assistance at any time of the semester.

Quantitative Skills Center

The Quantitative Skills Center provides support for students in all disciplines. Frequently addressed issues include applications of mathematics, logic or statistics in various courses and specific strategies for approaching college-level mathematics courses. The resources of the Center include a collection of mathematics texts that students may check out and a set of computerized self-paced tutorials in algebra and trigonometry that students may use at their convenience. Students can receive help on a drop-in basis, and those desiring long-term one-on-one tutoring in math can be paired with trained student tutors. In addition to these services, the Quantitative Skills Center sponsors a series of workshops. Recent workshops have included such topics as using graphing calculators, solving story problems, overview of important calculus concepts, and preparing for graduate school entrance or teacher certification examinations.

Writing Center

The Writing Center supports the entire College community: our goal is to help all students become better writers, from the novice to the already experienced writer. Peer consultants at the Writing Center support writers by responding to writing in process -- working together with student writers -- rather than by proofreading, editing or writing students' papers. Consultants are trained to work one-on-one with writers at every stage of the writing process, from initial brainstorming to writing drafts, and from organizing ideas to revising or final editing. In addition, consultants help students with the wide variety of writing taught in different academic disciplines, as well as other kinds of academic or professional writing (e.g., cover letters for internships, resumes for job applications, personal statements for scholarships or graduate school). The Writing Center's mission is to provide assistance for every writer at the College.

[Back to Academic Programs](#)

Academic Programs: Co-Curricular Programs

Albion College offers opportunities for students with interests in everything from computers to art -- opportunities offered both inside and outside of the classroom.

Anna Howard Shaw Women's Center -- See the [Student Life](#) section of this catalog for more information.

Print and Electronic Media -- Students interested in writing, editing, layout and broadcasting may wish to take advantage of several campus opportunities. Students interested in journalism may work for [The Pleiad](#), the weekly campus newspaper, or *The Albionian*, the yearbook. The campus literary journal is *The Albion Review*, which publishes poetry, prose and artwork by students, faculty and campus visitors; it is edited entirely by students. The campus radio station, WLBN, broadcasts on a closed-circuit system and is operated by students who serve as D.J.s, news and sports announcers, special reporters/interviewers, and station directors. All students enrolled at Albion College may audition.

Art Exhibits -- The Art and Art History Department sponsors a series of [art exhibits](#) in the galleries of the Bobbitt Visual Arts Center that feature the work of nationally-known artists, art department faculty, alumni and art students. In addition, the College maintains a collection of prints, ceramics, glass, paintings and other art objects that are regularly displayed.

Music -- Albion's [Music Department](#) offers diverse opportunities for performance and private study. The Concert Choir, Briton Singers, Symphony Orchestra, Marching Band, Symphonic Band, Jazz Ensemble and chamber ensembles are open by audition to all students. Private lessons in voice, piano, organ, guitar and all orchestral and band instruments are available to all students. Off-campus study and internships offer outstanding opportunities in New York, Washington, D.C., Chicago and abroad for students pursuing professional careers in music and related fields.

Theatre -- Four major plays and several studio productions are staged each year. These are produced by the [Theatre Department](#) and the Albion College Players. All Albion students are invited to become involved in theatre activities. Under certain circumstances it is possible for students to receive credit for their participation. Internships with professional theatre groups and the broadcast media are possible in New York and Philadelphia, and Albion's other off-campus programs in the U.S. and abroad can provide new and different perspectives in the theatre.

[Back to Academic Programs](#)

Academic Programs: Academic Honors and Activities

Albion encourages students to expand their experience both inside and outside of the classroom. A wide range of extra-curricular and co-curricular activities provide recreational and educational opportunities for all students. These include honor societies, honorary organizations, departmental clubs, off-campus study, interdisciplinary courses, performing arts, and more. In addition, Albion provides a complete intramural and varsity athletic program which is described in the [Student Life](#) section of this catalog.

Academic Honors

Dean's Honor List -- Those full-time students whose grade point average is 3.5 or above at the completion of a semester are named to the Dean's List issued at the close of each semester. To qualify, students must take at least three units in graded courses and successfully complete four units. All course work must be completed on the Albion College campus.

Departmental Honors -- Qualified departmental majors may present papers to be considered for departmental honors. Normally such students will have a grade point average of 3.0 or higher in their major department and will have conducted the work as part of a directed study. A student whose GPA is lower than 3.0, but whose work promises a thesis of high quality, may petition the major department for permission to submit a thesis. A student whose thesis is accepted by the department will graduate with "departmental honors."

Graduation Recognition -- Three grades of recognition are conferred at graduation. For students graduating in 2006 and after, cum laude is granted to those who have a grade point average of 3.5; magna cum laude is granted to those who have a grade point average of 3.75; and summa cum laude is granted to those who have a grade point average of 3.9 or above. A student must complete at least three semesters of study at Albion College to be considered for graduation recognition.

Graduation Honors -- Students who successfully complete Albion's Honors Program and maintain a grade point average of 3.5 will graduate "with Albion College honors."

Honor Societies

Phi Beta Kappa is the oldest of the national honorary societies, founded in 1776. The Beta of Michigan chapter was established at Albion in 1940. Members are usually seniors in the top 10 percent of their graduating class who meet the chapter's liberal studies and residency requirements.

Sigma Xi, The Scientific Research Society, was founded in 1866 as an honor society for scientists and engineers. The Albion chapter, started in 1959, includes faculty and students who are involved in scientific research. Students who have done research at Albion or in an approved off-campus program and who anticipate a career in science are eligible for nomination as associate members.

Albion College Fellows have attained a 3.7 average for three successive semesters on campus. They must also take at least three units in graded courses and successfully complete four units each semester. Participation in an approved off-campus program does not prevent students from qualifying at the end of the semester after they return.

Mortar Board, a national honorary, was established at Albion in 1941 to honor women who have been outstanding in scholarship, leadership and service. In 1976 the Albion chapter voted to make its membership coeducational.

Omicron Delta Kappa, national leadership honorary, was established at Albion in 1942 to honor juniors and seniors who have actively contributed to campus life and scholarship.

Alpha Lambda Delta, national freshman scholastic honorary, recognizes students who have received a 3.5 average at the end of their first semester or have an accumulative 3.5 at the end of their freshman year, based on at least three units of graded courses per semester. Alpha Lambda Delta was established at Albion in 1940.

Departmental Honoraries and Clubs

Many academic departments of the College sponsor honoraries in recognition of high scholarship. Minimum requirements for membership in these honoraries usually include: a departmental grade average of 3.0; an all-College grade average of 2.5; a major or minor in the respective department; and sophomore standing, although second semester freshmen are eligible in very unusual cases. The departments and their respective organizations include:

Biology -- Beta Beta Beta (national)
 Chemistry -- Fall Chemistry Club
 Economics -- Omicron Delta Epsilon (national)
 English -- Joseph J. Irwin Honorary Society

Geology -- Sigma Gamma Epsilon (national)
 History -- Phi Alpha Theta (national)
 Mathematics -- Kappa Mu Epsilon (national)
 Music -- Pi Kappa Lambda (national)
 Physics -- Sigma Pi Sigma (national)
 Political Science -- Pi Sigma Alpha (national)
 Psychology -- Psi Chi (national)
 Public Policy -- Pi Sigma Sigma (national)

Many departments also have their own clubs designed to encourage interest and to supplement the work in the classroom.

Departmental awards are given on a broad range of criteria to students in the form of prizes, honors and other distinctions. Students are urged to familiarize themselves with the awards by contacting the respective departmental chair.

Scholarships and Fellowships for International Study

The scholarships and fellowships listed below assist students who wish to study and/or conduct research abroad. Because the selection process for these awards is highly competitive, students are strongly encouraged to consult with the campus advisers for these programs during the application process.

Freeman-ASIA—The primary goal of the Freeman-ASIA Program is to increase the number of U.S. undergraduates who study in East and Southeast Asia by providing students with the information and financial assistance they will need. Awardees are expected to share their experiences with their home campus to encourage study abroad by others and to spread understanding of Asia in their home communities. For more information, see <http://www.iie.org/programs/freeman-asia/index.html>.

Fulbright Grants—Congress created the Fulbright program in 1946 to foster mutual understanding among nations through educational and cultural exchanges. Each year, the Fulbright program enables U.S. students, artists and other professionals to study or conduct research in more than 100 nations. The program offers Fulbright full grants, Fulbright travel grants, foreign and private grants and teaching opportunities. Brochures, application forms and information are available from the Office of International Education or the Fulbright campus adviser, Lisa Lewis, Office of Academic Affairs. The campus application deadline is Oct. 1. For more information, see <http://www.cies.org/>.

Benjamin A. Gilman International Scholarship Program—The Benjamin A. Gilman International Scholarship Program reduces barriers to study abroad by providing assistance to those undergraduate students who have demonstrated financial need. This program offers a competition for awards for study abroad, for U.S. citizens who are receiving federal Pell Grant funding. Pell recipients planning to study abroad should also apply for a Gilman Scholarship. This congressionally funded program is offered through the Bureau of Educational and Cultural Affairs of the U.S. Department of State and is administered by the Institute of International Education. Selected by competition, recipients are awarded up to \$5,000 to defray the costs associated with studying abroad. For more information, see <http://www.iie.org/programs/gilman/index.html>.

British Marshall Scholarships—Established by an act of Parliament in 1953 to commemorate the ideals of the European Recovery Programme (the Marshall Plan), the British Marshall scholarships are intended to enable "intellectually distinguished young Americans to study in the United Kingdom and thereby to gain an understanding and appreciation of the British way of life." Applications must be submitted on prescribed forms available by mid-May from the Office of International Education or the Marshall campus adviser, Thomas Padgett, Gerald R. Ford Institute for Public Policy and Service. The campus application deadline is Oct. 1. For more information, see <http://www.marshallscholarship.org/>.

NSEP Scholarships—Established by the National Security Education Act of 1991, NSEP scholarships aim to provide U.S. undergraduate students with the resources and encouragement they need to acquire expertise in languages, cultures and countries less commonly taught in the United States. NSEP scholarships can be applied for study in all countries except Western Europe, Canada, Australia and New Zealand. Applications can be obtained from the Office of International Education or the NSEP campus adviser. The campus application deadline is Dec. 1. For more information, see <http://www.iie.org/programs/nsep/nsephome.htm>.

Rhodes Scholarship—The Rhodes scholarship provides for study at Oxford University and is one of the most competitive awards available. Applicants must demonstrate outstanding intellectual and academic achievement, but they must also be able to show integrity of character, interest in and respect for their fellow beings, the ability to lead and the energy to use their talents to the fullest. Forms and information are available from the Office of International Education or the Rhodes campus adviser, Geoffrey Cocks, Department of History. The campus application deadline is Oct. 1. For more information, see <http://www.rhodesscholar.org/>.

Rotary Ambassadorial Scholarships—The primary purpose of this program is to further international understanding and friendly relations among people of different countries. Scholarship applications need to be made more than a year in advance of the planned study abroad program experience. Rotary awards provide for all expenses of most semester and year-long study-abroad programs. For more information, see http://www.rotary.org/foundation/educational/amb_scho/.

Information on other study-abroad scholarships may be obtained in the [Center for International Education](#).

Scholarships and Fellowships for Study in the United States

The scholarships and fellowships listed below are awarded nationally to undergraduate students who wish to continue their studies in the areas specified by the respective program. Because the selection process for these awards is highly competitive, students are strongly encouraged to consult with the campus advisers for these programs during the application process.

Jack Kent Cooke Graduate Scholarship Program—The Jack Kent Cooke Foundation provides scholarships to college seniors or recent college graduates of high need to enable them to attend graduate or professional schools. Approximately 65 of these scholarships are awarded annually. In order to apply, you must be nominated by our campus representative, Gene Cline, Department of Philosophy. For more information, see http://www.jackkentcookefoundation.org/jkcf_web/content.aspx?page=SchProg

Barry M. Goldwater Scholarship—The Barry M. Goldwater Scholarship and Excellence in Education Program “was established by Congress in 1986 to honor Senator Barry M. Goldwater, who served his country for 56 years as a soldier and statesman.” The purpose of the foundation is to develop highly qualified scientists, mathematicians and engineers by awarding scholarships to college students who intend to pursue careers in these fields. For more information, contact the Goldwater campus representative, Dean McCurdy, Department of Biology, or see <http://www.act.org/goldwater/>.

National Science Foundation Graduate Research Fellowships—The program recognizes and supports graduate students pursuing research-based master's and doctoral degrees in science, technology, engineering and mathematics disciplines. "NSF Fellows are expected to become knowledge experts who can contribute significantly to research, teaching and innovations in science and engineering." For more information, go to: <http://www.nsfgradfellows.org/>.

Thomas R. Pickering Foreign Affairs Fellowship Program—Outstanding students who are interested in pursuing a foreign service career with the U.S. Department of State may apply for a Pickering fellowship during their sophomore year. The fellowship award includes tuition, room, board and mandatory fees during the junior and senior years of college and during the first year of graduate study with reimbursement for books and round trip travel. The fellow must commit to pursuing a graduate degree in international studies at one of the graduate schools identified by the Woodrow Wilson National Fellowship Foundation. Fellows meet annually in Washington, D.C., for a program orientation. Only U.S. citizens will be considered for the Pickering fellowships. Women, members of minority groups historically underrepresented in the Foreign Service, and students with financial need are encouraged to apply. For more information, see <http://www.woodrow.org/public-policy/>.

Harry S. Truman Scholarship—These awards go to college juniors with “exceptional leadership potential who are committed to careers in government, the nonprofit or advocacy sectors, education or elsewhere in the public service. . . .” Approximately 80 awards are given annually for support in graduate school. For more information, contact the campus adviser, Thomas Padgett, Gerald R. Ford Institute for Public Policy and Service, or go to <http://www.truman.gov/index.htm>.

Morris K. Udall Undergraduate Scholarship—These highly competitive scholarships are awarded to college sophomores and juniors who have demonstrated commitment to careers related to the environment or who are Native American or Alaska Native and have demonstrated commitment to careers related to tribal public policy or health care. Interested students should prepare to apply at least a year in advance of the application deadline. Forms and information are available from the Udall campus representative, Timothy Lincoln, Department of Geological Sciences. For more information, see <http://www.udall.gov/scholarship/>.

[Back to Academic Programs](#)